



### What's in the bumper July edition

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- ☀ Healthy Early Years – Immunisation / Febrile Convulsions
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### Keeping Children Safe

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- ☀ Managing Allegations of abuse
- ☀ Early Help name change
- ☀ 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.

# Ukraine Small Grants Programme



**The Royal Borough of Greenwich is launching a Ukraine Small Grants Programme to support local voluntary and community organisations who are working to help Ukrainian refugees in the borough.**

The funding, provided through the Government's Homes for Ukraine Scheme, will further enable these organisations to meet the short term, specific needs of Ukrainians, and the local families who are supporting them, as well as being a bridge to longer term resettlement plans.

Examples of this important work could, amongst other things, include helping to manage relationships between Ukrainian guests and their host families; translation services; provision of space for meetings and social opportunities for new arrivals; mental health support; activities for teens and older people, and linking into the support with accessing public services e.g. registering with GPs, applying for financial support or organising school places, is already being provided by Big Red Kick.

**We are inviting established, non-for-profit organisations based in the Royal Borough of Greenwich working with and supporting Ukrainian families to apply for this one-off grant.** Grants will be awarded for activity delivered over a period of **six to twelve months from September 2022 and can be from £1000 up to a maximum of £9999.**

For further information and to apply by **5pm on Monday 11th of July**, please

visit [royalgreenwich.gov.uk/ukraine-small-grants-programme](https://royalgreenwich.gov.uk/ukraine-small-grants-programme)

**\*\*\*\*\*On Thursday 30th June from 5.30-6.30pm we will also be holding an information webinar over zoom where organisations can ask questions about the grant application process. \*\*\*\*\***

**Please register in advance** for this zoom meeting:

<https://us02web.zoom.us/meeting/register/tZUodeCrrDMqGdM3Sp8X5As85zcPaLbAfNX>

Blog

## The Education Hub

# How do families arriving from Ukraine apply for a school place and childcare? / Як родинам, що приїжджають з України, подавати заяви на отримання місць у школі та допомоги з оплати послуг з догляду за дитиною?

Useful information about school places and childcare options is available on the link below which has been translated into Ukrainian.

[Education Hub – how do families arriving from Ukraine apply for a school place and childcare](#)

To find out about how to apply for a school place in Greenwich, see below


## Apply for a school place




[https://www.royalgreenwich.gov.uk/info/200286/apply\\_for\\_a\\_school\\_place](https://www.royalgreenwich.gov.uk/info/200286/apply_for_a_school_place)

### For school places


#### Contact School Admissions Service

 Telephone: 020 8921 8043

 Email: [school-admissions@royalgreenwich.gov.uk](mailto:school-admissions@royalgreenwich.gov.uk)

### For childcare

#### Contact Families Information Service

 Telephone: 020 8921 6921

 Email: [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk)

## Guidance

# Move to the UK if you're coming from Ukraine

<https://www.gov.uk/guidance/move-to-the-uk-if-youre-from-ukraine>

Government Advice : Check what you need to do before you travel to the UK and what to do after you arrive.

Quick links for parents/carers and sponsors

1. [Before you travel to the UK](#)
2. [What happens at the UK border](#)
3. [Travelling to where you're staying](#)
4. [Getting financial help](#)
5. [Getting your Biometric Residence Permit \(BRP\)](#)
6. [Where you can live](#)
7. [Working in the UK](#)
8. [Getting your child a school place](#)
9. [Getting healthcare from the National Health Service \(NHS\)](#)
10. [Driving in the UK](#)
11. [Find out more about living in the UK](#)
12. [Stay up to date](#)



## Advice for Host Families

The NSPCC, Barnardo's, Royal College of Paediatrics (RCPCH) and Save the Children have produced a guide to help host families in the UK provide a safe environment for new arrivals from Ukraine. The guide provides practical information on preparing homes for arrival and supporting arrivals on navigating life in the UK. Topics covered include: understanding online safety, education and healthcare. Information on Ukraine is also included as well as guidance around safeguarding concerns.

**Read the guidelines:** [In the home](#)

**Download the report:** [Advice for host families \(PDF\)](#)

## Provider Good News!



**We're a winner at  
NDNA Awards 2022**

**Play & Learning - Supporting  
Children with SEND Award**

Crafty Wizards World Preschool



Congratulations to Crafty Wizards World Preschool for the recognition and celebration of their exceptional work with children. We are delighted for all of the children, staff and leadership team.

Here's a message from Matthew of Crafty Wizards

“We are spell-bound to have won this national award for 'Play & Learning - Supporting Children with SEND' from NDNA. The process was rigorous, paperwork, evidence, team meetings and an interview! We are delighted to win this award, particularly after our TOP 20 in the UK and London award for small nurseries recommended by parents on Day Nurseries, and at the end of our 10 year anniversary! Thank you to our wand-erful team across all our sites, parents, carers, community and partnerships. There is no magic without you all!”



**Service Level Agreement 2021/2023** has been updated to include new term dates and funding rates. If you already agreed it last year, you do not need to sign again.

You can read the [SLA 2021/2023 updated here](#)

If for some reason, you did not sign it last year, you can sign it here. Please do remember that if you are Ofsted registered and/or deliver early years or childcare provision, the SLA is deemed to apply unless the local authority confirm directly with you that it does not apply.

<https://forms.gle/4uIzG5tr6JryeF7j9>

### TERM DATES 2022/2023

Terms	School Term dates 2022 to 2023	Funded weeks
<b>Autumn 2022</b>	<p>Term time: Thursday 1 September to Friday 21 October 2022</p> <p>Half-term holiday: Monday 24 October to Friday 28 October 2022</p> <p>Term time: Monday 31 October to Friday 16 December 2022</p> <p>Christmas and New Year holiday: Monday 19 December 2022 to Monday 2 January 2023</p>	<p>less 2 INSET Days</p> <p><b>14 weeks</b></p>
<b>Spring 2023</b>	<p>Term time: Tuesday 3 January to Friday 10 February 2023</p> <p>Half-term holiday: Monday 13 February to Friday 17 February 2023</p> <p>Term time: Monday 20 February to Friday 31 March 2023</p> <p>Easter holiday: Monday 3 April to Friday 14 April 2023</p>	<b>12 weeks</b>
<b>Summer 2023</b>	<p>Term time: Monday 17 April to Friday 26 May 2023 (except May Day Bank Holiday on 1 May)</p> <p>Half-term holiday: Monday 29 May to Friday 2 June 2023 (Spring Bank Holiday on 29 May)</p> <p>Term time: Monday 5 June to Friday 21 July 2023</p>	<p>less 3 INSET days</p> <p><b>12 weeks</b></p>
	Term dates include INSET dates	195 days 39 weeks
	<b>Less 5 INSET days over the year for staff training</b> <i>You choose when you take them</i>	<b>190 days / 38 weeks</b>

## FUNDING CLAIMS SUBMISSION: HEADCOUNT & CENSUS DATES 2022/23

<p><b>Autumn 2022:</b> 1 September to 31 December  <b>School Term Dates:</b> Thursday 1 September to Friday 16 December (2 INSET days)</p>	
<p><b>Main Funding Claim Period Open for Submission</b>                  From Thursday 1 September to Friday 14 October</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p><b>Autumn 2022 Headcount Day</b>   <u>Thursday 6 October</u></p>	<ul style="list-style-type: none"> <li>• Pupils <u>must</u> be in your setting on <b>Thursday 6 October</b> to make a funding claim</li> <li>• All amendments must be submitted by Friday 14 October</li> <li>• Any late starters and leavers during the term after headcount <u>must</u> be notified to <a href="mailto:eyc-funding@royalgreenwich.gov.uk">eyc-funding@royalgreenwich.gov.uk</a> by email</li> </ul>
<p><b>Spring 2023:</b> 1 January to 31 March  <b>School Term Dates:</b> Tuesday 3 January to Friday 31 March</p>	
<p><b>Main Funding Claim Period Open for Submission</b>                  From Tuesday 3 January to Friday 27 January</p> <p><i>Please submit main claim and census by headcount date and any amendments no later than one week</i></p>	
<p><b>Spring 2023 Headcount * EY Census Day</b>   <u>Thursday 19 January</u></p>	<ul style="list-style-type: none"> <li>• Pupils <u>must</u> be in your setting on <b>Thursday 19 January</b> to make a funding claim</li> <li>• All amendments must be submitted by <u>Friday 27 January</u></li> <li>• Any late starters and leavers during the term after headcount <u>must</u> be notified to <a href="mailto:eyc-funding@royalgreenwich.gov.uk">eyc-funding@royalgreenwich.gov.uk</a> by email</li> </ul>
<p><b>Summer 2023:</b> 1 April to 31 August  <b>School Term Dates:</b> Monday 17 April to Friday 21 July (3 INSET days)</p>	
<p><b>Main Funding Claim Period Open for Submission</b>                  From Monday 17 April to Friday 26 May</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p><b>Summer 2023 Headcount Day</b>   <u>Thursday 18 May</u></p>	<ul style="list-style-type: none"> <li>• Pupils <u>must</u> be in your setting on <b>Thursday 18 May</b> to make a funding claim. Please submit main claim by this date.</li> <li>• All amendments must be submitted by <u>Friday 26 May</u></li> <li>• Any late starters and leavers during the term after headcount <u>must</u> be notified to <a href="mailto:eyc-funding@royalgreenwich.gov.uk">eyc-funding@royalgreenwich.gov.uk</a> by email</li> </ul>

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

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

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

School Year 38 weeks
Autumn 14 weeks
Spring 12 weeks
Summer 12 weeks

**Funded Entitlements**  
 15 / 30 hours per week x 38 weeks  
 570 / 1140 hours per year

New Hourly Funding Rates	
3 and 4 year olds: £5.72	Increase of 17p
EYPP – 60p	Increase of 7p
2 year olds: £6.37	Increase of 29p
Targeted Childcare provision for Approved Providers delivering specialist care: £6.60	Increase of 15p

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

SPRING 2023						
January 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

SPRING 2023						
March 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	01-Apr

SUMMER 2023						
April 2023						
Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SUMMER 2023						
May 2023						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SUMMER 2023						
June 2023						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	01-Jul

SUMMER 2023						
July 2023						
Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

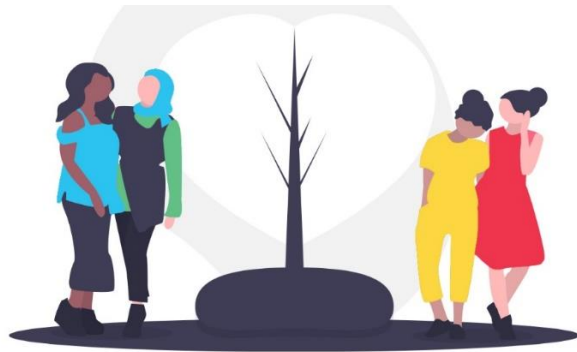
SUMMER 2023						
August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

School holidays  
 Bank Holidays in RED  
 Headcount/ EY Census Day  
 Less 5 INSET training days  
 For enquiries  
[Eyc-funding@royalgreenwich.gov.uk](mailto:Eyc-funding@royalgreenwich.gov.uk)  
 020 8921 3877



## Early Years & Childcare TRAINING PROGRAMME

Area of EYFS	Training courses and workshops	INSET Audience	Day	Date	Start	End
Safeguarding & Welfare	Keeping Babies Safe (ALL)	Open to all	Saturday	09 July 2022	10:00	15:00
Safeguarding & Welfare	Designated Safeguarding Lead	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	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>



## An Inspector Calls

[Early years inspection handbook](#)

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

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

Gill Holden, Principal Officer of the Early Childhood Unit at the National Children's Bureau (NCB) speaks to Jo Gordon and Jacqui McDermid, Early Years Consultants, Communication and Language Development Leads at the Lambeth Early Action Partnership (LEAP) and co-founders of the Natural Thinkers programme about how to plan your curriculum to ensure that outdoor learning is included effectively, how to support and enthuse both staff and families about the benefits of outdoor learning and much more on how it can benefit children in the early years.



<https://foundationyears.org.uk/2022/05/vodcast-on-outdoor-learning/>



## Exploring the Key Principles of Effective Assessment

<https://earlyexcellence.com/latest-news/press-articles/principles-of-effective-assessment>



# Curriculum Roadshow



Ofsted has been running a series of Education Inspection Framework (EIF) curriculum roadshows for early years settings across the country, throughout June and July, followed by a specific roadshow for maintained nurseries later in the year.

These FREE half-day events offered the opportunity to learn more about how Ofsted looks at language and communication at inspection. Ofsted also shared what they've learned from inspection about the impact of the COVID-19 pandemic.

We attended from Royal Greenwich, alongside some of our providers (great to see you Dee's Childcare, Eltham Green and More 2 Childcare!)

