



- ⚙️ Early Years Census & Together for Twos
- ⚙️ Attendance Matters
- ⚙️ MITEY – men in early years
- ⚙️ Training programme
- ⚙️ An Inspector Calls
- ⚙️ Revised EYFS
- ⚙️ Best Start for Life & Better start
- ⚙️ Home Learning Environment – LGBTQ+ History Month & Chinese New Year
- ⚙️ Healthy Early Years – MMR, Cookery Club & Stay Warm
- ⚙️ Covid 19 links
- ⚙️ Interesting Reads

What's in the February edition

- ⚙️ Home Learning Environment – Race Equality Week
- ⚙️ Winter Grant – Monday 21 March
- ⚙️ Healthy Start Training

Keeping Children Safe

- ⚙️ Updated Safeguarding Useful Numbers
- ⚙️ Reducing Parental Conflict
- ⚙️ Keeping Children Safe in Education consultation



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

Providers Childcare-support@royalgreenwich.gov.uk



Miss a copy of the e-bulletin? Catch up here and check out links to important information sources

[Key information and resource links for early years and childcare providers](#) | [Early Years team information \(for providers\)](#) | [Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](#)

RBG Children's Services : Our Values



Children, young people and families are at the heart of everything we do.



We are honest, compassionate and respectful.



We listen, learn and do things better.



We promote diversity, celebrate difference, challenge discrimination and oppression.



We work together, with children, young people, families, carers and our partners to bring about lasting change.



7-13 February 2022

Find out more about **Race Equality Week** here

<https://www.raceequalitymatters.com/race-equality-week/>

Home Learning Environment



7-13 February 2022

Teach Race, Racism and Empowerment by Laura Henry-Allain



Racism damages all children, regardless of their skin colour and ethnicity. It can affect children's behaviour, confidence, and motivation, and interfere with their ability to learn. Racism can also damage white children, as it reinforces wrong notions of superiority.

Racial bias can be closely linked with issues of language, culture and faith. It is important that children learn that racism is not their fault and that they didn't do anything to cause it.

Teach children to respect and value one another!

Read this article about picture books
<https://www.theguardian.com/books/2020/nov/11/childrens-books-eight-times-as-likely-to-feature-animal-main-characters-than-bame-people>

Here are some key things you can do, to help support young children tackle racism:

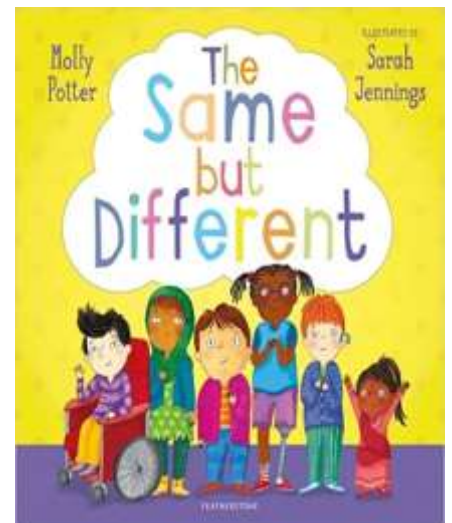
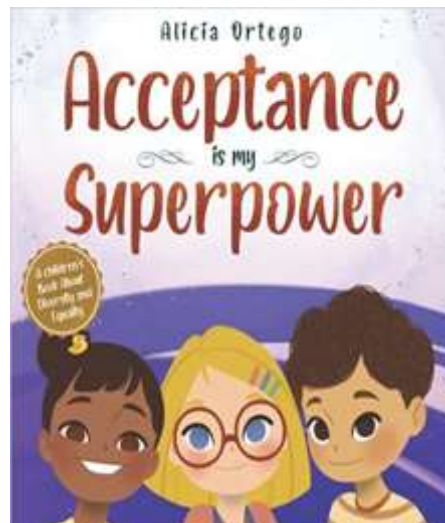
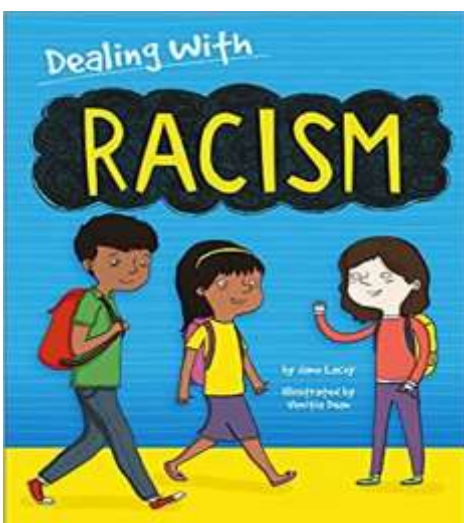
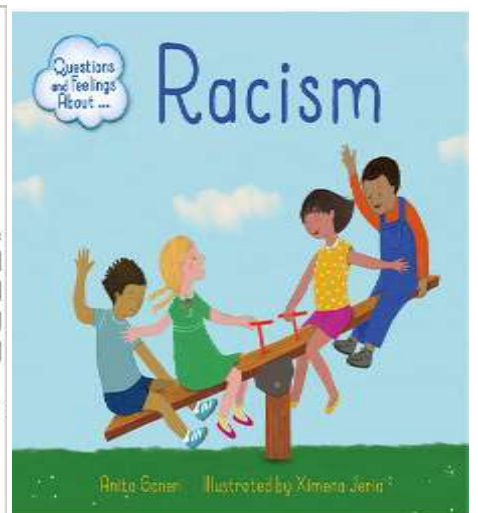
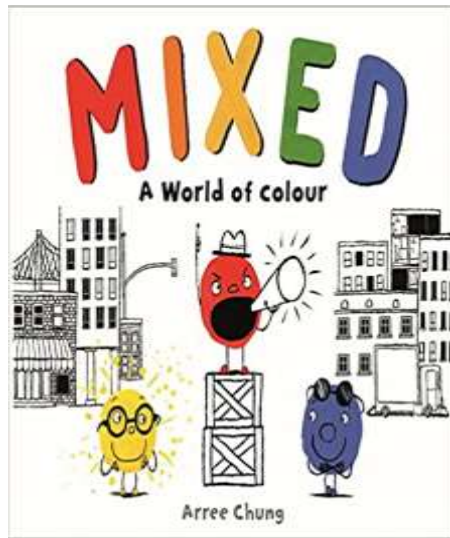
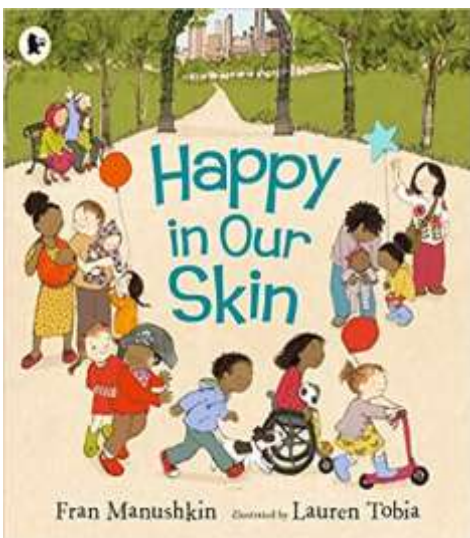
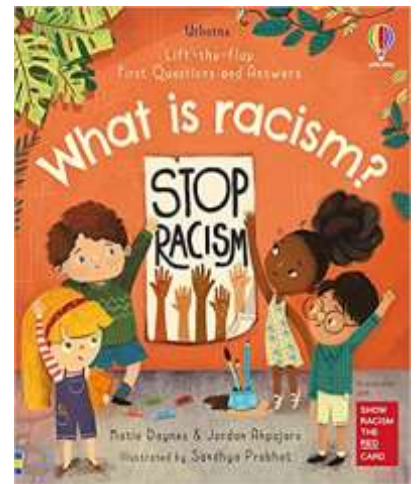
- ★ Make a list of behaviours that are acceptable. This could be added to a list of family values or setting values.
- ★ Reflect on your own bias and past behaviour. We need to reflect on the past in order to move forward.
- ★ Help your child to develop good self-esteem. This will not stop racism, but it will help them be proud of their identity. Try using daily affirmations like "Your skin is beautiful" and "You are special".
- ★ Have a range of toys, including dolls and action figures of different races and cultures. Observe your child as they play. Are they using Black and Asian dolls in their play for example? If not, pick one up and join in.
- ★ Discuss and share, in age appropriate language and understanding, injustices that have happened in the world.
- ★ Never dismiss your child's experiences of racism, whether they are on the receiving end or a witness. Telling them not to worry or to ignore bullies is not helpful. Help them understand that it is not their fault and encourage them to explore their feelings using words.

My Skin Your Skin
is a **powerful** book that will help children and adults have **meaningful** discussions about **race** and **anti-racism**.

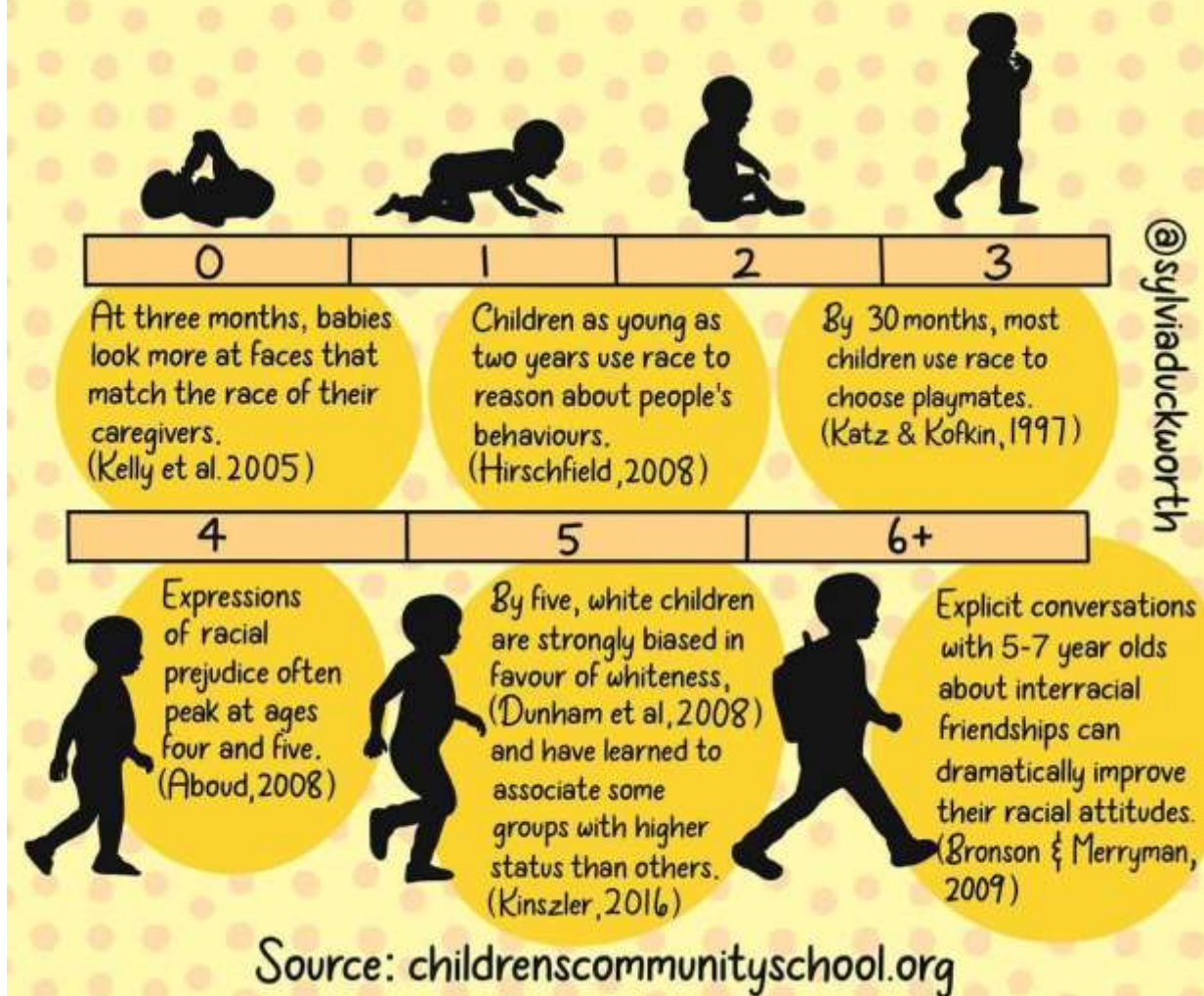
Most importantly, the book **empowers** children to be the best versions of themselves - to have **self-love**, **self-esteem** and **self-worth**, irrespective of their skin colour

The image shows the book cover for 'My Skin Your Skin' by Laura Henry-Allain MBE, illustrated by Onyinwe Iwu. The cover features colorful illustrations of diverse children. The text on the cover includes 'Let's talk about race, racism and empowerment'. The book is set against a yellow background with illustrations of children in various poses.

