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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.

# Early Years Pupil Premium

When adding children to the funding claims portal, please add both parent details as requested to ensure that your setting receives all of the funding to which your pupils are entitled. You will not always know!

Providers have spent extra money on



- ✿ Specialist staff training
- ✿ Equality and inclusion resources
- ✿ Home learning resources
- ✿ Activities to narrow the gap which has widened since Covid 19
- ✿ Pooling resource to get additional professional support
- ✿ Books and puppets
- ✿ Art and craft materials
- ✿ Lunchtime meals

## Get extra funding for your early years provider

<https://www.gov.uk/get-extra-early-years-funding>

If your child is in early years education, your early years provider could be eligible for extra funding to help support your child. Royal Greenwich will run automatic checks so you don't have to do anything extra apart from share your information via the Parental Declaration form.

You may also get early years pupil premium if your child is currently being looked after by a local authority in England or Wales or if your child has left care in England or Wales through:

- adoption
- special guardianship order
- a child arrangements order

## Protect children from polio

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

All children aged 1-9 in London 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.

You can book your appointment now at [selondonics.org/polio-vaccination](https://selondonics.org/polio-vaccination). New clinics will continue to be added so please check back if there are none showing as available.

### **If you missed the vaccination webinar for parents and carers**

Parents and carers of children aged 1 – 9 learnt more about the importance of vaccinations and had their questions answered at special webinars hosted by some of south east London's leading NHS consultants and public health experts.

Many thanks for those who attended. For those who weren't able to join us on the day, you can find more information generally on vaccinations and what is being offered free by the NHS to protect children this winter here:

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

NHS South East London (SE London Integrated Care System) thought it would be useful to share answers to some of the questions from the two webinars with everyone, as follows.

### **Q. My child is up to date with their vaccinations, why do they need another one?**

A: For polio, it is important this year because we know traces of polio have been found in London and it offers extra protection. Some children's levels of immunity – the antibodies they have built up – may be lower than others. This could be because their previous vaccination was a longer time ago and therefore immunity may have waned.

Every child is unique in their level of immunity and the only way to bring all children up to maximum protection is to get this booster dose. It's the same vaccination they would be receiving in future, and by giving children the extra dose now it is giving them added protection at a time they need it, with the threat of polio in London.

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

For flu, it is very advisable because every year brings different types of flu virus. We know that a serious strain is currently in circulation in London and children are at risk from it.

More information: <https://www.selondonics.org/icb/your-health/flu-vaccine/>

### **Q. Have you got any tips for children who are afraid of needles?**

A: It's important to have the conversation with children and find out what they are scared about. For example, if it's the potential pain, you can reassure them that they will feel very little.

Also please remember the power of ‘social norms’ – you, other parents and children they know will often have had many jabs and it has been fine for them. Explaining to them why it is important to have a vaccination as it will keep them safe for the future is important too.

It can be useful to arrive early and help children feel comfortable in new surroundings such as a GP surgery.

Also, please do let the clinicians know if your child has concerns. They are experienced in administering vaccines – some practices nurses for example have done thousands of jabs. They will be able to help to calm and reassure them. Many will use well-rehearsed distraction techniques and the jab will be delivered with the child hardly even noticing it.

We often notice that parents are more concerned than the child themselves – particularly young children. Please do try not to show your anxieties to them.

**Q: Why are 1-9 year olds being offered the extra polio vaccine and not older children?**

A: This follows advice from the Joint Committee on Vaccination and Immunisation (JCVI) on a vaccination strategy following the detection of polio in sewage samples in London. The JCVI advised that, as a precaution, all children aged one to nine years in London should be offered a dose of polio vaccine now to ensure that they are protected against polio and to stop any further spread of poliovirus in London. This is because children in this age range have not received the full programme of vaccination so they are not yet fully protected against polio.

You can read the full JCVI statement here: <https://www.gov.uk/government/publications/vaccination-strategy-for-ongoing-polio-incident-jcvi-statement>

Getting a dose now will boost children’s protection against polio. In London, all children aged 1-9 years are being offered a dose of polio vaccine. This will either be a top up dose in children that are fully up to date with their routine vaccinations or a catch up dose.

We know how polio is transmitted and therefore its potential to spread amongst the population. Younger children are less likely to remember to wash their hands after using the toilet and hand hygiene is very important to preventing spread.

We also know that children in this age range are less likely to have maximum levels of immunity, and will be due an extra dose sooner or later anyway. Giving them a booster now improves their immunity now, with polio a threat to health in London. The polio booster jab gives the best possible protection to children and others around them.

**Q: Sometimes as a parent it is important to understand much greater details behind the public messages which do have to be clear and warn of the dangers. Can we find out more about the diseases and vaccinations?**

A: We know that it is very important to make scientific and medical information understandable and to emphasise how children can become seriously ill from various diseases and viruses. We did a lot of work during Covid to listen to our communities more and try to understand why people may be hesitant about vaccinations and the transparency and information they need. The NHS has published answers to many frequently asked questions, and provided links to important scientific papers and findings behind the decisions to urge parents and carers to ensure children get the vaccinations they need.

