



- ☀ Home Learning Environment – Black History Month
- ☀ Autumn Training programme
- ☀ EYFS : 2 Year Integrated Review / Communication & Language / Speech & Language Referrals
- ☀ DFE & Ofsted update
- ☀ Read, Research & Reflect: Bereaved Children / The Good Childhood Report 2022
- ☀ Apprenticeship Plus
- ☀ Family Hubs
- ☀ Stoptober
- ☀ Together for Twos / Tax Free Childcare

What's in the October edition

- ☀ Latest News from EYC
- ☀ Household Grant
- ☀ Equality and Equity Charter
- ☀ Greenwich Supports
- ☀ Integrated Care System – Healthier Greenwich Partnership
- ☀ Polio Vaccinations

Keeping Children Safe

- ☀ Babies & Young Children
- ☀ Online Safety
- ☀ Keeping Children Safe in Education 2022
- ☀ Why Language Matters : Unseen Men
- ☀ Young Persons Substance Misuse Service
- ☀ GSCP E-learning Webcasts
- ☀ 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

Providers 020 8921 3877 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.



Janet has been processing payments and is keen to be ahead of the game!

Please submit your HEADCOUNT sooner rather than later for payment

Autumn 2022: 1 September to 31 December
School Term Dates: Thursday 1 September to Friday 16 December (2 INSET days)

Main Funding Claim Period Open for Submission

From Thursday 1 September to Friday 14 October

Please submit main claim by headcount date and any amendments no later than one week

**Autumn 2022
Headcount Day**

Thursday 6 October

- Pupils must be in your setting on **Thursday 6 October** to make a funding claim
- All amendments must be submitted by Friday 14 October
- Any late starters and leavers during the term after headcount must be notified to eyc-funding@royalgreenwich.gov.uk by email

Staff Changes in the Early Years & Childcare Team

We have recently said goodbye to Elaine and Rebecca who have moved to new adventures.

They will be much missed by the whole service and their providers!

We have welcomed Charlotte to the team, Annalise will be joining us in January, and we are currently recruiting for one more post.

Please bear with us while we have a smaller than usual team for the Autumn term



GREENWICH EARLY YEARS HOUSEHOLD GRANT



Royal Greenwich are supporting some families with some extra money during the school holidays. Parents/carers of eligible children under age 5 registered with a Children's Centre or attending an early years setting, will receive a cash payment.

Eligible children under age 5 include those

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

A code will be sent directly to mobile phones to be redeemed at the post office. So we need your help to collect up to date email and phone numbers. Please use the form provided and return by

Monday 10 October

GREENWICH EARLY YEARS HOUSEHOLD GRANT



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

If you are on low income and your child is eligible for healthy start vouchers, a Together for Twos place (even if you haven't taken up the offer) or Early Years Pupil Premium, you may be eligible to receive a cash payment through the post office. Please share your up to date email and mobile phone number with your setting or Children's Centre.

Please contact your local Children's Centre NOW (before **Friday 8 October**) to find out more or call Families Information Service on 020 8921 6921

HEALTHY START



FAIRER SAFER ACCESSIBLE INCLUSIVE

Royal Borough of Greenwich Equality and Equity Charter

Everybody counts – a pledge for equality across Royal Greenwich

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

We are committed to making a real difference by:

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

As an organisation we will:

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



Together we can achieve equality and equity for all.

Sign up to the Royal Greenwich

Equality and Equity Charter



#Greenwichequality


ROYAL *borough of*
GREENWICH

The Equality and Equity Charter sets out pledges to promote the values of equality, diversity, and inclusion


Everybody counts – a pledge for equality across Royal Greenwich

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

All early years and childcare providers are expected 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 get a certificate to display for parents and carers.

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

Sign our Equality and Equity Charter 

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



Greenwich Supports is a new campaign launched by the Council to ensure that residents, employees, and businesses in the Royal Borough of Greenwich have support with the rise of living costs.

The Council is here to listen, advise and help.

This webpage has information about services you can get, from advice hubs and discounts to financial and practical support, if you are struggling to pay for the essentials such as rent, food, fuel, clothes, furniture, debt and more.

Where to get help

<https://www.royalgreenwich.gov.uk/cost-of-living-help>

If you need further information on any of the below, you can [contact the Welfare Rights Service](#).

- Claiming benefits and Universal Credit
- Money, debt, and benefits advice
- Support for housing costs
- Help with energy costs
- Help with food costs
- Help with ongoing costs
- Help with health costs
- Childcare and support for families
- Help with one off costs
- Sport, leisure, culture, and things to do
- Reducing waste
- Support for mental health
- Finding free or affordable legal help
- Support with legal costs
- Immigration and No Recourse to Public Funds (NRPF)
- Help looking for a job
- Domestic abuse

Contact the Welfare Rights and Universal Support teams

The **Welfare Rights Service** provides in-depth benefit advice regarding your potential entitlement to benefits and if you are having problems with existing benefits.

To call Welfare Rights, please call **020 8921 6375** on Monday, Wednesday, and Thursday, from 10am to 1pm.

The **Universal Support Team** provides practical support in managing and understanding your existing Universal Credit claim.

If your question is more urgent, please call **020 8921 3333**, from Monday to Friday between 10am to 4pm, to speak to a team member.

Healthier Greenwich Partnership

Healthier Greenwich Partnership formally reports into the Greenwich Health and Wellbeing Board and brings together partners from the NHS, local council, social care, and the community and voluntary sector.

<https://www.selondonics.org/in-your-area/greenwich/>

South East London

Click the areas on the map to show further information

Greenwich

- Greenwich is ranked amongst the 15% most deprived local authority areas in the country
- 21.8% of children in Greenwich live in low-income families
- 38% of Greenwich's population are from a Black and Minority Ethnic background

→ Find out more

 **287,753**
residents



287,753
Population



36
GP Practices



63
Pharmacies

Polio

Extra polio vaccine dose for children in London

Children aged 1 to 9 years old in London are being [offered a dose of polio vaccine](#). For some children this may be an extra dose on top of their routine vaccinations. In other children it may bring them up to date with their routine vaccinations.

There are signs the virus may be spreading in London and the number of children vaccinated in London is lower than it should be. Boosting immunity in children should help protect them and reduce the risk of the virus continuing to spread.

<https://www.selondonics.org/icb/your-health/polio-vaccination/>

**Is your child
protected
against polio?**

All children aged 1 to 9 in Greenwich are being offered a polio vaccine. For some children this will be an extra dose, for others it will bring them up to date with their routine vaccinations.

If your child is aged 1 to 4 local NHS services will be in contact to book your vaccine.

If your child is aged 5 to 9 you can book your appointment now.

selondonics.nhs.uk/polio-vaccination



Home Learning Environment



Celebrating our differences



What you need

Skin tone paints, paper, crayons, felt pens, small and large tray.



If you do not have skin toned paints, you can mix different paints to achieve different tones.

You can make this as simple or decorated as you like. For example, set up paint with different skin shades. Children can celebrate their differences through creative and sensory experiences, exploring paint through texture and feel.

You can do this through children mark making their example of what the world looks like to them and discussing different places children and families may have lived, or places where extended family members may currently live.

Set up a variety of different skin toned paints, allow children to explore the paint by making handprints. Setting the paint up in large trays will ensure the children have the sensory experience of exploring the paint using a range of motions before making their handprints on the paper. Use the smaller tray to make fingerprints using skin tone colours to place around the world the children have created!