Books to enjoy together



CHILDREN ARE NEVER TOO YOUNG TO TALK ABOUT RACE



The tiny guide to becoming an inclusive, anti-racist early educator

By Laura Henry-Allain MBE & Matt Lloyd-Rose

The guide covers the following areas:

- Starting with ourselves
- Knowing the children we work with
- Creating an inclusive, anti-racist learning environment
- Talking about diversity, inclusion and anti-racism with young children
- Celebrating difference (working with babies and toddlers)
- Building empathy (working with 3-5 year olds)
- Working with families
- Resources and further reading

Download here <https://drive.google.com/file/d/16dX9uYy3i-4U8VJShBUrWYESgkznqoUp/view>

The Black Child Agenda Interesting discussion from the US based Black Child Agenda. Black Child Agenda is a group committed to challenging what they call the "school-to-prison pipeline," a disturbing national trend wherein it's claimed children are funnelled out of public schools and into the juvenile and criminal justice systems. Some of these children also have Special Educational Needs. Cheryl Phoenix from Black Child Agenda works in this area and speaks about the difficulties she has encountered in this interview with BBC presenter Primrose Granville

[BBC Local Radio - Kevin Philemon and Primrose Granville, Black Child Agenda](#)

[Home - The Black Child Agenda](#)



The Black Curriculum Find out about the Black curriculum form older siblings and children. Black curriculum is social enterprise that aims to deliver black British history all across the UK.

<https://theblackcurriculum.com/downloads/home-learning-parents>



<https://youtu.be/-8CyD67A214>

GREENWICH EARLY YEARS TOGETHER FOR WINTER



ACTION

Royal Greenwich are planning to make the 2nd winter payment of £50 each in March for children under 5 who:

- are eligible for or in receipt of Healthy Start vouchers (from birth to 4)
- are eligible for or are in a 2 year old in a funded Together for Twos place
- are 3 or 4 year old and are eligible for or in receipt of an Early Years pupil premium
- have an older sibling who is in receipt of free school meals

If parents and carers missed out for the January payment of £50, it's not too late. We will be collecting another list of parents for **Monday 21 March**

Keep adding eligible families to your running list. They will then get a back dated payment so they receive the full £100

These payments will offer some extra help during the cold winter months and will be welcomed by eligible families whose financial circumstances may not always be apparent to you. Please use your sensitive discretion. The payments will be made directly to parents via a code to their mobile phone which can be redeemed for the cash sum at the local post office. There is a flyer attached.

This will also help increase take up of healthy start vouchers and Together for Twos places.

In order to make these payments, you will need to identify and confirm all of the children who meet any of the above criteria and confirm parent contact details – please use the forms you already have and send them in

Childminders – complete and return the blank Excel template you have been sent

Groupcare – check, update and add new children to the password protected pre-populated Excel form you have been sent

Please can you return the form **no later than 10am Monday 21 March** so families can be sure to get their 2nd or total payment by the March without delay.

GREENWICH EARLY YEARS TOGETHER FOR WINTER



Royal Greenwich are supporting some families during the winter with some extra money.

Parents/carers of eligible children under age 5 registered with a Children's Centre or attending an early years setting, will receive a total payment of £100 (if they missed out in January, they can be included now!)

Eligible children under age 5 include those

- eligible for or in receipt of Healthy Start vouchers (birth to 4)
- eligible for or in a funded Together for Twos place
- in receipt of an Early Years pupil premium
- have an older sibling who is in receipt of free school meal

A code will be sent directly to mobile phones to be redeemed at the post office. So we need your help to collect contact details. Please use the form already provided and return by **Monday 21 March** so payment can be made on time

GREENWICH EARLY YEARS TOGETHER FOR WINTER



Royal Greenwich are supporting some families with children under 5 during the winter with some extra money.

If you are on low income and your child is eligible for healthy start vouchers, a Together for Twos place (even if you haven't taken up the offer) or Early Years Pupil Premium, you may be eligible to receive a cash payment for £100 through the post office.

Please contact your local Children's Centre NOW and register to find out more or call Families Information Service on 020 8921 6921

HEALTHY START



Great Practice inspired by Winter Grant support

“We have begun work on supporting our parents at the setting who are on the list for the winter payments. We have started a Thames Tiddlers Nursery community food bank and weekly bags to be distributed. We have asked parents to bring in items for the food bank if they are in a position to do so, the nursery then purchases the fruit and we put together food bags to those who need it. We have also put this out to any families who may need the extra support at the moment. The first bags are going out this week and there are some pictures attached” by **Thames Tiddlers**





Healthy Start paper vouchers will soon be replaced with a prepaid card

What is Healthy Start?

Anyone who is pregnant, or families with children under 4 and in receipt of qualifying benefits, may be entitled to get help to buy fresh food and milk and receive free, good-quality vitamins.

Healthy Start is going digital!

You can now apply online for the NHS Healthy Start scheme to get the new prepaid card. The paper voucher scheme will end on 31st March 2022.

- Anyone who is eligible, and those already in receipt of paper vouchers, can apply online on the [NHS Healthy Start](https://www.healthystart.nhs.uk) website.
- The current uptake of Healthy Start in Greenwich is 62% which means there are ~1,500 families and young children missing out on free healthy food and milk.
- Greenwich Public Health will be hosting weekly information sessions about the changes to the new digital scheme and how we can promote the scheme locally.
- If you would like to attend one of the information sessions below, please e-mail healthystart@royalgreenwich.gov.uk to register.

Date	Time
9 th February	11:30am – 12:30pm
15 th February	2:00pm – 3:00pm
23 rd February	1:00pm – 2:00pm
2 nd March	1:00pm – 2:00pm
10 th March	11:30am – 12:30pm
16 th March	11:00am – 12:00pm
22 nd March	2:00pm – 3:00pm
31 st March	10:00am – 11:00am

<https://www.healthystart.nhs.uk/how-to-apply/>



Early Years Census

Spring 2022

* EY Census *

The census is a mandatory requirement and you must update your all of your setting and pupil records for the census

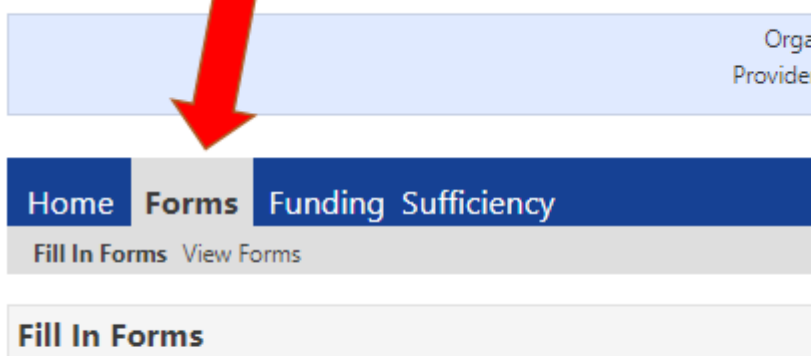
Signing in to Synergy

Click on this link to get access (Top tip - SAVE in your favourites for quick access)

Live Provider Portal URL: <https://greenwich.cloud.servelec-synergy.com/Synergy/Providers>

You will need the account user name and the account user's email address. You must use Google Chrome. If you need help, email childcare-support@royalgreenwich.gov.uk

From home screen – click on Forms tab. The census details form there on Fill In Forms page



Please select a form below to update your details:

- [Census details form](#)

Work systematically through the form – you will need to have your register of children and setting details available. We will fill out your DFE URN and you must fill out your Ofsted Unique Registration Number and all of the accurate contact details including a contactable mobile phone number

Please be sure to fill in every section before you submit. This is only one part of your census return. Part two is to check you have fully completed child and parent details.

Once you have checked and completed the Early Years Census form - you must also check that all of your pupil records are fully completed on the **child details and parents details** tabs. For parents, make sure you have ticked consent box for local authority to confirm EYPP and 30 hour checks.

Home Forms
Funding
Sufficiency

Summary Estimates Actuals Adjustments Eligibility Checker Registered Interests

Name:

Summary
Child Details
Parent / Carer Details
Funding Details
Documents
Notes

Child Details

Forename*

Middle Name

Surname*

DOB*

Proof of DOB

Gender* Male Female

Preferred Surname

Ethnicity*

SEN COP Stage*

Address

Address Line 1*

Address Line 2

Address Line 3

Locality

Town

County

Postcode*

Home Forms
Funding
Sufficiency

Summary Estimates Actuals Adjustments Eligibility Checker Registered Interests

Name:

Summary
Child Details
Parent / Carer Details
Funding Details
Documents
Notes

Entering Parent/Carer details enables us to check whether the child is eligible for Early Years Pupil Premium (EYPP) funding, and whether the child is extended hours.

Please ensure you input details for all records that have given their permission to do so, as this ensures you receive the additional funding. Please ensure that the correct consent boxes are selected as per the usage of the details.

Details are optional but if entered then at least Forename, Surname and NI or NASS Number must be filled in.

Parent / Carer Details

Forename

Surname

DOB

NI or NASS Number

Tick to give consent to Eligibility Checking for EYPP 30H

Partner Details

Forename

Surname

DOB

NI or NASS Number

Tick to give consent to Eligibility Checking for EYPP 30H

Age

2

15 HOURS FREE CHILDCARE

Together for Twos

There are some changes to the way in which parents and carers for 2 year olds can apply for their place where they may eligible. Parents can go to their local Children's Centre or apply online.

Please see attached flyers for parents and carers which you are asked to share and display.