You can find more information and links here: <https://www.selondonics.org/icb/your-health/>

The JCVI statement and strategy relating to the polio booster vaccines for children is here: <https://www.gov.uk/government/publications/vaccination-strategy-for-ongoing-polio-incident-jcvi-statement>

The NHS information page on the flu vaccine for children – including the flu nasal spray vaccine – is here: <https://www.nhs.uk/conditions/vaccinations/child-flu-vaccine/>

The NHS information page on the MMR (measles, mumps and rubella) vaccine is here: <https://www.nhs.uk/conditions/vaccinations/mmr-vaccine/>

There is useful information on a range of vaccinations from the Oxford University Vaccine Knowledge Project here: <https://vk.ovg.ox.ac.uk/vk/>

**Q. Will the polio booster continue every year, or is this a one-off?**

A: Polio booster vaccinations are very specific and important for young children in London right now because of the traces that were found here. Children are at risk right now.

We also have lower vaccination rates than other parts of the country. This means it is even more urgent to get more children up to date with their routine vaccinations, and for those who are up to date to get a booster dose. We need to do everything we can in 2022 to protect children against what can be a devastating disease.

We can't say for sure this will just be a one-off for polio – that's why the monitoring of water supplies takes place, so if anything does come up, we can act immediately. However, at present there are no plans for further doses in future outside the routine vaccination programme – if we can get more children protected now.

**Q: Are there any risks associated with the polio booster vaccine**

A: These are the same vaccines used worldwide to protect millions of children against this terrible disease, including in the UK, over more than 60 years. The most common side effects are some soreness around where children have been injected.

Very rarely some children will have an allergic reaction to the immunisation, severe reactions are very rare - about one in a million. If a child has already had the polio vaccine, the chances of a reaction to the booster dose is even lower than that. There are no other recognised serious complications.

NHS South East London (SE London Integrated Care System)

**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.**

**Book your appointment now.**

[selondonics.org/polio-vaccination](https://selondonics.org/polio-vaccination)



**SCAN ME**



## Have you signed up yet?

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>

**Read**

**Research**

**Reflect**



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**MIND THE GAP:  
UNDERSTANDING MULTIPLE  
DISADVANTAGE AND  
HELPING CHILDREN TO  
SUCCEED AGAINST THE  
ODDS**



## LondonEY: London's Research Conference for the Early Years

- The best scientific evidence tells us that brains develop fastest from birth to two years old.
- The first five years are the most important years for future health and happiness in adulthood.
- Often, it is the poorest children who miss out.
- How can we make a difference in the early years?
- Some of the key discussions were around oral language skills and how they are fundamental to children's learning thinking and emotional wellbeing.
- Understanding multiple disadvantage and helping children to 'succeed against the odds'

Irma Siraj drew on data from the EPPSE 3–16 study to draw out the inequity gaps borne in the early years, how they impact children through-out the learning life course and how we overcome them.

Our understanding of equality in education and care is often quite limited as simple, single labels for inequality like gender or class. We need to explore and understand how multiple disadvantages, which sometimes go unrecognised yet lead to a widening of the well-being and achievement gap for children work and how they often set poorer children on a trajectory of low achievement and other problems.

Iram Siraj identified and discussed the influences on children's development of key risk and protective factors and how we can begin to measure quality for gender, ethnic and individual differences and their interactions. She also discussed how research designs need to consider more complex notions of diversity in order to help all children but especially those from more at-risk contexts to succeed. The roles of ECE settings, schools and homes/parents are highly significant.



## The ShREC Approach



Supporting children to become better communicators is one of the most powerful things we do as early years educators

The aim of the ShREC approach is to provide early years professionals with a simple and memorable set of specific evidence informed strategies that can be embedded into everyday practice.

**Sh:** Share attention – be at the child’s level. Pay close attention to what they are focused on.

**R:** Respond – follow the child’s lead. Respond to their non-verbal and verbal communication. You could make a brief comment on what they can see, hear or feel.

**E:** Expand – repeat what the child says and build on it by adding more words to turn it into a sentence.

**C:** Conversation – have extended back and forth interactions. Give children time to listen, process and reply

Why not watch this short film to demonstrate supportive language practice

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



*High quality interactions in the Early Years - The ShREC approach*

<https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children>

# HIGH QUALITY INTERACTIONS IN THE EARLY YEARS

## The 'ShREC' approach

The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

*“When done well, high quality interactions often look effortless but they are not easy to do well.”*

EEF Guidance Report,  
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

### Sh



#### Share attention

Be at the child's level. Pay attention to what they are focused on.

### R



#### Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

### E



#### Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

### C



#### Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

# Better Health Start for Life Home Learning Environment

## Campaign Toolkit

The Department for Education and Royal Greenwich want to encourage parents and carers to chat, play and read more with their children to develop their communication, language and literacy skills.

You can use assets to post on your social media, print and display posters and share ideas via your newsletters with parents and carers.

Key messages for you to share with parents/carers

- ★ A child's development begins the moment they are born. The simple activities you do at home or out and about help set them up nicely for the childminder setting, nursery and school
- ★ And it's not just the children who will enjoy it, you'll see the benefit too
- ★ It's easier than you think. All the little things you do together help your children learn
- ★ It doesn't need a set time. You can chat, play or read with your child on the way to the childminder or nursery, on public transport, while you're making a meal or even in the supermarket.
- ★ It doesn't have to cost a penny. You don't need pricey books or toys.
- ★ And it definitely doesn't have to feel like 'learning'!

A full range of digital and printed resources will be available for partners on the Campaign Resource Centre

<https://campaignresources.phe.gov.uk/resources/campaigns/155-better-health-start-for-life-home-learning-environment/resources>

Direct parents to HLE online hub, where they can find ideas of activities to do with their children

[Start for Life \(www.nhs.uk\)](http://www.nhs.uk)

Thank you for supporting this campaign to share important messages and ideas for home learning

# Chat, play, read!

<https://www.nhs.uk/start4life>

Help your child learn to talk by chatting, reading and playing with them.

