



BRETHERTON ENDOWED CE PRIMARY SCHOOL Use of CPOMS Policy

“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love”

Date of Policy: June 2025

Date for review: 2 years time

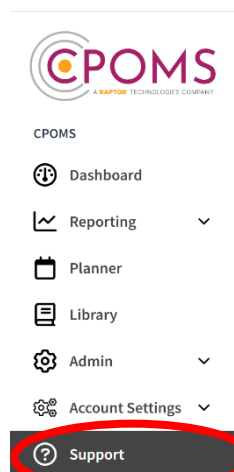
Created By: A Moxham

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Statement of intent

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life lived out through our Christian Faith.

The Child Protection Online Management System (CPOMS) is used at Bretherton Endowed. To avoid duplication and support information being held in one system which can be accessed easily, CPOMS is the one-stop shop for recording information around all of the categories listed in this guidance. This will allow a picture of the child’s lived experience to emerge, meaning staff can take appropriate steps to provide support and intervention in line with the child’s identified needs. This guidance is to support all staff including DSL’s to use it.



For more information on how to use CPOMS, you can access support using the side menu on your CPOMS home screen



What Should CPOMS be used for?

The primary use for CPOMS is to record incidents and information to build a **full** picture of a child’s circumstances. Bretherton Endowed recognises that safeguarding concerns can overlap with other issues, e.g. attendance, behaviour and SEND. CPOMS will also be used to record interventions, academic and pastoral, meeting with professional and parents and other categories listed further in this document.

CPOMS (Child Protection Online Monitoring Service) is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside our school’s existing safeguarding processes; CPOMS is an intuitive system to help with the management of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. Using CPOMS, we can ensure that pupils are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration. 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 repository and have relevant people alerted immediately. SLT are able to build a chronology around a pupil and can produce reports for Case Conference Meetings, Governors and Ofsted at the touch of a button.

Concerns may arise at any time through direct disclosure from a child, something a parent has told you, something another child has told you, something you may have heard in the community or even something that just doesn't 'feel right'. Nothing is too insignificant to report and in actual fact, the more evidence we can gather to support each other in safeguarding children, the better chance we have of making the right choices for our children. Every report of seemingly insignificant incidences WILL build a bigger picture when they are put together, so never feel that you are wrong to report.

You should also log conversations with parents or professionals on CPOMS if you feel that they are relevant to the safeguarding team and learning mentors – e.g. parent lost job, parents separated, benefits stopped, etc. CPOMS is completely secure- you may use full names when making reports. You can also access CPOMS from any internet connection (still secure). You can use a range of internet enabled devices to access CPOMS, such as iPad, smartphones, etc when you are away from school, but still need to report or follow up on an incident.

Why is good record keeping important?

Keeping Children Safe in Education states:

- 'All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).'
- It also highlights that examples of poor safeguarding practice includes 'poor record keeping'
- Primary School safeguarding records transfer with a child to any new schools they attend. Safeguarding records should be kept until the child's 26th birthday and GDPR legislation grants pupils, and those with parental responsibility for a pupil, right of access.
- Records can become part of a statutory assessments by children's social care and/or the police, and can be requested by legal teams in court procedures.

What is CPOMS?

CPOMS is a secure online system which allows staff to report information or concerns about a child. This information can then be shared with the people who need to know allowing the appropriate action to be taken. The system means that all the information logged by a variety of staff about a particular child is kept together. Chronologies can be produced quickly allowing patterns to be spotted and support to be put in place. Documents such as: minutes of meetings; Child Protection plans; Education Health and Care Plans; Annual reviews and reports from outside agencies can also be uploaded into the child's online document vault. This allows those with access to find information concerning the children in school and senior leaders to access information on any child in the school. It also makes it easy to electronically transfer information securely between schools at transition points.

