

Self-reflection

Firstly, creating a safe and nurturing atmosphere where every child can thrive and become more successful is the ultimate goal of safeguarding children in childcare settings. Before I began my job as a teacher assistant in a primary school, I only knew a small amount about safeguarding for example, I knew if a child had disclosed information, I needed to ensure I told the correct member of staff. As I now work with children, I have a lot more experience in safeguarding procedures to protect children from harm, for example, neglect and abuse. Also, we have had recent training on safeguarding to ensure we have a clear understanding of what the protocol is while dealing with the situations.

Adding to this, ensuring children's wellbeing is supported by practitioners also supports their safeguarding, when children have a positive relationship with adults in the setting, it allows the children to feel like they can open up to the childcare practitioners. This links to the UNCRC, as Article 19 states all children should be protected and safe from any harm that can come their way, for example, abuse or neglect (UNCRC, 2019). Throughout my time working as a teacher assistant, I have supported children who have experienced abuse and children who have experienced neglect. I provided a safe space for children to disclose information if they feel the need to. Adding to this, I have also created calming strategies for the children to use throughout school, for example, climbing activities, sensory bottles and engaging activities for the children to do. These strategies have been found to support those children to try and control their emotions. Adding to this, throughout my practice we ensure there is detailed evidence of any concern we have of the children we call these our logs. When we are completing the logs, we state our name, their name, date, time and what the concern falls under. Once the log has been completed, it will then be sent to our safeguarding officers, who then complete the next steps. Our logging system links to the five R's. The five R's are recognising, recording, reporting, referring and responsibilities. The five R's provide standards that will maintain the wellbeing of both adults and children (online DBS, 2022).

In addition, after being in my current job for more years, I hope to have more understanding and support for those children who have experienced trauma throughout their lives. As more children are found to experience ACEs in their lives, childcare practitioners may need to come up with various strategies to support those children, as not all strategies may work for every child. Also, after completing my current career, I also will have more training on safeguarding, which can allow me to educate children more on why they might feel this way and what they may be able to do to support themselves. Also, in the future I may have a career change, which can lead to working closer with multiple different agencies to provide support and empathy for children and work closer with the parents and carers and provide them with strategies and support in order to change their current lifestyle.

Online DBS (2022) available at: *what are the 5R'S of safeguarding*. Accessed at: (6th July).

UNICEF. (2019) *A summary of THE UN convention on the rights of the child*. Available at: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf (accessed on: 6th July).