It's never too early to start – from newborn to 5 years, Start 4 Life have lots of tips, videos and fun activities to help develop their speech and communication skills.



Every chat you have with your child helps them develop their social skills, so they can make friends more easily.



Kids brains are like sponges, soaking up everything around them. And when you play with them, you give their brains a boost.



Reading together is great, and it gives your child's brain a boost, helping them get ready for school.



Every chat you have with your child helps them develop their social skills, so they can make friends more easily.



When you play with your child, you give their brain a boost.



Reading with your child, even for just a few minutes, can make a huge difference to their learning.

My two favourite things. Building stuff, **chatting with mum.**

Chat, play and read together. It sets them up nicely for school. For more support, search **Start for Life**

**Better Health** Start for Life

[Start for Life \(www.nhs.uk\)](http://www.nhs.uk)

# Learning to talk



## Chat, play, read!

Babies and young children love it when you chat, play and read with them, even if you think they're too young to understand. You can turn almost anything into a game. And every little thing you do together will help set them up nicely for the day they start with their childminder, nursery and school.

## Tips to help with speech development

0 to 6 months

[Learning to talk | 0 to 6 months | Start for life \(www.nhs.uk\)](#)

6 to 12 months

[Learning to talk | 6 to 12 months | Start for life \(www.nhs.uk\)](#)

1 to 2 years

[Learning to talk | 1 to 2 years | Start for life \(www.nhs.uk\)](#)

2 to 3 years

[Learning to talk | 2 to 3 years | Start for life \(www.nhs.uk\)](#)

3 to 5 years

[Learning to talk | 3 to 5 years | Start for Life \(www.nhs.uk\)](#)

# Make playtime a great time!



Children's brains are like little sponges, soaking up everything around them.

Kids love it when you chat, play and read with them. And it sets them up nicely for school.

For more support, search **Start for Life**

# Home Learning Environment

## Mind the Language Gap



The importance of communication and language in the early years

ACTIVITIES to encourage language development, within a setting and at home

Being exposed to and joining in with lots of talking and words

The seasons are changing so talk about discuss what is happening to the leaves by observing nature



On walk in the woods or outdoors, why not suggest nature wands – provide some of cardboard (or suggest old cereal boxes), glue or sellotape for parents to use

helps children be better prepared later in life...



### Make a box of happy things

**Nature Wands**  
USING NATURE CONFETTI  
Learning and Exploring Through Play

Talk about things that make you and your child happy - include people, places, food, activities, and experiences.

Explain that this box is a happy box and we can fill it with things which remind us of happy things

Draw and/or write some of these and fold to put into the box (e.g. picture of grandparents, birthday cake, pet, friends, places visited, football, balloons, sun, flowers and so on)

At any time, you or your child can put a hand in and pull out a happy thing to remember and talk about.



So easy to create, things you will need:

- Find some smooth fallen leaves as many different colours as possible
- Twigs
- Glue
- Card or cereal boxes



Building on...

- ⚙ Decorate the box with bright, happy colours
- ⚙ Continue to add happy things to the box whenever you like
- ⚙ Make and post some happy things for someone else



'Find Out About Feelings'  
By Louise Forshaw

'Big and Small'  
By Britta Teckentrup



This book helps curious children get to grips with their feelings and emotions - a key topic for both them and their parents. Featuring friendly child characters and familiar situations, they will find answers and reassurance when they are feeling happy, sad, frightened, and brave and everything in between. With fun flaps to lift and a memory game at the end, this is an excellent book for children and parents to share together.



This beautiful board book introduces first vocabulary about nature with appealing, textured illustrations that compare the itty-bitty things we see in nature, like acorns and raindrops, with great big wonders like trees and rainbows

## Self-Care & Mental Health for Kids



Share your own feelings to encourage self-awareness.



Find social groups that help them feel like they belong.

Set aside time for low-stress or solo activities.




Practice self-care for yourself to set the standard.



Focus on articulating feelings.  
"I am angry."  
"I am sad."

Encourage journaling and diaries.

Encourage your child to focus on the moment.



Establish a self-care routine.

Recognize toxic stress events.

Cultivate interests and hobbies.



### Website

<https://www.nhs.uk/every-mind-matters/>

### Mind Plan

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

### Social Media Resources

[Better Health - Every Mind Matters | Campaign Resource Centre \(phe.gov.uk\)](#)

## Be kind to your mind

There are small things we can all do to help be kind to our mind and these can make a big difference to how we feel. Better Health - Every Mind Matters helps us find those little things we can all do to look after our mental health and showing us how they can add up to make a big difference; helping us to lead happier, healthier lives and cope with life's challenges.

At its heart is the free, NHS-approved Mind Plan, available on the website. By answering five short questions people get a personalised mental health action plan, providing practical tips to help them deal with stress and anxiety, boost their mood, sleep better and feel more in control.

- Making time for mental wellbeing self-care is important - and embedding these small things as part of your routine can help you feel better and more in control
- These small actions can include:
  - Taking time to do mindful breathing by breathing in and out slowly
  - Planning an hour of screen-free time before bed
  - Reviewing your to-do list and breaking down your biggest tasks into smaller, easier-to-manage chunks
  - Taking a walk
  - Seeing or getting in contact with a friend or loved one
- **Better Health - Every Mind Matters** website has lots of NHS-approved tips and advice to help you be kind to your mind
- The NHS approved [Mind Plan](#) is a five minute, five question mental wellbeing quiz and a personalised mental health action plan that provides practical tips to help you deal with anxiety and stress, boost your mood, sleep better, and feel more in control.