Kallie will share a detailed update in the Autumn Ofsted Trends Briefing (look out for and book your spot – we will make it virtual and in the evening to maximise potential for attendance)

Key points to note:

**START** with where the child is

**kNOW!** the child

**NEED** meet the child's need



See more, hear more, know more!

Know more, understand more, process more!

The development of children's spoken language underpins all seven areas of learning and development. Specific areas cannot be delivered without PRIME areas. What should you be delivering as an educator around communication and language?

- ★ Back and forth interactions
- ★ Lots of conversations (with pauses for thinking and responding)
- ★ New vocabulary and opportunities to practice and embed new words
- ★ Core rhymes, songs, stories and books
- ★ Opportunities to become comfortable using a rich range of vocabulary and language structure



**Adult – child interactions:  
serve and return**

**(It's Wimbledon after all)**

Serve and return interactions literally shape brain architecture! When you engage with a child in back-and-forth interactions that are supportive, attentive, and responsive, it builds a strong relationship and creates a lasting foundation for future development

A handy guide for parents/carers

[https://46y5eh1lfhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC\\_ServeReturn\\_for\\_Parents\\_Caregivers\\_2019.pdf](https://46y5eh1lfhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC_ServeReturn_for_Parents_Caregivers_2019.pdf)

## What the EYFS says

- 1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

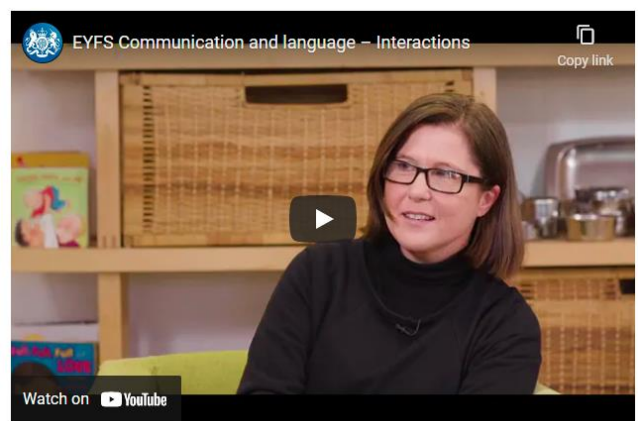
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

## Help for early years providers

### [Communication and language](#)

- ⚙ [Interactions](#)
- ⚙ [Exploring language](#)
- ⚙ [Listening and understanding](#)

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



<https://youtu.be/QHXipia3u-0>

## What Ofsted observes

<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif>

100. When observing interactions between staff and children, inspectors should consider how well staff:

- engage in dialogue with children
- watch, listen and respond to children
- model language well
- read aloud and tell stories to children
- encourage children to sing songs, nursery rhymes and musical games
- encourage children to express their thoughts and use new words
- support independence and confidence
- encourage children to speculate and test ideas through trial and error
- enable children to explore and solve problems
- behave as an excellent role model for children
- support children to recognise and respond to their own physical needs
- attend to children's personal needs
- deal with children's care arrangements, including intimate care, the levels of privacy afforded to children and the supervision arrangements when undertaking personal hygiene tasks

101. Inspectors will also discuss children's learning and development with staff as part of the inspection. There will be a particular focus on communication and language because the development of children's spoken language underpins all 7 areas of learning and development that are set out in [paragraph 1.6 of the statutory framework for the EYFS](#). Much of this will be through incidental conversations prompted by observing the children at play and the interactions between them and adults.

185. Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children's next steps in learning and to monitor their progress.



Department  
for Education

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

### [Launch of the National Professional Qualification for Early Years Leadership](#)

The DfE has announced the launch of the [National Professional Qualification for Early Years Leadership](#) (NPQEYL) which will be available from autumn 2022.

This professional development offer will support early years leaders to develop expertise in leading high-quality education and care, as well as in effective staff and organisational management, working with and through their colleagues so that every child gets the best start in life.

Read more about National Professional Qualifications on GOV.UK [here](#).

A message from the DfE on staff:child ratios

Following recent media attention, the Minister for Children and Families at the Department for Education (DfE) Will Quince has [confirmed plans to consult the sector](#) in the summer on mirroring the Scottish model of a ratio of 1 to 5 instead of 1 to 4 for 2-year-olds in early years settings.

The Minister emphasised that he wants to work closely with the sector, hearing from providers and parents/carers on the issue before any decisions are made. The DfE will share information on how to make your voice heard in due course.

## **Apply for a role in the early years COVID-19 recovery experts and mentors programme**

[Apply for a role in the early years COVID-19 recovery experts and mentors programme - GOV.UK \(www.gov.uk\)](#)

1. [About the programme](#)
2. [Available roles](#)
3. [How to apply for a role in the programme](#)
4. [Deadline](#)



## **Applying for support from the Early Years Experts and Mentors programme**

<https://www.pengreen.org/early-years-experts-and-mentors/>

Eligible settings for some extra support include those who have:

- been judged as Requires Improvement (RI) or inadequate in the last 3 years
- high numbers of children in receipt of EY Pupil Premium
- high numbers of children with SEND needs
- high numbers of children taking up the disadvantaged 2-year-old offer

If you are interested in accessing this programme, contact [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)



## **Learning Language and Loving It™ - The Hanen Program® for Early Childhood Educators (Hanen LLLI)**

This is a training programme to promote opportunities for social, language and literacy learning in Early Years (EY) settings. In this project, the focus was on children aged 3–4 years and the staff in the 131 state-maintained nursery settings that supported them.

The implementation and process evaluation (IPE) report for this project was published last month, April 2022, and can [be found here](#).

The report found the vast majority of nursery staff surveyed agreed that children's exposure to Hanen-trained staff had increased the amount of high-quality child-staff interactions (88%), child-initiated interactions (86%) and the frequency of children's turn-taking interactions (86%). Ongoing Covid-19 disruptions throughout the trial meant that it was not possible to assess the impact of LLLI on children's language outcomes with standardised measures.

State-maintained and PVI nursery settings interested in the LLLI programme can [now register](#) to receive the programme as part of a new research trial starting in Sept 2023.



# Nurturing in the Early Years

Aaron Bradbury [looks at](#) how nurturing in the early years lays the foundation for empathy and how you can embed this in your practice



## family [Nurturing in the Early Years](#)

- Empathy is a work-in-progress for young children and requires experience and nurturing.
- Empathy can help a child understand that they are a distinct person, whose feelings and perspectives are different from other people's
- Children observe what the adults in their lives do and learn empathy through secure attachments to those adults, as they model empathy and affection.
- Reflect as a setting on how you can support empathy through your ethos, especially at transition times.



### What does empathy mean to a child?

Empathy can help a child understand:

- That they are a distinct person,
- That their feelings and perspectives are different from other people, as well as starting to recognise these feelings,
- That their feelings matter to you and others in the setting.

By connecting these feelings, they can start to regulate their own emotional responses.



*“Building an understanding of what others are feeling, how their own actions can impact on others, and why someone might be experiencing feelings at a particular time is a valuable life skill for children to possess.”*

Goodstart.org.au

## Opportunities for reflection

We need to be reflecting on the reasoning behind our own actions in our role, and continually look at nurturing empathy within our settings as a whole ethos, including staff, children, and parents and carers.

To begin to do this, we might ask ourselves:

- How are we nurturing ourselves to be able to nurture the children in our care effectively?
- Are we seeking the voice of the child and truly advocating for uniqueness in all that we do?
- Where would you start in developing a nurturing empathetic approach in your setting?

Then, you can reflect on how to develop those nurturing, empathetic approaches in your Early Years practice by considering the following points:

- Make sure that you are familiar with the concepts of child development in regards to brain development and parent and carer relationships and start to link these to your everyday practice.
- Familiarise yourself with contemporary concepts, such as Aaron Bradbury’s work on the science around nurturing, relationships, and Tamsin Grimmer’s work on [developing a loving pedagogy](#) .
- Explore the meaning of the unique child and the voice of the child and how this is reflected at your setting.
- Value your expertise, but also value how the practice you offer has been developed through research-informed practice.
- Think about the environment in your setting- to what extent does the setting adopt a nurturing, positive approach to child development? Does your ethos support a positive approach to learning?
- You know your children well, so develop an ethos within your setting that promotes every child being successful in life and becoming a resilient and emotionally intelligent human being.

*“Secure attachment can form with any caregiver (parent or professional) who provides security, safety, affection, and comfort.”*

**Aaron Bradbury**



The First 1001 Days Movement released a new report called [Why Health Visitors Matter](#). The report is a compilation of short pieces by parents, professionals, and charity leaders. They describe how health visitors support children’s development and help to keep them safe.



Through these testimonies, you can see the breadth and depth of health visitors’ work and its importance to families in Royal Greenwich. Skilled professionals, who have the time to engage and build relationships with families are much needed - you can read more about the report [here](#).

*“They are our safety net, to catch us if we stumble, and be able to spot problems before they become overwhelming. They are our cheerleaders, to remind us how well our babies are doing. They are a space to be vulnerable, knowing that they are listening to you without judgement.”*

## Greenwich 0 to 4

<https://www.bromleyhealthcare.org.uk/explore-our-services/greenwich-0-to-4/>

If you would like to get in touch with the Health Visiting team for Greenwich please email: [bromh.greenwich0to4@nhs.net](mailto:bromh.greenwich0to4@nhs.net) or call: [0300 330 5777](tel:03003305777)

Health Visiting clinics held at the Children’s Centres in Greenwich

To find details of the Children’s Centres please visit: [Children’s Centres | Royal Borough of Greenwich](#)

# What is Infant Mental Health? Why does it matter?



Infant mental health describes the social and emotional wellbeing and development of children in the earliest years of life.

Sensitive, responsive and trusted relationships are fundamental to infant mental health. Parents and caregivers help babies to learn how to experience, manage and express their emotions, and to feel safe to explore the world.



Although children's futures are not determined by the age of two, severe and persistent problems in early relationships and emotional development can have pervasive and lifelong impacts on a range of outcomes.

Because the first 1001 days are a period of rapid development, early experiences affect not only babies' emotional wellbeing now but also influences how their bodies and brains develop.



It's very important to **promote emotional wellbeing and development** and to provide support to families if they experience difficulties in parent-infant relationships.

## Good infant mental health:



- enables young children to **feel safe and secure**, ready to play, explore and learn as they enter early education and school;



- increases the chances of babies **achieving their potential** in later life and **contributing to society and the economy** as adults;



- lays the groundwork for children's ongoing **social and emotional development**, including resilience and adaptability - key competencies that will help them to **thrive**;



- helps children to **develop behavioural and physiological regulation** which are linked to lifelong physical and mental health and wellbeing;