An area at child level on the table or on the floor.

Open-ended Question Stems

- Tell me about...
- How do you know that...?
- Can you tell me more about why...
- What do you think...?
- Show me how you...
- I wonder why...
- How did you...
- Why did you...
- How do you know?
- What did you do first?
- What can you tell me about...
- Can you think of another way...
- What do you think?
- What do you think would happen if...
- What could you do instead?



- How did you do that?
- What does it remind you of?
- What can you do next time?
- Tell me what happened.
- What do you call the things you're using? How are you going to do that?
- Is there anything else you could use?
- What is it made of?
- What do you think will happen next?
- What could be added?
- What else can this be used for?
- What else is like this?
- How can you do it faster?

AFRICAN TROPICAL FRUIT SALAD



<https://www.therecipeshack.com/recipe/821990/>

Let's make an African tropical fruit salad trying new fruits and flavours. Take the children on a visit to the local store to buy the ingredients.

You will need, bananas, oranges, pineapple, mango, lime juice, brown sugar, and coconut. Allow the children to chop their own fruits, this is excellent for developing their fine motor skills, and hand-eye coordination. And taste the fruits as you are making the fruit salad.

If you are unable to get all the ingredients, you could try a chopping and tasting activity with the children with a variety of different fruits from around the world, that you may already have at home or in nursery. This can be an opportunity to discuss where fruits originate from, and the different flavours.



- ⚙ What does the fruit taste like?
- ⚙ What can you see in the bowl?
- ⚙ How does it feel?

Use key words to label the fruit names, taste and texture giving children new vocabulary



Garrett Morgan Inventor of Traffic Lights



<https://www.youtube.com/watch?v=pW7T-lpCMiQ>

Always supervise your children when online and watching Kids YouTube!



In 1923, Garrett Morgan invented traffic signal to help save lives after he saw an accident happening on the road. He decided a device was needed to keep cars and pedestrians from colliding. His traffic signal was designed to stand on a street corner and notify vehicles and walkers whether they should stop or go.



Making Traffic Lights

Allow the children to make their own traffic lights.

Let the children cut out their own circles and decorate the traffic lights with glitter.

Construction paper and glitter traffic lights are easy to create, and if you don't have glitter, you can just use paper.

Alternatively, you could also use crayons, pencils or felt pens to create the traffic light colours



- ⚙️ What colours can you see?
- ⚙️ How many lights are there?
- ⚙️ What should we do now...?

Talk about **'Red'** means **STOP**
'Amber' means **GET READY**
'Green' means **GO** and how this works with traffic.

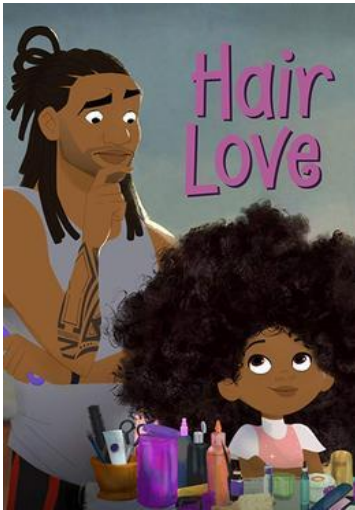
Take a walk to your local traffic lights and allow the children to participate by pushing the buttons, and explaining what different symbols mean.

Teach your child about how the traffic light system works.

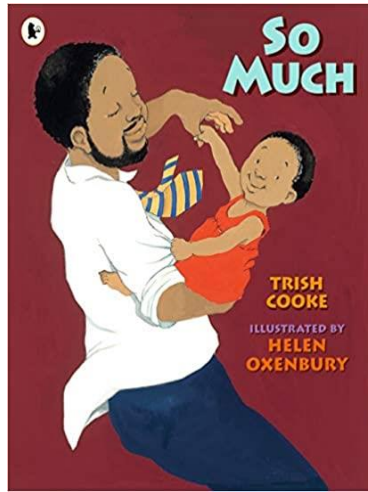


<https://www.youtube.com/c/KidsBlackHistory>

Always supervise your children when online and watching Kids YouTube!



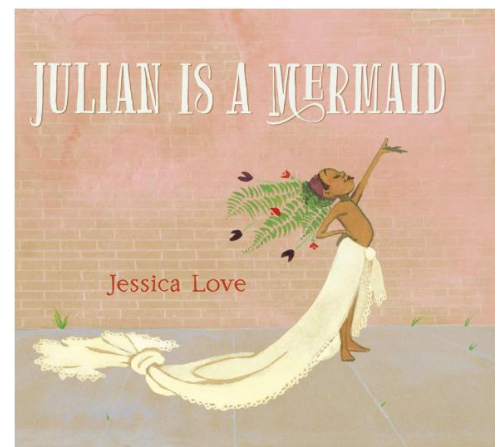
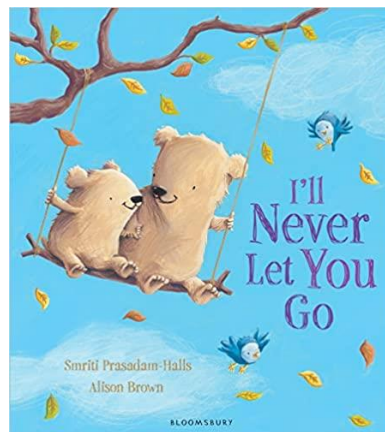
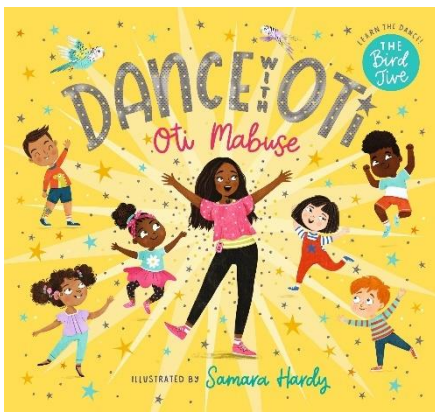
https://www.youtube.com/watch?v=kNw8V_Fkw28



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



<https://www.youtube.com/watch?v=jTSLLeAOU7U>



Bedtime Story with Rhys Stephenson

<https://www.bbc.co.uk/iplayer/episode/m00129w4/cbeebies-bedtime-stories-800-rhys-stephenson-dance-with-oti-the-bird-jive>



Bedtime Story with Floella Benjamin

<https://www.bbc.co.uk/iplayer/episode/b09jkgvn/sign/cbeebies-bedtime-stories-39-floella-benjamin-ill-never-let-you-go>



