



- ⚙️ Together for Twos
- ⚙️ Tax-Free Childcare
- ⚙️ PRIDE month
- ⚙️ Home Learning Environment – Celebrating All Families / LGBTQ+ Book List
- ⚙️ Numeracy for adults
- ⚙️ SEND review
- ⚙️ Equality Charter & Supporting people from Ukraine
- ⚙️ Staff Wellbeing
- ⚙️ Cookery Club & Greenwich Get Active

### What's in the early June edition

- ⚙️ Training programme
- ⚙️ Peer Network
- ⚙️ Ofsted & DFE updates
- ⚙️ EYFS – Progress Check at 2

### Keeping Children Safe

- ⚙️ Child Protection – National Review into murders of Arthur Labinjo Hughes and Star Hobson
- ⚙️ Independent Review of Children's Social Care
- ⚙️ GSCP & NSPCC Updates
- ⚙️ Updated Safeguarding Useful Numbers



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.



## Congratulations to the New Leader and Cabinet

Councillor Anthony Okereke has been elected the Leader of the Royal Borough of Greenwich. Cllr Okereke, who was elected to take the helm on Wednesday, previously served as Cabinet Member for Housing.

The 32-year-old was born and raised in the borough, living his whole life in Woolwich, and has represented Woolwich Common for Labour since 2018. He will be the first Black leader of the Royal Borough of Greenwich.

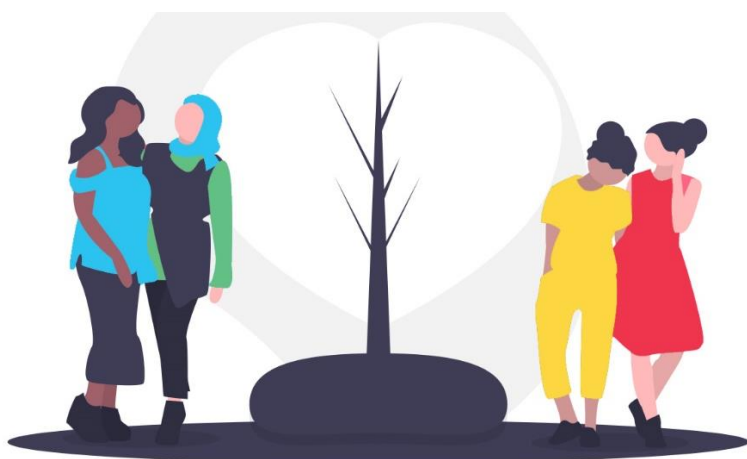
Cllr Anthony Okereke said: *“It is an honour to have been elected as Leader of the Royal Borough of Greenwich. This is my home borough; it’s where I grew up and where my family lives and it is going to be a privilege to serve as leader. It is my aim to make our borough the very best it can be, with residents at the heart of every decision we make.*

*“I understand the issues that residents face every day. My priorities will be responding to the cost-of-living crisis head-on with new support schemes, working closely with the NHS to tackle health inequalities, and addressing climate emergency to ensure that our borough is in the best shape it can be for future generations. I will do everything I can and give everything I have, to achieve these goals and make life in Royal Greenwich fairer for everyone.”*

[Visit our website for further information about our new political leadership.](#)

## Early Years & Childcare TRAINING PROGRAMME

Area of EYFS	Training courses and workshops	INSET Audience	Day	Date	Start	End
Safeguarding & Welfare	Intermediate Safeguarding	Open to all	Thursday	09 June 2022	14:00	17:30
Safeguarding & Welfare	Attachment & Attunement	Open to all	Saturday	11 June 2022	9:30	13:00
Ofsted Readiness	Looking Ahead to Ofsted	Open to all	Saturday	11 June 2022	9:30	11:30
Ofsted Readiness	Welcome to Greenwich	Open to all	Saturday	11 June 2022	12:30	14:30
Ofsted Readiness	Potential Childminder Briefing	Open to all	Thursday	16 June 2022	19:00	21:00
Safeguarding & Welfare	Attachment & Attunement	Open to all	Monday	20 June 2022	9:30	13:00
Learning & Development	Curriculum Intent & Teaching	Open to all	Saturday	25 June 2022	9:30	13:00
Safeguarding & Welfare	Designated Person Lead (PVLs)	Open to all	Monday	27 June 2022	9:30	17:00
Safeguarding & Welfare	Keeping Babies Safe (ALL)	Open to all	Saturday	09 July 2022	10:00	15:00
Safeguarding & Welfare	Designated Safeguarding Lead (CMs)	Open to all	Saturday	16 July 2022	9:30	17:00



## PROVIDER PEER NETWORK

Childminders and Groupcare Managers have an independent network of peer support

If you would like to join, send an email to [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) and you'll be linked in

Paediatric First Aid	Open to all	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>

Some trainings are now in person so please check if virtual or in person

- 📄 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 whole Saturdays a term which will include 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

<https://www.gov.uk/government/organisations/ofsted>

### [Early years inspection handbook](#)

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

- [Find an inspection report](#)
- [Parents: give Ofsted your views on your child's school](#)
- [Inspection guidance, handbooks and frameworks](#)
- [Become a childcare provider](#)
- [Become a children's social care provider or manager](#)



## Department for Education

<https://www.gov.uk/government/organisations/department-for-education>

- [Early learning and childcare: guidance for providers](#)
- [Early Years Recovery Programme Factsheet](#)
- [More Info about EY Recovery Programme](#)

### [The SENCo Level 3 qualification](#)

This development was announced as part of the Early Years Recovery funding package. The DfE have now appointed a supplier to deliver the programme and are on track to be available from September 2022 – August 2024. There is no further information at this stage. You can read about the current Level 3 requirements can be found at the link above.

### [Parent Facing Media Campaign: Tax Free Childcare](#)

A countrywide campaign to promote the entitlements and encourage take-up of Tax-free childcare has been developed by the DfE and should be launched this Summer. You can find the link to Childcare Choices at the link above.

### [Review of qualifications](#)

Another element of the Early Years Recovery programme began this week and will run through until September 2022; a report from the supplier will be given to the DfE on completion

### [Ratios for 2-year-olds](#)

A consultation will be launched, no date available yet, and all providers are encouraged to share their feedback on the proposals.

### [Early years experts and mentors programme](#)

This is now being rolled out and the DfE have asked for this information to be shared with providers. The programme is open to Private, Voluntary or Independent (PVI) nurseries. This briefing also includes a link to a 10-minute [recorded webinar](#), where settings can learn more about the programme. Attached is a 'Briefing for settings: Experts and Mentors programme.'



## Progress check at age 2

Guidance to provide support for early years practitioners when completing the early years foundation stage (EYFS) progress check at age 2.

<https://www.gov.uk/government/publications/progress-check-at-age-2>



Department  
for Education

# Progress check at age two

Non-statutory guidance  
for the early years  
foundation stage



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1076430/Progress\\_check\\_at\\_age\\_two\\_non-statutory\\_guidance\\_for\\_the\\_early\\_years\\_foundation\\_stage.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076430/Progress_check_at_age_two_non-statutory_guidance_for_the_early_years_foundation_stage.pdf)

Here's a vodcast

<https://www.youtube.com/watch?v=5K0JjfcIXlo>

## What is the purpose of the check?

The progress check at age two has three main purposes

1. **Partnership with parents.**<sup>1</sup> While practitioners and other professionals can support children's development and wellbeing individually, they can achieve so much more by working together.
2. **Action for every child.** Writing down observations and sharing reports do not help children. Practitioners need to listen to the child, talk with each other and then plan together. Working together can make a difference.
3. **Early identification.** Some children need extra help for a while as they grow and develop – for example, with their communication. Other children may have long-term developmental needs. Some families may struggle and need support. Whatever the circumstances, sensitive early intervention can make a big difference. Children develop rapidly between the ages of two and three – practitioners need to be quick to support and identify help where it is needed.



Research tells us that early development is not pre-programmed. The early years are critical to providing the foundations for future physical and mental health. Children who access high-quality early years provision are less likely to be identified with special educational needs and disabilities (SEND) in the long run.<sup>2</sup>

Our work as early years practitioners is very important. The choices we make for young children are hugely significant.

Knowledge of the importance of the early years is low in our society. For example, only three in ten parents recognise that the first five years are the most important for health and happiness in adulthood. The scientific evidence tells us that the period from birth to two years old is the fastest for brain development. However, one in three parents is unaware of this.<sup>3</sup>

**'What to expect in the early years foundation stage: a guide for parents'** can support practitioners to help parents find out more about their child's learning and development in the EYFS.

The progress check at age two provides a key opportunity for early years practitioners. We can use it to explain the critical importance of early development to parents. The large majority of parents want to find out more about how children develop. They want to know what they can do to support their child's development and wellbeing. They are very likely to be receptive to this discussion.

It is important that the progress check is completed and discussed with care and sensitivity. Practitioners need to be mindful that some parents feel 'judged' by others. Research conducted by the Royal Foundation Centre for Early Childhood found that as a consequence of feeling judged, almost half of parents report an emotional toll. 15% say that the fear of feeling judged makes it difficult to ask for help and support for their child if needed. Supporting children includes supporting their parents.<sup>4</sup>

The evidence tells us that the early home learning environment is an important factor in children's success at school and in life:

- The home learning environment is an important factor in the development of early speech, language and communication. The child's experiences in the home learning environment not only have an impact on their development during this phase, but explain differences in children's outcomes at GCSE and A level. The benefits of early speech, language and communication flow into adulthood. Good communication enables children and adults to talk about their feelings and manage their emotions.
- The home learning environment is related to children's social and emotional development in the early years. The benefits of a stimulating environment can continue until age 16.
- The quality of the home learning environment is as important to intellectual and cognitive development as parental factors, such as occupation and education. This suggests that what parents do with their child is just as important as who they are.<sup>5</sup>

As practitioners in the early years, we are well-placed to help parents understand their child's needs. We can support parents to enhance their child's wellbeing and development at home. This can have lifelong benefits.



The progress check at age two aims to:

- review a child's development
- celebrate areas where the child is making good progress
- identify any areas of concern or where progress is not as expected, so that parents, practitioners and other professionals such as speech and language therapists, physiotherapists or dieticians can put appropriate support in place
- help parents to understand their child's needs and enhance their child's development at home
- invite parents to share their unique knowledge about their child, family and culture

Both the setting and the family benefit from sharing information and resources. As practitioners, we can deepen our understanding of children's lives, families and communities and use this understanding to celebrate diversity through the resources and play activities we offer.

