

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

I have not used any AI in this assignment.

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Part 1

Before starting this module on safeguarding and legislation my knowledge was based on what I had learnt from training that was given in school to help me fulfil my role as a teaching assistant. The training I had previously been given helped me to understand safeguarding and my ability to act with compliance in the event of a disclosure. As a result of the training, I know and understand the importance of safeguarding and recognise that safeguarding children is everyone's responsibility. In the event of a disclosure, I learnt that I must adhere to the five R'S which are recognise, respond, report, record and refer. I know that during a disclosure my job is to listen and reassure the child so that they feel like they are in a safe place and able to talk, I also know to make it clear to them that they haven't done anything wrong and that they are very brave for talking to me. The training I received taught me that I must not react to what the child is telling me and must do my best not to show any negative emotion. However, I recognise that I must inform the child that I may need to tell someone else what they have told me if I needed to. Although the training I received gave me sound knowledge of the 5 R'S it did not cover all aspects of safeguarding.

This module has helped deepen my understanding of safeguarding and increased my confidence in my ability to safeguard children. I have learned how to recognise the different types of abuse and what to look out for when working with the children. I have an in-depth knowledge of physical, emotional, sexual abuse including neglect and feel like I would be able to confidently identify a child suffering from one of these types of abuse. This module taught me that neglect can be many forms that include not providing children with basic needs, such as food, water, shelter or clothing to not meeting the emotional needs of the child. Furthermore, before this module my assumption of neglect was that it mostly affects children living in deprived areas. However, I have learned that there can also be affluent neglect where the child's needs are not met because the parents may be too busy at work to provide adequate care. I have also learnt about the legislations surrounding safeguarding and why each was introduced and because of this I am more knowledgeable on the laws and reasons why we adhere to them to protect children. This module has taught me the importance of collaborative working and how children's abuse can be missed if information is not passed on or shared.

This module has given me a clear understanding of safeguarding and made me more vigilant when working in my setting with the children. I have an increased confidence in my own ability to recognise and report my concerns and will not be deterred from doing what I deem to be right for any child. Because of this module I feel like I will recognise abuse or neglect more easily and not doubt my own judgement in situations and be more confident to speak out and share or pass information on. I believe this module has helped me to become a much more capable and responsive practitioner and help me in my role when working with children.

Part 2

According to the Welsh Government (2022) and Wales Safeguarding Procedures (2025) safeguarding is everyone's responsibility and suggest that practitioners must comply with safeguarding regulations and legislations such as social services and well-being (Wales) Act 2014 and working together to safeguard people to keep children safe from harm, neglect or risk of abuse. Both The Welsh Government (2022) and The Online Disclosure and Barring Service (2024) state the 5 R's in safeguarding children are recognise, respond, report, record and refer.

According to the online disclosure and barring service (2024) for practitioners to recognise signs of abuse they must have a clear understanding of the different types of abuse and how they can present themselves in children and suggest these first signs or cause for concern must be noted. Ward and Davies (2012) would agree and state practitioners in school settings are best situated to identify signs of abuse or neglect and suggests this is because children spend much of their day at school. In the same vein the NSPCC (2023) describe this as the first step of safeguarding and state that practitioners must be able to recognise the signs of abuse such as change to behaviour or unexplained bruises. However, point out that some children may choose to disclose and talk about what they are experiencing even if it was hard for them.

Wales Safeguarding Procedures (2025) and the NSPCC (2023) state that when responding to a disclosure practitioners must listen and observe and suggests reassuring the child by recognising how difficult it must have been for the child to disclose. However, point out that practitioners must not make any promises to keep

the information shared to themselves and make it clear that some information may need to be passed on.

Lindon (2012) states that practitioners have an obligation to report concerns or disclosures appropriately and promptly being mindful to report the facts and avoid bias. The NSPCC (2025) agree and state the report needs to be made to the settings designated safeguarding officer or person. This is underpinned by the Welsh Government (2022) who point out that each setting should have their own policies and procedures and state practitioners must be know who the designated safeguarding person is.

According to the Wales Safeguarding Procedures (2025) practitioners have a duty to report any concerns they may have about children to the local authority under section 47 of the Children Act 1989. McCarthy (2015) state practitioners must refer children who are at risk of serious harm and be confident with the safeguarding process and suggest failure to communicate with different agencies can result in children's abuse being overlooked or missed. This is underpinned by the Welsh Government (2022) working together to safeguard people and the social services and well-being (Wales) Act 2014 that puts emphasis on the importance of different agencies working together.

Reflection References

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