

CPOMS Policy

December 2025

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EMMAUS CATHOLIC ACADEMY TRUST

The Diocese of Salford provides Catholic Academy Trusts, schools, and colleges for the following reasons:

1. To assist in the mission of making Christ known to all people;
2. To assist parents and carers, who are the prime educators of their children, in the education and religious formation of their children;
3. To be of service to the local Church – the Diocese – the Parish and the Christian home;
4. To be of service to society.

Emmaus Catholic Academy Trust Vision:

To provide great Catholic education across Greater Manchester.

Journey with Emmaus CAT...



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1. Policy Statement

Our core purpose is to create a healthy Catholic organisation serving the pupils in our Catholic schools, communities, families, and parishes across Greater Manchester. We are aligned in our mission to work collegially to ensure that we have great schools, strong in faith, serving society. Schools where every pupil has an equal opportunity to thrive and receive the very best Catholic education and formation. Our guiding principles and this CPOMS Policy exist to ensure that each Emmaus CAT school has a clear and compelling vision for all of its pupils, focused on creating an inclusive environment, tailored to the needs and abilities of each and every pupil. At Emmaus CAT we will succeed with our philosophy of aligned autonomy, the belief that talent is key and the sharing of curriculum knowledge and academic rigor.

2. Aim of Emmaus CAT Policies

The aim of this, and all Emmaus CAT policies is to support the seven major themes of Catholic Social Teaching, which include;

- The dignity of work and the rights of the worker;
- Solidarity with all people;
- A preferential option for the poor;
- Stewardship and care for creation;
- The call to community and participation;
- The sacredness of life and the dignity of the human person;
- Human rights and the responsibility to protect them;

as well as ensuring that national legislation and guidance are implemented across all our schools. Our policies should not be viewed in isolation, but along with our guiding principles, as integral to all aspects of school improvement. With our policies we aim to create an effective partnership with parents and carers, the prime educators of their children, to ensure that all children reach their potential whilst setting high expectations and aspirations, in a positive and supportive environment. All Emmaus CAT policies will clearly define and communicate the core principles which underpin our Catholic culture, mission and vision.

3. The legal framework

Rationale Keeping Children Safe in Education

Keeping Children Safe in Education (KCSIE, 2025) places a responsibility on the Designated Safeguarding Lead (DSL) to ensure that Child Protection Files are kept up to date. Records should capture all concerns, discussions and decisions made, and the reasons for those decisions.

The guidance states that records should include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

In relation to incidents of child-on-child sexual abuse, KCSIE states that schools should record and be able to justify their decision-making by also recording reasons for their decisions. Where risk assessments are needed, these should also be recorded and kept under review.



When responding to safeguarding concerns, KCSIE shows the following options available to DSLs:

- Managing any support for the child internally via the school's or college's own pastoral support processes
- Undertaking an early help assessment
- Making a referral to statutory services, for example as the child might be in need, is in need or suffering or is likely to suffer harm

Ofsted and Inspection

The *Ofsted Education Inspection Toolkit (November 2025)* makes multiple references to record keeping, including:

- establish a culture in which staff, pupils and parents feel comfortable raising and discussing concerns that relate to safeguarding pupils, and feel confident that appropriate action will be taken when necessary
- know and are assured that policies and procedures are understood, applied and have a positive impact on pupils
- ensure that the school has policies and procedures for reporting safeguarding concerns about adults, poor safeguarding practices and whistle-blowing
- have clear, effective systems for reporting incidents of sexual violence and sexual harassment, for sharing information and for consulting with multi-agency safeguarding partners

The safeguarding standards have been developed from the requirements of 'Keeping children safe in education' and 'Working together to safeguard children'. Safeguarding is 'met' when all the following apply:

Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed.

All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently.

Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, record keeping and the 'Prevent' duty.

4. Child safeguarding practice reviews

Serious Case Reviews have highlighted examples of poor practice which led to children not receiving the right help at the right time to address safeguarding issues and prevent issues escalating. Commonly identified themes included:

- Failing to act on and refer the early signs of abuse and neglect
- Failing to identify and act on emerging safeguarding concerns, including behaviour and attendance

- Poor record keeping
- Failing to listen to the views of the child
- Failing to re-assess concerns when situations do not improve
- Not sharing information with the right people within and between agencies
- Sharing information too slowly
- A lack of challenge to those who appear not to be taking action

Summarising key learning for the education sector, Research in Practice (2020) states that:

'The use of clear and descriptive language is integral to effective information sharing. It can paint a vivid and detailed picture that accurately describes concerns and the context of the child's life; conversely, the use of vague or stock phrases or professional jargon can obscure concerns.'