The child's key person, who usually knows the child best, should take the lead in completing the progress check at age two, which will be informed by:

- professional judgement and careful observation
- the voice of the child
- the views of the child's parents – parents are experts on their own child
- views of any other professionals such as GPs or health visitors, if appropriate

All children have the right to be listened to and valued in the setting. With the right support, children can identify what they have enjoyed or found difficult and assess their own progress. Very young children, including children with SEND, may tell us what they are thinking and feeling through words, or they might use gestures, actions and body language.<sup>6</sup>



## The statutory requirements

### Practitioners and providers must:

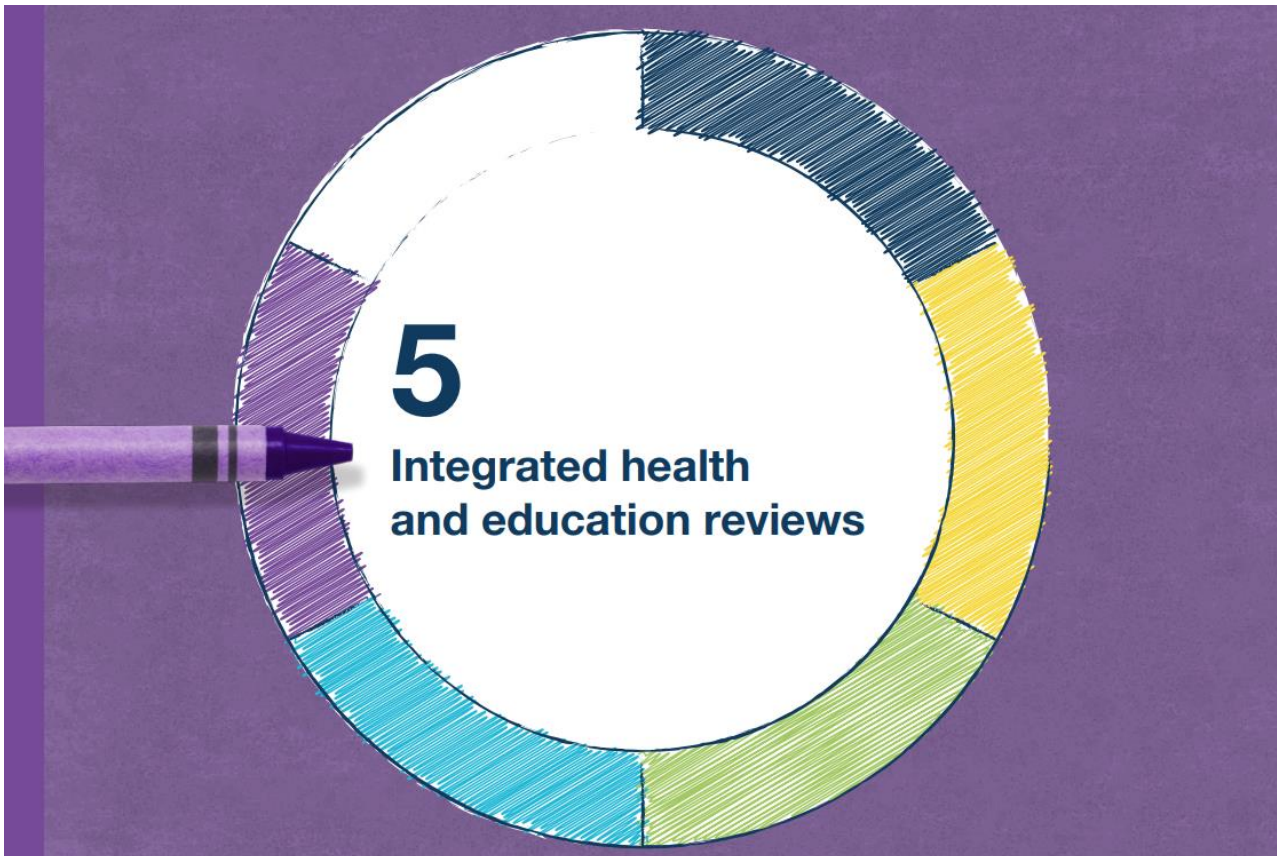
- review the child's progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas
- identify the child's strengths, and any areas where the child's progress is less than expected – if there are significant emerging concerns (or identified SEND), practitioners should develop a targeted plan to support the child, involving other professionals such as the setting's special educational needs co-ordinator (SENCO) or the area SENCO, as appropriate.

The summary must highlight areas where:

- good progress is being made
  - some additional support might be needed
  - there is a concern that a child may have a developmental delay (which may indicate SEND)
- describe the activities and strategies they intend to adopt to address any issues or concerns
  - have the consent of parents to share information directly with other relevant professionals

### Practitioners and providers should:

- review progress in the setting where the child has spent the most time
- encourage parents to share information acquired during the progress check with other relevant professionals, including their health visitor and the practitioners of any new provision that the child may transfer to
- inform and support integrated working wherever possible, through the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) – this will allow health and education professionals to identify strengths and any developmental delays, as well as particular support that they or the child might benefit from



At present, there are two checks of children’s development between the ages of two and three:

- ⚙ the EYFS progress check at age two
- ⚙ the health and development two-year-old review

Since 2015, the government has encouraged local authorities, health visiting services and early years providers to work together on an integrated education and health two-year-old review process. This can give a complete and more accurate picture of the child by drawing together:

- ⚙ parents’ views and concerns about their child’s progress
- ⚙ the early years practitioner’s detailed knowledge of how the child is learning and developing
- ⚙ the health professional’s expertise in the health and development of young children

In Royal Greenwich, we have the 2-year integrated review with parts 1 and 2 completed by early years and health. It is attached or you can request directly from your early years and childcare advisor.



## 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 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

# Tax-Free Childcare

<https://www.gov.uk/government/news/more-than-500000-families-used-tax-free-childcare-in-the-last-year>

New Tax-Free Childcare statistics from HM Revenue and Customs (HMRC) have revealed that 512,415 families received up to £2,000 towards the cost of their childcare during the 2021 to 2022 tax year, up from 374,135 in the previous year.

Tax-Free Childcare provides thousands of eligible working families with vital financial support towards the cost of their childcare with the government paying £240 million annually in top-up payments to families using the scheme.

For thousands of families who use Tax-Free Childcare, the money they save each month on their childcare costs is money that goes back into their pockets.

For every £8 paid into a Tax-Free Childcare online account, families will automatically receive an additional £2 in government top-up, and it is available for children aged up to 11, or 17 if the child has a disability.

Families receive up to £500 every 3 months, per child, or £1,000 if their child is disabled, helping towards the cost of before and after-school clubs, childminders and nurseries, holiday clubs and other approved childcare schemes.

But hundreds of thousands of families could be missing out, with recent research published by HMRC estimating that about 1.3 million families could be eligible for this government support.

Parents and carers are being urged to check their eligibility and [register for Tax-Free Childcare via GOV.UK](#).

Myrtle Lloyd, HMRC's Director General for Customer Services, said:

Tax-Free Childcare can make a big difference to families, helping with the bills for things like nurseries, childminders and after school clubs. It's easy to register – search 'Tax-Free Childcare' on GOV.UK.

Helen Whately, HM Treasury's Exchequer Secretary to the Treasury, said:

It's fantastic that more parents are taking up Tax-Free Childcare. This support provides a helping hand with childcare costs for working families.

With over one million families eligible, I want to encourage parents to take advantage of Tax-Free Childcare and keep the extra pounds in their pocket.

The latest monthly comparisons also show that a record number of families were using their Tax-Free Childcare account in March 2022 – 384,280 families compared to 282,230 in March 2021 – an increase of 102,050 families.

The scheme offers a 20% government funded top-up on money deposited into Tax-Free Childcare accounts, which can be used to pay their childcare provider. Accounts can be opened at any time of the year and can be used straight away, and money can be deposited at any time and used when needed.

For example, if parents and carers have school-aged children and use holiday clubs during school holidays, they could deposit money into their accounts throughout the year. This means they could spread the cost

of childcare while also benefitting from the 20% government top-up. Any unused money that is deposited can be simply withdrawn at any time.

Tax-Free Childcare is also available for pre-school aged children attending nurseries, childminders, or other childcare providers. Families with younger children will often have higher childcare costs than families with older children, so the tax-free savings can really make a difference.

Childcare providers can also sign up for a [childcare provider account via GOV.UK](#) to receive payments from parents and carers via the scheme.

### **Further information**

For more information about [Tax-Free Childcare](#).

For more information about [government childcare offers](#).

Parents and carers could be eligible for Tax-Free Childcare if they:

- have a child or children aged up to 11. They stop being eligible on 1 September after their 11th birthday. If their child has a disability, they may get up to £4,000 a year until they are 17
- earn, or expect to earn, at least the National Minimum Wage or Living Wage for 16 hours a week, on average
- each earn under £100,000 per annum
- do not receive tax credits, Universal Credit or childcare vouchers

Latest [Tax-Free Childcare statistics](#) were released on 25 May 2022. Data is available up to March 2022 and gives regional breakdown figures.

HMRC has produced a refreshed [Tax-Free Childcare guide](#) for parents, which explains the reasons and benefits for signing up to the scheme.

Each eligible child requires their own Tax-Free Childcare account. If families have more than one eligible child, they will need to register an account for each child. The 20% government top-up is then applied to deposits made for each child, not household.

Account holders must confirm their details are up to date every 3 months to continue receiving the government top-up.



# HELP PAYING FOR YOUR CHILDCARE



## TAX-FREE CHILDCARE



- For **working families**, including the self-employed, **in the UK**
- Earning **under £100k** and **at least £152** per week (equal to 16 hours at the National Minimum or Living Wage) each
- Who **aren't** receiving Tax Credits, Universal Credit or childcare vouchers
- With children aged 0-11 (or 0-16 if disabled)
- For every £8 you pay into an online account, the government will add an extra £2, **up to £2,000 per child per year**

Is it for me? ^

You can receive **up to £2,000 per child per year** - that's up to £500 every three months. If you have a disabled child, you can receive up to £4,000 per child - that's up to £1,000 every three months.

### Am I eligible?

You, and any partner, must be over 16 and each expect to earn (on average) at least £152 per week (equal to 16 hours at the National Minimum or Living Wage).

If you, or your partner, are on maternity, paternity or adoption leave, or you're unable to work because you are disabled or have caring responsibilities, you could still be eligible.

You **can't** get Tax-Free Childcare if either you, or your partner, each individually expect to earn £100,000 or more.

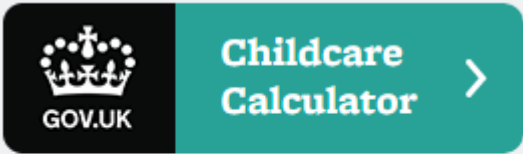


## How can I use it?

You can use Tax-Free Childcare all year round to spend on regulated childcare, such as:

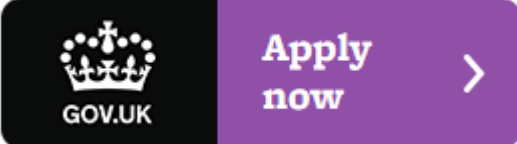
- Childminders, nurseries and nannies
- Before and after-school clubs and holiday clubs

For example, if your childcare costs are £750 per month, you would pay £600 into your childcare account and the government would pay in £150. This would be an annual saving of £1,800 per child.



Get an **estimate** of how much help you can get with Tax-Free Childcare and other offers.