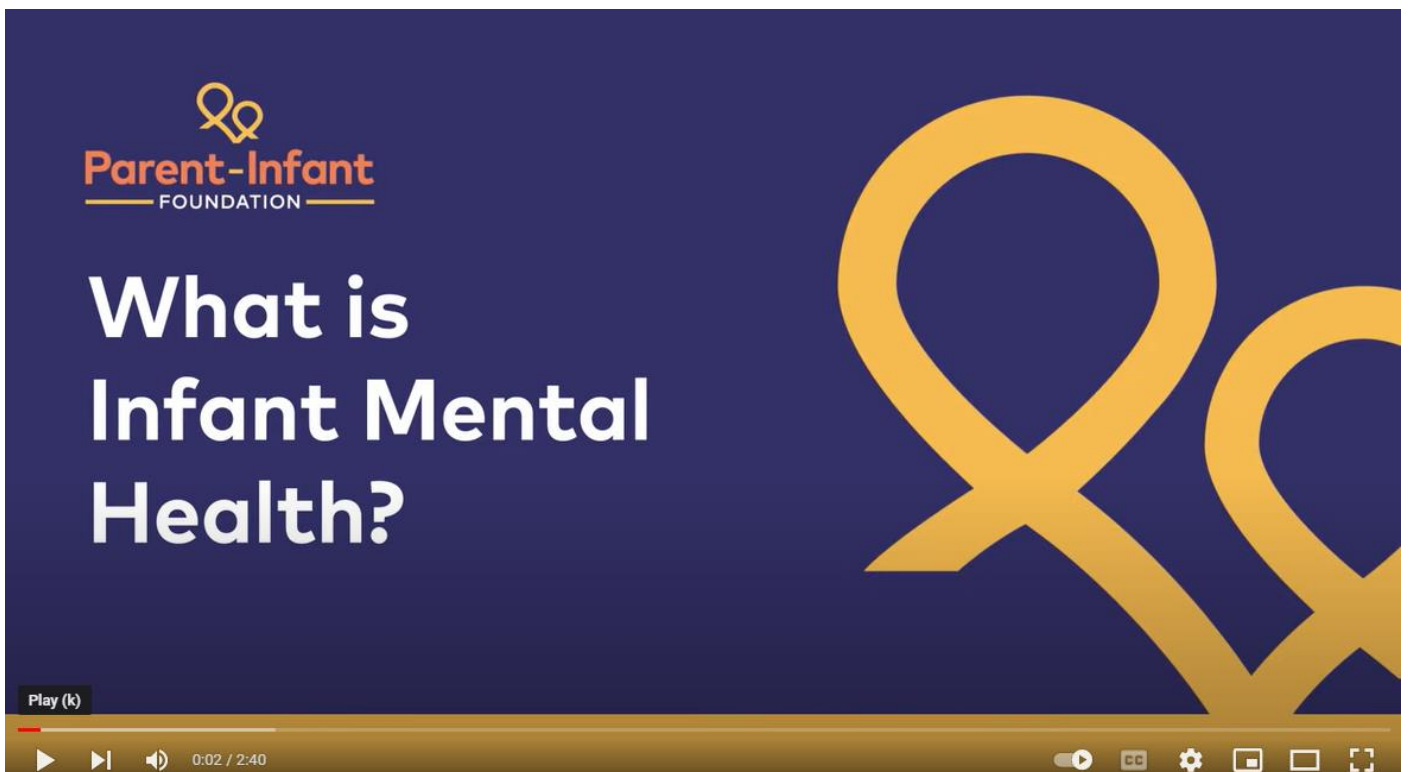
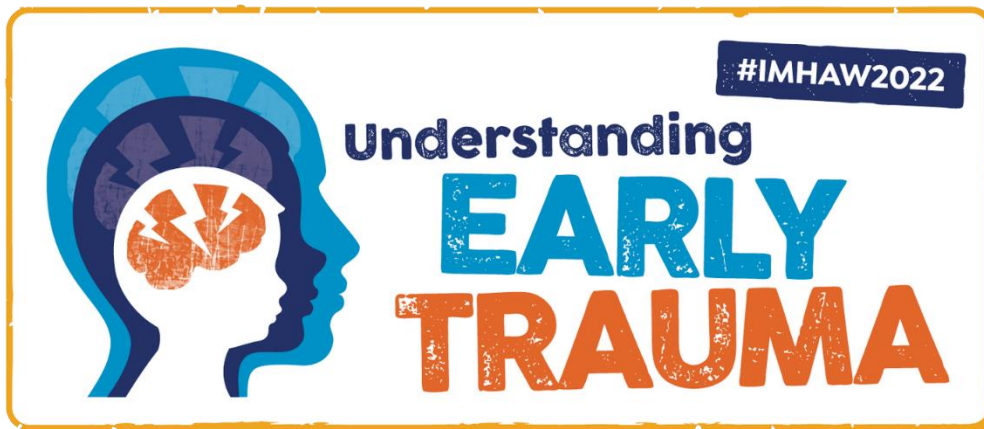


- gives babies the **skills to form trusting relationships** which are essential for living a healthy and fulfilling life.


Good infant mental health promotes positive outcomes throughout a person's life and influences how they parent their own children. **Investing in infant mental health pays dividends for generations to come.**



<https://1001days.org.uk/resources>



<https://www.youtube.com/watch?v=n-DgyinHL5c>



# Understanding EARLY TRAUMA

Babies can experience psychological trauma when their environments are repeatedly harmful or threatening to them, or to their parent or caregiver. Traumatic experiences might include:



The first 1001 days, from pregnancy, are an important developmental phase. Therefore experiencing psychological trauma in the earliest years can have particularly widespread and lasting impacts on many aspects of a child's wellbeing and development.



A nurturing relationship with a parent or caregiver can provide resilience, reducing the impact of traumatic events on a child's wellbeing and development.



**Specialised parent-infant relationship teams play an important role in reducing the harm caused by early trauma.**

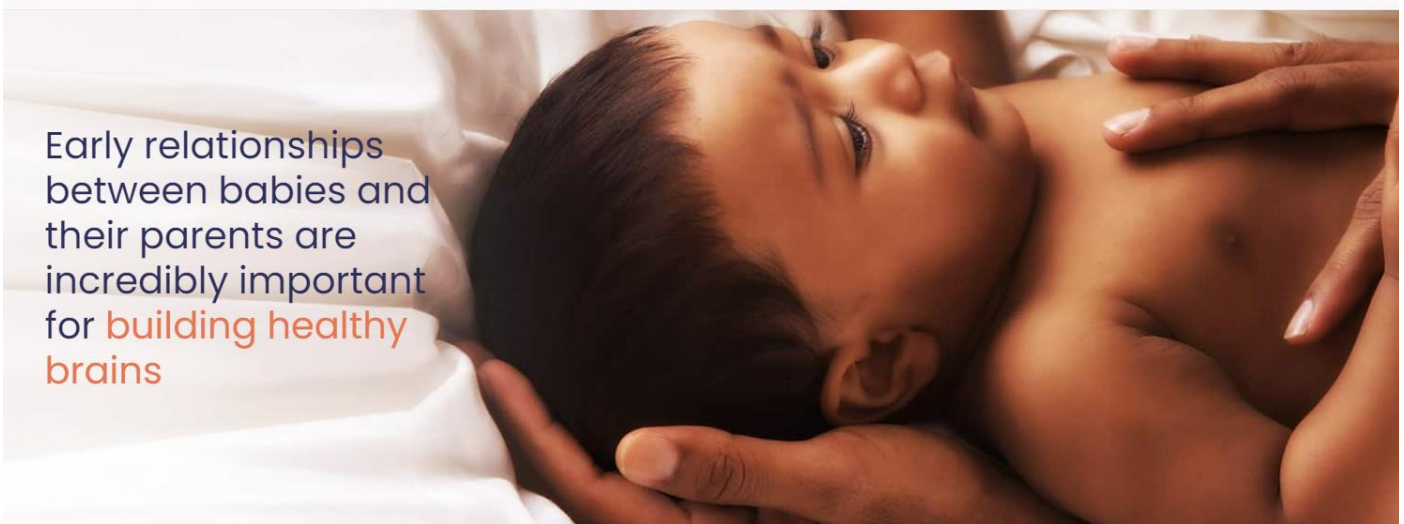


Specialised parent-infant relationship teams are multidisciplinary teams that provide support to strengthen and repair parent-infant relationships.

Parent-infant teams can offer a range of therapeutic support for families with more persistent or complex struggles. Specialist interventions might include parent-infant psychotherapy, video interaction work, and a range of evidence based programmes.



Parent-infant teams also provide support such as training, consultation and supervision to universal and targeted services to help them to promote and protect infant mental health.



**This an opportunity to raise awareness of the importance of parent-infant relationships, and babies' social and emotional development.**

This year's theme "Understanding Early Trauma", enables understanding of the impact of adversity on babies and young children.

<https://parentinfantfoundation.org.uk/why-we-do-it/building-babies-brains/>

The first 1001 days of life, from conception to age two, is a time of unique opportunity and vulnerability. It is a period of particularly rapid growth, when the foundations for later development are laid.

*"The period from pregnancy to age three is when children are most susceptible to environmental influences. Investing in this period is one of the most efficient and effective ways to help eliminate extreme poverty and inequality, boost shared prosperity, and create the human capital needed for economies to diversify and grow."*

**Unicef, World Bank and World Health Organisation Nurturing Care Framework**



# Baby Brain Facts

## Babies:

- hear at around 24 weeks of pregnancy,
- recognise familiar voice at birth, and
- prefer faces to other shapes.



**We are hardwired for relationships!**

In the first years of life, more than 1 million new connections are formed every second in a baby's growing brain.

**The way babies' brains develop is shaped by their interactions with others.**



A range of research shows that **the way parents interact** with their babies **predicts children's later development.**



**Family income and education is strongly related to children's development.** Babies in higher income families are more likely to have frequent caregiver-child conversations. By age 3, babies with university educated parents have been found to have vocabularies 2-3 times larger than those whose parents had not completed school.

**Children's development in the early years sets them on a positive trajectory,** although what happens next also matters. Children's development at just 22 months has been shown to predict their qualifications at 26 years.



**8,300 babies under one** in England currently live in households where domestic violence, alcohol or drug dependency and severe mental illness are ALL present.

Rigorous long term studies found a range of returns between £4 and £9 for every pound invested in early intervention for low income families.



When parents experience problems in the first 1001 days it can have long term impacts on their children.

One study showed that children whose mothers were stressed in pregnancy were twice as likely to have mental health problems as teenagers.



Adults who reported four or more adverse childhood experiences had 4- to 12-fold increase in **alcoholism, drug abuse, depression, and suicide attempts** compared to those who experienced none.



**Tackling adversity + supporting early relationships  
→ healthier brains + better futures**





<https://parentinfantfoundation.org.uk/why-we-do-it/why-relationships-matter/>



Early relationships shape babies' social and emotional development and influence many key outcomes

A child's early relationships shape how their perceptions of themselves and others. They also influence how children learn to regulate their emotions and control their impulses. Children who can control their emotions and behaviours are better able to settle into the classroom and to learn. They have a template for positive relationships, which builds self-confidence and self-esteem, and can strengthen their relationships with peers and teachers.

If a child's emotional environment causes them to feel unsafe or fearful, or if they experience toxic stress in the absence of a buffering relationship, this influences their psychological and neurological development. It will influence how their brain develops to deal with stress in later life.

# Investing in the emotional wellbeing of our babies is a wonderful way to invest in the future.

Giving children the best start in life.

Improving the mental and physical health of the next generation.

Reducing risky and antisocial behaviour and the costs they bring.

Building a skilled workforce to support a thriving economy.

Creating a compassionate society.



The **first 1001 days**, from conception to age two, is a period of rapid growth. During this time **babies' growing brains** are **shaped by their experiences**, particularly the **interactions** they have with their parents and other caregivers. What happens during this time lays the **foundations for future development**.



**Early relationships between babies and their parents are incredibly important for building healthy brains.**

I need a **secure relationship** with at least one sensitive, nurturing caregiver who can respond to my needs.



**Supporting my parents** and other important people in my life to develop this relationship will give me the best start in life.



**Stress factors** such as domestic abuse and relationship conflict, mental illness, substance misuse, unresolved trauma and poverty can make it harder for my parents to provide me with the care I need. The more adversities that my family experiences, the harder it can be to meet my needs.



**Healthy social and emotional development during the first 1001 days:**




- Lays the foundations for lifelong mental and physical health.
- Means I feel safe and secure, ready to play, explore and learn.
- Leaves me ready to enjoy and achieve at school, and progress in the workforce.
- Enables me to understand and manage my emotions and behaviours; which means that I can make a positive contribution to my community.
- Gives me skills to form trusting relationships and to be a nurturing parent myself; sowing the seeds for the next generation.



**Tackling adversity + supporting early relationships healthier brains + better futures**

References and further information can be found on <https://1001days.org.uk/resources>





Approximately 15% of babies do not have an emotional connection with a supportive and nurturing adult

These are the babies we worry about the most. They have what is known as a disorganised attachment relationship with their primary care-giver. Their lack of emotional connection and interaction with a supportive and nurturing adult can have long term effects on mental health, social, emotional and cognitive development.

There are many factors that can cause problems for early relationships. These might be emotional, social, environmental and physical factors such as parental mental illness, domestic abuse and poverty. Not all families experiencing these adversities will have relationship difficulties, but they do increase the risk of early problems, especially when a number of challenges affect a family at the same time.

## Supporting antiracism and inclusive practice in the early years

The [Statutory Framework for the Early Years Foundation Stage](#) states that: "The EYFS seeks to provide: ...equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported." It also states that, "Providers must follow their legal responsibilities under the Equality Act 2010 including the fair and equal treatment of practitioners regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation."



Liz Pemberton, The Black Nursery Manager, has said her mission is to promote inclusive practice in the early years (under under-fives) education sector, with a particular focus on how race, culture and ethnicity should be considered in this practice.

Following criticism of antiracism work in the sector, Liz Pemberton talks about efforts to silence her work by a national newspaper

“There was no desire to engage with what decolonising mindsets and play spaces truly means, or how my work is actually empowering practitioners to competently challenge incidents of racism, and to confidently satisfy the natural curiosity that all children have pertaining to skin colours, hair textures, and religious and/or cultural practices.

Those who know me and my mission, and the future that I’m trying to shape for our children, know that I lead with love. I want to educate people on how to embed anti-racist and inclusive practices in their work, and why it’s vital to do so in the early years sector when children are at such an impressionable age.”

