

.

Reflection

My knowledge and understanding of safeguarding I believed to be quite good before the start of this module as safeguarding plays a significant role within my job as a learning support assistant. It is my duty to ensure the children in my care are safe and happy. We also have frequent safeguarding training in work to ensure all staff are aware of the safeguarding process, the designated safeguarding officer and relevant legislation.

A safeguarding concern I've dealt with recently involved a disclosure during breakfast club. I noticed a child appeared distressed and was very withdrawn which was a significant change in behaviour. I asked the child if they were okay and the child spoke to me privately and disclosed that her sibling had threatened her with a knife at home. During the disclosure I felt very concerned and worried as the child appeared to be very upset and there had been a significant change in behaviour. I listened and made sure the child felt heard and understood. I then made a record and noted everything the child had told me. After this, I reported the disclosure to the designated safeguarding officer who dealt with the situation immediately.

After this module I have gained a broader, more in-depth understanding of safeguarding. In particular, the policies, legislation and guidance. Some of which I had not read before so I feel it has filled a gap in my knowledge and will support me to become a better practitioner. Throughout this module I read various different policies and legislation learning about their importance, how they came to be and how they are relevant to the early years which will better my practice. I also learned about the importance of safeguarding and cases where opportunities to safeguard children had been missed and about concerns raised that were not dealt with appropriately. I found this distressing and upsetting at times, but it was an important part of the module as it helped me to be able to detect signs of abuse and neglect which will support me to keep children in my setting safe. This module made me think about these scenarios, how the children

must have felt and how I would deal with the situation, and I feel this critical thinking will support me to be a better practitioner and make the right decisions to better support and safeguard the children in my care.

Safeguarding is important as it ensures children are safe from neglect or abuse, allowing them to develop and thrive holistically (Supporting Education Group,2024). During this module I also discovered the importance of recognising, recording, reporting, referring and the responsibilities of safeguarding. All practitioners working with children should have frequent safeguarding training. Throughout this training staff will learn how to recognise signs of abuse and neglect. This is important as practitioners are then able to notice patterns or changes and support children who may be at risk, protecting them from harm (Supporting Education Group,2024). A practitioner may recognise abuse by observing the child or from something the child has said. Signs of abuse include physical injuries such as bruises, scratches or fractures. Change in behaviour such as becoming withdrawn or frustrated and being underweight or hungry may also be signs of abuse (Hobart and frankel, 2010). Practitioners must also make a record of what they have observed or been told and include what was done. This record should be completed immediately and include as much detail as possible. They should also be confidential, stored safely and shared with the correct person such as the designated safeguarding officer. This is an important part of effective safeguarding as noticing signs of abuse early can help to keep children safe from abuse and harm and ensures their wellbeing and safety above all (NSPCC,2025). According to Safeguarding Wales (n.d) practitioners have a duty to report when there is suspected abuse or neglect. It is the practitioner's responsibility to report concerns to the designated safeguarding officer within the setting to ensure the safety of the child. Reporting is an essential part of an effective safeguarding procedure as it allows other agencies such as the police and social workers to support the child and family and ensures the child's needs and welfare is paramount. Everyone working with children has the responsibility of safeguarding. This responsibility includes ensuring the settings safeguarding procedures are

understood and followed, recognising signs of abuse, making accurate records and reporting concerns to the designated safeguarding officer. Practitioners also have the responsibility to work in collaboration with staff and outside agencies to ensure effective safeguarding. Carrying out these responsibilities is important to ensure abuse is prevented and children's wellbeing is protected (Care Learning, 2024).

Reflection references

Care Learning (2024). *1.1 Explain The Term Safeguarding - Care Learning*. carelearning.org.uk. Available at: <https://carelearning.org.uk/qualifications/level-2-diploma-care/safeguarding-protection-care/1-1-explain-the-term-safeguarding/>. (Accessed 2/7/2025).

Hobart, C. and Frankel, J. (2005). *Good practice in child protection*. Cheltenham: Nelson Thornes.

NSPCC (2025). *4Rs of Safeguarding and Child Protection | NSPCC Learning*. NSPCC Learning. Available at: <https://learning.nspcc.org.uk/safeguarding-child-protection/4rs-safeguarding-child-protection>. (Accessed 2/7/2025).

Safeguarding Wales. (n.d.). *Safeguarding Wales*. Available at: <https://safeguarding.wales/en/chi-i/chi-i-c2/c2-p3/>. (Accessed 2/7/2025).

Supporting Education Group (2024). *What is Safeguarding in Schools?* Supporting Education Group - UK's leading education services platform. Available at: <https://www.supportingeducation.com/content-hub/safeguarding-in-schools-importance-and-strategies/>. (Accessed 1/7/2025).