

ECEY6012

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Section 2

Part A

Introduction of business

The Escape Button is an emotional wellbeing tool that supports the safeguarding of the children. The tool can be used to create a sense of safety, support the wellbeing of the child and enable early interventions to be put into place when it is needed.

Many children feel embarrassed and lack confidence to speak up to their trusted adults about feeling unsafe, upset or when they need to disclose something in a classroom environment. As a practitioner it is important we keep the child at the centre of everything we do and always look at things from a child's perspective, as a practitioner we should acknowledge the child's feelings and reassure them when they make any disclosure, allow them the opportunity to be a part of the decision-making process (Chams,2018). Imagine a child not being able to speak up about how they feel or something that may have been a traumatic experience for them, my business could now prevent this from happening to any of those vulnerable children.

How the escape button works

Each child will be provided a clicker when they start the school year and this is kept with them throughout academic year and used during the school day. The clicker is linked to the teacher's device, so whenever the child feels unsafe, upset or needs to seek support discreetly they use their clicker and their teacher will have an alert on their device to inform them the child needs support. This prevents any attention being drawn to the child, the teacher can then check in with the child at an appropriate time and provide the child with support and take any safeguarding measures if needed.

The need for The Escape Button in schools

The escape button provides a voice for the children that struggle daily with communicating with their trusted adults around them. It is an ongoing issue within schools where issues are not noticed or addressed, this leaves children in a

vulnerable position and could potentially lead them to harm. Many children find it very difficult to speak up when they are going through or witnessing negative experiences or just having negative feelings. Again, this can be prevented by providing the escape button as a tool for the children to use every day it builds a sense of safety, confidence and removes the worry of embarrassment.

Benefits for practitioners

The tool does not only support the children, but it also supports the practitioners working with the child. The tool helps practitioners to understand the child's needs and practice their responsibilities by identify issues early on to provide the best possible solution for the child (Gov.uk, 2025). The escape button clicker and device is easy to use and is affordable for schools to buy.

Personal experience and suitability

I believe I am the best person to present and sell my business because of my own experience working within primary schools for nearly 5 years, studying early years and working closely with children in day to day classroom and wellbeing settings providing interventions to support their needs. I am passionate about the wellbeing and safety of children and since working within an educational setting I have seen children struggle to communicate their needs and feelings in a busy environment. Furthermore, this has enabled me to create my business 'the escape button', ensuring it is child friendly, easy to use, allows privacy and provides a positive outcome every time to the child.

Comparing to existing systems

During my research, I have found that some schools use a panic button system for lockdowns and alerts for emergencies for staff to be aware of. These panic buttons that are currently used in schools are used for high level emergencies, for staff use rather than child support and wellbeing awareness (WCNC, 2019). However, The escape button provides the missing piece for schools, the need of tools to support children to speak up and enable teachers to recognise and respond to the needs of the children in a private, nurturing, and professional approach (Birthto5matters,no

date). The tool focuses on child safeguarding, emotional wellbeing, early intervention, inclusion and creating safe and nurturing environments for the child.

Theorist links

My project links closely with Maslow's Hierarchy of needs theory, it is a tool ensuring the child has their basic needs met before expecting them to reach their full potential. If the child feels unsafe, feels their needs are not being identified or met or if they are missing the sense of belonging within their environment then they will not exceed to push themselves to be the best that they can be (Bitesize Learning, no date). My project can prevent this from happening to any child, they will have the ability to speak up in a private and discreet way without feeling anxious. The tool will then allow for the practitioner meet the needs and support the child through their challenging times allowing them to reach their potential and build trust with those around them.