<https://www.gov.uk/childcare-calculator>



Apply now

<https://www.gov.uk/apply-for-tax-free-childcare>

Childcare  
**Choices**

<https://www.childcarechoices.gov.uk/>

**PLEASE SEE ATTACHED POSTER SET FOR YOU TO USE TO PROMOTE**

**30 Hours and Tax-Free Childcare**



## Pride: What is it and why do people celebrate it?

<https://www.bbc.co.uk/newsround/52872693>

Pride is celebrated in the month of June, as that was the month when the Stonewall riots took place.

The Stonewall riots were important protests that took place in 1969 in the US, that changed gay rights for a lot of people in America and around the world.

Pride is a celebration of people coming together in love and friendship, to show how far LGBTQ+ rights have come, and how in some places there's still work to be done.

Pride month is about acceptance, equality, celebrating the work of LGBTQ+ people, education in LGBTQ+ history and raising awareness of issues affecting the LGBTQ+ community.

It also calls for people to remember how damaging homophobia and transphobia was and still can be.

Pride is all about being proud of who you are no matter who you love.



# Home Learning Environment

## Celebrating All Families



### How to talk to your child about LGBTQ+ and different family units

<https://www.bbc.co.uk/tiny-happy-people/thp-pride-month/z37sp4j>



**Sarah and Laura**

“Annabelle’s nursery has been very involved and have made rainbow cakes and done rainbow arts and crafts with the children. We’ve taken in a few books about LGBTQ+ families and other family units that they are reading to the kids too. It’s all about celebrating our differences.”

**Rich and Lew**

“The kids always wear rainbow colours and this year we’re planning a Pride picnic in the park with two mums, a mum and dad and a couple of other friends. Our son and daughter are both excited - we don’t go into the history of Pride as they are a bit too young, but they’re looking forward to the games and celebrations. We make it a happy time. We took them to Pride in London when they were younger, and they loved mixing with kids from lots of different families. For them, a normal family is one with two dads, so it was good for them to see families with two mums or other set ups. It makes it all feel normal and that having a different family dynamic isn’t an issue.”



## Here are top tips from parents to talk to children about

### 1. Build the foundations

If your child asks, “Can two men get married?” Rich recommends answering the question simply - yes! “There’s no need to go into the law or the reasons why same-sex marriage is now allowed. That’s far too much for their little brains! Instead, simply say that yes, two men can get married, and so can two women, and so can a man and a woman. It’s who someone loves and that’s it.



We also use craft activities to explain in an age-appropriate way. We get cut-outs of different people and then use them to make little families. We explain all the different types of family setup you can have. It helps build a foundation for when they are a bit older and can understand more.”

### 2. Be prepared

Another question your child may ask is, ‘What does gay mean?’ You could say it means two men or two women love each other, and that people love each other in different ways.

“If you try and explain to a child the term LGBTQ+ you’re setting yourself up for a difficult discussion with a young child”, says Rich.

“Get involved in what your school or setting is teaching about diversity. If you know what your child is learning in school and nursery, you’ll be more prepared for the questions they might ask and have the answers.”

### 3. Keep it simple

There is a lot of history around Pride, but for now, Laura suggests keeping conversations with your child quite general. She says, “For preschool age or younger, talk about accepting everyone for who they are. Children aren’t born prejudiced, they are born curious. It’s important to answer them kindly and in a matter of fact way.”

Lew adds, “We say to our kids that families may be different, but they all have one thing in common - they love each other.”

### 4. Use books

Whether it’s single parents, two mums, differently abled parents, a mum and dad or grandparents raising the kids, there are lots of different family units. And a great way to start the conversation with your child is through children’s books.

Sarah says, “If you see an LGBTQ+ character or same-sex parents, make sure to point them out and use it as an opportunity to reiterate that families come in all shapes and sizes. If you don’t have any books that show different family dynamics, buy a few, or borrow from a library - reading materials/pictures in books tend to have a big impact on kids.” She and Laura like to read *Who’s In My Family? All About Our Families* by Robbie H. Harris. This book shows all sorts of families, so is a great opportunity for parents to point out different family units with happy children.”

Rich and Lewis read *Two Dads* by Carolyn Robertson to their children. The book is about a boy who has been adopted and is raised by two fathers.

### **5. Don't worry if you don't have all the answers**

Children have lots of questions about everything. And even if you don't have the answers, that's okay. Rich says, "It's easy sometimes to say, 'Oh don't worry about that' or 'shush' them, but that creates confusion and leaves the question unanswered. Sometimes you might shush them as you don't want to have the conversation because you don't know the answer, or you're worried you'll say the wrong thing. But there isn't a 'wrong' thing. It's better to have the conversation even if it leaves you as a parent thinking, 'actually, I need to find out a bit more about this myself.'"

### **6. Keep the conversation going after Pride**

Sarah recommends talking to your child about families - and how every family set-up is different - all year round. "The celebrations and rainbow clothes spark conversations with your child which is great. But it's important to celebrate our differences all the time."

### **7. Involve your child's nursery or school**

Both sets of parents suggest involving your child's nursery or school and speaking to them about inclusiveness and ways to celebrate diversity.

Sarah and Laura's nursery put the children's family photos on the wall and talk about who is in each family. "These conversations are really important for Annabelle as she's never felt any different", says Sarah.

Rich and Lew's school have also been really supportive and recently read their son's favourite LGBTQ+ children's book in the class storytime.

### **8. Start early**

Your child is never too young to learn about different families. "Some people don't know other gay people so their children won't know people in same-sex relationships", says Sarah. "It's not intentional but it means their child might be in a situation where they're not aware someone can have two mums or dads. The younger you can start that conversation the better."

### **9. Avoid stereotypes**

Sarah and Laura suggest avoiding stereotyping behaviours that are seen in a family, like mum cooks and dad builds things. Laura says, "This can set the expectation that a child in an LGBTQ+ family wouldn't have a parent that could do important roles in the house and can lead to conversations about who is the 'man/woman' in the relationship. In addition, everyone pitching in to help instead of sticking within traditional gender roles will give kids a well-rounded list of skills that will benefit them when they are older."

### **10. Prepare your child for questions they might get asked**

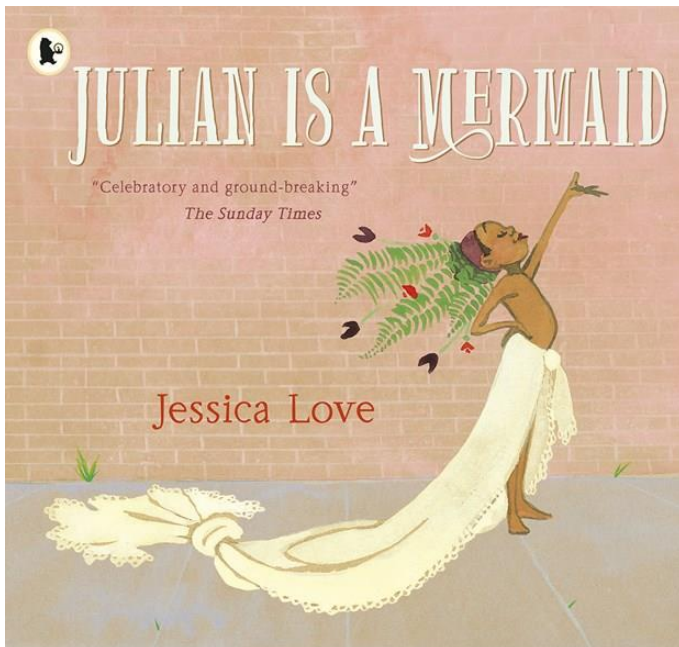
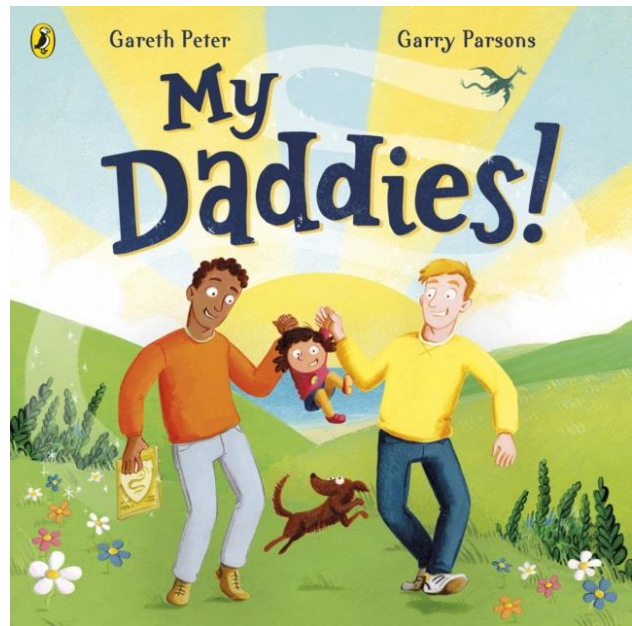
As your children get older, they might be asked questions by other children. "We've got to prepare Annabelle for someone saying, 'You have two mums, they can't both be your real mum', says Laura. To help, they read Annabelle the book 'Who's Your Real Mum?'. "In it, the child explains her mums hold her when she's scared and kiss her goodnight. 'Don't both your mums do that?' asks the other child. And she replies, 'Exactly'."

# Pride Month book list for 0–5 year olds

<https://wordsforlife.org.uk/activities/pride-month-book-list/>

## [My Daddies by Gareth Peter and Garry Parsons](#)

This funny picture-book celebrates same-sex parents and is perfect for introducing children to the different kinds of family in the world today. Set off on a series of incredible adventures with an adorable family as the stories they read burst into colourful life. Battle dragons, dodge deadly dinosaurs, zoom to the moon and explore the world in a hot air balloon, before winding down in a wonderfully cosy bedtime ending.