An annual review of all Child Safeguarding Practice Reviews (Child Safeguarding Practice Review Panel 2023, published in January 2024) further emphasised the importance of the quality and timeliness of referrals, using clear and accurate language, and ensuring that all concerns are considered in the context of a child's wider history.

5. About this guidance

Where this policy refers to DSL this will, in most cases be the individual Designated Safeguarding Lead within the school. However, in some cases where duties are shared within a wider safeguarding team, this may include deputy DSLs who must have been trained to the same standard as the DSL. The Headteacher carries the ultimate responsibility for safeguarding. Therefore, they must have oversight of all safeguarding cases and be kept fully briefed by the DSL if the DSL is not the Headteacher. For this reason, Headteachers should also be trained to DSL standard.

In all cases the DSL must retain ultimate oversight and accountability for all safeguarding cases.

Further information on the role of the DSL can be found in the Emmaus CAT Safeguarding and Child Protection Policy.

Aims

This toolkit aims to address the themes highlighted above by defining clear and consistent protocols for the recording, triage, and resolution of safeguarding concerns across Emmaus CAT, to:

- Enhance the quality and consistency of recording and reporting
- Enable clear data analysis at all levels across Emmaus CAT, to identify and respond proactively to emerging trends
- Facilitate and capture evidence of regular quality assurance of safeguarding concerns
- Support DSLs in maintaining accountability over the management of concerns

To ensure consistency, schools must not amend CPOMS categories. New categories should only be created where express permission is provided within the toolkit. Requests for new categories must be made in writing to the Emmaus CAT Directors of Safeguarding for consideration and approval. Categories must not be altered until Emmaus CAT has agreed in writing.

6. Record Keeping – General Principles

When logging a concern, it is the role of the person recording to effectively convey the nature of the concern to DSL. Records are at risk of misinterpretation and decisions made by DSLs will be based on the information provided. Staff should take time to ensure that concerns provide an accurate representation of the situation with clarification, and convey the voice of the child where appropriate. The information recorded is likely to have a direct influence on the support put in place for a child and their family. Records must, where relevant, include the reason referrals to statutory agencies have not been made/accepted.

When recording incidents or actions on CPOMS, staff should ensure that records are:

- Professional (consider spelling and grammar, avoiding jargon, initials, and abbreviations)
- Objective (be descriptive, use body maps and avoid subjective words (e.g. “inappropriate”)
- Accurate (avoid vague or ambiguous statements, distinguishing between fact and opinion)
- Child Centred (capture the perspectives, wishes and feelings of the child, wherever possible)
- Timely (concerns should be logged at the earliest opportunity) For concerns requiring immediate attention, this should be as soon as the disclosure /concern has arisen. All concerns should be reported before the end of the school day.
- Succinct (details should be comprehensive, but concise)
- Evidenced (upload relevant evidence to the incident, such as statements, if applicable) Evidence of indecent images or videos of children MUST NOT be uploaded to CPOMS.
- Action focussed (include any action already taken) Staff should be mindful that records may be shared with children, their families or presented as evidence in court. Further detailed guidance on record keeping for staff can be found in Appendix A.

7. Logging an incident

If a concern requires immediate action, the DSL must be informed immediately and in person, prior to the incident being logged on CPOMS

When logging an incident, staff access to categories will be restricted depending on the permissions granted to them by the DSL.

All staff will have access to the **‘Pupil Concern’** category. This category should be used for reporting **any concerns** relating to the safety or welfare of a child.

“The DSL will triage the concern as follows:

- **‘General welfare issue’** – this will be assigned to the relevant member of staff e.g. form tutor
- **‘Safeguarding concern’** – this will be assigned to a member of the staff to carry out safeguarding actions.

8. Incident Report Form

The Incident Report Form format will be consistent across Emmaus CAT schools (refer to user guide).

9. The triage process

Concerns are categorised with strict adherence to the Emmaus CAT Safeguarding Categories as listed in Appendix B.

DSLs should only assign one category which may involve careful consideration to establish the predominant safeguarding issue or status.

DSL actions will include:

- Assessment of the information (considering any prior history)
- Actions proposed (including rationale)
- Pupil concern and safeguarding concern to be retained for reporting reasons

10. Monitoring and closing cases

All cases can be monitored under their assigned category, and this will inform the safeguarding watch list. Before any case can be closed to monitoring, this must be discussed with the DSL who will confirm the rationale. This **cannot be a delegated task** and the DSL should review this on a half termly basis.