Ms Michelle's Storytime

<https://www.youtube.com/watch?v=hoQicp3ijl0>



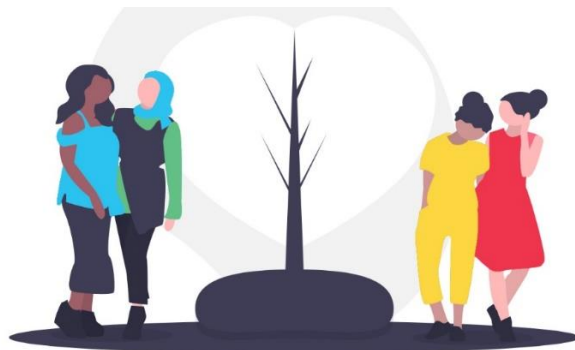
Website <https://tatastorytime.com/>



YouTube <https://www.youtube.com/c/T%C3%A0taStorytime>

Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Safeguarding & Welfare	NEW Safeguarding Forum - See the adult, See the child	Thursday	06 October 2022	18:30	20:30	In person	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	08 October 2022	09:30	17:00	In person	£45
Learning & Development	NEW Bitesize Webinar - Communication & Language Part 1	Wednesday	12 October 2022	12:00	13:00	Zoom	Free
Ofsted Readiness	Ofsted Trends	Monday	07 November 2022	19:00	21:00	Zoom	Free
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	10 November 2022	14:00	17:30	In person	£30
Learning & Development	NEW Bitesize Webinar - Communication & Language Part 2	Wednesday	23 November 2022	12:00	13:00	Zoom	Free
Safeguarding & Welfare	"Off to the best start - babies and early years" <i>Child development, attachment, risks to babies, safeguarding pre-verbal/non mobile infants</i>	Monday	28 November 2022	10:00	16:00	In person	£45
Learning & Development	Managing Challenging Behaviour	Thursday	01 December 2022	09:30	12:30	In person	£35



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 and you'll be linked in

Paediatric First Aid Training Dates



Day	Dates	Start	Finish
Wednesday	12 October 2022	08:45	16:30
Saturday	15 October 2022	08:45	16:30
Wednesday	09 November 2022	08:45	16:30
Saturday	19 November 2022	08:45	16:30
Saturday	03 December 2022	08:45	16:30
Wednesday	07 December 2022	08:45	16:30
Saturday	24 September 2022	08:45	16:30
Wednesday	28 September 2022	08:45	16:30
Wednesday	12 October 2022	08:45	16:30
Saturday	15 October 2022	08:45	16:30

IMPORTANT NOTICE

You must complete the online part of PFA before you attend the in-person date. You will be sent a link in advance of the in-person date.

You must arrive on time so leave good time for your journey. If you are late, you will not be permitted entry and will still be charged. This is to ensure you complete the hours required for certification.

There is an exam which you must pass before receiving your certificate on the day.

If you do not pass, you will need to do the course again to safely embed your knowledge and practice. You will have to re-book and pay for the course again.

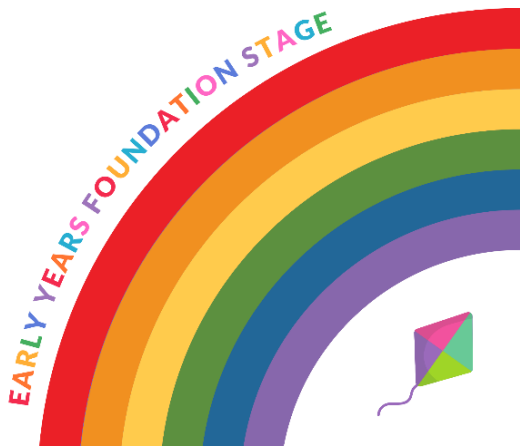
TO BOOK ALL TRAININGS

Most trainings are now in person so please check if via Zoom or in person

If you fail to attend training or fail to provide at least one week's notice of cancellation, you will be charged the full amount if your place cannot be filled

- 🔒 For information about training or enquiries, pls email eyc.training@royalgreenwich.gov.uk
- 🔒 Book via usual Direct Services to Schools below or the attached QR code
- 🔒 [Courses \(royalgreenwich.gov.uk\)](https://servicestoschools.royalgreenwich.gov.uk/courses/pvi)
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>





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>

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

Bitesize Webinar reviewing the updated Progress Check guidance and the Royal Greenwich 2 Year Integrated Review is now available for catch up for those who missed it



<https://youtu.be/2KlzCq8kCXI>

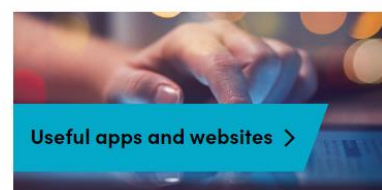
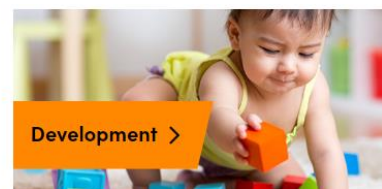
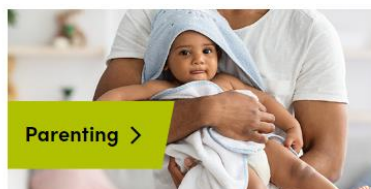
**Greenwich 0 to 4
Health Visiting Service**

**Bromley
Healthcare**
better together

ROYAL borough of
GREENWICH

NHS

<https://www.greenwich0to4.co.uk/professionals>



Professionals can get in touch with the Greenwich 0 to 4 service by calling **0300 330 5777** or by emailing bromh.greenwich0to4@nhs.net

Getting started

I CAN's
Talking
Point

Speech, language and communication (SLC) play a vital role in our lives. Being able to talk to and understand other people, makes it possible to do things like:



Communicate
with our families



Buy things at
the shops



Watch
television



Build
relationships



Socialise



Learn

Fortunately, most children do learn to communicate.
Children start to develop communication skills from birth.

**They rely on these developing speech, language
and communication to be able to learn at
school and play with their friends.**

They need these skills to reach their full potential.

Children need to:



- ✓ Learn to understand words, sentences and conversation
- ✓ Learn how to talk using words and sentences. This is often called 'expressive language'
- ✓ Say speech sounds correctly so they can be understood by others.
- ✓ Know how to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend. This is often called 'pragmatic language'



Children develop SLC skills at different rates. Some develop quickly, while others may take longer.

It's important to remember that children begin to understand words before they can say them.



NEW Bitesize Webinars

A series of one-hour webinars at lunchtime with Early Years & Childcare Advisors to share key messages about important themes.

Communication and Language Part 1 & 2 will look at how language develops and how to support language development through good practice interventions and a well-planned inclusive curriculum including for children with EAL.

Wednesday	12 October 2022	12:00	13:00
Wednesday	23 November 2022	12:00	13:00



Book your place here via QR Code or link

 [Courses \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk/courses)
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>

The crucial role of the early years workforce in supporting young children's communication and language skills

Blog by Amy Loxley, Lead Speech and Language Advisor at I CAN, the children's communication charity



The early years workforce has a vital role in supporting young children's communication and language skills. Without these skills, children will struggle to learn, make friends, have good mental health, and ultimately, get a job. Indeed, research indicates that children with poor understanding of vocabulary at age 5 are twice as likely to experience periods of unemployment as an adult.

Unfortunately, though, difficulties are common. In the UK, one in ten children have a long-term speech, language or communication need that they won't grow out of. This number rises in areas of social disadvantage, where children are more than twice as likely to have difficulties as their non-disadvantaged peers.

There are different reasons why a child may have problems with speaking or understanding language. Some children may have a lifelong condition such as Developmental Language Disorder (DLD), or language disorder associated with another condition, such as autism or cerebral palsy. However, children may simply have not yet had the right early experiences to help their communication and language skills develop – though they may be able to catch up quickly with the right support in place, which is why the role of early years practitioners is so crucial.

