

**'FROM GREAT TO AMAZING'**



**SUFFOLKS PRIMARY SCHOOL**

**Child  
Protection &  
Safeguarding  
Policy**

SEPT 2025

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## 1. Suffolks Primary - Procedures for Raising Concerns

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In order to fulfil our responsibilities for the safeguarding of children, these procedures need to be followed. If you have any concerns about a child or a parent, even if you feel you may be mistaken, you should discuss them with a member of the Designate Team. The procedures are as follows:

- a pink incident sheet should be completed for anything of a worrying nature
- give as much information as possible, use TED questions
- changes of behaviour of a worrying nature should be noted
- any physical marks on a child that concerns you should be reported immediately and a pink sheet should be filled in, using a separate injury map – NEVER take photographic records.
- if a child makes a disclosure of abuse report it immediately to the Designated Teacher, then write down what the child has said
- never promise to keep a secret for a child
- always tell the child that you must tell someone else and who
- Never ask leading questions for example 'Did mummy do that?' It may prejudice any legal actions that might follow
- give pink sheet to a member of the designate team
- ENSURE this is done SWIFTLY, NEVER GO HOME without reporting to someone from the team
- the designated lead may then make a referral to the Enfield Mash team
- member of staff that raised concern will be informed of action
- DO NOT DISCUSS CONCERN WITH ANYONE ELSE
- If you are unhappy about the response you receive from the child designate you are able to contact children's services yourself or ring the NSPCC helpline
- Once the concern has been reviewed a member of staff may be asked to discuss concern with parents/carer. This may not need to be members of the child designate team.
- Parents will not be informed if a risk of significant harm has been identified
- Never discuss with a parent unless you have been advised by a member of the designate team

### **If the concern is in relation to a member of staff**

- a pink incident sheet should be completed
- give as much information as possible, use TED questions
- report it immediately to the Headteacher (in her absence, this should be reported to the Deputy DSLs) If the concern is about the headteacher, report to the Deputy DSLs who should contact the chair of governors, without discussing with the headteacher.
- Ensure this is done swiftly, never go home without reporting reporting
- DO NOT DISCUSS CONCERN WITH ANYONE ELSE
- NEVER inform the member of staff of the concern that has been raised about them
- The Headteacher may need to inform the LADO and ensure that any concern involving a member of staff is investigated in the correct way.

**(Please Print a copy to this page and ensure it is available within your classroom or working spaces)**

## 2. Statement of intent

Suffolks Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Adhering to statutory duties and ensuring all members of the governing board, the headteacher and staff understand their safeguarding responsibilities, are alert to the signs of abuse, and know to refer concerns to the DSL [KCSIE 2025: Part one, pages 7-9, 17, paras 4, 5, 11, 12, 14, 15, 17, 49-55].
- Teaching pupils about how to keep safe and to recognise unacceptable behaviour [KCSIE 2025: Part two, page 36, paras 128, 129].
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by following procedures that deter, reject or identify people unsuitable for working with children [KCSIE 2025: Part three, page 57, paras 211, 212].
- Ensuring that the headteacher, staff, and volunteers are only appointed when all appropriate checks are completed [KCSIE 2025: Part three, page 62, 83, paras 237, 309].

The DSL is **Andrea Cassius (Headteacher)**. In the absence of the DSL, child protection matters will be dealt with by the deputy DSLs, **Donna Mungham (Assistant Headteacher)** and **Semine Hamit (Assistant Headteacher)**.

### 3. Common Safeguarding Acronyms and Definitions

The statutory guidance "Keeping children safe in education" (KCSIE) and related school policies frequently utilise acronyms to refer to key roles, procedures, agencies, and safeguarding issues. Understanding this common terminology is essential for all staff and management to effectively meet their legal and professional responsibilities in safeguarding and promoting the welfare of children.

The acronyms listed in the table below are commonly used in the **education sector** to refer to these **critical safeguarding concepts**.

