

Contents:

1. Script for Personal Reflection
2. Reference List

No AI used in this assignment.

Personal Reflection

Before undertaking this safeguarding module, my knowledge and understanding of safeguarding was relatively basic. I understood that safeguarding involved protecting children and vulnerable individuals from harm, abuse, and neglect, but I lacked a deep awareness of the complexities involved. Although I am currently working as a teaching assistant at a local primary school and have been in this role for just over a year and a half, my experience has mostly been limited to general workplace policies and procedures, with little understanding of how to identify subtle warning signs or how personal circumstances might influence a child's safety. I have undertaken basic safeguarding training as part of a team; however, I have never personally been involved in a safeguarding issue. Through this module, I have gained a much clearer and more detailed understanding of safeguarding principles. One key learning point was recognising that safeguarding is not just about responding to visible harm, but also about being alert to changes in a child's behaviour, personality, or circumstances. For example, I now understand that sudden changes in appearance or mood can be indicators of underlying concerns that need further exploration. I also developed a better understanding of the importance of professional curiosity and looking beyond the surface and asking the right questions when something doesn't seem quite right. Another significant thing that I have learnt is the importance of multiagency collaboration, knowing when to discuss a concern but also who to discuss my concerns with. I have learnt that in order to look after a specific child and reach the best possible outcomes for an individual child, you must work with everyone who is involved with the child, such as parents, teachers, head teachers and social workers. When I explored the role of a health visitor in regard to safeguarding, I learned more about emotional wellbeing and mental health, particularly in relation to perinatal mental health, which broadened my perspective on family dynamics and early intervention. Going forward, this learning has helped support me to become more observant, responsive, and confident as an early years practitioner. I will now approach my work with a more informed and holistic mindset, understanding that safeguarding is a shared responsibility and an ongoing process. It has strengthened my commitment to speaking up on behalf of those who may not have a voice and to providing a safe, nurturing environment for everyone under my care.

As discussed above, my knowledge and understanding of safeguarding prior to this safeguarding module was pretty basic and I did not fully appreciate the importance of specific principles that underpin effective safeguarding practice. Through my learning and research, I have developed a clearer understanding of the key responsibilities practitioners hold in protecting children and vulnerable individuals from harm. Whilst studying this module I have developed an understanding of the 5 R's of safeguarding (recognising, recording, reporting, referring and responsibilities), which are a set of guidelines setting out how to act upon a safeguarding concern if you are caring for or dealing with vulnerable adults or children (Hoare, 2022). The principle of recognising signs of abuse or neglect is the first and most critical step in safeguarding. It involves being alert to changes in behaviour, physical appearance, or emotional wellbeing (Ann Craft Trust, 2025). I now understand the importance of professional curiosity looking beyond the obvious and not dismissing concerns without a careful thought. Recording is equally vital because clear, factual, and timely documentation ensures that patterns of concern can be identified and shared appropriately. According to the NSPCC (2023), accurate records support continuity of care and protect both the child and the practitioner. I have learnt that reporting concerns promptly to the designated safeguarding lead/officer is essential, as delays can increase the risk to the individual. I have learned that safeguarding is a shared responsibility and that no concern is too small to report (HM Government, 2024). The step of referring to external agencies, when necessary, ensures that concerns are dealt with by the appropriate services (HM Government, 2024). Understanding local referral pathways and criteria has increased my confidence in making decisions that prioritise a child's safety. Finally, understanding my responsibilities has made me more aware of my legal and ethical duty to safeguard those in my care. This module has reinforced the idea that safeguarding is an ongoing process that requires vigilance, empathy, and professional integrity.

Overall, I have enjoyed this module, and I have benefited from the new information that I have been able to research. I think that this information will help me in the future and help me to become a more professional practitioner.

Reference List

Ann Craft Trust (2025) How to Recognise a Safeguarding Issue. Available at: <https://www.anncrafttrust.org/safeguarding-checklist-recognising/>. (Accessed: 3 July 2025).

HM Government (2024). *Keeping Children Safe in Education*. Available at: https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf. (Accessed: 3 July 2025).

Hoare (2022) *What are the 5 Rs of Safeguarding?* Available: https://www.ideagen.com/thought-leadership/blog/what-are-the-5-rs-of-safeguarding?utm_source=chatgpt.com. (Accessed 3 July 2025).

NSPCC (2023). *Child Protection Records retention and storage guidance*. Available at: <https://learning.nspcc.org.uk/research-resources/briefings/child-protection-records-retention-storage-guidance>. (Accessed: 3 July 2025).