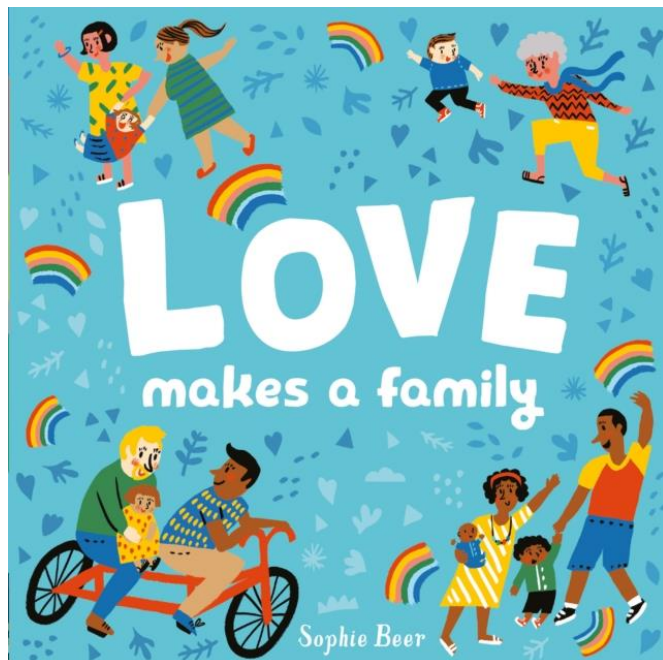
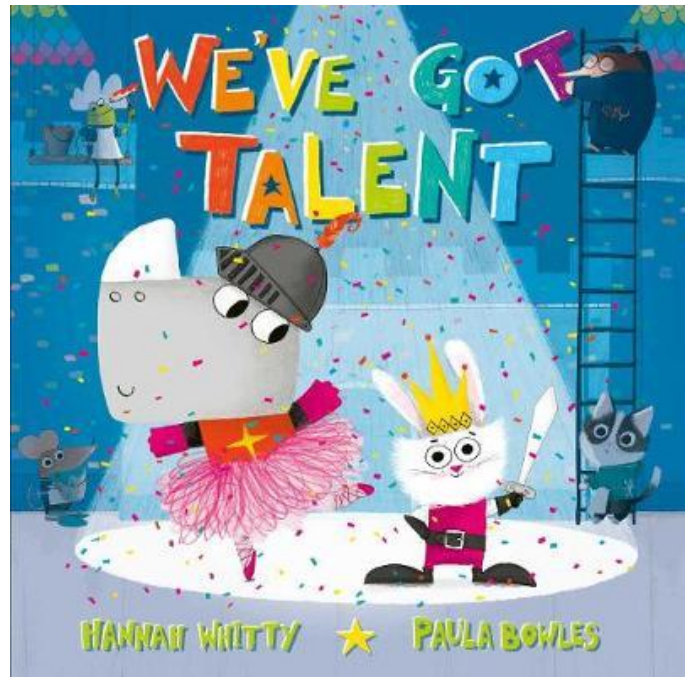
## [Julián is a Mermaid by Jessica Love](#)

While riding the subway home with his Nana one day, Julian notices three women spectacularly dressed up. Their hair billows in brilliant hues, their dresses end in fishtails, and their joy fills the train carriage. When Julian gets home, daydreaming of the magic he's seen, all he can think about is dressing up just like the ladies and making his own fabulous mermaid costume. But what will Nana think about the mess he makes - and even more importantly - what will she think about how Julian sees himself?

**We've Got Talent by Hannah Whitty and Paula Bowles**

A brilliantly empowering gender busting book about doing exactly what you love and being exactly who you are!

Sam and Olivia are VERY excited about the school play. They love signing, they love dancing, they love doing their own thing! But when the roles PERFECT for them go to someone else - they know they have to hatch a plan, while always remembering the most important thing: No matter what we look like: WE'VE GOT TALENT!

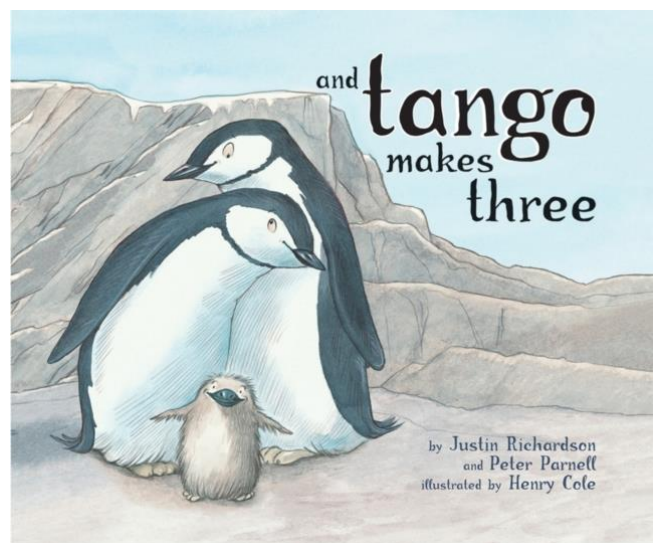


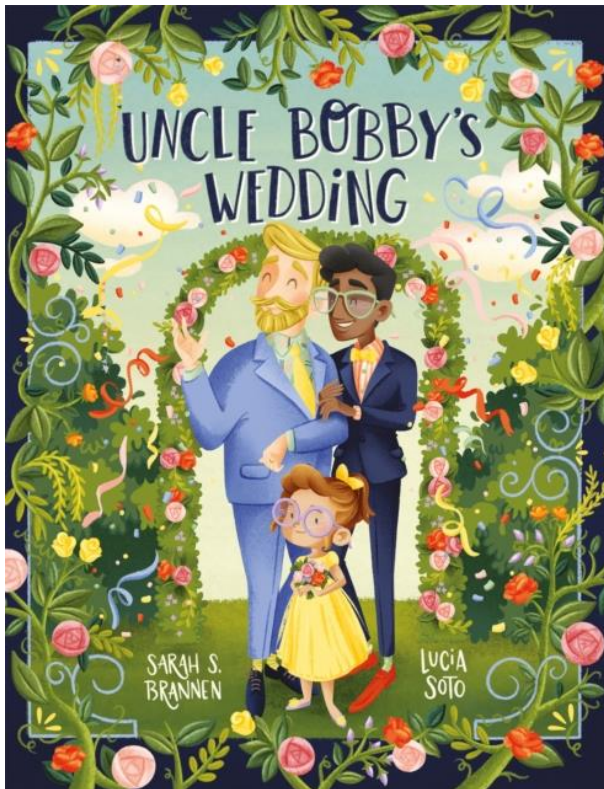
**Love Makes a Family by Sophie Beer**

Love is baking a special cake. Love is lending a helping hand. Love is reading one more book. Whether a child has two mums, two dads, one parent, or one of each, this simple book shows that what's most important in each family's life is the love the family members share.

**And Tango Makes Three by Justin Richardson**

Roy and Silo are just like the other penguin couples at the zoo - they bow to each other, walk together and swim together. But Roy and Silo are a little bit different - they're both boys. Then, one day, when Mr Gramzay the zookeeper finds them trying to hatch a stone, he realises that it may be time for Roy and Silo to become parents for real.



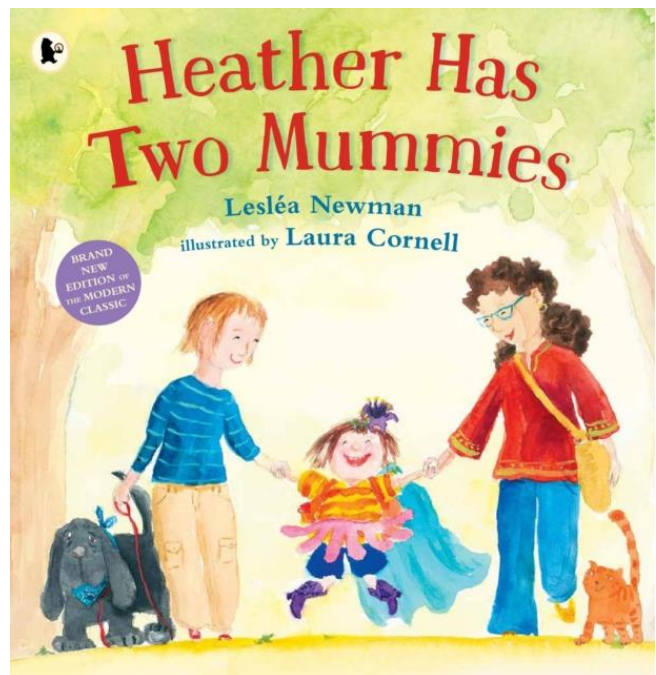


**[Uncle Bobby's Wedding by Sarah Brannen and Lucia Soto](#)**

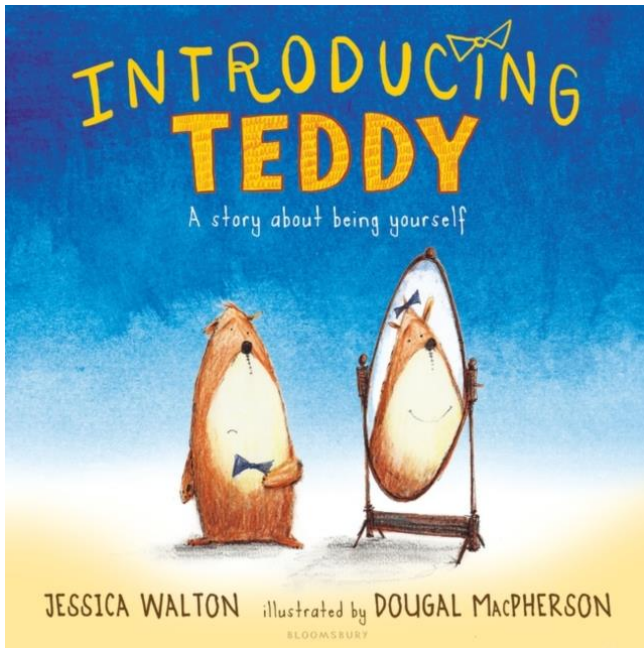
Bobby and Jamie are getting married, but Bobby's niece Chloe is worried that she won't be his favorite person anymore. Will Uncle Bobby still think she is special?

**[Heather Has Two Mummies by Lesléa Newman and Laura Cornell](#)**

Heather's favourite number is two – she has two arms, two legs, two pets and two lovely mummies. But when Heather goes to school for the first time, someone asks her about her daddy – and Heather doesn't have a daddy! But then the class all draw portraits of their families, and not one single drawing is the same. Heather and her classmates realize, it doesn't matter who makes up a family, the most important thing is that all the people in it love one another very much







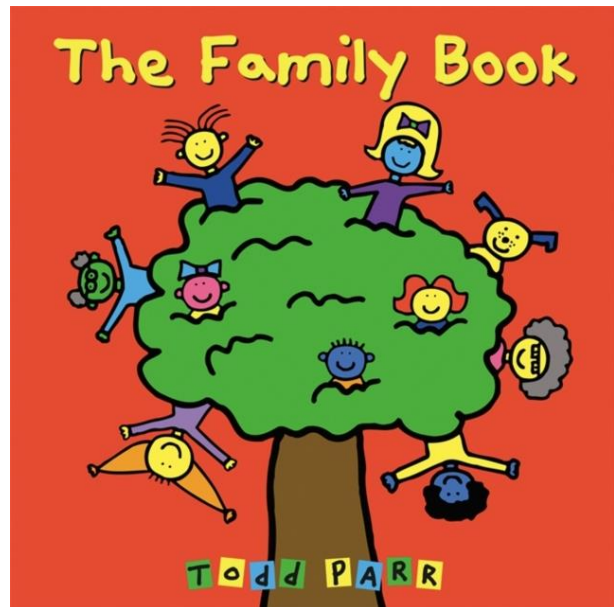
**[Introducing Teddy by Jessica Walton and Dougal MacPherson](#)**

One sunny day, Errol finds that Thomas the Teddy is sad, and Errol can't figure out why. Then Thomas the Teddy finally tells Errol what Teddy has been afraid to say: 'In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly.' And Errol says, 'I don't care if you're a girl teddy or a boy teddy! What matters is that you are my friend.'

