



What's in the end of the Spring term edition

- ☀ Summer Term Funding Claim
- ☀ Together for Twos
- ☀ Training programme
- ☀ An Inspector Calls : myth busting, new EYFS vodcast, Amanda Speilman's speech, notification of significant events, people connected with registered childcare
- ☀ SEND green paper consultation
- ☀ EYFS – Birth to 5 Matters Spring Festival, exemplification materials
- ☀ MITEY – Men in Early Years
- ☀ Equality & Equity Charter
- ☀ Home Learning Environment – Spring Outdoors
- ☀ World Book Day – your photos
- ☀ Tiny Happy People
- ☀ Talking about war & conflict
- ☀ Healthy Early Years - Ask for Jesse
- ☀ Holiday Food & Fun
- ☀ Mayor of London – Cost of Living Hub
- ☀ Covid 19 update
- Keeping Children Safe**
- ☀ Updated Safeguarding Useful Numbers

For a short term, Spring has been busy and bustling – with coughs, colds, flus and Covid!

Now that the days are longer, let's wish for good health and sunshine from now on. Enjoy your bank holiday weekend with gardening, walks in the park, DIY, BBQs and eating chocolate!

Bunny hops and floppy ears from  
Kallie & the team



Main telephone lines are fully available and open between 9am – 5pm Mon - Fri



Parents 020 8921 6921 [FIS@royalgreenwich.gov.uk](mailto:FIS@royalgreenwich.gov.uk)

Providers 020 8921 3877 [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

[📄 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.



**Summer 2022 Funding Claim**

<b>Summer 2022: 1 April to 31 August</b> <b>School Term Dates: Tuesday 19 April to Friday 22 July (2 INSET days)</b>	
<b>Main Funding Claim Submission Period</b> Monday 18 April to Thursday 26 May	
<b>Summer 2022 Headcount Day</b>  <b><u>Thursday 19 May</u></b>	<ul style="list-style-type: none"> <li>• Pupils <u>must</u> be in your setting on <u>Thursday 19 May</u> to make a funding claim</li> <li>• All main claims <u>must be submitted</u> by <b>Thursday 19 May</b></li> <li>• Subsequent updates can be made up until Thursday 26 May</li> <li>• Any later starters and leavers after 26 May <u>must</u> be notified to <a href="mailto:eyc-funding@royalgreenwich.gov.uk">eyc-funding@royalgreenwich.gov.uk</a> by email</li> </ul>

The portal will open on **18 April 2022** for you to input your eligible children

Headcount day this term is **19 May 2022**

**Please submit your main claim on or before headcount day 19 May 2022**

You will have up to 26 May 2022 to make any subsequent updates or changes

If you need to check any **30 hour codes** you must do this on the portal no later than submission of the main claim (ie 19 May) and all new codes must be dated no later than **31 March 2022** – contact EYC Funding if there any issues

Start dates for 30 hour codes must be on or before 31 March 2022 to be valid for this term and the child must have turned 3 in the Spring term

The minimum information required to submit a check is:

- Eligibility code
- Child date of birth
- Parent/carer National Insurance number

You will be paid an advance Summer Headcount payment in early April

Please add parent details so EYPP eligibility can be checked for all children

The funded weeks for the Summer term are 12 weeks at new hourly rates (see below)

2021-2022 Early Years & School Calendar

AUTUMN 2021

September 2021							October 2021							November 2021						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2	31 Oct	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				

AUTUMN 2021 SPRING 2022

December 2021							January 2022							February 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4							1			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					
							30	31												

SPRING 2022 SUMMER 2022

March 2022							April 2022							May 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

SUMMER 2022

June 2022							July 2022							August 2022						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4						1	2	31 Jul	1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			

Autumn 14 weeks	Funded Entitlements	School holidays Bank Holidays in RED
Spring 12 weeks	15 / 30 hours per wk x	Headcount/ EY Census Day
Summer 12 weeks	38 weeks	Less 5 INSET training days over the year
School Yr 38 weeks	570 / 1140 hours per yr	Eyc-funding@royalgreenwich.gov.uk

**New Hourly Funding Rates**

3 and 4 year olds: £5.72  
Increase of 17p

2 year olds: £6.37  
Increase of 29p

Targeted Childcare provision for Approved Providers delivering specialist care: £6.60  
Increase of 15p



## 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](mailto:fis@royalgreenwich.gov.uk)  
020 8921 6921

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



## Early Years & Childcare APRIL – JULY TRAINING PROGRAMME

Area of EYFS	Training Courses and Workshops (do not add training to title)	INSET Audience	Day	Dates	Start	End
Ofsted Readiness	Ofsted Trends - Groupcare	Open to PVI's	Wednesday	04 May 2022	10:00	12:00
	Ofsted Trends – Childminders	Open to CMs	Thursday	05 May 2022	19:00	21:00
Safeguarding & Welfare	Intermediate Safeguarding	CMs Training Day 1	Saturday	07 May 2022	09:30	13:00
	Child Bereavement	CMs Training Day 1	Saturday	07 May 2022	09:30	12:30
	Domestic Abuse Awareness	CMs Training Day 1	Saturday	07 May 2022	14:00	17:00
	Intermediate Safeguarding	PVI Training Day 1	Monday	16 May 2022	09:30	13:00
	Domestic Abuse Awareness	PVI Training Day 1	Monday	16 May 2022	14:00	17:00
	Child Bereavement	PVI Training Day 1	Monday	16 May 2022	09:30	11:30
Ofsted Readiness	Looking Ahead to Ofsted	PVI Training Day 1	Monday	16 May 2022	14:00	16:00
Learning & Development	Observation, Planning & Assessment	Open to all	Saturday	21 May 2022	09:30	13:00
Safeguarding & Welfare	Safer recruitment	Open to all	Saturday	21 May 2022	14:00	17:00
Learning & Development	Attachment & Attunement	CMs Training Day 2	Saturday	11 June 2022	09:30	13:00
Safeguarding & Welfare	Designated Safeguarding Lead Part 2 (catch up)	CMs Training Day 2	Saturday	11 June 2022	14:00	17:00
Ofsted Readiness	Looking Ahead to Ofsted	CMs Training Day 2	Saturday	11 June 2022	09:30	11:30
	Welcome to Greenwich	CMs Training Day 2	Saturday	11 June 2022	12:30	14:30
	Potential Childminder Briefing		Thursday	16 June 2022	19:00	21:00
Safeguarding & Welfare	Attachment & Attunement	PVI's Training Day 2	Monday	20 June 2022	09:30	13:00
	Designated Safeguarding Lead Part 2 (catch up)	PVI's Training Day 2	Monday	20 June 2022	14:00	17:00
	Keeping Babies Safe (PVI's)	PVI Training Day 3	Monday	27 June 2022	10:00	15:00
	Designated Safeguarding Lead (PVI's)	PVI Training Day 4	Monday	04 July 2022	09:30	17:00
	Keeping Babies Safe (CMs)	CMs Training Day 3	Saturday	09 July 2022	10:00	15:00
	Designated Safeguarding Lead (CMs)	CMs Training Day 4	Saturday	16 July 2022	09:30	17:00

