Child Protection

Level 2

Learners Notes

Child Protection Level 2 Learning Objectives

By the end of the training learners will have:

1. Developed their understanding of the 4 R' s – Recognise, Respond, Record and Refer in relation to child protection in their role
2. Updated knowledge around key areas of safeguarding
3. Explored key safeguarding themes arising from case reviews and updates to statutory guidance
4. Gained an overview of key processes including Early Help, Children in Need and Child Protection procedures
5. Have developed an awareness of professional boundaries and their impact on recognising a safeguarding concern and managing allegations
6. Considered the importance of listening to the voice of the child to ensure that practice is child centered

This training is based on requirements of Keeping Children Safe in Education and the Early Years Foundation Stage both updated in September 2025.

Action Slide

- *What actions did you take away from the course?*
- *Please have a look now and see when you are going to carry these out!*
- *Remember to break these down into manageable steps*

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Child protection refers to the actions taken to prevent and respond to child abuse and neglect, ensuring a child's safety and well-being.

Source: NSPCC

Safeguarding is to prevent harm; child protection is how we respond to harm.

Source: Safeguarding Associates for Excellence

In Your Role

You are an important part of the wider safeguarding system for children.
This system is described in the statutory guidance
'Working Together to Safeguard Children'.

Safeguarding and promoting the welfare of children is everyone's responsibility
'Children' includes everyone under the age of 18.

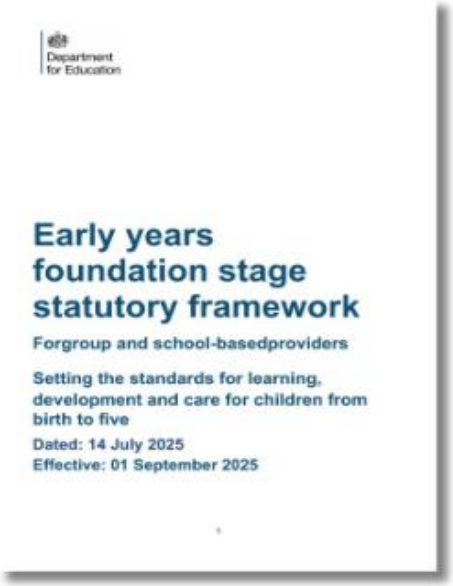
Keeping Children Safe in Education 2025

‘Everyone who comes into contact with children and their families has a role to play.

In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred.

This means that they should consider, at all times, what is in the best interests of the child.’

Early Years Foundation Stage 2025



The Early Years Foundation Stage is mandatory guidance.
It is separated into two documents one for childminders and one for group / school base.

The Safeguarding and Welfare section 3, sets out the necessary steps providers must take to create a setting where children can enjoy learning, grow in confidence and be safe and well.

Examples include whistle blowing, concerns about a child's safety and welfare, child absences, suitable people, references, disqualification, staff taking medication, substances, qualifications, training and skills.

The Statutory Guidance We Have Looked At:

Keeping Children Safe in Education
Safeguarding and Welfare section 3
Working Together to Safeguard Children

Show how the major legislation in this area
1989 and 2004 Children Act works on a day-to-day basis

In each Local Authority, this is supported through the
Local Safeguarding Partnership

Local Safeguarding Children's Partnership

The Local Safeguarding Children Partnership (LSCP) is **the key statutory mechanism for agreeing how the relevant agencies in each local area will co-operate to safeguard and promote the welfare of children in** that locality, and for ensuring the effectiveness of what they do.

There may be many partners involved but a *safeguarding partner* in relation to a local authority area in England is defined under the Children Act 2004 as:

(a) The Local Authority

(b) An Integrated Care Board (ICB) for an area any part of which falls within the Local Authority area

(c) The Chief Police Officer for an area any part of which falls within the Local Authority area

Safeguarding Partnerships

If you have not visited your local Children's Partnership website for the Local Authority where you work, you should plan to visit both the children and adults board websites.

To find them search

(Name of Local Authority) Safeguarding Children's partnership.

These give you great overviews of local priorities.

There are also lots of resources and sometimes training opportunities.

Safeguarding ENFIELD

Newsletter Accessibility tools

Search topics or keywords...

