

Module: ECEY5011

Safeguarding: Practice, legislation and the multidisciplinary team

Reflection Script

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AI Declaration -

I acknowledge the use of Google Scholar [<https://scholar.google.com/>] between period:

17/06/2025 - 05/07/2025 to help search for relevant academic journals and literature which are not always available via the university online library.

Prompts in relation to the impacts of excessive screen time on young children were used.

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide as evidence.

Reflection Script

My knowledge of safeguarding prior to starting my degree course in Early Years Education and Care at UWTSD was based on my employment in the adult care sector, where I was responsible for recruiting healthcare professionals and support staff to work in secure care service settings in Cardiff. My role consisted of completing strict background checks that were regulated by Care Inspectorate Wales as part of the onboarding employment lifecycle process, as well as managing staff training records which complied with Social Care Wales requirements. I also had knowledge of the Mental Health Act 1983 (**UK Public General Acts, 1983**), as the service users in these settings lacked mental capacity, and I had administrative involvement with organisations such as the 'Cardiff Deprivation of Liberty Safeguards' (DoLS) team, social workers and advocate services who managed service-user finances through the Court of Protection.

In relation to children's safeguarding, my knowledge and experience are gained from my employment during the last three years as a Teaching Assistant in an inner-city Cardiff primary school. In this role I have undertaken all mandatory safeguarding training in line with school policy, as well as additional training provided by the local authority - which includes UK Government 'Prevent' training, as well 'Recognising Modern Slavery', 'Violence Against Women' and 'Domestic and Sexual Abuse' training. I am confident in the school's safeguarding procedures; I know who the designated safeguarding officers are and how to record a concern, using the 'My Concern' portal should a situation arise. Unfortunately, I have had occasion to follow safeguarding procedures in my current role but feel that this has helped my confidence in recognising and responding to concerns. I feel that it is also relevant to mention the very multi-cultural mix of children who attend my current school, and how this mix might bring about safeguarding considerations owing to different understanding of child protection law from different countries across the world (**Sidebotham, 2020**), and how important it is that the school provides information and education in these matters by facilitating clear communication channels with parents and caregivers (**Lindon and Webb, 2016**).

I have found this university module extremely helpful in giving me a clearer understanding of children's safeguarding. I am the sort of person who likes to see the '*whole picture*' and will often get overwhelmed when trying to understand a new concept. However, the safeguarding timeline has really helped me to put relevant legislation and events into an order I can comprehend. I have also gained more insight into the different categories of abuse and neglect, as well as being more mindful of the fact that *all* children, even those who appear well looked after, can be subject to safeguarding concerns (**Buckler, 2023**). Parts of the lecture content have been challenging emotionally as they brought back memories of media publications that I found hard to understand as a child, particularly recollection of the Soham murders in 2002. Now revisiting this as an adult as part of this module, I have learnt more about the development of safeguarding legislation and how it comes into practice for example investigations such as the Bichard Inquiry into the Soham murders (**Bichard, 2004**), that prompted the Safeguarding Vulnerable Groups Act 2006 (**UK Public General Acts, 2006**). Unfortunately, stories such as these are still witnessed in more recent times (**Dickens et al., 2023**) - and it is not surprising that they are still occurring, as with the complex child safeguarding cases have been at '*persistently high levels*' within the last two years here on our doorstep in Cardiff! (**Care Inspectorate Wales, 2024**).

The practical performance element of this module allowed me to explore the role of a General Practitioner in an ICPC conference, which I had no knowledge of previously, as well as challenging me to present work in a manner that I find more difficult. Exploration of the different parties involved in a child protection conference and the essential requirement for effective multi-agency collaboration (**Firmin et al., 2022**) has been useful in bringing about not only a contextual understanding but has also enabled me to consider potential career roles within this sector that I had not been mindful of before (**Bassot, 2020**).

During this module I have also downloaded and engaged with the Wales Safeguarding App (**Social Care Wales, 2025**) which I have found particularly user-friendly and helpful when understanding safeguarding procedures in Wales. I have recommended that my work colleagues

download it also. The '5 R's' mnemonic framework (*recognising, recording, responding, reporting and responsibilities*) (**National Society for the Prevention of Cruelty to Children, 2025**) which I have explored as part of this module has given me an easy-to-follow and memorable aid to utilise when implementing safeguarding procedures as part of my professional role in supporting children as a Teaching Assistant.

Perhaps the most significant learning I have taken from this module, in addition to becoming more informed about the historical elements of safeguarding legislation and occurrences, is pertinent to my current place of work and how I can help children in my role. As a Teaching Assistant, it can be easy to feel as if you are quite low down in the hierarchy of an education setting (**National Education Union, 2025**), however I feel that we play probably one of the most vital roles in recognising potential safeguarding concerns, as we are the adults the children see daily, who build trusting, caring and supportive relationships and environments, and who are responsive in seeing, listening and reacting to difficulties children may experience in their young lives. Going forward I would like to further develop my knowledge and understanding of safeguarding by completing the Level 3 Advanced Safeguarding qualification as part of my continuing professional development (**Cottrell, 2021**).

Thank you for listening.

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