\*PVI = Private, Voluntary and Independent group care nurseries, preschools and daycare/ out of school care (not including childminders)

<b>Paediatric First Aid</b>	<b>Open to all</b>	Wednesday	20 April 2022	08:45	16:30
		Saturday	23 April 2022	08:45	16:30
		Saturday	07 May 2022	08:45	16:30
		Wednesday	25 May 2022	08:45	16:30
		Saturday	11 June 2022	08:45	16:30
		Wednesday	22 June 2022	08:45	16:30
		Saturday	02 July 2022	08:45	16:30
		Wednesday	06 July 2022	08:45	16:30



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](mailto:eyc.training@royalgreenwich.gov.uk)

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

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

**MIX &  
MATCH**

**Childminders!**

We hear your feedback regarding having the time to attend training. This term we will be piloting a new offer.

We are offering you 4 Saturdays a term which will include 4 different training sessions (morning and afternoon) so you can mix and match the sessions you would like to attend. Remember to check the times before booking!



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.

Training schedule is very busy so if you want to attend an event, book it immediately as it may not run again until the next academic year



An Inspector Calls



[Early years inspection handbook](#)

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

To sign up for PACEY webinars click the link to register and when asked for your membership number please enter the **Local Authority** ie **GREENWICH**. Please do not forward these registration links to anyone else.

### Inspection myth busting with Ofsted (England only)

Thursday 21 Apr 2022 | 7pm

[https://zoom.us/webinar/register/WN\\_O\\_dhewLVRcWyi\\_bQzth\\_gg](https://zoom.us/webinar/register/WN_O_dhewLVRcWyi_bQzth_gg)

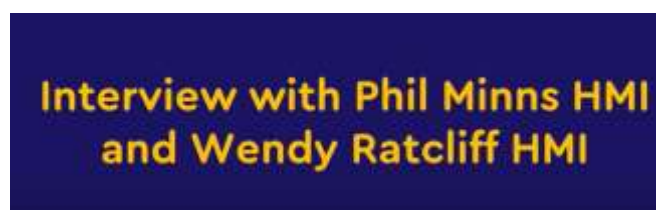
Ofsted inspections may feel daunting even for the most experienced practitioners! **Ofsted's Principal Officer for Early Education, Wendy Ratcliffe** will be busting some inspection myths to help build your confidence ready for your inspection. Register for the webinar and submit questions for Wendy.

## Vodcast on Ofsted inspections and the new EYFS

A [new vodcast](#) on Ofsted inspections under the new Early Years Foundation Stage (EYFS).

Gill Holden, Principal Officer at the National Children's Bureau (NCB), speaks to Phil Minns HMI and Wendy Ratcliff HMI about Ofsted's approach to inspection and what settings can expect.

<https://www.youtube.com/watch?v=OQL0MQDBo-0>





## Amanda Spielman's speech at the 2022 ASCL Annual Conference



A speech by Ofsted's Chief Inspector at the Association of School and College Leaders Annual Conference 2022.

<https://www.gov.uk/government/speeches/amanda-spielmans-speech-at-the-2022-ascl-annual-conference>

Key themes and sections are highlighted from which the early years sector can draw on

- ⚙ Lifting COVID rules does mean you have to a lot less to navigate in the shifting sands of restrictions, regulations and guidelines
- ⚙ Restoring confidence, reducing anxiety, and re-establishing standards
- ⚙ Determination and talent you and your staff show every day
- ⚙ How best to bridge the gaps in pupils' learning; and how to manage this cohort of children through the rest of their education, so their disrupted schooling/learning doesn't hold back their progress and attainment
- ⚙ Attendance and persistent absence is a bigger issue for the very children who most need the structure and support
- ⚙ **“And here I must say – I am so pleased that we are back out inspecting. That’s not a line I deliver in hope of a warm round of applause! But I absolutely mean it... Safeguarding – of course; keeping parents informed – obviously; informing intervention decisions – that’s important; and assessing the education received by this generation, which has dealt with so much – that’s vital.”**
- ⚙ Power of professional conversations between leaders and inspectors
- ⚙ Inspections are about substance, not about compliance... looking for ambitious leadership.
- ⚙ Ambitious leadership is surely about substance and integrity. It’s about doing the right thing for children. If you do that, we’ll see that. You really don’t need to do anything extra on our account
- ⚙ Mental health of our children - specialist support to recover their balance and wellbeing is an outcome, not a standalone activity. It flows from normality and certainty, and the reassurance to be found in good education

Guidance

## Childcare: significant events to notify Ofsted about

Guidance for childminders, nannies and other registered childcare providers with examples of what Ofsted considers to be a significant event.