## Good for your body Good for your mind

### Move more and feel better

Getting active doesn't have to be a hassle. Doing little things every day to be more active can really lift your mood and put a smile on your face. And every step you take is a step towards feeling great.

### Walk away your worries

A daily brisk walk can boost your energy, lift your mood, clear your mind and stop your worries going into overdrive.



### Get active, sleep better

Physical activity releases feel-good hormones called endorphins, which help us sleep better. The better we sleep, the better our energy levels, mood and ability to concentrate.



### Make active connections

Doing something active with a friend gives you a good opportunity to chat, and connecting with others can help you feel less stressed.



### Build active habits

Building activity into your daily routine can be easy and fun: try some stretches while the kettle's on or a boogie while brushing your teeth.



### Take your first step

If you need some help getting started, you can find lots of support online and on your phone.



### Apps to help you feel 'appier

**Active 10** – this app is a great way to find out how active you are already and set goals to move more. **Search NHS Active 10**

**NHS Couch to 5K** – this app is ideal if you'd like to take up running but feel a bit out of shape. **Search NHS Couch to 5K**



### Create your own Mind Plan

Visit the Every Mind Matters website to create a mental wellbeing action plan just for you.

Answer 5 quick questions to get your free plan with tips to help you deal with stress and anxiety, improve your sleep, boost your mood and feel more in control



Search Every Mind Matters

Find ways to get active that work for you

Visit [nhs.uk/better-health/get-active](https://www.nhs.uk/better-health/get-active)



# TOP TIPS FOR DEALING WITH ANXIETY



## TIP 01

Try a short breathing exercise

## TIP 02

Learn how to manage anxious thoughts

## TIP 03

Keep a mood diary

# TOP TIPS FOR DEALING WITH STRESS



## TIP 01

Divide big tasks into small ones

## TIP 02

Create to-do lists

## TIP 03

Stay active

# SIMPLE TIPS FOR IMPROVING YOUR MOOD



## TIP 01

Learn how to manage unhelpful thoughts

## TIP 02

Stay active

## TIP 03

Talk to someone

WHEN THINGS AREN'T SO GOOD OUT THERE... MAKE INSIDE FEEL BETTER.  
Visit **Every Mind Matters** for more tips and advice



**SOME SIMPLE TIPS FOR IMPROVING YOUR SLEEP**

**TIP 01**  
Keep regular sleep hours

**TIP 02**  
Attempt not to check your phone for an hour before bed

**TIP 03**  
Consider turning your clock away so you can't see it

**WHEN THINGS AREN'T SO GOOD OUT THERE... MAKE INSIDE FEEL BETTER.**  
Visit **Every Mind Matters** for more tips and advice

**Better Health** every mind matters

**NHS**



**Better Health** every mind matters

**NHS**

Take this moment to

notice  
**the world**  
around  
**you**

Search **Every Mind Matters**  
for your personalised Mind Plan.

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



# Get your free Mind Plan

## Your Mind Plan

Answer 5 simple questions to get your personalised mental health action plan with tips and advice to help you be kind to your mind.

Make sure to sign up to our 4-week email programme for reminders and to swap in new tips. Doing the small things can make a big difference.

[Start quiz](#)

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

NHS

# Top tips for easing anxiety

Better Health every mind matters

Swipe across >

NHS

# Write it down



Better Health every mind matters

Keep a diary to identify what is causing anxiety

NHS

# Start small



Better Health every mind matters

Break down big tasks into small chunks

NHS

# Have a break from your screen



Better Health every mind matters

An hour before bed

NHS

# Confront sleeplessness



Better Health every mind matters

Read a book until you feel tired again

NHS

# Release tension



Better Health every mind matters

Repeatedly squeeze, hold and release fists for 30 seconds

# Catch up with friends or family



Better Health every mind matters

They will likely relate to how you're feeling

# Move your body



Better Health every mind matters

To burn off nervous energy and reduce stress

# Search



Better Health every mind matters

Every Mind Matters for more free ways to be kind to your mind



# NATIONAL STRESS AWARENESS DAY

## Let's Address Stress #1

### What is stress?

- Stress is a heightened sense of pressure
- It can affect any person at any stage of life
- Stress occurs due to a range of factors such as undergoing life changes, being under pressure and facing uncertainty
- Only the person experiencing stress can determine whether it's present and how severe it feels



## Let's Address Stress #2

### How to spot the signs of stress

Stress can manifest itself physically and emotionally. It can also affect our behaviour and thinking.

Physical symptoms include:

- Muscle aches, dizziness, chest pain, nausea and headaches

Emotional symptoms include:

- Feeling irritable, overwhelmed, angry, restless and scared

Behavioural symptoms include:

- Avoidance, changes in eating habits, using alcohol

Cognitive symptoms include:

- Racing thoughts, memory lapses, indecisiveness



## How to talk about stress & support others

- Actively listen
- Validate how they're feeling by trying to understand and recognise their experience
- Help them try to uncover and talk about their triggers
- Ask the person what they think might help reduce the pressure they're experiencing
- If you can, offer practical help with the causes of stress
- Support them to seek professional help



## 5 self-care strategies to help reduce stress

1. Establish your **priorities** - be it in work or daily life
2. Complete your own **stress bucket** to identify your stressors and how to manage them
3. Reach out to **family and friends**
4. Spend time **exercising** or out in nature
5. Once a week, try to set time aside for a **hobby** you love or try something new



[mentalhealth-uk.org/bucket](https://mentalhealth-uk.org/bucket)

## Stress tip #1: just breathe

Breathing exercises are a useful technique to help you relax. The 4-5-8 method is very simple:

- Start by sitting up straight in a comfortable position or lying down.
- Slowly breathe in through your nose for 4 seconds. If you can't breathe in through your nose, use your mouth.
- Hold your breath for 5 seconds.
- Breathe out slowly for 8 seconds.

