

All accident, incidents or concerns in school are recorded and reported to the Senior Leadership Team in order to record, monitor and take action to safeguard children.

- The reporting mechanisms in school are designed to 'capture' the initial information when an accident, incident or concern has taken place or arisen in order to assist the Senior Leadership Team determine how the issue should be dealt with.
- It is imperative that staff record and report all accidents, incidents or concerns using the correct method to ensure that the information, **no matter how trivial it may appear**, is not lost or overlooked. This is particularly important if the issue being reported leads on to child protection or safeguarding concerns.
- There are 2 systems designed for the recording of this vital information.

IRIS – Accidents and/or Behaviours

<https://portal.irisadapt.com/desktop.html>

- If the incident involves detailing an injury, bruising, scratch or mark etc. on a child an IRIS 'Accident Form (pupil)' should be completed.
- This must include the location/site of the injury by marking the online 'Body Map' – e.g. right hand arm.
- If the incident is in connection with a behaviour an IRIS 'Behaviour Incident' should be completed
- If it is regarding a recurring behaviour or concern it may be necessary to accompany this with an 'ABC' or other recording chart

CPOMS – All other concerns and Safeguarding

<https://newfieldblackburn.cpoms.net/auth/identity?origin=%2Fschools%2F1%2Fdash>

- If the incident is a safeguarding or health concern, a wellbeing issue or a 'niggle' that something is wrong but staff cannot quite pinpoint why they are concerned, it must be recorded.
- If the incident involves a disclosure made by a child it must be recorded in CPOMS
- If staff have any doubts or concerns before completing any of the forms or reports, you must discuss the matter with a member of the Senior Leadership team or the Designated Senior Lead for Safeguarding
- Following the initial recording and reporting it may be necessary to commence a follow-up interview or discussion, but these will be co-ordinated by a member of the Senior Leadership team

How to write a robust report every time

- Think **who, what, where** and **when**
- Include as much detail as possible, including the **child's own words**
- Stick to the **facts**
- Give as much detail **as possible**
- Make the report **as soon as possible** – by the end of the morning or afternoon session