<https://www.gov.uk/guidance/childcare-significant-events-to-notify-ofsted-about>

### Contents

1. [Introduction](#)
2. [Who this guidance covers](#)
3. [Examples of significant events](#)
4. [When you must notify Ofsted](#)
5. [Events you do not need to tell us about](#)
6. [After you notify us about a significant event](#)
7. [How we will use your information](#)
8. [The legal framework](#)

Guidance

## People connected with Ofsted-registered childcare

Guidance for childminder assistants, people living or working with a childminder, committee members and other people associated with Ofsted-registered childcare.

### Contents

1. [Living or working with a childminder](#)
2. [If you join an organisation that provides childcare](#)
3. [What you should do](#)
4. [After you send us your information](#)
5. [Contact Ofsted](#)

<https://www.gov.uk/guidance/people-connected-with-ofsted-registered-childcare>



## HAVE YOUR SAY!

Open for consultation until  
**1 July 2022**



## SEND Review:

Right support  
Right place  
Right time



The full document can be found here: [SEND Review - right support, right place, right time \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/104444/SEND_Review_-_right_support_right_place_right_time.pdf) Page 39 talks about early years (with consultation question 8 at the bottom of the page).

### **We will identify need at the earliest opportunity in high-quality early years provision**

3. Excellent early years provision can play a key role by identifying needs early and putting the right support in place so that children can progress. Research has found that high-quality early years provision for children significantly decreased the likelihood of a child being identified with SEN in later years<sup>68</sup>.
4. The Early Years Foundation Stage (EYFS) two-year old progress check and the Healthy Child Programme (HCP) development review offer two valuable opportunities to identify additional needs for children aged 2 to 3 and put the right support in place for the children who need it in partnership with parents, carers and any relevant professionals. These are important interventions in assessing a child's progress and optimise children's development, which includes a focus on communication and language, personal, social and emotional development, as well as on children's physical development milestones. We will explore ways to upskill early years practitioners in undertaking the EYFS two-year-old progress check and encourage further integration to join-up across education and health services.
5. We have heard that early years practitioners can struggle to accurately identify where a child may have SEND. Although group-based early years providers are expected to identify a SENCo, early years SENCos are not subject to a minimum statutory requirement regarding the level of qualification. We will increase specialist SEND expertise by increasing the number of trained and qualified SENCos in early years settings, with a view for training to be delivered to up to 5,000 SENCos. We will also conduct a review of the Level 3 early years educator qualification and increase the number of SEND-qualified Level 3 practitioners in early years settings.

**Consultation Question 8: What steps should be taken to strengthen early years practice with regard to conducting the two-year-old progress check and integration with the Healthy Child Programme review?**

To engage in the consultation you can do this online at: [SEND Review: Right support, right place, right time - Department for Education - Citizen Space](https://www.gov.uk/consultation/SEND-Review-Right-support-right-place-right-time) which will take you through the key questions but also allow for more general feedback. Parents and carers are encouraged engage



## EYFS framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

## Help for Early Years Providers

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

## 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](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>

The logo for 'Birth to 5 Matters' features a stylized rainbow background. The text 'BIRTH TO 5 MATTERS' is in a bold, sans-serif font, with 'BIRTH TO 5' in white on a dark blue background and 'MATTERS' in white on a green background. To the right, the text 'Guidance by the sector, for the sector' is written in a smaller, purple font.

# Spring Festival

## Playing today to prepare for tomorrow

### 21-31 March 2022 online

Join us to explore the vision of the Birth to 5 Matters non-statutory guidance, which aims to help practitioners prepare children to live in the complex world of the 21st century.

Choose from 20+ sessions over 10 days, including inspirational keynotes and practical sessions from early years experts available live and/or on demand.

**If you missed it, don't panic - catch up on YouTube! There is so much to listen to and learn from which will support your practice.**

[https://www.youtube.com/playlist?list=PLzkw-lv-oIY2uN5\\_nnP0aPFOKNiA6RXcA](https://www.youtube.com/playlist?list=PLzkw-lv-oIY2uN5_nnP0aPFOKNiA6RXcA)





Michael Rosen

Birth to 5 Matters Spring Festival keynote: Michael Rosen - Playing with words

<https://youtu.be/7IjWT4M5IDU>



## Remembering Shirley Hughes

Shirley Hughes illustrated more than 200 children's books and is one of the best-loved writers for children, with beloved classics including the Alfie and Annie Rose stories, and *Dogger*. She won the Kate Greenaway Medal twice. In 2007, *Dogger* was voted the UK's favourite Kate Greenaway Medal-winning book of all time. She died in March 2022 at the age of 94.

<https://www.theguardian.com/books/2022/mar/02/shirley-hughes-childrens-author-and-illustrator-dies-aged-94>

<https://www.booktrust.org.uk/booklists/s/shirley-hughes/>





# Early years foundation stage: exemplification materials

To support teachers in making Early Years Foundation Stage Profile (EYFSP) judgements.

## Case study exemplification videos

The Department for Education (DfE) has published [exemplification materials](#) to provide support for schools when completing the Early Years Foundation Stage Profile (EYFSP) assessment for children at the end of reception year.

These are a collection of case study videos that demonstrate teachers and leaders having professional discussion about individual children's development and their EYFSP judgements. A [vodcast for schools](#), multi-academy trusts and local authorities has also been published alongside the videos to explain the changes and what is different this year.



<https://foundationyears.org.uk/2022/03/exemplification-materials-for-schools>

The videos are designed to help schools understand and use the new early learning goals (ELGs) and profile assessment under the 2021 EYFS framework. Schools do not need to replicate the discussions held in the videos. The videos include a combination of children who have met and not met the expected levels of development across the ELGs, with teachers discussing how they came to those judgements.