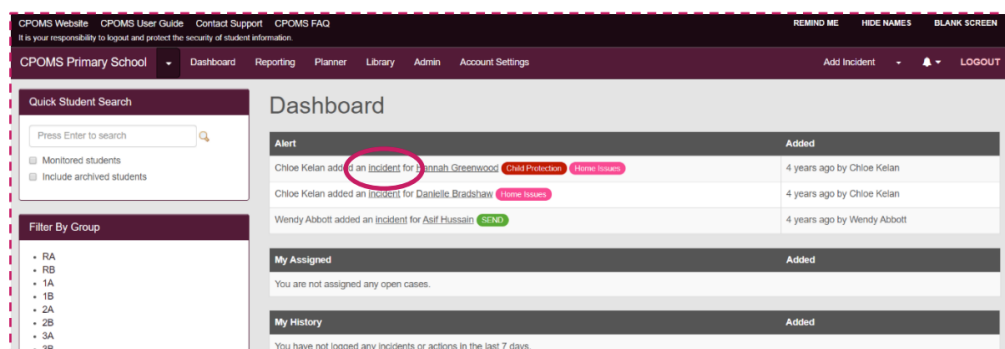
11. Assigning cases

Safeguarding Concerns must be assigned to a member of staff. To assign cases, click on 'Nobody' next to 'Assign To' to the left of an incident. A search box will appear. Search for the desired user and click 'Submit.' The same process should be followed when changing the user to which any given incident is assigned. Only enhanced access users will appear. More information on how to do this can be found in the Emmaus CAT CPOMS User Guide.

User groups will be pre-determined by school leaders.

12. Oversight of Active Cases

Assigned incidents will appear under the 'My Assigned' section of the main CPOMS dashboard for the assigned user.



Assigned staff are responsible for reviewing their assigned cases, completing required actions, and updating records in a timely manner. Assigned cases should be reviewed daily and reminders can be set for incidents and actions, using the Planner function in CPOMS.

The DSL should maintain daily operational oversight of all active cases. The DSL should also formally quality assure progress against Active Cases each week.

Any staff assigned a case who is not named within a pre-determined user group will not automatically receive an alert. This will need to be manually activated by the DSL.

13. Merging and Splitting Incidents (DSL action only)

It is important that updates or actions are linked to the incident. Therefore, it may be necessary for DSLs to merge incidents. This may also be used if an incident has been added to CPOMS multiple times by different staff members. If you choose to 'merge' an incident, it will become an 'action' beneath the incident you choose to merge it with.

To do this, simply find the incident that you would like to merge with and take note of the Incident ID Number. This is the small number found to the right of the staff member's name who logged the incident. This incident will become the main incident once merged.

Next, find the other incident that you would like to merge with. This incident will become an action beneath the main incident. Click on 'Options' to the top right-hand corner of the incident and select 'Merge.' Input the Incident ID Number of the incident you would like to merge with and click 'Search.' You will then see a preview of the incident. If you are happy to proceed, click on 'Merge' again.

If an action is added to an incident and you consider it should be an incident, you can click on 'Split as Incident' which will then add it to the system as an incident.

Locate the action and click on 'Options,' to the top right-hand corner of the action, and select 'Split as Incident.' When prompted, select the category that the incident should be assigned to, if different, and click 'Split' again. It will then appear in the pupil's profile in their 'Incidents' tab, in date order.

14. Closing Cases

Cases should only be closed by the assigned member of staff. In primary schools this will usually be the DSL/ Headteacher and in secondary schools this will be following consultation with the DSL, who will be a member of the Senior Leadership Team.

Having taken all relevant action in relation to an incident, the case owner should add a final update action to the original incident. This should include a summary of the action taken, the case owner's rationale for taking such action, and the outcome.

Closure requests can be monitored by DSLs via the main Alert Dashboard or via reports. Incidents should not be closed where there are outstanding actions. The DSL should **quality assure all closed cases** on a weekly basis. (See appendix)

15. Monitoring Pupils

CPOMS allows for the monitoring of pupils under each of the categories available within the system. When a new incident is created, a pupil will automatically become monitored for the relevant categories applied. Monitoring can also be manually applied to a pupil within the 'Monitoring History' tab on their profile, by clicking on the relevant category. This may be necessary if you wish to apply a category, without attaching it to a new incident/action.

Pupils can also be un-monitored, by clicking on the two lines within the 'Ended' column and applying the date on which they pupil was no longer monitored (see below). Here you can manually monitor a pupil for a certain category by ticking the category name, or likewise un-monitor a pupil for a certain category if it is no longer required by un-ticking the category name.

It is important that monitoring relating to key categories is kept up to date and reflects the current position. Table 1 below outlines these key categories, and the frequency with which monitored pupils should be reviewed and updated.