A sweet and gentle story about being true to yourself and being a good friend, *Introducing Teddy* can also help children understand gender identity

**[The Family Book by Todd Parr](#)**

This book celebrates the love we feel for our families and all the different varieties they come in. Whether you have two mothers or two dads, a big family or a small family, a clean family or a messy one, *The Family Book* assures readers that no matter what kind of family you have, every family is special in its own unique way.

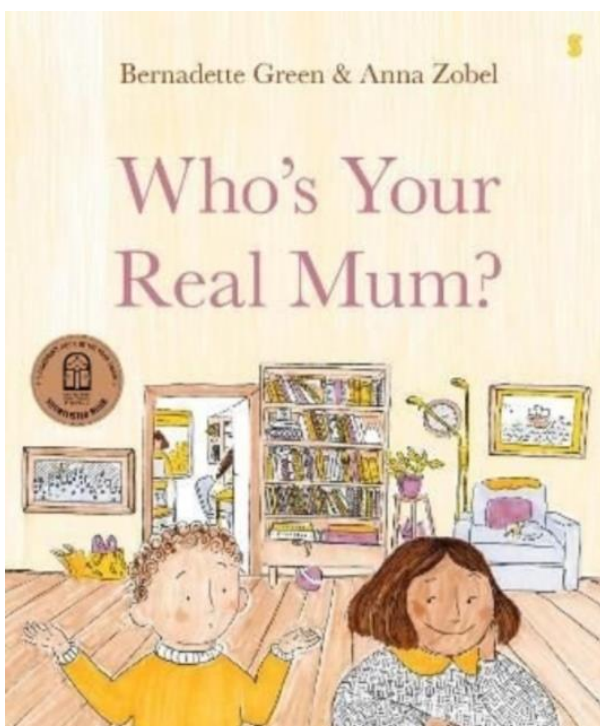


**[Who's Your Real Mum? by Bernadette Green](#)**

A beautifully illustrated story, written with a light and humorous touch, that celebrates nontraditional families and captures exactly what lies at the heart of family life - love. 'Elvi, which one is your mum?' 'They're both my mum.' 'But which one's your real mum?'

When Nicholas wants to know which of Elvi's two mums is her real mum, she gives him lots of clues.

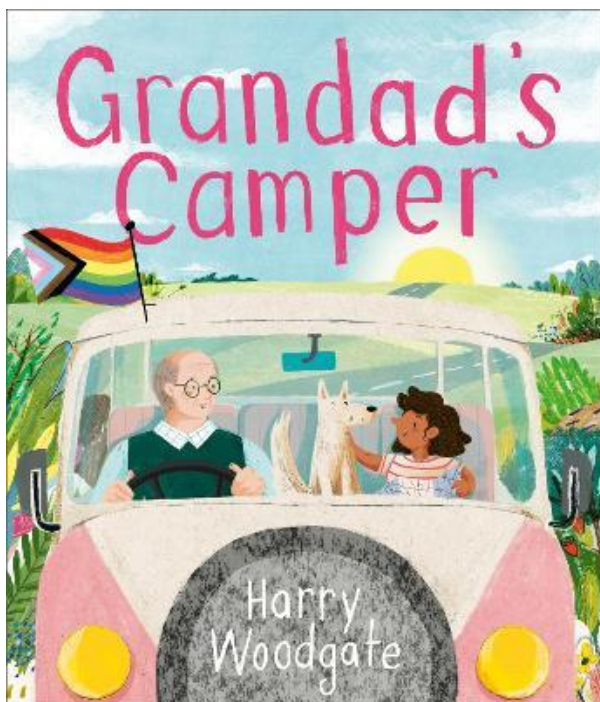
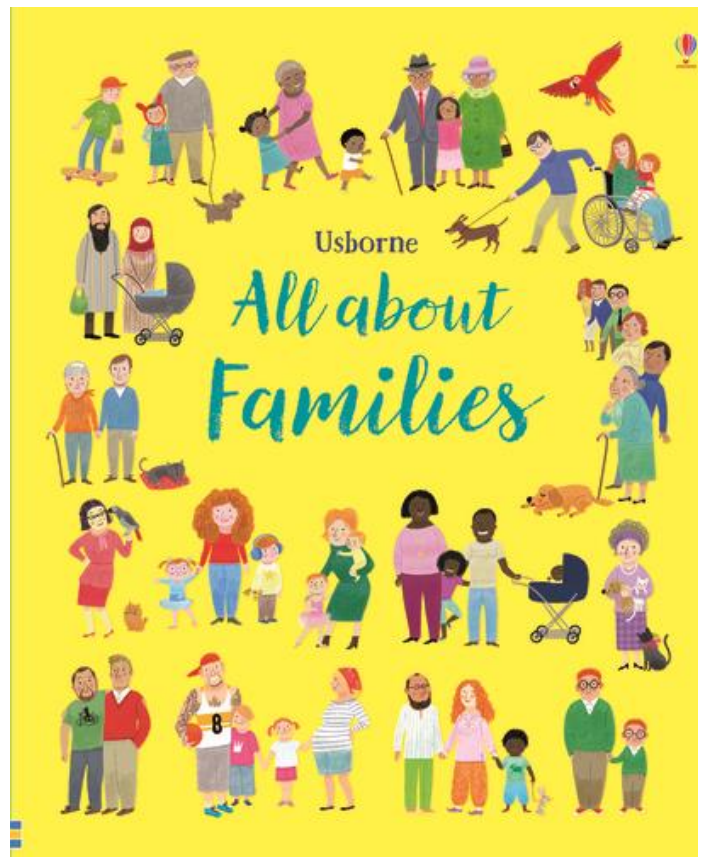
Her real mum is a circus performer, and a pirate, and she even teaches spiders the art of web. But Nicholas still can't work it out! Luckily, Elvi knows just how to explain it to her friend.



**All About Families by Felicity Brooks and Mar Ferrero**

Families come in all shapes and sizes and from all sorts of backgrounds. They speak various languages, eat different sorts of food, live in different kinds of homes and celebrate special occasions in a variety of ways.

A celebration of family differences, this is a busy book full of all-embracing illustrations of every kind of family imaginable that are fun to look at time and time again. Beyond just giving pleasure, All About Family is also designed to ensure every child feels that their kind of family is just one of many and not anything unusual. The short accompanying words to each picture briefly and helpfully explain technical terms such as adoption and fostering.



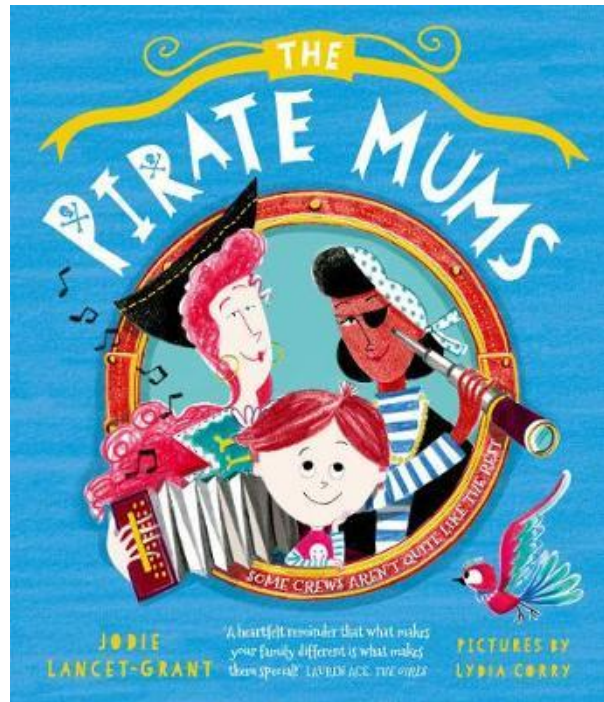
**Grandad's Camper by Harry Woodgate**

Every year a young child, spends the summer at Grandad's cottage. They have lots of fun, but the very best thing is when Grandad opens up his photo albums and shares stories of all the places he visited with Gramps, travelling in their brightly painted campervan. We can see that Grandad is sad with Gramps gone, and the child comes up with a wonderful idea. Together, the two of them fix up the van and head off for a trip to the sea. It's just what Gramps would have wanted!

This is a warm story of love, renewal and the importance of memories, old and new. The relationship between child and grandparent is beautifully portrayed as is the love between Grandad and Gramps. This will be a lovely book to share, it's full opportunities for discussion and conversation, and will leave everyone feeling happy.

**[The Pirate Mums by Jodie Lancet-Grant and Lydia Corry](#)**

Billy wishes his family could be a bit more like everyone else's, and just a bit more ordinary. But his mums aren't like other mums. They are pirates. They wear outlandish pirate clothes, insist on dancing jigs and singing sea shanties when Billy's friends come round to play, and they have decidedly fishy taste in home decor. When his mums volunteer to accompany Billy's class on a school trip to the seaside, with a boat trip included (Billy's mums love boats), he makes them promise to be normal. But when the boat gets into trouble, their nautical knowledge and salty sea-legs save the day.

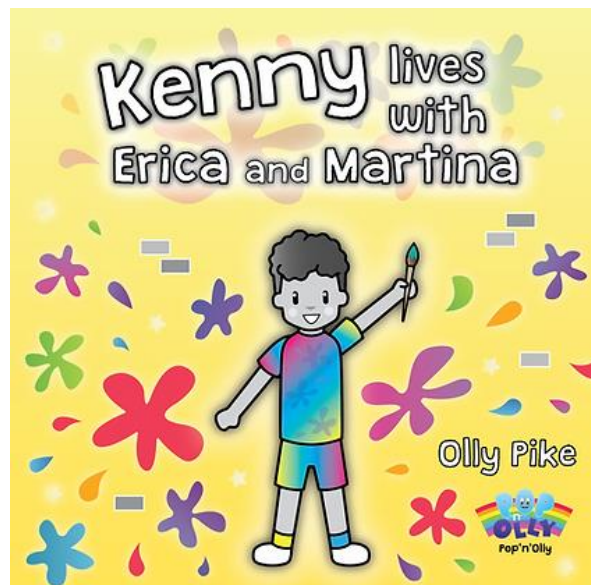


**[Kenny Lives with Erica and Martina by Olly Pike](#)**

This book tells the story of Kenny whose grey world soon becomes a lot more colourful with the arrival of some new neighbours. Kenny and his mums welcome the change, but this can't be said for everyone who lives on their street. Kenny has to somehow let everyone know that being different is not something to be afraid of. A story which aims to teach children about diversity, equality and acceptance.

You can watch a YouTube video of this story book below (please supervise children at all times)

<https://www.youtube.com/watch?v=QU6uFPbWGZw>



# Numeracy support to boost maths skills for all the family

<https://www.gov.uk/government/news/numeracy-support-to-boost-maths-skills-for-all-the-family>

Adults are being encouraged to take a new [online quiz](#) designed to get them thinking about their maths skills as part of the government's commitment to help more people get a good job and grow the economy to tackle the cost of living.

