

## Royal Greenwich – a great place to grow up!



Childcare  
Options  
Royal Greenwich

Dear Providers

We have all had a very busy and difficult few weeks since the start of the term. We really hope you are holding up and we are here to support you and be a listening ear.

This edition contains an update on the 30 hour temporary fix, reminder to complete your census retruns, Covid 19 vaccine updates, safeguarding, home learning environment and new Physical Activity training coming soon. As well as the Business Map training catch up. We wish everyone good health in the coming weeks,

Kallie – Team Leader, Kerry, Elaine, & Rebecca – Advisors, Danielle & Janet – Funding



Main telephone lines are not fully available but if you provide a phone number we will call you right back and speak to you in person – we are open 9am – 5pm Mon - Fri.

Parents [FIS@royalgreenwich.gov.uk](mailto:FIS@royalgreenwich.gov.uk)

Providers [Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)

### **Miss a copy of the e-bulletin?**

Catch up here and check out links to important information sources

[https://www.royalgreenwich.gov.uk/info/200283/nurseries\\_and\\_early\\_learning/2183/early\\_years\\_team\\_information\\_for\\_providers/2](https://www.royalgreenwich.gov.uk/info/200283/nurseries_and_early_learning/2183/early_years_team_information_for_providers/2)

## **Childcare providers: telling Ofsted about significant events**

From the end of January 2021, childminders, nurseries and all other childcare providers must use an online notification form to tell us about significant events.

From 28 January, all childcare providers must use the [online notification form to notify Ofsted of significant events](#). Providers should no longer notify us by phone or email.

<https://www.gov.uk/guidance/report-a-serious-childcare-incident#how-to-tell-ofsted>

Notify Early Years & Childcare at Royal Greenwich with notification form. For Ofsted, use their online form. Help us act on information that is shared with us as quickly as possible, without any undue delay. You should be able to submit information swiftly and at ease. You will need to have to hand:

- your unique reference number (URN)
- the childcare address
- details of the incident and details of those involved

**Covid 19 Responding  
to a Suspected  
/Confirmed Case**

Child / staff member develops Covid-19 symptoms:

- High temperature
- New continuous cough
- Loss of or change to sense of smell or taste

Send child / staff member home immediately to isolate for at least **10 days** and notify household members to isolate for 14 days

If child is waiting to be collected, separate from group (room or 2m if no room) and isolate with **one** member of staff

Staff member to wear PPE until child has left and then safely discard PPE

clean all areas affected

all in contact with child/staff to wash hands

(Follow **Cleaning of non-health care settings** guidance)

Child / staff member should arrange to have a test within 8 days <https://www.gov.uk/get-coronavirus-test> or call NHS 119

**NEGATIVE**

Child / staff member can **return** to setting and household members can end **10 day** isolation

**POSITIVE**

Rest of children and staff in **close contact** sent home to isolate for **10 days** (whole of childminder household)

**POSITIVE**

Other household members of those in close contact sent home **do not** need to isolate unless the child / staff member sent home develops symptoms

**You must IMMEDIATELY NOTIFY**

1. Telephone new PHE / DFE helpline **0800 046 8687** select Option 1 – positive cases only
2. Local Authority Early Years and Childcare and Public Health team via notification form [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) and [healthprotection@royalgreenwich.gov.uk](mailto:healthprotection@royalgreenwich.gov.uk)
3. Ofsted [Online notification form](#)

Outbreak - if two or more confirmed cases within 14 days or overall rise in sickness absence where COVID-19 suspected – PHE local health protection to advise on additional actions [phe.slhpt@nhs.net](mailto:phe.slhpt@nhs.net); [slhpt.oncall@phe.gov.uk](http://slhpt.oncall@phe.gov.uk)

## Synergy Early Years Provider Portal : Temporary 30 hour fix

Thank you for your incredible patience at what is already a challenging time for you.

We have been working hard to address the issue (it's been keeping me awake at night!)

Unfortunately, the technical issue with the portal re 30 hours checker is more complex than expected and we are no longer prepared to cause delay to your funding claims pending the fix by the IT services. It is certainly not what you need.

So we have spent time coming up with a contingency plan which would have the least impact on you in terms of creating too much more work. This is a temporary solution. Please see attached guide.

**You have until 12 February to get help from us and submit your claims.**

**Don't forget to do your CENSUS FORM and update all pupil and parent details**

### Temporary fix

- As you can see all the claims are separated by age and entitlement. 3 and 4 year olds are separated by universal and extended hours - each capped at 15 hours
- To get round the problem, we are asking you to submit any 30 hour claims ie the extended 15 hours, which the system won't let you change and submit that part of the claim by adding to child's universal claim.
- We have removed the 15 hour cap on the universal hours.
- So instead of submitting 15 hour universal claim you will add the extended hours (however many hours a child takes up weekly) to the universal hours. You will then submit a universal claim of up to 30 hours.

### What you will need to submit funding claims

Please submit **30 hour pupils as a universal hours claim and add notes to their pupil record**. We will then make changes to your funding claim by allocating hours

- You should be able to enter extended hours properly for children who still have valid 30H eligibility details from last term and save those changes
- Any new children and children whose 30 hour code details from last term have expired (ie are flagged up) will need to have all their hours entered as universal hours (see screenshots)
- In the notes of the pupil record, please detail the split between universal and extended hours (as shown) and the dates for eligibility - start date, end date and grace period date, which we sent to you via the XL form when you verified code
- Once we receive claim, we will make changes at our end and you should be able to see the edited extended hours. We can apportion hours after submission
- Tick permission for the EYPP/30H checks on parent record when submitting
- Make sure parent details are up to date on all pupil records

We are available for more troubleshooting.

Send your enquiries into [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)

Once again, thank you for being amazing providers!

Oral statement to Parliament

## Prime Minister's statement to the House of Commons on coronavirus: 27 January 2021

Prime Minister Boris Johnson made a statement to the House of Commons.

<https://www.gov.uk/government/speeches/prime-ministers-statement-to-the-house-of-commons-on-coronavirus-27-january-2021>



The Prime Minister has announced that [it'll not be possible to resume face-to-face learning](#) for the majority of pupils and students until 8 March at the earliest.

And I am acutely conscious that at this moment, parents are balancing the demands of working from home with supporting the education of their children, businesspeople are enduring the sight of their shops or restaurants or other enterprises standing empty and idle and, sadly, too many are coping with the anxiety of illness or tragedy of bereavement.

I am deeply sorry to say that the number of people that have taken from us has surpassed 100,000, as the house was discussing only an hour or so ago, and I know the House will join me in offering condolences to all those who have lost loved ones.

The most important thing we can do to honour their memory is to persevere against this virus with ever greater resolve, and that is why we have launched the biggest vaccination programme in British history.

I know how parents and teachers need as much certainty as possible, including two weeks' notice of the return of face-to-face teaching.

So I must inform the House that, for the reasons I have outlined, it will not be possible to re-open schools immediately after the February half term.

I know how frustrating that will be for pupils and teachers who want nothing more than to get back in the classroom and for parents and carers who have spent so many months juggling their day jobs not only with home schooling but with meeting the myriad other demands of their children from breakfast until bedtime. And I know too the worries we all share about the mental health of our young people during this prolonged period of being stuck at home.

So our plan for leaving the lockdown will set out our approach towards re-opening schools.

If we achieve our target of vaccinating everyone in the four most vulnerable groups with their first dose by 15 February – and every passing day sees more progress towards that goal – then those groups will have developed immunity from the virus by about three weeks later, that is by 8 March.

We hope it will therefore be safe to commence the reopening of schools from Monday 8 March, with other economic and social restrictions being removed thereafter as and when the data permits – then or thereafter, I should say, Mr Speaker.

As we are extending the period of remote learning beyond the middle of February, I can confirm that the government will prolong arrangements for providing free school meals for those eligible children not in school – including food parcels and the national voucher scheme – until they have returned to the classroom. We can also commit now that, as we did this financial year, we will provide a programme of catch up over the next financial year.

Guidance

## National lockdown: Stay at Home

Coronavirus cases are rising rapidly across the country. Find out what you can and cannot do.