Cost and training

The cost of this product is surprisingly low, due to the simple clickers and device being at low cost to manufacture. The clickers can start from thirty pounds, with five clickers in a pack, so, for a class of thirty children, this would total to one hundred and fifty pounds for the clickers. The device can be a staff only desktop or Ipad, the system will be installed onto the device and activated ready for use, keeping the cost low. Staff do not need to have much training, however, it is advised that they have up to date trauma-informed training, they will then need to be shown the device and how the system works, when they have been shown the straightforward process, it is then their responsibility to embed it within their practice and keep the use of the system consistent. The children will be introduced to the clickers at the beginning of the year, and they will use them throughout their school day, however, the clickers are easy and child friendly, the child will simply just need to click the button and the rest lays with the responsible teacher. Therefore, with the cost being low and the positive impact it will have on safeguarding, the product offers a great opportunity for schools to prevent further issues and improve the child's overall wellbeing.

Challenges for staff

Unfortunately every business and project comes with some challenges, in regards to my project being a tool for safeguarding it is an important role for all staff to use it correctly and in a timely manner, due to the tool being a discreet way for the child to communicate with the teacher, staff may lack confidence due to their experience usually being the child approaching them with their problems. Another challenge for staff could be their emotional readiness to deal with the safeguarding concern the child discloses, some staff may not have much experience with disclosures being made or they may be triggered from personal experiences.

Challenges for children

Furthermore, the tool may not only bring challenges for staff but also the children, some children may be anxious to use the tool incase the information is shared with home, however, children must be aware if staff are concerned for the child's safety then their adults at home will be made aware a disclosure has been made, however, they must be reassured that it is to protect them and ensure support is given to both family and child (NHS, 2022). A child may take this experience negatively and therefore may stop using the clicker altogether, this could then lead to the child becoming closed off and vulnerable. Another challenge that could occur when the tool is accessible for the children is over using the tool for low level needs or attention from staff, this could become a problem, especially in schools, the teaching staff are taken away from learning time and the other children to speak with the child on a regular basis for needs that could be met within the classroom environment, or could be told later in the day when there is spare time.

Funding

Finally, to start up my business and provide this opportunity to children and practitioners I would need to access the funds. Through research, I have found that I can access the funding through a grant from the government supporting the children's wellbeing of future generations Act 2015, these are available to schools or practitioners starting up projects to support a child's wellbeing in the community or educational sectors (Welsh Government, 2025). Accessing the funding will enable the business to be successful because it is a tool that differs to the 'normal' daunting experience of safeguarding in schools, it allows consistency, privacy, safety and still

fits with the safeguarding responsibilities and most importantly the safeguarding policy.

Part B

Supporting early years development

The safeguarding tool called The Escape Button supports early years development by ensuring that children feel heard, safe and confident to express their needs to their trusted adults. The safeguarding tool allows children to build trusted relationships with the key people within their environment; trust is key to enable the child and practitioner to work together within safeguarding concerns. The tool enables children to understand that there is support available to help them manage and regulate their emotions, rather than mask their emotional needs which could lead to behavioural challenges in school and at home, these could include, anxiety and withdrawal from daily routines and social interactions. The tool provides the child an easy way of seeking support in a private approach, avoiding unwanted attention from their peers or other members within the classroom environment. The escape button enables early intervention for the child, this then enables the child to develop emotional regulation strategies, confidence and resilience. However, if the child's needs are not identified and the support system is unavailable for them then they will lack understanding in, acceptance, resilience, control and empathy. Department for Education (2022) states that children learn most from their adults, it is the adult's role to respond with empathy and help them to regulate when their needs have been identified. When the child has built trust, confidence and feels safe they will then be more engaged within daily activities and social interactions.

Challenges

Although The Escape Button has many positives by providing the children with a voice and confidence to reach out to their adults, there are also some challenges to

consider; the tool can only work if the practitioner is consistent with the process and responds in a timely manner. However, the tool is to be used as a supportive resource for safeguarding and prevent harm to the child, it is not to override the usual safeguarding policy or professional judgement.

Another challenge that could potentially interrupt consistency with the safeguarding tool is the teacher's device needing Bluetooth to connect to the clickers, the range of the clickers will need to be the perimeter of the school premises, or it may cause delays with the alerts, this could damage the effectiveness of the safeguarding tool, it must be accessible and work at all times.