Launched to mark [National Numeracy Day](#), the short quiz asks 6 questions of varying difficulty to get adults to think about whether they need help and signposts to where people can access support to improve maths and numeracy skills, including [fully funded maths courses up to GCSE](#) level and equivalent.



Having a good grasp of numbers is vital for everyday life. From managing personal finances to DIY, cooking, or helping children with their homework. People with good numeracy skills are also more likely to be in [employment](#), [have higher wages](#), and better wellbeing: improving skills will support more people to secure good jobs and helping the economy to grow to tackle the cost of living.

Maths and English are vital building blocks to a successful future, which is why the Schools White Paper, sets an ambitious target for 90% of young people to leave primary school at the expected standard in reading and maths by 2030. The Education Secretary has also pledged to every parent in the country that any child who falls behind in maths or English will receive targeted support to get them back on track. A second ambition for secondary schools aims to see the national average GCSE grade in both English language and maths increase from 4.5 in 2019 to 5 by 2030.

Around [17 million adults in England](#) – half of the working-age population – have the numeracy skills of primary school children. Poor numeracy skills can hold people back from having the confidence to get on in life and into work.

The online tool is being launched ahead of the wider rollout of the government's flagship [Multiply](#) programme this autumn. It will provide a range of free training options helping people to grow their confidence with maths in their everyday and working lives. Courses will be available in person or online, at work or at home, and either on a part time or intensive basis.

Minister for Skills Alex Burghart said:

“Our new online quiz is quick and easy and designed to get adults thinking about their numeracy and signpost them to where they can access support.

As the son of a maths teacher, I know that, with the right support, everyone can do maths. Our new tool is a first step ahead of the wider roll out of our £559 million Multiply programme later this year, which will provide people with the support they need to boost their maths skills and their earning power.”



## HAVE YOUR SAY!

Open for consultation until  
**EXTENDED 22 July 2022**



## SEND Review:

Right support  
Right place  
Right time



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/government/consultations/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

<https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

Added a version of 'SEND review: right support, right place, right time' in British sign language and easy-read format, as well as a guide to the SEND review for children and young people. They have extended the consultation closing date to 23.45 on 22 July, to give participants time to use the new materials and submit their responses.



## SEND Review

- ✓ Right support
- ✓ Right place
- ✓ Right time



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1073623/SEND\\_Review\\_consultation\\_Easy\\_Read.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073623/SEND_Review_consultation_Easy_Read.pdf)



HM Government

# **SEND Review:**

## Right support

## Right place

## Right time

A guide for children and young people to the special educational needs and disabilities (SEND) and alternative provision green paper



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1073486/SEND\\_green\\_paper\\_-\\_guide\\_for\\_children\\_and\\_young\\_people.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1073486/SEND_green_paper_-_guide_for_children_and_young_people.pdf)

Open consultation

# SEND review: right support, right place, right time - British Sign Language (BSL) version

Updated 9 May 2022

## Contents

1. [Chapter 1: The case for change](#)
2. [Chapter 2: A single national SEND and alternative provision system](#)
3. [Chapter 3: Excellent provision from early years to adulthood](#)
4. [Chapter 4: A reformed and integrated role for alternative provision](#)
5. [Chapter 5: System roles, accountabilities, and funding reform](#)
6. [Chapter 6: Delivering change for children and families](#)
7. [Consultation questions](#)



Together we can achieve equality and equity for all.

Sign up to the Royal Greenwich

# Equality and Equity Charter



The Equality and Equity Charter sets out pledges to promote the values of equality, diversity, and inclusion. All early years and childcare providers are encouraged 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. You will also get a certificate to display.

**Sign up now** <https://www.royalgreenwich.gov.uk/equalitycharter>

Sign our Equality and Equity Charter →

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



Home | Benefits and financial help

## Support for people from Ukraine

To help you settle in and make the most of what living here can offer you, please use this online welcome pack to help you access local services and contact the council. It includes information on local facilities, community support available, contacts for main council services, and local travel options in Royal Greenwich.

[https://www.royalgreenwich.gov.uk/info/200244/benefits\\_and\\_financial\\_help/2360/support\\_for\\_people\\_from\\_ukraine/3](https://www.royalgreenwich.gov.uk/info/200244/benefits_and_financial_help/2360/support_for_people_from_ukraine/3)

You will also find important information about how to access to healthcare, education and welfare services, as well as a short guide to claiming financial support from the government – known in the UK as 'benefits'.

For more support and information, please contact Families Information Service on 020 8921 6921 or email [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk)



## Resources to support staff wellbeing

Embed a wellbeing culture in your setting



# The Education Staff Wellbeing Charter

The [Education Staff Wellbeing Charter](#) can help support a whole-school wellbeing culture. The charter was co-created with unions, mental health charities, schools and colleges to help you create strategies that protect, promote and enhance the wellbeing and mental health of staff.

[Learn more about the Education Staff Wellbeing Charter, including how to sign up and access resources.](#)

## Further mental health and wellbeing support resources

- The DfE has collated lists of external sources of mental health and wellbeing for children and young people – one aimed at education staff and the other for education settings to pass on to their students to enable them to seek support on a range of issues independently, should they wish to. [Promoting and supporting mental health and wellbeing in schools](#) and colleges.

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- Mental Health Support Teams are being created and trained across the country. [Get more information about how these teams can support your school or college.](#)

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- Students can feel a little worried or stressed in the run up to exams but there are things they can do to help manage this. [Share these top tips for exam preparation with your pupils.](#)

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- The Department for Digital, Culture, Media and Sport are continuing to encourage people to ‘Lift Someone Out of Loneliness’. [Access support and advice about lifting someone out of loneliness.](#)

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- For a personalised action plan with practical tips to help reduce stress, anxiety, low mood and trouble sleeping, [take the Mind Plan quiz](#). There is also advice on how to cope with feelings of loneliness.

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- The [NHS Every Mind Matters](#) website also offers more valuable advice for spotting and supporting children’s mental health issues and encouraging young people to look after their mental wellbeing. Head to the Every Mind Matters website for NHS-endorsed digital content and classroom resources, developed in partnership with clinical and academic experts and end users.

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- The Office for Health Improvement and Disparities also offers lesson plans, written and peer reviewed by teachers, for Year 6 and Key Stages 3 and 4 to support the RSHE curriculum and enable teachers to support pupil wellbeing. These are accessible via [the School Zone](#).

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- [Link to Anna Freud Centre](#)

[Early years staff wellbeing: a resource for managers and teams | Early Years in Mind | Anna Freud Centre](#)



Early years staff love their work, but it can be emotionally demanding & stressful. Our latest early years resource shows that staff wellbeing needs to lie at the heart of nursery settings. The resource identifies four key areas that could make a difference to the wellbeing of nursery and preschool staff:

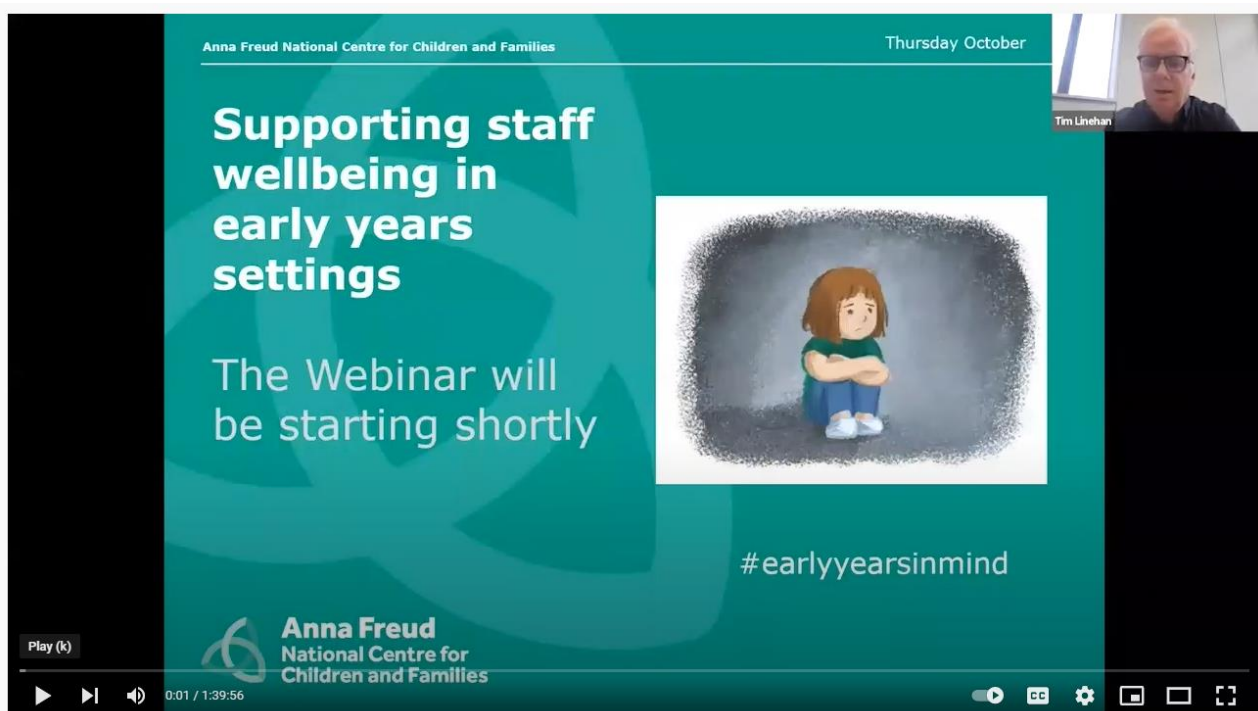
1. Supporting each other
2. Supportive management
3. The physical environment
4. Outside support

**Download Early years staff wellbeing: a resource for managers and teams**

You can download individual activities, writing a policy pull-out and our putting your ideas into action poster – extracts of which are below

<https://www.annafreud.org/media/14030/activity-4-putting-your-ideas-into-action.pdf>

You can also watch Supporting staff wellbeing in early years settings webinar on YouTube [here](#).



<https://www.youtube.com/watch?v=DdnzI9sCIVA>

Download a very useful 36-page booklet

<https://www.annafreud.org/early-years/early-years-in-mind/resources/early-years-staff-wellbeing-a-resource-for-managers-and-teams/>

# Early years staff wellbeing: a resource for managers and teams

July 2021

Dr Erica Douglas-Osborn, Dr Rachel Lyons,  
Amit Nelinger & Tim Linehan.



## What do we know about wellbeing?

In the last two decades there has been progress in public understanding of mental health and wellbeing. There is now greater acceptance and awareness that:

Most people experience mental distress at some point in their lives. This is not just about having a diagnosable mental health problem, but life experiences that produce a stress, sadness or anxiety that we're not sure we can cope with.

Negative experiences that can impact on wellbeing are many and various. It's not just major life experiences that can have this effect. So can everyday experiences of discrimination, harassment, or financial worries.