1. Information Sharing

Under Data Protection Legislation, all personal information kept in school must be treated sensitively, in a lawful, fair and transparent manner, should only be kept for as long as is absolutely necessary, should be accurate and should be stored in a confidential, secure manner. There must be a lawful reason to share information. Section 5.4 of the IPMAT Data Protection Policy states Staff are responsible for:

- Collecting, storing and processing any personal data in accordance with this policy
- Informing the school of any changes to their personal data, such as a change of address
- Contacting the DPO (Data Protection Officer – HT) in the following circumstances:

With any questions about the operation of this policy, data protection law, retaining personal data or keeping personal data secure.

If they have any concerns that this policy is not being followed.

If they are unsure whether or not they have a lawful basis to use personal data in a particular way.

If they need to rely on or capture consent, draft a privacy notice, deal with data protection rights invoked by an individual, or transfer personal data outside the European Economic Area.

If there has been a data breach.

Whenever they are engaging in a new activity that may affect the privacy rights of individuals.

If they need help with any contracts or sharing personal data with third parties.

However, with regard to safeguarding children from harm, we recognise the key messages given in Keeping Children Safe in Education 2025. We know that information sharing is vital in identifying and tackling all forms of abuse and neglect and recognise that Data Protection Legislation does not prevent us from recording and sharing information for the purpose of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

We recognise that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk. When children leave school, safeguarding and serious behaviours data will be transferred to the new school, or home school, along with other information we are obliged to pass on to comply with the DFE, and information necessary to protect the vital interests of an individual.

All information shared with a child's new school will be sent securely and a receipt will be required which will be kept in both the sending and receiving school. Safeguarding records are retained for a child until their 25th birthday. (It is recommended that in the situation of electronic transfer, an email is sent to the receiver asking for confirmation that the number of files sent have been received. The receipt will then be the reply by return of email and should be stored securely).

CPOMS may be used for:

- Reporting a safeguarding concern (all staff)
- Reporting a breach of the behaviour policy with the sanction alongside (all staff) as this can often build into a bigger picture around the pupil.
- Reporting incidents of aggressive, destructive or verbally abusive behaviour. (The member of staff who dealt with the incident or initially witnessed it)
- Reporting incidents of bullying (this must be followed up as part of your Behaviour and Bullying policies and procedures and reported to a member of the SLT)
- Reporting racial incidents (this must be passed onto a member of the SLT)
- Child on Child incidents (This must be passed onto a member of SLT)
- Parental reported incidents action (the person who spoke to the parent)
- Summarising the key points of meetings with outside agencies or other professionals (SLT, SENDCo, Learning Mentor or the person who represented the school at the meeting)
- Recording the follow up actions for any incidents that have been dealt with as an 'action taken'.
- Recording visits from outside agencies (SLT, SENDCo or DSL) ➤ Uploading minutes from Child protection or Child in Need meetings (SLT or DSL)
- Uploading CYPs (Child and Young Person's police report) (DSL)

- Uploading letters and reports from outside agencies (e.g. Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Child and Adolescent Mental Health Service etc.) (SLT, SENDCo or DSL)
- Uploading copies of plans (e.g. Education Health and Care Plans, Annual reviews, Care Plans, Behaviour plans, Individual Education Plan, risk assessments, PEEPs, PEPs, Individual Health Care Plans) (SENDCo, DSL)

Records must be:

- ✓ Completed as soon as possible...is this different for different concerns?
- ✓ Accurate and factual...factual details about child are correct, accurate language used.
- ✓ Specific...refrain from using generic terms such as always, constantly, never, inappropriate...
- ✓ Non-judgemental...it is not about what WE think!
- ✓ Completed in the correct format...verbally, electronic, using correct categories, written in the first person.
- ✓ Child centred...what is the impact of the concern on the child?
- ✓ Defensible...is it clear what happened, what was done about it and why?

2. Who can view and input information on CPOMS?

Information will always be shared on a need to know basis. This may mean there will be times when you have submitted information, but are not made aware of any further information or the details of any outcome.