Table 1: Schedule for pupil Monitoring Review

Category type	Frequency of Review
CLA / Post CLA / Kinship Care / Private Fostering	Daily or as need arises
CP	Daily or as need arises
CIN	Weekly or as need arises
EH	Fortnightly or as need arises
Safeguarding watch	Half termly with safeguarding team
Referral – MASH, CAMHS, other	Half termly with safeguarding team
Risk assessment	Half termly in conjunction with all stakeholders

16. Child impact chronology (case summaries)

For pupils who present with complex safeguarding needs, records can become very lengthy. This can make it difficult to maintain a comprehensive overview of the situation or notice any improvements or deteriorations in the child's situation. For complex cases, DSLs should consider producing termly case summaries.

Child impact chronologies should provide a summary of the child's history, including an overview of prior and current concerns, and any prior or current involvement from partner agencies. Case summaries should also highlight any key risks (e.g., if a child should not have contact with certain family members or other young people).

Once this summary has been completed, further case summaries will be shorter and more concise, summarising only key changes since the case summary was completed.

Child impact chronologies should be recorded as new incidents and categorised as admin information. This will not affect the data statistics for that child.

It is vital that any vulnerable child is discussed regularly with other key teams in school such as SEND, behaviour, and attendance. The recording on CPOMS should evidence clear action plans and progress towards achieving them.

17. Use of the Planner

CPOMS has a built-in planner, which can be used to set reminders for enhanced access users. The planner can include private and public reminders, and can serve several purposes:

- Providing DSLs with access to a shared calendar, including dates and times for statutory and non-statutory meetings. This may be particularly useful if staff are unexpectedly absent, to enable other staff to cover meetings and important tasks
- Setting personal reminders to 'follow up' on an action or 'check in' with a pupil within a given timescale
- Setting reminders for other enhanced access users when assigning actions, to provide greater oversight to the DSL on the status of the actions

All external agency meetings in respect of pupils should be entered on the planner and shared with the DSL.

Cases and Forms

For schools that have access to the Cases and Forms module on Child safe, this can be used to form the basis of the child impact chronology.

Schools must ensure that in all cases, clear actions have been identified and reviewed regularly.

18. Key Contacts

Keeping Children Safe in Education states that Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information on CPOMS so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.

Ideally, all relevant contact details relating to professionals working with the family should be maintained in the 'Contacts' tab on the pupil's profile rather than in the body of text within a chronology. This makes the information readily accessible. It should include the professional's name, role, agency and contact details. When a professional is no longer working with a pupil, the record should be updated to reflect this.

19. Uploading Documents

Documents related to a specific incident or action (e.g. witness statements) can be added directly to the incident in question. These documents will only be accessible to staff with permissions to view the categories applied.

Prior to uploading documents, files should be renamed to clearly indicate what the file is (e.g. CP Core Group Minutes – 12th January 2024 or EHA Plan – 18th February 2024 or Bullying Incident – Pupil Statement – 3rd March 2024). The pupil's initials should be included in this title. Failure to rename the documents can make identification difficult.

Documents can also be uploaded directly to the Document Vault. These documents will be visible to all key holders. If uploading directly to the vault, users can be alerted to the document by clicking 'Options' and 'Alert Users.'

20. Data Reports

Data reporting is an important feature within CPOMS. It is therefore imperative that incidents are appropriately categorised to enable accurate reporting. Reports can be generated to be sent at scheduled times and this can ensure that all key stakeholders have up to date safeguarding data. Below is a table of required reporting schedules.

Table 2: Reporting schedules

Report Type	Sent to	Frequency
Referrals to DSL	DSL/HT	weekly
LAC/CP/CIN/EH/PLAC	DSL/HT/DoS	weekly
MASH referrals (CSC)	DSL/HT/DoS	weekly
Safeguarding Watch List	DSL/HT/AS	Half Termly
PA/SA	Attendance Lead / DSL /AS	Half termly
Young carers	DSL/HT	Half termly
Child on child abuse	DSL/HT	Half termly

21. Pupil Reports

Pupil reports should be generated to inform decisions such as suspensions, permanent exclusions, strategy meetings and Child Protection Conferences.

Within a pupil's profile, the 'Overview' tab provides basic information about a pupil, including DOB, Gender, SEN (Special Educational Needs) status, Medical Conditions. This information is imported from the MIS system. At the bottom of the 'Overview' page, there is an 'Incidents by Category' pie chart. This provides a breakdown of all incidents logged over a period of time and can be helpful for noticing emerging trends.