Acronym	Long Form	Description
<b>CCE</b>	Child Criminal Exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
<b>CSE</b>	Child Sexual Exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
<b>DBS</b>	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school. The DBS will consider whether to bar a person after a referral is made.
<b>DfE</b>	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

<b>DSL</b>	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school. The DSL takes lead responsibility for safeguarding and child protection, including online safety.
<b>EHCP</b>	Education, Health and Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education.
<b>FGM</b>	Female Genital Mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Teachers are legally required to report 'known' cases to the police.
<b>HBA</b>	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
<b>LADO</b>	Local Authority Designated Officer	This officer manages allegations concerning staff or volunteers. The LADO provides advice and guidance to schools when considering allegations against adults working with children.
<b>LAC</b>	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
<b>MASH</b>	Multi-Agency Safeguarding Hub	The school's local procedure refers to making a referral to the <b>Enfield Mash team</b> . If a pupil is in immediate danger, a referral will be made to CSCS/MASH and/or the police immediately.



<b>PEP</b>	Personal Education Plan	Part of the care plan that the local authority must have in place and regularly review for looked-after children (LAC).
<b>SCR</b>	Single Central Record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
<b>WTSC</b>	Working Together to Safeguard Children	Statutory guidance from the DfE that describes the wider safeguarding system for children. Governing bodies must guarantee that the school contributes to multi-agency working in line with this guidance.

## Definitions

The terms “**children**” and “**child**” refer to anyone under the age of 18.

The definitions of a “**child**,” “**safeguarding and promoting the welfare of children**”, and detailed explanations of abuse types (**physical abuse**, **emotional abuse**, **sexual abuse**, **neglect**), as well as specific terms like “**sexual violence**”, “**sexual harassment**”, “**upskirting**”, “**consent**”, “**indecent imagery**,” and “**youth-produced sexual imagery**” (**sexting**) are established in statutory guidance [KCSIE 2025: Part one, pages 7, 10-14, paras 2, 3, 19-33; Part five, pages 113-114, paras 455-457; Annex B, pages 149-163].

Staff must ensure they understand these definitions as defined in KCSIE 2025 and adhere to the principle of professional curiosity when applying them

## 4. Legal framework

This policy operates in conjunction with the comprehensive legal framework and statutory guidance outlined by the Department for Education [KCSIE 2025: Part two, pages 25-27, paras 76-93].

This policy operates in conjunction with the following school policies and documents:

- Anti-bullying Policy
- Suspension and Exclusion Policy
- Online Safety Policy
- Cyber-security Policy
- Data Protection Policy
- Records Management Policy
- LAC Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Behaviour Policy
- Staff Disqualification Declaration Form
- Reporting Safeguarding Concerns Flowchart

## 5. Roles and responsibilities

The duties and responsibilities for **all staff, teachers, the headteacher, and the governing board** are fully detailed in the statutory guidance [KCSIE 2025: Part one, pages 7-9, 17, paras 2-17, 49-55; Part two, pages 25-30, paras 76-101; Annex A; Annex C].

**All Staff Responsibilities** All staff must comply with their duties to safeguard pupils and maintain an attitude of 'it could happen here' by following the school's established procedures and acting immediately on concerns. Specific expectations regarding staff training, managing confidentiality, understanding the early help process, and making referrals are outlined in statutory guidance [KCSIE 2025: Part one, paras 11-17].

**Teachers/Headteacher Responsibilities** Teachers and the Headteacher must safeguard pupils' wellbeing as part of their professional duties [KCSIE 2025: Part one, page 8, para 10]. Mandatory reporting requirements for FGM cases must be followed by teachers [KCSIE 2025: Part one, page 16, para 42].

**Governing Board Responsibilities** The Governing Board holds the strategic leadership responsibility for the school's safeguarding arrangements and must ensure the school complies with all statutory duties, including implementing robust policies, ensuring staff are trained, and establishing a safeguarding culture [KCSIE 2025: Part two, pages 25-30, paras 76-101].

**Designated Safeguarding Lead (DSL) Responsibilities** The DSL, **Andrea Cassius**, has lead responsibility for safeguarding and child protection, including managing referrals and liaison with external agencies. The full scope of the DSL role, availability, required training (updated every two years), and duties regarding file transfer and information sharing are defined in statutory guidance [KCSIE 2025: Part two, page 31, para 102; Annex C, pages 171-177].

**Designated Teacher** The Designated Teacher has responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales [KCSIE 2025: Part two, page 52, paras 192, 193].

## **6. Multi-agency working**

The school contributes to multi-agency working, following local safeguarding arrangements. The school operates based on the expectations and duties of cooperation and collaboration set out in statutory guidance [KCSIE 2025: Part two, pages 31-33, paras 106-113].