To ensure that all children are supported to develop their communication skills, settings should plan a graduated approach – high quality universal support for all, timely identification of children with difficulties and additional targeted support for those who need it. Small numbers of children may also benefit from specialist support, but many will make excellent progress with well-planned universal and targeted support in your setting.

Good quality universal provision

Ensuring a solid foundation of communication supportive practice for all children in early years settings is the starting point. Settings can achieve this by focusing on three areas:

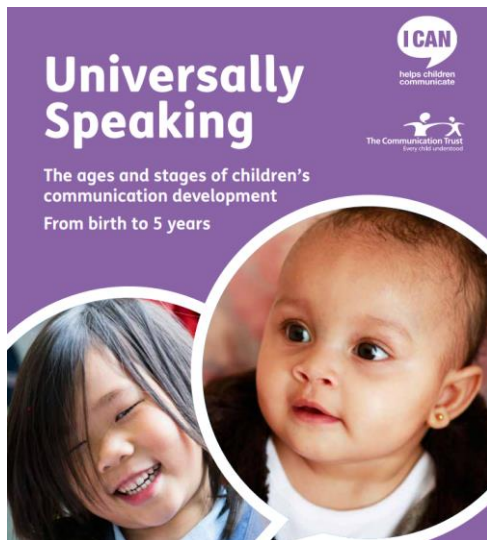
1. **The environment.** A language-rich environment, where children are exposed to a variety of vocabulary and language throughout activities across the day, supports the communication development of all children. Reducing background noise can support young children's listening and using visual timetables and visually labelled resources can support their understanding.
2. **The interaction style of adults in the setting.** Practitioners can use simple strategies such as following the child's lead, chatting to them about what they are interested in and focused on at that time. Make comments rather than asking lots of questions, which can feel like a test. Don't be afraid to wait in moments of silence sometimes – pausing after you say something gives children time to respond. Expand on what children say by adding new vocabulary and linking their ideas with their experiences.
3. **The opportunities for communication.** Planned activities such as small group work, facilitated book sharing with an adult, and structured conversations with adults and peers during everyday routines and activities can all provide young children with opportunities to practice their communication skills.

The DfE's [Help for Early Years Providers](#) online platform has lots of useful information and videos for early years practitioners on ensuring a solid foundation of universal support for children's communication and language development is in place.

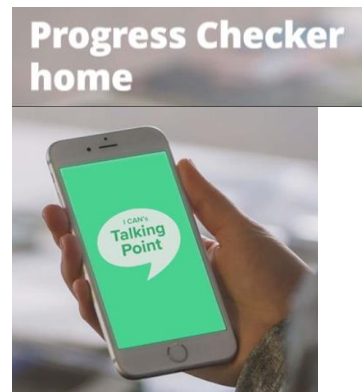
Identification

It is important that early years staff have the tools, knowledge, and skills to be able to identify any children with a speech, language, or communication difficulty. Difficulties manifest in a variety of ways for different children, and a problem with communication can easily be misinterpreted as something else, like a behaviour issue, attention difficulty or simply being shy. Some children may copy what their peers do to mask the fact that they don't understand, or they might struggle to join in group activities and choose to play independently.

Practitioners should be tuned into the signs that a child might be struggling and use an identification tool to have a closer look at their development. The DfE's [Development Matters](#) guidance gives an indication of typical language development in young children that practitioners can check their observations against.



Other useful resources are [I CAN's online Progress Checker](#) or the freely downloadable [Universally Speaking booklets](#).



Targeted support

Children who are identified as having difficulties with communication and language will need additional targeted support within the setting. Adults may need to simplify their own language so that it is similar to, or just above, the level of language used by the child. If the child is only communicating in single words, adults can use one, two or three word phrases. Adults can also expand on anything the child says by adding a word or two (e.g., child says “cat”; adult responds, “it’s a *fluffy* cat”).

Adults can also use more targeted visual support, such as key word signing or objects of reference to support the child’s understanding. Some children may benefit from having their own visual timetable or now-next board. *Showing* the child what you mean at the same time as saying it is a good way to support language development. Practitioners should share these approaches with parents/carers to use in the home too.

Targeted intervention programmes can be useful for supporting the communication and language skills of some children – but with a number of intervention programmes commercially available, choosing one can be difficult. The [What Works](#) website can help practitioners to check the evidence behind a particular intervention and make an informed decision when planning support.

Referring for specialist support

Children who have more significant challenges or who don’t make expected progress with targeted support may benefit from assessment by a speech and language therapist. When making a referral, practitioners should include information about all areas of the child’s speech, language and communication development. Is the child able to listen and follow instructions? Do they use overly simple vocabulary? How many words do they put together in a sentence?

It is also important to include information about the functional impact of the child’s difficulties. Do they struggle to take part in activities because of their language problems? Is there an impact on their behaviour? Do they struggle with peer play and friendships? Finally – what targeted support has been put in place already, and what progress did the child make (or not)?

Looking for more ideas?

DfE resources including [Development Matters](#) and [Help for Early Years Providers](#), and I CAN’s [Talking Point](#) website, have lots of information about typical development and how to support children’s skills.

Speech & Language Therapy Service

Speech and Language therapists work with children from birth until they start reception.

They work with children who may have difficulties in one or more of the following areas:

- understanding language – also known as receptive skills
- producing language – also known as expressive skills
- using communication appropriately in context – also known as social skills
- speech sounds
- eating and drinking

Leaflet http://oxleas.nhs.uk/site-media/cms-downloads/Local_offer_SaLT.pdf

Preschool children can be referred to via

- Advice sessions at health centres and children's centres
- Self-referral by parents
- **Referral form** used by health and education

This referral form has a number of appendices attached as this form can be used for referrals to children's therapy services which include occupational therapy, physiotherapy, music therapy and psychologist.

<https://www.childrensintegratedtherapies.co.uk/>

Referrals can be made to the service using the [Integrated Therapies Referral Form](#)

improving lives

Oxleas 
NHS Foundation Trust

Children's Therapy Services Request For Assessment Form

Please EMAIL to: oxl-tr.childrenstherapies@nhs.net
or POST to: Children's Therapy Services, Memorial Hospital, Shooters Hill, SE18 3RG

Please complete this referral form if you would like to make a referral to any of the following teams: Speech and Language Therapy, Occupational Therapy, Physiotherapy, Dietetics.

Please note: Each section is essential and needs to be completed in full (appendices to be completed as appropriate to the referral). Incomplete forms will be automatically rejected and returned.

Please indicate the profession(s) you are referring the child/young person to and complete the relevant appendice as indicated			
Speech and Language Therapy	<input type="checkbox"/>	(Appendix 1)	Physiotherapy <input type="checkbox"/> (Appendix 3)
Occupational Therapy	<input type="checkbox"/>	(Appendix 2)	Dietetics <input type="checkbox"/> (Appendix 4) (Please note that dietetics ONLY accept referrals from Health, Education and Social Care professionals. NO SELF REFERRALS)



An Inspector Calls

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

[Early years inspection handbook](#)

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

[Vodcast for senior leaders on assessment and good practice under the new EYFS](#)

Gill Holden, Programme Lead of the Early Childhood Unit at the National Children's Bureau (NCB), speaks to Candi Roberts, Headteacher at Claremont Primary School



They discuss how practice has changed with regards to observation and assessment, what the benefits have been for teachers and children and much more



Department for Education

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

- [Early learning and childcare: guidance for providers](#)
- Help for Households
<https://helpforhouseholds.campaign.gov.uk/>



Read
Research
Reflect



Bereaved children and young people



A report by the
**National Childhood
Bereavement Project**

includem



Scottish Government
Riaghaltas na h-Alba
gov.scot

The National Childhood Bereavement Project has published its [Growing up grieving report](#)

Recent studies show that 62% of children will be bereaved of a close family member by age 10, and since the start of the pandemic almost one quarter of children aged 2-11 have experienced the death (by any cause) of someone in their lives

Being bereaved is difficult at any age, but for children & young people who are at a key stage in their development, it can be particularly hard to navigate growing up while grieving.