The [EYFSP handbook](#) sets out the statutory requirements for the EYFSP assessment in the 2021/22 academic year. DfE previously published a small suite of videos with direct messages from DfE, Ofsted and early adopter schools talking about their experiences in delivering the reforms and how they have changed their approach to the EYFS and assessment. These earlier videos are also part of our efforts to ensure a shift in culture away from unnecessary assessment paperwork for teachers and are available [here](#).

# MITEY

## MEN IN THE EARLY YEARS

<https://miteyuk.org/finding-your-place-in-early-years-education/>

Send us your Together we are #MITEY selfie and we'll include in our next e-bulletin!



As part of the Department for Education funded Together for Two Project in England, PACEY joined forces with MITEY (men in the early years) to challenge perceptions about childcare roles, deliver careers in childcare sessions and talk directly to Job Centres about the opportunities that are available to men.

In 2019\*, figures showed that in England only 3% of staff working in early years education are male. [MITEY](#) (Men In The Early Years), run by the [Fatherhood Institute](#), is a national network and campaign which works to bring more men into the early years education workforce and support them once they are part of it.

Jeremy Davies, Head of Communications at the Fatherhood Institute speaks about why the lack of men in early years is a problem, the challenges, and some strategies to get men into the early years. Sharing their experiences are Ian, a childminder from Wales and Tony, a childminding assistant from Cambridgeshire, in Men in the early years Podcast mini-series by PACEY.

### Episode 1: The importance of gender diversity

Jeremy sets the scene and discusses why gender diversity is important. "Children really should be looked after and educated by a workforce that represents the community it serves. I think they should be growing up with lived experience of men and women working together as caregivers and educators."

[Listen to episode 1](#)

### Episode 2: Recruitment challenges

How we can overcome some of the challenges faced in recruiting men to early years and childcare? "If we want men to hear about vacancies and opportunities, we need to actually go and find them and tell them", hear more from Jeremy and his top tips.

[Listen to episode 2](#)

### Episode 3: Parental views

Jeremy says, "It's not at all unusual for parents to object to a man looking after or being their child's keyworker...it can be very demoralising and make you feel like fundamentally you're not welcome." Ian and Tony share their experiences and discuss approaches to overcome barriers.

[Listen to episode 3](#)

# Royal Borough of Greenwich Equality and Equity Charter

Everybody counts – a pledge for equality across Royal Greenwich

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

## We are committed to making a real difference by:

- ▶ making Royal Greenwich a welcoming borough where everyone feels they belong
- ▶ inspiring trust and confidence in all the borough has to offer
- ▶ recognising, valuing and celebrating diversity
- ▶ listening to and understanding the diverse needs of all people
- ▶ building good relations and understanding between people
- ▶ creating a fairer borough through promoting inclusion, participation and equal access
- ▶ challenging discrimination, harassment, bullying, hate crime and victimisation
- ▶ eliminating barriers, encouraging a growth mindset, raising aspirations and creating opportunities for growth beyond limit.

## As an organisation we will:

- ▶ actively promote equality
- ▶ work with partners and the community to make our information, services and products more accessible and inclusive
- ▶ put equal opportunity at the heart of our recruitment, employee development and service delivery
- ▶ continually review the diversity of our workforce and ensure it's representative of our local community across all levels
- ▶ address all allegations of discrimination, harassment, bullying and victimisation
- ▶ promote good relations between people from different backgrounds
- ▶ share good equality practice with our partners
- ▶ measure and share our progress and success.





Together we can achieve equality and equity for all.

Sign up to the Royal Greenwich  
**Equality and  
Equity Charter**



#Greenwichequality




### Adopt the principles of the Equality and Equity Charter

Royal Greenwich is a vibrant, dynamic borough and home to many diverse communities – which is one of our greatest strengths. However, this diversity also presents challenges and inequalities which need to be addressed to make sure our borough is a place where everyone can succeed and prosper, no matter what your background.

We have launched an Equality and Equity Charter which sets out pledges to promote the values of equality, diversity, and inclusion. We have a key role in shaping what life is like in Royal Greenwich, but we cannot do this alone.

We are encouraging all residents and organisations to adopt the values and principles in the charter in everything that they do, so that we can unlock opportunities for all people across our borough.

As a funded organisation we would like all our partners to sign up to the Equality and Equity Charter – Please follow the link <https://www.royalgreenwich.gov.uk/equalitycharter>

Sign our Equality and Equity Charter 

<https://www.royalgreenwich.gov.uk/xfp/form/677>

# Home Learning Environment



## Step outdoors into Spring!

We have approached Spring and there are many exciting activities and adventures children can enjoy doing with families. Spring is a great time to explore nature with your children.

A nature walk is a great way to introduce little ones to their immediate environment and inspire a love and interest in the natural world.



Go for a walk and look out for signs that Spring is coming.



These are just some of the questions you may ask to encourage conversations:

- Can you see a yellow daffodil, pink blossom and the blue sky?
- Are there any leftover brown leaves to find? What colour are the flowers you're seeing?

- ⚙ Draw a picture of what you saw on your nature walk.
- ⚙ Try creating spring pictures using paints, brushes, textured rollers, twigs and leaves.
- ⚙ Take the children into the garden and see how many different colours they can spot.
- ⚙ What creepy crawl might you see?
- ⚙ What birds can you see?

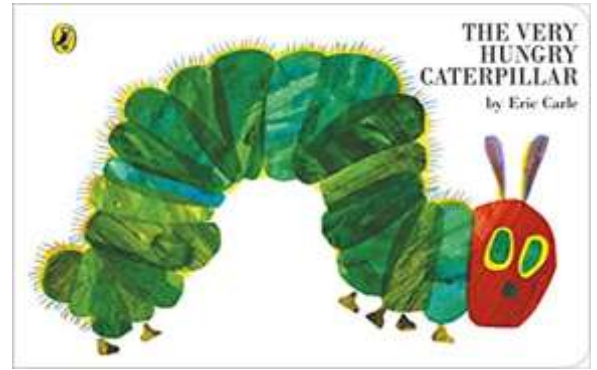
## The Benefits of Outdoor Play





## New Life and lifecycles:

A very popular and engaging way of introducing life cycles to young children is to read and study the story of The Hungry Caterpillar which illustrates beautifully the changes and adaptations a caterpillar goes through to become a butterfly



## Outdoor Easter Activities

**Easter Egg Hunt** - Hide some eggs around the garden (or indoors if you prefer), then hold a competition to see who can find the most eggs. The egg hunt can be more challenging by hiding different sized eggs or by adding little clues around the garden.