- The HT and DSL Team should be able to view all information and input information for all sections.
- Teacher
- Teaching Assistant
- Support staff (administration)
- SENDCos if not DSL
- All staff should have their own login for CPOMS: this is to ensure that all records written have been shared directly by the individual.

3. How do I log in to CPOMS?

- Initially every member of staff will receive an email invitation to log in to CPOMS and create an individual password. The Administrator (Lead DSL) will add staff emails onto the system and this will generate the invitation.
- Staff at all levels are able to add incidents to CPOMS, however will be unable to search for a pupil through elevated access.

4. How do I log an incident?

- a) Click on Add Incident in the purple banner at the top of the initial screen.
- b) Enter the Student's name in the student box. PLEASE ENSURE YOU SELECT THE CORRECT NAME
- c) Enter your concern in the Incident box.

Guidelines for recording an incident on CPOMS

- ✓ Write a succinct and factual account of the incident/observation
- ✓ Remember, anything you write on CPOMS could be subject to freedom of information and could, therefore, be seen by parents, courts or serious case reviews

✓ DO NOT express your opinion as these records could be used as evidence. Do not add multiple exclamation marks or write in capital letters when making your entry even though you may feel frustrated. Below are examples of your opinion rather than facts: * Really angry * Threatening * Rude * Stormed off * Aggressive * As per usual,... * Surprisingly ... (avoid adverbs such as this) * The repetition of such incidents is becoming frustrating for staff and other children ... (be careful not to express your own emotions regarding the situation.

✓ Aim to remain factual eg. The parent spoke loudly in close proximity to my face (approx. 15cm) ; The parent paced the room; Her fists were clenched; She would not respond to the invitation to sit down; The child was tearful. They struggled to speak whilst crying. They repeatedly asked if I could not tell anyone (approx. 6 times). Their emotions and language suggested to me they were distressed; Ensure that you use the language used in the incident – from both children and/or adults and where appropriate use speech marks.

✓ Do not use initials when recording logs if you are including other pupils into your logs - ENSURE NAMES ARE SPELT ACCURATELY.

✓ Be careful to be accurate and specific as once you submit the incident you cannot delete it. Whilst the incident can be edited, this is time-stamped and shows as an edit on the system.

✓ Incidents should be added as soon as possible after the event – this must be the same day – as close to immediately as you can

IF YOU ARE CONCERNED ABOUT A CHILD'S IMMEDIATE SAFETY, HAVE A SAFEGUARDING CONCERN (INCLUDING DISCLOSURES) OR NEED SOME ADVICE PLEASE SEEK OUT ONE OF THE DSLs TO PASS ON YOUR CONCERN WITHOUT DELAY

✓ Most incidents will require an action. If you have already taken action, make sure you record this as part of the incident. If there are any additional actions following senior leader input these must also be recorded as part of the log and notify you for additional detail. When you are recording an action, ensure it is on the record of the pupil who relates to the action (where multiple children are linked to an incident, this will require an individual action on each child's name). If the action is necessary and appropriate for all, click on 'linked students.)

✓ The person who has the concern or observation must be the person who records the incident; it cannot be passed on to another person.

✓ If part of your log is that you will make contact with someone, please ensure you follow this up as part of the incident – or if this is complete, as an action.

✓ Where no further action is required, ensure you have selected 'Closed' in the Status.

d) Categories: Every incident must be linked to a category.
Select a category that you feel best describes your concern.

e) Linked Student(s): This is likely to be used if a breach of the behaviour policy has been identified and multiple children are involved. It is also useful to note linked students as siblings, (Only link siblings if it is relevant to the incident)

f) Body Map – Please complete if applicable. This is important if a child has an injury.

g) Date/Time: Record the date and time of the incident itself. Remember, your incidents should be logged in a timely manner – the incident must be an accurate recording of the timely action taken

h) Alert Staff Members: Each staff 'group' is represented by the buttons, clicking a button will mean that everyone in that group will be alerted and be able to read the Incident. To alert specific individuals start to type the name and options will appear.

i) Who to Alert / Pre-set Alerts:

✓ The Headteacher / Lead DSL should be alerted to all incident logs

j) Agencies: Select from the list of agencies pre-populated in the system if appropriate.

k) Add Incident: Click to submit the incident and alert members of staff - remember YOU CANNOT EDIT THE INCIDENT ONCE IT IS SUBMITTED. If you make a significant mistake and realise after it is submitted, take note of the incident ID number (top left corner of the incident) and let your Lead DSL know.

l) Once you have finished adding the incident please remember to log out.