To the right of the pie chart, a timeline graphically presents when categories have been applied. Clicking on any category plotted on the timeline will provide direct access to the associated records within the pupil's file. The timeline can be useful when monitoring the frequency with which concerns are being logged or multi-agency meetings are being held, for example.

The 'Monitoring History' tab also provides a visual timeline of the duration with which a pupil has been monitored under a given category. This can be useful in providing evidence for escalating long term Early Help Assessments or Child in Need Plans, as well as identifying whether pupil cases are repeatedly being open and closed by statutory agencies.

DSLs should give due regard to the editing information in the incident/action box before a report is generated in PDF form. The 'editing information' can be unticked to prevent it being visible in the printed report. Reports should always be generated and shared in PDF format.

22. Quality Assurance Processes

This Toolkit has been designed to support DSLs to quality assure the response to safeguarding incidents, both operationally and strategically. The Toolkit below provides a summary of the quality

assurance activities that should be completed daily, weekly, and termly. Appendix C contains quality assurance tools for File Audit and Incident Audit purposes.

Table 3: Summary of CPOMS QA Activity

Frequency	Person responsible	Method
Daily		
Review assigned incidents	ALL	CPOMS dashboard
Review assigned actions (on action automated alerts)	DSL	CPOMS dashboard
Ensure all incidents have been triaged	DSL	Open safeguarding concern report
Ensure all incidents have been assigned	DSL	Open unassigned incident report
Weekly		
Review status of incidents	DSL	Open safeguarding concern report
Review of actions	DSL	CPOMS report
Review referral outcomes	DSL	Monitoring report
Review SG watch list	DSL	Monitoring report
Review QA 'action needed'	DSL	QA 'action required' report
Review closed cases	DSL	CPOMS dashboard
Termly		
QA audit (Appendix D)	DSL/head/Lead governor for safeguarding/DoS Emmaus CAT	Headteacher led
Child on child abuse audit	DSL	Will inform HT report to governors
QA Child impact chronology (case summary completion)	DSL	Child impact chronology report

Formal termly CPOMS audits should be completed by Headteachers and DSLs, using the Audit Templates provided in Appendix E. Once completed, audit templates should be added as a new incident to CPOMS under the relevant pupil's information. Relevant Quality Assurance categories should be applied, indicating the audit type (DSL, Headteacher, Emmaus CAT Central team) and outcome (Red, Amber, Green).

Where actions have been identified, the **Quality Assurance – Action Required** flag should also be applied and the incident should be assigned to a case owner to address the actions. Once all actions have been completed, the **Quality Assurance – Action Required** category should be replaced with **Quality Assurance – Action Complete**, and the incident can be closed.

23. Administration Rights

The DSL, in consultation with the Headteacher, is responsible for setting the administration rights and access levels for all members of staff. Administration rights and access levels should be signed off by the Headteacher. Any staff member with access to Safeguarding Concerns must be appropriately trained.

Access Rights

Member of Staff	Access level
Emmaus CAT Central Team key senior staff	Full access
Headteacher	Full access
DSL / DDSL	Full access
SLT and Pastoral leads	Assigned cases and recording all cases
Year staff / Class teacher	Full access to relevant year groups
Attendance Officer	All categories of attendance and report incidents
Non-teaching staff including admin staff	Report Incidents

24. Support with CPOMS

Help and support from CPOMS can be accessed from the Emmaus CAT Directors of Safeguarding and the Director of IT and Strategy.

25. Emmaus CAT Agreed CPOMS Categories

Emmaus CAT CPOMS agreed Categories

Child Protection Sub-categories - Physical Abuse - Emotional Abuse - Sexual Abuse - Neglect	Child in Need	Looked After Children Sub-categories - Section 20 - Interim Care Order - Full Care Order - Kinship Care
Safeguarding Concern Sub-Categories: - Physical Concern - Sexual Concern - Neglect Concern - E-safety - Emotional concern - CCE - CSE - FGM - PREVENT - County Lines - Forced Marriage - Strategy Meeting - Children's Social Care referral	Child on Child Abuse Sub-Categories: - Bullying - Online bullying - HSB - Physical - Toxic masculinity/misogyny	Equality & Discrimination Sub-Categories: - Age - Disability - Pregnancy and maternity - Racism - Religion - Gender - Sexism - Gender reassignment - Marriage and civil partnership