All services

A place to come if you are concerned

Talk to us

Children and young people

Concerned about an adult

Professionals and volunteers

Training >	Save Me film and handbook >	Learning from reviews >
Safe infant sleeping >	7-minute briefing >	Keeping your child safe online >

Children and families social care consultation

Find out more

ENFIELD Council

METROPOLITAN POLICE
Working together for a safer London

NHS

Safeguarding ENFIELD

Enfield Safeguarding Children's Partnership Vision

Our vision

…….is for a community where children and young people can live a life free from abuse and harm, a place that does not tolerate abuse; where we all work together to stop abuse happening at all, and where we all know what to do if it does take place.

The views and perspectives of young people must be at the heart of our work, and in these updated arrangements, we will make sure that young people remain involved and have a voice that is heard among partners.

Central to these arrangements is a shared commitment among all agencies to collaborate in safeguarding children and continually enhance their practice.

Enfield Strategic Priorities

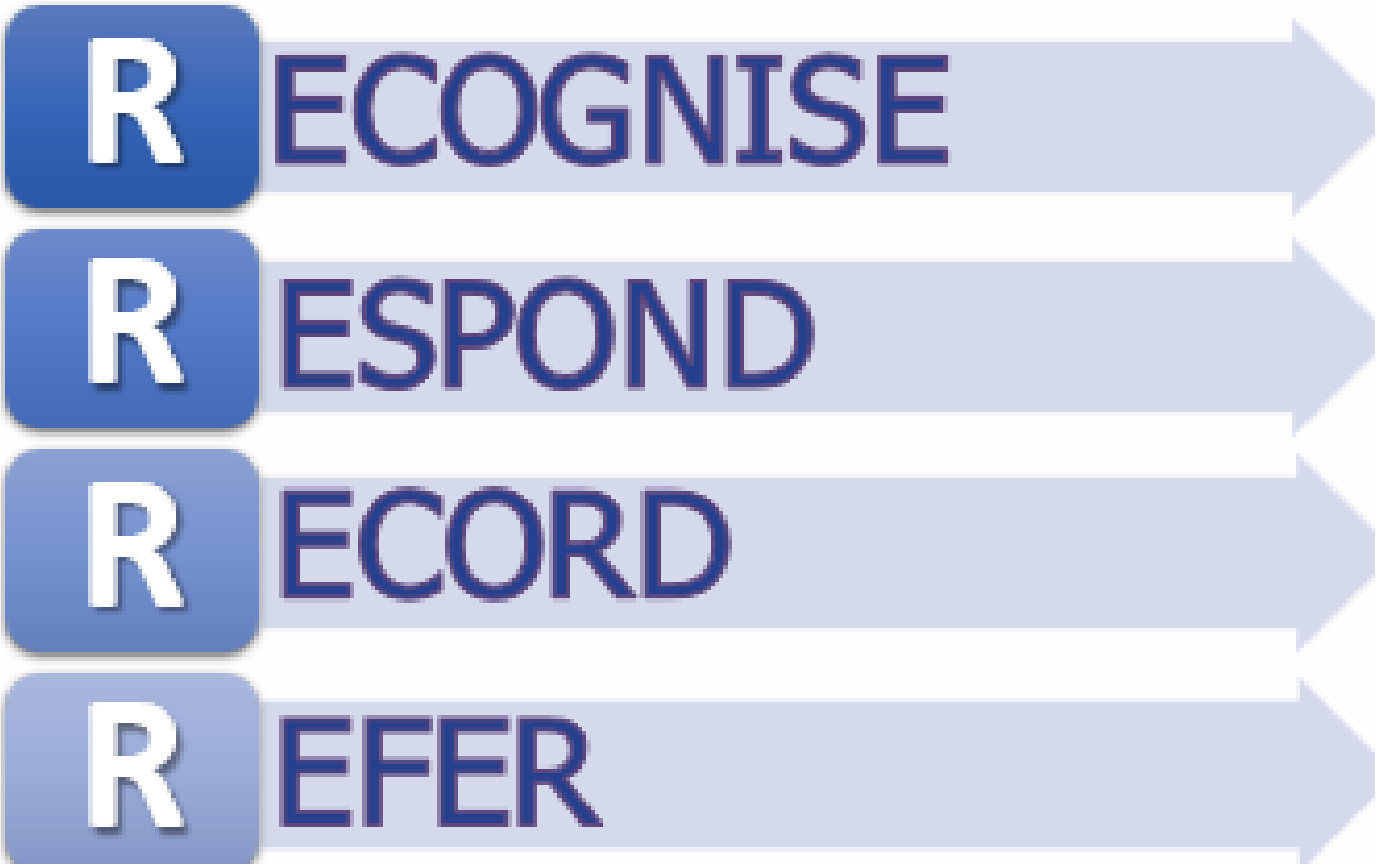
2023 – 2026 identified areas to work on – areas of emerging risk:

- Child-on-child abuse
- Physical abuse
- Anti-racist practice

- Full plan
- https://www.enfield.gov.uk/safeguardingenfield/about-us/enfield-childrens-safeguarding-partnership/enfield-safeguarding-children-partnership-business-plan-2023-2026

Keeping children safe

Anyone who works with children is expected to take 4 steps if they are worried about a child:



Recognising Harm

- Physical
- Emotional
- Neglect
- Sexual

Physical Abuse

- Physical abuse is deliberately causing physical harm to a child
- This might involve punching, kicking, biting, burning, scalding, shaking, throwing or beating with objects such as belts, whips, or sticks
- It also includes poisoning, giving a child alcohol or illegal drugs, drowning or suffocation
- Physical harm may also be caused when a parent or carer fabricates the symptoms of illness in a child. In pregnancy an unborn child can be harmed by domestic violence

Source: Working Together to Safeguard Children

Emotional Abuse

- Emotional abuse is where repeated verbal threats, criticism, ridicule, shouting, lack of love and affection causes a severe adverse effect on a child's emotional development
- Emotional abuse may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say
- It may feature inappropriate expectations being imposed on a child, over protection
- It may involve seeing or hearing the ill-treatment of another person
- It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

Source: Working Together to Safeguard Children

Neglect

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs

- Neglect is when a parent or carer fails to provide adequate food, clothing, shelter (including exclusion from home or abandonment), medical care, or protection from physical and emotional harm or danger

- It also includes failure to ensure access to education or to look after a child because the carer is under the influence of alcohol or drugs

Source: Working Together to Safeguard Children

Sexual Abuse

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities
- This may involve physical contact including penetrative sex, oral sex, masturbation, kissing, rubbing or touching outside of clothing
- It may involve non-contact activities such as involving children in watching sexual activities, producing or looking at sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Abusers can be men, women or other children

Source: Working Together to Safeguard Children

A Summary - Some Signs Of Abuse

- Unexplained changes in behaviour or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends, if any
- Poor bond or relationship with a parent
- Knowledge of adult issues inappropriate for their age
- Running away or going missing
- Always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

Source: www.nspcc.org.uk

There Are Many Other Types of Abuse

We focus on these four as they are the categories set out in the 1989 Children Act.

Think of each abuse category as an umbrella under which other type of abuse can be reported.

For example, Child Sexual Exploitation would be considered under the umbrella of ‘sexual abuse’.

Some Other Forms of Abuse …

- Bullying
- Online abuse
- Domestic abuse
- Criminal exploitation including County Lines and gangs
- Child trafficking
- Female Genital Mutilation (FGM) and Grooming
- Prevent

Source: NSPCC

Keeping Children Safe in Education Annex B also has useful information about these

Domestic Abuse

The law around domestic abuse changed in 2021
The current definition is:
'Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality.
It can also happen between adults who are related to one another.'

As well as widening who the definition of domestic abuse applies to, the definition of domestic abuse widened to include:

- **coercive control** such as being told where to go and what to wear or being isolated from friends and family
- **stalking and harassment** such as being repeatedly followed or spied on, being regularly given unwanted gifts or receiving unwanted communication
- **economic and financial abuse** such as having access to money controlled or withheld or being prevented from earning money
- **technology-facilitated abuse** such as having messages and emails monitored or deleted, constantly being sent messages or calls, or being tracked via device location".
- Alongside **physical abuse, emotional abuse** , **sexual abuse and rape and economic and financial abuse**

County Lines

County lines is a type of criminal exploitation. Urban gangs persuade, coerce or force children and young people to store drugs and money and/or transport them to suburban areas, market towns and coastal towns.