**Information sharing** The school recognises the importance of proactive information sharing to effectively meet pupils' needs. The school adheres to the legal parameters for sharing personal data, noting that UK GDPR and the Data Protection Act 2018 do not prevent sharing information for safeguarding purposes [KCSIE 2025: Part one, page 18, paras 54, 55; Part two, pages 33-34, paras 114-122].

## **7. Early help**

Early help means providing support as soon as a problem emerges, at any point in a child's life. The school will proactively identify pupils who may benefit from early help.

Staff must be alert to the potential needs for early help for all pupils, particularly those identified as vulnerable (e.g., disabled, SEND, mental health needs, young carers, etc.) [KCSIE 2025: Part one, pages 7, 9-10, 18, paras 6, 18, 56].

The DSL will take the lead where early help is appropriate, coordinating inter-agency assessments as required.

## **8. Abuse, neglect and exploitation**

All staff will be aware of the indicators of abuse, neglect and exploitation, understanding that harms can occur inside or outside school, at home, or online. Staff must be aware that multiple issues often overlap, and that incidents can be associated with factors outside the family home (**extra-familial harms**) [KCSIE 2025: Part one, pages 10, 19, paras 19-22, 58]. Staff must also recognise the significant role technology plays in safeguarding issues [KCSIE 2025: Part one, page 11, para 22].

## 9. Specific safeguarding issues

There are specific safeguarding issues that can put children at risk of harm. The list of issues, definitions, indicators, and required actions (including Domestic abuse, FGM, Forced Marriage, Radicalisation, CCE, CSE, etc.) are detailed in Annex B of the statutory guidance [KCSIE 2025: Annex B, pages 149-163].

## 10. Child-on-child abuse

**Child-on-child abuse** is defined as abuse between children. The school maintains a zero-tolerance approach to abuse. Staff must challenge inappropriate and abusive behaviour among peers, avoiding dismissals such as "banter".

Staff must be aware of the types of abuse (bullying, sexual violence/harassment, image sharing), and procedures for managing child-on-child abuse are consistent with statutory guidance [KCSIE 2025: Part one, pages 13-14, paras 30-33; Part two, pages 43-44, para 157]. The DSL will ensure all instances are assessed appropriately, including determining if adult involvement is suspected.

## 11. Online safety and personal electronic devices

The school will adhere to the Online Safety Policy. All required information regarding online risks awareness, staff training, and the statutory requirements for filtering and monitoring systems (including avoiding 'over blocking,' meeting DfE standards, and regular review) are set out in KCSIE [KCSIE 2025: Part two, pages 38-41, paras 134-145].

Any concerns around the effectiveness of the school's filtering and monitoring systems should be raised with **Semine Hamit**.

**Personal electronic devices** The use of personal electronic devices by staff and pupils is closely monitored.

**Upskirting** is a criminal offence. It is an offence to operate any equipment for this purpose. Any incidents of upskirting or concerns about staff/pupil use of devices must be reported to the DSL, who will decide on the next steps, including possible police involvement.

## 12. Consensual and non-consensual sharing of indecent images and videos

The school treats the sharing of nude and semi-nude images and videos (YPSI/sexting) as a safeguarding concern. Staff training ensures understanding of appropriate sexual behaviour and legal warnings regarding creating, possessing, and distributing indecent imagery (including deep fakes/AI), while ensuring the non-criminalisation principle for pupils is applied [KCSIE 2025: Part one, page 13, para 33; Part two, page 44, para 157].

Any incidence of sharing must be immediately referred to the DSL for action and support.

### **13. Context of safeguarding incidents**

All staff, particularly the DSL, must always consider the context of safeguarding incidents, assessing whether wider environmental factors outside of the school (extra-familial harms) pose a threat to the pupil's safety or welfare, and provide as much contextual information as possible when making referrals [KCSIE 2025: Part one, pages 10, 19, paras 21, 58].

### **14. Pupils potentially at greater risk of harm**

The school recognises that some pupils face additional safeguarding challenges. Detailed guidance for specific vulnerable groups, including **Pupils who need social workers, Home-educated children, LAC/PLAC, Pupils with SEND, LGBTQ+ pupils**, and pupils requiring **mental health support**, is provided in KCSIE [KCSIE 2025: Part two, pages 48-56, paras 172-208].

### **15. Use of the school premises for non-school activities**

When hiring or renting school facilities to external organisation, the governing board must ensure appropriate safeguarding arrangements are in place and seek assurance that the provider has appropriate policies [KCSIE 2025: Part two, pages 46-47, paras 166, 167].