Repeat this cycle 10 times, or as many times as you want. While you do it try to concentrate on your breathing. You can alter the seconds to suit you.



## Stress tip #2: be mindful

Mindfulness is about being in touch with the world around you and noticing what's happening in the present. Next time you feel stressed try this exercise:

- Choose an everyday task that helps you engage your senses like brushing your teeth
- Concentrate on how the brush feels in your hand, the sensation of it brushing your teeth, the feeling of your feet against your bathroom floor, the smell and taste of the toothpaste.
- Notice how much you experienced in just 2 minutes.

Being mindful can benefit day-to-day wellbeing but it doesn't always work for everyone. Explore other relaxation techniques to see what's right for you.



## Stress tip #3: sleep well

Sleep can affect how you feel physically and mentally. There are some easy steps you can take to improve your sleep:

- To start with, create a regular sleeping pattern and a restful environment for consistency and calm.
- Watch what you're eating and drinking.
- Keep a sleep diary to track your sleep patterns.
- Write down your thoughts. Try allocating specific 'worry time' or 'planning time' early in the day.
- If you can't sleep, get up and do something else to help you feel sleepy.



## Stress tip #4: stress bucket

The stress bucket is a simple tool to help us think about the ways we can release stress:

- Start by imagining there's a bucket you carry with you which slowly fills up when you're stressed.
- Sometimes you may feel strong enough to carry a lot of stress. But sometimes we need to find techniques to help lighten the load.
- Identify the activities that help you reduce stress. This could be anything from good time management to talking to someone you trust.
- Make an action plan for how to keep those activities going when other pressures build up.
- Download our stress bucket tool at [mentalhealth-uk.org/wellbeingtips](https://www.mentalhealth-uk.org/wellbeingtips)





Developed from an idea by Brabban and Turkington (2002)

## Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
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
	Prevent Duty	Thursday	17 November 2022	19:00	20:30	In person	£10
Learning & Development	<b>NEW</b> Bitesize Webinar - Communication & Language Part 2	Wednesday	23 November 2022	12:00	13:00	Zoom	Free
Safeguarding & Welfare	<b>"Off to the best start - babies and early years"</b> <i>Child development, attachment, risks to babies, safeguarding pre-verbal/non-mobile infants</i> <i>Essential for Baby &amp; Toddler Room Leaders &amp; Childminders caring for Under 2s</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](mailto:childcare-support@royalgreenwich.gov.uk) and you'll be linked in

## Paediatric First Aid Training Dates



Day	Dates	Start	Finish
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

### 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, email [eyc.training@royalgreenwich.gov.uk](mailto: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>



## NEW Bitesize Webinars

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



<https://youtu.be/2KlZCq8kCXI>

**Communication and Language Part 1** Looked at how language develops



<https://youtu.be/8NSCHOH5Bjg>

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

<b>Wednesday</b>	23 November 2022	12:00	13:00
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Book your place here via QR Code or link

[Courses \(royalgreenwich.gov.uk\)](https://royalgreenwich.gov.uk)

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



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 \(EYFS\)](#)



Department  
for Education

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



- [Early learning and childcare: guidance for providers](#)
- Gillian Keegan MP has been [appointed](#) as the new Secretary of State for Education
- The DfE published the [2023 EYFSP handbook](#) for assessment for children at the end of reception year which helps teachers make accurate judgements about each child's level of development.
- The DfE has launched a [new service](#) to help early years settings and staff check if qualifications are approved for use within the Early Years Foundation Stage staff: child ratios.
- The DfE have launched new online resources to promote the importance of the home learning environment (HLE) in boosting children's language and socio-emotional development in the early years



### **DfE want to hear your views and experiences of implementing the 2021 EYFS reforms**

The DfE has commissioned IFF Research to conduct an important national study to understand how the most recent reforms to the Early Years Foundation Stage (EYFS) have been implemented by early years providers and what the impacts have been. Leaders, staff, and childminders at selected settings will be emailed by IFF research inviting you to participate in a short, 10-minute online survey. This survey will ask about your experiences of implementing the reforms, including any barriers you may have faced or additional support you think you would have benefited from. Your responses will be reported in aggregate to the DfE, which means that nothing you say will be attributable to you or your setting. The survey will launch Monday 31 October and close on Friday 9 December.





# HELP PAYING FOR YOUR CHILDCARE



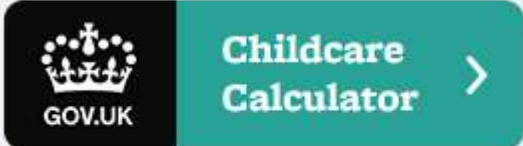
An online application is quick and easy

You get an immediate response on whether you  
are eligible for a place



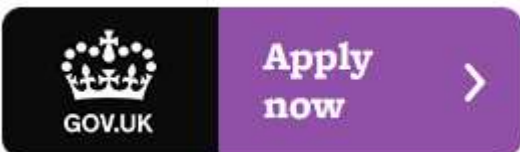
Access the online portal

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



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>



<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)



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)

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)

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.