**Bunny Hop ABC Game** - Perfect for all those little readers out there. This educational and fun game requires some thought! All you need is 26 eggs, labelled with all the letters in the alphabet. Your child will learn whilst having fun making word combinations. This is a great educational activity which can be enjoyed both inside and outside in the garden.

**Easter Egg Rolling** - Why not hold an Easter Egg Roll race down a slope outdoors and see who wins! This game requires hard-boiled decorated eggs. So, grab some paints and get creative with your children. They will love the freedom of creating their very own designs - let their imaginations go wild and watch them have fun racing their eggs.

**Egg and Spoon Race** - Egg and Spoon races are fantastic to get your children active and encourage healthy competition. For each competition, all you need is a box of eggs and a spoon. The aim of the game is to be the first to cross the line with the egg still balanced on the spoon. Egg and spoon races are great for early years to build skills in balance and coordination. (It is recommended that you boil the egg first).

**Pin the tail on the bunny** - All you need is a blindfold, one sheet of A3 paper, colouring pencils, double sided sticky tape and a pompom. Your little one will love creating their very own Easter bunny. Once completed, hang up the A3 sheet of paper with the bunny on. Sit back and watch them have fun pinning the tail on the bunny blindfolded. Make sure the winner receives a special Easter prize! This activity stimulates both the creative and logical side of the brain - fantastic for early years development.



<https://youtu.be/bRW0Aty5g04>

**Always supervise children for their safety and age appropriate viewing when online**

# The Benefits of **Outdoor Free Play** on Children's Development

## **Mental Health**

Better moods  
Decrease in hyperactivity  
Decreases in symptoms related to anxiety and depression

## **Physical Health**

More opportunities for movement  
Decrease in the likelihood of developing obesity or diseases  
Development of fine and gross motor skills

## **Cognitive Health**

More opportunities to make decisions and problem-solve  
Increases in creative thinking  
Children use higher levels of sequencing, planning, organizing



## **Emotional Health**

Development of empathy  
Increases in self-esteem  
Development of emotional intelligence

## **Social Skills**

Increased social interactions  
Higher levels of sharing, cooperation, helping  
Decreases in solitary play

## **Play Skills**

Increased creativity  
Development of higher play skills and play types  
More opportunities for imagination and engagement





## Royal Eltham Pre-school





# The Under 5's Project





# Crafty Wizards





# St Peter's Preschool



## Keep World Book Day going throughout the year!

Here's are thought provoking articles to think about for World Book Day 2023

### Is it time to re-think dressing up for World Book Day?

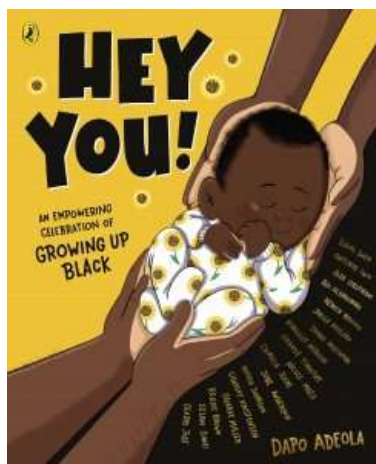
<https://eyfs.info/news.html/eyfs/is-it-time-to-re-think-dressing-up-for-world-book-day-r346>

### World Book Day: Should you dress up for it?

<https://www.bbc.co.uk/newsround/51738606>



<https://www.tapestry.info/celebrating-books-2022>



**Hey, you! An Empowering Celebration of Growing Up Black**  
Written by Dapo Adeola

[https://youtu.be/FLsjr\\_aNHzc](https://youtu.be/FLsjr_aNHzc)



**My Shadow is Pink**  
Written and illustrated by Scott Stuart

<https://youtu.be/KnLgMdSX724>





# TINY Happy PEOPLE

*Your words build their world*

<https://www.bbc.co.uk/tiny-happy-people>

A fabulous site for early years practitioners, childminders, parents and carers, full of free, great early years activity ideas, science facts, and tips and advice to help children's language development.

Working with a team of language, early years and health experts to help nurture children's language from pregnancy through pre-school age, the BBC ensures all the content on its site is rooted in evidence and accessible to all families; a great resource to share with parents, carers and grandparents you work with

## Simple, fun, free activities to try at home



### Activities

Simple, fun and free activities to try with your baby. Just select the age of your child.



### Tips and advice

Experts and parents give their advice on language learning and child development.



### Child development and milestones

All about children's amazing brains and how their understanding of the world develops.

# Home Learning Environment

## Talking About War & Conflict



With the war in Ukraine featuring so heavily in the news at the moment and families being directly affected, some of the children in your setting are likely to have worries and questions about what is happening

Children will look to their trusted adult to help them make sense of their world.

We have collected some information and guidance which you may find helpful.

It is worth bearing in mind there may be members of your team who have relatives in or near the war zone – or for whom painful memories and experiences are re-surfacing

Here is an excellent resource to support you and perhaps share with parents where appropriate

<https://beaconhouse.org.uk/wp-content/uploads/2022/03/Talking-to-children-about-war-and-conflict.pdf>

Some of you have been in touch offering support for families either through provision, donations, offers of interpreting. This work is being coordinated by a team in the Council and can be contacted directly on [ukraine@royalgreenwich.gov.uk](mailto:ukraine@royalgreenwich.gov.uk)

### BE HONEST AND CONSIDER THE AGE AND DEVELOPMENTAL STAGE OF THE CHILD

Children need us to be honest about what is happening. Answer their questions as openly as you can with simple and clear information, presented in a calm and grounded way.