• Referred but not accepted • Weapon concern • Antisocial behaviour (community) • Gang concern • Financial hardship		
Early Help • Accepted/open to EH • Declined by parents • School-based EH	Young Carers	Previously Looked After • Special guardianship • Child arrangement order • Returned to home from care • Adopted out of care (NB: for the above to apply a child must have spent at least a day within the care of the LA)
Attendance • Informal stage • Severely absent • Persistently absent • EHE • CME • Education Penalty Notice • Prosecution/legal action • Education Supervision Order • Attendance Order • Emotionally Based School Avoidance	Domestic Abuse • Encompass • Reported DV	Behaviour • Behaviour concern • Behaviour intervention
Medical Conditions	Bereavement	Parental Communication
Filtering & Monitoring	SEND	Mental Health
Admin Information Anything entered in this section will not be generated within data reports	Substance misuse • Alcohol • Drugs • Vaping	Pupil Concern (All staff log under this category, referrals into school Safeguarding team).
Welfare Check	*Safeguarding Watch List	Risk Assessment
Searching & Screening		Agency Contact (not children's social care) *Schools to populate this with agencies that they work with*

Appendix A

Good practice guidance for staff in recording on CPOMS

When making any decisions in relation to incidents or pupils, it is fundamental that the DSL records the rationale for their decision making. This should include when referrals are not made to statutory agencies or where these have been made and subsequently declined. This is in line with KCSiE 2024.

Whilst pupil files are only accessible to designated staff in schools, records may be reviewed by Emmaus CAT Central Team, external inspectors, auditors, or partner agencies. Importantly, in some circumstances, the file may also be read by the child or their family (e.g. following Subject Access Requests). It is therefore imperative that staff recognise this resource as a professional tool.

It is important to describe clearly what is happening, or what you perceive. Opinion can be used but must always be quantified. Avoid vague or ambiguous statements. Accurate, factual recording avoids making value judgements, which can influence how information is interpreted. CPOMS records could potentially be used in legal proceedings so care must be taken in the use of language.

Example 1

“During a home visit, the living conditions were terrible.”

Example 2

“During a home visit at XXX on XXX, I observed 15 full refuse sacks in the living room, and evidence of mice droppings in the kitchen and hallway. There was a strong odour of urine downstairs.

In Example 1, the description “terrible” is subjective. Example 2 provides an objective description of the living conditions. This description would also enable improvements or deteriorations to be assessed or measured in the future.

It is important to recognise that accurate recording can sometimes feel uncomfortable, especially when this relates to something particularly sensitive (e.g. personal hygiene or parenting capacity). However, it is important to provide clarity.

Example 1

“Rowena has issues with her personal hygiene.”

Example 2

“Over the past two weeks, I have noticed an increase in body odour coming from Rowena. Negative comments by peers suggest this is having an adverse impact on her relationships. I spoke to Rowena about her hygiene routine. Rowena told me her mother is struggling financially so the family have tried to reduce the frequency of bathing.”

Whilst Example 2 is longer to write, it captures the severity of the situation more accurately. The additional detail may significantly affect the response made by the DSL.

All pupil concerns must be made as soon as possible. This enables information to be recorded whilst details are fresh in memory. Whilst it may be tempting to delay updating records, incomplete records can delay the response by the DSL in securing the right support for the child. Where records

are not recorded immediately in an exceptional circumstance only, the record should clearly stipulate the reason (e.g. taking a child to hospital A+E dept)

Given that records may be shared with other agencies or may be reviewed in future years for possible court proceedings, it is important that jargon is avoided. Records should include full names and job roles of individuals, rather than referring to staff and students using their initials.

Evidence Based

It is important that anyone recording a concern can substantiate what they are recording. If recording a fact, ensure that the accuracy of the fact can be evidenced. If recording an opinion, ensure that the opinion can be justified with evidence from what you have seen or heard.

It is acceptable to record opinions, as this forms part of professional judgement. However, professional judgement should be based on experiences of similar situations, awareness of individual circumstances and knowledge gleaned from training and evidence. As well as clearly identifying an opinion, it is important to state the basis on which the opinion has been formed.

Good Practice Example “I believe Yasmin is at risk. She is in a relationship with two men aged over 18. Yasmin has told me “they’re great” and that she “really enjoys their company.” Yasmin has told me that last month she met them once a week, but she now meets them for two or more hours every day. I am concerned that this is impacting on Yasmin’s wider life. Yasmin has been absent from school three days this week and was missing from home last week for the first time. Yasmin has suggested that the men are discouraging her from seeing her friends and have said they will buy her cigarettes when she runs out. Based on the information she has given me I am concerned that the behaviour of the men might be the start of grooming of Yasmin.

The example above captures the staff member’s concerns but recognises that these cannot be proven. The record also captures the child’s understanding of the situation. The author has provided a rationale for their professional judgement in relation to grooming.