<https://www.nurseryworld.co.uk/news/article/early-years-sector-condemns-telegraph-article-and-unites-behind-liz-pemberton-s-vital-work>



**Read  
Research  
Reflect**



[Implications of COVID for Early Childhood Education and Care \(ECEC\) in England.](https://www.familyandchildcaretrust.org/what-we-do/covid-and-childcare-local-impacts-across-england)

<https://www.familyandchildcaretrust.org/what-we-do/covid-and-childcare-local-impacts-across-england>



## Disruption in ECEC: implications for families

### Implications for parents

- Pandemic parenting challenging for all at times, but in particular:
  - Mothers more likely to experience the strain of parenting without ECEC, with mental health negatively affected, while fathers more likely to report benefits of time with kids
  - Lone parents, and families with school-age and SEND children, found parenting without ECEC particularly challenging
- Some working parents (mainly mothers) experienced reduced income due to the disruption in ECEC arrangements

### Implications for children

- Speech and language delays as fewer opportunities to develop communication skills at home
- Missed out on opportunities to socialise and develop self-regulation skills with increase in social, emotional and mental health needs
- Delayed physical development as children spent less time outdoors and more time in sedentary activities
- Development gap is widening as disadvantaged children more affected



<https://www.familyandchildcaretrust.org/how-Covid-19-has-magnified-inequalities-in-the-childcare-system>

## Rising inequalities among children

Participants noted that children with additional needs, from single parent families, disadvantaged areas, from low-income households and with disabled parents were most likely to miss out on early education and childcare during the pandemic.

- **Better off families prioritised for places** When providers operated below capacity to comply with Covid-19 regulations (e.g. staff could only work in one bubble meaning they could only look after fewer children than previously), many childcare businesses prioritised paid provision, rather than the funded early education entitlement, as this was seen as necessary to remain financially viable. In some areas this resulted in a shortage of funded places for disadvantaged two-year-olds.
- **Returning to childcare was a bigger risk for some children** It was common for families to have concerns about the risk of infection from using childcare and early education. However, the risks were greater for disabled children or parents, families in communities with high infection rates – including ethnic minority groups and those living in more deprived areas – and those without support to care for their children if they themselves became sick, such as single parents.
- **Reaching disadvantaged families** Communicating the advantages of early education and childcare is an ongoing task for local authorities and other services. The disruption to family support services – including parent and toddler groups and children’s centres– have limited key routes for having these conversations at a time when they are needed more than ever.
- **No plan for stopping the disadvantage gap widening further** There is mounting evidence from [Ofsted](#) (1) and others that the disruption in early years services is likely to widen the achievement gap between disadvantaged children and their peers. However, there is no plan for a co-ordinated national response to meet the emotional and development needs of young children and stop this from happening.

## Rising inequalities among parents

As for young children, participants believed that the effects for parents had been felt unevenly and risked increasing existing inequalities.

- **Women bore the brunt of additional caring responsibilities** As a result, they were more likely to be furloughed and made redundant because of their caring responsibilities, and more likely

to give up work or not to return to work because early education and childcare services were not available or unreliable. (2)

- **Flexible working benefiting better off families** Changes in working arrangements forced by the pandemic are helping some parents to better balance their caring responsibilities and employment. However, many parents in the low wage economy are not benefitting from the advantages that flexible work can offer, including more employment options, lower childcare costs and reduced stress from the ability to fit work around the children.
- **No route for improvements** The indefinite delay of the Employment Bill is a missed opportunity to ensure better access to family-friendly working arrangements, particularly among parents in the low-wage economy, and to tackle discrimination at work due to caring responsibilities.

In recent months there has been a steady [increase](#) (3) in providers that are re-opening and in use of early education and childcare. Although Government are reassured by this and see it showing the sector recovering, participants were concerned that the Government are not scrutinising what is underlying these figures in terms of:

- Existing barriers to take-up among disadvantaged families, which have been exacerbated by the pandemic
- Missing out on early education and childcare is having an adverse impact on some children's development and learning, particularly among disadvantaged children
- The risk that more children will grow up in poverty if mothers cannot work due inaccessible childcare.

While the full effects of the pandemic on early education and childcare services are still to be seen, the feedback from these interviews clearly indicates that if Government wait for the cracks in the system to open into chasms, it is disadvantaged children and parents who will bear the brunt.

## Covid and Childcare: The Role of Local Authorities

Gillian Paull – Frontier Economics  
Megan Jarvie – Coram Family and Childcare



Read the research here [Covid and Childcare: The Role of Local Authorities](#)



## 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>



Department  
for Education

## Progress check at age two

Non-statutory guidance for the early years  
foundation stage.





## Blog: Progress check at age two

<https://foundationyears.org.uk/2022/05/blog-progress-check-at-age-two/>

**How can we get the EYFS progress check at age two right, and help children to bounce back from the COVID-19 pandemic?**

**Research** shows that the period from birth to two-years old is the fastest for brain development. It is a sensitive phase of child development. That's why so many of us in the early years are worrying about some of the two-year olds we are working with. They have lived their whole lives through the Covid-19 pandemic. Recent **evidence from Ofsted** highlights developmental delays attributed to the pandemic. In particular, this raises concerns about children's development in the prime areas of the Early Years Foundation Stage (EYFS): Communication and Language, Personal, Social and Emotional Development, and Physical Development. However, young children can be resilient. With the right support, most will bounce back from ups and downs in their early development.

Following the **2021 EYFS reforms**, the progress check at age two remains statutory. That underlines the importance of early years provision for two-year olds. The check enables us to celebrate young children's development and learning with their parents <sup>[1]</sup>. It also enables us to highlight where children might need more support. As we emerge from the pandemic, we know that the progress check at age two is more important now than ever; yet there has been little practice development in this area. If we complete it as a ticklist exercise, we generate unnecessary paperwork which does nothing to support the child or their family. It becomes just another chore.

Getting the check right matters. It can help us to support every child's learning and development. It can help young children to bounce back from the missed opportunities and the stress associated with the Covid-19 pandemic. That's why we have been delighted to work with practitioners and experts to help the Department for Education develop new, **non-statutory guidance**.

### Partnership with parents

Practitioners in the early years settings are dedicated. Key people and childminders want the best for every child and family.

Our **recent research** into parental views about the progress check at age two tells us that the majority of parents value this aspect of our work. However, the research also raises some points for reflection. Some parents said that they were not:

- asked for their views (33%) or given a copy of the check (17%)
- given clear ideas about how to help their child's learning at home, after the check was completed (38%)
- sure how completing the check made a difference to their childminder or setting's support for their child's continuing progress (69%)

The new [guidance for the progress check at age two](#) highlights the importance of working respectfully with parents:

‘While practitioners and other professionals can support children’s development and wellbeing individually, they can achieve so much more by working together’.

When we undertake the check, we need to:

- speak with the parents of each child
- provide them with information about the check
- seek their views on their child’s development

Parents are experts on their own children. We need to listen actively to their views. The care we take when speaking with parents builds understanding and trust. This can help us to achieve the best outcomes for every child.

### **Emerging from the Covid-19 pandemic**

Acting in the best interests of children has always been key to effective early years practice. It’s especially important now, to support children’s recovery from the Covid-19 pandemic. Even before the pandemic, there were serious problems with inequality in the EYFS. For many years, some groups of children haven’t been reaching their potential. This includes disadvantaged children and children from some ethnic minority background. [Research](#) tells us that very few of these children go on to make the accelerated progress they need to recover this learning after the early years. Typically, they are further out paced by their more advantaged peers.

Research also tells us that high-quality early years provision is [especially positive for disadvantaged children](#). As early years practitioners, we already know how to help children who may have missed out on important opportunities for their earlier development. We now face the challenge of offering that help to more children.

The Department for Education’s recently-announced [early years education recovery programme](#) can support us with completing the progress check. It offers a range of funded opportunities for professional development, including:

- improving the capacity of the early years workforce to support children with special educational needs
- training practitioners to support parents with home learning, which is one of the biggest drivers of early outcomes and future attainment
- wider support for the workforce to strengthen practice

The new guidance for the progress check is concise and practical: it can help us to reflect on how we complete the check and make best use of the information. Childminders and early years settings have been stalwart in supporting children and families through the pandemic. We can use the [EYFS progress check at age two](#) to guide our work with every child and strengthen our partnership with parents.

*This blog post was written by Dr Julian Grenier and Megan Pacey, Headteacher and Associate respectively at Sheringham Nursery School and Children’s Centre.*

[1] We use the word ‘parent’ in this blog to refer to parents, carers and guardians.



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.

Please use the new 2 YIR form from 1 Sept 2022 in Royal Greenwich

For enquiries, email [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)



### Why is it important to carry out an Integrated Review at age 2?

As a parent/carer, you know your child best. When a child is aged between 2 and 3, your child's setting and health visitors must review their progress together with you and provide you with a short written summary of your child's development. This is an opportunity for you to share your child's progress, strengths and needs and hear from your early years' setting and health visitor. Together you can celebrate your child's strengths and identify any areas where your child's progress is different than expected.

Every child deserves the best possible start in life and the support that enables your child to fulfil their potential. Your child's experiences between birth and age five have a major impact on their future life chances. A secure, safe, and happy childhood is important. Together, good parenting and high-quality and inclusive teaching provides the foundation your child needs to make the most of their unique abilities and talents as they grow up. Find out more [Progress Check at 2](#)

# KERRY MURPHY

## Neurodiversity & Play Protagonist



Neurodiversity  
Affirming



Play Protagonist



Anti-Bias



Child-Led

<https://www.eyfs4me.com>



We have to stop  
assuming that every  
child is travelling  
down the same  
developmental  
pathway



Kerry Murphy delivered a session about "SEND".

When we do hear discussions about SEND, we are immediately exposed to the deficit narrative, disadvantages, gaps, red flags, problems, struggles and difficulties. One of the key messages I wanted to get across during my talk is that it is okay that some of us learn, think and feel differently to the neuromajority.

Where is the pride, celebration and acknowledgement for the divergent pathways that we take?


How do we expect children to develop a positive sense of identity if in their earliest years, their "SEND" is viewed as a problem to be tackled. I always envisage children being squished and squashed into boxes that they don't even want to fit into. I spoke with an attendee who is ADHD and they said "I have never heard someone speak about neurodivergence in that way before"... and so we have to ask, why this is? Where is the "voice"? We need to start listening to a wider representation of neurodivergent and disabled people. Powering up neurotypical perceptions of child development is not working for our sector. The expert model is dangerous. It is feeding into deeply entrenched ableism and it is retaining the pathology paradigm.

## The Neurodiversity Zones of Growth



# Neurodiverse play is the way

We need to embrace a play-rich environment for our children with SEND


 Kerry Murphy | The Adult | September 8, 2021

<https://www.famly.co/blog/neurodiverse-play-is-the-way>



# Supporting a SEND framework

SEND play might look a little different, so we need make sure we're observant

 Kerry Murphy | The Adult | September 29, 2021

<https://www.famly.co/blog/supporting-send-framework>





## The double empathy problem

[The double empathy problem \(autism.org.uk\)](https://autism.org.uk)

*"...right from the start, from the time someone came up with the word 'autism', the condition has been judged from the outside, by its appearances, and not from the inside according to how it is experienced."*

(Donna Williams, 1996)

Simply put, the theory of the double empathy problem suggests that when people with very different experiences of the world interact with one another, they will struggle to empathise with each other. This is likely to be exacerbated through differences in language use and comprehension.

According to the theory of the 'double empathy problem', these issues are not due to autistic cognition alone, but a breakdown in reciprocity and mutual understanding that can happen between people with very differing ways of experiencing the world. If one has ever experienced a conversation with someone who one does not share a first language with, or even an interest in the topic of a conversation, one may experience something similar (albeit probably briefly).

This theory would also suggest that those with similar experiences are more likely to form connections and a level of understanding, which has ramifications in regard to autistic people being able to meet one another.



The term “spiky profile” is the opposite of being a good all-rounder, it’s the idea that if you want an expert on your team, they might fall short of “average” in other skillsets...You already know that you can’t have a team comprised solely of leaders. Neither can you have a team comprised solely of analysts, or strategists. And yet we tend to shoal with people who resemble ourselves – people who support the same football team, come from the same area, or have the same interests or skill sets, and this means that we tend to forge groups and teams of people who are very, very similar.

### **What has this got to do with Neurodiversity?**

The paradox of Neurodiversity is that, once we realise we are neurodivergent and start to understand our full potential, the rest of the world – in parallel – appears to curb it. And with each label, the world limits us. “The autistic one will do embarrassing weird stuff with their hands and won’t be able to sit still.” “The one with ADHD won’t be able to concentrate and get the job done.” “The dyslexic one won’t be able to complete the paperwork correctly.”

Our “spiky profiles” are flipped on their heads, and we are pigeon-holed not by what we can do, but by what we (supposedly) can’t do.

### **What is the solution?**

Firstly, neurodivergent people need the support of neurotypical people to break down the stereotypes. We need your help to make sure that neurodivergent people are judged on their own individual personalities, strengths and skills rather than the preconceived ideas that come with our diagnostic labels.

Secondly, we need to forge teams with complimentary skillsets – opposite “spiky profiles” – to enable everyone in that team to reach their potential. We take the best of someone’s particular skills, and plug any gaps with team members who excel in complimentary areas.



