

No AI was used in this assignment:

Contents:

2-4-: Individual critical, personal self-reflective account.

5: Reference list for self-reflection.

Individual critical, personal self-reflective account.**Kelly Evans Self- reflective account.**

Prior to the safeguarding module and lectures, I felt relatively confident in my knowledge and implementation of child protection and safeguarding policies and procedures. This is due to having brief training in college and then maintaining regular up to date training, in order for me to carry out my teaching assistant role for the past eighteen years and qualify as a safe practitioner. My understanding of safeguarding and child protection is to ensure the safety and care of all children, through being able to recognize, record and know who and how to report any concerns. Since my first safeguarding training in college, I have always been made aware of the four main areas of abuse, those being physical, sexual, emotional, as well as neglect, and how to identify the signs or signals that may indicate abuse. Although, with the evolving world and enhanced technology, throughout the years the more training I have received, new areas of abuse would arise, such as radicalization, online abuse and so on. However, this module has broadened my knowledge further, introducing me to what financial abuse and fabricated or induced illness [hereafter FII] is, which prior to this module I was not aware of. This demonstrates the importance of regular training, to keep updated with safeguarding developments and through the module, was shown the Wales safeguarding procedures app [hereafter WSP] (2025), to which I have now downloaded to my phone. The app is easy to follow, accessible and shares valuable information, which automatically updates the system in accordance with any changes.

The module has also deepened my knowledge of the legislation and acts brought into force over the years. Although I am aware of many of the legislation, I originally didn't make the connection between the legislation and a child protection case, apart from the highly publicized ones such as Sarah's law (Gov.uk, 2013). Through the module giving out a safeguarding timeline which shows the dramatic changes to legislation over the years, it has intrigued my interest to read further into these changes. From studying this timeline, I can personally relate to some of the changes, where the new legislation or awful cases had impacted my childhood and the childhood of my family members, due to my family becoming more protective over us as children and our whereabouts. It has also impacted on my professional role as an

early year's practitioner, as I have needed to be aware of when legislation has come into force, whilst educating others who may not be aware of changes, as well as becoming even more alert to the possible risks to the children within my care.

Through working as a teaching assistant for so many years I have needed to be aware of how and who I would report to in the event of a concern or disclosure, which has always been the designated safeguarding officer [hereafter DSP]. However, there is one area I do feel less confident in, in regard to recognizing and the scenario from this module has highlighted that to me. Due to not having a sense of smell, in the event someone was under the influence of alcohol or drugs, I am slightly anxious that I may not notice the signs or side effects a person may show, due to my lack of smell and from not having much awareness in this circumstance. Although, working alongside a good team has eased my concern, as there are always staff members around to support, demonstrating how working together and effective communication provides better safeguarding for all children, as indicated in the Lord Laming report (Gov.uk, 2003). The module highlighted this for me, as before the module I was unaware of what went on in conferences or who attended, however, through lectures and having to practically research, work collaboratively and take on roles, I have discovered how effective these partnerships and communication can be in supporting the overall development and wellbeing of children.

To conclude my self-reflection, one main phase's that will remain paramount in my safeguarding procedures are the 5r's. The 5r's relates to recognizing, responding, reporting, recording and referring when dealing with any safeguarding concern. The 5 r's is a framework to support professionals in structuring how to respond and each has a crucial step in the safeguarding process (Prospero-learning, (no date); Taylor, (2025); Online dbs,(no date) and NSPCC, 2025). Recognizing signs or indications of abuse is the first step, it is crucial professionals are trained and vigilant of the signs of abuse, such as changes in appearance or behaviour. If concerns arise, responding is the next step, taking quick and effective action through offering support, and contacting particular authorities can prevent further harm. Whilst remembering throughout the first two steps, reporting to relevant people like the DSP and following reporting procedures, is crucial to ensuring effective intervention and appropriate actions are given. Whilst always coinciding with recording and referring, this involves ensuring notes, observations or evidence is recorded clearly and

effectively, including any action taken, whilst respecting confidentiality. To then referring everything to relevant professionals, in order to collaborate and support any further investigations (NSPCC, (2025); Prospero-learning, (no-date); Online dbs,(no-date) and Taylor (2025). Remembering the 5r's supports everyone to understand their roles and responsibilities to protect children, enabling them to follow the frameworks, creating safe environments to ensure the health and wellbeing of all children. Thank you for listening.

References List:

Gov.uk, (2013). *Find out if a person has a record for child sexual offences.*

Guidance, the child sex offender disclosure scheme, also known as Sarahs law, lets those who care for young people find out if a person has a record for child sexual offences. Available at: <https://www.gov.uk/guidance/find-out-if-a-person-has-a-record-for-child-sexual-offences> (Accessed: 5 July 2025).

Gov.uk, (2003). *The Victoria Climbié Inquiry: report of an inquiry by Lord Laming.*

Available at: <https://www.gov.uk/government/publications/the-victoria-climbié-inquiry-report-of-an-inquiry-by-lord-laming> (Accessed: 5 July 2025).

NSPCC, (2025). *4 Rs of safeguarding and child protection.* NSPCC Learning.

Available at: <https://learning.nspcc.org.uk/safeguarding-child-protection/4rs-safeguarding-child-protection> (Accessed: 6 July 2025).

Online dbs. (no date). *What are the 5 R's of safeguarding?*. Available at:

<https://onlinedbschecks.co.uk/blog/five-r-of-safeguarding/> (Accessed: 6 July 2025).

Prospero Learning, (no-date). *What are the 5 R's of safeguarding?*. Available at:

<https://www.prospero-learning.com/safeguardingthe-5rs> (Accessed: 6 July 2025).

Taylor, E, (2025). *The 5 Rs of safeguarding: Mastering safety.* The knowledge academy.

Available at: <https://www.theknowledgeacademy.com/blog/5-rs-of-safeguarding/> (Accessed: 6 July 2025).

Wales safeguarding procedure (2025). Wales safeguarding procedures. Available at:

<https://safeguarding.wales/en/> (Accessed: 5 July 2025).