How the new application process works – there will be a period of transition in the Spring term so please accept placement forms

1. Parent or carer applies online or with help at their local Children's Centre
2. If eligible, a code is generated on a headed letter which they will be able to bring to you if you are an approved Together for Twos provider. Parents are also signposted to their local Children's Centre for support and services.
3. If not eligible or there's an issue, parents are invited to go their Children's Centre or contact Families Information Service and explore options for support and activities for their 2 year olds
4. Where the child starts with you, and you are an approved provider, their details will be automatically linked up to the code you have

To be an approved provider

You must be a consistently good quality provider who demonstrates that you are able to meet the specific needs of Greenwich 2 year olds. If you are not yet approved, you may request a visit which will be scheduled when your advisor has availability. Approved status will be withdrawn where there are concerns about your setting's capacity to meet the needs of vulnerable 2 year olds. You must not offer Together for Twos funded places unless you have been approved.



FREE EARLY LEARNING

Some 2 year olds are eligible for free
early learning

Find out **NOW** if your child is eligible for a
funded place

You can choose an approved childminder
or nursery



Apply online here

<https://tinyurl.com/Together-for-Twos>

or visit your local Children's Centre

Contact Families Information Service
fis@royalgreenwich.gov.uk
020 8921 6921



Some parents and carers are now able to apply online to find out if you are eligible for a Together for Twos place. This means if your child is eligible, you will be able to take up their place quickly and easily as you can go along to an approved childcare providers once you have completed the application online.

1. If you receive any of the following benefits you will be able to apply online. Your Children's Centre can also help you to get online.

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- tax credits and you have an income of £16,190 or less a year, before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

2. You may also be eligible if any of the following apply. Please visit your local Children's Centre who will check if you are eligible in person.

You will be asked to provide evidence of your income and your status under this criteria to help make an assessment.

- child in our care (looked after by the local council)
- current statement of special education needs (SEN) or an education, health and care (EHC) plan
- receive Disability Living Allowance
- left care under a special guardianship order, child arrangements order or adoption order
- support through Part 4 of the Immigration and Asylum Act 1999
- child of a Zambrano carer and meet income criteria
- leave to remain in the UK under Article 8 of the European Convention on Human Rights and meet income criteria

Your Children's Centre can also help you to apply online.

Details of your local Children's Centre can be found below or call Families Information Service on 020 8921 6921 https://www.royalgreenwich.gov.uk/directory/15/childrens_centres

An online application is quick and easy

You get an immediate response on whether or not you are eligible for a place



Access the online portal
<https://tinyurl.com/Together-for-Twos>



2 Year Old Childcare: Application

You must be signed in as a Citizen in order to perform an Early Years application. Please sign in or sign up for a new account to continue.

Sign In or Create Account



Set up a citizen account – have ready these details, your full name, home address, contact phone number, valid e-mail address and secure password



Click on validation e-mail automatically sent to the e-mail address you provided



Complete and submit your application for Together for Twos – have ready your National Insurance (NI) Number or National Asylum Seekers Service (NASS) Number, your date of birth and your child's details



If you are **eligible** – you will get a code in an e-mail
Take this code to your approved childminder or nursery



If you are **not eligible** or there is an **error**, you will be contacted directly with help from Families Information Service



Attendance Matters

Regular attendance at nursery, pre-school or with a childminder is important for the learning and development of all children in the early years



Even when you're very small good attendance makes a **BIG** difference

Don't let your child miss out – make the most of your early learning place!

Good regular attendance can help your child

- ★ make friends and learn social skills
- ★ build good habits for school
- ★ play, learn and have fun
- ★ have healthy all-round development
- ★ feel settled and secure with regular routines



Families Information Service www.royalgreenwich.gov.uk/fis
fis@royalgreenwich.gov.uk 020 8921 6921



What you can do

Your enthusiasm and encouragement will help your child enjoy their early years experiences and develop a positive attitude for school later

- ★ Take time to visit the setting and chat with staff
- ★ Have a regular bedtime and morning routine – you could try a visual timetable, so they know what to expect and when or show them the hands on the clock when it's nearly time to leave
- ★ Choose and get ready clothes and pack “school” bag the night before together with your child
- ★ Talk about the setting and the fun things they will do there
- ★ Have a backup plan for getting there if something comes up
- ★ Arrange medical appointments, outings and holidays at times when your child is not due at their setting
- ★ Check your child’s immunisations are up to date

If you need extra support, talk to the staff who will share advice and do what they can to help



What to expect when your child takes up their place

- ★ You may be offered a home visit or a visit to the Children’s Centre or setting
- ★ Your child will have a key person who will be mainly responsible for their care and learning
- ★ It might take your child some time to settle in as it will feel new and big – talk to the staff and find out what you can do to help
- ★ If your child is reluctant, ask for advice and help from staff as they have lots of experiences of helping children settle in
- ★ You will be encouraged to get involved in their learning both at the setting and at home
- ★ You will be told how your child is getting on and share what you know about their interests and development
- ★ Sometimes your child will get dirty and messy – this is a sign that they are having fun and learning!

MITEY & Fatherhood Institute - Sheffield Hallam University event

We are building a community for
MITEY men – and gender diversity advocates

MITEY

**MEN IN THE
EARLY YEARS**

Men as a % of early years workforce

1998: 2%

2008: 2%

2018: 3%

<https://miteyuk.org/>

#MITEY men selfies



Three male practitioners with more than 50 years' early years experience between them, shared their career stories in a 90 minute Zoom session with MITEY project lead Dr Jeremy Davies, and Dr Lynne Truelove from SHU Teacher Education Department.

It's so inspiring to hear men speak from the heart about life in a predominantly female sector. You can download the recording [here](#)

MITEY
MEN IN THE
EARLY YEARS

**fatherhood
INSTITUTE**
A GREAT DAD FOR EVERY CHILD

- Dr Jeremy Davies
- Head of communications at Fatherhood Institute
- Project lead for the MITEY network/ campaign

What is MITEY?

A Fatherhood Institute campaign which aims to:

- Support the UK's early years sector to recruit and retain more male staff
- Give a voice to men already working in the sector
- Help men find out more about early years careers
- Push for more investment in gender diversity in EY education

Looking after and educating young children should be everyone's job - not just women's.

Together we are #MITEY

Our message

We need a high quality and gender-diverse Early Years workforce:

- ✓ To show children that we can ALL be caregivers/ educators
- ✓ To better reflect and engage with the community we serve
- ✓ To give more men the chance to take part in this amazing work
- ✓ To ensure that children are looked after and educated by the best possible professionals, unlimited by gender

What needs to happen



TOGETHER WE ARE #MITEY

mityuk.org

Early Years & Childcare Training Events

Area of EYFS	Training Courses and Workshops	Day	Dates	Start	End
Paediatric First Aid	Paediatric First Aid – blended course	Saturday	05 February 2022	08:45	16:00
		Saturday	05 March 2022	08:45	16:00
		Wednesday	16 March 2022	08:45	16:00
Safeguarding & Welfare	Keeping Babies Safe – via GSCP or invite only	Tuesday	08 February 2022	10:00	15:00
	Safer Recruitment	Thursday	03 February 2022	13:30	17:00
	Intermediate Safeguarding – Level 2	Saturday	05 February 2022	09:30	13:00
	Intermediate Safeguarding – Level 2	Thursday	24 February 2022	13:30	17:00
	Designated Safeguarding Person – Level 3	Thursday	03 March 2022	13:30	17:00
	Domestic Abuse Awareness	Thursday	10 March 2022	14:00	17:00
Ofsted Readiness	Looking Ahead to Ofsted Spring	Monday	07 February 2022	19:00	21:00
	Looking Ahead to Ofsted Spring	Monday	28 February 2022	19:00	21:00
	Welcome to Greenwich Early Years Induction (New Registered)	Monday	07 March 2022	09:30	11:30
	Potential Childminder Briefing	Monday	21 March 2022	19:00	21:00

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 eyc.training@royalgreenwich.gov.uk

📄 LINK TO TRAINING HERE [Courses \(royalgreenwich.gov.uk\)](https://servicestoschools.royalgreenwich.gov.uk/courses/pvi)

<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>



The training programme offers excellent value for money and is heavily subsidised. We are able to offer further reduced rates based on a minimum number of attendees at each session. The minimum notification of any cancellations/changes **MUST** be at least **24 working hours** in advance.

Any spaces that are booked and not attended will be charged at the full rate unless we have had 24 working hours written notice of cancellation. No further bookings will be accepted until this charge or any previous invoices are settled.

nasen's Early Years SEND Seminar 'The Constant Gardener'

Online | 01 Mar 2022 (09:30 - 12:30)



What does this seminar cover?

- Keynote from Annamarie Hassall, nasen's new CEO
- Presentations from 3 Local Authorities who are currently working with nasen on multi-agency strategies to develop their Early Years SEND provision:
- Planning and planting your garden (prioritising and organising)
- Tending and shaping the garden (keeping up momentum and overcoming challenges)
- Harvesting and planning your garden for the next year (sharing outputs/ outcomes and planning next steps)
- Opportunities for questions and discussion with colleagues in break out rooms
- An update on nasen's current opportunities and resources

Meeting the Needs of Every Child

Online | 16 Mar 2022 (18:00 - 20:00)



nasen will be delivering DfE funded webinar, 'Meeting the Needs of Every Child', for Early Years practitioners and childminders.

The 2-hour webinar will include:

- ★ Responsibilities of a PVI setting towards children with SEND
- ★ The importance of the early identification of SEND
- ★ What effective inclusive practice looks like in a PVI setting
- ★ Developing positive relationships with parents

<https://nasen.org.uk/events/meeting-needs-every-child-10>



An Inspector Calls



[Early years inspection handbook](#)

[Ofsted education inspection framework \(EIF\) inspections and the early years foundation stage \(EYFS\)](#)

Guidance

Deferring Ofsted inspections

Ofsted's policy for determining that an inspection of a provider should not go ahead on the planned dates.

Ofsted encourage any early years provider that is seriously impacted by COVID-19 and feels unable to go ahead with a planned inspection to let them know at the point when they notify of the inspection.

If a setting requests a deferral, it will be looked at sensitively. Ofsted's deferral policy can be found [here](#).

Ofsted will also be contacting registered early years childminders who have inspections overdue or due in the coming months to capture up-to-date minding and contact information.

Guidance

Suspending a childcare provider

Updated 14 December 2021

[Suspending a childcare provider](#)

[Introduction](#)

1. [How Ofsted suspends a registration](#)
2. [The length of a suspension](#)
3. [Involvement of other agencies](#)
4. [Actions a suspended provider can take](#)
5. [Appeals against suspension](#)
6. [What Ofsted tells parents and carers](#)
7. [Confidentiality](#)
8. [Alternative childcare arrangements for parents and carers](#)

Inspecting safeguarding in early years, education and skills

Updated 24 August 2021

[Inspecting Safeguarding](#)

Early years settings and schools should be safe environments where children, can learn and develop. Inspectors should consider how well their leaders and managers have created a culture of vigilance, where children's welfare is promoted and where timely and appropriate safeguarding action is taken for children who need extra help or who may be suffering, or likely to suffer, harm.

