

Year 7 Safeguarding File Review for DSLs

Checklist

Child Protection History

- ☐ Has the child ever been subject to a Child Protection Plan?
- ☐ What was the category of abuse or concern?
- ☐ When did the plan start and end? Has there been more than one Child Protection Plan?
- ☐ Has the child ever been looked after, previously looked after, or subject to care proceedings?
- ☐ Could previous concerns still be impacting the child despite no current social care involvement?

Social Care Involvement

- ☐ Current or previous Children's Social Care involvement?
- ☐ Child in Need history?
- ☐ Early Help involvement?
- ☐ Family support services involved?
- ☐ Any re-referrals or repeated episodes of involvement?
- ☐ Are there recommendations or ongoing support needs?

Family Context

- ☐ Domestic abuse history?
- ☐ Parental mental health concerns?
- ☐ Substance misuse within the family?
- ☐ Housing instability or homelessness?
- ☐ Financial hardship or poverty concerns?
- ☐ Family breakdown, separation, or conflict?
- ☐ Significant family bereavements?
- ☐ Young carer responsibilities?

SEND & Additional Needs

- ☐ SEND identified?
- ☐ EHCP or SEN Support?
- ☐ Communication needs?
- ☐ Autism, ADHD or other neurodevelopmental needs?
- ☐ Mental health diagnoses/concerns?

Current Risk Assessment

- ☐ What do I know about this child now?
- ☐ What are their protective factors?
- ☐ What vulnerabilities remain?
- ☐ Does a safeguarding, wellbeing or attendance plan need to be established?

Previous School Actions

- ☐ What interventions were effective?
- ☐ What support was unsuccessful?
- ☐ Were referrals made that did not meet thresholds?
- ☐ Are agency recommendations still relevant today?

The Golden Rule

Do not only look for current concerns. Look for patterns, recurring vulnerabilities, family context and previous interventions. The most important safeguarding information is often not the most recent entry, but the history that helps you understand the child behind the concern.

Patterns Over Time

- ☐ Is there a chronology?
- ☐ Do concerns repeat across several years?
- ☐ Are the same issues being raised by different staff?
- ☐ Have there been periods where concerns escalated?
- ☐ Do low-level concerns form a wider pattern?

Attendance Indicators

- ☐ Historical attendance concerns?
- ☐ Persistent absence? Unauthorised absence patterns?
- ☐ Frequent illness explanations?
- ☐ Previous CME concerns?
- ☐ Attendance issues linked to safeguarding concerns?

Behaviour & Emotional Wellbeing

- ☐ Emotional regulation concerns?
- ☐ Evidence of anxiety or low mood?
- ☐ Self-harm concerns?
- ☐ Suicidal ideation or risk assessments?
- ☐ Behaviour incidents linked to trauma?
- ☐ Any Emotionally Based School Avoidance concerns?

Peer & Vulnerability Factors

- ☐ Friendship concerns?
- ☐ Bullying history?
- ☐ Online safety incidents?
- ☐ Child-on-child abuse concerns?
- ☐ Exploitation risks identified previously?
- ☐ Missing episodes?

Key DSL Reflections

- ☐ If the transition meeting had been my only source of information, what would I have missed?
- ☐ What historical information provides important context for future decision-making?
- ☐ Are there patterns that could re-emerge during transition?
- ☐ What should I monitor during the first six weeks of Year 7?
- ☐ If concerns arise in October, what information in this file might help me understand the bigger picture?