4. How will I know if I have an alert?

- As soon as somebody alerts you to an incident you will receive an email. If you click on the link in the email it will take you directly to the login screen where you can enter your password and read the alert.
- If you have received several alerts you can read all the incidents at the same time. You can do this via the dashboard or use the 'see next' alert button
- If the incident does not require an action from you then you can click on the 'mark as read' tab. The incident will then disappear.
- If you need to act on the information, e.g. speak to the child or the parent, then don't click on the 'mark as read' tab until you have completed the action and written a summary of the outcome in the 'Action' box. This can then be shared with the people who need to know what has happened. You can then click on the 'mark as read' tab.
- Sometimes the school will need to obtain consent from parents to share information. The will need to be recorded in the action box.
- It is better to keep the actions associated with an incident attached to that incident rather than creating a new incident. If you have clicked 'mark as read', a DSL can re add you to the incident so you are able to add an action.
- It is important that you check all incidents you have been alerted to at the earliest opportunity and action them as soon as possible.

Elevated Access

- Members of the DSL team will receive elevated access – this is primarily for safeguarding purposes / SENCO / Pastoral team purposes. ➤ Elevated Access allows you to search for a specific child (SLT can see all children, class teachers can see the children in their class). It is possible to access contact information, current attendance figures, review incidents and download documents from the child's vault.
- Further actions can be added to logged incidents if required.

5. CONFIDENTIALITY

- Much of the information shared on CPOMS is extremely confidential. It should only be shared with people who need to know. If you are having a professional discussion about it with a colleague make sure that there are no children or other adults in earshot.
- You must ensure that you don't leave CPOMS open on your desktop particularly if your laptop is connected to an interactive whiteboard.
- Remember to use the lock screen if you walk away and leave your laptop unattended as per your GDPR duties.
- You must never download documents onto a personal device (phone, tablet or computer). • You must never forward information to a personal email account.
- Any scanned documents to be added must be uploaded to a secure folder. Scans should be immediately deleted from computers once the document is uploaded to CPOMS, including from the recycle bin. The hard document can then be destroyed. If your school is maintaining

the use of yellow form files for safeguarding, ensure these are kept securely in a locked cupboard for auditing by the Headteacher / DSL team.

6. Transfer: CPOMS will be one of the school's key sources for passing information to a new school both in year and at the point of school transfer. When we transfer information it is vital that we follow Data Protection Legislation procedures, remembering that the information passed must only be that required by law (name, DOB, attendance etc), child protection information, or information that will support the child's wellbeing where concerns have been raised about this. The categories that must be transferred are:

- ✓ Attendance
- ✓ Serious behaviours
- ✓ Bullying
- ✓ Child Protection
- ✓ Racism
- ✓ Child on child
- ✓ SEN
- ✓ Medical
- ✓ Other categories

When end of year or mid-year transfers take place, before the electronic transfer is authorised by the departing school, a meeting should take place between the DSLs of both the departing and receiving school with a summary of pupil's needs recorded for any pupils with significant/important background to be shared. If a child is transferring to a school which does not use CPOMS, the chronology should be downloaded as a report with other children's names removed/redacted and transferred with a signed form to confirm the transfer.

Related policies

This policy should be read in conjunction with other school policies:

- Relational Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-bullying policy
- Online safety policy

Adopted by the Governing Body of Bretherton Endowed CE Primary School.

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.