Preventive and promotive health is therefore part of the picture. We should not wait until there's a problem to think about sources of stress and on the other side, what makes us feel well.

If we are feeling low or anxious then - as with any problem - a good place to start is to let someone else know. In trying to 'bottle it up' instead, it's common for people to overlook sources of valuable support and advice readily at hand.

Physical health and lifestyle factors impact on mental health. Even simple things like lack of routine, or lack of variety and progression, can make us feel out of touch with ourselves and others.

People diagnosed with mental health problems can and do recover, often by reaching their own decisions about what medical help has worked for them (or not), and with support from friends and family.

There is diversity of opinion, and healthy debate, about what makes life good. No single tradition, institution or profession has all the answers about wellbeing.



Promoting wellbeing among staff is humane and a good thing in itself. Good staff wellbeing can also have a number of benefits for settings including:

- Positive impact on children, including stronger relationships with children
- Increased productivity of staff members
- Reduced absences from work in relation to sickness (both short term and long term)
- Staff being able to manage stress better and develop healthier coping strategies
- Improved job satisfaction, which can support retention
- Staff feeling valued, supported and invested in.



# Writing a policy

You may already have a policy. If you do, you may wish to review it or re-write it as a team. If you don't, now is the time to start.

The most important thing about a policy is that you write it with your audience in mind. Keep it simple and direct. The procedures should be clear and the rules fair. Make sure it is displayed prominently and that staff have contributed to it, know it well and share it with each other. It is a live document and should be regularly updated, and reviewed once a year.

Some of the headings you will need:

- Why is this policy important?
- What are the values of your settings that underpin this policy?
- What is the aim of your policy?
- What are your objectives?
- How will you achieve them? What actions will you take?
- How will you review this policy?



## Activity 1.

# Planning meetings on mental health and wellbeing

Discussing mental health and wellbeing in a meeting can be daunting and it is important that all staff feel safe. Some ground rules and structure will help.

Let people know in advance that you are planning the meeting. Invite people to talk to you about it in advance in case they have any questions or are worried about their wellbeing. Make sure that people have access to information about where to go if they want outside help.

Establish ground rules with the group e.g. "We are going to have a meeting to talk about mental health and wellbeing, but we all need to follow some rules so we can all contribute safely and in confidence".

## Setting the tone

Say why wellbeing and mental health at work is important eg:

- Because it's important that people feel good about work and life
- Because you value and care for your team
- Because early years work is enjoyable and fulfilling, but it can also be stressful
- Because you want this setting to be the best possible setting for staff
- Because happy staff work better, and we all want this setting to be the best possible setting for our children

If you are leading the discussion, acknowledge that improving standards for staff means identifying areas where you could do better and set an example by confidently taking ownership for mistakes. For example: *"I've always wanted to have more discussion about wellbeing, but it's so busy running this nursery that I haven't found time. But I think that's a mistake, because your work is at the heart of everything we do here, and I want put that right now."*

Some questions in this document may feel personal. Make sure that you create a safe space to discuss them, constructively, without apportioning blame. Focus on *what* caused the problem, not *who*.

**Focus on learning;** how can we do things even better?

**Be appreciative** – input and engagement are great resources. Value them.

**Let people know that there is a purpose to this:** that changes will happen (for example, writing, rewriting or reviewing your staff wellbeing policy).

## Structure

Structure brings clarity to everyone. Make sure:

- You give a clear introduction
- You explain the purpose of the meeting
- You are clear about actions, who is doing them and by when.

## Ground rules

- Invite ground rules from others
- Allow people to speak
- All ideas are welcome

Remind people at the end that if they need support, they can talk to their line manager or can be signposted to other services.

## Activity 2.

# Team reflection on the survey

After reading the results of our survey, have a team discussion and ask the following questions:

### Happiness

- What makes you happy about your work?
- What would improve your levels of happiness at work?

### Support at Work

- What mental health and wellbeing support is available for practitioners?
- How is mental health and wellbeing support promoted in your setting?
- What additional support do you think your setting could offer

### Mental Health and Wellbeing Policy

- Do you have a wellbeing policy?  
If you do:
- Does everyone know about it?
  - Have the practitioners contributed to the wellbeing policy?
  - How visible is it?

### Stress at Nursery

- What causes you stress in your setting?
- What could reduce stress in your setting?

At the end of the discussion decide what actions you will take, remember, your actions should be in **RATIO!**

**Realistic** – Can you do it in your setting?

**Achievable** – Is it a sensible and practical idea?

**Time-bound** – What time frame will the action take place?

**Implementable** – What will be your first step to getting this done?

**Observable** – What will practitioners see that is different?



### Activity 3.

## Offering support wherever it's needed

To help think about how to promote wellbeing, it can be helpful to divide support into three commonly adopted categories: universal, targeted and specialist support services, all of which can be incorporated into a staff wellbeing strategy. Which do you have available in your setting? It may not be possible to provide them all, but what could you do more of?

**Are there others you could add. Have a look at the discussions you had about the survey questions. Are there any you could add?**

#### Specialist support:

- Employee assistance programmes
  - Crisis support
- Referrals to mental health support

#### Targeted support

- Supervision
- Training around mental health
- Regular mandatory wellbeing check-in meetings for all staff using a personal or peer support model
- Wellbeing events for staff

#### Universal support

- Staff wellbeing policy
- Dedicated staff space
- Drop-in sessions for any concerns
- Staff wellbeing leads or teams to offer regular events
  - Open culture towards supporting mental health
- Feedback boxes where staff can anonymously share ideas for improving practice and wellbeing

### Reflections on workshops

Make a list of what is working in your setting using the following headings from the focus groups:

1. Supporting Each Other
2. Supportive Management
3. Physical Environment
4. Finding Help Outside the Setting

Celebrate your achievements and consider what you can do more of.

# 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. Participants receive a FREE cookery book upon completion!

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

**When:** Every Monday for 5 weeks, starting 13<sup>th</sup> June – 11<sup>th</sup> July

**Time:** 10.30am – 1.00pm

**Where:** St Peter's Church, Weigall Road/Eltham Road, SE12 8HQ

**When:** Every Tuesday for 5 weeks, starting 14<sup>th</sup> June – 12<sup>th</sup> July

**Time:** 10.30am – 1.00pm

**Where:** Woolwich Common Community Centre, 17 Leslie Smith Square, Woolwich, SE18 4DW

**When:** Every Wednesday, for 5 weeks, starting 15<sup>th</sup> June – 13<sup>th</sup> July

**Time:** 10.30am – 1.00pm

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

**When:** Every Thursday, for 5 weeks starting 16<sup>th</sup> June – 14<sup>th</sup> July

**Time:** 10.30am – 1.00pm

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

**When:** Every Saturday for 5 weeks starting 18<sup>th</sup> June – 16<sup>th</sup> July

**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](mailto:cookeryclubs@gcda.org.uk)**

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

GCDA 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](mailto:fayl@gcda.org.uk)

# Greenwich Get Active



Hello Greenwich Families & Providers

Looking for something to do together as a family. Come and join in with our free family sports and games sessions and create a team and win some prizes for walking and cycling through the Street Tag app.

Just turn up or book your place now. [Family Fun - Live Well Greenwich](#)

## Greenwich Get Active Street Tag

We are bringing Street Tag to Greenwich until July 2022.

Street Tag is an app-based family-friendly game that turns your local area into a virtual playground to earn rewards for physical activity. It's a great way to stay active and explore local parks and green spaces.

EVERYONE can get involved through their setting, school or the community!

Download the app from any mobile or android app store:

[Apple](#)

[Google Play](#)

For more information visit the [Street Tag website](#).



# DATA PROTECTION

**YOU'VE 100% PRIVACY ON STREET TAG!**

**YOU'RE IN FULL CONTROL OF YOUR ACTIVITIES ON THE APP, AS YOUR TIMESTAMPS ARE ACCESSIBLE ONLY BY YOU, AND CAN BE CLEARED ANYTIME BY YOU FROM THE APP SETTINGS.**

**ALSO, THERE'S NO WAY FOR ANYONE TO COMMUNICATE WITH YOU WITHIN OUR APP. ONLY THE STREET TAG TEAM SENDS PUSH NOTIFICATIONS FROM THE BACKEND. ADDITIONALLY, WE DON'T SELL ADVERTS ON THE APP OR TRACK USERS' MOVEMENT ON THE APP. AND IT'S ABSOLUTELY IMPOSSIBLE FOR OTHER USERS TO VIEW OR KNOW OTHER USERS' LOCATIONS ON THE APP. FOR FURTHER DETAILS ABOUT OUR PRIVACY POLICY, PLEASE FIND STREET TAG'S PRIVACY POLICY ON OUR WEBSITE HERE [STREETTAG.CO.UK/PRIVACY-POLICY](https://streettag.co.uk/privacy-policy)**



## 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)



GREENWICH  
**Safeguarding  
Children**  
PARTNERSHIP



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)

# Child Protection in England

**National review** into the murders of Arthur Labinjo-Hughes and Star Hobson

Research and analysis

## National review into the murders of Arthur Labinjo-Hughes and Star Hobson

National child safeguarding practice review into the murders of Arthur Labinjo-Hughes and Star Hobson.

<https://www.gov.uk/government/publications/national-review-into-the-murders-of-arthur-labinjo-hughes-and-star-hobson>



Arthur Labinjo-Hughes was a little boy who loved playing cricket and football. He enjoyed school, had lots of friends, and was always laughing. Arthur died in Solihull aged six on 17th June 2020.

His father's partner, Emma Tustin, was convicted on 1st December 2021 of his murder. Arthur's father, Thomas Hughes, was convicted of manslaughter. They are now both serving prison terms.

Star Hobson was an inquisitive toddler who loved to listen to music and would dance in her baby walker, laughing and giggling. Star died in Bradford aged 16 months on 22nd September 2020.

Her mother's partner, Savannah Brockhill, was subsequently convicted of murder on 15th December 2021 and her mother, Frankie Smith, was convicted of causing or allowing her death. They too are now in prison.



This national review was initiated in the context of widespread public distress about the circumstances of the deaths of these children that followed the conclusion of the two murder trials. Understandable questions were asked about why children had experienced such gross abuse and suffering when they were seemingly in 'plain sight' of public agencies. The extraordinarily harrowing video footage and images of both Arthur and Star, during the final weeks and days of their lives, no doubt contributed to questions being asked about how well children are protected in England.

The review has sought to keep the unique and distinctive lives and experiences of Arthur and Star at its heart. The point of this review is to evaluate the role of agencies. We can never know or understand why the perpetrators of these terrible crimes did what they did. Instead, we have to ask how agencies acted to protect Star and Arthur, and what factors enabled or limited their ability to do so, so we can identify improvements for the future. Arthur and Star were killed by people who should have been caring for them and loving them. The perpetrators, and they alone, are responsible for what happened. That inescapable fact cannot and should not be obscured by any of this review's findings and conclusions.