It can happen in any part of the UK. County lines is against the law and a form of child abuse.

Children and young people may be criminally exploited in multiple ways. Other forms of criminal exploitation include child sexual exploitation, trafficking, gang and knife crime.

County lines gangs are highly organised criminal networks that use sophisticated, frequently evolving techniques to groom young people and evade capture by the police.

Source: NSPCC

Gangs

A gang is defined as 'a relatively durable, predominantly street-based group of young people who see themselves (and are seen by others) as a discernible group; engage in criminal activity and violence; lay claim over territory (not necessarily geographical but can include an illegal economy territory); have some form of identifying structural feature; and are in conflict with other, similar, gangs.

Source: The Safeguarding Partnership

More information from them about gangs and safeguarding is in the post course materials.

Child Trafficking

What is child trafficking?

Child trafficking involves the use of children for the purpose of exploitation in various ways. It is a serious crime and a severe violation of human rights.
It is irrelevant whether a child appears to have “consented” in some way to being exploited especially when force, deception, coercion or abuse of power or vulnerability are being used.

Child trafficking thrives in environments of family dysfunction, lack of parental care, poverty, inequality and inadequate child protection.

Source: United Nations

Also be aware that Enfield are taking part in the National Referral Scheme Pilot around this – more about this on links at end of course.

Prevent Duty

Some organisations in England, Scotland and Wales have a duty, as a specified authority under section 26 of the Counter-Terrorism and Security Act 2015, to identify vulnerable children and young people and prevent them from being drawn into terrorism. This is known as the Prevent duty.

These organisations include:

- Schools
- Registered childcare providers
- Local Authorities
- The Police
- Prisons and probation services
- NHS Trusts and Foundations

Source: NSPCC

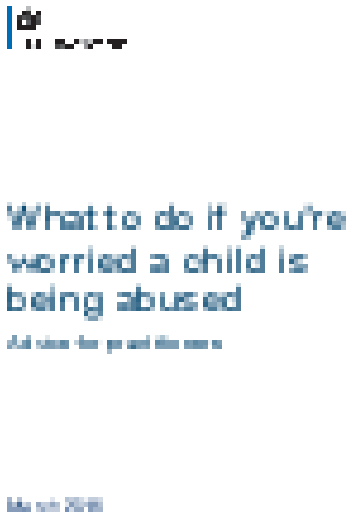
Vulnerabilities and Risk Factors for Children

Research shows that some children and young people are more vulnerable because they are:

- Children with special educational needs and disabilities (SEND)
- Children whose parents or carer have alcohol or substance abuse issues
- Children in care and care experienced young people
- Children who have witnessed or experienced domestic abuse
- Children with mental health problems, or a parent with mental health problems
- Children living in hard social conditions, such as poverty, isolation, or poor housing
- Children with ill health or who have a long-term illness or condition
- Children who are at risk of or have a history of abuse or neglect

