



# ST JAMES' C OF E INFANT AND NURSERY SCHOOL

## CPOMS POLICY

<i>At the time of publishing the following roles were held:</i>	
Designated Safeguarding Lead	Alex Moore
Deputy Designated Safeguarding Lead(s)	Stephanie Sapsed, Clair Brown
Designated Teacher for looked-after or previously looked-after children	Alex Moore
Designated Mental Health Lead	Stephanie Sapsed
Governor with safeguarding responsibility	Katie Kinrade

<i>Approved by:</i>	
Name	Alex Moore
Position	Headteacher
Signed	<i>Alex Moore</i>
Date	27 <sup>th</sup> March 2025
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## **Section 1: What is CPOMS?**

**CPOMS** (Child Protection Online Monitoring Service) is a software application for monitoring child protection and other pupil welfare issues, which works alongside our school's existing safeguarding procedures.

**CPOMS** aids in the management of child protection, behavioural issues, special educational needs/disability, domestic/home related issues and other issues pertaining to the welfare of pupils in school.

Every member of staff across the school has an obligation to report any concerns that they may have. **CPOMS** allows us to record information in a central system and have relevant people alerted immediately. DSL's are able to build a chronology around a pupil and can produce reports for meetings, governors and Ofsted and fulfil any information requests from professionals/parents.

Every member of staff needs to be mindful that their recordings could potentially be part of a Freedom of Information request from a parent or agency such as the courts/police; it is therefore of paramount importance that every recording contains **ONLY** factual information and nothing which is open to interpretation or untrue. Recordings must be of a professional standard, including accurate spelling and language which is in no way discriminatory.

## **Section 2: The role of CPOMS in Safeguarding**

CPOMS is a means of recording safeguarding concerns about a child; however if a member of staff identifies an immediate child protection concern, they must act in accordance with the Child Protection Procedures and alert the DSL immediately with regards to the nature of the concern. The member of staff must also record in writing this concern on CPOMS when appropriate.

All staff, including midday supervisors and cleaners have a CPOMS account. Staff may also log significant events on CPOMS if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. parent lost job, parents separated, significant bereavement, parent in prison or a significant piece of information regarding significant wider family members.

Staff may also log 'parental contact' if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. parent displaying violent/aggressive/discriminatory behaviour, parent informing school of changes in behaviour/child worried about school or social relationships.

There are occasions whereby staff come to know about incidents outside of school either through direct observation/third party. This may be recorded if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child e.g. social media issues, parent/carer seen being physically/verbally inappropriate with their child, parent seen using substances/excessive alcohol use, child seen having contact with parent which school are aware is unsuitable/explicitly not allowed.

Depending on the nature of the incident, this may need to be considered in the context of the current knowledge of the family (i.e. if the child/ren are on a child protection plan)

## **Section 3: Permission levels**

Full system access and administration rights are only available to the DSL and Deputy DSLs.

'Write only' access is available to teachers- they can 'add/view incidents/actions'. 'Write only' access is also available to Admin staff, TAs and Midday Supervisors.

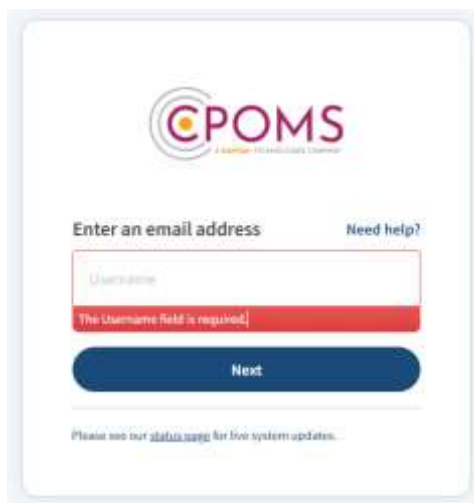
ALL DSL's and SLT have the 'CPOMS Authenticator' whether this is a hard key OR soft key access. If a CPOMS key is lost or misplaced, it is the responsibility of the key holder to report this to the CPOM helpdesk (01756 797766) as soon as possible so it can be disabled.

## Section 4: How to access CPOMS

CPOMS can be accessed from wherever there is an internet connection as it uses a web browser interface. This means that any mobile device can be used. All teaching staff and support staff have write access- which means anyone on the teaching staff can add incidents and actions.

### Initial set-up:

- Our server is accessible at:  
[Dashboard - CPOMS](#)
- Your user name is your school email address.
- When you have accessed the web page, the following image will be visible:

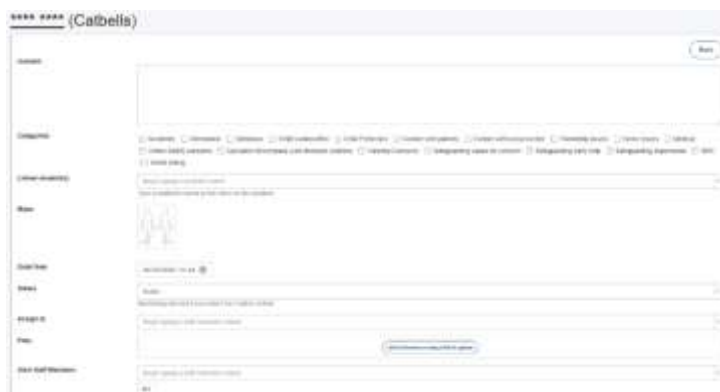


### To set up your password:

1. Click the tab as directed
2. Enter your SCHOOL email address in the box and submit.
3. This will send a reset password to your school email. Use this to log into the CPOMS system and then create a password. It MUST be 8 or more characters long, using a mix of lower- & upper-case, digits and symbols.