Contents

1. [Introduction](#)
2. [Safeguarding and inspectors' responsibilities](#)
3. [Sexual abuse in schools and colleges](#)
4. [Definition of safeguarding](#)
5. [The signs of successful safeguarding arrangements](#)
6. [Evidence to look for when inspecting safeguarding arrangements](#)
7. [Arriving at judgements about safeguarding arrangements](#)
8. [Inspecting and reporting on safeguarding concerns](#)
9. [Annex 1. Safeguarding requirements for leaders and managers](#)
10. [Annex 2. Pre-appointment checks, including DBS checks and Secretary of State prohibition orders](#)
11. [Annex 3. The single central record](#)
12. [Annex 4. Safeguarding requirements in further education and skills providers that are not colleges](#)
13. [Annex 5. Inspection and health and safety, particularly in further education and skills providers](#)
14. [Annex 6. Assessment of risk in settings that children attend because individuals reside on the premises or have access to children and young people](#)

Note from the DfE Providers and COVID weekly pulse survey: COVID absences



The Department for Education (DfE) is currently inviting all school-based and group-based early years settings for whom we have an email address to take part in a weekly 'pulse' survey and we would greatly appreciate your help in promoting and encouraging participation in this.

DfE is running this survey to understand the impact of COVID on early years settings, focusing on workforce and child absences. DfE knows that there is concern about workforce absence as part of the latest wave of the pandemic but has limited regular, up-to-date data about this. This survey will be crucial to obtaining an accurate picture of the issues that the childcare and early years sector are facing on a regular basis. As we ended the weekly survey of EY settings via local authorities in December last year, we plan to use this pulse survey to gather the most essential information about operating status, the impact of workforce issues and children's attendance directly from EY providers.

Participation involves early years settings filling in a very short weekly survey during January and February, at which point DfE will review the need for the collection. DfE envisages that an overall summary of results will be published regularly.

If you have any questions or concerns about the research, or have difficulties completing the survey online, please email EY.analysisandresearch@education.gov.uk.

Many thanks,

Dr Laura Hunnikin

Head of Childcare Markets and Demand Research and Analysis

Here's an article in the nursery World about the recent results

<https://www.nurseryworld.co.uk/news/article/dfes-survey-shows-13-per-cent-of-early-years-staff-off-work-due-to-covid>

EYFS Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Development Matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

What to expect

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>



What happens early, matters for a lifetime

- [Research](#) tells us that what happens at home makes the biggest difference to your child's early learning and development.
- Playing together, singing, enjoying books, visiting the library, painting, drawing and finding out through play about letters, numbers and shapes are important activities to do at home. These activities are learning opportunities.
- These learning activities will make a difference to your child's learning right up to secondary school.



What parents do is more important than who parents are.

What happens early, matters for a lifetime

Chat, Play, Read

Giving your child the best start in life.

- Children love to talk about all sorts of things. Make time to have back and forth conversations.
- Don't feel embarrassed talking to your baby – it's never too soon to start communicating with them!
- Go with what your child is interested in. This will help them learn lot of new words.



Chat

The benefits to your child learning more than one language are huge.

- Talk and play with your child in the language that you feel most comfortable and confident using.
- Sing, read and tell stories in your home language – rhyme and repetition help your child to remember words.
- Home languages give your child a connection to their culture and heritage. Encourage your child to use all their languages – they will feel closer to people and part of their community.



Play

- Play helps children learn about the world and themselves. Children need time and space to play freely. Sometimes it is helpful if you sensitively join in with your child's play, too.
- Children need outdoor play.
- Play is essential for your child's wellbeing and development. It is part of the United Nations Convention on the Rights of the Child (1989).
- There are many everyday moments like bath time and dinner that you can make playful. Help your child to learn in a fun and relaxed way.



13

Read

- Sharing books and telling stories is a lovely way to build closeness and encourage conversations.
- Sharing books with your child at a young age will help them to develop a love of reading.
- Read and share stories with your baby.
- Talk to your child about what is happening in the pictures.
- Young children love to hear and read their favourite books and stories again and again.



NEW:

- videos are now available on the three Literacy resource pages: <https://help-for-early-years-providers.education.gov.uk/literacy>
- a vodcast about the use of the online service is available from the National Children's Bureau: <https://foundationyears.org.uk/2021/12/new-vodcast-on-the-help-for-early-years-providers-online-resource/>



To access Help for Early Years Providers please follow this link:

<https://help-for-early-years-providers.education.gov.uk>

Royal Greenwich Provider Network for peer-to-peer support



Join your Provider Network for peer-to-peer support

email childcare-support@royalgreenwich.gov.uk



HM Government

The Best Start for Life

A Vision for the 1,001 Critical Days

The Early Years Healthy Development Review Report



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973112/The_best_start_for_life_a_vision_for_the_1_001_critical_days.pdf



Foreword to Ipsos MORI report for the Royal Foundation

"Science tells us that a child's experiences from conception through their first five years will go on to shape their next 50. It tells us that the kind of children we raise today, will reflect the kind of world we will live in tomorrow. It tells us that investing in the start of life is not an indulgence, but economically, socially and psychologically vital to a prosperous society."

– Jason Knauf, CEO of the Royal Foundation, December 2020¹⁴

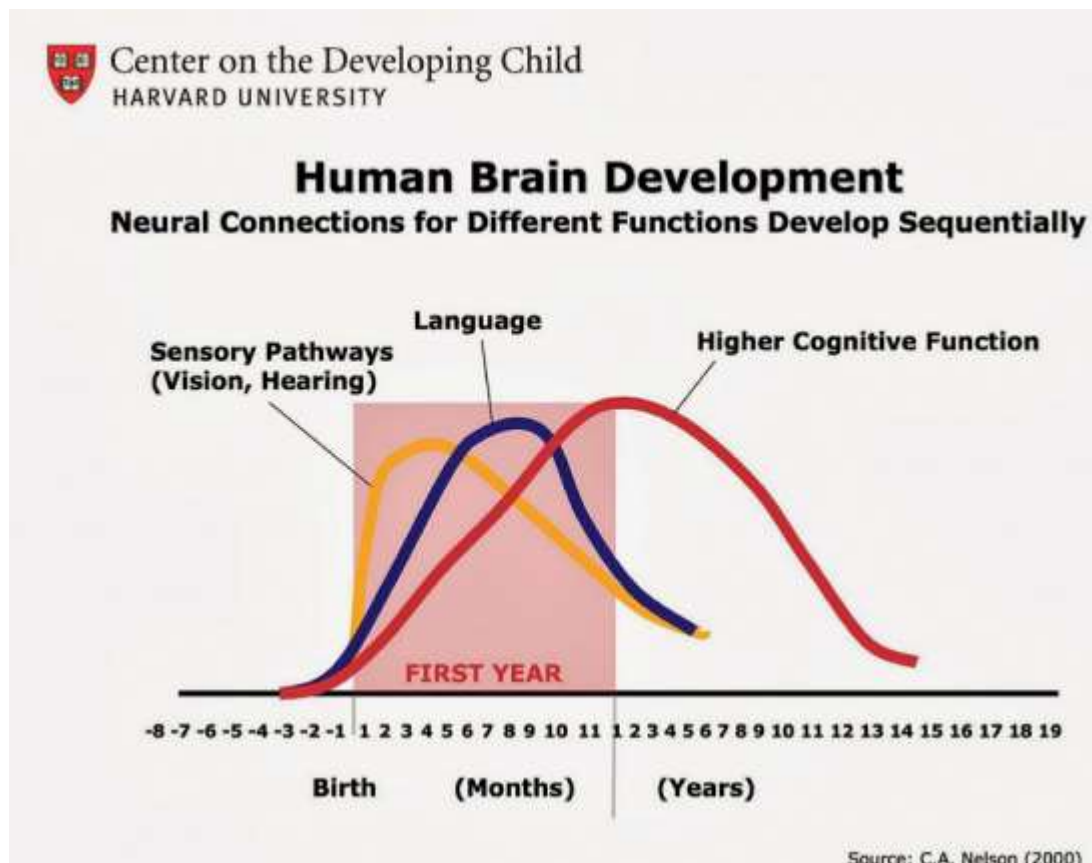
1,001 Critical Days Manifesto

"A pregnant mother suffering from stress can sometimes pass on the message to the unborn baby that the world will be dangerous, so that as a child he or she will struggle with many social and emotional problems"

– The 1001 Critical Days – The Importance of the Conception to Age Two Period, cross-party 'manifesto', 2013, revised 2015 and 2019.²⁰

Why the 1,001 critical days are critical: the science of early development

Scientific research is helping us understand why the period that includes pregnancy and the first two years of a baby's life is so important to their development.



The impact of the coronavirus pandemic on the 1,001 critical days

- 1 The coronavirus pandemic has had a significant effect on everyone's lives. But for a whole cohort of babies born before and during the pandemic, there have been worrying repercussions for their development and wellbeing. Impacts like the consequences of reduced social contact due to social distancing will take time to properly understand and rectify. Others, like a 31% increase in the total number of serious incident notifications for babies in their first year, are sadly already clear.^{viii}

"At this time of unforeseen and ongoing change, it is imperative to understand the impacts of the lockdown during a critical period for children's development."

**– Dr Nayeli Gonzalez-Gomez, Senior Lecturer in Psychology,
Oxford Brookes University⁴⁷**

Safeguarding

- 16 Safeguarding and protection should be a key part of every Universal offer. Parents and carers have primary responsibility for the safety and wellbeing of their baby, but local authorities – working with partner organisations and agencies – have specific statutory duties to safeguard and promote the welfare of all babies and children in their area. Midwives and health visitors have important roles in the identification of need and are often the people who will first flag a safeguarding concern by making a referral to local authority children's social care if concerned about a baby's welfare. The local authority and its social workers have specific roles and responsibilities to lead the statutory assessment of children in need and to lead child protection enquiries.

Adverse Childhood Experiences

Adults who experienced four or more adverse childhood experiences (ACEs) in early childhood are 4.9 times more likely to have memory impairment, 4.7 times more likely to have depression, 2.3 times more likely to get cancer and 2.1 times more likely to have a cardiovascular disease. ACEs can also have a behavioural impact, leading to increased risk of illicit drug use, suicidal ideation, violence perpetration and school absenteeism.

– British Medical Journal, 2020⁶³

- 17 Safeguarding of vulnerable babies is a top priority that should already be shared by every single professional in the Start for Life workforce. It is not just the role of the health visitor or the social worker. Safeguarding partners (the local authority, clinical commissioning group and police) must continue to work together with other relevant local agencies who contribute to the safeguarding of children and promotion of their welfare.⁶⁴ High quality safeguarding support must be fully integrated into wider services and we will ensure our work in the implementation phase supports this.



Funding › Strategic investments in England › A Better Start

Improving the life chances of children aged 0-3

A Better Start is a 10 year, £215 million National Lottery funded programme focused on promoting good early childhood development. The programme funds local partnerships in five areas across England to test new ways of making support and services for families stronger, so that children can have the best start in life.