Source: North Somerset Children's Board https://nsscp.co.uk/what-child-abuse-is

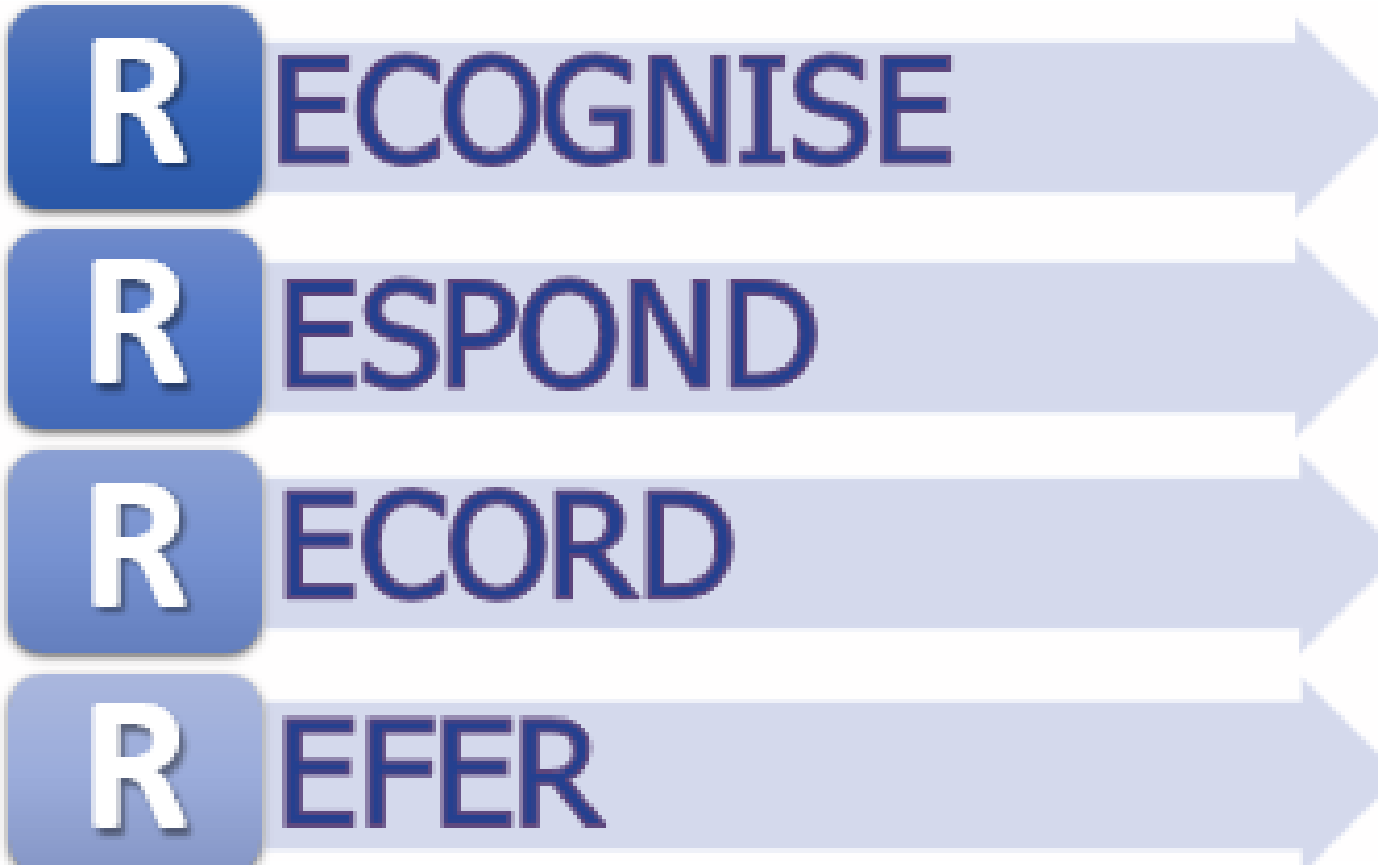
So… What Do You Do If You Are Worried A Child Is Being Abused …?



‘What to do if you’re worried a child is being abused’

….is found at www.gov.uk and has a good summary of abuse symptoms…

Remember The 4 Steps ….



Something To Think About ...

- It is unusual for someone to say ‘I want to tell you something..’ and go on to disclose abuse
- Most abuse is disclosed accidently or through observation of behaviour, words and physical appearance
- Only a few people actively and directly disclose abuse. It can be very hard for anyone, child or adult to reveal abuse
- When ANYONE discloses abuse, this needs to be taken very seriously

Many Different Ways Abuse Might Be Disclosed

- Young children disclose abuse by giving indirect clues through words, actions or play
- They may draw pictures to express what they are trying to say
- They might also reveal details accidentally, use adult language inappropriate for their age
- They might display behavioural changes such as tantrums, withdrawal or clinginess

A Summary of Do's and Don'ts

Do:

- Remain calm, approachable and receptive
- Listen carefully, without interrupting
- Acknowledge you understand how difficult this may be
- Make it clear that you are taking what is said seriously
- Reassure them that they have done the right thing in telling you
- Let them know that you'll do everything you can to help them
- Make a written record of exactly what has been said

Don't:

- Promise confidentiality
- Ask leading or probing questions
- Investigate
- Repeatedly question or ask them to repeat the disclosure
- Discuss the disclosure with people who do not need to know
- Delay in reporting the disclosure

Source: www.Girlguiding.org.uk

Can I Ask Questions ???