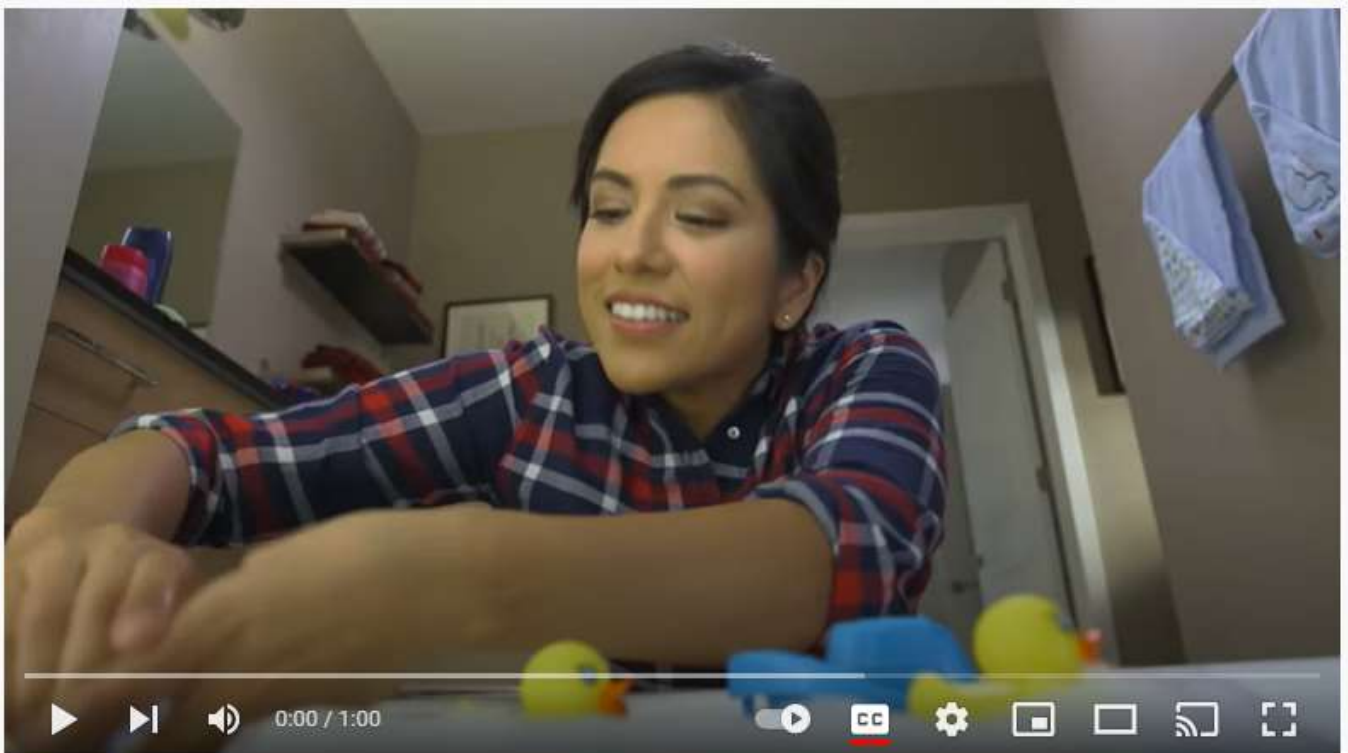
# Watch out in water

*“This has highlighted the dangers posed when a child is left unsupervised for a short period of time and even in the shallowest of water.”*

Coroner’s report, bath seat drowning of 7-month-old

**Drowning happens silently. A drowning child can’t speak or control their arms. They slip quietly under the water. It’s only in the movies they splash about and cry for help. It’s a scary thought.**

**But once you understand how and where drowning happens, there are things you can do to prevent it.**



“But I was only gone for a moment...”

[https://youtu.be/\\_6-iECsvO88](https://youtu.be/_6-iECsvO88)

# Drowning at home



<https://capt.org.uk/drowning/>

[Water Safety at Home | Royal Life Saving Society UK \(RLSS UK\)](#)

A drowning child can't speak or control their arms. They slip quietly under the water. It's only in the movies they splash about and cry for help. It's a scary thought.

## ***Drowning happens silently.***

But once you understand how and where drowning happens, there are things you can do to prevent it.

## **Babies and small children**

At home, younger children are most likely to drown in the bath or garden pond. It's important for parents to understand the risks of babies and young children being left alone, even for a moment. They may get no warning that something is wrong, as babies drown silently in as little as 2 or 5 cm of water.

While bath seats can be a useful tool in helping busy parents at bath time, it's important to remember they're just a support, and NOT a safety device. ***Babies and small children – mostly drown at home in the bath or in the garden, in just a few centimetres of water.***

- [Bath seats](#) are great for supporting your baby in the bath but they're not safety aids – a baby shouldn't be left alone in one even for a moment as they can slip out
- Get everything you need ready before bath time because you'll need to stay with your baby or young child all the time they're in the bath
- Don't rely on your toddler to keep an eye on the baby while you pop out for a towel, as they're still too young to understand danger.