Headteacher : Mrs Alison Moxham Chair of Governors : Mrs Pam Aspden

www.brethertonschool.org.uk

Appendix 1

Category	Description	Who likely to record
ATTENDANCE	Attendance data is SIMS . CPOMS is to be used to record information about responding to concerns over attendance. This might be a one-	DSL/ School

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	off concern or part of ongoing work to address attendance where it has become a concern. ALL home visits for attendance should be recorded. This category is to be used mainly by Pastoral Teams and Attendance Officers.	office
Internal Monitoring	To record termly monitoring, copy of letters and correspondence with parents. Will include and any subsequent actions. Communication with attendance officer; reduced timetable; parental contact regarding attendance	
Legal Action	To record when school have offered/implemented intervention. Might be incentives, transport, EBSA toolkit etc.	
Parental Contract Offered	Including any fixed contracts; penalty notices; school attendance order; education supervision order; advice from LCC	
Punctuality	Any concerns regarding punctuality; communication; trends	
BEHAVIOUR	CPOMS will be used to record significant behaviour incidents , incidents out of character; incidents which appear or are capable of forming a pattern. It may have a link to a safeguarding concern, either immediately or as part of building a bigger picture of a child's circumstances. School's should ensure Behaviour in Schools guidance is known and adhered to in relation to notifying DSLs of behaviour concerns. This has no subcategories. Child on Child is also available as a category for DSL and incidents could be reclassified.	DSL; Teachers; support staff; hub
Bullying Allegation	Staff to use this category if there has been an allegation, accusation of bullying behaviour from child or parent or staff wish to investigate further.	DSL; Teachers; support staff; Office;hub
Actions	Physical aggression directed to children/staff/other person, including threatening body language, throwing, hitting, pushing, etc. Include exclusion of others, manipulation etc.	
Online	Any aspect of words or actions online that could be construed as bullying	
Words	Using threatening language, name calling, swearing directed at another. More than just being unkind.	
Child in Need		
CIN plan	Only added once when the plan was originated and will be kept open until CIN closed. Only added by DSL	DSL
CIN meeting	Added after a CIN meeting to add the minutes.	DSL
Child on Child Abuse	Only use where the incident involves persistent or very serious negative interactions between pupils. DSLs/SLT should be the only staff who confirm this category based on making a decision when definition of bullying has been agreed. This is to allow accurate reporting based on confirmed cases of bullying. Reports will be considered based on incidents logged under Behaviour category.	DSL
Confirmed Cyberbullying online abuse	Any <i>bullying</i> incidents that occur over digital media, e.g. online, via mobile phone messaging, use of apps or via video game platforms. Isolated incidents should be recorded under Online Safety: Social media	DSL
LGBTQ+ (confirmed homophobic or transphobic incident)	Any bullying incidents related to gender identity and sexual orientation	DSL
Confirmed Physical abuse	Bullying related to physical harm/threats of physical harm being made.	DSL
Confirmed Racial/Religious	Bullying related to ethnic background/heritage or religious beliefs.	DSL
Confirmed SEND abuse (Disability)	Any bullying incidents related to disability or SEND	DSL
Confirmed Sexual abuse	Any child on child incident of sexual abuse	DSL
Confirmed sexual	Any child on child incident including sexual violence and/or	DSL