Concerns must be considered in the context of prior known information about the pupil. Doing so ensures that patterns, trends, and accumulating risks can be considered. Records may include important information about a pupil’s history and how best to support them. Reviewing records also prevents a pupil from having to re-tell their story, which may be traumatic for them. This also highlights why it is important to ensure case summaries are up to date.

It is important to consider that prior information may contain inaccuracies and that the pupil’s situation may have changed over time. Professional judgement is therefore a key consideration.

Case Example: A child was excluded and allocated a place in Alternative Provision after bringing a knife to school. Three days into this placement, the child was seriously assaulted by another pupil. A review of the child’s file highlighted notes from a prior strategy meeting which identified the child was at significant risk of violence from the perpetrator, and that efforts should be taken to ensure his safety.

Whilst much of the above focusses on the importance of detailed and accurate recording, records should be as succinct as possible. Avoid repetition, and present information clearly and concisely.

Example 1

I visited Mrs Smith at home today for 30 minutes. She was tired. We discussed her plans to support Jacob's reintegration to school. His attendance is currently poor. He is regularly absent. I discussed whether, after her upcoming operation, she would need any support in the home, or whether she feels she can manage with the family around her. I offered a referral to Young Carers for Jacob, which he seemed really interested in. However, mum declined this. She was tired, so I agreed to visit on Thursday to meet Jacob and see if he will talk about his open about his worries about Mum.

Example 2

I visited Mrs Smith at home today. I discussed Jacob's attendance of 76% (school expectation is 95%). Mrs Smith is due to have an operation next week, linked to her Multiple Sclerosis. I discussed whether Jacob would benefit from a referral to Young Carers. Mum declined, but Jacob expressed an interest. I have agreed to visit on Thursday to explore Jacob's views and Mum's reluctance.

Given that children and families are often supported by multiple professionals and organisations, records should clearly demonstrate who else is supporting the child and family and the nature of the support. When supporting vulnerable pupils, child protection records should routinely cross-reference relevant information held on other school systems which may provide evidence in relation the child's safety of welfare (e.g., attendance, accident, behaviour, physical intervention, and progress data).

Care should be taken to ensure that language remains professional at all times. This is supported by the correct use of spelling and grammar. It is important to note that, whilst you might hold strong emotional views about a situation, you will need to separate this from the information that is required to be stated.

Appendix B

Category description guidance (triage process)

Category	Description
Child Protection	Statutory agency decision following section 47 enquiries. Category to be applied following statutory agency meeting. (The outcome of the conference should be recorded as the incident and all subsequent core groups and conference reviews should be recorded as actions)
Child in Need	Decision made by a social worker following a child and family assessment as a referral action. (The child in need (CIN) plan should be the initial incident and any CIN meetings should be recorded as actions.)
Looked After Children	These are children who are the subject of a Court Order. (This should only be applied once as an 'incident.' Further entries will be classed as 'actions' under the looked after incident. However, any incident that falls within a different category e.g. if a child goes missing, this would be a new 'incident' log.)
Safeguarding Concern	This can only be applied by the DSL who will assign the correct sub-category. Anything relating to that specific incident will be logged as an 'action.'
Child on Child Abuse	This can only be applied by the DSL who will assign the correct sub-category. Any initial entry will be submitted as a 'Pupil concern.'
Equality and Discrimination	As above
Early Help	This can only be applied by the DSL, with reference to the latest KCSiE guidance.
Young Carers	This classification should be used for any pupil school staff recognise as having caring responsibilities.
Previously Looked After Children	This classification includes any directional status (e.g. Special Guardianship, Child Arrangement Order) arising from court proceedings. However, this may also include children who are adopted out of care, or children who were once under the care of the local authority irrespective of the time length.
Attendance	This classification should only be applied once as an 'incident.' Subsequent entries should be logged as 'actions'.
Domestic Abuse	This classification will be applied by the DSL who will make the decision following notification from statutory agencies or pupil information. Operation Encompass notifications will go in this category, and a copy of the documentation will be uploaded. Parents should be aware of this process.