<https://www.tnlcommunityfund.org.uk/funding/strategic-investments/a-better-start>

Publications: A Better Start [FIND LOTS OF ARTICLES HERE](#)

<https://www.tnlcommunityfund.org.uk/funding/publications/a-better-start>

Our first words: language development and bilingualism

<https://www.tnlcommunityfund.org.uk/funding/publications/a-better-start/our-first-words-language-development-and-bilingualism>

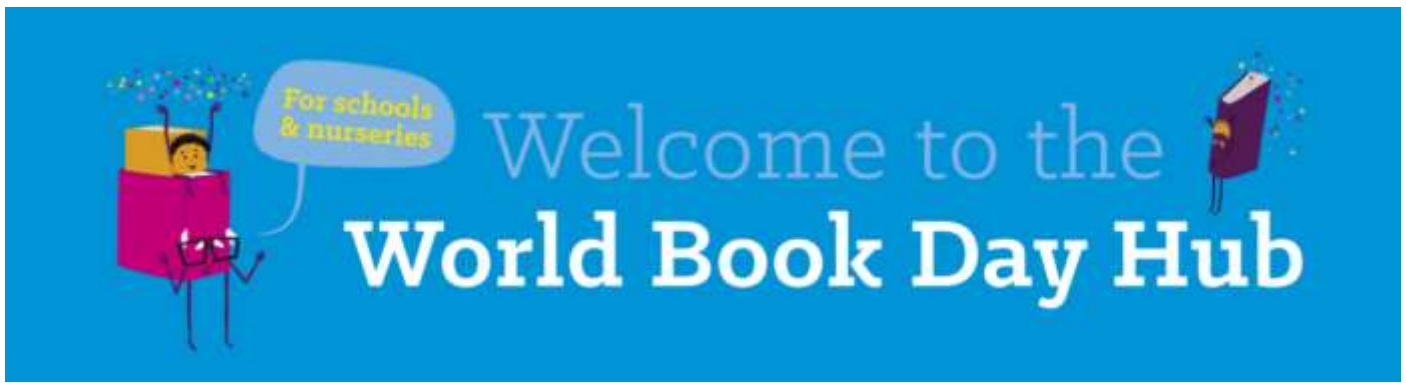
Trauma informed practice in the early years

Trauma, adversity and young children: evidence-based practice



<https://uktraumacouncil.org/resources/childhood-trauma-and-the-brain>

CHILDHOOD TRAUMA
AND THE
BRAIN



<https://www.worldbookday.com/schoolsandnurseries/>

hi@worldbookday.com

HOW TO USE YOUR £1/€1.50 BOOK TOKEN

Thanks to National Book Tokens and lots of lovely book publishers and booksellers, World Book Day, in partnership with schools and nurseries all over the country, distribute over **15 million** £1/€1.50 World Book Day book tokens to children and young people (that's almost one for every child/young person under 18 in the UK and Ireland) every year on World Book Day.

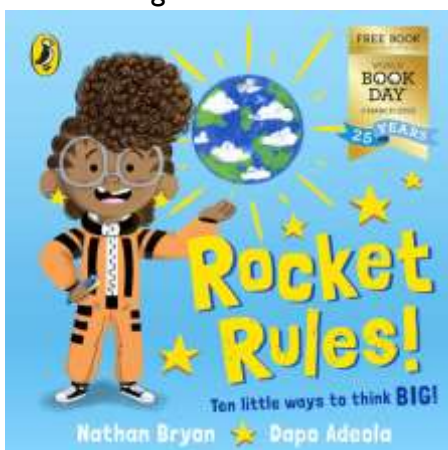
The £1/€1.50 book tokens can then be swapped for one of our exclusive, new and completely FREE World Book Day books available from participating booksellers or used to get **£1 off** (€1.50 off in Ireland) any full price book or audiobook instead (as long as the book or audiobook costs at least £2.99 (or €3.99 in Ireland)). The World Book Day £1/€1.50 books are a gift from booksellers, who fully fund the cost of the £1/€1.50 book token redemptions. Please note that the token cannot be redeemed online. The £1/€1.50 books are also available in braille, large print & audio via Guide Dogs and RNIB.

World Book Day book tokens will be valid from **Thursday 17 February – Sunday 27 March 2022**.

We want to see more children, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life chances this brings them.

The [evidence base](#) shows there are 6 building elements which support a child to read for pleasure

- ★ Being read to regularly
- ★ Access to books at home
- ★ The ability for children to choose what they want to read
- ★ Having trusted adults and peers sharing and recommending books
- ★ The reading experience being enjoyable
- ★ Designated time to read





LGBTQ+ History Month

Events in Royal Greenwich <https://www.royalgreenwich.gov.uk/lgbtplushistorymonth>

To mark LGBTQ+ History Month this February and the 50th anniversary of the first UK Pride March in 1972 here's a selection of exceptional books which inspire and celebrate the LGBTQI community, raise awareness and educate.

Stonewall have produced some activities which you be inspired by for younger children

<https://www.stonewall.org.uk/resources/lgbt-history-month-packs-2021-reception-post-16>

<https://www.stonewallscotland.org.uk/resources/lgbt-history-month-activities-primary-schools>

<https://www.scottishpoetrylibrary.org.uk/poem/grandpas-soup/>

No one makes soup like my Grandpa's,
with its diced carrots the perfect size
and its diced potatoes the perfect size
and its wee soft bits –
what are their names?
and its big bit of hough,
which rhymes with loch, floating
like a rich island in the middle of the soup sea.

I say, Grandpa, Grandpa your soup is the best soup in the whole world.

And Grandpa says, Och,
which rhymes with hough and loch,
Och, Don't be daft,

because he's shy about his soup, my Grandpa.

He knows I will grow up and pine for it.

I will fall ill and desperately need it.

I will long for it my whole life after he is gone.

Every soup will become sad and wrong after he is gone.

He knows when I'm older I will avoid soup altogether.

Oh Grandpa, Grandpa, why is your soup so glorious? I say
tucking into my fourth bowl in a day.

Barley! That's the name of the wee soft bits. Barley.



This is Jackie Kay

She is a poet.

She grew up in Scotland.

She was adopted when she was a baby.

She lives with her partner, Denise.

She has two children.

https://www.stonewallscotland.org.uk/system/files/lgbt_history_month_2019_powerpoint_-_reception_and_pl.pptx

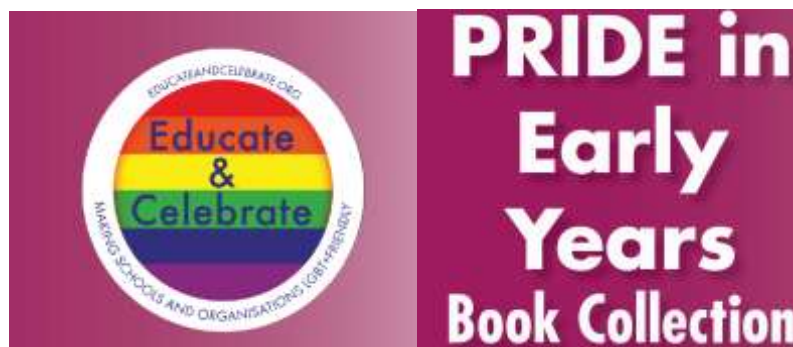
[Grandpa's Soup Shopping List Worksheet](#)

[Soup Bowl Worksheet](#)

[My Recipe Worksheet \(with prompts\)](#)

[My Recipe Worksheet \(without prompts\)](#)

[My Ingredients Worksheet](#)

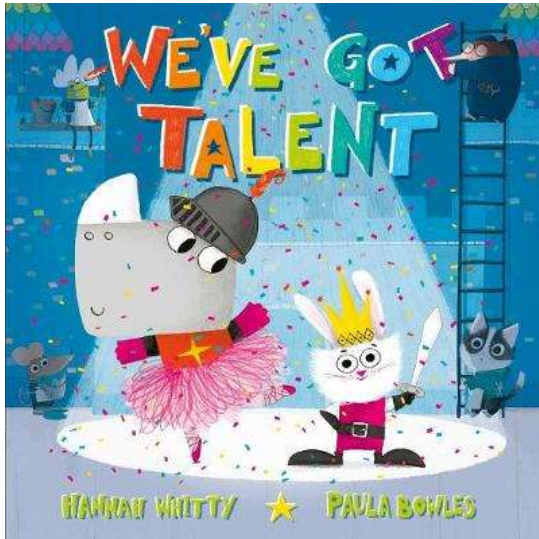


<http://www.educateandcelebrate.org/wp-content/uploads/2015/12/PRIDE-in-Early-Years.pdf>



[Home - LGBTQIA+ Early Years \(lgbtqearlyyears.org\)](http://lgbtqearlyyears.org)

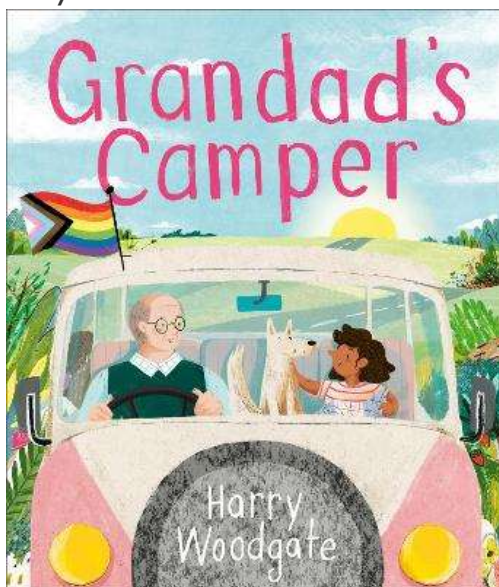
Books to enjoy together



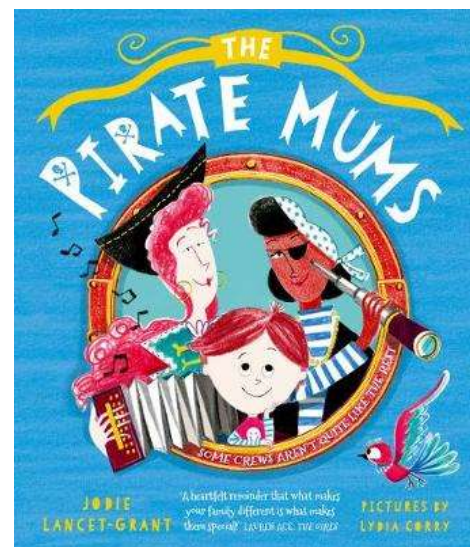
Written by **Hannah Whitty**
Illustrated by **Paula Bowles**



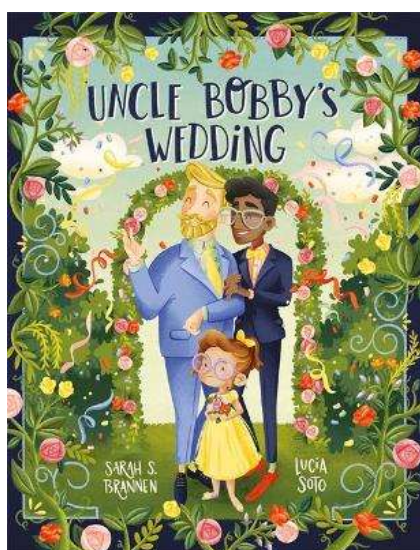
Written by **Felicity Brooks**
Illustrated by **Mar Ferrero**



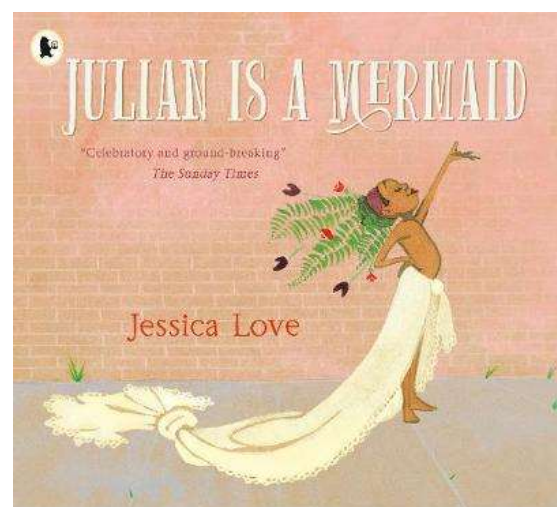
Written & Illustrated by **Harry Woodgate**



Written by **Jodie Lancet-Grant**
Illustrated by **Lydia Corry**



Written by **Sarah Brannen**
Illustrated by **Lucia Soto**



Written & Illustrated by **Jessica Love**



Different Families Same Love



https://www.stonewall.org.uk/system/files/poster_different_families.pdf

Happy New Lunar Year

The Year of the Tiger



<https://www.eyalliance.org.uk/celebrating-chinese-new-year-ideas-and-activities-early-years-settings>



Rat:	2008	1996	1984	1972	1960
Ox:	2009	1997	1985	1973	1961
Tiger:	2010	1998	1986	1974	1962
Rabbit:	2011	1999	1987	1975	1963
Dragon:	2012	2000	1988	1976	1964
Snake:	2013	2001	1989	1977	1965
Horse:	2014	2002	1990	1978	1966
Goat:	2015	2003	1991	1979	1967
Monkey:	2016	2004	1992	1980	1968
Rooster:	2017	2005	1993	1981	1969
Dog:	2018	2006	1994	1982	1970
Pig:	2019	2007	1995	1983	1971

How to say 'Happy New Year' in Chinese

There are three main ways people like to say “Happy New Year” in both Mandarin, which is spoken in mainland China, and Cantonese, which is spoken in Hong Kong.

