



## Safeguarder Report Writing Template

This is designed to provide Safeguarders with a succinct outline of what should be included within an effective Safeguarder report. It should be considered alongside the other information available within this report writing guidance, as well as the report writing module.

Your report needs to be able to stand alone – it may be the first report a Panel reads, and a child may read it at a later date in isolation from other reports. It also needs to explain why you, as an independent Safeguarder, have come to your conclusions and recommendations.

If you follow the outline suggested below, it is likely that you will demonstrate elements of the Practice Standards (as these are what this template has been based upon).

### Safeguarder's Report

For

Child(ren) name(s), date of birth, age

Date of Hearing

Safeguarder name

#### Introduction

Date of Safeguarder appointment.

Who requested a Safeguarder (Panel or Sheriff).

Reasons for appointment if given (or specify if these have not been provided).

The Safeguarder provides an explanation if they have been unable to address the “reason for appointment” given by the Panel or Sheriff.

#### Background/Context

This should be a **brief summary** of relevant and recent key events in a child's life to date. It should not read like a chronology.



This **summary** may include:

- Information about the child's family, and who they live with.
- How long Social Work have been involved.
- Significant events in the child's life.
- Significant points in their Childrens' Hearing journey to date.
- Legal orders already in place.
- Summary of the Grounds of Referral in plain English.

This section also needs to provide a holistic sense of this child and their life. This can include information about any disability, anything significant they are managing in their life, their age and stage, their identity and culture.

### Safeguarder enquiries

- Who the Safeguarder has met, spoken with, or received information from (and how they are connected to the child).
- How and where the Safeguarder met them; in person/video call/telephone call.
- How often the Safeguarder met them.
- What the Safeguarder has read.
- Anyone significant to the child that the Safeguarder has not spoken to and why.

### Views

The views of key people should be presented in the order that makes the most sense. Starting with the views of the child can help to make the report child centred. Sometimes, however, the views of the child are easier to understand when presented after the views of others.

Throughout, it is important to be clear on what has been expressed to, or observed by, the Safeguarder directly, versus what has been observed or expressed by someone else.



### 1) Views of the child

These could be directly from the child and/or those who know the child best. It may also include the Safeguarder's observations of the child.

The Safeguarder must include how these views were gathered.

### 2) Views of parents/carers/other family

The Safeguarder should include all views of relevant persons and people that are important to the child, or caring for the child.

### 3) Views of professionals

This should include the views of Social Work as a minimum.

It should also include any other key professionals involved in the child's/parent's/carer's lives.

It should be clear if the views of the professionals have come from their report or from a conversation the Safeguarder has had with them.

It should also be clear if this is the direct view of the professional or the Safeguarder's interpretation of the professional's view.

## Analysis

A Safeguarder must take the available evidence in their report and process it in a way that links to their conclusions and recommendations for each child.

It is important that the analysis does not just take place internally but is always clearly visible in the report.

It should include a discussion on the child's views, their rights, their needs, and their best interests.

The Safeguarder should demonstrate their "working out." This could include showing that:

- The impact of events on the child has been considered.
- The Safeguarder has taken into account any risk factors vs. protective factors.
- The child's needs vs. unmet needs have been considered.



- The Safeguarder has weighed up the risks and benefits of different options available.

### Conclusions and recommendations

This is about answering the “why?” questions, including why the Safeguarder has agreed or disagreed with the recommendations of key professionals such as Social Work.

It should be clear how the child’s view has influenced the Safeguarder’s recommendations.

All recommendations made must be clear, reasoned and justifiable.

**Safeguarder name.**

**Date report submitted.**