Behaviour	This classification should only be applied once as an 'incident.' Subsequent entries should be logged as 'actions'.
Medical Conditions (safeguarding related only)	This classification should only be applied by the DSL following a 'Pupil concern' incident entry. Each medical condition requires a separate classification. NB: This is not to be used for routine medical issues that are not safeguarding related.
Bereavement (family)	This classification is applied by the DSL who will monitor this category in a similar way to the safeguarding watch list.
Parental Communication	This can be applied by all staff to record any parent communication required. It will not appear in any monitoring of categories. It can include telephone calls or personal approaches from parents e.g. at the school gate.
Filtering & Monitoring	This must be used to record any attempted breaches of the school's filtering and monitoring system, in line with statutory guidance.
SEND	Use this category if you are a school that uses CPOMS for recording SEND information and SEND chronology.
Mental Health	This classification will be applied by the DSL only following a 'Pupil concern' incident entry. NB: Body maps must be used where any evidence of self-harm.
Admin Information	To be used by admin or front-line staff to record information that may come into school that impacts on a child or family but may not fall under safeguarding
Substance Misuse	This category will be applied by the DSL following a 'pupil concern' entry. It should only be used once unless it meets a new threshold e.g. criminal, identified by the DSL.
Pupil Concern	This is the category to be used by all staff to enter a concern in respect of pupil welfare.
Welfare Check	This classification will be applied by the DSL using their discretion, for situations that require monitoring outside of safeguarding.
*Safeguarding watch list	*This is an additional classification the DSL can apply to ensure monitoring of pupils who present with a vulnerability. (This classification is included to support reporting requirements).
Risk Assessment	Risk assessment information and review documentation to be uploaded. This should be added to the 'safeguarding concern' category, and should not be a standalone category e.g. Child on child HSB incident – Risk assessment.
Agency Contact (not children's social care)	This must not be a standalone category. School staff may use this category to track referrals to other agencies, and their involvement.

Appendix C - Category CPOMS quality assurance tools

CPOMS: File Audit

<u>Audit Date</u>		<u>Audit Type (DSL/Head)</u>	
<u>Child's Name</u>		<u>Child's Year Group</u>	
<u>Current Status (e.g. CIN/CP)</u>		<u>Audit Completed By</u>	

	Yes	No	Notes
Record is up to date and complete			
Chronology is clear (e.g. incidents merged)			
Evidence of regular review			
Evidence of appropriate information sharing			
Evidence of multi-agency working			
Engagement with family			
Evidence of challenge (where appropriate)			
Evidence of escalation (where appropriate)			
Record is clear, objective, and transparent?			
Risk is identified and managed			
Free from victim blaming language			
Record captures the voice of the child			
Actions are rationale and clear			
Record provides a clear outcome of any actions taken to safeguard the pupil?			
Correct application of local thresholds			
Key contacts utilised and up to date			
Appropriate application of categories			
Appropriate use of actions			
Meeting minutes / plans / documents uploaded in a timely manner and clearly named			
Evidence of Child Impact Chronology (if applicable)			

Overall Audit RAG Rating (see descriptions below)	
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Action Required	Due	Who	Update	RAG

RED	Several areas for development have been identified
AMBER	Key information is included, but improvements are required
GREEN	Record keeping is robust, and no improvements are required

CPOMS: Incident Audit

<u>Audit Reference</u>		<u>Referrer</u>	
<u>Concern Reference</u>		<u>DSL Assigned</u>	
<u>Audit Date</u>		<u>Audit Completed By</u>	

Initial Incident	Yes	No	Notes
Incident attached to the correct child			
Linked children clearly identified			
Date/Time of concern distinguished (if applicable)			
Safeguarding category correctly applied			
Pupil's own words used referenced (If applicable)			
Free from jargon			
Professional account (Spag)			
Objective (descriptive without objective language)			
Accurate (Distinguishes between fact and opinion)			
Child centred (Voice of the child referenced)			
Timely (incident logged in a timely manner)			
Succinct (but with sufficient detail)			
Initial action taken captured when logged			
Evidence uploaded			
Body map completed (if applicable)			
Key contacts utilised and up to date			
DSL Response			
Timely acknowledgement			
Information assessed by DSL			
Clear actions proposed by DSL			
Case owner and correct categories assigned			
Subsequent actions completed in a timely manner			
Evidence of risk identification and management			
Evidence that local thresholds have been applied			
Evidence of information sharing or referral			
Evidence of escalation where necessary			
DSL outcome completed including categories			
Incident closed upon completion			

Overall Audit RAG Rating (see descriptions below)	
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Action Required	Due	Who	Update	RAG

RED	Several areas for development have been identified
AMBER	Key information is included, but improvements are required
GREEN	Record keeping is robust, and no improvements are required



Appendix D

Checklist for DSLs to ensure that all actions have been completed

Name of DSL:

Date:

Action	Completed	Not completed	Action required
Weekly			
All 'action required' has been completed this week			
All assigned cases include actions where required			
Cases have been closed accurately and appropriately			
Actions have been documented within the actions box and not entered as new incidents			
Half Termly			
Category monitoring lists are accurate			
Safeguarding watch list is accurate			
Pupil incidents have been categorised correctly			
QA of reporting confirms appropriate language and completed actions			