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Published 4 January 2021

Last updated 28 January 2021 — [see all updates](#)

<https://www.gov.uk/guidance/national-lockdown-stay-at-home>

Childcare section of national lockdown guidance

<https://www.gov.uk/guidance/national-lockdown-stay-at-home#childcare>

## Restricting attendance during the national lockdown: schools

Guidance for all schools in England

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/952443/210114\\_School\\_national\\_restrictions\\_guidance\\_FINAL\\_14012021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/952443/210114_School_national_restrictions_guidance_FINAL_14012021.pdf)

Early years provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites. Only vulnerable children and children of critical workers should attend on-site reception classes. This is the default position for all areas irrespective of national lockdown restrictions.

## Guidance

# Guidance on shielding and protecting people who are clinically extremely vulnerable from COVID-19

Updated 22 January 2021

## UPDATED SINCE 7 JAN

<https://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19>

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## Who this guidance is for

This guidance is for everyone in England who has been identified as clinically extremely vulnerable. If you are in this group, you will previously have received a letter from the NHS or from your GP telling you this. You may have been advised to shield in the past.

This shielding guidance applies to clinically extremely vulnerable individuals only. Others living in a household with someone who is clinically extremely vulnerable are not advised to follow this guidance.

They should instead follow the general advice and regulations set out in the national lockdown guidance that came into effect on 5 January 2021.

The clinically extremely vulnerable will get priority access to vaccination against COVID-19 before the general population and in line with the priority ordering set by the Joint Committee on Vaccination and Immunisation (JCVI). You will be contacted again by the NHS with more information on when and how you will be invited to get the vaccine.

The vaccine is likely to make an important contribution towards protecting you from COVID-19. Clinically extremely vulnerable people are expected to receive a vaccination against COVID-19 before the general population. Your local NHS will ensure that you can receive the vaccine as safely as possible, as well as any care and support needed. Even if you have had both doses of the vaccine, you should continue to follow this shielding advice, until further notice as we continue to assess the impact of vaccination among all groups. The people you live with should continue to follow the public health rules and guidance as long as they are in place, including if you have received the vaccine and also if they have received the vaccine.

### **What has changed?**

COVID-19 case numbers are now very high and rising rapidly across the country, driven by the new variant of COVID-19.

Everyone in England, including those who are clinically extremely vulnerable, is required to follow the new national lockdown guidance, which has been set out by the government and applies to the whole population. These restrictions:

- Require people to stay at home, except for specific purposes
- Prevent people gathering with those they do not live with, except for specific purposes.
- Close certain businesses and venues.
- Support children and young people to learn remotely until February half term, except for vulnerable children and the children of critical workers who may still attend school.

The new information below includes additional guidance for clinically extremely vulnerable people, to help protect you from COVID-19.

These new formal shielding measures will apply across the whole of England during the period of national lockdown.

#### **Q: What is the advice on Clinically Extremely Vulnerable (CEV) children and staff?**

**A:** The clinically extremely vulnerable are asked to resume shielding across England. The CEV should stay at home as much as possible, and leave only for exercise, health appointments or if it is essential. They should not attend the workplace or educational settings. Therefore CEV children should not attend educational settings and CEV staff should not attend their workplace.

Staff should talk to their employers about how they will be supported, including to work from home where possible.

**What are your plans for safeguarding children who are shielding or self isolating at home? See safeguarding section below**



Statutory guidance

# Early years foundation stage: coronavirus disapplications

Updated 15 January 2021

## UPDATED SINCE 9 DEC

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>

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## **Face-to-face Paediatric First Aid (PFA) training during COVID-19**



**Face-to-face PFA training is running and can be undertaken irrespective of what COVID-19 tier an area is in.**

The emergency elements in full PFA training should be delivered face-to-face. This is to ensure that that practical elements included in the course (such as administering CPR and dealing with choking) can be demonstrated by a trainer and so trainees can be properly supported and assessed by direct observation, to ensure their competence

Ministers have decided it will not be mandatory to complete the Early Years Foundation Stage Profile (EYFSP) assessment in 2021 but instead will be asking schools to make 'best endeavours' to undertake it.

DfE have also taken the decision that if Paediatric First Aid certificate requalification training is prevented for reasons associated directly with the COVID-19 pandemic, or by complying with related government advice, the validity of current certificates can be extended to **31 March 2021** at the latest. This applies to certificates expiring on or after **1 October 2020**

Employers or certificate holders must do their best to arrange requalification training at the earliest opportunity.

Royal Greenwich are working with a trusted First Aid trainer and there are many dates available this term. Please do not attend if you have symptoms or have tested positive or are shielding because you are clinically extremely vulnerable.



Book a rapid COVID-19 test →

[https://www.royalgreenwich.gov.uk/forms/form/597/en/community\\_testing\\_programme](https://www.royalgreenwich.gov.uk/forms/form/597/en/community_testing_programme)

Home | Coronavirus

Test and Trace

[https://www.royalgreenwich.gov.uk/info/200329/coronavirus/2256/test\\_and\\_trace/3](https://www.royalgreenwich.gov.uk/info/200329/coronavirus/2256/test_and_trace/3)

## Community testing programme (for those who don't have symptoms)

### Rapid tests for those people without symptoms

#### All Early Years & Childcare Staff are critical workers

If you are a [critical worker](#), can't work from home, or a child/young person attending school because your parent/carers are key workers, we recommend you get tested twice a week, with three days between each test.

You can book a rapid test at one of the following sites:

Daniel Defoe Hall, University of Greenwich, Greenwich - [map](#) Open Wednesday to Sunday, 8am to 8pm

David Fussey Building, University of Greenwich, Avery Hill - [map](#) Open 7 days per week, 8am to 5pm

Charlton Athletic Football Club, Charlton - [map](#) Open Monday to Friday, 8am to 8pm

Waterfront Leisure Centre, Woolwich - [map](#) Open Tuesday to Saturday, 8am to 8pm

New! Princess Alice pub, Thamesmead - [map](#) Seven days a week, 8am to 8pm

Impact assessment

# Ofsted's phased return to inspection

Published 27 January 2021

<https://www.gov.uk/government/publications/ofsteds-phased-return-to-inspection/ofsteds-phased-return-to-inspection#phased-return-to-routine-inspection-activity>

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1. Phased return to routine inspection activity
2. How will Ofsted's phased return to inspection and spring activity impact on those with protected characteristics and the 3 PSED aims?
3. Monitoring and evaluation

Equality, diversity and inclusion statement on how Ofsted's return to routine inspection activity enables us to fulfil the requirements of the Equality Act 2010.

Routine inspection remains suspended until later in 2021 due to the COVID-19 (coronavirus) pandemic. However, resuming some inspection activity in January 2021 – particularly for those providers most in need of support.

The PSED requires Ofsted to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

For registered early years providers, we will not carry out assurance inspections until national restrictions allow us to inspect on site. Our regulatory work in children's social care and early years is not suspended and will continue.

## How will Ofsted's phased return to inspection and spring activity impact on those with protected characteristics and the 3 PSED aims?

Ofsted have considered how the phased return to inspection and spring activity could have an impact on individuals or groups of people with protected characteristics. Their intention is to ensure that the phased return to inspection is able to play its part in advancing equality, diversity and inclusion.

## **Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act**

On-site visits and inspections during the spring term 2021, when risk assessed as being essential or when we are able to do so routinely, will allow us to consider and report on the safeguarding and welfare of children in the wide variety of provision that we inspect and/or regulate. We believe that this will discourage unlawful discrimination, particularly with regard to safeguarding and welfare.

## **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

The activity we will carry out will be led by what is most important for children, young people and learners in each remit, including those who share protected characteristics and those who live in households with people who share protected characteristics. We will prioritise the things that matter most to the lives of children and young people. We will encourage equality of opportunity for all through the focus of our visits.

## **Fostering good relations between people who share a protected characteristic and those who do not**

We do not believe that the introduction of monitoring inspections and the continuation of visits will particularly impact on this aim of the PSED. We believe that our activity will encourage providers to continue to take steps to foster good relations.

Ofsted have considered each of the relevant protected characteristics in developing arrangements for the spring term:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Ofsted will continue to prioritise the safety and welfare of everyone involved in the monitoring inspections and visits, including children, carers, staff and inspectors. They will follow the most up-to-date guidance from Public Health England and the Department for Education.