You should not ask questions to start any sort of investigation.

However, sometimes a question will be needed to confirm whether or not you are dealing with a safeguarding issue.

Think about the example we gave earlier.

A child says “I hate it when Daddy plays with my fairy”.

Consider 2 scenarios – one which might be a safeguarding issue and one which might not.

What might be an appropriate question to ask?

So a clarification question is fine but not an investigation question.

Useful Questions to Clarify

TED

- Questions beginning with the phrases ‘tell me’ or the words ‘describe’ or ‘explain’ are useful:

- **Tell** me what happened, tell me who was there?
- **Explain** what you mean when you say…?
- **Describe** the place to me.

Taking This a Bit Further

https://www.youtube.com/watch?v=bvJ5uBlGYgE

Is It Safeguarding?

1. Jack is nearly 4 years old. He is in receipt of 30 hours funding. His attendance is good and Jack appears to thoroughly enjoy being at nursery. At snack time you notice that jack is very hungry. He tells you that there was no breakfast. In the morning you observe him being very subdued from his friends. In the afternoon he tells you that Mummy is sad. What are your next steps?
2. Whilst supporting children in the bathroom you notice that 3 year old Susie is very disengaged. She is reluctant to go to the toilet despite looking uncomfortable and as though she needs to go. You ask her if she needs some help and when you are supporting notice that her genital area is very sore and red. What are your next steps?
3. Joe is a Father of a 3 year old in your setting, recently on a number of occasions his son Luke has commented that Mummy and Daddy were shouting. Luke has always been keen on rough and tumble play but in the last few weeks this has escalated. When Joe arrives to pick Luke up you notice that he has a bruise on the side of his face, Luke shouts 'Mummy did it' Joe laughs changes the subject and takes Luke home. What are your next steps?
4. At lunchtime you are sat in the staff room and notice that two colleagues are looking at their phone, when you sit and listen it appears that they have taken photos of some of the children in the garden. You ask if they took them today and they comment they are so sweet, I'm going to print the photographs for their Mum. What do you do?

If It Is Safeguarding … Or If You Are Unsure

RECORD!

RECORD!

RECORD!

What you have seen and heard which has concerned you.

Making A Safeguarding Record

Should Include …….

- Who was involved – names and roles
- What happened – fact not opinion
- When did it happen?
- Where did it happen?
- What did you do?
- Who did you refer to?
- What action was taken?
- Why you've done things or not done things

The Final R

REFER as per your safeguarding Policy

This will usually be to your Designated Safeguarding Lead

The Final R - Refer

What would you do if ….?

1. You made a referral to the Designated Safeguarding Lead (DSL) and you did not think enough was being done?
2. If you noticed something else about a situation you had already referred?
3. You had a concern about a staff member?
4. You had a concern about the actions of the DSL?
5. You saw the manager acting inappropriately?

The Most Important Takeaway

‘If you see or hear something which worries you, report it to the Safeguarding Lead.

You can also contact the Local Authority – details of how to do this are in your post course information where there are two posters, one for use for children and families in Enfield, one for use with those outside the Borough.

If You Are Not Sure If It Is Safeguarding – You Have a Great Tool – Professional Curiosity

What do we mean by 'professional curiosity'?

Professional curiosity is a combination of looking, listening, asking direct questions, checking out and reflecting on information received. It means not taking a single source of information and accepting it at face value. It means testing out your professional assumptions about different types of families. It means triangulating information from different sources to gain a better understanding of family functioning which, in turn, helps to make predictions about what is likely to happen in the future. It means seeing past the obvious.

Why is it important in working with children and their families?

Learning from case reviews, both nationally and locally, can help when responding to emerging issues in isolation, as a lack of professional curiosity can lead to missed opportunities to identify less obvious indicators of vulnerability or significant harm, and we know that in the worst circumstances this has resulted in death or serious abuse.