## Section 5: How to record an incident

ALL STAFF MUST ONLY RECORD INCIDENTS WHEN LOGGED INTO THEIR OWN CPOMS ACCOUNT.



1. Click on **Add Incident** in the purple banner at the top

2. **Student:** Type in the name of the child you wish to report (a list of options will appear, please make sure you click on the right child – each child’s class will be written next to it - do not add an incident to a child’s name that has archived written next to it)
3. **Incident:** Begin writing up the incident. Use the below as a guide:
  - **WHAT** you are recording: direct conversation, phone call, observation.
  - **MAIN CONTENT:** the main and **RELEVANT FACTS** must be recorded i.e. what have you been told? What have you observed? If you are recording a conversation with a child, please record the words/phrases which they used.
  - If the child has a physical injury, use the body map to note any marks or injuries, as well as a description of the mark i.e. colour, shape.
  - **ACTION:** What have you now done regarding the incident? E.g. contacted a parent, spoken to the child? If any advice was given, please record this as succinctly as possible.
4. **Categories:** Choose a category to identify the nature of your concern. If you are unsure, then choose the most suitable category. (Do not choose Child Protection or Child in Need as a category, only safeguarding leads to allocate these)
5. **Linked students:** If you are reporting an incident that concerns other children in school, please add them in the linked students bar. (This may be siblings, friends or other children involved in an incident in school). If a linked student is being referred to in the text, please use only their first name and where necessary the first initial of their surname (if more than one child of same first name in the school).
6. **Alert staff members-** ALWAYS click the ‘SLT’ button for safeguarding concerns/welfare/home issues. This group will be notified automatically. To alert specific individuals (e.g. the class teacher) start to type the name and options will appear then click on the correct name. Care must be taken not to communicate sensitive information to those who are not permitted to know.
7. **Files:** The option to upload documents is available here e.g. school notes, letters, reports, minutes of a meeting etc.
8. **Add Incident:** Click to submit the incident and alert all staff that you have identified. **YOU CANNOT EDIT THE INCIDENT ONCE IT IS SUBMITTED.**
9. If you make a significant mistake and realise after it is submitted, take note of the incident and let the DSL know.
10. **Action:** If you have an action to add (you may have spoken to a parent, discussed with colleague or have more information) you can then add this by clicking add action underneath the incident. Again, alert the relevant staff.
11. Once you are alerted to an incident an email is sent to your school email address. It will tell you who created the alert and the category it comes under but no other information. Once you have read the incident, you can mark as read, acknowledge that you have seen the incident and understand the content. However, if you are required to follow up the incident, you will need to click add action and comment.
12. Follow up any actions as requested and log outcome as another action for the same incident.
13. Ensure you log out in the top right-hand corner.

ALL information on CPOMS is both sensitive and confidential, please do not discuss anything with other staff members or leave the page open in view at school or public places.

### **Section 6: What does good recording look like?**

- Clear, succinct, reflect child’s needs – what has happened at any given time.

- Summarises the situation / child's lived experience / child should be visible in the record.
- Information should direct the reader to outcomes and how this has helped the child / family.
- Good recording should be a tool that assists planning for the child.
- The purpose of the recording and how it contributes to the whole picture.
- Any impact / failure to meet the child's needs – **the child's wishes and feelings and their understanding of what is happening in their life.**
- Reflects the quality of relationship between the adults / child and engagement
- Records should be age appropriate and bespoke to the child/ren with minimal professional jargon
- Records should inform decision making and the rationale for particular interventions.

### **With regards to recording: Think C's**

- C Child Centred**
- C Clear**
- C Concise**
- C Confidential**
- C Context**
- C Care**
- C Competent**

### **Section 7: Examples of recording**

Example entry (good recording):

During lunchtime play, Sally approached me and was crying. I asked her what the matter was and she replied – 'I don't like my life anymore' I asked her why and she replied – 'My mum and her boyfriend argue all the time, they always have cans of stuff which they drink, I really don't want to go home today because they are having a party tonight and that man will be there- you know that one....' I told Sally that I did not know what man she meant, but when I said this she ran off to play with her friends. I caught up with Sally later in the day and asked her about the man. She said it was her uncle and she doesn't like him because he drinks a lot. I asked her what she wants to happen and she said for him not to be drunk. I raised this with Mum at the end of the day and she talked about a party at the weekend where the Uncle was drunk. I explained that Sally doesn't feel comfortable or happy when the uncle is drunk and Mum said the party was a one-off and wouldn't be happening again.

We would know the context for this family, any previous incidents and if there needed to be any next steps – Early Help, referral to the Safeguarding Hub, contact with a Social Worker working with the family.

Example entry 2 (poor/irrelevant recording):

Today outside at home time, parent was very angry at their child not getting into the choir. I asked them if their child had auditioned and they said they did not because they did not receive a letter about this, even though the rest of the class had. I said that I had asked the class teacher to ensure each child had a letter and that she must have overlooked Tommy by mistake. I said I was very sorry that they had not had one as Tommy is a wonderful singer and I often praise him for his excellent singing during assembly. I said that I would make sure this does not happen again as this did not happen last year when it was choir auditions. Mum agreed that it did not happen last year and asked if he could be

considered for the choir this year even though he has not auditioned. Mum thanked me for my help and left. Action: Mrs Smith- why did Tommy not receive a letter?