Ofsted's operational notes make clear that inspectors will focus on ensuring that leaders have the support they need and are focusing on all children, young people and learners, including those who share protected characteristics. This includes considering how providers are identifying and addressing specific issues relating to special educational needs and disabilities but also specific issues relating to the health, care and well-being of pupils generally.



## Long-term effects of coronavirus (long COVID)

<https://www.nhs.uk/conditions/coronavirus-covid-19/long-term-effects-of-coronavirus-long-covid/>

### Symptoms of long COVID

There are lots of symptoms you can have after a coronavirus infection.

Common long COVID symptoms include:

- extreme tiredness (fatigue)
- shortness of breath
- chest pain or tightness
- problems with memory and concentration ("brain fog")
- difficulty sleeping (insomnia)
- heart palpitations
- dizziness
- pins and needles
- joint pain
- depression and anxiety
- tinnitus, earaches
- feeling sick, diarrhoea, stomach aches, loss of appetite
- a high temperature, cough, headaches, sore throat, changes to sense of smell or taste
- rashes

### Contact a GP if:

- you're worried about symptoms 4 weeks or more after having coronavirus

## Disparities in the risk and outcomes of COVID-19

### 4. Ethnicity

#### 4.1 Main messages

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908434/Disparities\\_in\\_the\\_risk\\_and\\_outcomes\\_of\\_COVID\\_August\\_2020\\_update.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908434/Disparities_in_the_risk_and_outcomes_of_COVID_August_2020_update.pdf)

The highest age standardised diagnosis rates of COVID-19 per 100,000 population were in people of Black ethnic groups (486 in females and 649 in males) and the lowest were in people of White ethnic groups (220 in females and 224 in males).

An analysis of survival among confirmed COVID-19 cases shows that, after accounting for the effect of sex, age, deprivation and region, people of Bangladeshi ethnicity had around twice the risk of death when compared to people of White British ethnicity.

People of Chinese, Indian, Pakistani, Other Asian, Black Caribbean and Other Black ethnicity had between 10 and 50% higher risk of death when compared to White British.

Death rates from COVID-19 were higher for Black and Asian ethnic groups when compared to White ethnic groups.

This is the opposite of what is seen in previous years, when the all cause mortality rates were lower in Asian and Black ethnic groups. Therefore, the inequality in COVID-19 mortality between ethnic groups is the opposite of that seen for all causes of death in previous years.

Comparing to previous years, all cause mortality was almost 4 times higher than expected among Black males for this period, almost 3 times higher in Asian males and almost 2 times higher in White males.

Among females, deaths were almost 3 times higher in this period in Black, Mixed and Other females, and 2.4 times higher in Asian females compared with 1.6 times in White females. These analyses were not able to include the effect of occupation.

This is an important shortcoming because occupation is associated with risk of being exposed to COVID-19 and we know some key occupations have a high proportion of workers from BAME groups. These analyses were also not able to include the effect of comorbidities or obesity. These are also important factors because they are associated with the risk of death and are more commonly seen in some BAME groups. Other evidence has shown that when these are included, the difference in risk of death among hospitalised patients is greatly reduced.

## Vaccine News – useful videos



[https://www.youtube.com/watch?v=b2Ald\\_Ahbl&feature=youtu.be](https://www.youtube.com/watch?v=b2Ald_Ahbl&feature=youtu.be)

A group of celebrities have released a video addressing vaccine misinformation in BAME communities. The group, including actors Adil Ray and Meera Syal, as well as cricketer Moeen Ali and presenter Konnie Huq, appealed to black, Asian and ethnic minority communities in the UK to help address hesitancy around the Covid-19 vaccine.

Coronavirus has disproportionately impacted minority ethnic communities, but these communities have also been subject to misleading information around the vaccine. 'Unfortunately we are now fighting another pandemic: misinformation,' Ray, who helped organise the video, explained. 'We all must do what we can and come together to fight this deadly virus. We hope this video can help dispel some of the myths and offer some encouragement for everyone to take the vaccine'

If you are worried about whether the vaccine involved Black, Asian and Minority Ethnic groups in the clinical trials, please see confirmation from our Public Health team

For the Pfizer trial, undertaken in the United States, Europe, Turkey, South Africa, and South America, participants included 9.6% black/African, 26.1% Hispanic/Latino and 3.4% Asian. For the Oxford/AstraZeneca vaccine trials, undertaken in the UK, Brazil and South Africa, 10.1% of trial recipients were Black and 3.5% Asian. There is no evidence either of the vaccines will work differently in different ethnic groups.

What is known is that some BAME groups are at higher risk of both exposure to COVID and serious illness from COVID, so being vaccinated will help reduce those increased risks of illness and death.

## What's the difference between Covid vaccines?



### How do the vaccines compare?

Company	Type	Doses	Storage
 Oxford Uni-AstraZeneca	Viral vector (genetically modified virus)	 x2	 Regular fridge temperature
 Pfizer-BioNTech	RNA (part of virus genetic code)	 x2	 -70C
 Moderna	RNA	 x2	 -20C

<https://www.youtube.com/watch?v=yrm9RsBICUw>



<https://www.youtube.com/watch?v=yrm9RsBICUw>

To find out more about the vaccines approved in the UK, click on the links below

- [GOV.UK: Pfizer/BioNTech vaccine for COVID-19 approved by MHRA](#)
- [GOV.UK: Oxford/AstraZeneca vaccine for COVID-19 approved by MHRA](#)
- [GOV.UK: Moderna vaccine for COVID-19 approved by MHRA](#)





## Coronavirus (COVID-19) vaccine

The coronavirus (COVID-19) vaccine is safe and effective. It gives you the best protection against coronavirus.

<https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-vaccine/>

On the NHS website you can find out all about the vaccine and find answers to questions you, your staff or families may have

At the moment, the vaccine is being given to:

- people aged 80 and over
- some people aged 70 and over
- some people who are clinically extremely vulnerable
- people who live or work in care homes
- health and social care workers

## Who will be prioritised for the vaccine?

### COVID-19 VACCINE PRIORITISATION

1. Residents in a care home for older adults, and their carers
2. Over 80s, frontline health and care staff
3. Over 75s
4. Over 70s, and clinically extremely vulnerable individuals
5. Over 65s
6. Under 65s with underlying health conditions
7. Over 60s
8. Over 55s
9. Over 50s

Joint Committee on Vaccination and Immunisation (JCVI)



**South East London**  
Clinical Commissioning Group

## COVID-19 vaccine



<https://selondonccg.nhs.uk/what-we-do/covid-19/covid-19-vaccine/>

Click on each link for more information

On this site you can find out all about the vaccine and find out how South East London NHS is rolling out vaccine

- >> Who can get the vaccine
- >> Why can't everyone get the Covid-19 vaccine now
- >> Advice if you're of childbearing age, pregnant or breastfeeding
- >> How is the COVID vaccines given
- >> Why are you postponing second doses
- >> How safe are the COVID-19 vaccines
- >> Effectiveness of the vaccines
- >> Next steps

- >> Full FAQs – Vaccine coverage and eligibility
- >> Full FAQs – Vaccine safety and efficacy/effectiveness
- >> Full FAQs – Operational plans

- >> Public resources

Guidance

# COVID-19 vaccination: a guide for women of childbearing age, pregnant or breastfeeding

Updated 28 January 2021

<https://www.gov.uk/government/publications/covid-19-vaccination-women-of-childbearing-age-currently-pregnant-planning-a-pregnancy-or-breastfeeding>

Click on links to read more. There are also posters in different community languages here

1. [Many vaccines can be given safely in pregnancy so why are you being advised against this vaccine?](#)
2. [Breastfeeding](#)
3. [What this means for you](#)



**You must read this before you go for vaccination**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/951758/HE\\_COVID-19\\_vaccination\\_guide\\_on\\_pregnancy\\_English\\_v2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/951758/HE_COVID-19_vaccination_guide_on_pregnancy_English_v2.pdf)

The COVID-19 vaccines available in the UK have been shown to be effective and to have a good safety profile. The early COVID-19 vaccines do not contain organisms that can multiply in the body, so they cannot infect an unborn baby in the womb.