It is also very important to acknowledge that Arthur and Star both died during the COVID19 pandemic. We have therefore sought to understand, as far as it is possible, whether the circumstances of this global crisis affected Arthur and Star, their families and the response of professionals to what was happening in their lives.

There has been a determination amongst those who have contributed to this review to make sure that significant change follows from the learning about the circumstances of Arthur and Star's deaths. This is important to members of Arthur and Star's respective families as well as to the professionals who were directly affected by the extraordinary tragedy of what happened.

The death or serious injury of a child as a result of abuse at the hands of their parents or their parents' partners is relatively exceptional but the fact that it is an unusual event should not detract from our collective responsibility to make sense of what happened, to learn and to secure the improvements that may be required. There are obvious hazards in recommending major policy or system changes on the basis of what happened to one or two individual children. It has been vital therefore to triangulate the Panel's analysis with a wider evidence base, including the reviews of the many serious safeguarding incidents considered every year by the Panel

### **What went wrong?**

In analysing what happened to Arthur and Star and how public agencies responded, we have identified a set of issues which hindered professionals' understanding of what was happening to Arthur and Star.

These are:

- Weaknesses in information sharing and seeking within and between agencies.
- A lack of robust critical thinking and challenge within and between agencies, compounded by a failure to trigger statutory multi-agency child protection processes at a number of key moments.
- A need for sharper specialist child protection skills and expertise, especially in relation to complex risk assessment and decision making; engaging reluctant parents; understanding the daily life of children; and domestic abuse.

- Underpinning these issues, is the need for leaders to have a powerful enabling impact on child protection practice, creating and protecting the optimum organisational conditions for undertaking this complex work.

These are not new issues; they recur across the reviews of serious incidents that the Panel sees on a fortnightly basis. They come up in all analyses of serious case reviews and thematic practice reviews; and they have featured in all previous inquiries into child deaths.

### What needs to change?

The review contends that **multi-agency arrangements for protecting children are more fractured and fragmented** than they should be.

There has been insufficient attention to, and investment in, securing the **specialist multi-agency expertise** required for undertaking investigations and responses to significant harm from abuse and neglect.

We are recommending that **Multi-Agency Child Protection Units** – integrated and co-located multi-agency teams staffed by experienced child protection professionals – are established in every local authority area.

Here's a link to where you can report concerns about a child in Royal Greenwich

[https://www.royalgreenwich.gov.uk/info/200237/family\\_support\\_and\\_safeguarding\\_children/956/report\\_your\\_concerns\\_about\\_a\\_child](https://www.royalgreenwich.gov.uk/info/200237/family_support_and_safeguarding_children/956/report_your_concerns_about_a_child)

### 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





Read highlights here <https://learning.nspcc.org.uk/news/events/how-safe-conference-highlights>

“Our children do not want to be defined by the pandemic. They are determined to make this a better world. It’s our job to keep up.”

**Peter Wanless, NSPCC Chief Executive**


“The international human rights framework is very clear that allowing physical punishment of children is untenable.”

**Bruce Adamson, Children and Young People’s Commissioner for Scotland**

“Safeguarding children is everyone’s business and protection only works if it comes with help that can address the concerns people are worried about.”

**Josh MacAlister, Chair of the Independent Review of Children’s Social Care**



  
*A once in a generation opportunity to transform the children's social care system and provide children with loving, safe and stable families.*

Read the Executive Summary and the Final Report here

<https://childrensocialcare.independent-review.uk/final-report/>

Here was the case for change if you did not see it before

<https://childrensocialcare.independent-review.uk/wp-content/uploads/2021/06/case-for-change.pdf>

## The Case for Change

Recommendations include: introducing one category of “Family Help” to replace “targeted early help” and “child in need” work; an “Expert Child Protection Practitioner”, who is an experienced social worker, should co-work alongside the Family Help Team where concerns about significant harm of a child emerge; and families should be invited to come up with a family led plan to care for a child before a decision is made about whether or not to place them in the care system.

Speech

## Minister Quince Oral Statement on children's social care review

Children and Families Minister Will Quince addresses Parliament in response to the Independent Review of Children's Social Care

<https://www.gov.uk/government/speeches/minister-quince-oral-statement-on-childrens-social-care-review>

There are three main priorities:

1. The first is to improve the child protection system so that it keeps children safe from harm as effectively as possible.
2. The second is to support families to care for their children, so that they can have safe, loving and happy childhoods which set them up for fulfilling lives.
3. And the third is to ensure that there are the right placements for children in the right places, so that those who cannot stay with their parents grow up in a safe, stable and loving home

## Safeguarding guidance for schools

The Department for Education (DfE) has published an updated version of its statutory Keeping children safe in education guidance for schools in England, which will come into force on 01 September 2022. Annex F of the of the new guidance sets out the changes made, including: a new paragraph on domestic abuse added to the list of safeguarding issues all staff should be aware of, new information on the importance of schools talking to parents about children's access to online sites when away from school, and a new paragraph highlighting the importance of ensuring that children understand the law on child-on-child abuse is there to protect them rather than criminalise them.

Read the guidance: [Statutory guidance: keeping children safe in education](#)

Download the guidance: [Keeping children safe in education 2022 \(PDF\)](#)

## Health visiting checks

The NSPCC has published a news story looking at health visiting services in England and calling on the government to ensure all families receive the five face-to-face health visits they're entitled to. Findings from analysis of Public Health England data include: in 2021, 19% of babies didn't receive their 12-month health visitor review by the time they were 15-months-old. 25 organisations, including the NSPCC, have written to the government in an open letter calling for the rebuilding of the health visiting service and highlighting the importance of checks in identifying and supporting new parents experiencing or at risk of mental health problems.

Read the news story: [We urge the government to ensure families receive the five health visiting checks they're entitled to](#)

Read the open letter: [Open letter \(PDF\)](#)

## Kinship care

The All-Party Parliamentary Group on Kinship Care and the Family Rights Group have published a report which addresses the lack of access to legal advice for prospective kinship carers and looks at the effects of this on children. Findings from a survey of 473 kinship carers in England and Wales include: 82% of kinship carers did not feel they knew enough about their legal options to make an informed decision about the best options for their kinship child. The report suggests that the state should be supporting kinship carers to ensure children don't need to enter into, or remain in, the care system.

Read the news story: [MPs and peers call on government to act now to tackle nightmare legal labyrinth faced by kinship carers](#)

## Protecting our children

The BBC has released a new Panorama episode which looks at social workers and the nature of their work with children and families. The documentary investigates how social workers make decisions about children's lives and hears from families they have worked with.

Watch the documentary: [Protecting our children: a balancing act](#)

Read the Community Care article: [TV investigation aims to highlight trauma faced by families from wrongful child protection action](#)

## Missing and exploited children

The International Centre for Missing and Exploited Children (ICMEC) has published 15 recommendations addressing the risks of abuse, exploitation, and going missing to better protect children in vulnerable communities around the world. The recommendations include: registering of all children by the relevant authorities whenever they cross international borders; and using validated screening tools to identify children who have experienced abuse or exploitation during migration.

Read the press release: [Protecting children on the move: global nonprofit releases 15 recommendations to address the risks of abuse, exploitation, and going missing in times of crisis](#)

Read the recommendations: [Protecting children on the move: 15 recommendations to address the risks of abuse, exploitation, and going missing \(PDF\)](#)

## Online safety

Ofcom has released the second episode of their new podcast series Life online which explores themes around online safety. This episode centres on cyberbullying and includes three teenagers sharing their own experiences of online bullying.

Read the news story: [Threat of online bullying greater than offline](#)

Listen to the podcast: [Online bullying in the digital world](#)

NSPCC Learning [Protecting children from bullying and cyberbullying](#)

## Violence against women and girls

A coalition of organisations and experts, including the NSPCC, have come together to publish a set of guidelines on tackling violence against women and girls online. The code of practice suggests regulations for tech companies to prevent and respond to violence against women and girls perpetrated on their platforms.

Read the news story: [Coalition of experts announce new code of practice that would hold tech companies to account for online violence against women and girls](#)

Read the guidelines: [Violence against women and girls \(VAWG\) code of practice \(PDF\)](#)

## Alcohol harm

Community Alcohol Partnerships (CAP) has published a report into alcohol consumption by children and young people, and their parents' awareness of guidance on the topic. Findings from a survey of 2,083 adults across the UK include: 58% of adults said they were not aware of government guidance on the consumption of alcohol by children and young people; and of the adults that were aware, 34% of them were aware of the 'alcohol-free childhood is the healthiest and best option' guideline. Recommendations include: organisations should promote parental advice containing government guidance to reach a wider audience; and a need for interventions to educate families about risks of underage drinking on children's wellbeing.

Read the news story: [Parents left in the dark about alcohol and their children](#)



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

## Register here for our newsletter

Name \*

Enter your name

Email \*

Enter your email

Interest

You can select one or more interest groups below

Select

Submit

<https://www.greenwichsafeguardingchildren.org.uk/news-2/>

## Newsletter

GSCP Newsletter Archive

[May 2022](#)

[April 2022](#)

[March 2022](#)

All children in Royal Greenwich, regardless of their background and circumstances, should have a happy and fulfilled childhood where they enjoy school and family life, learn, belong, grow and achieve so that they enter adulthood ready, willing and able to achieve their highest potential.



Sign up to NSPCC newsletter safeguarding here

<https://learning.nspcc.org.uk/newsletter/email-subscriptions-safeguarding-child-protection>

## **CASPAR**

A weekly email to keep you up-to-date with all the latest safeguarding and child protection news, policy, practice and research across the UK.

[Subscribe to CASPAR](#)

## **NSPCC Learning Newsletter**

Stay informed about NSPCC Learning's professional training, events, services and resources.

[Subscribe to NSPCC Learning Newsletter](#)

## **Safeguarding in Education Update**

Monthly bulletin for anyone working in education to keep up with the latest safeguarding and child protection developments as well as resources and training from NSPCC Learning.

[Subscribe to Safeguarding in Education Update](#)

## **New in the Library**

Weekly list of the new child protection, safeguarding, child abuse and child neglect books, articles and resources added to our library collection.

[Subscribe to New in the Library](#)

## Royal Greenwich Children's Services

### Useful Safeguarding Contacts and Telephone Numbers

<b>Children's Services Front Door (Safeguarding, Social Care &amp; Early Help)</b>	
'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
<b>Local Authority Designated Officer - Winsome Collins Manager</b>	
<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
<b>Greenwich Safeguarding Children Partnership</b>	
Greenwich Safeguarding Children Partnership website <a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>	020 8921 4477
<b>Prevent</b>	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
<b>Police 999</b>	
CAIT - Child Abuse Investigation Team	0207 230 3705
<b>Ofsted</b>	
Ofsted enquiries, complaints, investigation and enforcement	0300 123 1231
<b>Royal Greenwich Early Years</b>	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
<b>Support, Advice &amp; Signposting</b>	
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
<b>Children with Disabilities</b>	
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