The report contains reflections from children who have been bereaved. Recommendations include four-point approach to bereavement, including:

- ⚙ a universal bereavement policy
- ⚙ adding bereavement and grief into the curriculum
- ⚙ having a bank of resources
- ⚙ and bereavement training for staff

EYC have an expression of interest list for Bereavement & Loss training – to be added, send email to eyc.training@royalgreenwich.gov.uk

Here are some support organisations

Cruse Bereavement
Support

Grief can be
overwhelming

You don't have to deal with it alone.

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

Child 
Bereavement UK
REBUILDING LIVES TOGETHER

<https://www.childbereavementuk.org/>

gr'ef
encounter supporting bereaved children & young people

<https://www.griefencounter.org.uk/get-support/children-and-young-people/pre-school/>

hope again 
young people
living after loss

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

WINSTON'S
WISH 

Giving hope to grieving children

<https://www.winstonswish.org/>

[The good childhood report 2022](#)

The Children's Society has published a report which examines the latest trends in children's wellbeing in the UK. Findings from the report include around 6% of children aged 10-15 in the UK are unhappy with their lives; girls are more likely to feel unhappy with their appearance compared with boys; happiness with school and schoolwork was significantly lower among children in lower income households, and over half of parents and carers feel that the Covid-19 pandemic had a negative impact on the education of their children.



The Good Childhood Report 2022

Now in its eleventh year, The Children's Society's Good Childhood Report is the longest standing report on the well-being of children in the UK.

This year's report looks at the most up to date trends for six aspects of young people's well-being, and puts a spotlight on their experiences of school.



Children's well-being has declined

Children's (aged 10 to 15) average score for happiness with 'life as a whole' was significantly lower in 2019-20 than a decade ago.¹



1 in 7 children were unhappy with school.²



Happiness with friends, appearance and school were on average also significantly lower.



There was no significant difference for family or schoolwork.



In 2022, more children were unhappy about school

than any other domain within our Good Childhood Index.



85% of parents and carers

said that they were either 'very' or 'quite' concerned about the impact of the cost of living on their household over the next 12 months.²



On average, children were **most happy with how safe they feel in school** and **least happy with how much they are listened to.**

APPRENTICESHIP PLUS

Early Years Apprenticeships content and standards

The Knowledge Skills and Behaviours section maps out the content of the apprenticeship so as employers you can identify any gaps you may have in your workforce

[Early Years Lead Practitioner Level 5](#)

[Early Years Educator Level 3](#)

[Early Years Practitioner Level 2](#)

Contact for more information about how we can support you!

 Rachel.matton@royalgreenwich.gov.uk

Guidance

Family hubs and start for life programme: local authority guide

Guidance and sign up form for local authorities pre-selected to take part in the family hubs and start for life programme.

The Department for Education (DfE) has published [a local authority guide for the government's Family Hubs and Start for Life programmes](#) in England.

The programmes focus on helping local authorities to support families and work in partnership with voluntary, community and faith sectors to help families overcome barriers to access help; identify health or safeguarding risks early; and reduce health and education disparities.

Sharne McLean, Head of Early Learning and Childcare, Integrated Commissioning said, "the development work into our application is well underway – more details of how to get involved to follow!"

Infection control in nursery settings: an essential checklist

See attached Citation checklist





This Stoptober join the thousands of people who are stopping smoking this October. You've got this!

It's never too late to quit – stopping smoking brings immediate benefits to health, including for people with an existing smoking-related disease.

You've got what it takes to quit this Stoptober. Stoptober provides the information and support people need to quit smoking for 28 days, based on research showing that if you can make it to 28 days smoke free, you're five times more likely to quit for good.

We know we're stronger together. This Stoptober, join us and thousands of people who have quit smoking with Stoptober and start moving and breathing more easily. Not only that, but you'll have more money to spend.

On average smokers spend £38.59 a week on tobacco. That means they could have around £2,000 more to spend a year by quitting.

Stoptober offers a range of free quitting support including the NHS Quit Smoking app, Stoptober Facebook online communities, daily emails and SMS, expert support from local Stop Smoking Services and the range of stop smoking aids, including further information on how vaping can help you quit; and an online Personal Quit Plan tool that helps people find a combination of support that's right for them.

Expert support from local stop smoking services gives people the best chance of success, and GPs and pharmacists can also give advice and tips to help smokers quit.

Better Health Let's do this

Quit Smoking Start Saving

Join the thousands of people who are quitting smoking.

Download the free NHS Quit Smoking app to get started.

GET IT ON Google Play | Download on the App Store

NHS

Progress

Savings

If you stay smoke free you would have saved **£128**

For a pack of 20, you pay **£11.99**

Per cigarette, that's **£0.60**

For a pouch of tobacco **£15**

For 1g of tobacco **£0.50**

The advertisement features a hand holding a smartphone displaying the NHS Quit Smoking app interface. The app screen shows a 'Progress' section with a 'Savings' card that reads 'If you stay smoke free you would have saved £128'. Below this, it lists costs: 'For a pack of 20, you pay £11.99', 'Per cigarette, that's £0.60', 'For a pouch of tobacco £15', and 'For 1g of tobacco £0.50'. The background is a solid light blue.



What happens when you quit smoking?

It's never too late to quit smoking and many health benefits will happen faster than you think. Here's what can happen after your last cigarette...

After 20 minutes...



Check your pulse!
It's already returning to normal.

After 8 hours...



Your oxygen levels are recovering too and the harmful carbon monoxide in your body has halved.

After 48 hours...



All carbon monoxide is flushed out. Your lungs are clearing out mucus and your senses of taste and smell are improving.

After 3-9 months...



Your lungs are working 10% better so less coughing and wheezing.

After 2-12 weeks...



Your blood is pumping to your heart and muscles better thanks to improved circulation.

After 72 hours...



Breathing feels easier and best of all you're feeling more energetic.

After 1 year...



Your risk of a heart attack has halved compared to a smoker.

After 10 years...



Your risk of death from lung cancer has halved as well.

After 15 years...



Your risk of heart attack is now the same as someone who has never smoked.



FREE EARLY LEARNING

Some 2 year olds are eligible for free
early learning

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

You can choose an approved childminder
or nursery



Apply online here

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

or visit your local Children's Centre

Contact Families Information Service

fis@royalgreenwich.gov.uk

020 8921 6921

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



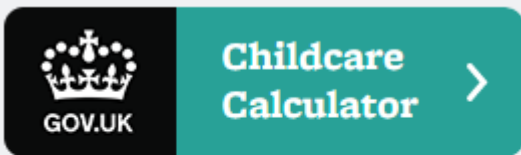
If you are **eligible** – you will get a code in an e-mail
Take this code to your approved childminder or nursery



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

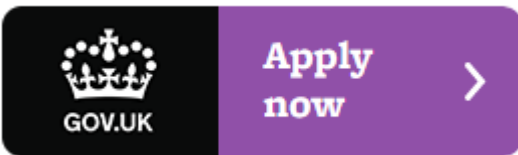


HELP PAYING FOR YOUR CHILDCARE



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/>

Guidance

Sign up to Tax-Free Childcare if you're a childcare provider

Find out how to sign up to Tax-Free Childcare and get a childcare provider account to receive payments from parents using the scheme.