### Many vaccines can be given safely in pregnancy so why am I being advised against this vaccine?

The vaccines have not yet been tested in pregnancy, so until more information is available, those who are pregnant should not routinely have this vaccine. Non-clinical evidence is required before any clinical studies in pregnancy can start, and before that, it is usual to not recommend routine vaccination during pregnancy.

Evidence from non-clinical studies of the Pfizer BioNTech vaccine has

been received and reviewed by the Medicines and Healthcare products Regulatory Agency (MHRA). This evidence was also reviewed by World Health Organisation and the regulatory bodies in the USA, Canada and Europe and has raised no concerns about safety in pregnancy.

Non-clinical studies of the Astra-Zeneca COVID-19 vaccine have raised no concerns.



The Joint Committee on Vaccination and Immunisation (JCVI) has recognised that the potential benefits of vaccination are particularly important for some pregnant women. This includes those who are at very high risk of catching the infection or those with clinical conditions that put them at high risk of suffering serious complications from COVID-19.

In these circumstances, you should discuss vaccination with your doctor or nurse, and you may feel that it is better to go ahead and receive the protection from the vaccine.



### Breastfeeding

There are no data on the safety of COVID-19 vaccines in breastfeeding or on the breastfed infant. Despite this, COVID-19 vaccines are not thought to be a risk to the breastfeeding infant, and the benefits of breast-feeding are well known. Because of this, the JCVI has recommended that the vaccine can be received whilst breastfeeding. This is in line with recommendations in the USA and from the World Health Organisation.

MAYOR OF LONDON

LONDONASSEMBLY



Team London

## Coronavirus (COVID-19): Volunteering

The GLA's volunteering hub has been updated recently with info on community testing and a link to national guidance on safe volunteering.

<https://www.london.gov.uk/what-we-do/volunteering/coronavirus-covid-19-volunteering>

<https://www.gov.uk/volunteering/coronavirus-volunteering>

### Coronavirus (COVID-19) volunteering

If you want to volunteer during the coronavirus (COVID-19) pandemic, you may be able to do this:

- from home, for example by working on a telephone support helpline
- outside your home, for example by delivering food and medicine
- in a workplace, for example an office

This guidance is for volunteers in England.

If you run an organisation or group, or manage volunteers, find out how to [involve volunteers safely and effectively](#).



<https://foundationyears.org.uk/2021/01/hempsalls-business-map-for-early-years-providers/>

Hempsall's has delivered a national webinar, on behalf of the DfE, for all types of early years and childcare providers, outlining steps that providers could take to business plan for now, the summer term and across 2021. Catch up here

<https://www.youtube.com/watch?v=FKDsuBBIwhk&feature=youtu.be>



The Hemsall's Business Change  
and COVID-19 Response Tool

**THE SESSION IS STARTING SHORTLY...**



| Webinar for Early Years and Childcare Providers

DfE has funded Hemsall's to deliver a new national webinar for all types of early years and childcare provider. Managing an early years and childcare setting, whether it be a homebased childminder, out of school club, a small voluntary playgroup, a nursery or a chain, a school or children's centre, is complex task. It is one of balancing quality, health and safety, with parents' and children's needs, funding and fees, and business sustainability.

The webinar outlined steps providers could take to business plan for now, summer term and across 2021. Developed around a six-step Business Map process, the webinar assists anyone thinking about necessary business decisions to support business change and sustainability, whether they are new to the role or an experienced manager.

- **Why is it called Business Map, and what is it aiming to achieve?** We know there are a lot of business planning tools out there. We didn't want to duplicate that. We know there is a need for thinking about a whole process of looking at the current and future needs of childcare businesses. The Business Map shows the way.
- **How has it been developed?** Business Map has been developed this year through very many information, training and one-to-one business support sessions. We have listened to the challenges and needs of settings and created something new and different.
- **What are the six steps?** We start by looking at what's changing, then how we find out more about how this affects each setting. After which there is a risk assessment process, this is more about identifying what the pressure points are. Then we explore possible ideas and options, including what has worked for others. After that we help everyone to consider their own plans and decisions. At the end there is a review and the process starts again if adaptations are needed.



## FREE BRIEFING – HEMPSALLS

# Changing Lives Through Childcare

### Date/Time

Date(s) – 9 Feb 2021

9:30 AM – 12:30 PM

Book here

<https://www.eventbrite.co.uk/e/changing-lives-through-childcare-tickets-132436253399>

Join Hempsall's to develop your knowledge of 15 hours childcare for least advantaged two-year-olds, alongside other funded childcare and help with childcare costs.

Hempsalls will provide you with the latest information and offer practical ideas to achieve childcare solutions for the parents and children you work with.

They will cover:

- the types of messaging attendees could use to address misconceptions about childcare.
- clear information on the benefits of childcare for both children and parents/carers.
- guidance on how parents of children with SEND can seek additional support they may need to find appropriate childcare.

## Find coronavirus financial support for your business

Coronavirus (COVID-19) support is available to employers and the self-employed, including sole traders and limited company directors. You may be eligible for loans, tax relief and cash grants, whether your business is open or closed.

Use this business support finder to see what support is available for you and your business.

[Start now >](#)

<https://www.gov.uk/business-coronavirus-support-finder>

## Statutory Sick Pay (SSP)

<https://www.gov.uk/statutory-sick-pay>





Home | Online forms | Test and trace support payments

## Test and trace support payments

[https://www.royalgreenwich.gov.uk/info/200329/coronavirus/2208/benefits\\_and\\_hardship\\_support/2](https://www.royalgreenwich.gov.uk/info/200329/coronavirus/2208/benefits_and_hardship_support/2)

Apply for a test and trace support payment →

<https://www.royalgreenwich.gov.uk/xfp/form/560>

You will need the following evidence to hand to complete this application

- Your NHS Test and Trace number. This is your unique account ID number which will be in the text or email you received from the NHS Test and Trace Service.
- The dates that you are required to self-isolate for.
- Evidence which you can upload of being in employment or self-employment.
- A recent copy of your bank statement which you can upload so that we can make a payment into your bank account.



Home | Benefits and financial help | Benefits advice

## Welfare Rights Service

Contact the Welfare Rights Service →

<https://www.royalgreenwich.gov.uk/xfp/form/530>

[https://www.royalgreenwich.gov.uk/info/200246/benefits\\_advice/420/welfare\\_rights\\_service](https://www.royalgreenwich.gov.uk/info/200246/benefits_advice/420/welfare_rights_service)



Request support online →

<https://www.royalgreenwich.gov.uk/xfp/form/526>

Home | Coronavirus

## Community Hub

# Home Learning Environment

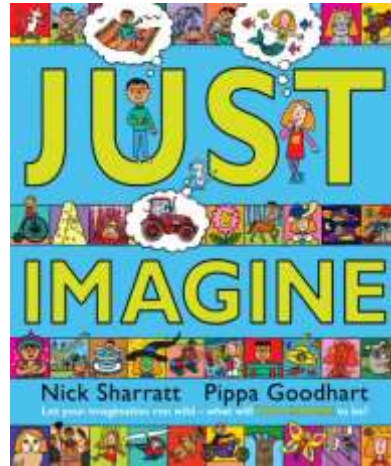


**Make believe and use lots of imagination!**

Imaginative Play gives children the opportunity to:

- Express themselves
- Explore language freely
- Explore feelings and find out about themselves and others
- Develop co-operation, care, consideration and control
- Exercise choice and make decisions
  - Use mathematical language and develop mathematical concepts
  - Develop a range of motor skills
- Use their skills to make the things needed for their play and adapt as necessary
- Explore a fantasy world of their own creation

## Books Encouraging Imagination



Just imagine what it would be like to be as small as a mouse; This wonderfully inventive and interactive book allows a child to tell their own story, combining new elements each time. And with intricately detailed illustrations for parent and child to pore over together, this really is a

book to share time and time again.



Children like to pretend! They like to pretend to be doctors, vets, shop cashiers but they most like to pretend to be a grown up!



Eva doesn't know what an imagination is. With the help of her dog, Chops, Eva goes on a hunt to find it. A delightful story about the power of imagination.

Make believe play should be encouraged as it contributes to children's creativity and imagination. There's no need to spend money on new toys for pretend play. Children can make believe and use their imagination with suitable safe things around them that are age-appropriate for them.