## **Did you know that a child can drown in as little as 2cm of water?**

### **Indoor Water Safety**

- Always supervise bath time (never leave children unattended)
- Empty the bath as soon as possible after use
- Close toilet lids and use toilet seat locks to prevent drowning
- Keep doors to bathrooms and utility rooms closed





- **Never leave baby alone in the bathtub even for a second**

- **Always keep baby within arm's reach. Children can drown quickly & silently**



- **Always keep toilet lid closed, & keep young children out of the bathroom when unsupervised**

- **Keep cleaning chemicals out of children's reach**



**Stay Aware. Stay Safe.**

## Essential Safeguarding Training

**Date:** Thursday 17 November

**Time:** 7:00pm – 8.30pm

**Cost:** £10

**Location:** The Gallery, the Woolwich Centre



### Course Outline:

- Prevent Duty responsibilities
- Local and National Threats
- Introduction to ideologies
- Vulnerabilities & Warning signs
- Role & Responsibility of Early Years & Childcare
- Referral pathways

**Facilitator:** Prevent Education Programme Manager, Safer Communities



Book here

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

The Department for Education (DfE) has created guidance and resources for safeguarding children and young people vulnerable to radicalisation in England. The guidance looks at understanding, identifying and managing radicalisation risks in education settings and a self-assessment tool has been designed to help schools examine their existing policies and practices. Guidance is also included on how to report concerns.

The Prevent duty guidance: [The Prevent duty: safeguarding learners vulnerable to radicalisation](#)

School self-assessment tool: [Prevent duty self-assessment tool for schools](#)

Prevent referral guidance: [Making a referral to Prevent](#)

Find out more about what radicalisation is <https://learning.nspcc.org.uk/safeguarding-child-protection/radicalisation>



Prevent Team 020 8921 8340



[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



# Britain's equality watchdog takes action to prevent hair discrimination in schools

<https://www.equalityhumanrights.com/en/our-work/news/britain%E2%80%99s-equality-watchdog-takes-action-prevent-hair-discrimination-schools>

The Equality and Human Rights Commission has put together resources designed to prevent discrimination based on hair in schools. The resources include: non-statutory guidance with examples of hair discrimination; a decision-making tool which aims to support education professionals with developing and reviewing policies; and videos designed to raise awareness.

Pupils should not be stopped from wearing their hair in natural Afro styles at school, the Equality and Human Rights Commission (EHRC) says in new guidance today.

Uniform and appearance policies that ban certain hairstyles, without the possibility for exceptions to be made on racial grounds, are likely to be unlawful.

Race is a protected characteristic under the 2010 Equality Act, which means a person must not be discriminated against because of their hair or hairstyle if it is associated with their race or ethnicity.

This includes natural Afro hairstyles, braids, cornrows, plaits and head coverings, amongst other styles.

The EHRC's new resources – endorsed by World Afro Day and the All-Party Parliamentary Group for Race Equality in Education – will help school leaders ensure hair or hairstyle policies are not unlawfully discriminatory.

"Discrimination based on hair can have serious and long-lasting consequences for victims and their families. As Britain's equality regulator, we want to put a stop to pupils being unfairly singled out for their appearance in schools.

"That's why, after working closely with experts and those directly affected, we are launching these practical resources to help school leaders understand the law in this area and prevent discrimination from happening.

"Every child deserves to be celebrated for who they are and to thrive in school without having to worry about changing their appearance to suit a potentially discriminatory policy."

[Preventing hair discrimination in schools](#)

[Preventing hair discrimination in schools: decision-making tool](#)

[Preventing hair discrimination in schools: videos](#)



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

**Register here for our newsletter**

**Name \***

**Email \***

**Interest**  
You can select one or more interest groups below

<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>

## Children in need

The UK Government has released the latest figures on children in need in England in 2022. Findings include: there were 404,310 children in need in 2022, an increase of 4.1% since 2021; and there were 50,920 children on protection plans in 2022, an increase of 1.8% since 2021.

[Characteristics of children in need](#)

## Child maltreatment

NSPCC Learning has published an evidence briefing summarising the research around the effectiveness of parent interventions in preventing child maltreatment. The review includes an analysis of studies that focus on intervention on an interpersonal level.

[Parent interventions to prevent child maltreatment: evidence summary](#)



## Childline child sexual exploitation campaign

Childline has launched a new campaign offering support and guidance around child sexual exploitation (CSE) in the UK. The campaign includes video resources as well as posters for education professionals and aims to encourage children and teenagers at risk of, or suffering, CSE to use Childline for immediate, confidential help.

### [The Full Story](#)

<https://learning.nspcc.org.uk/media/3024/childline-the-full-story-poster-english.pdf>

### [Childline posters and wallet cards](#)

## NSPCC Case Reviews September 2022

### [Child safeguarding practice review: Aiden.](#)

Berkshire West Safeguarding Children Partnership (2022)

### [Wokingham child safeguarding practice review: Aisha and Ciara.](#)

Berkshire West Safeguarding Children Partnership (2022)

### [Extended child safeguarding practice review \[VS\].](#)

Sandwell Children's Safeguarding Partnership (2022)

### [Serious case review: Child LS \[full overview report\].](#)

Sandwell Safeguarding Children Board (2022)

### [Adam: local child safeguarding practice review.](#)

Unnamed safeguarding children partnership (2022)

### [Child safeguarding practice review Charley.](#)

Unnamed safeguarding children partnership (2022)



The Association  
for Child and Adolescent  
Mental Health

# Impact of Childhood Adversities on the Mental Health of LGBT+ Youth

The Association for Child and Adolescent Mental Health (ACAMH) has released a new podcast episode exploring a systematic review research paper on the impact of childhood adversities on the mental health of LGBT+ young people. The research paper includes studies from the United States, Asia, Canada and Europe. The episode discusses how sexual orientation disclosure is linked with mental health problems such as social anxiety disorder, phobia, or PTSD. Findings from the paper are discussed in relation to child and mental health (CAMH) professionals working with young LGBT+ patients, and how schools should prepare for working with LGBT+ students.