It can be helpful to ask ourselves the question: how old is the child and what is appropriate for them to know, see and hear?

Adapt the detail for your child's age, being mindful of how much they are able to understand and take in.







# VALIDATE THE CHILD'S REACTIONS AND QUESTIONS

It can be tempting to try to protect our children by minimising or even denying the magnitude and tragedy of war. Sometimes we find ourselves reassuring children with comments like "Oh don't be silly, it's not happening here" or "It's nothing to worry about".

Children benefit from having their emotional responses validated and accepted without judgement or being minimised. By welcoming their emotions, they learn from you that their reactions are okay; that there are no right or wrong ways to feel and that it is safe to show others what is coming up for them.

## THINGS YOU CAN SAY:

"Many people feel the same way as you, it's natural for humans to feel so sad when other people are hurting"

"It can be scary when we see fighting and wonder if it might happen in our country or town. It isn't happening anywhere near here at the moment. If this changes, I will tell you and you can check in with me whenever you like"

"It's understandable you feel worried. It's so hard hearing about people dying"

"It's important to ask those big questions so that you can understand what is happening around you"



# IT'S OKAY NOT TO KNOW

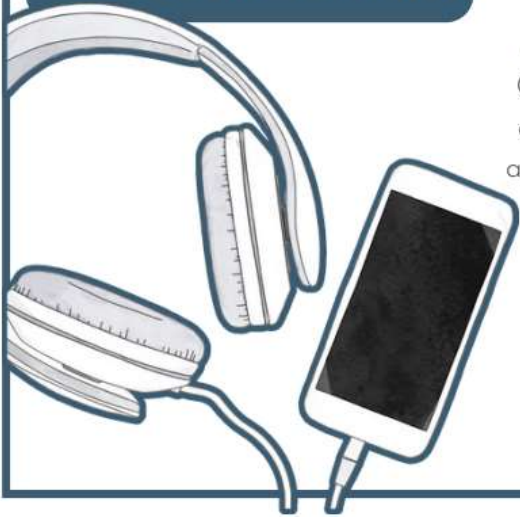
War and conflict bring so much uncertainty and unpredictability. Be honest when your child asks you something that you do not know the answer to. Let them know that it's okay not to know.

"It is not possible to know how long this war will last for. It's tough not knowing, isn't it?"

"Sometimes decisions by leaders to start a war are hard to explain and understand. There are lots of other people right now who are confused too".



## LIMIT THE EXPOSURE TO GRAPHIC IMAGES AND DESCRIPTIONS



Some forms of information have a greater potential to cause distress because they remain 'unprocessed' in our nervous systems. Graphic images, videos of distressed or injured people and images of war-torn villages can stay 'frozen in time' in our children's minds and hearts. The radio news can also be quite overwhelming when it is a couple of minutes of headlines that children might only hear some of and have no way of understanding the details.

Consider limiting their exposure to such graphic detail on the TV, radio and social media - and focus on sharing the information through conversation with you; or information resources based on words rather than distressing imagery and pictures.

## CONSIDER THE LIVED EXPERIENCE OF THE CHILD

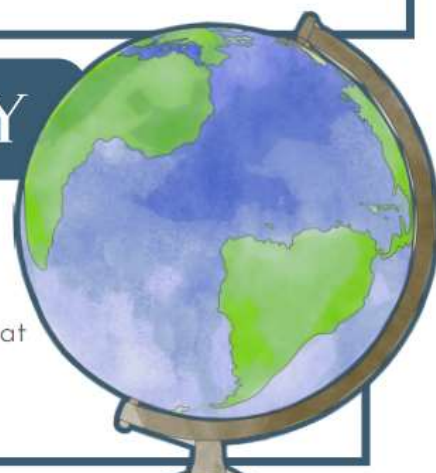


Exposure to trauma such as war and conflict in the media can re-awaken a child's own past experiences of trauma which may include many of the same emotions - fear, terror, anxiety, distress or loss. Being confronted with the reality of war can trigger children to time-travel back to times in their life when they were in danger.

Children who already carry trauma need greater sensitivity, protection and care from the adults around them. Keep an eye out for children who might become re-traumatised by their exposure to war imagery and stories, and consider what support and help they might need. Visit our website for more information about supporting traumatised children and families.

## TALK ABOUT GEOGRAPHY

Younger children in particular naturally have a limited sense of geography and distance. Watching war on the television may give them a feeling that the war is nearby, and that their country is in danger. Show children on a globe or a world map where they are in relation to the war, and be clear that the war is not happening in the country they live in. Share the facts about distance and time from where they are, to make the geography concrete.



Here are some curious conversation starters - pick the ones that feel like a good 'fit' with your child's (developmental) age:

What thoughts go round your mind when you see the news?

How do you understand what is happening at the moment?

Are you concerned about anything specific?

When you have a thought, can you notice where that thought sits in your body?

What feelings show up for you when you hear adults talking about the war?

What do you notice in your body when you hear about the fighting?

Tell me about the worries you have for us, or other people affected by the fighting?

What does your body want to do when the news is on talking about the war?

When and where are your feelings the hardest, biggest, deepest, sharpest?

Often our bodies hold information that our brains aren't ready for yet. How is your body doing about all this fighting?

Before the conversation closes, check in with your child. See that they are feeling okay and ask if they need anything from you.