**Imagination Song | LBB Songs | Learn with Little Baby Bum Nursery Rhymes - Moonbug Kids**



<https://youtu.be/iCbIMijmT6U>

Setting the scene and recreating scenes can boost endless play possibilities especially with children that are not self-starters for pretend play. Don't tell them how to play, just set the scene and play along or let them fly solo!

- Set up a tea party
  - Set up a shop
- Set a up school scene
  - Office play
- Pretend play vet's office
- Dramatic play library
- Create a hospital

### Make Believe Play Ideas:

#### Cereal Box Doctor's Kit



Use an old cereal box and turn it into a doctor's kit, so your child can pretend to be a doctor. Your child can play independently with a doll or teddy bear, or with a friend or adult as their patient. You can make everything in

your kit by hand.

Follow link to see how to make:

<https://www.kixcereal.com/kix-cereal-cereal-box-doctors-kit/>

#### Story Stones



To encourage child to make up stories, you can paint some pictures on stones and see what

great stories they can come up with!

For story stone ideas, follow link below:

<https://artfulparent.com/story-stones-ideas-storytelling-rocks/>

### Make Believe Play Ideas:

#### Fishing



You can create an alphabet or number fishing game, it can teach motor skills, letter or number recognition.

Follow link to see how:

<https://funlearningforkids.com/pretend-play-fishing-alphabet-activity/>

#### Tape Town



Create a town with removable tape, roads and buildings created for children to drive their cars around.

Follow link to see how:

<http://bloggingthemoments.blogspot.com/2011/08/masking-tape-town.html>

# Home Learning Environment

## Top tips for tough days

All families are under increased pressure and stress at the moment. Restricted options for play time, working from home, health concerns and worries and home schooling can all add to an already difficult time for parents and children.

This may lead to behavioural challenges at home as everyone is cooped up together and opportunities for energy outlets are reduced.

Here are some top tips to share with your parents and carers to support those tricky days.

Understanding where the BIG emotions are coming from can help us to be more responsive – and patient! – with the behaviours that children show us. The yelling, stamping, crying and refusals are often triggered by frustration, fear and anger.



Difficult emotions can be a challenge for adults to control – more so for little ones.

Taking a moment to step back and breathe can help parents to respond calmly which in turn will resolve the situation more quickly.

Self care is really important – looking after yourself is key when looking after others. Be kind to yourself and acknowledge this is a tough time. Things don't need to be perfect. By modelling this, children can see that they don't need to be perfect either!



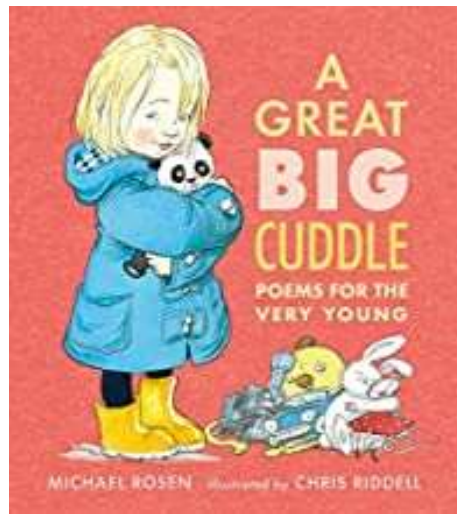
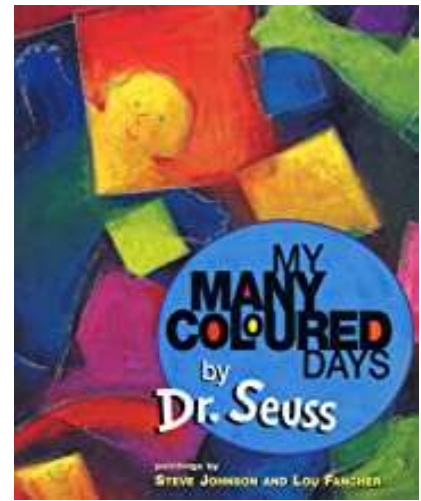
Try to create routines that are predictable and consistent – children respond really well to knowing what is coming next. Maybe create a simple time line together that can be stuck up on the fridge or kitchen door to make it visual.

By helping children to name their feelings you can help them understand how they are feeling – being able to tell you they are “fed up”, frustrated, cross, sad, worried or super excited will give you both clues as to what might help



Try to build in some time for fun together – easier said than done some days – so you have a laugh and giggle together.

Below is a list of great books to read together:



## KEEPING CHILDREN SAFE



020 8921 4477

safeguardingchildren@royalgreenwich.gov.uk

Inevitably during the Covid 19 pandemic we have understandably seen an increasing number of adults struggling with their mental health and well-being. Many adults existing mental health difficulties will have support either informal or formal support to cope during this challenging time for all. Many parents with mental health needs provide wonderful parenting for their children. However we know the pressures individuals are under and we have seen deterioration in some individual's mental health during lockdown. This is coupled with reduced opportunities for practitioners to provide face-to-face contact as a result of the pandemic, though virtual contact guidance is in place across adult's and children's services.

Over the last few weeks in Royal Greenwich, there have been a number of tragic incidents involving children where a parent's deteriorating mental health appears to have been a factor. While in three of these cases it is likely that there will be a formal multi-agency review into the circumstances to identify any learning for the partnership and nothing has been indicated so far that these deaths were preventable, we did not want to delay in getting some key messages out to staff.

If you are concerned about the welfare of a child or vulnerable adult, you must share this information with the appropriate service.

<https://www.greenwichsafeguardingchildren.org.uk/policies-practice-guidance/information-sharing/>

### For children's practitioners:

- If you are concerned about an emerging mental health issue or a worsening one, talk to the parent/carer about this:
  - How is this making them feel?
  - How is it affecting their parenting?
  - Who are they getting support from in their family or professional network?
  - What would they do if they were not coping?
  - If on medication are they still taking it? Does it need to be reviewed?
  - Are they "self-medicating" with alcohol or drugs?
  - Try and talk directly to the child where possible about how they are experiencing the situation
- If you are concerned about their mental health and believe that they need professional support or may be a danger to themselves or others or feel unsure you should contact the **Oxleas Adult Mental Health Primary Care Plus Team** who can check if the adult is known or take a referral by calling **020 3927 6200**

- If you have concerns about the situation and feel unsure whether to refer to Children’s Social Care (CSC), you can discuss this with your designated safeguarding lead. If concerns are clear you should contact the child’s social worker or Early Help practitioner if they have one, or call the CSC MASH Team 0208 921 3172 or out of hours on 020 8854 8888 or by emailing MASH-referrals@royalgreenwich.gov.uk
- If you are concerned about immediate safety, you should contact the Police on 999

The Greenwich Safeguarding Children Partnership and the Safeguarding Adults Board have a joint protocol “See the Adult, See the Child” which sets out in detail the shared safeguarding responsibilities and can be found at

<https://www.greenwichsafeguardingchildren.org.uk/wp-content/uploads/2021/01/See-the-adult-see-the-child-Protocol.pdf>

Kind regards

GSCP Executive

### What to do if you’re worried and a child or young person

If you are concerned about a child’s safety or wellbeing or you want help to look after your own child, you should contact Children’s Services at Royal Borough of Greenwich.

Our priority is to help parents look after their children. We know that with a little help, most families can sort out their difficulties.

### How and when to make contact

If a child is in immediate danger, you should always call the police on 999.

Anyone who is concerned about a child’s safety or wellbeing can contact us.

When you contact us, we will talk to you to find out about your concerns. If it’s clear that a child is at risk, we will make some enquiries and arrange to meet with the child and the parents or carers.