[A Celebratory Approach to Working with Children with SEND | Pen Green Children's Centre](#)



# A Celebratory Approach to Working with Children with SEND

Giving additional support in the Early Years



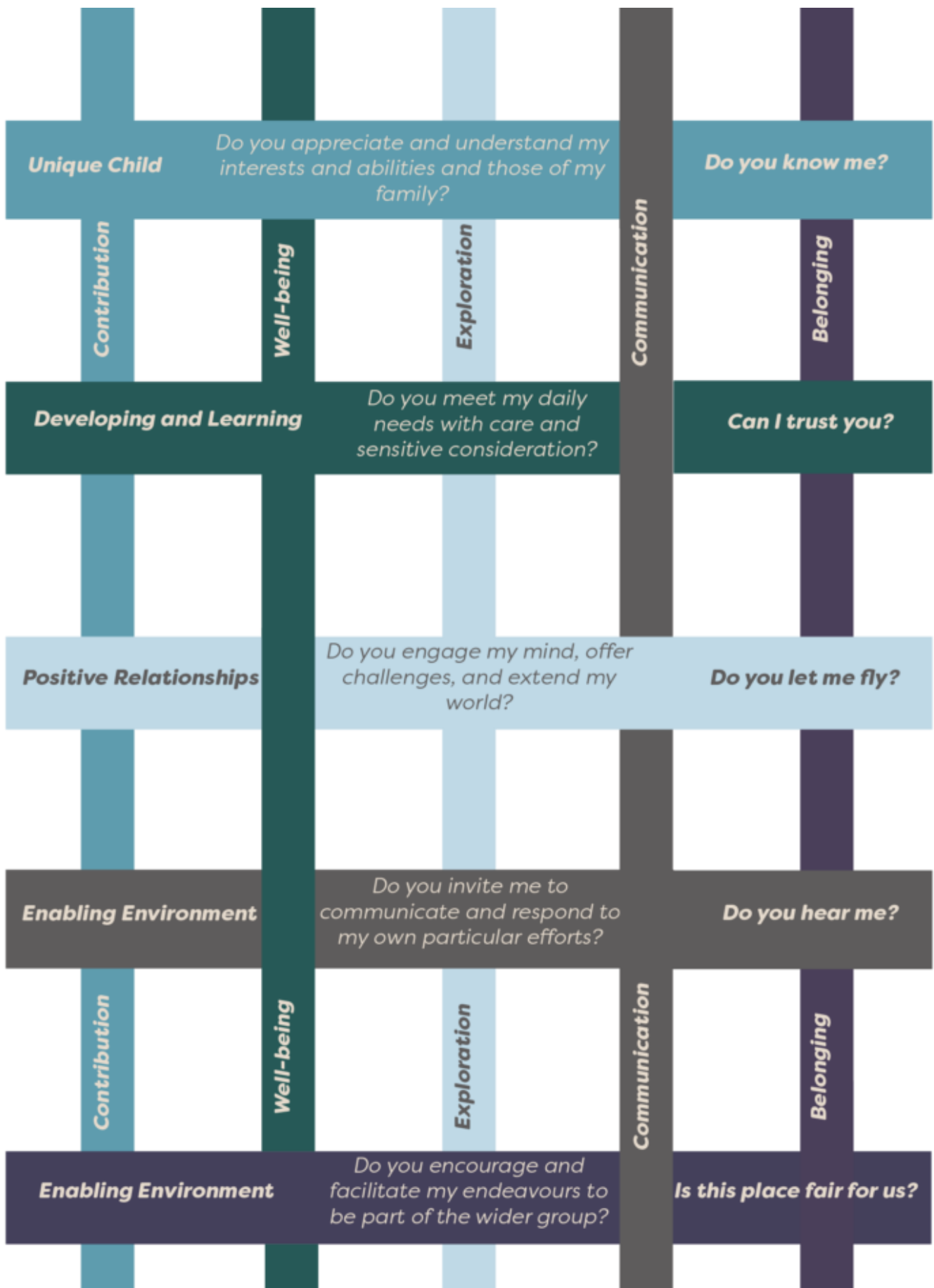
Download this great resource which provides

<https://www.pengreen.org/wp-content/uploads/2021/09/A-Celebratory-Approach-to-Working-with-Children-with-SEND.pdf>

This document has been written to support all early years practitioners to offer additional or differentiated support in a celebratory way to those children with a neuro-diverse pattern of development, an undiagnosed or diagnosed special educational need, to enable them to reach their full potential. Children must not be defined by their needs, we need to be courageous and aspirational for all children, igniting curiosity and encouraging them to be all that they can be. In 2021, the Early Years Foundation Stage framework was updated and changes to the learning and development, and assessment requirements were made, as well as some minor changes to the welfare requirements. The Department for Education (DfE) also published non-statutory curriculum guidance, Development Matters, to guide practitioners in planning their own curriculum.

Explicit messages in the document are;

- settings can design their own curriculum
- the framework does not prescribe a particular teaching approach
- the importance of early language and communication
- practitioners spend less time undertaking paperwork and more time working directly with children.



**Assessment Pathways** - Possible complementary approaches to demonstrating progress in the Early Years (adapted from Te Whariki and EYFS)



Following the success of Mental Health Awareness Week, for this year's Loneliness Awareness week (13-17th June 2022), the Department for Digital Culture, Media and Sport is continuing to encourage people to 'Lift someone out of loneliness' as part of the Better Health: Every Mind Matters campaign.

The campaign, aimed at the general public, will point people towards the [Every Mind Matters loneliness webpage](#), where there is advice for ways to help yourself or others who may be feeling lonely and suggested support routes.

Campaign assets and a new [Loneliness Awareness Week 2022 toolkit](#) can be downloaded from the [Campaign Resource Centre](#).

Click here for video <https://www.nhs.uk/every-mind-matters/lifes-challenges/loneliness/>

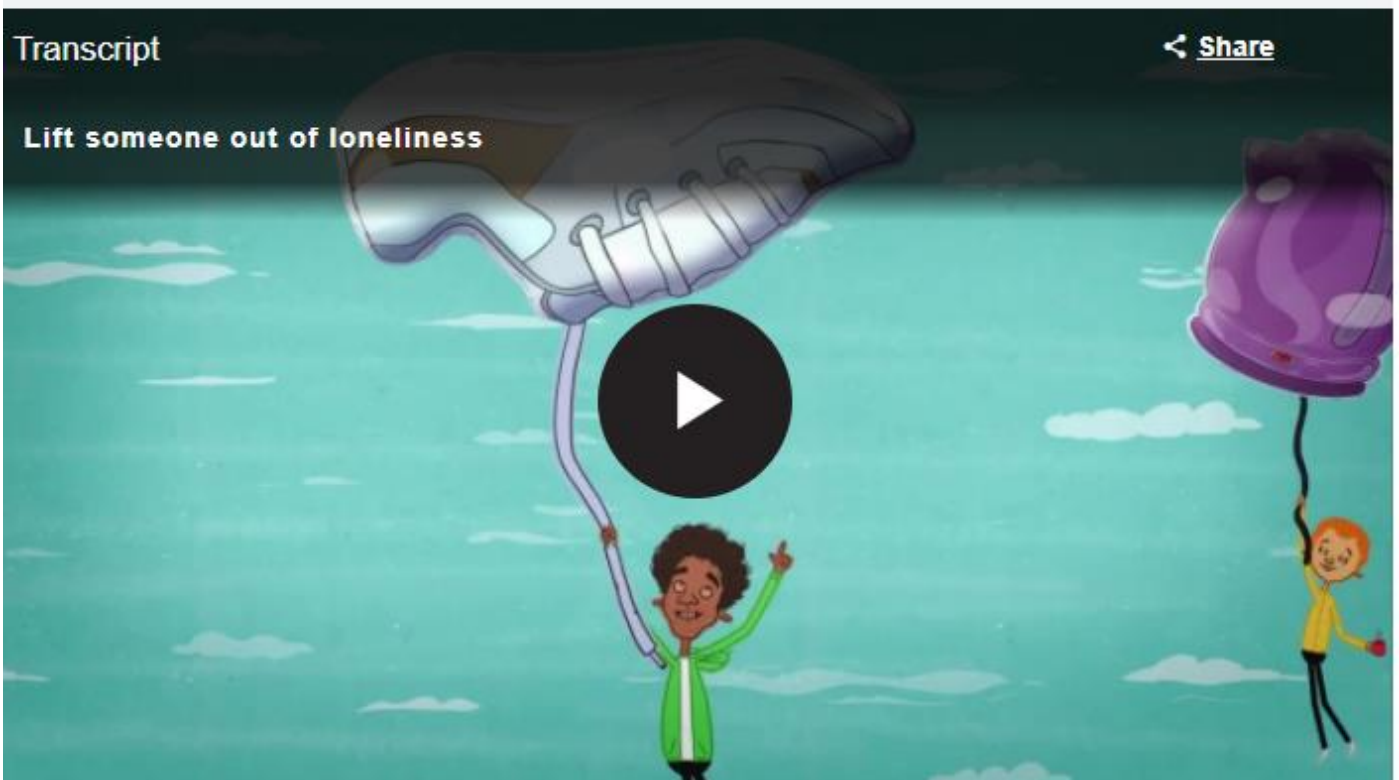
## Video: Lift someone out of loneliness

Find out some simple things you can do if you know someone who is lonely.

Transcript

← Share

Lift someone out of loneliness





## Guide to Loneliness

By building our understanding of loneliness, we can help ourselves and others to manage the feeling.

<https://www.marmaladetrust.org/loneliness-guide>

Go to sections here:-

[WHAT IS IT?](#)

[WHY DO I FEEL IT?](#)

[DIFFERENT TYPES](#)

[WHO EXPERIENCES IT?](#)

[WHAT CAUSES IT?](#)

[HAS LONELINESS ALWAYS BEEN AN ISSUE?](#)

[THE LONG TERM EFFECTS](#)

[THE LANGUAGE WE USE](#)

[OUR THREE-STEP APPROACH](#)

[OUR TIPS FOR CONNECTION](#)

**Loneliness is a natural human emotion. We are hard-wired to need social connection. Feeling lonely is a useful prompt for us to look at how we can better meet our social needs.**



**Keep in touch with those around you**



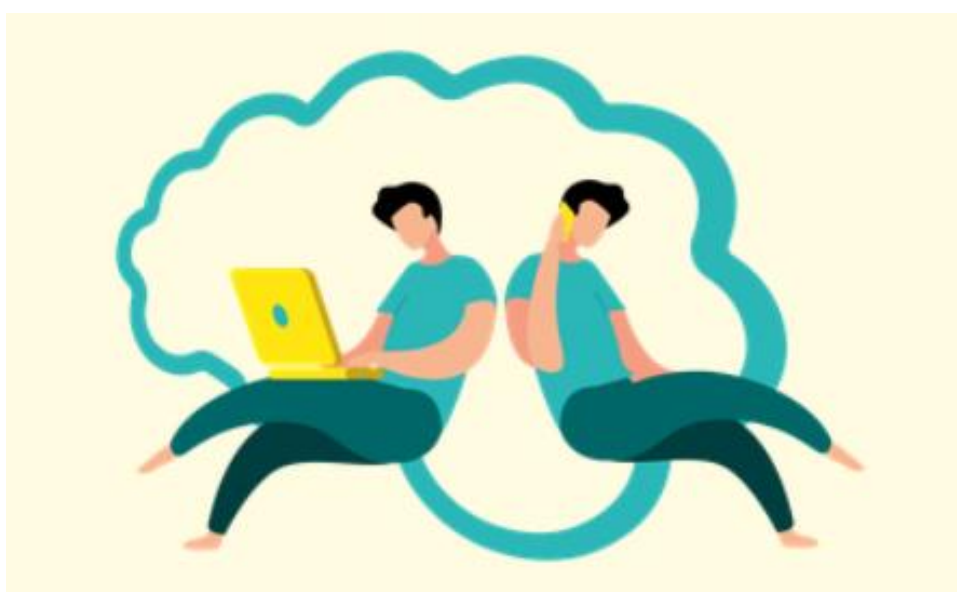
**Do things you enjoy**



**Join a group**



**Share your feelings – but do not compare**



**Help someone else feel connected**

# Get Your Mind Plan

## Your Mind Plan

Answer 5 questions to get top tips and tailored advice that work for you

Try our plan to boost your wellbeing today - and make sure to email it for quick access and to easily swap in new ideas.