Key things to keep in mind when supporting anxious children:

**Creativity** – children can often better express their emotions through drawing, painting, clay, sand play

**Re connecting to joy** – laughter, fun with activities such as bubbles, water play and singing can help avoid children becoming overly distracted by distressing thoughts

**Grounding** – mindfulness, deep breaths and taking note of what is around them e.g. birdsong, breeze on their faces can help them stay steady

**Re connecting to their unique safety** – remind them of the safety of their space and the people caring for them

**Keep your connection alive** – touching in, letting the children know you have them in mind, and giving extra hugs when needed will help to keep their emotional balance steady



## Ask for Jesse – free oral hygiene products available in Boots to those in need

<https://dentistry.co.uk/2022/02/15/ask-for-jesse/>



**A major pharmacy-led health and beauty retailer are handing out free oral hygiene products to those in need.**

‘Ask for Jesse’ is a new campaign fronted by Boots, aimed at helping to close the poverty gap by assisting vulnerable families.

Working in collaboration with The Hygiene Bank, customers can simply ‘ask for Jesse’ when in store. A member of the Boots team will discreetly provide oral hygiene products to customers with children aged three to five years old.

The Hygiene Bank is a grass roots, community initiative aimed at giving hygiene, personal care and household cleaning products to those in need across the UK.

<https://thehygienebank.com/>

### **Cost of living**

Boots has installed The Hygiene Bank donation points in more than 400 of its stores as of July last year. In addition more than 620,000 products were donated to those living in hygiene poverty over the last year.

Currently almost nine out of 10 hospital tooth extractions among infants aged up to five years old are down to preventable tooth decay.

This comes as reports show the cost of living is about to soar. Estimates predict that the planned increase in national insurance contributions means a worker earning £30,000 annually will see their take-home pay fall by £17 a month. This amounts to £214 a year. Similarly someone earning £50,000 will lose £38 a month, or £456 a year.

On top of this, the energy price cap recently increased to 54%, meaning the average household will see its energy bills increase by around £700 every year.



# “ ASK FOR JESSE ”

...because basic oral hygiene is a right, not a privilege



Almost 9 out of 10 hospital tooth extractions among children aged 0 to 5 years are due to preventable tooth decay\*

At Boots, we're working in partnership with The Hygiene Bank to help close the hygiene poverty gap by providing free dental products, to customers with children who need it most.

If you're in need of this service, step into this store and 'Ask for Jesse'.

A member of our team will discreetly provide you with essential dental products (for children aged between 3 to 5 years), plus some information on further support.







Royal Greenwich Together  
**HOLIDAY**  
**FOOD and FUN**



**Children who receive free school meals can get a free holiday club place in Royal Greenwich.**

With Holiday Food and Fun there are activity clubs across the borough ready to provide everything from football to arts and crafts, at no cost to parents.

No need to worry about what to do with the kids outside of school – sign up now!

[royalgreenwich.gov.uk/holidayfoodandfun](https://royalgreenwich.gov.uk/holidayfoodandfun)



## Help with the cost of living



### Mayor of London's Cost of Living Hub

The Mayor of London has launched a new Cost of Living Hub for Londoners facing financial hardship, as a result of spiralling inflation, increases in National Insurance and Council Tax, and the lifting of the energy price cap. The hub helps Londoners access information, support and advice about claiming benefits, dealing with debt, financial management and mental health support.

To explore the hub, please visit <https://www.london.gov.uk/cost-living-hub>.



#### Help paying your bills

Find out more about support available to help you pay your bills and other costs.



#### Help with debts

Find information on support if you're struggling with debt.



#### Help with your income

Find information on claiming benefits and other ways to increase your income.



#### Help in a crisis

Find information about emergency financial support.



#### Mental health support

Struggling with your finances can affect your mental health. Find out about mental health support.



#### Help for migrants

Find information about financial support if you've migrated to the UK.





## LOCAL PROCEDURES IN ROYAL GREENWICH

As of 1 April 2022, Public Health no longer require you to report Covid cases **unless** they result in a whole-setting closure albeit for a very short period. Public Health are still available to you as they have been throughout if further advice and support is needed

[healthprotection@royalgreenwich.gov.uk](mailto:healthprotection@royalgreenwich.gov.uk)

News story

## Government sets out next steps for living with COVID

New guidance outlines free COVID-19 tests will continue to be available to help protect specific groups once free testing for the general public ends on 1 April

<https://www.gov.uk/government/news/government-sets-out-next-steps-for-living-with-covid>

From 1 April, updated guidance will advise people with symptoms of a respiratory infection, including COVID-19, and a high temperature or who feel unwell, to try stay at home and avoid contact with other people, until they feel well enough to resume normal activities and they no longer have a high temperature.

From 1 April, anyone with a positive COVID-19 test result will be advised to try to stay at home and avoid contact with other people for five days, which is when they are most infectious.

Advice will be provided for individuals who need to leave their home when they have symptoms or have tested positive, including avoiding close contact with people with a weakened immune system, wearing a face-covering and avoiding crowded places.

Children and young people who are unwell and have a high temperature should stay at home and avoid contact with other people, where they can. They can go back to school, college or childcare when they no longer have a high temperature, and they are well enough to attend.

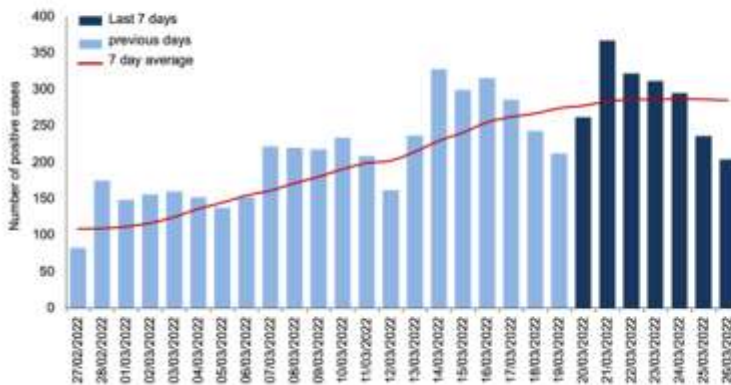
Adults with a positive COVID-19 test result should try to stay at home and avoid contact with other people for 5 days, which is when they are most infectious. For children and young people aged 18 and under, the advice will be 3 days

### [Childminders can now operate from home if someone in their house has tested positive for COVID-19](#)

From 17 March, childminders can continue to operate at home if someone in their household has tested positive or has COVID-19 symptoms. Here, the DfE answer [some of the questions](#) you might have about the changes in the guidance.