[Click here to download the Thresholds Flowchart \(pdf\)](#)

[Click here to download the Thresholds Document \(pdf\)](#)

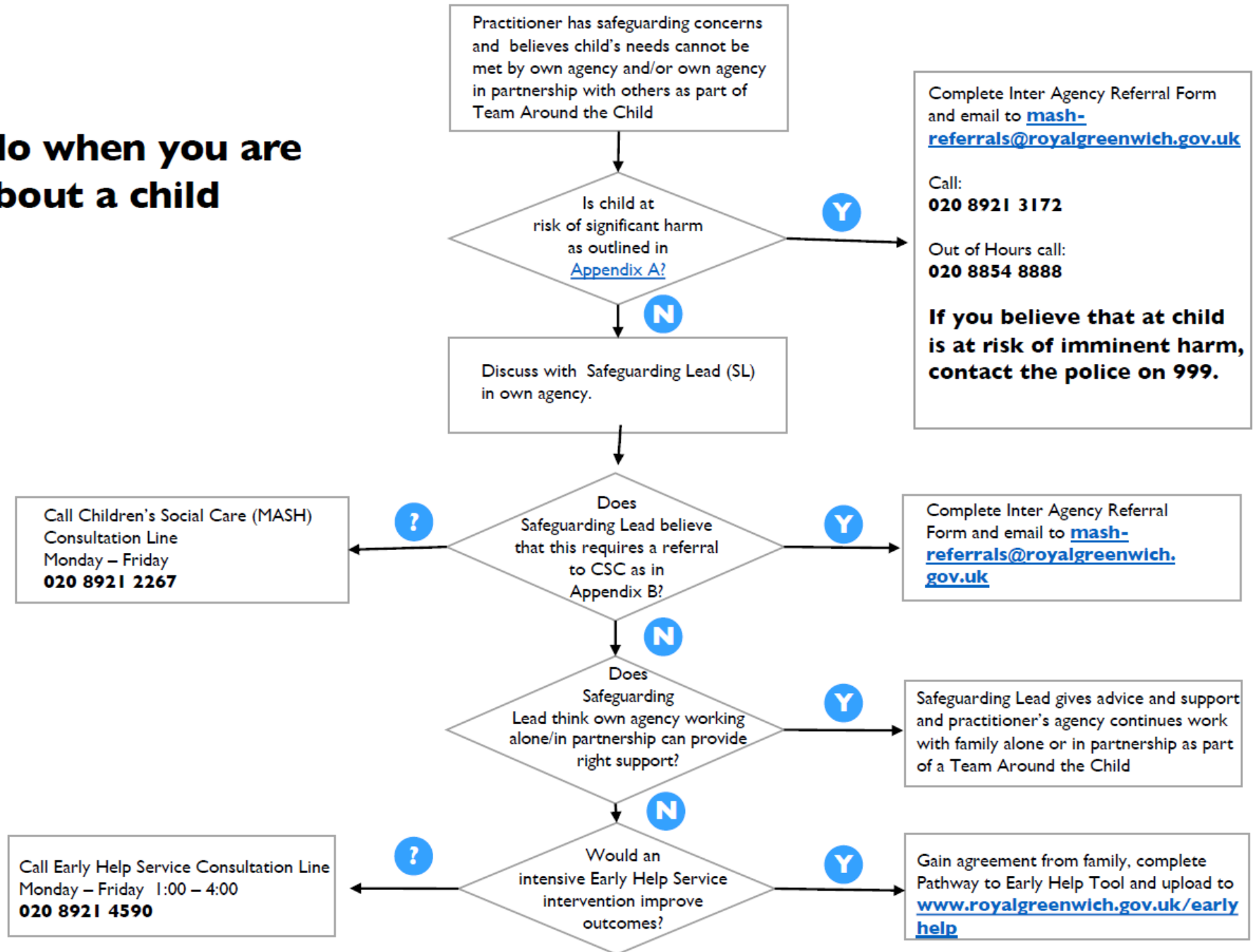
## Contact Children’s Services

Emergency Duty Team (out of office hours only): 020 8854 8888

Referral team: 020 8921 3172

**Email:** [mash-referrals@royalgreenwich.gov.uk](mailto:mash-referrals@royalgreenwich.gov.uk)

*At a glance:*  
**What to do when you are worried about a child**





# Seven Principles of Information Sharing

## **Necessary and proportionate**

When taking decisions about what information to share, practitioners should consider how much information to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018. Information must be proportionate to the need and level of risk.

## **Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

## **Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

## **Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

## **Timely**

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek agreement for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

## **Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

## **Recorded**

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester.

### **What is significant harm?**

The Children Act 1989, introduced the concept of 'significant harm' as the threshold that justifies compulsory intervention in family life in the best interests of children.

Section 47 states that ' Where a local authority... have reasonable cause to suspect that a child who lives, or is found, in the area and is suffering, or is likely to suffer, significant harm, the authority shall make such enquiries as they consider necessary to enable them to decide whether they should take any action to safeguard or promote the child's welfare... the enquiries shall be commenced as soon as practicable and, in any event, within 48 hours of the authority receiving the information.

Harm is defined as the ill treatment or impairment of health and development.

Physical Abuse, Sexual Abuse, Emotional Abuse and [Neglect](#) are all categories of Significant Harm.

The definition was clarified in the Adoption and Children Act 2002 so that it may include, "for example, impairment suffered from seeing or hearing the ill treatment of another". This can include, for example, witnessing [domestic violence](#)

**Suspicious or allegations that a child is suffering or likely to suffer Significant Harm should trigger a referral to Children's Social Care for consideration of whether an assessment should be undertaken.**

### **When is a child 'in need' ?**

Section 17 of the Children Act 1989 states that it is the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need; and so far as it is consistent with that duty, to promote the upbringing of those children by their families. .

For the purposes of this Part a child shall be taken to be in need if—

(a) he is unlikely to achieve or maintain, or to have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him of services by a local authority under this Part; (b) his health or development is likely to be significantly impaired, or further impaired, without the provision for him of such services; or (c) he is disabled,

## Indicators that a child is at risk of significant harm and the threshold for compulsory intervention by Children's Social Care is met.

- Any allegation of abuse or neglect or any suspicious injury in a pre-mobile or non-verbal child
- Allegations or suspicions about a serious injury/sexual abuse to a child.
- Repeated minor injuries in pre-mobile or non-verbal or severely disabled child with inconsistent or no explanation.
- Non-organic failure to thrive in under-fives.
- Acute/chronic pre-birth concerns presenting significant risk of harm to unborn baby: parental mental ill-health, substance misuse, domestic abuse, parental history of previous children being removed or seriously harmed.
- Inconsistent explanations or an admission about a clear non-accidental injury. Repeated allegations or reasonable suspicions of non-accidental injury.
- Any suspicious injury or allegation involving a child subject of a current child protection plan or looked after by a local authority
- A child being traumatised, injured or neglected as a result of domestic abuse or violence. See [Bernardo's Domestic Violence Risk Assessment Matrix – Level 4](#)
- Allegations / reasonable suspicions of serious, chronic neglect leading to risk of significant harm, including: persistent insufficient supervision; on-going poor hygiene, clothing or nutrition; repeated failure to seek/attend treatment or appointments, particularly with young children.

Appendix A:  
When you **MUST**  
refer to  
Children's Social Care

- Direct allegation of sexual abuse made by child or abuser's confession to such abuse.
- Pregnancy, evidence of sexual activity or sexually transmitted infection in child under 13.
- Suspicions of sexual abuse (e.g. harmful sexual behaviour, medical concerns or referral by concerned relative, neighbour, carer) where there is a significant family history of concern regarding sexual abuse. See [Harmful Behaviours Traffic Light Tool](#)
- Organised and complex abuse involving a parent or child
- No available parent and child vulnerable to significant harm.
- Reasonable suspicion that child has suffered or is at risk of significant harm due to [fabricated or induced illness](#).
- Child/ren subject to serious parental/carer mental ill-health or belief systems whereby there is a concern these will result in significant harm.
- A child at significant risk of sexual exploitation, trafficking or ICT based forms of abuse. See [CSE Risk Assessment Tool](#)
- Indications that a child has experienced significant harm, having been subject to abuse/grooming on line.
- Specific circumstances presenting imminent risk of significant harm: radicalisation, honour based violence, female genital mutilation See [Guidance on FGM](#)
- Registered sex offender or convicted violent offender subject to MAPPA moving into a household with under 18 year olds, or individuals in the household who are suspects of Police investigation regarding a criminal offence against a child, including online.
- Severe & ongoing parental substance misuse resulting in significant harm to a child.
- Significant self-harm alongside other safeguarding concerns.

