

West London Primary Schools

CPOMS Recording



How and Why We Use CPOMS Categories:

In our school, all staff record concerns on CPOMS. These may relate to safeguarding, behaviour, first aid/medical issues, parent engagement, SEN, complaints or general welfare. While categories help us organise information, **they do not define** the seriousness of an incident or the actions taken.

Categories reflect how a concern first appears

Staff categorise an entry based on their honest professional perception at the moment the matter is raised. If the matter is a concern, concerns often evolve as more information becomes available. For example, something initially logged as *parent engagement* might later involve safeguarding or behaviour issues. To ensure transparency and a clear chronology, we do not routinely change categories after an entry is created.

It might also be that the most appropriate category at the time is noted, for example if a parent/carer shares something with the school office about behaviour, it might be only categorised as *parent engagement* as this was the means this information was brought to the school's attention – this does not mean the actions following this are not followed up in relation with the school's behaviour policy.

Perception varies and that is normal

Different members of the school community may interpret the same situation differently based on:

- the information available at the time
- their role
- their experience

This is a normal part of safeguarding work. This is also relevant to all other aspects of how we tag categories, for example one member of our community might think something is a *behaviour* matter, but the school's knowledge of this child might mean it is *SEN* related. Equally, if a parent/carer raises a concern around bullying, it might be tagged as *parent engagement* but the

recorded narrative following this demonstrates it was followed up in line with the anti-bullying policy. Categories therefore act as a guide, not a judgement.

What matters most: the narrative and the actions

The substance of our responses to any concern is found in:

- the written narrative
- the assessment of risk
- the decisions made
- the follow-up actions
- the involvement of the right staff and agencies
- the record of outcomes

This is what inspectors, safeguarding professionals and auditors look at - not the category label.

Every entry reaches the safeguarding team

To ensure robust oversight:

Every single safeguarding CPOMS entry, alerts all members of the safeguarding team.

Additionally, every incident, no matter what category, can be seen by members of SLT.

When leaders, including governors and trust representatives, review our CPOMS records the focus will typically be on:

- what actually happened,
- how the child was supported,
- or the actions the school took.

Limitations of this guidance:

This guidance is designed to explain how the school uses CPOMS categories and why the narrative and actions taken are the most important elements of any record. It provides an overview of our approach but is not an exhaustive or prescriptive list of every possible scenario, category, or method of recording.

Safeguarding, behaviour, welfare and pastoral issues etc. can vary greatly in nature, complexity and context. Therefore:

- not every situation will fit neatly into the examples described here,
- staff will use their professional judgement at the time of recording,

- and the school may respond differently depending on the circumstances and level of risk presented.

This guidance should not be interpreted as a definitive or fixed procedure for every incident. Instead, it outlines our general principles, which always prioritise:

- the safety and welfare of the child,
- accurate recording,
- timely and proportionate action,
- and appropriate involvement of safeguarding staff.

The school reserves the flexibility to act outside the examples in this guide when circumstances require it, always in line with statutory safeguarding duties and best practice.