

I have been a senior practitioner at a flying start, since 2018. Safeguarding is my everyday practice as I work with families in deprived areas where child protection is high. I attend Safeguarding training every year. I alternate yearly between Safeguarding B and Safeguarding C. I also complete safeguarding A, regularly and understand that safeguarding is the responsibility of us all. I am also the settings safeguarding lead.

I have attended many Child Protection Conferences, Core Groups, CASP meetings and LAC Reviews. In these meetings, I bring a report outlining child development, their attendance, if any changes have happened in their behaviour and any observations I have. I ensure this is factual and report anything significant that may have happened, looking at the chronological form for patterns. I summarise interactions with parent and child when dropping off and picking up and at parent participations. I do this to ensure I provide accurate information of the child's daily experience.

I felt quite confident at the start of this module, as my safeguarding knowledge and attendance of child protection conferences was something I knew quite a bit about. I took on the role of the Social Worker as this is something I want to do next in my career path. I found it difficult to keep to the 5 minutes to begin with and fit in the 20 references. Lots of the things I read about a Social Worker, how they would conduct a section 47 enquiry, were all in the same legislation's and there was so much to help know what to say in the safeguarding procedures (2019). I have learnt so much from doing this task, reading legislation was hard but seeing how something linked was interesting. Finding the key part of the Act that really zoned into the role was helpful too. As although I have heard of most of the key legislation, it was only for this task I really delved into what a Social Worker does in their role, and although I have been on many Child Protection Conferences, they were already on the register so my experience of an Initial Conference was not great. I have only ever been on one and that was back in my early career, I remember sitting in the meeting feeling a little overwhelmed and anxious but over time I feel I am now quite confident and can recognise when a child should remain on the register and when they should be de registered.

Within Safeguarding practice, recognising concerns is the first step. Hobart and Frankel (2010) highlight that practitioners must be able to understand that a child may not disclose directly, identify behavioural, physical and emotional changes and those slight pattern changes, that may happen over time. The NSPCC (2025) equally emphasises the importance of practitioners recognising signs of abuse, being able to identify different forms of harm and remain alert to indicators that may place a child at risk.

Recording is a fundamental safeguarding requirement. Welsh Government guidance in The Wales Safeguarding Procedures (2020) states that practitioners must record immediately, write it down, keep it clear and accurate. Recording should be factual, with chronological timeline, which can identify patterns or escalating risk over time.

Reporting according to section 130, of the Social Services and Well-being (Wales) Act (2014), places legal requirement that a practitioner has a duty to report, if they feel a child is at risk of harm or abuse to the local authority. Reporting ensures that concerns are heard and escalated, if the authority needs to undertake further assessment of the allegation.

Referring is closely connected to reporting. The Wales Safeguarding Procedures (2020) State that referrals should be made promptly when a practitioner has a safeguarding concern. Referring ensures all multi agencies receive the same information to be able to work together to safeguard the child.

Responsibility is everyone's when safeguarding. The Welsh Government's *Keeping Learners Safe* (2023) states that all practitioners have a responsibility for recognising, responding to and raising a concern. Responsibility means acting in the child's best interests, following guidelines and procedures, to ensure that safeguarding is central to a practitioners everyday professional practice.

Hobart, C. and Frankel, J. (2009). *Good Practice in Safeguarding Children 3rd Edition*. Oxford University Press, USA.

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

Social Services and Well-being (Wales) Act 2014, s.130. Available at: <https://www.legislation.gov.uk/anaw/2014/4/section/130> (Accessed 6 July 2026).

Wales Safeguarding Procedures Project Board. (2020) *Wales Safeguarding Procedures*. Available at: <https://safeguarding.wales/en/> (Accessed: 6 July 2026).

Welsh Government. (2022) *Keeping learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002*. Available at: <https://www.gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf> (Accessed: 6 July 2026).