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violence and harassment	harassment	
Verbal	This includes making threats, repeated name calling, spreading rumours derogatory language.	DSL
Child protection plan		DSL
Child protection conference	DSL to record date and time and outcome of CP conference	DSL
Core group meeting	DSL to record date and time and outcome of CP meeting	DSL
Child protection	DSL to record date and time of CP reporting. To record outcomes from Child Protection meetings (section 47) and subsequent core group meetings	DSL
Communication with home	Use this category to record conversations with parents and outcomes.	DSL; Teachers; support staff; Office;hub
General discussion	Discussion with parent at school gate, school office	
Home visit	To record any home visits or disclosures when visiting the home	
Meeting/ parent evening	Added after meeting in private with parent or knowledge that came from parent evening	
Parent email	Details and or copy of email to be added on CPOMS if DSL deems relevant to safeguarding child or to build picture/ observe trends	
Parent letter	Details and or copy of email to be added on CPOMS if DSL deems relevant to safeguarding child.	
Parent phone call	If parent called school or school called parent.	
Contact with agency	Used to add contact with any agencies. Ensure any new agencies are added on through admin to ensure accurate reporting. To be used to record conversations about children	DSL; Teachers; support staff; Office;hub
Email		
Face to Face conversation		
Meeting		
Telephone		
DSL Discussion/ Decision	DSL will use this category if DSL meeting, supervision or other professional discussion about the child takes place and DSL makes a decision. This will be quality assured for correct usage by the DSL	DSL
Decision made	Confirmed decision to denote action or closure and rationale why	DSL
Early Help		DSL
Early help. CAF assessment	Complete on the first time the CAF is completed , stays open until file read.	DSL
Early intervention	Concerns over unmet health needs, including dental health.	DSL
TAF	Taf meeting help.	DSL
Friendship / relationship and social issues	Staff to log this in class; playtime/lunchtime behaviour or support for self regulation by all.	DSL; Teachers; support staff; Office;hub
In class		
Lunchtime' breaktime		
The Hub		
Home related issues	To add anything that you feel is negatively impacting on child when previously was more confident.	DSL; Teachers; support staff;

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		Office;hub
Safeguarding incident	Anything concerning happening out side of school	
General concern	General observation or concern	
Separation	Information to face to face info , parents have separated	
Sibling	Any safeguarding concerns regarding siblings or half siblings	
	To record reports made to police where a possible crime has been committed. This includes abuse experienced by children as well as child on child abuse, concerns over weapons, substances, serious violence, online crimes, etc.	
Medical	Adding facts or concerns regarding medical factors.	DSL; Teachers; support staff; Office;hub
Accident / injury in school	To record an accident (not RIDDIR) or injury . Significant first aid fell short of teenagers issues.	
Care plan	Use for any external agency contact, or interventions, including school visits. Please also use the 'external agency' drop down to highlight which agency is involved, e.g. police, YOT, children's social care etc.	
Epipen /asthma	To add if have medication needed.	
General medical/ accident	To denote significant harm/medical or accident. This is not to be used for end of term productions etc . Not all first aid will need reporting (can pass information quietly for others.	
Hospital visit	To record findings or facts of visit to hospital/ specialist under Preston health system	
Reportable incident	To record Operation Encompass reports and subsequent actions	
LAC/CLA	To record any specific interactions. Only once	DSL
CLA review	To add date and time of CLA review	
PEP meeting	To confirm it has taken place, copy of report and copy of use.	
CLA	Post LAC reviews	
Online safety	To log anything notes about online safety	DSL; Teachers; support staff; Office;hub
Pastoral interventions	To record how felt after being in pastoral sessions, dates, times , outcomes and reflection	DSL; Teachers; support staff; Office;hub
Positive handling	Add to record an incidence of positive handling including names of all, what was said by adult, where and how long	DSL
Referral to external agency	Add only once with original clothes . DSL update.	DSL
Safeguarding	For recording school-based interventions providing pastoral support and behaviour intervention. DSL should inquire about the child's circumstances outside of school and possible causes for behaviour as outlined in Behaviour in Schools guidance.	DSL; Teachers; support staff; Office;hub
CCE	Use for any exploitation. Child exploitation covers a wide range of scenarios beyond child sexual exploitation (CSE) and criminal exploitation (CCE), e.g. 'money mules' and 'county lines'	
CSE	Use for any exploitation. Child exploitation covers a wide range of scenarios beyond child sexual exploitation (CSE) and criminal	