### **16. Alternative provision**

The school remains responsible for a pupil's welfare when placed with an alternative provider. The school must obtain written confirmation that the provider has carried out all relevant safeguarding checks on staff [KCSIE 2025: Part two, page 47, paras 168-171].

### **17. Work experience**

The school ensures that the work experience provider has appropriate safeguarding policies. Requirements regarding enhanced DBS checks for pupils over 16 years old doing work experience at the school are detailed in KCSIE [KCSIE 2025: Part three, pages 88-89, paras 332-337].

### **18. Homestay exchange visits**

Requirements for school-arranged homestays (UK/abroad), including suitability checks (DBS enhanced certificate with barred list information where applicable), and mandatory notification of private fostering (28 days+), are detailed in statutory guidance [KCSIE 2025: Annex D, pages 178-180; Part three, page 89, paras 340-343].

## 19. Concerns about pupils

Staff must act immediately upon any concerns about a pupil's welfare.

**Referrals and LA action** The DSL is notified immediately, and the LA is required to make a decision about action within one working day [KCSIE 2025: Part one, page 20, para 62]. Escalation procedures must be followed if no information is received. If a pupil is in immediate danger, a referral will be made to CSCS/MASH and/or the police immediately.

**Procedures for raising concerns (Local)** All concerns are reported to a member of the Designated Team. The process involves completing a **pink incident sheet** using TED (Tell, Explain, Describe) questions, reporting physical marks on a separate **injury map** (NEVER take photographic records), and submitting the sheet swiftly. Disclosures are reported immediately, noting what the child said. Staff must never promise confidentiality. The designated lead may then make a referral to the **Enfield Mash team**. All concerns are logged on '**Safeguard**'.

## 20. Managing referrals

The reporting and referral process outlined in the Reporting Safeguarding Concerns Flowchart will be followed. The DSL is aware of the LA's arrangements for managing referrals. The school cooperates with external agencies and the police, ensuring that action to protect the victim and other pupils is taken without waiting for the outcome of investigations.

## 21. Concerns about school safeguarding practices

Any concerns regarding safeguarding practices should be raised with the SLT, following the Whistleblowing Policy. Alternative reporting channels, such as the **NSPCC whistleblowing helpline (0800 028 0285)**, are available if staff feel unable to raise issues internally [KCSIE 2025: Part one, page 22, paras 72-74].

## 22. Safeguarding concerns and allegations of abuse against staff

All allegations against staff will be managed in line with the school's Allegations of Abuse Against Staff Policy and KCSIE Part four. The school recognises the distinction between allegations that meet the harms threshold and "low-level concerns" [KCSIE 2025: Part four, pages 93, 107, paras 359, 427].

## 23. Communication and confidentiality

The DSL ensures compliance with the Data Protection Act 2018 and the UK GDPR when handling, using, and sharing information [KCSIE 2025: Annex C, page 177]. Concerns are treated with confidence and shared only on a need-to-know basis. In cases of sexual abuse/violence, the victim is entitled to anonymity by law. Information can be lawfully shared without consent if there is a public interest to protect pupils from harm, even against the victim's wishes.

## **24. Safer recruitment**

The full requirements for safer recruitment, including carrying out an enhanced DBS check with barred list information for regulated activity, supplementary checks for overseas candidates, staff suitability checks (including childcare disqualification checks for under age 8 provision), and the legal duty to refer to the DBS and TRA, are comprehensively outlined in statutory guidance [KCSIE 2025: Part three, pages 57-92].

## **25. Single central record (SCR)**

The school maintains an SCR which records details of all staff, including agency staff. The mandatory information recorded includes identity checks, barred list checks, enhanced DBS checks, prohibition checks, overseas checks, and right-to-work checks [KCSIE 2025: Part three, pages 76-77, paras 273-277].

## **26. Training**

Staff induction training, regular updates (at least annually), and the two-yearly update requirement for DSLs/Deputies must comply with the requirements set out in KCSIE [KCSIE 2025: Part one, page 8, para 12; Part two, page 35, paras 123, 124; Annex C, pages 175-176].

## **27. Monitoring and review**

This policy is reviewed at least annually by the DSL team. The next scheduled review date is **September 2026**.

## 28. Annex B

Annex B of **"Keeping children safe in education 2025" (KCSIE 2025)** is titled **"Further information"**. School and college **leaders** and those **staff who work directly with children** should read this annex.