Appendix A:  
When you **MUST**  
refer to  
Children's Social Care

- Children living in care of parent or carer with mental ill-health or belief systems which impact on their health or development.
- Emerging concerns that a child may be vulnerable to Child Sexual Exploitation See [CSE Risk Assessment Tool](#)
- that a child might be at risk of ICT based forms of abuse.
- Emerging concerns suggesting risk of [FGM](#), [honour based violence](#), radicalisation etc
- An individual (adult or child) posing a known risk to children is found to be in contact with the family.
- Concerns emerging about [parental substance](#) misuse affecting a child's health and development.
- [Self-harm](#) resulting in impairment of well-being & development.

Appendix B:  
When you should  
refer to  
Children's Social Care

**All practitioners can get advice or discuss the appropriateness of making a referral to the Children's Social Care Front Door (MASH) by using the consultation line on 020 8921 2267.**

**Referrals can be made by completing an [Inter Agency Referral Form](#) and emailing it to [mash-referrals@royalgreenwich.gov.uk](mailto:mash-referrals@royalgreenwich.gov.uk) or Call 020 8921 3172 Out of Hours call 020 8854 8888**

**If there is a concern that a child is in immediate danger, the police should be contacted on 999.**

## Reporting a concern or an allegation against staff or volunteers working with children

If an allegation is made against an adult working with children it should be reported to the responsible agency/organisation's Designated Safeguarding Lead and referred to the Local Authority Designated Officer (LADO).

[Click here to download the LADO leaflet.](#)

To contact the LADO

Telephone: 020 8921 3930

Email: [childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

### **Local Authority Designated Officer (LADO) Procedure**

**A guide to managing allegations  
against adults working with  
children**



## **The LADO**

Every Local Authority has a statutory responsibility to have a

(Local Authority) Designated Officer LADO who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused them harm.

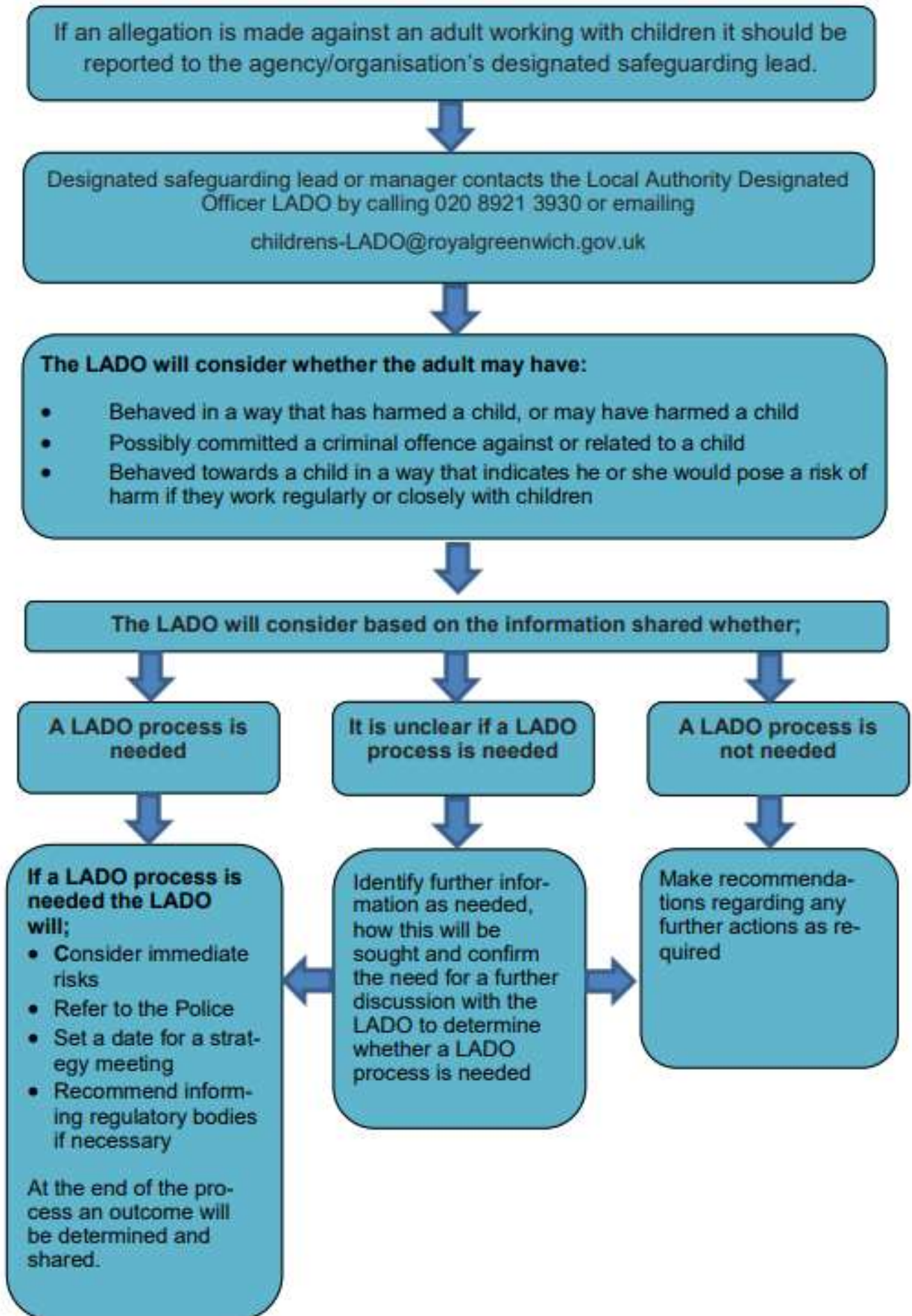
In Greenwich we work to the London Child Protection Procedures which can be found at [www.londonscb.gov.uk/procedures](http://www.londonscb.gov.uk/procedures).

### **The LADO's key role is to:**

- Provide advice/guidance to employers or voluntary organisations;
- Liaise with police and other agencies including Ofsted and professional bodies such as the General Medical Council or General Teaching Council;
- Oversee the progress of the LADO process to ensure matters are dealt with as quickly as possible, consistent with a thorough and fair process;
- Collect strategic data and maintain a confidential database in relation to allegations;
- Disseminate learning from LADO enquiries throughout the children's workforce.

### **The LADO will advise you on:**

- Next steps (i.e. referral to Children's Social Care, police, internal investigation);
- How to manage talking about the concerns with the adult who may have harmed the child;
- How to inform child's parents/carers;
- Their view regarding suspension, although the decision rests with the employer;
- What they expect of you and other agencies involved.





**NSPCC**

Call 0808 800 5000

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse>

## Coronavirus (COVID-19) and keeping children safe from abuse

We've got advice to help you spot the signs of abuse and what to do if you're worried about a child.

Data shows that children face an increased risk of suffering from abuse at this challenging time, and that it is more likely to go unreported. It is vital that the general public are able to step up in their duty to report any concerns about child welfare.

We need to amplify the message that, whether it be worries about a child in your family, or others outside your bubble, it is important that everyone is aware of the signs that indicate when something is wrong. We also need to make sure that the public is aware of the correct avenues to report any concerns, which are via Local Authorities, the NSPCC, or the police.

### Spotting the signs of abuse

Social distancing, self-isolating and quarantine can cause stress and changes in everyone's behaviour. Families are under new pressures and you may worry a child is withdrawn, anxious or depressed. [Spotting the signs of abuse](#) might be more difficult and it can be difficult to know for certain if something is wrong.

Some of the signs you may spot include:

- aggressive or repeated shouting
- hearing hitting or things being broken
- children crying for long periods of time
- very young children left alone or are outdoors by themselves
- children looking dirty or not changing their clothes
- children being withdrawn or anxious.

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, but by contacting us we can help assess the situation.

## Keeping in touch online and on the phone

While you won't see children and families in the same way you did before, there are still ways you can keep in contact. And by continuing to have a relationship with a child who may be vulnerable at home, you increase the chance of being able to spot any possible signs of abuse.

