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Before I began this safeguarding module I had a vast amount of knowledge on safeguarding, this knowledge was gained by many safeguarding courses and working within the childcare sector, I have also dealt with safeguarding concerns within my role as a Teaching Assistant and well-being practitioner within a primary school. However, during this module I have learnt about new case studies that I did not know much about before, each case study went into depth on how it is important for professionals to recognise signs and report them before any harm is prolonged to the child. This leads me onto the five R's, previously I knew very little about the five R's, I have since researched them, it has been informative to break down each of the five R's, these include recognise, respond, report, record and refer, each of these are a stepping stone to preventing harm and keeping a child safe. I now understand each of these in depth and understand how they help us as professionals to protect children against harm and follow the correct protocols (Prospero, 2025).

It is important for me to add since completing this module and taking away the learning experiences, I have understood the concept to a deeper level, safeguarding also includes prevention not just when something has already happened. During this module I have understood how some religions differ in the 'safeguarding' concept and how it is important for each practitioner to familiarise themselves with the child's background, this includes their community, culture and religions, this would be

because each of these factors of belonging could contribute to behaviours and how individuals practice due to the factors, however, it is important to add, no matter what religion or culture the child is growing up in, they should never be at harm (Safeguarding Wales, 2021). I have enjoyed learning about the multi-agency approach and how many agencies can support a child and their family during difficult times, furthermore, I have noted that the multi-agency approach can be very effective when making decisions and planning what is right for the child. This module has enabled me to experience a role outside of my own and understand other roles and their responsibilities within the safeguarding procedures. Since developing a deeper understanding on other agencies roles and responsibilities, I have also had the opportunity to learn about different acts and legislations, such as The Children's Act 1989, this act followed on from the children's act 1975. The children's act 1989 is linked to all roles within the childcare sector, how they communicate and support the child's safety, health and well-being. However, the act does not only apply to professionals within the childcare sector but also the adults that have a responsibility of the child (one education,2024). Overall, this module has given me a lot more knowledge on safeguarding and given me the opportunity to experience how the policies and procedures are followed in other agencies. I have enjoyed the safeguarding lectures to help develop a deeper understanding on the legislations and acts within the safeguarding category. Finally, the visuals we were provided in lectures were useful to open group discussions within the lectures, this supported me within my note taking and listening to other opinions on different case studies and scenarios.

References:

One Education (2024) *Everything you need to know about the children's acts*
Available at: [How the Children Act 1989 and 2004 Protect Children – One Education](#)
(accessed:8 July 2025).

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Prospero (2025) *What are the 5 R's of safeguarding* Available at: [What are the 5 R's of Safeguarding? | Safeguarding Training | Prospero Learning](#) (accessed: 8 July 2025).

Safeguarding Wales (2021) *Safeguarding children from harmful practices related to tradition, culture, religion or superstition* Available at: [safeguarding-children-from-harmful-practices-related-to-tradition-culture-religion-or-superstition](#) (accessed: 7 July 2025).