

Self-reflection:

My knowledge and experience of safeguarding before module was good. I carried out a variety of courses to ensure that I am up to date with relevant statutory guidance and new legislation. For example, I took part in a Prevent duty training course where I was taught how to protect people from a range of harms like substance abuse. I also get updates from the Wales Safeguarding App with plenty of information regarding safeguarding children and adults who are at risk of neglect in Wales. This help practitioners like me to better understand the problems that individuals may face in their lives, ensuring compliance with the Social Services and Well-being (Wales) Act 2014.

During the module, I was exposed to a wide range of emotions and feelings. This was particularly the case when I saw videos of the Laming and Munro report where children were subjected to either physical, sexual or psychological, and emotional violence. I felt an intense dislike for the murderers of young children, such as Victoria Climbié who had to undergo extreme pain and suffering. Her death led to a public inquiry and brought fundamental change in a child protection and safeguarding policies in the United Kingdom. This topic has shaped my perception of how children living with their families to this day are still victims of abuse and neglect.

5 R's:

Recognising – The New Curriculum for Wales emphasises the need for professionals to create a pedagogical framework that recognises our children's shared values through the five developmental pathways (WG, 2022). Multi-agency collaboration is integral for professional development and better understand the dangers that children might be exposed to in their daily lives (NSPCC, 2023; Safeguarding Early Help, 2024). Enhancing children's safety and security needs in their lives, as seen in Maslow's Hierarchy of Needs (University of Birmingham, 2015).

Recording – It is important that schools have consent from parents regarding storing and processing child's personal data under the General Data Protection Regulation (GDPR) Act 2018 c. 12. Moreover, Article 16 of the United Nations states that children have got a fundamental right to privacy. They are expected to be protected from all forms of physical harm, abuse, neglect, and violence, including unlawful attacks. They must also place relevant procedures to safeguarding children to ensure their safety (UN, 2025).

Reporting – The practitioner should be grounded with the knowledge that observation plays an essential role in practice and that it is the child who should be at the forefront of this process (Education Wales, 2022). Should there be any issues with the child following our recent observations, then I must report this incident to a

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DSL (NSPCC, 2020; WG, 2020). Another solution is to use The Safeguarding Company platform (2025) that works in line with TES which empowers teachers to keep record of student concerns and staff allegations through MyConcern.

Referring – In agreement with the Working Together to Safeguard Children Act 2018 (HM Government 2018), professionals must demonstrate co-operation skills with local authorities, health experts, and other multi-agency organisations in order to give children a highly effective and pedagogical support service, especially to those who are at risk of neglect (GOV UK, 2023). Under the operation encompass (2010), the police officer has a legal responsibility to share domestic abuse information privately with the DSL in school (South Wales Police, 2025).

Responsibilities – Under the Education Act 2002, the local authority must ensure the highest potential standards of children in terms of their subjective wellbeing and safeguarding. The Code of Safeguarding Practice is a guidance document written by the WG, epitomising this perception that safeguarding is a shared responsibility in Early Years Curriculum (WG, 2022; Social Care Wales, 2025). Everyone who works with children plays a crucial role in ensuring their holistic development, as seen in the Well-being of Future Generations Act 2015 (Commissioner of Wales, 2021).

Confirmation Statement:

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

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