1. “Xīnnián hǎo”, which translates as “New Year goodness”.

- Mandarin: 新年好 / “sshin-nyen haoww”
- Cantonese: 新年好 / “sen-nin haow”

2. “Gōngxǐ fācái”, which translates as “happiness and prosperity”.

- Mandarin: 恭喜发财 / “gong-sshee faa-tseye”
- Cantonese: 恭喜發財 / “gong-hey faa-chwhy”

3. “Bùbù gāoshēng”, which translates as “on the up and up”.

- Mandarin: 步步高升 / “boo-boo gaoww-shnng”
- Cantonese: 步步高陞 / “boh-boh goh-sshi”

The Lunar New Year of the Tiger

aWWF facts (because we love tigers)



- 1. TIGERS HAVE BEEN AROUND FOR QUITE A WHILE**
Tigers were around about 2 million years ago.

 *Suyash Keshari / WWF*

The Year of the Tiger



- 2. HOWEVER, THANKS TO HUMANS, TIGERS ARE NOW ENDANGERED**

Over the last 150 years, the tigers' range has shrunk by nearly 95%. There are estimated to be around 3,900 tigers left in the wild.

 *Andy Rouse / WWF*

The Year of the Tiger



- 3. CAPTIVE VS WILD**

There are more tigers in captivity in the US than are left in the wild.

 *Richard Barrett / WWF-UK*

The Year of the Tiger



- 4. INDIA IS THE COUNTRY WITH THE LARGEST NUMBER OF WILD TIGERS**
Around 3,000 of the world's wild tigers are in India

 *Richard Barrett / WWF-UK*

The Year of the Tiger



- 5. SILENT HUNTERS**

Tigers have soft toe pads which help them walk silently through their habitat. A tiger will typically travel 6-12 miles during a night's hunting.

 *Emmanuel Rondeau / WWF-US*



2022 is the Lunar Year of the Tiger. Find out how you can help us to protect these awe-inspiring animals.


<https://www.wwf.org.uk/learn/wildlife/tigers#how-were-helping-tigers>

The Year of the Tiger



6. ONE MAIN MEAL A WEEK

Tigers' main prey is deer but they also eat wild boar. For tigers, only one in ten hunts are successful, a large deer can provide a tiger with one week's food.

 Souvik Kundu / WWF

The Year of the Tiger



7. THEY'RE PROTECTIVE OVER THEIR KILL

Tigers don't usually eat their prey at the kill site - but instead drag their prey into cover to feed. If a tiger leaves - say to get a drink - it will cover its kill by raking leaves, dirt, grass and even rocks over the carcass.

 Richard Barrett / WWF-UK

The Year of the Tiger



8. CHATTY CATS

The vocal repertoire of tigers is vast - they grunt, growl, roar, moan, snarl, chuff, hiss and gasp. It's thought that each vocalisation is used to communicate different things.


 Tommy Mitchell / WWF

The Year of the Tiger



9. RUMOUR HAS IT...

It's been said that tiger urine smells like buttered popcorn

 Yashpal Rathore / WWF

The Year of the Tiger



10. WWF ARE WORKING TO PROTECT THE TIGER

WWF aims to help double the number of wild tigers from 5,200 in 2010, to at least 6,000 in 2022 (this Chinese year of the tiger), through conservation in 14 priority landscapes. Priority tiger landscapes can potentially support around 10,000 tigers - 2.5 times more than the current estimated population.

 WWF



<http://ypte.org.uk/factsheets/tiger/>

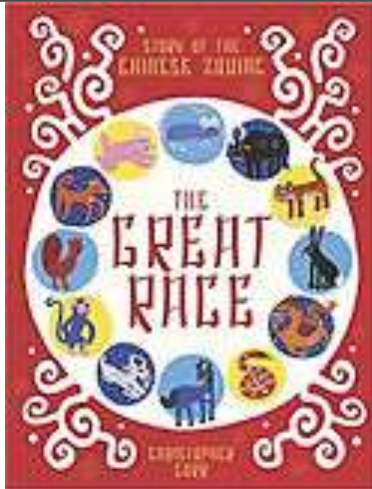
<https://www.worldwildlife.org/species/tiger>

Chinese New Year stories

https://www.youtube.com/watch?v=eVCIAj8q_IY



<https://www.youtube.com/watch?v=GVPHdFX9iHY>



Chinese heritage picture books to enjoy together

<https://coloursofus.com/16-childrens-books-about-the-chinese-new-year/>

<https://www.booksfortopics.com/chinese-new-year>



Healthy Early Years

MMR (measles, mumps and rubella) vaccine

The MMR vaccine is a safe and effective combined vaccine.

It protects against 3 serious illnesses:

- [measles](#)
- [mumps](#)
- [rubella \(german measles\)](#)

These highly infectious conditions can easily spread between unvaccinated people.

Getting vaccinated is important, as these conditions can also lead to serious problems including [meningitis](#), hearing loss and problems during pregnancy.

2 doses of the MMR vaccine provide the best protection against measles, mumps and rubella

MMR vaccine schedule

Child's age	Vaccine
1 year	MMR (1st dose)
3 years and 4 months	MMR (2nd dose)

Missed vaccines

It's important to catch up on any missed vaccines.

You can still ask your GP surgery for the MMR vaccine if your child has missed either of these 2 doses.

Childhood Vaccination Campaign webinar now available

Launching in February 2022, a new campaign from the Office of Health Improvement and Disparities (OHID) and the UK Health Security Agency (UKHSA) will encourage parents to get their children vaccinated against measles, mumps and rubella.

The campaign takes a multi-channel approach, using radio, out-of-home, PR and partnerships to reach out to parents and carers of 0-5 year olds. The goal is to boost parents' confidence that getting their children vaccinated is the right thing to do, by dialling up the risk of measles, mumps and rubella.

Partners in the NHS and local government are welcome to support the campaign from February onwards, using a suite of custom assets to help us get these important messages to our target audiences.

The campaign's call-to-action tells parents and carers whose children have missed one of their two MMR doses to contact their GPs and book their vaccine. As a secondary call-to-action, parents and carers who just want more information about the vaccine programme are directed to the [MMR vaccines page on the NHS website](#).

A pre-recorded webinar is available on the [Campaign Resource Centre](#) providing further details of the campaign and how you can get involved

[Childhood Vaccination Campaign Webinar | Campaign Resource Centre \(phe.gov.uk\)](#)





www.gcda.coop



[@gcdauk](https://twitter.com/gcdauk)



0800 470 4831



FREE

COOKERY CLUBS

FOR GREENWICH RESIDENTS

Eat well for less, meet new people, learn fresh skills!

We're running FREE 5-week face to face cooking sessions showing you how to make small changes that can make a big difference to your health and your pocket!

If you're ready to get out and see people, we are running in person clubs at venues throughout the borough.

We have done detailed risk assessments, so we are Covid Secure to ensure your safety.



Clubs run throughout the year so for more information and booking, please call 0800 470 4831 or email cookeryclubs@gcda.org.uk



The Cookery Clubs are back!

Eat well for less, meet new people, learn fresh skills!

GCDA runs FREE 5-week face to face cooking sessions showing you how to make small changes that can make a big difference to your health and your pocket! Join us in person with our incredible tutors who will show you how to prepare delicious, mouth-watering and healthy meals.

Where: Charlton Athletic, Valley Central, Floyd Rd, Charlton, SE7 8BL

When: Every Monday for 5 weeks, starting 28th February – 28th March

Time: 10.30am – 1.00pm

Where: Abbey Wood Community Centre, 4 Knee Hill, SE2 0YS

When: Every Monday for 5 weeks, starting 28th February – 28th March **Time:** 10.30am – 1.00pm

Where: Trinity Church, 265 Burrage Road, Plumstead, SE18 7JW

When: Every Tuesday, for 5 weeks, starting 1st March – 31st March

Time: 10.30am – 1.00pm

Where: Eltham Green Community Church, 542 Westhorne Avenue, SE9 6DH

When: Every Thursday, for 5 weeks starting 3rd March – 31st March

Time: 10.30am – 1.00pm

Where: Jubilee Community Centre, Lytton Strachey Path, off Titmuss Avenue (behind 85 Titmuss Avenue), Thamesmead, SE28 8DJ

When: Every Thursday for 5 weeks, starting 3rd March – 31st March **Time:** 10.30am – 1.00pm

Where: Clockhouse Community Centre, Defiance Walk, Woolwich Dockyard, SE18 5QL

When: Every Saturday for 5 weeks starting 4th March – 1st April

Time: 12.30pm – 3.00pm

For more info or to book, please call 0800 470 4831 and ask for cookery clubs or email cookeryclubs@gcda.org.uk

Please watch our [short promotional video](#) to give you a flavour of what to expect!

We also offer bespoke cookery clubs to community organisations, watch promotional video here [Cookery clubs film.mp4](#). If you would like further information please get in touch on 0208 269 4886 or contact Fay Livingstone email fayl@gcda.org.uk

Guidance

National school breakfast club programme

How eligible schools can apply for support for breakfast club provision.



<https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023>

Overview

It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.

All participating schools will receive a 100% subsidy for breakfast club provision until the end of July 2022. The subsidy will then be reduced to 75%, allowing schools to contribute 25% from other funding streams. All pupils in participating schools are to be offered breakfast supplies at no cost to them or their parents.

School eligibility

Schools in disadvantaged areas will be eligible for the programme if they have 40% or more pupils in bands A-F of the income deprivation affecting children index (IDACI). This will include state-funded primary, secondary, special schools and pupil referral units. We will also be prioritising the Department of Education's [12 opportunity areas](#).

We will contact all eligible schools in January 2022.

Joining the scheme

The supplier for this contract, Family Action, will source and deliver breakfast food products to participating schools.

Contact

Further information is available on the [Family Action website](#) and by expressing an interest to join the scheme.

If you need help please contact email info@schoolbreakfast.org.uk or call 020 39287228.