This annex is crucial because it provides detailed, important additional information about **specific forms of abuse, exploitation, and safeguarding issues** that extend beyond the general principles outlined in the guidance.

### Summary of what Annex B includes:

The content supports staff in identifying and understanding complex risks children face, both online and offline, that are often overlapping or rooted in contexts outside the family home.

The annex covers a comprehensive range of potential harms, including forms of exploitation (both criminal and sexual), issues related to serious violence and extremism/radicalisation (including the Prevent duty and Channel programme).

It also addresses challenges arising from family and community dynamics, such as domestic abuse and so-called 'honour'-based abuse (including Female Genital Mutilation (FGM) and Forced Marriage).

Annex B further addresses specific situations and vulnerabilities that require targeted action, such as instances of cyber-crime, circumstances surrounding absent children or those with family members in prison, and issues concerning mental health.

This section ultimately serves to equip practitioners with the knowledge necessary to apply professional curiosity and effectively manage referrals in complex and specialised safeguarding scenarios.

Staff are reminded that if they have any concerns about a child's welfare, they must act on them immediately by following their organisation's child protection policy and speaking to the designated safeguarding lead (DSL) (or a deputy). Where a child is suffering or likely to suffer harm, a referral to local authority children's social care and, if appropriate, the police, must be made immediately.

KCSIE 2025: Annex B: Further Information (Pages 149–163)

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## Appendix 1. School Reporting Forms

- Pink Sheet incident/concerns log
- Injury Map

### 'Pink' incident, concerns log

<p>To raise an urgent child protection concern call MASH on 0208 379 5555 <u>before</u> submitting a written referral Email <a href="mailto:ChildrensMASH@enfield.gov.uk">ChildrensMASH@enfield.gov.uk</a></p> <p>Non urgent safeguarding concerns can be referred via the online portal <a href="http://www.enfield.gov.uk/childrensportal">www.enfield.gov.uk/childrensportal</a></p> <p>If a case is already open you can contact 0208 379 1000 to contact the social worker involved.</p>	 <p>Suffolks Primary School Brick Lane Enfield EN1 3PU 0208 804 1534</p>
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Record of cause for concern (incident, information, disclosure) September 2021 Version

Name of child	Class	Time	Date
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PLEASE REMEMBER TO USE Tell, Explain, Describe questions. If appropriate, note the questions you asked and the responses from the child.

Names of adult/s involved \_\_\_\_\_

Received by Designated Child Protection    Signature \_\_\_\_\_    Date \_\_\_\_\_    Time \_\_\_\_\_









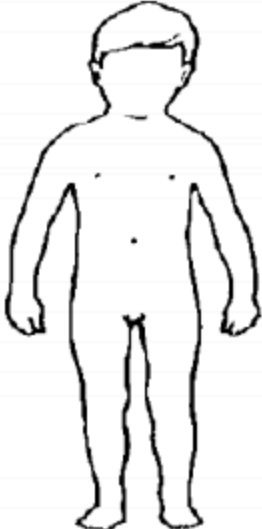
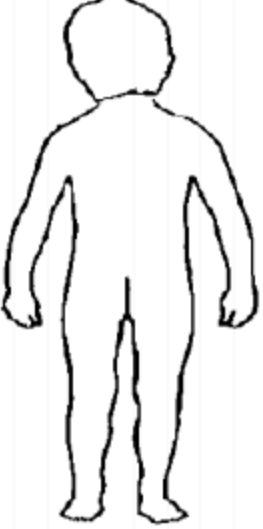
Actions Taken

On Safeguard, please alert

- ☐ All SLT
- ☐ Designates only

SUFFOLKS PRIMARY INJURY MAP 2019 (Please attach this to original concerns sheet)

*Under no circumstances should you take a photo of the injury*

Name of Child		Description of Injury
<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>LEFT HAND</p> </div> <div style="text-align: center;">  <p>RIGHT HAND</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>LEFT FOOT</p> </div> <div style="text-align: center;">  <p>RIGHT FOOT</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>LEFT SIDE</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>RIGHT SIDE</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>FRONT</p> </div> <div style="text-align: center;">  <p>BACK</p> </div> </div>		<p><i>Describe what the injury looks like (colour, raised, scabbed, shape, weeping)</i></p> <p><i>What does child say about it, do they say it is sore, hot, itchy etc)</i></p> <p><i>If possible measure length and size of it too.</i></p>