<https://www.gov.uk/guidance/sign-up-to-tax-free-childcare-if-youre-a-childcare-provider>

Keeping Children Safe

Contact Children's Services

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

Referral team: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

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

Early Years & Childcare



020 8921 3877



childcare-support@royalgreenwich.gov.uk



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk


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


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

Prevent Team 0208 921 8340 or prevent@royalgreenwich.gov.uk
(PREVENT to make a referral or request advice & guidance. If you think someone is in immediate danger, call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321)

Contact GDVA

This is the Greenwich Domestic Violence and Abuse Service.

 Telephone: 020 8317 8273

 Email: info_gdva@h4w.co.uk

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.



<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/>



Sign up to NSPCC newsletter safeguarding here

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

Babies & Young Children



[Safer Sleep for Babies - Frontline Practitioner Briefing](#)

Please see the [Safer Sleep for Babies Briefing](#) which has been developed to assist frontline practitioners caring for babies and in having conversations with expectant or new parents regarding safe sleeping.

[New Bruising Protocol: Management of bruises in non-mobile babies and disabled children](#)

The [GSCP Bruising Protocol](#) provides frontline, Health and Social Care staff with information to support the assessment, management and referral of infants / babies and also disabled children who are not independently mobile, and who present with injuries even if they appear to have resolved.



It is rare for non-mobile babies to have injuries (up to 1% may be accidental). Whilst it is important to keep an open mind, remember that a bruise or injury may be a sign of a serious medical condition or abuse, and that other injuries may be hidden. It is important to be curious about how the injury occurred and what explanations were provided by the parent/s and carers, and to document these carefully.

[Book "Off to the Best Start" : safeguarding babies and very young children](#)

Off to the best start - how providing attuned, attentive, and nurturing care can ensure babies and young children thrive



Date: Monday 28th November

Time: 10.00am – 4.00pm

Cost: £45 per delegate

Location: The Woolwich Centre



Outline: This session will explore:

- brain development from in utero to early childhood and beyond
- the role of secure attachment and attunement
- the impacts of insecure attachments and adverse childhood experiences (ACEs)
- ensure staff interactions are cherishing and nourishing
- how early loving care impacts learning and growth
- keeping babies safe

Book here



[Children and Young People's Online Behaviour 2022](#)

Ofcom has published its annual report which looks at how people navigate the digital world and their experiences online. Read the report here

https://www.ofcom.org.uk/_data/assets/pdf_file/0023/238361/online-nation-2022-report.pdf

The report highlights the major role of the internet in daily life and looks at the benefits and risks. Multiple surveys were carried out including one on online behaviour and attitudes, with a sample of 3,300 children and a survey on online knowledge and understanding with 2,100 children.

Findings include:

- a third of children aged 8-15 who go online have seen worrying or upsetting content online in the past 12 months
- Of the 93% of 8-17 year olds who would tell someone if they saw something worrying or nasty online, 8% would use reporting and flagging to inform platforms of potentially harmful content they have seen

The [Greenwich Safeguarding Children Partnership's Schools Safeguarding Network](#) recently completed an online safety survey with children and young people from Greenwich Schools. 1,996 children and young people responded to the survey. The key findings included:

- 39% of children and young people said they have been sent something online that made them feel worried, uncomfortable or that they thought was wrong
- 27% of children and young people responded that they had been asked to do something online that has made them feel worried, uncomfortable or they thought was wrong, with 10% going on to say that they did what they were asked
- 28% of children and young people have said something to someone online that they wouldn't say to them in person
- 41% of children and young people responded that they would not be happy for the adults they live with to know about everything they do on social media or online gaming
- When asked how often do you feel unsafe online, 4% of children and young people said always and 9% said often, with 47% saying not very often

Safeguarding and welfare

Internet safety

Children in the early years are now more digitally savvy than ever before. Their use of digital devices is commonplace with apps like YouTube Kids becoming a destination of choice for 72% of children aged 3 to 4 according to a recent [Ofcom report 2020/21](#)

Research also shows that children are moving away from watching TV, opting for video-on-demand content on video-sharing platforms to watch cartoons, mini movies and songs. However, unlike older children, only a small number of children aged 3 to 4 (23%) play games online.

<https://help-for-early-years-providers.education.gov.uk/safeguarding-and-welfare/internet-safety>

Further reading

Guidance

Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners

[Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners](#) - UK Council for Internet Safety

[Internet safety checklist for pre-school children](#) - Internet Matters



<https://youtu.be/O3OF-NWDzGo>

Checklist for parents <https://www.internetmatters.org/advice/0-5/#checklist>

Explore together

Talk to your child about what the internet is and **explore it together** so you can show them all the great fun and educational things they can do. Reassure them that if they see anything upsetting, they should come and talk to you.

Be involved

Encourage them to **use devices in the same room as you** so you can keep an eye on how they're using the internet. Stay inquisitive about what they are doing and encourage them to share their enjoyment with you.

Put yourself in control

Activate parental controls on your home broadband. Most Internet-enabled devices also offer parental controls. For example, [Microsoft Windows](#), [Apple iOS](#), and [Google's Android](#) all offer ways to control the apps and sites your child can visit.

Search safely

If you let your child search independently, make sure safe search settings are activated on [Google](#) and other search engines or set the default to one designed especially for children such as [Swiggle](#).

Use passwords

Keep your devices out of reach and set passwords on all your internet-enabled devices and don't share them. Then you'll know when and where your child is accessing the internet. Also, use passwords to make sure they're not making additional purchases when they're playing games or using apps. Visit our [how-to guides](#) to find out how.

Use age-appropriate sites and apps

Choose safe, fun, and educational sites and apps for your child. Use age ratings in the app stores to **check suitability**. Make use of platforms and services designed with children in mind like [YouTube Kids](#), [Sky Kids](#), [BBC iPlayerKids](#), and [Nick Jr](#). See our [Top kids TV apps for safer viewing](#) for more advice.

Set boundaries

It's never too early to start setting boundaries. **Set some rules** about how they use connected technology, including which apps and sites they can use and how long they can spend on them. We've created a [family agreement template](#) that you can use to get started.