The clickers may cause extra pressures and workload for the staff working with the children, the staff may need act upon many alerts throughout the school day because the clickers are used by every child in the class, however, the staff would also need to continue with their daily responsibilities as a teacher.

Additionally, some schools may find they are unable to allocate the funding for the tool out of their annual budget, they may have some concerns about the maintenance and replacements of the device, they may have a large intake of pupils so it could be costly to provide every child and teacher with the safeguarding tool. Furthermore, some schools may feel comfortable and confident with how they support safeguarding within their settings currently and feel apprehensive to change their practice.

Finally, another potential challenge could be some parents disagreeing with the safeguarding tool, with it being a new system that is child-led, allowing the children direct access to raise safeguarding concerns. Some parents may feel that their involvement and authority of their child have been dismissed, especially if the concern escalates to further action. Some parents may have concerns over confidentiality and data protection and how the safeguarding concerns are logged, however, the tool just provides the teacher with the child's initials and time of alert, everything else is done face to face and logged through the current safeguarding platforms school's use. To reassure parents, schools would need clear communication and keep transparency, this allows trust and avoids misinterpretation in regard to the use of the tool. Parents should be informed that the current

safeguarding policy still remains in place, however, the tool is used to support the children that lack confidence to speak to staff.

Links to policies, procedures, legislation and frameworks.

The Escape button project links closely with some policies, procedures, legislation and frameworks in Wales; Firstly, The Wales safeguarding procedures, it identifies safeguarding concerns early and helps practitioners meet the child's needs and place safeguarding support interventions in place to prevent any further issues arising (Safeguarding Wales, 2026).

A Framework the project links closely with is The Whole School Well-being Framework, this tool allows children to seek support for their emotions and reach out for emotional regulation strategies and support before they are able to learn, by using the tool, practitioners are able to identify what emotional support the child needs whether that be external or internal interventions to prevent any withdrawal from learning experiences. Gov.wales (2021) states that identifying and supporting the child's mental wellbeing can have a positive impact on the child's engagement, cooperation, and learning.

Finally, The Escape Button supports early intervention, The Social Service and Wellbeing act, The Escape button allows practitioners to identify the need for early intervention and promotes the importance of providing support for the child's needs early on (Social Care Wales, 2025). Early intervention is at high demand in many schools across the UK, it is a key part of safeguarding. Early intervention allows practitioners to identify any concerns to prevent any further serious harm to the child and provides the child a safe, nurturing environment to voice their concerns. The early intervention is not only available in a educational environment, but it can also be held in the community too, such as health sectors, social events in the community and many more (House of Commons Library, 2021). Having early intervention provides the children with the opportunity to overcome their needs, prevents long-term problems in life such as depression, anxiety, anti-social behaviours (NSPCC Learning, 2023).

Conclusion

To conclude, the Escape Button offers opportunities to prevent traumatic experiences, emotional dysregulation and children's needs being missed due to their lack of confidence to speak to the adults around them. However, as stated there are challenges that could interfere with the business and bring some uncertainty to some of the educational settings. Following the research and spending time analysing the risk to benefit of the tool, it has been found that although there are some challenges, the tool's benefits outweigh the challenges. As the business is new, the idea is to begin advertising across Wales, allowing schools to trial the tool and leave feedback to develop the business. The scope for the business is to offer this safeguarding tool across the UK to support all vulnerable children and young people and providing them that voice they have needed. Furthermore, the business could eventually support children with Additional Learning Needs (ALN) in their educational settings, possibly supporting those children that have an understanding but are non-verbal, this tool could enable the practitioner to be aware that the child is in need of support emotionally, the business could possibly add a communications board when ALN settings purchase the tool, for the children that need it. Finally, the business could also be trialled in children's residential homes, some children living in residential accommodation struggle emotionally daily, however, they may mask their needs due to the trauma they have already faced, this tool can enable the child to build the confidence and courage to speak to the practitioner's working with them, and build a trusting relationship.

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