

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

Student no: 2408632

Content:

Pg 2. AI Statement.

Pg 3. The 5 Rs of safeguarding

Pg 5. Self-reflection

Pg 6. Reference List.

AI statement

I confirm that I have used Copilot for research purposes only. I confirm I have copies of my drafts, notes and other resources I used before and after the use of any AI tool which I may be asked to provide in evidence.

The Five Rs of Safeguarding

Recognising.

In order to safeguard children effectively, practitioners must be able to recognise the different types of abuse, including emotional, physical, sexual, and neglect. It is essential to identify the signs, symptoms, and behaviours that may indicate when a child is at risk of harm (Cardiff and Vale Safeguarding Board, n.d.; NSPCC, 2025).

Regular child protection and safeguarding training can raise awareness of these, making them easier to identify. (section 4, **Childcare Act 2006**)

Recording

When recording safeguarding information, practitioners must ensure that all details are factual, using the child's own words, listed in chronological order (Buckler, 2023) and where possible supported by evidence, such as direct observations. Any rough notes made at the time should be retained, as they may be required and used in legal proceedings. Delays in recording can result in important details being missed, forgotten, or distorted. Therefore, information should be documented as soon as possible for the best outcome for the child (Social Care Wales, 2025).

Responding

Responding appropriately to a safeguarding concern is crucial. It is important to approach such situations calmly, with care and patience. Using open-ended questions can encourage individuals to share, although some may find it difficult to disclose certain information. It is vital not to lead or offer suggested responses. Responding appropriately ensures that concerns are addressed promptly and can help prevent further harm. If a child is in immediate danger or a crime has been committed, the first response must be to contact the police (Care Learning, 2025).

Reporting

All practitioners and professionals working with children must understand their duty to report concerns or incidents as soon as they become aware of them (Welsh Government, 2022). Care Inspectorate Wales (2021) suggests any concerns should be reported within 24 hours - this could be to the designated safeguarding lead, Local

authority or emergency services. Failing to act on information that suggests a child is at risk can lead to serious harm (Online DBS, n.d.).

Responsibilities

All adults working with or around children have a legal responsibility to protect their health and well-being, and to safeguard their rights to live free from harm, abuse, and neglect (United Nations Convention on the rights of the child, 1989; Firmin *et al.*, 2022) This should be the first priority of any childcare setting. (Welsh Government, 2023).

Self-Reflection

Before undertaking this module, I believed my safeguarding knowledge was above average. I had prior experience dealing with safeguarding concerns and felt confident in my ability to respond, record, and report appropriately. However, this module has given me a much deeper understanding of the legislation and frameworks that underpin safeguarding procedures.

At times, I found it emotionally challenging to learn about past cases where children were not protected from harm, such as Victoria Climbié. These tragedies serve as reminders of why legislation and policies exist, and why safeguarding must be embedded into everyday practice so that practitioners have the confidence and courage to act in the best interest of children, and to fully commit to protecting their safety and wellbeing.

During the planning of the ICPC meeting from the perspective of a nursery practitioner, I gained a greater appreciation for the weight of responsibility practitioners carry. As secondary carers for children who do not yet have the emotional awareness or language to express themselves, means they rely on us to advocate for their wellbeing, ensuring their voice is heard even when they cannot speak for themselves.

The module also highlighted the importance of strong home-nursery relationships. Developing an understanding of each child's family life allows us to offer proactive support, rather than reacting when issues arise.

In my current role, my intention moving forward is to support early years settings in treating safeguarding as a core part of their ethos - a commitment that goes beyond annual training or policies stored on a shelf. Safeguarding must be embedded into practice, supported through continuous reflection and a shared dedication to doing what's right when it matters the most.

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