# COVID-19 in Royal Borough of Greenwich (20<sup>th</sup> March – 26<sup>th</sup> March 2022)

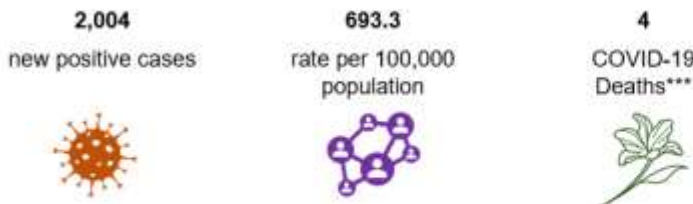
## Cases in last 28 days with 7 day average



## Numbers of cases and rate by ward\*\*

Area	Cases (7 days)	Rate* (7 days)
Abbey Wood	107	632.9
Blackheath Westcombe	101	769.8
Charlton	103	675.8
Coldharbour and New Eltham	97	720.3
Eltham North	148	1135.7
Eltham South	124	955.3
Eltham West	85	688.7
Glyndon	88	454.3
Greenwich West	209	932
Kidbrooke with Hornfair	102	682.6
Middle Park and Sutcliffe	106	721.6
Peninsula	249	1086.8
Plumstead	72	401.7
Shooters Hill	77	550.3
Thamesmead Moorings	85	406.6
Woolwich Common	105	562.7
Woolwich Riverside	135	574
Greenwich	2004	693.3

## In the last 7 days in Royal Greenwich:



Numbers of cases per ward are currently very low. **RED** denotes an increase in numbers and **GREEN** denotes a decrease in numbers. **AMBER** = No change

\*Rate represents number of cases per 100,000 population for the last 7 days  
 \*\*If there is an increase or decrease in cases compared to the previous 7 days (13<sup>th</sup> March – 19<sup>th</sup> March 2022) the shading will denote the change as per key.  
 \*\*\*Weekly provisional figures from ONS (registered deaths where COVID-19 was mentioned on the death certificate (week 11 to 18<sup>th</sup> March 2022)

Produced by Royal Borough of Greenwich Public Health Intelligence Team 31<sup>st</sup> March 2022  
 Sources: PHE, ONS

The numbers of COVID-19 cases have increased by a small amount over the last 7 days. Numbers are currently 2,004 a week.

## 5-11 year olds are now eligible for the vaccine

From early April, children aged 5-11 with no other underlying health conditions will be offered two paediatric (child) doses of the vaccine, with at least 12 weeks between doses.

You will be able to get your child vaccinated at a site and time convenient for you – at vaccination centres, pharmacies and GPs offering jabs for this age group.

If a child has had COVID-19 they will still get extra protection from the vaccine, but they will need to wait 12 weeks before getting vaccinated.

Those 5-11 year-olds who are more at risk from the virus can already get two paediatric (child) doses, eight weeks apart, and their GP or hospital specialist should be in touch to arrange this.

Find out more: [nhs.uk/immunisation/vaccines/childhood/5-11-year-olds](https://nhs.uk/immunisation/vaccines/childhood/5-11-year-olds)

## Spring COVID-19 Booster

Those who are over 75, immunosuppressed, or living in care homes are eligible for the spring COVID-19 booster. The NHS will be contacting people from this week, to let them know when it's their turn to book

Find out more [http://selondonccg.nhs.uk/springbooster](https://selondonccg.nhs.uk/springbooster)



## Do you want to help others understand vaccines?



The Royal Borough of Greenwich and the Royal Society for Public Health (RSPH) are offering a new training: Level 2 Award in 'Encouraging Vaccine Uptake'.

This will:

- provide people with the knowledge and understanding to promote the importance of vaccination programmes
- help people understand key sources of vaccine concern and vaccine hesitancy
- support people to use behaviour change and motivational techniques that can be applied in conversations about vaccines.

This qualification may be helpful for people working or volunteering in health & wellbeing roles. Training courses are being held across Royal Greenwich from 7 April or 20 April

For more information contact [public-health-training@royalgreenwich.gov.uk](mailto:public-health-training@royalgreenwich.gov.uk)

### **Useful Resources**

[Walk in and pop-up COVID-19 vaccine clinics in Greenwich](#)

[Access COVID-19 vaccination easy read guidance here](#)

[Access COVID-19 vaccination guidance in community languages](#)

[Talking about the COVID-19 vaccine guide](#)

# 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](mailto: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](mailto:childcare-support@royalgreenwich.gov.uk)



020 8921 4477



[safeguardingchildren@royalgreenwich.gov.uk](mailto:safeguardingchildren@royalgreenwich.gov.uk)

### LADO



020 8921 3930



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

Ofsted : 0300 123 4666 / [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

DBS Regional Office : 0300 105 3081 / [Kiranpreet.rehal@dbs.gov.uk](mailto:Kiranpreet.rehal@dbs.gov.uk)

[DBSRegionaloutreach@dbs.gov.uk](mailto:DBSRegionaloutreach@dbs.gov.uk)

Prevent Team 0208 921 8340 or [prevent@royalgreenwich.gov.uk](mailto: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](mailto:info_gdva@h4w.co.uk)

## 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) <a href="mailto:MASH-referrals@royalgreenwich.gov.uk">MASH-referrals@royalgreenwich.gov.uk</a>	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team <a href="mailto:Childrens-Out-Of-Hours@royalgreenwich.gov.uk">Childrens-Out-Of-Hours@royalgreenwich.gov.uk</a>	020 8854 8888
Local Authority Designated Officer - Winsome Collins Manager	
<a href="mailto:childrens-LADO@royalgreenwich.gov.uk">childrens-LADO@royalgreenwich.gov.uk</a>	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 <a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>	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