[Start quiz](#)

<https://www.nhs.uk/every-mind-matters/mental-wellbeing-tips/your-mind-plan-quiz/>

### Talk to someone about how you're feeling

#### The Mix

The Mix offers free confidential help for under-25s to get support online and via a helpline:

- [call The Mix free on 0808 808 4494](#)
- text "THEMIX" to 85258
- visit [The Mix website](#) for a free online chat service

#### Silverline

A free 24-hour confidential telephone helpline offering information, friendship and advice to people over 55:

- [call Silverline on 0800 4 70 80 90](#)

### Communities you could join

#### The Student Room

The Student Room is the largest online community, with a range of different forums to help students get advice and support from others while studying:

- visit [The Student Room](#)
- [join The Student Room forums](#)

## Mind Side By Side

If you are over 18, you can join Side By Side, an online community where you can listen, share and be heard by others:

- [visit Side By Side](#)

## Mumsnet

Mumsnet is a great place to connect with other parents and carers. The website offers advice, knowledge and support help make lives easier on everything from conception to childbirth and babies to teenagers:

- [visit Mumsnet](#)

## Gransnet

Gransnet is a social networking site that offers a forum for over-50s to chat, debate, support each other and share a laugh:

- [visit Gransnet](#)

## Carers UK

Offering expert telephone advice via its support service, Carers UK also has a forum where you can chat and seek advice from others:

- visit the [Carers UK website](#)
- join the [Carers UK forum](#)
- [call Carers UK on 0808 808 7777](#)

## NCT

NCT offers a range of free, community-based activities and events across the UK, providing social connection and support for parents. You can also find trusted information and a range of antenatal, breastfeeding and postnatal support on the NCT website. The free Infant Feeding Line is open every day from 8am to midnight if you need support or just someone to talk to:

- [visit the NCT website](#)

## Bereavement

### Ataloss and The Good Grief

If you have been bereaved and need support, Ataloss and The Good Grief Trust offer helplines, information and guidance to help you:

- [Ataloss](#)
- [The Good Grief](#)

## Sudden

If you have been suddenly bereaved, Sudden can provide specialist support:

- [visit the Sudden website](#)
- [call Sudden on 0800 2600 400](#)

## **Other resources**

### **Mind**

Mind has information about dealing with loneliness and offers tips and advice on coping with these feelings:

- [visit Mind](#)

### **British Red Cross**

The British Red Cross's "Tackling Loneliness Digitally" programme has developed some new resources to help build confidence, coping skills and connections for adults and young people:

- [British Red Cross website](#)

### **The Campaign to End Loneliness**

The Campaign to End Loneliness wants to inspire everyone to connect and bring communities together across the UK. It shares research, evidence and knowledge with thousands of other organisations and the public to make a difference to older people's lives:

- [Campaign to End Loneliness](#)

### **The Marmalade Trust**

The Marmalade Trust is dedicated to raising awareness of loneliness and helping people make new friendships:

- [The Marmalade Trust](#)





## Mental health

Find information and support for your mental health

<https://www.nhs.uk/mental-health/>

- [Get urgent help now for mental health](#)
- [Access an NHS psychological therapies service \(IAPT\)](#)
- [Depression and anxiety self-assessment quiz](#)
- [Feelings, symptoms and behaviours](#)

Read about common feelings and symptoms such as stress, anxiety or a low mood

- [Mental health conditions](#)

Read about specific mental health conditions, such as clinical depression, bipolar disorder or OCD

- [Advice for life situations and events](#)

Advice for you and people you support about mental health in life situations and events, such as pregnancy and bullying at work

- [Self-help](#)

Read about different types of self-help, such as 5 steps to mental wellbeing and breathing exercises

- [Mental health services](#)

Find out how to access NHS mental health services and where to get urgent help

- [Mental health for children, teenagers and young adults](#)

Read advice and support about mental health for children, teenagers, students and parents

- [Talking therapies, medicine and psychiatry](#)

Read about the different types of talking therapy and other treatments, such as medicine for mental health problems

- [Social care, mental health and your rights](#)

Find information and support about being a carer, receiving social care, accessing mental health services and your mental health rights

### Urgent mental health support

If you have urgent mental health needs, [find your local 24/7 mental health crisis line](#). Only call 111 if you cannot get help online.

### Free 24-hour listening support

#### Samaritans

When life is tough, Samaritans are here to listen at any time of the day or night. You can talk to them about anything that's troubling you, no matter how difficult:

- [call free on 116 123](#)
- [visit the Samaritans website](#)

### **Shout 85258**

Shout 85258 offers confidential 24/7 crisis text support for times when you need immediate assistance:

- text "SHOUT" to 85258
- [visit Shout Crisis Text Line](#)

### **Dial 999**

In a life-threatening emergency, phone the emergency services and ask for an ambulance.

### [When to call 999](#)

### **CALM**

CALM is the Campaign Against Living Miserably, for people in the UK who are down or have hit a wall for any reason:

- [call 0800 58 58 58](#) (daily, 5pm to midnight)
- free, anonymous [webchat with trained CALM staff](#)
- [visit the CALM website](#)

### **Crisis support for young people**

#### **Papyrus**

If you're under 35 and feel that life is not worth living any more, call Papyrus's HopelineUK from 9am to 10pm weekdays and 2pm to 10pm on weekends:

- [call HopelineUK on 0800 068 41 41](#)
- text 07786 209697
- [visit the Papyrus website](#)

#### **Childline**

If you're under 19, you can also speak to Childline. The number will not appear on your phone bill:

- [call Childline on 0800 1111](#)
- [visit the Childline website](#)

#### **Hub of Hope**

No matter what you're going through, you should not have to do it alone. The Hub of Hope is a national database that brings together local mental health services. [Find support near you now](#)

# Infographic on the United Nations Convention on the Rights of the Child

Infographic for children and young people summarising UK government actions to protect children's rights.

<https://www.gov.uk/government/publications/infographic-on-the-united-nations-convention-on-the-rights-of-the-child>

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement setting out the fundamental rights of everyone under the age of 18 and is the most widely ratified human rights treaty in history.

The UK ratified the UNCRC in 1991, and domestic legislation in England underpins its commitment to the UNCRC and safeguards the rights of children, including legislation which sets out the role of the Children's Commissioner for England.

The government reports to the UN Committee on the work across the UK to implement the UNCRC and promote children's rights. The [UK report](#) was submitted to the Committee on 15 June 2022 (scroll down to United Kingdom when on the UNCRC page). During the reporting round the government worked closely with children and young people to ensure their voice was heard.



## How can I talk to my child about this report?

The DfE have created some useful tools to help discuss this report with children and young people, either at home or during school time to help them understand how we are respecting children's rights.

This [helpful infographic](#) encapsulates responses to the above and more in the report in an easy to digest way. There are three bitesize child friendly videos which can be viewed [here](#), [here](#) and [here](#).

Minister for Children and Families, Will Quince has also issued a letter to children and young people on the report here <https://www.unicef.org.uk/wp-content/uploads/2022/06/WQ-Letter-to-CYP-UNCRC.pdf>

The full report is available here: [Treaty bodies Sessions \(ohchr.org\)](#).



Department  
for Education

# HOW THE GOVERNMENT IS PROTECTING YOUR RIGHTS

EVERY FEW YEARS, AN ORGANISATION CALLED THE **UNITED NATIONS** CHECKS ON US TO SEE HOW WELL WE ARE PROTECTING YOUR RIGHTS AS A CHILD, THROUGH THE CONVENTION ON THE RIGHTS OF THE CHILD. **WE THEN RESPOND EXPLAINING HOW WE PROTECT YOUR RIGHTS AND HOW WE PLAN TO GET BETTER AT THIS.**



What are  
my rights?



Your rights are a set of rules about how you should be treated by adults and other children. You have lots of rights, but the main ones are:

- > **TO BE PROTECTED FROM ANY HARM**
- > **TO BE ABLE TO PLAY**
- > **TO BE ABLE TO LEARN**
- > **TO BE LISTENED TO**
- > **TO HAVE A COMFORTABLE PLACE TO LIVE**

The government is a group of people that adults vote in to run the territories across the United Kingdom (UK)



# LISTENING TO CHILDREN...

1

We heard clearly that children in this country don't always feel listened to by adults, and the government wants to change that so all children are heard.



"I know some of my social workers well. They're there to listen to me..."

The government is trying to give children more opportunities to understand their rights and speak up for what they want.

As a child, you have the right to give your opinion on things that affect your life.

We also have something called a **youth parliament** - a group of children that help the government understand how children want the country to be run.



# MAKING SURE YOU ARE TREATED FAIRLY...

2

"Sometimes, because we're in care we're treated differently. It makes me quite angry, because we're all the same."

Sometimes in school and other places, children are treated unfairly based on their age, background, disability, or other things.

! This is called **discrimination.**

The government is working hard to make sure children are treated equally no matter what their background, **including tackling bullying in schools.**



We are making new laws to help make sure all children are treated equally.

# KEEPING YOU SAFE ON THE INTERNET...

3

"Sometimes you have a bit of banter at school, then later it gets taken onto social media and it escalates into cyber bullying."

While the internet is a great place it comes with some dangers.

When you use the internet, you often need to give details about yourself. Without the right safety measures in place, criminals known as hackers might steal these details.

Some children also experience 'cyber bullying', which is bullying online e.g. on social media channels like SnapChat.

This year, we put in place new rules to protect children on the internet, to help children make safer choices.



# PROTECTING CHILDREN FROM HARM...

4

"I got bullied and it affected my mental health. I didn't go to school for a long time."

The government is creating new laws to help adults and children understand the right way to treat children such as not hurting children or leaving them alone.



We want to make sure children who need support get it as quickly as possible. This includes improving help for children who have been hurt or bullied

5

# HELPING CHILDREN WHO DO NOT HAVE ENOUGH MONEY...



Every child has the right to live in a safe home and should never be hungry.



The government is trying to make sure that everybody has a job so it is easier to pay for things like food.

Some people are not able to work because they are ill, or have a disability. We are giving money to those people to help support them and their families.

6

# LOOKING AFTER CHILDREN WHO DON'T LIVE WITH THEIR PARENTS...

That's why we're giving children more one-on-one support with trusted adults.

If a child's parents are not around, or not able to provide a safe home, that child may spend time in a children's home or in foster care.

We are working hard to support families so that as many children as possible can stay with their families.



We are also speaking to a lot of children who are in the care system about how we can improve children's homes.

Many of them said they wanted more time and opportunities to share their opinions with people they trust.



# PROTECTING CHILDREN IN CONFLICT WITH THE LAW...

7

**We also want to make sure that even when children break the law, they are still treated fairly.**

The government has changed the law to make sure that anyone under 18 is treated as a child and not an adult when they commit a crime.

**Children will get free advice, a lawyer (someone to speak and act for them), and lots of support.**



Also, in the UK, older children who break the law sometimes have to spend time in youth facilities.

**Children in youth facilities shouldn't be on their own, and they should still be getting an education and healthcare.**

We want to make sure that these facilities are a last resort, used for a minimum amount of time, and that most children can stay with their families.

## HOW THE GOVERNMENT IS PROTECTING YOUR RIGHTS



<https://www.youtube.com/watch?v=D0C1qfkAFq0>

# Get help to improve your practice

## Sensory food education



- ⚙️ [What is sensory food education?](#)
- ⚙️ [Why do we need sensory food education?](#)
- ⚙️ [What are the principles of sensory food education?](#)
- ⚙️ [Impact of sensory food education](#)
- ⚙️ [Advice for early years practitioners](#)
- ⚙️ [Food safety](#)
- ⚙️ [Further reading](#)

TastEd works with EY settings and primary schools, training practitioners in delivering sensory food education. TastEd - based on the Sapere method used in Finland and Sweden - gives children opportunities to explore food, using their senses, to help them learn to love eating vegetables and fruit, for life.

TastEd's sensory food education activities support the Early Years Foundation Stage Statutory Framework and Development Matters guidance and can be used in any EY setting.



## What is sensory food education?

This hands-on approach teaches children how to use all 5 senses (sight, smell, touch, hear, taste) to explore food and their own personal food preferences. It captures children's curiosity and gives them the opportunity to discover new foods which they may not have tried at home. Learning through play helps build familiarity and can lead to an increased acceptance of new foods. Sometimes a child may have tried a food at home and disliked it, but can find that the food becomes more appealing in a new setting, surrounded by friends and trusted adults.

## Why do we need sensory food education?

According to the [Food Foundation](#), the number of children eating little or no vegetables has increased in the last 10 years. Nearly a third of primary children eat less than one portion of vegetables a day. Research shows that if children enjoy eating healthy foods, they are more likely to eat them for life. Sensory food education can help address this, as evidence suggests it can increase children's willingness to try new foods.

## What are the principles of sensory food education?

Sensory food education takes place away from mealtimes, with a trusted adult and peers. Asking children open-ended questions, such as ‘what does celery sound like?’ captures children’s innate curiosity and enables them to feel free to explore foods.

TastEd specifically uses 2 golden rules to empower children:

- no one has to try
- no one has to like

This removes expectations and pressure to eat the foods, meaning children are more likely to try and potentially enjoy what’s on offer.