Online safety tips for parents of pre-school children

0-5 Year Olds

internet
matters.org

25% of parents of 4-5-year-olds are concerned about the time their children spend online

*Source: [Internet Matters Screen time report: Look both ways 2018](#)



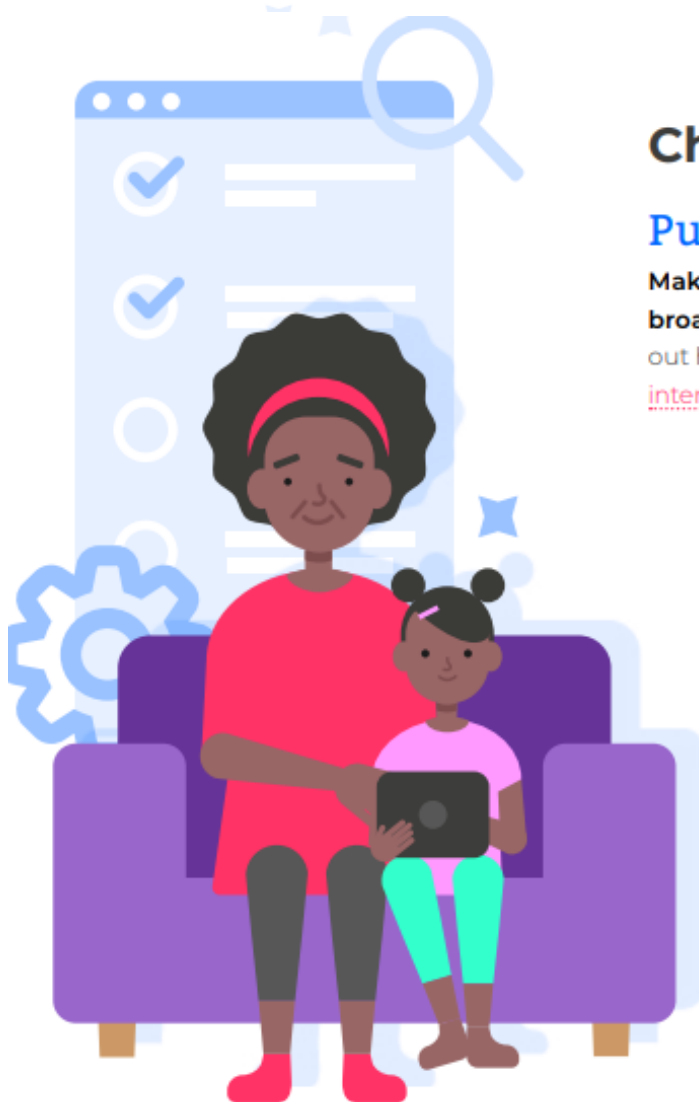
Checklist:

Put yourself in control

Make use parental controls available on your home broadband and any internet-enabled devices. You can find out how at your broadband provider's website or [by visiting internetmatters.org.](#)

Search safely

Use safe search engines such as [swiggle.org.uk](#) or [kids-search.com](#). **Safe search settings can also be activated on Google and other search engines** as well as YouTube and it is possible to lock these so that they can't be inadvertently removed. You can find out more by [visiting the Google Safety Centre.](#) Once you've put all of these controls in place have a browse and search for a few things to see what your children might see, if they were to do the same. Remember that voice-activated search works really well now.



Set boundaries

It's never too early to start setting rules about when and for how long your child can use devices and start to introduce the subject of internet safety at the same time. Encourage children to use devices in a shared spaces like a lounge or kitchen. Make sure to keep other devices out of reach and use passwords so they can't go online without asking you first. It's also a good idea to have tech-free mealtimes and not to allow children to have devices in their bedrooms at this age.

Explore together

Set your homepage to a child-friendly site such as CBeebies and give them a user account which only allows access to sites and apps you've chosen.

Help them learn through games

Games are a great way for young children to explore the internet and learn about the world around them.

Choose a variety of safe and educational online games and apps to play with your child so that you'll feel more comfortable with them exploring. Make use of websites and platforms designed specifically for pre-schoolers like CBeebies, YouTube Kids, Nick Jr, and use [age ratings](#) and reviews in the app store to check app suitability.



Know this stuff matters, but don't know where to turn?

Internet Matters is a free online resource for every parent in the UK. We'll show you the best ways to protect your children online – with information, advice and support on all the big online safety issues.

Keeping children safe in education 2022

Statutory guidance for schools and colleges

1 September 2022



<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

To implement the most robust safeguarding procedures, read and follow KCSIE to enhance your safeguarding practices and knowledge.

There are 2 summary documents – a link to one produced by NSPCC and another by Times Education Supplement (TES) which is attached

A summary of changes introduced by Keeping children safe in education 2022

<https://learning.nspcc.org.uk/media/2832/summary-keeping-children-safe-in-education-2022-caspar-briefing.pdf>

EYC summary

Relevant parts of Human Rights Act 1998 (HRA), the Equality Act 2010 and the Public Sector Equality Duty have been outlined and explicitly linked to safeguarding, particularly as regards to diversity inclusion, prejudicial and discriminatory bullying and sexual violence & harassment.

Throughout the document there has been a widening of focus from specific safeguarding issues e.g. criminal exploitation, forced marriage, etc., with this being replaced with “all forms of abuse”.

Part one - Safeguarding information for all staff

Disclosure

Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

Domestic Abuse

New information has been added to explain the impact of domestic abuse. Information has been added to highlight the potential short and long term detrimental impact on children's health, wellbeing and ability to learn of experiencing domestic abuse at home or within their own intimate relationships.

[Look out for EYC training on Domestic Abuse](#)

Part two - The management of safeguarding

The importance of properly supporting the DSL role has been given prominence by adding it to the main body of the guidance and includes an expectation that they should read the full DSL job description in Annex C.

There is a new requirement for governors and trustees to receive safeguarding training at the point of induction to ensure their understanding of their important strategic role, as well as their legislative responsibilities, and those set out by their local multi-agency safeguarding arrangements, and that this is regularly updated.

Trustees, governors and proprietors to maintain a central theme in their whole setting approach to safeguarding.

A focus on preventative education has been added, with a new paragraph about the importance of the setting's role in delivering an effective safeguarding curriculum.

[Look out for EYC training on Designated Safeguarding Lead Person](#)

Part three - Safer recruitment

Regarding safer recruitment, the guidance clarifies that a curriculum vitae (CV) should only be accepted alongside a full application form. CVs on their own will not contain all the information required to support safer recruitment.

The guidance now states that education settings should consider conducting online searches as part of their due diligence during the recruitment process. The stated aim of this is that it "may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview."

[Look out for EYC training on Safer Recruitment](#)

Part four - allegations and safeguarding concerns

Learning from all allegations against staff investigations should be incorporated, not just from those that are concluded and substantiated.

The guidance now makes clear that providers can choose to whom low level concerns about staff are reported to, so long as it is clear in their policies. **All staff** should be aware of how to handle low level concerns, allegations against staff and whistleblowing, with KCSiE 2022 being clear that this information should be contained in the staff behaviour policy (also known as the code of conduct).

[Look out for Managing Allegations Bitesize Webinar](#)

Part five - Child on child sexual violence and sexual harassment

The DfE Sexual Violence and Sexual Harassment between children in schools and colleges guidance has been incorporated into KCSiE 2022. It is helpful that the information is all in one place, and therefore easier for staff to access, although it does mean that there has been a substantial increase to the length of the KCSiE guidance. This also means that what was non-statutory advice is now statutory guidance.

Terminology throughout KCSiE 2022 has changed from peer-on-peer abuse to **child-on-child abuse**. This is a welcome change as the term peer-on-peer abuse suggests the abuse is between children of a similar age which is not always the case.


There is a greater emphasis on risks for LGBTQ+ children and/or those that are perceived to be. Staff are reminded about that LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum. Senior leaders are reminded of the crucial part education settings play in preventative education within the context of a whole-school approach that creates a culture that does not tolerate any form of prejudice or discrimination, including sexism and misogyny/misandry.