- Use video calls to maintain face-to-face contact. Ask if there are apps they use to talk to friends that you can download too.
- Think about questions you could ask that will help you see what life's like for them. Ask open-ended questions like, "tell me about your day", "what are some good things that have happened today", "tell me about some sad things that have happened this week" and "what's life at home like". It's okay to ask similar questions - it can sometimes take time for a child to open up about what's happening.
- Create new routines together. Activities you enjoyed in person can be recreated on video calls over the phone. You could read stories together, do colouring, share diary entries or play games.
- Give children the opportunity to talk about what's going on for them. It may take time for them to feel comfortable talking online or over the phone so try to keep in touch regularly. Talking about things like what they're watching, reading or playing, or what they've had for dinner, may help them feel more comfortable. Or you could keep in touch via different apps or games.

It's also important to support parents and carers. Ask them about how they're coping and any worries and concerns they have. Let them know you're there to support them if they need help

## Supporting babies, toddlers and younger children

Very young children are particularly vulnerable as they're unable to share how they're feeling and are less likely to have access to other adults they can confide in. Ask after them in your calls to parents and carers to see how they're being cared for and whether they're receiving the support they need. Ask specific questions, like "what did you and baby do in the morning."

There's an incredible range of resources on the NSPCC site for families and children



<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents/>

## Taking care of children and young people



### Staying home alone

We can help you decide if your child is ready to be left alone and have tips on keeping them safe when you aren't there.



### Online safety

We've got lots of advice to help you keep your children safe online - from setting up parental controls to how to talk about online safety.



### Talking to children worried about coronavirus

We've got advice if you're worried a child is struggling with their mental health or has anxiety about coronavirus (COVID-19).



### How to cope with tantrums

Learn how to Take 5 and help manage temper tantrums and challenging behaviour.



### Supporting SEND children

Support for parents and carers to help children with special educational needs and disabilities during coronavirus (COVID-19).



### Returning to school

Over the coming months more and more children and young people might be returning to school. If your children have questions or worries, we've got advice to help.

## Advice and support for parents and carers



### Working from home

Our tips and advice if you're working from home with children for the first time or looking for new ideas for planning your day.



### Lockdown and separated parents

Read advice on how to manage co-parenting and child arrangements during coronavirus (COVID-19).



### Arguments, conflict and family tension

If you're worried about coping with family tensions or managing arguments, we've got tips and advice for you.

<https://www.childline.org.uk/>

A useful resource for children and young people

HOW ARE YOU FEELING?

Good Okay Excellent Bad

Horrible Stressed Depressed

ADVICE RIGHT NOW

- Discrimination, hate crime and equality**  
Treating someone unfairly because of who they are or what they believe in is called discrimination. Find out more.
- Ask an adult for help**  
Speaking to an adult you trust can help you deal with whatever you're going through. Find out how.
- Helping a friend**  
A friend's problems can sometimes make you unhappy too. But we've got tips on how you can be there for them.
- Building confidence and self-esteem**  
Feel like you have no confidence? Try our tips to boost your self-esteem.



### Qwell - New mental health service for Greenwich residents

<https://www.qwell.io/>

The Covid-19 pandemic and months of restrictions have had an impact on everybody's mental wellbeing. Royal Greenwich have launched an innovative new service to support south east London residents in response to this.

**Qwell** is a free, anonymous online counselling and emotional wellbeing service for adults aged over 26 years of age. Residents can now receive counselling sessions from qualified counsellors via an online chat-based platform. Chats can either be accessed through a drop-in service or pre-booked sessions from any connected device. The site is open 24 hours a day; one-to-one counselling sessions with a qualified counsellor are available from 12-noon until 10pm on weekdays, and from 6pm until 10pm on weekends. Those using Qwell are also able to take advantage of a range of self-help tools from reading and contributing to articles, peer to peer support via online discussion boards as well as journals and goal trackers.



<https://www.kooth.com/>

Qwell follows the success of **Kooth**, a similar service for younger residents 10 – 25 yrs

## Healthy Early Years London

### Step into Purposeful Play through Physical Literacy in Early Years

#### **FREE** Physical Activity Training

**7pm – 8.30pm Thursday 11 February 2021**

*Kim Lambden - Physical Literacy Adviser*



This session will help practitioners to guide young children into taking a self-directed learning approach to developing their physical literacy through play that supports the ‘Physical Development’ Prime Area in the EYFS.

At the end of the session you will:

- Have an understanding of Primacy of Movement, what physical literacy means and learn ways to embed the approach within children’s independent play and learning.
- Have increased knowledge the Chief Medical Officer’s Early Years Physical Activity guidelines
- Begin developing a repertoire of skills which support energetic play, challenge and develop children’s movement capability.
- Be able to develop active friendly environments using open ended resources for purposeful physical play
- Have confidence in supporting young children build a large repertoire of ‘I cans’ as they become increasingly active and competent movers.

**Attendees are asked to bring an old magazine/newspaper and cello tape to the session (to your laptop or device).**

To book email [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

## Early Years & Childcare Other Training

Area of EYFS	Training Courses and Workshops	Dates	Start Times	End Times
Safeguarding & Welfare	Introduction to Safeguarding	14/01/2021	13.30	17:00
	Introduction to Safeguarding	06/02/2021	09.30	13:00
	Intermediate Safeguarding	21/01/2021	13.30	17:00
	Intermediate Safeguarding	27/02/2021	09:30	13:00
	Designated Safeguarding Person	04/02/2021	13:30	17:00
	Designated Safeguarding Person	13/03/2021	09:30	13:00
	Keeping Babies and Young Children Safe: Understanding Child Development	11/03/2021	10.00	15:00
	Attachment and Attunement	11/02/2021	19:00	20:30
	Child Bereavement	22/01/2021	19:00	20:30
	Domestic Abuse Awareness	04/03/2021	19:00	20:30
Paediatric First Aid	Paediatric First Aid – blended course	13/01/2021	08:45	16:00
	Paediatric First Aid – blended course	16/01/2021	08:45	16:00
	Paediatric First Aid – blended course	03/02/2021	08:45	16:00
	Paediatric First Aid – blended course	13/02/2021	08:45	16:00
	Paediatric First Aid – blended course	03/03/2021	08:45	16:00
	Paediatric First Aid – blended course	27/03/2021	08:45	16:00

### Trainings & Briefings.

Please download free Zoom app on device of your choice <https://zoom.us/download>

📅 Book via usual Direct Services to Schools training link below. For info email [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)

[http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-\(pvi\)-and-childminders](http://servicestoschools.royalgreenwich.gov.uk/courses/private,-voluntary-and-independent-(pvi)-and-childminders)

### DFE Data Collection Survey

Fortnightly returns

This will help you to evidence the impact of Covid 19 on your setting so please return

**Wednesdays 7pm**

Collection

**Attendance in education and early years settings during the coronavirus (COVID-19) outbreak**

<https://www.gov.uk/government/collections/attendance-in-education-and-early-years-settings-during-the-coronavirus-covid-19-outbreak>

## Digital Offers by **Children's Centres** and **Greenwich Libraries**

<https://www.facebook.com/pg/Greenwich-Libraries-375637446612900/videos/>



### Children's Centres

To get in touch with your local Children's Centre by phone – you can find their contact details here

[https://www.royalgreenwich.gov.uk/directory/15/childrens\\_centres](https://www.royalgreenwich.gov.uk/directory/15/childrens_centres)

#### EAST CHILDREN'S CENTRES

[www.facebook.com/abbeywoodthamesmeadchildrenscentres](https://www.facebook.com/abbeywoodthamesmeadchildrenscentres)

Telephone 020 8311 5491 / Email [waterways@gll.org](mailto:waterways@gll.org)

#### SOUTH GREENWICH CHILDREN'S CENTRES

[www.facebook.com/southgreenwichchildrenscentres](https://www.facebook.com/southgreenwichchildrenscentres)

Tel: 020 8859 1110 / Email: [SGCCSM@gll.org](mailto:SGCCSM@gll.org)

#### GREENWICH WEST CHILDREN'S CENTRES

Website: <https://www.quaggydevelopmenttrust.org/>

Facebook: <https://www.facebook.com/quaggycc>

Follow Halo the Hippo <https://www.facebook.com/halothehippo>

#### CENTRAL GREENWICH CHILDREN'S CENTRES

<http://www.homestartgreenwich.org.uk/>

[Join us on Facebook](#) [Follow us on instagram](#)