[National School Breakfast Programme - Family Action \(family-action.org.uk\)](#)

Stay warm

with

ROYAL GREENWICH

Together
for winter



[Royalgreenwich.gov.uk/TogetherForWinter](https://royalgreenwich.gov.uk/TogetherForWinter)
Call a friendly advisor today on 0800 470 4831



**Our Healthier
South East London**
Integrated Care System



ROYAL GREENWICH

Together for winter

Key local services

- Live Well Greenwich – **0800 470 4831**
- NHS 111 – 111
- Book your COVID-19 vaccination and booster: **119**
- Greenwich Domestic Violence and Abuse line – **020 8317 8273**
- Free and confidential help for drug and alcohol, call Westminster Drug Project – **0300 303 4552**
- For advice and support visit royalgreenwich.gov.uk/advicecentres

For more information, visit:

royalgreenwich.gov.uk/togetherforwinter



**Our Healthier
South East London**
Integrated Care System


ROYAL *borough of*
GREENWICH



London boroughs are asking every Londoner to keep London safe by continuing to follow public health advice, testing regularly and getting vaccinated.

Cllr Danny Thorpe, London Councils Executive Member for Health and Care, said: “I am proud of the way Londoners have pulled together to face the Omicron variant, but we need to push through pandemic fatigue and keep going.

“I cannot stress enough how crucial the vaccination programme is in protecting yourself from Covid-19. London boroughs will continue to use their local knowledge, resources and community relationships to support the NHS in getting all Londoners vaccinated.

“Boroughs will continue to support our communities, businesses and key services in every way we can, but all Londoners have a part to play in reducing transmission of the virus. Whether it’s testing twice a week, washing your hands regularly, or business owners keeping staff and customers safe, every effort to protect yourself and others is vital.”

Infection rates: infection rates have continued to plateau at a high level.

The 7-day infection rate for England yesterday was 1100/100,000

The 7-day rate for London in yesterday's data was 933/100,000

Yesterday's 7-day case rate in Greenwich was 831/100,000

COVID-19 Isolation Changes

People with COVID-19 in England can end their self-isolation after 5 full days, as long as they test negative on day 5 and day 6 (where day zero of the isolation period is when you first show symptoms or, if you do not have symptoms, the day you took your test). [Find out more](#)

Step up and get protected Book vaccinations and boosters

If you're 16 and over you can now get your booster jab in Royal Greenwich at your local walk-in or by booking online.

It is never too late to get your first or second vaccination – please step forward now to keep yourself and others safe.

The majority of people in hospital with COVID-19 are unvaccinated. The best thing you can do to avoid spending the start of 2022 in intensive care is to get vaccinated.

Find out how to [book your vaccine](#), or [access a walk-in clinic](#) near you.

Walk -in clinics across Greenwich

- Woolwich Late Night Pharmacy (SE18 6AB)
- First Care Pharmacy (SE28 0NY)
- Plumstead Health Centre (SE18 1BH)
- Queen Elizabeth Hospital (SE18 4QH)
- Amal Pharmacy (SE10 0EL)
- Mangal Pharmacy (SE9 6SN, SE9 6ER, SE9 6SZ, SE10 0PE)

🔗 More info and opening times: www.selondonccg.nhs.uk/popupclinics

Actions for early years and childcare providers during the COVID-19 pandemic

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#)

What childcare services early years settings, childminders and local authorities need to provide during the coronavirus (COVID-19) outbreak.

Guidance

Additional actions for childminders during the coronavirus (COVID-19) pandemic

What childminders should do when someone they live with has COVID-19 symptoms, tested positive, or is self-isolating as a close contact.

<https://www.gov.uk/government/publications/additional-actions-for-childminders-during-the-coronavirus-covid-19-pandemic>

Schools COVID-19 operational guidance

[Actions for schools during the coronavirus outbreak](#)

What all schools will need to do during the coronavirus (COVID-19) pandemic.

Guidance

What parents and carers need to know about early years providers, schools and colleges during COVID-19

[What parents and carers need to know about early years providers, schools and colleges during COVID-19](#) Information for parents and carers about attending schools, nurseries and colleges

Guidance

Critical workers and vulnerable children who can access schools or educational settings

[Critical workers and vulnerable children who can access schools or educational settings](#)

List of critical workers (key workers) and vulnerable children and young people who can access full-time education provision in the case of future restrictions on education during the coronavirus (COVID-19) outbreak

COVID-19: Actions for out-of-school settings

[Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus \(COVID-19\) outbreak](#)

Protective measures for providers of community activities, holiday or after-school clubs, tuition and other out-of-school settings offering provision to children during the coronavirus (COVID-19) outbreak.

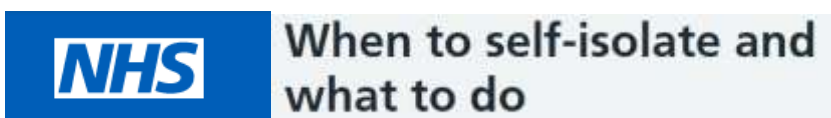
Out-of-school settings: COVID-19 guidance for parents and carers

[Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

Guidance for parents and carers of children attending community activities, holiday or after-school clubs, tuition and other out-of-school settings.

SEND and specialist settings: additional COVID-19 operational guidance

[Special schools and other specialist settings: coronavirus \(COVID-19\)](#)



[When to self-isolate and what to do - Coronavirus \(COVID-19\) - NHS \(www.nhs.uk\)](#)

<https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-households-with-possible-coronavirus-covid-19-infection>

Interesting Reads



Growing up in the Covid-19 pandemic: An evidence review of the impact of pandemic life on physical development in the early years

[Understanding the impact of 'lockdown life' on young children's physical development](#)

The Early Intervention Foundation (EIF) has published a report based on a rapid review of the UK and international evidence of the [impact of social restrictions and other effects of the COVID-19 pandemic on children's development](#), with a focus on those aged 0–5.

It focuses on seven factors influencing children's physical development in the early years - physical activity; food security; diet and micronutrient deficiencies; breastfeeding; oral health; vaccinations; and sleep - and concludes that there have been substantial changes to children's lifestyle and behaviour as a result of the COVID-19 pandemic.

family.

What you can do to support refugee children in early education

Show children the world is a nurturing, gentle place.

Angele Sancho Passe | Management | December 1, 2021



[What you can do to support refugee children in early education](#)

Angele Sancho Passe looks at what early years educators can do to [help refugee children, and their families](#), feel comfortable and welcome.

Baby and toddler groups

Early Years Alliance mini-guide



https://www.eyalliance.org.uk/sites/default/files/baby_and_toddler_groups_dec_21.pdf

Keeping Children Safe

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

You don't need to be sure that a child or young person has been abused - it's OK to report a suspicion.

Early Years & Childcare

 020 8921 3877

 childcare-support@royalgreenwich.gov.uk



 020 8921 4477

 safeguardingchildren@royalgreenwich.gov.uk

LADO

 020 8921 3930

 childrens-LADO@royalgreenwich.gov.uk

Ofsted : 0300 123 4666 / enquiries@ofsted.gov.uk

DBS Regional Office : 0300 105 3081 / Kiranpreet.rehal@dbs.gov.uk


DBSRegionaloutreach@dbs.gov.uk


Prevent Team 0208 921 8340 or prevent@royalgreenwich.gov.uk

(PREVENT to make a referral or request advice & guidance. If you think someone is in immediate danger, call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321)

Contact GDVA

This is the Greenwich Domestic Violence and Abuse Service.

 Telephone: 020 8317 8273

 Email: info_gdva@h4w.co.uk

Reducing Parental Conflict: what is parental conflict?

Find out what reducing parental conflict is and how it is different to domestic abuse or controlling behaviour.



Medical research shows that **child brain development** is affected by parental conflict.

<https://www.gov.uk/guidance/reducing-parental-conflict-what-is-parental-conflict>

What is 'parental conflict'?

Some level of arguing and conflict between parents is often a normal part of everyday life. However, there is strong evidence to show how inter-parental conflict that is **frequent, intense and poorly resolved** can have a significant negative impact on children's mental health and long-term life chances.

Damaging conflict between parents can be expressed in many ways such as:

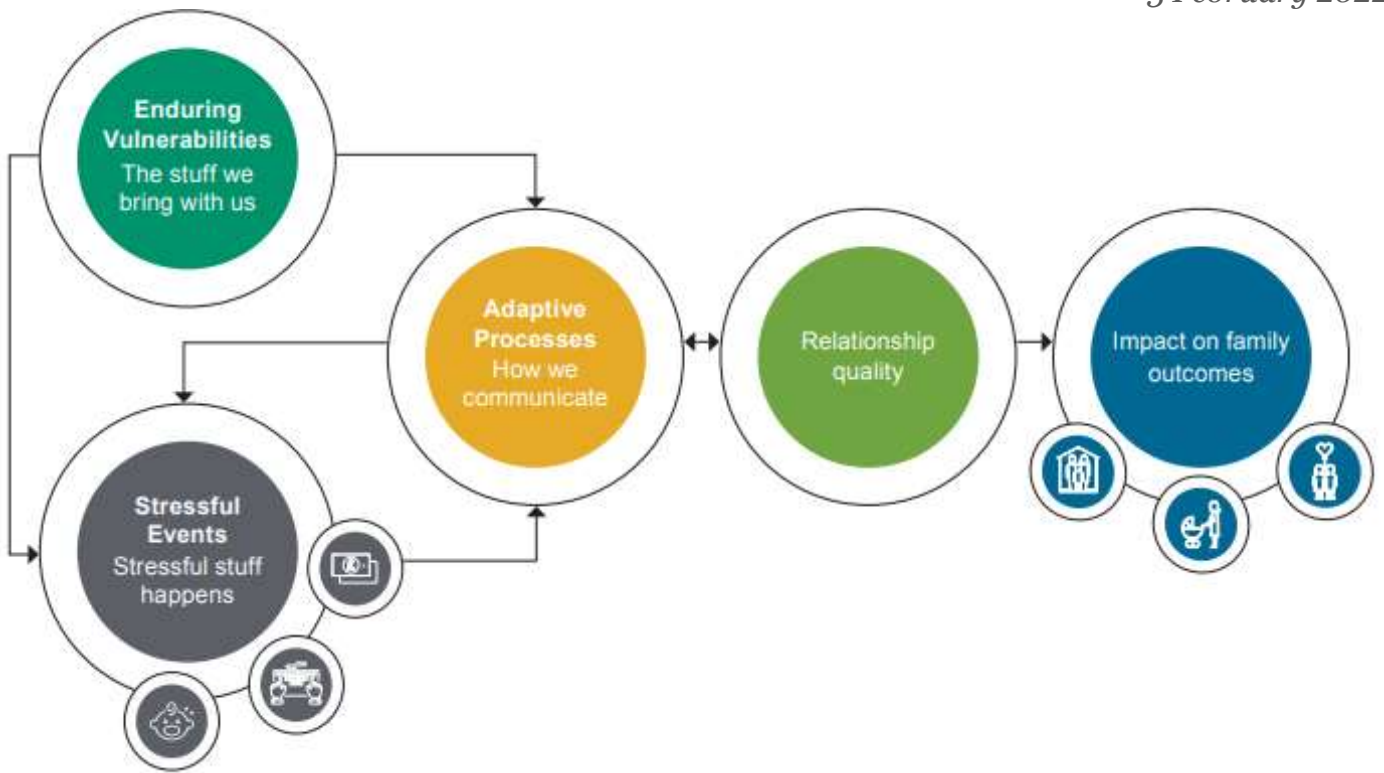
- aggression
- silence
- lack of respect
- emotional control
- lack of resolution
- domestic abuse