## Impact of sensory food education

Sensory food education has many broad benefits for children, including:

- offering a simple, practical approach to healthy eating that actually changes children’s food choices
- aiding speech and language development
- encouraging children to try an increased diversity of fresh foods
- promoting a greater understanding of the world
- helping children to understand their likes and dislikes and respect those of others
- enriching vocabulary
- increasing self-confidence

Sensory food education also has benefits for practitioners, as it:

- offers fun activities to learn about food
- requires minimal equipment
- can be run using small amounts of fruit and vegetables
- connects well to activities such as gardening, cooking, books, and art

## Advice for early years practitioners

Helping children broaden their food preferences and develop confidence in eating a healthy diet can be challenging. Here are some tips for practitioners.

To support children’s sensory food education experience, you should:

- use the golden rules (‘no one has to try’ and ‘no one has to like’) as the basis for food experiences
- play simple sensory games, such as the [what’s in the socks game](#), to engage even the most reluctant child

- get parents involved by telling them the foods their child explored and let them know if any preferences have changed as a result (for example 'your child tried radishes today and actually liked them')

You can teach children about how to use their senses to explore food by:

- modelling how to explore the food - such as sniffing foods, before trying them
- ensuring a child knows they don't have to try the foods, but can use their other senses instead (licking is fine too!)
- using open questions so children can share their thoughts and discoveries, for example: 'What do you notice?', 'How is it the same as...?', 'What does it remind you of?'

## Food safety

It's important to keep food safety in mind. You should ensure food for tasting is served in sizes and shapes appropriate for the child. You should also check for any allergies or intolerances before starting an activity. You can learn more about food safety and choking prevention in our [food safety article](#).



**Child Safety Week**, an annual campaign run by the Child Accident Prevention Trust (CAPT)

According to CAPT, every day around 40 under-5s are rushed to hospital after choking or swallowing something dangerous. It can happen quickly and it can happen to anyone. With this in mind, we would like to share with you some useful resources regarding food safety and choking prevention.

- [Food safety – Help for early years providers](#) (GOV.UK)
- [Early Years choking hazards table](#) (Foundation Years)
- [Early Years choking hazards poster](#) (Foundation Years)
- [Preparing food safely for young children](#) (useful video)
- [Choking avoidance poster](#) (CAPT)
- [Choking hazards in the home and how to avoid them](#) (The Royal Society for the Prevention of Accidents)

You can find other important factsheets here <https://www.capt.org.uk/csw-factsheets>

# Recruiting and managing early years staff

## [Applying to waive disqualification: early years and childcare providers](#)

Forms and guidance for childminders and providers of childcare on non-domestic premises.

### Guidance and regulation

- [Check early years qualifications](#)
- [Early years qualifications achieved in England](#)
- [Early years qualifications and ratios](#)
- [Apply to join a nursery or other daycare organisation \(EY2\)](#)
- [Early years educator \(level 3\): qualifications criteria](#)

### Guidance

## Early years qualifications achieved in England

Lists of qualifications that meet DfE's criteria for counting in the early years foundation stage framework staff:child ratios.

This check list of early years qualifications achieved in England details all full and relevant qualifications accepted by the Department for Education (DfE) to work in an early years setting as well as common qualifications that are not accepted. Please check the list thoroughly and only contact the department once you have consulted this.

This accompanying guidance includes further information on qualifications achieved in England:

- started before 1 September 2014
- started after 1 September 2014
- at level 2 and 3
- in special educational needs and disability (SEND)

For early years qualifications achieved in England <https://www.gov.uk/government/publications/early-years-qualifications-achieved-in-england/early-years-qualifications-achieved-in-england>

Here's an Excel spreadsheet of qualifications post 2014

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1079092/Early\\_years\\_qualifications\\_achieved\\_in\\_England\\_26\\_May\\_2022.xlsx](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1079092/Early_years_qualifications_achieved_in_England_26_May_2022.xlsx)

For early years qualifications achieved outside England you should check the [Early years qualifications achieved outside England](#) guidance.



## HAVE YOUR SAY!

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



HM Government

## 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](#) which will take you through the key questions but also allow for more general feedback. Parents and carers are encouraged engage

# Greenwich Community Directory

Your online information and support directory

Special  
Educational  
Needs and  
Disabilities  
(SEND) Local  
Offer



[The Local Offer](#)

## Early Years Inclusion Team



Your child can receive support from the Early Years Inclusion Team if they have an identified or emerging complex special educational need/ disability and are a Greenwich resident aged 2-5yrs who attends an early education or care setting that is in the Private, Voluntary or Independent (PVI) sector (i.e. not a local authority school), this includes child-minders.



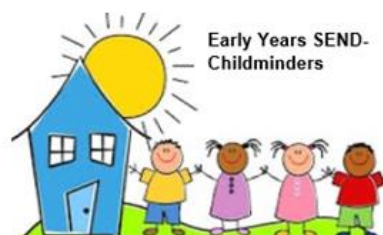
Early Years SEND - Information



Early Years SEND - Interventions and strategies



Early Years SEND – Resources for PVI SENCo's and practitioners



Early Years SEND-  
Childminders

Early Years Inclusion Team email for PVI referrals and generic early years SEND queries:

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

Early Years Inclusion Team email for SEND Early Years (0-3yrs) keyworker SEND referral queries: [Early-Years-Keyworker@royalgreenwich.gov.uk](mailto:Early-Years-Keyworker@royalgreenwich.gov.uk)

SEN Inclusion Fund/ Disability Access Fund email for SENIF/DAF applications, reviews, invoices and general queries: [early-years-inclusion-fund@royalgreenwich.gov.uk](mailto:early-years-inclusion-fund@royalgreenwich.gov.uk)

# MEASLES

Don't let your child catch it  
– get them vaccinated with the MMR vaccine

**Measles symptoms include:** high fever; sore, red, watery eyes; coughing; aching and feeling generally unwell; a blotchy red brown rash, which usually appears after the initial symptoms.

The number of young people catching measles has risen. It's never too late to be vaccinated. You need two doses of MMR one month apart to be fully protected against measles, mumps and rubella.

It's time to make measles a disease of the past.

If you have symptoms of measles, stay at home and phone your GP or NHS 111 for advice. **STAY AWAY** from GP surgeries and A&E departments – you could spread the illness to others.

**i**mmunisation

the safest way to protect your child

For more information contact your local GP surgery or visit: [www.nhs.uk/mmr](http://www.nhs.uk/mmr)





# Don't let Measles, Mumps and Rubella into your child's world

**MMR**  
vaccines  
protect

Help us  
help you



**Don't let Measles,  
Mumps and Rubella  
into your child's world**

**MMR  
vaccines  
protect** Help us  
help you

### **Make sure your child is up to date on their routine vaccinations**

Many children have missed vital routine vaccinations over the past couple of years, putting them at risk of preventable diseases. The good news is that it's not too late to protect your child.

Your child is eligible for their MMR jabs at 1 year, and 3 years and 4 months. Check your child's red book, if they have one, or contact your GP, to check your child's vaccine status. If your child has missed one or both of their vaccinations, it's not too late – make an appointment with your GP as soon as you can.

All vaccines used in the UK have been approved by the UK's independent medicines and vaccines agency. Find out more at [www.nhs.uk/MMR](http://www.nhs.uk/MMR)

# Seizure/Febrile convulsion

<https://what0-18.nhs.uk/national/worried-your-child-unwell/seizurefebrile-convulsion>

## When should you worry?



RED

### If your child has any of the following:

- Is under 6 months of age
- Has another seizure in the current illness lasting more than 5 minutes and/or does not recover rapidly afterwards
- Becomes extremely agitated, confused or very lethargic (difficult to wake)
- Becomes pale, mottled and feels abnormally cold to touch Is going blue around the lips
- Develops a rash that does not disappear with pressure (the 'Glass Test')

### You need urgent help.

Go to the nearest Hospital Emergency (A&E) Department or phone 999



AMBER

### If your child has any of the following:

- Has another febrile convulsion (less than 5 minutes) in the current illness
- Remains drowsy or lethargic more than an hour after their seizure
- Seems dehydrated (sunken eyes or not passed urine for 12 hours)
- Is becoming drowsy (excessively sleepy) or irritable (unable to settle them with toys, TV, food or picking up) – especially if they remain drowsy or irritable despite their fever coming down
- Continues to have a fever of 38.0°C or more for more than 5 days
- Seems to be getting worse or if you are worried

### You need to contact a doctor or nurse today.

Please ring your GP surgery or call NHS 111 - dial 111

We recognise that during the current COVID-19 crisis, at peak times, access to a health care professional may be delayed. If symptoms persist for 4 hours or more and you have not been able to speak to either a member of staff from your GP practice or to NHS 111 staff, then consider taking them to your nearest ED.



GREEN

### If none of the above features are present

Additional advice is also available to young families for coping with crying of well babies – click [here](#).

### Self care

Continue providing your child's care at home. If you are still concerned about your child, call NHS 111 – dial 111

[https://what0-18.nhs.uk/application/files/9715/0765/0536/CS43233\\_NHS\\_FebrileConvulsionAdviceSheet\\_Feb\\_2017.pdf](https://what0-18.nhs.uk/application/files/9715/0765/0536/CS43233_NHS_FebrileConvulsionAdviceSheet_Feb_2017.pdf)



Together we can achieve equality and equity for all.

Sign up to the Royal Greenwich

# Equality and Equity Charter

#Greenwichequality

ROYAL *borough of*  
GREENWICH

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>

## Greenwich Get Active

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

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](#).



## 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



# 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.

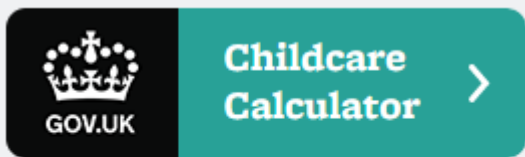
You **can't** get Tax-Free Childcare if either you, or your partner, each individually expect to earn £100,000 or more.

## How can I use it?

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

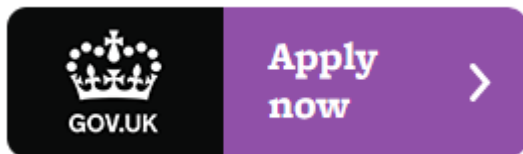
- Childminders, nurseries and nannies
- Before and after-school clubs and holiday clubs

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>



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

Childcare  
**Choices**

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



## 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)

You can read the lessons learnt review here

<https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

## Child Q

### Child Q: How can African and Caribbean children be safeguarded? Conference

London South Bank University (LSBU) delivered a safeguarding conference with a difference. Usually, discussions about safeguarding focus on the harm caused to children by their parents or guardians. However, for Child Q, the harm caused to her involved professionals, those in loco parentis, who were tasked to protect. Instead, they caused her physical, emotional, and sexual harm.

The conference provided an opportunity for African and Caribbean professionals from education, health, the police, and social work – to offer an alternative perspective to the problem, and to share ideas for how the institutions that African and Caribbean children and young people attend when they leave the sanctity of their own homes should protect, nurture, and develop them.



Guest speakers included

- [Diane Abbott MP](#) as our opening keynote speaker
- [Rosemary Campbell-Stephens MBE](#), educator & activist, discussing education
- Jacqueline Sankerah, Specialist Nurse, Tower Hamlets, [Barts Health](#), discussing health
- Shantel Thomas, anti-racism lead for the [British Association of Social Workers \(BASW\)](#)
- Ade Solarin, Inspection Lead, [National Child Protection & Joint Inspections](#), discussing policing

You can watch the conference here

Part One: <https://youtu.be/sUp8Lwv3sMY>

Part Two: <https://youtu.be/9cL7zXPkUIU>

# Managing allegations of abuse

## **LEGAL DUTY TO REFER** unsuitable people to criminal records agencies

If you provide regulated activities or work for children, you have a legal duty to refer anyone who has left your organisation because they harmed or might have been at risk of harming a child. Regardless of whether the person was dismissed or left of their own accord, a referral should be made to the relevant disclosure and barring agency. Failure to do this is a criminal offence.

Regulated activity providers must use the Disclosure and Barring Service (DBS) to make referrals. A person who is barred from working with children in one nation will be barred across the UK.

A report to other appropriate regulatory bodies might also be made. These could include:

- regulators for your organisation (for example the Charity Commission and Ofsted)
- regulators for particular professions (for example the Teaching Regulation Agency)

## **What is regulated activity or work?**

Regulated activity or work refers to the types of work with children or vulnerable adults which people can be barred from doing.

## **Who can make a referral to the Disclosure and Barring Service (DBS)**

If you employ paid staff or volunteers in a regulated activity or regulated work, you can make a referral to the DBS

Examples of other types of organisations with a duty to refer include:

- personnel suppliers and employment agencies
- local authorities
- professional regulatory or supervisory bodies
- educational institutions

If a parent or member of the public has a safeguarding or child protection concern about someone who is working in a regulated activity or work with children, they should contact the police, social services or the person's employer.