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	exploitation (CCE), e.g. ‘money mules’ and ‘county lines’	
Disclosure / allegation	To report initial disclosure	
Emotion related	See KCSiE for definition	
FGM	See KCSiE for definition. Female Genital Mutilation – any reports made to teachers must be made directly to police under law.	
Neglect related	See KCSiE for definition	
Domestic violence	Report any evidence of DV . Including abuse in intimate relationships between children.	
Emotional related	To report significant emotional related incidents. See KCSiE for definition	
Encompass alert	To add any encompass alert information	
FGM	Report first evidence of FGM	
Grooming	Report first evidence of grooming –	
MASH advice	DSL contacted MASH to gather advice on any concerns	
Safeguarding incident out of school	Use this category if sexual violence has been reported to have taken place OUT of school.	
Self harm	Unwanted conduct of a sexual nature that can occur online and offline between children. Use this category if sexual harassment has occurred IN school.	
Sexual related	Includes child on child rape, assault by penetration, sexual assault and causing someone to engage in sexual activity without consent reported to have taken place IN school. See KCSiE for definitions. Use this category if sexual violence has been reported to have taken place OUT of school. Unwanted conduct of a sexual nature that can occur online and offline between children. Use this category if sexual harassment has occurred IN school. Use this category if sexual harassment has been reported OUT of school. Defined as problematic, abusive and violent sexual behaviour as assessed by Hackett’s continuum is developmentally inappropriate and may cause developmental damage. Use this category if HSB has occurred IN school.	
Unexplained / inconsistent explained injury	Defined as problematic, abusive and violent sexual behaviour as assessed by Hackett’s continuum is developmentally inappropriate and may cause developmental damage. Use this category if HSB has occurred IN school.	
Young carer	When it is identified child is young carer	
Private fostering	To record concerns where a child is living with someone who is not a close family relative.	
Report to police	To record concerns where a child has been identified as a young carer.	
PREVENT referral	To record an action following a concern over extremism and a need for referral to PREVENT Team.	
Suspension	To record when a suspension has been issued. Must include the reason and rationale. DSL must consider safeguarding risks.	
Child Missing in Education	Child Missing in Education referral made	Child Missing in Education
SPECIAL EDUCATIONAL NEEDS	For recording identification and intervention for children with SEND.	DSL; Teachers; support staff; Office;hub
1 to 1 support	To record 1 to 1 provision	
External agency	To record contact with external agencies regarding SEND, inc. follow up calls etc. To record requests for referrals to external services including SENDIAS, ADHD, speech and language, occupational therapy, ASC	

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	Pathway, clinical psychology, QTVI's, physiotherapy, hearing impairment, etc.	
Attainment interventions	To record advice/assessments after working on specific intervention	
School EHCP	To record when an EHCP request is made by school.	
Group intervention		
IEP	To log conversation and copy of iEP's	
In class support		
Observations		
Voice of child	A child discloses something that should be recorded for building a bigger picture and the staff member feels it is appropriate. If a serious disclosure, it will be recategorised by DSL	DSL; Teachers; support staff; Office;hub
Vulnerable not on plan	Any child can be categorised this the first time that this is deemed appropriate. EG come off EHA or CIN and still vulnerable or feel the family is vulnerable in any ways eg financial, safety, etc To be kept open until not vulnerable so can be reported on. DOES NOT need to be added for any incident for this child.	DSL
Wellbeing concern	A professional concern for a child. This will be recorded as fact and it doesn't always mean that the child is at risk but may be recorded to build a bigger picture for the future or may be an isolated incident that can be closed straight away. The professional curiosity will be quality assured by DSL's and advice and training provided if needed or edits to the entries.	DSL; Teachers; support staff; Office;hub
Diet related	Any concern food related from school or reported from home	
Emotional wellbeing	Professional concerned about a child mental health or wellbeing based on their words, actions, reports from home	
General concern	Notification from child or home relating to child's wellbeing. Could include family bereavement, illness of family member etc. Catch all for concerns that may result in check in with child or pastoral support build up picture	
Hygiene / presentation	A professional's concern regarding physical presentation eg dirty clothes, no coat, never having PE kit	