Annexes


A key change is in Annex C, where a statement has been added which requires the DSL to be aware of the role of the appropriate adult.

The role of the DSL has been moved entirely into Annex C to provide clarity and reinforce the responsibility of the role. It is expected that that it is read in full. The guidance also states that sole proprietors cannot be the DSL in their setting.

In annex B there is increased emphasis on staff being able to identify the indicators of serious youth violence including reducing attendance, changes in friendship groups and performance concerns. Education settings are encouraged to reach out to their local violence reduction unit.



Managing allegations of abuse against staff
Policy and practice
12 May 2021
Ann Marie Christian
International safeguarding consultant



Managing allegations of abuse against staff 0000000 - 12 May 2021-uk

<https://vimeo.com/548907821/40c2ac7e3e>

Why language matters >

improving
safeguarding and
child protection
practice with words



Why language matters blog & Learning from case reviews: Unseen Men

The NSPCC discuss how fathers and male caregivers are often overlooked by services, and how using alternative phrases such as “unseen men” can prompt professionals to think about how they could identify the men in a child’s life and consider any support or protection needs.

[Why language matters: "hidden" in plain sight](#)

“Hidden men” and “invisible fathers” are terms often used in response to the idea that male caregivers in a child’s life can sometimes be excluded from services or overlooked by professionals working with children and their families. With words like “hidden” and “invisible”, you might imagine that these men hide behind the sofa when the health visitor calls round, or camouflage themselves into the wall during a GP appointment. In reality, literature tells us that these men are often not “hidden” at all, but rather “unseen”.

Why do male caregivers need to be “seen”?

At every stage in a child’s life, male caregivers such as fathers, stepfathers, or mother’s partners, play an important role in a child’s cognitive, emotional, and physical development¹. They may be primary caregivers or provide support by sharing caring responsibilities. Yet in some cases, fathers and male carers are not able to access service or appropriate parenting support and education to allow them to be the best parent they can be². Without including men, professionals may also fail to identify positive caring factors or detect potential safeguarding concerns in a child’s life.

Thinking about who is “unseen” or “unknown” can help professionals to focus on how to identify and engage with the men in a child’s life and consider any support or protection needs.

Why do male caregivers go “unseen”?

Over-focus on maternal care giving

Male caregivers may be overlooked for inclusion in services because some professionals may wrongly assume that women are the sole or main caregivers and that men do not want to participate.

Working hours, lack of outreach from universal services involved in parenting, and an absence of tailored support reduces opportunities for fathers and male caregivers to learn how to care for their child or get support for any problems that they are facing.

[Analysis of case reviews](#) found that services relied on the mother to provide information on their child's life, when there were male caregivers with knowledge or concerns to share.

Lack of information sharing

Some [case reviews](#) highlight how a lack of information sharing between agencies caused men to go "unseen". For example, practitioners in adult services (such as substance misuse or mental health) may be unaware that a man they are supporting is in contact with children, and therefore don't share potential safeguarding concerns with professionals working directly with children and families.

Fathers and male caregivers may also not be kept up to date with health or safeguarding concerns involving their child, due to services communicating solely with mothers, and so are not able to participate fully in caring for and protecting them.

Professional anxiety or sensitivity

Some [case reviews](#) found that in instances where a child's male caregiver was abusive or intimidating, practitioners avoided engaging with them due to fear or anxiety.

Practitioners also sometimes failed to spot an unsafe man in a child's life because they felt uncomfortable assessing the mother's personal or sexual relationships.

(Child Safeguarding Practice Review Panel, 2021³; Vincent, Su, Dudley Safeguarding People Partnership, 2021⁴).

How can we ensure that male caregivers are "seen"?

Learning from [case reviews](#) has shown how agencies can identify and involve men in a child's life.

Identify

- Ask questions and work with a child's primary caregivers to identify any men in the child's life.
- 'See the adult behind the child' and work with other agencies to find out the members of a child's household and any new adults the child has significant contact with.
- Record the different names or aliases fathers and male carers go by, (such as nicknames), which could reduce the risk of them being missed out or mislabelled.

Involve

- Expand universal service appointment times to allow fathers and male caregivers to accompany their child to services.
- Teach parents about the important role that fathers, and male caregivers play in child wellbeing.
- Start a dialogue with fathers and male carers about any concerns or harmful behaviours in their own lives. This may reduce the stigma around asking for help and allow them to access appropriate services.

Key points to take away...

Shifting to using "unseen" instead of "hidden" may:

- build a fuller picture of the network of relationships around a child

- identify potential child protection concerns or protective factors in a child's life
- recognise men in need of support for themselves or help with parenting
- help fathers and male carers access support and education to best care for their child.



Key issues identified include

- issues around the quality of record keeping and communication between different agencies
- and services focusing exclusively on the mother's role as caregiver,
- reducing opportunities for men in a child's life to be involved.

The briefing highlights the need to identify men's roles in a child's life.

[Unseen men: learning from case reviews](#)

Royal Borough of Greenwich Young Persons Substance Misuse Service

Young People's Substance Misuse Services

The Royal Borough of Greenwich Young People's Substance Misuse Service (YPSMS) is open to young residents and children and young people in our care who may come from elsewhere.

What's on offer?

- Young people who are exploring the world of drugs and alcohol and may have started using it regularly are welcome to join our 'Brief Intervention' programme.
- A full treatment journey is also offered for young people who have a problematic substance use. This lasts for as long as required by the Young Person.
- We use numerous approaches used including creativity and the Arts. We have lead professionals working in Children's Social Care, Youth Justice, Inclusion, and FASS.
- We will accept referral from any source.



Young Persons Substance
Misuse Service, 0208 921
6907



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

Our one-to-one sessions are held at various venues as suited to the needs of the Young Person.

Who is eligible?

We will accept young people who:

- Have used substance/s in past 28 days.
- Are **aged 10 to 18** (before their 18th birthday)
 - aged 18-21, if a care leaver
 - aged 18-25 for young people with special educational needs or a disability.
- Are willing to engage with YPSMS
- Live in the RBG or are a child in our care.



GREENWICH
**Safeguarding
Children**
PARTNERSHIP



Did you know the GSCP has an E-learning Multi- Agency Safeguarding Training Programme?

The Benefits:

- 20-60 minutes long
- **Complete at a time that suits you**
- CPD compliant, certificates issued on completion
- **Sessions developed and delivered by experts**



Get Creative:

- Use as part of your organisation's Induction Programme
- **Team Activities for Away Days or Team Meetings**



The GSCP E-Learning / Webcast programme can be accessed via the GSCP website:

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

GSCP has launched a new [E-Learning Multi-Agency Safeguarding Training Programme](https://training.greenwichsafeguardingchildren.org.uk/elearning-list) which enables partners to access a varied collection of webcasts ranging from 20 to 60 minutes in length. The subjects range from Adolescent Mental Health to Professional Curiosity and so much more in between <https://training.greenwichsafeguardingchildren.org.uk/elearning-list>

Royal Greenwich Children's Services

Useful Safeguarding Contacts and Telephone Numbers

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



GREENWICH
**Safeguarding
Children**
PARTNERSHIP

free early
learning

ROYAL borough of
GREENWICH

free early
learning ROYAL borough of
GREENWICH