If you have concerns about a child or an adult who is working or volunteering with children, you can contact [childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk) or call **020 8921 3930**

You can seek advice from Early Years & Childcare Service [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) or call **020 8921 3877**

## **When to make a referral to the DBS**

It's important to follow your organisation's child protection and disciplinary procedures to establish facts and gather evidence before making any referral.

A referral must be made to the DBS, if a person has left your organisation because evidence has been found that they:

- harmed a child
- pose a risk of harm to a child
- accessed or have been in possession of sexual abuse material relating to children
- accessed or have been in possession of sexually explicit images depicting violence against someone
- sexually abused a child
- or have received a caution or conviction for a relevant offence.

A referral can be made if none of this conduct has taken place but it is still believed that a person may harm a child, or put a child at risk of harm. The DBS refer to this as the '**harm test**' (DBS, 2017).

With the information provided, the DBS will decide if the person should be added to their barred list to prevent them from working in a regulated activity or work with children again in the future.

Even if there has been no police involvement, or the decision has been made not to take criminal proceedings further, a referral can still be made to the DBS.

### **What your referral should include**

When making a referral, it's important to provide the DBS with as much supporting evidence as possible to enable them to make their decision.

Along with the person's name, personal information and employment details it's important to include:

- details of any external investigations carried out by the police or other agencies
- details of any other internal disciplinary actions, or complaints about the person's conduct
- training and supervision records that are accurate and include dates
- signed and dated witness statements
- an impact statement from the child who has been affected, if appropriate
- a chronology and detail of events from the initial notification of inappropriate conduct to the final outcome of any investigations
- other appropriate evidence to support harmful or potentially harmful conduct, such as taped or videoed interviews.

The referral to DBS shouldn't identify any children by name. Rather than naming a child you should use their initials or refer to them as Child 1 or Child 2. Children's gender and age can also be included.

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)

# Early Help Service Name Change

## Family and Adolescent Support Service (FaASS) *formerly known as RBG Early Help*

<https://www.greenwichsafeguardingchildren.org.uk/early-help-service-name-change/>

The division supports children, young people and their families who require intense support in a timely and responsive way so that they are safeguarded and their social, emotional, educational, and health needs are supported to achieve good outcomes. FaASS, supports those children and young people where universal and targeted early help services have been unable to support the change needed within the family.

### Core (intensive support) Units

Their interventions with children, young people and families will be timely and flexible with a focus on helping them make sustainable change and build their confidence, knowledge and skills to deal with future challenges so that children and young people are safe and able to benefit from the opportunities open to them. FaASS uses evidence informed intervention and has adopted several therapeutic models of practice to inform the intervention which includes systemic theory, trauma informed practice, restorative approaches, compassion-based intervention, and cognitive behavioural therapy. Intervention is based on whole family work ensuring that the child and young person is at the centre of everything that they do to improve outcomes for children, young people and families.

### ReSet Units

The ReSet Units intervene the same as the Core Units, however they focus on young people and their families who are at risk of being involved in serious youth violence and exploitation.

### Group Work and Specialist Programmes Team

This team is responsible for the design and delivery of quality and creativity group programme of parenting interventions that result in tangible improvements to the outcomes for children, young people, and their families. They work with parents and carers who are known to Children's Safeguarding and Social Care, as well as offering consultation support to lead practitioners within schools and other universal settings. Referrals to Family and Adolescent Support Service are made via MASH by completing an interagency referral form.

[https://www.royalgreenwich.gov.uk/downloads/download/449/inter-agency\\_referral\\_form](https://www.royalgreenwich.gov.uk/downloads/download/449/inter-agency_referral_form)

Referral team: [020 8921 3172](tel:02089213172)

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

## Types of abuse

### [Child sexual abuse](#)

This learning from case reviews briefing looks at case reviews published since 2017, where children experienced sexual abuse.

### [Child sexual exploitation](#)

Lessons from case reviews published since 2010, where children were the victims of sexual exploitation.

### [Domestic abuse](#)

Lessons from case reviews published since 2019, where children experienced domestic abuse.

### [Harmful sexual behaviour](#)

Lessons from case reviews published since 2018, where harmful sexual behaviour was highlighted as a significant issue.

### [Neglect](#)

Lessons from case reviews published since 2014, where neglect was a key factor.

### [Online abuse](#)

Lessons from case reviews published since 2008, where online abuse was a key factor.

## Children or families at risk

### [Infants](#)

Lessons from case reviews published since 2017 where children aged two or under were the subject of the review.

### [Deaf and disabled children](#)

Lessons from case reviews published since 2010 which have highlighted lessons for working with deaf and disabled children.

### [Parents with a mental health problem](#)

Lessons from case reviews published since 2013, where the mental health problems of parents were a key factor.

### [Culture and faith](#)

Lessons from case reviews published since 2010, where culture and faith were highlighted as significant issues.

### [First generation immigrants, asylum seekers and refugees](#)

Lessons from case reviews published since 2010, where parents and/or children who were not born in the UK were the subject of the review.

### [Hidden men](#)

Lessons from case reviews published since 2008, where agencies were unaware of men who posed a risk to the child or who could have protected the child.

### [Parents who misuse substances](#)

Lessons from case reviews published since 2010, where substance misuse is a key factor.

### [People whose first language is not English](#)

Lessons from case reviews published since 2008, where family members do not have English as their first language.

### [Suicide](#)

Lessons from case reviews published since 2010, where the young people involved have made an attempt on or taken their own lives.

### [Teenagers](#)

Lessons from case reviews published between 2018 and 2019, where adolescents were the subject of the review.

### [Young parents](#)

Learning explaining what to consider when working with young parents to ensure both the parents and their child are protected from potential risks and factors.

## **Challenges to professional practice**

### [Disguised compliance](#)

Lessons from case reviews published since 2014, where disguised compliance is a key factor.

### [Returning children home from care](#)

Lessons from case reviews published since 2010, which have highlighted lessons for returning children home from care.

## **Learning for specific sectors**

### [Early years sector](#)

Summary of learning for practitioners working in the early years sector to ensure children aged five and under are safe from harm.

### [Education](#)

Lessons from case reviews published since 2008, which have highlighted lessons for the education sector to improve safeguarding practice.

# **Early years sector: learning from case reviews briefing**

<https://learning.nspcc.org.uk/research-resources/learning-from-case-reviews/early-years-sector>

## **Summary of risk factors and learning for improved practice around working in the early years sector**

Case reviews published since 2017 highlight that practitioners don't always have the right training to recognise and respond to child protection concerns or know what to do if they do have concerns.

Organisations might not also have appropriate safeguarding and child protection procedures in place.

Learning from these case reviews emphasises that:

- practitioners need to be able to identify indicators of child abuse, apply professional curiosity and take the child's lived experience into consideration
- all staff working in an early years setting should have regular and ongoing safeguarding and child protection training
- early years settings should share information with other agencies.

## Download Early years sector: learning from case reviews

<https://learning.nspcc.org.uk/media/2704/learning-from-case-reviews-early-years-sector.pdf>

## Voluntary agencies

[https://learning.nspcc.org.uk/media/1356/learning-from-case-reviews\\_voluntary-agencies.pdf](https://learning.nspcc.org.uk/media/1356/learning-from-case-reviews_voluntary-agencies.pdf)

### Summary of risk factors and learning for improved practice with voluntary agencies

This briefing focuses on learning from published case reviews that specifically relates to voluntary and community sector organisations.

It highlights the need for organisations to have clear child protection policies and procedures and be clear about their roles and responsibilities around child protection and safeguarding.

A briefing which includes Charity Commission inquiries

<https://learning.nspcc.org.uk/media/1872/learning-for-improved-safeguarding-practice-in-the-voluntary-and-community-sector.pdf>



### RECENT CASE REVIEWS: 2022

[A serious case review: 'Lola Grace' \[full overview report\].](#)

[Serious case review: overview report: Anna.](#)

[Safeguarding practice review: "Carl and Max".](#)

[Injuries to babies during the pandemic lockdown.](#)

[Local child safeguarding practice review: Child G.](#)

[Case H local safeguarding practice review \(LSPR\).](#)

[Serious case review: overview report: Matthew.](#)



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.



## GREENWICH PUBLISHED CASE REVIEWS

### Child DA, March 2020 (published November 2021)

- [Child DA – Cross Borough Child Safeguarding Practice Review Report](#)
- [Child DA 7 Minute Briefing](#)

### Child Z, April 2018 (Published November 2021)

- [Child Z – Serious Case Review Report](#)

### Child B, December 2020 (Published January 2022)

- [Child B – Child Safeguarding Practice Review Report](#)

## NSPCC updates

### Childline counselling model NSPCC Learning

NSPCC Learning has published an evidence briefing which looks at Childline's implementation of an enhanced counselling model and considers practitioners' experiences of using the model, early impressions on the effectiveness of it, and influencing factors. Research included focus groups and surveys with Childline counsellors who found that the enhanced model provided a clear structure to guide counselling sessions.

**Read the briefing:** [Enhancing Childline's counselling model: early implementation experiences](#)

### Safeguarding in sport Ann Craft Trust

The Ann Craft Trust has released a podcast in which Paul Stephenson, a senior consultant at the NSPCC's Child Protection in Sport Unit (CPSU), discusses key points from a seminar he hosted on safeguarding and sport.

**Listen to the podcast:** [From recommendations to action – embedding safeguarding learning into practice](#)

## **LGBTQ+ people's experiences of child sexual abuse** IICSA

The Independent Inquiry into Child Sexual Abuse (IICSA) in England and Wales has published a report looking at the experiences of LGBTQ+ people who were sexually abused as children. The report finds that LGBTQ+ children face specific challenges that make them vulnerable to child sexual abuse and face additional barriers to disclosing child sexual abuse, access support and form adult relationships.

**Read the news story:** [LGBTQ+ child sexual abuse victims and survivors blamed for their abuse](#)

**Read/Download the report:** [Engagement with lesbian, gay, bisexual, transgender and queer/questioning + victims and survivors](#)

## **Online safety SEND resources** Childnet- UK Safer Internet Centre

Childnet, a UK-based charity in the UK Safer Internet Centre, has released new resources around online safety to support young people with Special Educational Needs and Disabilities (SEND) aged 11 and over. The resources cover topics such as healthy relationships, digital wellbeing and online pornography. Each topic contains three lessons and films for educators and those working with young people to initiate discussion and help young people navigate online spaces.

**Read the news story:** [New resources launched to help support young people with SEND to thrive online](#)

**Access the resources:** [Thrive online](#)

## **Online Safety Bill** NSPCC

The NSPCC has released a news story calling for the Online Safety Bill to create a children's watchdog to advocate for children who use the internet. The call is backed by findings from a YouGov survey, which found that, of 2,501 adults surveyed in the UK, 88% think it's necessary for the Online Safety Bill to introduce a requirement for an independent body that can protect the interests of children at risk of online harm; and 79% don't trust tech firms to comply fully with social media regulations.

**Read the news story:** [We're calling for the Online Safety Bill to create a children's watchdog that stands up for them against Big Tech](#)

## **Online safety and the dark web** CEOP- NCA

The Child Exploitation and Online Protection Command (CEOP) of the National Crime Agency (NCA) has released resources for use by professionals and parents and carers to understand the dark web. The resources aim to better equip professionals, parents and carers to have conversations, if required, with young people who may already be using the dark web. Films and fact sheets have been created to aid understanding about what the dark web is and why some young people might access it.

**Read the resources for professionals:** [The dark web explained](#)

**Read the resources for parents and carers:** [The dark web explained](#)

## County lines Home office

The Home Office has published an overview of the county lines programme which has been tackling child criminal exploitation. The programme so far has closed more than 1,500 lines, safeguarded more than 4,000 vulnerable people and engaged more than 4,000 individuals through safeguarding interventions.

**Read the news story:** [County lines programme overview](#)

## Wellbeing of children in care NICE

NICE has produced a guide for social workers and social care practitioners to help support the wellbeing of children and young people in care. The guide explains that a focus on wellbeing can improve outcomes and discusses building positive relationships, working through a child's personal history and incorporating trauma-informed training for practitioners.

**Read the guide:** [Promoting wellbeing and positive identity for a child or young person who is looked after](#)

## Ethnicity and social care DfE

The Department for Education (DfE) has issued a report, commissioned as part of the independent children's social care review, looking at the differences by ethnicity in the representation, experiences and outcomes of children in social care in England. Findings include: children from White and mixed ethnic groups have higher rates of acute social care activity following referral to social care; and children from Black ethnic groups were most likely to have multiple periods as a looked after child.

**Read the report:** [Ethnicity and children's social care](#)

## Police strip searches BBC

The BBC has released their latest File on 4 episode which discusses the disproportionate number of black children being strip searched. The episode looks at the experiences of young people who have been strip searched and reveals that, in the last five years, an average of 50 children a week were strip searched in England and Wales.

**Listen to the episode:** [Searching questions](#)



<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/>

**NSPCC**  
**Learning**

Sign up to NSPCC newsletter safeguarding here

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

**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