Professional Curiosity

Professional curiosity is an active, critical, and holistic approach where professionals deeply explore and understand a person's situation by looking, listening, asking direct questions, and reflecting on all available information, rather than making assumptions or accepting information at face value

As We Move On, a Reminder Of Case Reviews …

- What a case review is
- Where to find out more
- Themes from recent reviews:
  - Need for more professional curiosity
  - Need to focus on improving multi-agency child protection
  - Need for better information sharing
  - Be able to identify child abuse indicators
  - prioritizing the child's voice,
- Where to find out more

Some More Legal Processes To Be Aware Of …

Early Help

Child in Need

Child Protection

An Allegation

Early Help

Early help is a voluntary programme that provides support to children, young people and their families when they are facing challenges.

It's also known as early intervention or preventative services.

It may be known as Family Help.

Source NSPCC

Child in Need

The legal definition is that 'children in need' have been assessed by a social worker and found to need help and protection because of risks to their development or health, such as neglect, domestic abuse in the family or because they are disabled.

Source: Children's Commissioner

Child in Need Plan

A child in need plan is a document that outlines the support a child and their family will receive from children's services.

It's a collaborative effort between the family and various agencies.

The plan's goal is to improve the child's situation and keep the family together safely.

Child Protection

A "child in need" refers to a child who requires additional support from social services to achieve a reasonable standard of health or development.

While "child protection" refers to a child who is considered at significant risk of harm and requires more intensive intervention to safeguard their welfare.

Child Protection Plan

A child protection plan is a written document that outlines the actions needed to keep a child safe and promote their welfare.

It's created when a child is at risk of significant harm, such as abuse or neglect.

Source: NSPCC

What is in a Child Protection Plan?

- **Risks**: the specific risks to the child
- **Actions**: outlines the actions that need to be taken to reduce or remove the risks
- **Responsibilities**: clarifies who is responsible for each action
- **Monitoring**: includes ways to monitor and evaluate progress

What is an Allegation?

‘A statement, made without giving proof, that someone has done something wrong or illegal’

Source: Collins Dictionary

‘Any allegation that an employee or volunteer has behaved in a way that has harmed, or may have harmed, a child must be taken seriously and dealt with sensitively and promptly.

Source: NSPCC

So What Does This Mean For Me?

An allegation might be made against you that, for example, you have hurt a child.

Or someone might say that you are not suitable to work with children or adults at risk due to something which has happened in your personal life, for example, your own children are taken into care.

Responsibilities of Your Organisation

Your organisation HAS to pass this information on.

They CAN’T say …we have known Mrs Smith for years.

They would never do that.

This is to keep us all safe…

What Should An Organisation Do Once An Allegation Has Been Made?

Any allegations made to an employer in respect to cases where the staff member has:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

…..Has to be reported to the Local Authority Designated Officer.

Enfield LADO Contact Information

What Does This Mean for Me?

- You should check out your organisation's policy about how an allegation would be managed (this maybe in the Safeguarding Policy)
- If you find yourself in a position which could be misconstrued you have acted inappropriately – tell your manager and/or Safeguarding Lead
- If anything happens to you outside work which could be seen to impact your suitability to work with children – tell you manager and/or Safeguarding Lead

What is Whistleblowing?

Whistleblowing is when you raise a concern about wrong doing in your organisation.

This is known as **"blowing the whistle“** and is important for helping organisations identify problems and improve their practices.

If you're worried about a child protection issue in your organisation, you can "blow the whistle" by following your organisation’s Whistleblowing Policy.

Young Boy's Voice Is Not Heard …

You work at a infant's school.

A child presents as quiet and withdrawn.

He has very poor language and the class tell you that his older sister interprets for him – English is not his first language.

After lunch he is very tired and another child tells you he was told off for messing in the bins at lunchtime.

What would you do if you were working in the school that day and noticed this?

Young Boy's Voice Is Not Heard … What Happened?

This little boy died from malnutrition.

The serious case review identified …

When Daniel was the particular focus of concern, the school failed to keep accurate records and school staff did not collectively nor coherently generate their concerns in respect of neglect into a child protection referral.

No attempt was made to speak to Daniel and because of the communication difficulties he became an invisible child and his thoughts, wishes and feelings were not appropriately sought.

