

## **Contents**

### Section 1 – Self reflection

#### Reference list

I confirm that I have not presented any AI generated text as my own work. I confirm 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.

### **Self-reflection – Jordan MacDonald**

Before starting the safeguarding module I believe I had a basic understanding of safeguarding children and understood my schools safeguarding policy which I am expected to read at the start of each school year, I knew my responsibility as a practitioner was to observe children in the classroom and report to my teacher and the safe guarding officer with any concerns, however during the safeguarding module it quickly became apparent that I had a lot more to learn, especially understanding in depth the acts and legislations in place and the wider system of professionals surrounding the child to protect them.

I have recently been involved in a real safeguarding situation, where I raised concerns about a child and passed this on to my designated child protection officer. I had the opportunity to use the My Concern website to report my findings, the My Concern website also has a lot of relevant and up to date resources to read relating to safeguarding. Initially I was included in some relevant content surrounding the concern however after that, I was not required to have any further involvement in the case, at the time I found this difficult as I naturally wanted to ensure the child involved was safe, I felt uncertain about what would happen next and assumed I would have been updated with progress. During recent safeguarding training with my setting this example was brought up with the trainer and she explained that once the initial concern is reported, as practitioners we must trust our colleagues with the information and that they are trained, knowledgeable and legally required to take the next steps to safeguard the child, I now see that legislation such as the *Working Together to Safeguard Children Act 2023* exists for this reason (Department for Education, 2023). This gave me confidence to appreciate that the child will continue

to be protected and helped me to better understand the need-to-know basis for information sharing.

The module highlighted how past child protection cases have influenced legislation today such as the Soham murders, where Holly Wells and Jessica Chapman were cruelly murdered by their schools caretaker, Ian Huntley, the inquiry found that the police had failed to disclose past allegations linking Huntley to indecent assault, complaints of underage sex and three separate claims of rape, none of which were disclosed by the police, meaning the school employed Huntley without any knowledge of his past. This case led to the Birchard Inquiry Report (2004) which directly influenced the Safeguarding Vulnerable Groups Act (2006). Despite the harrowing safeguarding cases that have been discussed during our lectures there have been positive outcomes from the tragedies resulting in safeguarding legislations that are constantly evolving to better protect children in our care. For example the evolution of the Data and Barring System also known as DBS, which allows employers to conduct essential background checks before people are able to work, this is especially important for adults working with children. Many cases discussed in the module shared a common theme in that those children had been let down by the adults around them through lack of multi-agency working. Highlighting again how imperative it is to work with other agencies effectively.

Throughout this module my understanding of my own safeguarding responsibilities has grown, I now understand that I am legally obliged to act in the best interests of every child and that I have a duty to report factual concerns no matter how big or small and without giving my own opinion, as not reporting could potentially put a child at risk. I am now also aware of the various forms of abuse including medical abuse and child criminal exploitation and how to identify potential signs of abuse in my practice.

I have also learned about how each country in the UK has their own safeguarding policies to follow, I am proud to be working within the Welsh framework, particularly the Social Services and Wellbeing (Wales) Act 2014, this legislation promotes a child centred approach to well-being and highlights the importance of prevention and early intervention. The act places responsibility on all professionals to work together by sharing relevant information about the child, it also places emphasis on a child

centred approach that respects the child's voice and how they have a right to be heard in decisions that directly effect them.

During this module my lecturer recommended downloading the safeguarding app to my phone, I then realised I had downloaded it before, but not used it effectively, this module encouraged me to read and use the content on the app and I will now keep the app up to date so that I can read and use it to enhance my practice in future.

I have found this role play assignment to be valuable in that I have explored lots of legislation, however at first it was overwhelming and I found it difficult to act as the social worker, it made me realise how complicated their job can be, how serious safeguarding cases can get, and how important it is for professionals to work together to safeguard everyone involved.

Finally, in future practice I will continue to build on my safeguarding knowledge by referring to the safeguarding Wales app and also sign up to any relevant training available, I vow to be observant of the children I work with, so that I can be sure to notice any signs of concern and confidentiality follow safeguarding procedures to ensure every child's safety and well-being in my care. This concludes my self reflection.

### **Reference List (self reflection)**

Department for Education (2023) *Working Together to Safeguard Children 2023*.

Available at:

[https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working\\_together\\_to\\_safeguard\\_children\\_2023\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf). (Accessed: 6 July 2025)

Safeguarding Vulnerable Groups Act (2006) *Safeguarding Vulnerable Groups Act 2006*, *Legislation.gov.uk*. Available at:

<https://www.legislation.gov.uk/ukpga/2006/47/contents>. (Accessed 6 July 2025)

The Birchard Inquiry (2004) *The Bichard Inquiry* – Report Available at:

<https://dera.ioe.ac.uk/id/eprint/6394/1/report.pdf> (Accessed 6 July 2025)