1.4 million

families in the UK
are **distressed**

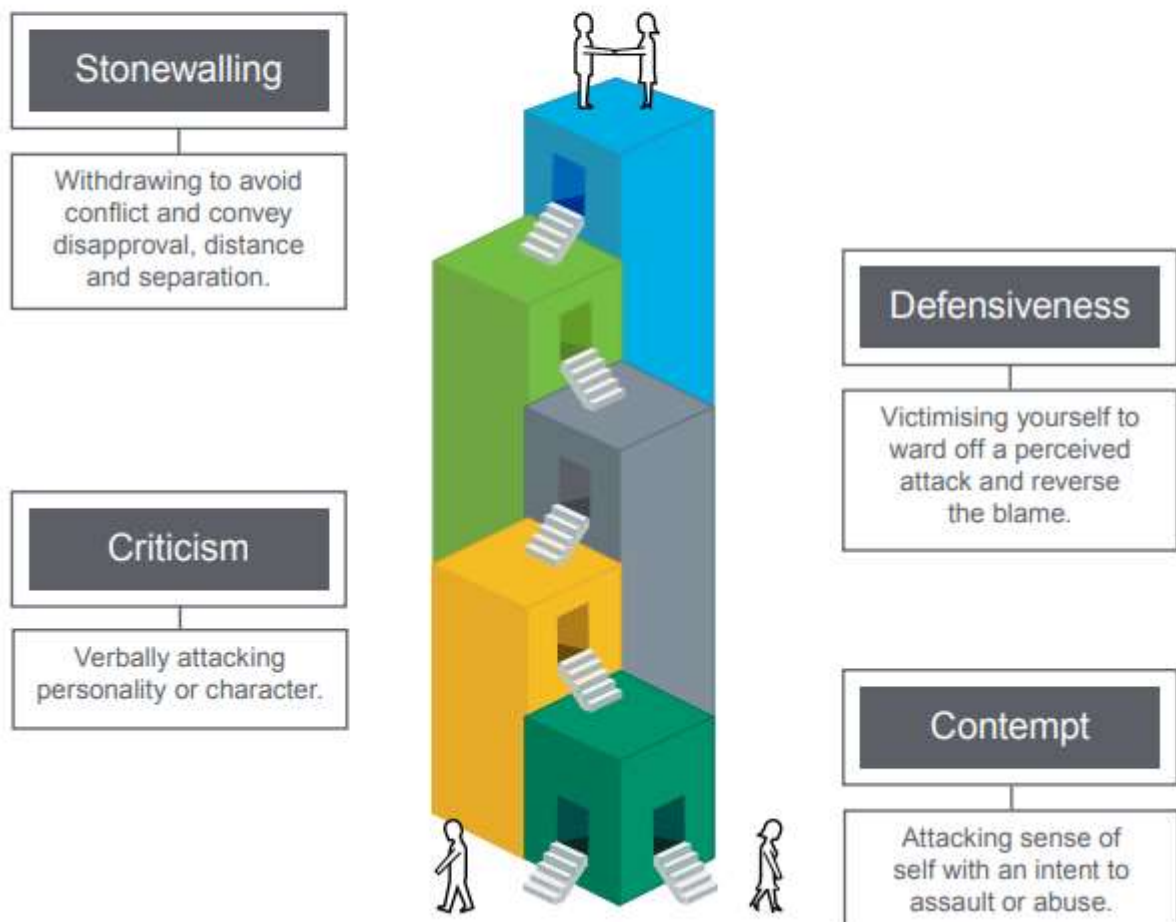


<https://www.youtube.com/watch?v=qbwWuck7cOs>



Relationship Insight

Relationship breakdown is often a result of destructive conflict behaviours that drive a couple apart



Evidence on the impact of parental conflict on children

Frequent, intense and poorly resolved conflict between parents can place children at risk of mental health issues, and behavioural, social and academic problems. It can also have a significant effect on a child's long-term outcomes.

There is a strong body of evidence to show how damaging inter-parental conflict can:

- harm children's outcomes, even when parents manage to sustain positive parent-child relationships
- put children at more risk of:
 - having problems with school and learning
 - negative peer relationships
 - physical health problems
 - smoking and substance misuse
 - mental health and wellbeing challenges

The risks can also have an effect on long-term life outcomes such as:

- poor future relationship chances
- reduced academic attainment
- lower employability
- heightened interpersonal violence
- depression and anxiety


What the evidence tells us

Evidence on the impact of parental conflict on children shows that:

- where a child lives with both parents in the same household, more than 1 in 10 (12%) children have at least one parent who reports relationship distress
- children living in workless families are twice as likely to experience parental conflict than in families where both parents are in work



<https://www.nationalcentreforfamilyhubs.org.uk/toolkits/reducing-parental-conflict/>



EARLY INTERVENTION FOUNDATION

EVIDENCE

WHAT WORKS TO ENHANCE INTER-PARENTAL RELATIONSHIPS AND IMPROVE OUTCOMES FOR CHILDREN

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509368/what-works-to-enhance-inter-parental-relationships.pdf



**Commissioner Guide:
Reducing parental conflict**

EARLY INTERVENTION FOUNDATION
UPDATED MARCH 2021

- What do I need to know about the impact of parental conflict on children?
- How can I measure the impact of parental conflict and understand local need?
- How can I reduce the impact of parental conflict on children in my area?

<https://www.eif.org.uk/files/pdf/commissioner-guide-reducing-parental-conflict-print.pdf>



EARLY INTERVENTION FOUNDATION

Reducing Parental Conflict Hub

<https://reducingparentalconflict.eif.org.uk/>



CPS

Domestic abuse

Foreword from Kate Brown, CPS lead for domestic abuse

<https://www.cps.gov.uk/crime-info/domestic-abuse>

What is Domestic Abuse?

Domestic abuse, or domestic violence, is defined across Government as any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality.

The safety of victims and children in addition to the defendant's accountability are important to the CPS when prosecuting cases of domestic abuse. As such the CPS applies its guidelines on domestic abuse to all cases of current or former partner or family abuse irrespective of the age of the defendant or the victim.

What are the types of abuse?

'Domestic abuse' covers a range of types of abuse, including, but not limited to, psychological, physical, sexual, financial or emotional abuse. 'Domestic abuse' can be prosecuted under a range of offences and the term is used to describe a range of controlling and coercive behaviours, used by one person to maintain control over another with whom they have, or have had, an intimate or family relationship.

Domestic abuse is rarely a one-off incident and is the cumulative and interlinked types of abuse that have a particularly damaging effect on the victim.

The 'domestic' nature of the offending behaviour is an aggravating factor because of the abuse of trust involved.



Resources for assessing harmful conflict

Harmful conflict can lead to poor outcomes for children and this guide supports the assessment of this, and provides information on the range of interventions to support successful co-parenting post-separation, if this is a safe scenario for the children. It is important to distinguish between harmful conflict and domestic abuse within our cases, and for our Family Court Advisers (FCAs) to assess the impact of harmful conflict on the child involved. Our FCAs consider the severity of the parental behaviours alongside the impact of these behaviours on the child using the same scale.

<https://www.cafcass.gov.uk/grown-ups/professionals/ciaf/resources-for-assessing-harmful-conflict/>

Resources

[Reducing Parental Conflict programme and resources](#)

[Commissioner guide: reducing parental conflict](#)

[Conducting a needs assessment on parental conflict](#)

[Reducing parental conflict planning tool](#)

[Advice for parents and carers in conflict or separating](#)

[The impact of parental conflict on children](#)

[In conflict: child triangulation](#)

[In conflict: self-awareness and stress reduction](#)

[See it differently](#)

[Me, you and baby too](#)

When we argue with our partner or ex-partner, we can get caught up in the heat of the moment. At times like these, it's difficult to find a way forward.

We want to help you see things differently, and do things differently.

JAG'S FAMILY CHLOE'S FAMILY MADDIE'S FAMILY MAHMOUD'S FAMILY

03:34

Keeping children safe in education - schools and colleges - proposed revisions 2022

<https://www.gov.uk/government/consultations/keeping-children-safe-in-education-proposed-revisions-2022>

The DfE are seeking views on proposed changes to the statutory guidance 'Keeping children safe in education' 2021, with a view to making changes for September 2022.

Why your views matter

The consultation will seek views on revisions to 'Keeping children safe in education', the statutory guidance that sets out what schools and colleges should do and the legal duties with which they must comply to keep children safe. Early Years providers are expected to follow KCSE where it enhances safeguarding as set out in EYFS

Give Us Your Views

[Online Survey >](#)

[Keeping children safe in education - schools and colleges - proposed revisions 2022 - Department for Education - Citizen Space](#)

The purpose of this consultation is to seek views about proposed changes to Keeping children safe in education (KCSIE) statutory guidance. KCSIE sets out those legal duties that schools and colleges must comply with, together with what schools and colleges should do to keep children safe. Schools and colleges must have regard to KCSIE when carrying out their duties to safeguard and promote the welfare of children. It is split into five parts, as follows:

- **Part one** - sets out what staff in schools and colleges should know and do. It explains their safeguarding responsibilities, what the various forms of abuse and neglect look like and what staff should do if they have concerns about safeguarding matters.
- **Part two** - sets out the arrangements for the management of safeguarding, including the responsibility of governing bodies and proprietors, the role of designated safeguarding leads and the safeguarding policies and procedures that should be in place.
- **Part three** - sets out the safer recruitment arrangements schools and colleges should adopt and describes in detail the checks that are required for individuals working or visiting a school or college.
- **Part four** - sets out how schools and colleges should manage allegations of abuse made against teachers and other staff including supply teachers, other staff, volunteers and contractors.
- **Part five** - is about managing reports of child on child sexual violence and sexual harassment and sets out what governing bodies and proprietors should be doing to ensure reports of child on child sexual violence and sexual harassment are managed appropriately.

Royal Greenwich Children's Services

Useful Safeguarding Contacts and Telephone Numbers

Children's Services Front Door (Safeguarding, Social Care & Early Help)	
'Multi Agency Safeguarding Hub' (MASH) MASH-referrals@royalgreenwich.gov.uk	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team Childrens-Out-Of-Hours@royalgreenwich.gov.uk	020 8854 8888
Local Authority Designated Officer - Winsome Collins Manager	
childrens-LADO@royalgreenwich.gov.uk	020 8921 3930
Rachel Walker – DO PVI's/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Children with Disabilities	
Disabled Children's Social Work & Occupational Therapy	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311



GREENWICH
Safeguarding
Children
PARTNERSHIP

free early
learning



Sector Guidance Quick Links

For information, links to the published guidance are provided below:

Actions for Early Years & Childcare during Coronavirus

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](#)

[Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\) www.gov.uk\)](#)

[Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](#)

[Coronavirus \(COVID-19\): financial support for education, early years and children's social care - GOV.UK \(www.gov.uk\)](#)

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19>

New EYFS 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Development Matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf

Birth to 5 Matters

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

What to Expect

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)

Ofsted Education Inspection Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

Early Years Inspection Handbook

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828465/Early_years_inspection_handbook.pdf

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19>