

ECEY5011: Safeguarding: practice, legislation and the multi-disciplinary team.

I have not used AI within this portfolio.

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Reflection Script

Katie Taylor personal reflection.

When I first started this module, I thought that I had a good understanding of safeguarding procedures. However, throughout this module I have been able to develop and deepen my understanding and knowledge. A valuable piece of knowledge that I have learned throughout this safeguarding module is that regardless of how good someone's understanding is of safeguarding there is always room for further development and to deepen understanding. I have been fortunate to not only attend mandatory safeguarding training courses and child protection conferences but to also attend education welfare service development safeguarding days to ensure I am able to carry out my role as an Early Intervention Officer for vulnerable learners to a high standard and to be up to date with all relevant information that relates to safeguarding.

I understand the categories of harm, abuse and neglect. As noted in section 1 of Wales Safeguarding Procedures (2019) these are physical abuse, emotional/psychological abuse, sexual abuse and financial abuse. However, I broadened my understanding of faith-based abuse which I will explore throughout my reflection.

One particular aspect of this module that I found particularly interesting was Section 3 part 1 of Wales Safeguarding Procedures (2019). Under this section it outlines the key time scales that social services need to adhere to. For example, under section 47 it states that enquires need to be carried out within a 10-working daytime frame from the strategy meeting which initiated section 47.

Before starting this module, I believe that I had a deep understanding of section 47 as I have attended with social services when they have spoken to parents regarding initiating section 47. However, my understanding of the other sections was limited.

A case study that really influenced the way I reflect on my practice is the case of Victoria Climbié. Through looking at the serious case of Victoria Climbié it has supported my thinking around communication in a multi-agency approach. The death of Victoria Climbié led to Every Child Matters (2003) which is a green paper that supports developing a child's outcomes by empowering their wellbeing.

Throughout this module I have gained a deeper understanding of the '5 R's'. Recognising, recording, responding, reporting and responsibilities. I believe that I have a good level of understanding when recognising abuse. However, I have learnt how vital it is to develop my understanding to a wider range of ethnicities and cultures. Recognising that a child was at risk of being abused or facing abuse I believed I was able to do confidently but I was not confidently aware of the detrimental impact that faith or belief abuse can have on a child and their families.

According to Safeguarding network (2024) children who are impacted by faith abuse can be subject to ritual murdering which faiths believe bring supernatural benefits.

Delving deeper into recording supported my practice. It strengthened my confidence in knowing when I log an incident the importance of accurate and factual information and using the child's language even if does not make sense.

As professionals I believe that sometimes there is a judgement of others in the same profession regarding certain families or the hierarchy in the establishment. However, one thing that responding to an incident or following my intuition has provided me with a deeper confidence in knowing as a professional it is my duty to report and respond to any concerns regardless of the line manager, the relationship with the family in question and the judgement I may face from colleagues.

Due to my role as Early Intervention Officer, I often carry out lone working. While I have read and received training on my Local Authorities policies and procedures. This module has led me to reading the guidelines from NSPCC (2022) lone working which outlines key considerations for this type of work. This will now be reflected in my practice by ensuring my online calendar states the address I am at and the time I am there. I now also ensure that I speak to the main caregiver before and after the session and email all relevant agencies that are included with the child such as social worker, school and youth justice worker with an update after my session to ensure that I am safeguarding myself, the child and that I am fostering good practice by sharing relevant information to support working across a multi-agency approach which also then follows statutory guidelines under Working Together to Safeguard Children (2023).

Throughout this safeguarding module, I have had the opportunity to reflect on my own understanding and practice. One aspect that I have learned from this module is

the importance of seeking advice and not trying to fix everything. This module has supported me in developing my confidence within safeguarding and gaining the voice when something does not feel right about a situation.

Moving forward strengthening my practice in relation to safeguarding I have downloaded the Wales Safeguarding Procedures App. This app provides me with the opportunity to have all the information required if a child does disclose that they are facing abuse, harm or neglect without having to go through paperwork to find the correct information. This app provides me with more than the acts and legislations that relate to safeguarding but the step-by-step process of reporting a concern.

The biggest thing I will take away from this module is the child's welfare is paramount in everything we do and they should be at the heart of every decision. Thank you.

Reflection References

Her Majesty Government (2003) *Every Child Matters 2003*. Available at: <https://assets.publishing.service.gov.uk/media/5a7c95a4e5274a0bb7cb806d/5860.pdf> (Accessed: 06 July 2025).

HM Government (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 (Accessed: 06 July 2025).

NSPCC (2022) *Lone working*. Available at: <https://learning.nspcc.org.uk/safeguarding-child-protection/lone-working> (Accessed: 06 July 2025).

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Safeguarding Wales Procedures (2019) *Section 3 Part: The strategy discussion/meeting*. Available at: <https://www.safeguarding.wales/en/chi-i/chi-i-c3pt1/c3pt1-p8/> (Accessed: 06 July 2025).