Isabella Case – 2 years Old

- Isabella is 2 years old and attends your nursery setting
- Isabella often misses her nursery sessions without explanation
- A man regularly waits for mum outside at nursery pick up but he isn’t on Isabella's registration form and you haven’t met him directly
- Isabella over time becomes withdrawn and is very clingy to her key person
- Isabella leaves nursery due to a house move in another Local Authority and does not go to another nursery

What would you do if you were working in the nursery that Isabella attended?

Isabella Case – 2 Years Old

Serious Case review from NSPCC- Death of a 2-year-old girl in June 2023.

Isabella had suffered significant non-accidental injuries.

Isabella's mother's partner was found guilty of Isabella's murder and Isabella's mother pleaded guilty to causing or allowing her death.

Isabella, her mother and her mother's partner were known to agencies due to concerns including domestic abuse, mental ill health and homelessness.

Don’t Let Yourself Get Overwhelmed

You have lots of help and support

- All we have covered on the course
- Follow on resources
- People where you work or other childminders
- Your skills
- Don’t forget your professional boundaries, they will be a real help in this area of work

Remember good boundaries

A boundary is ‘a line which marks the limits of an area; a dividing line.’

Source: Collins Dictionary

Voice Of The Child

Keeping Children Safe in Education (KCSIE) reminds us:

‘Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred.

This means that they should consider, at all times, what is in the best interests of the child’.

And of course the same principle applies when working with an adult who could potentially be at risk.

If you also work before and after school

There is additional FREE training for a limited period offered by Families First working wit Enfield Council

Details below

For more help contact

info@familiesfirstcic.org.uk

Welcome to this part of the learning platform which is specifically for learners in Enfield

FREE WRAPAROUND TRAINING

This free training is targeted at those who work in wraparound settings. These are usually before and after school provision, but can also include holiday activities and informal childcare. There are 3 parts of this training:

Safeguarding (for all staff)
Inclusion (for all staff)
Business planning (for setting leaders and managers).

These trainings focus on the particular challenges of working in the wraparound sector. Each session should take about 2- 3 hours to complete.

To get started:

1) Click the 'Enroll in Group' button – this will then enroll you on your courses which will appear below after you have enrolled.

2) Then simply click the title of the course that you want to start. If you can't see them for any reason just click on the 'Expand All' blue button.

Scan The QR code To Take You Directly To The Training

THANK YOU

Child Protection

Level 2

Additional Information

Legislation Underpinning Safeguarding

- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- Education Act 2002, 2005, 2011
- Protection of Children Act 1999
- Disqualification under the Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Counter Terrorism and Security Act 2018
- Children and Social Work Act 2017
- The Voyeurism (Offences) Act 2019 (*)
- Domestic Abuse Act 2021 (*)

(*) likely to be new if you are renewing the course

Useful Documents/Further Resources

- “Working Together” https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf
- Keeping Children Safe in Education” 2025

https://assets.publishing.service.gov.uk/media/686b94eefe1a249e937cbd2d/Keeping_children_safe_in_education_2025.pdf

- “What to do if you are worried that a child is being abused” 2015 (National)

https://assets.publishing.service.gov.uk/media/5a80597640f0b62302692fa1/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

- “Information Sharing” – 2018 updated in 2024 (National) and in KCSIE 2025

https://assets.publishing.service.gov.uk/media/66320b06c084007696fca731/Info_sharing_advice_content_May_2024.pdf

- “When to Call the Police” – 2020 (National)

https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf

- “Early Years Foundation Stage” - 2025

https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf

Useful Documents/Further Resources

- Information and useful links relating to child on child abuse

https://safeguarding.network/content/safeguarding-resources/peer-peer-abuse

https://educationinspection.blog.gov.uk/2019/10/04/what-is-peer-on-peer-abuse/

https://www.met.police.uk/advice/advice-and-information/caa/child-abuse/peer-on-peer-child-abuse/

- Further information/reading relating to domestic abuse

https://learning.nspcc.org.uk/child-abuse-and-neglect/domestic-abuse

https://www.enfield.gov.uk/safeguardingenfield/support-for-parents-and-carers/domestic-abuse

- Further information relating to County lines

https://learning.nspcc.org.uk/child-abuse-and-neglect/county-lines#:~:text=County%20lines%20often%20overlaps%20with,harm%20to%20young%20people5.

https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines

https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines

- Enfield LADO

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