[Impact of childhood adversities on the mental health of LGBT+ youth](#)

[A systematic review and meta-analysis investigating the impact of childhood adversities on the mental health of LGBT+ youth](#)

## **Other useful websites**

Barnados : <https://www.barnados.org.uk/what-we-do/supporting-young-people/lgbtq>



<https://youtu.be/vANvDY-j3kk>

Stonewall : <https://www.stonewall.org.uk/our-work/campaigns/introduction-supporting-lgbtq-children-and-young-people>



## How to **identify** and **respond** to **concerns** about a **child or adult at risk**: a joint agency protocol between the Greenwich Safeguarding Children Partnership (GSCP) and Safeguarding Adults Board (SAB)

**F** **Familiarise** yourself with the family, their unique culture and characteristics, strengths and vulnerabilities. Who are the significant people in their lives (including new partners/adults in the home)?

**A** **Ask** and be **Curious** about everything especially where there is: Domestic abuse, mental health issues, substance misuse, disability, learning disabilities or any other additional need.

**M** **Make a plan** of action to safeguard the adult or child – please see flowchart. Give special consideration to pregnant women and young carers.

**I** **Information Sharing** - Information should be: Necessary, Proportionate, Relevant, Adequate, Accurate, Timely and Secure. Do not assume others already know. **Remember: Safeguarding always overrides consent.**

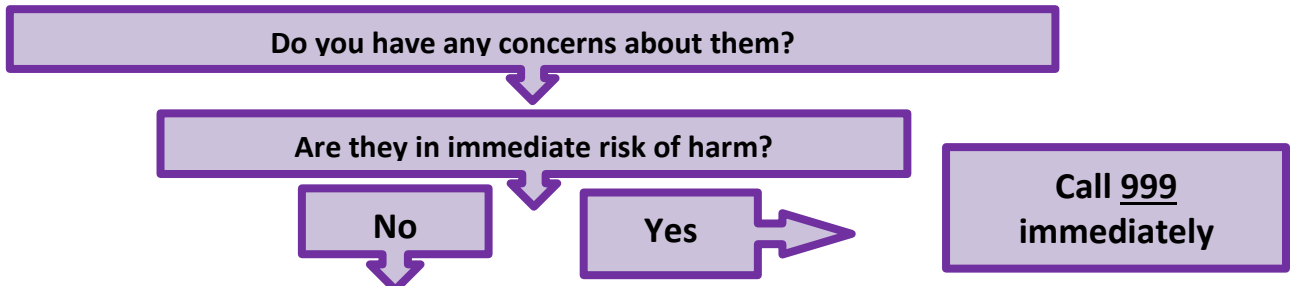
**L** **Liaise** with partners to ensure good interagency collaboration, think who is involved (Health workers, Police, Probation, Social care, Community, Voluntary, Faith groups).

**Y** **Your responsibility** – Safeguarding is a shared responsibility which must be at the heart of practice across all partner agencies.



Use this when working with an individual or a family and consider anyone else in the home or other significant people

RECORD THROUGHOUT WHAT YOU HAVE DONE AND HOW YOU WILL FOLLOW-UP



Discuss with your Safeguarding Lead if you have one

Child  
Click [What is child abuse?](#)

Adult  
Click [What is Adult's Safeguarding?](#)

Seeking Advice

Discuss concerns with a children's social worker:

- 020 8921 3172 (Mon-Thurs 9am – 5:30pm, Fri 9am – 4:30pm)
- 020 8854 8888 (Emergency Out of Hours)

Make a referral to Children's Services, including the Family & Adolescent Support Service (FaASS – Previously Early Help) [GSCP Threshold Document](#)

Make a referral to Health and Adult Services

Seeking Advice

Discuss your concerns with the Safeguarding Adults Team for advice on 0208 921 3888

Unless it increases the risk, you should always inform the family of a referral being made:

- For transparency
- To maintain the trusting and good relationship you have with them

Make send a written referral to the Greenwich Multi-Agency Safeguarding Hub (MASH), Children's Services  
Email: [MASH-Referrals@royalgreenwich.gov.uk](mailto:MASH-Referrals@royalgreenwich.gov.uk)  
Referral form: [Children's Referral Form](#)

Make referral to the Adult's Contact Assessment Team:  
Tel: 0208 921 2304  
Email: [aops.contact.officers@royalgreenwich.gov.uk](mailto:aops.contact.officers@royalgreenwich.gov.uk)

### Introduction and purpose

Safeguarding Adults Board and Children's Partnership are committed to ensure **improved partnership arrangements** in order to support both **children and vulnerable adults** from abuse and neglect.

This protocol, is to ensure **effective and timely referrals between all adult and children's services**, including the transition between children's and adults' services and to **promote good practice in multi-agency working**.

### Further Information

[Working Together to Safeguard Children 2018](#)

[London Child Protection](#)

[Procedures](#)

[Greenwich Safeguarding Children Partnership](#)

[Greenwich Safeguarding Adults](#)



### Background

Analysis of **findings** from Serious Case Reviews (SCRs) and recent child and adult deaths (that have led to **CSPR's and SAR's**) indicates there is **cumulative risk of harm** to a child when different **parental and environmental risk factors** are present in combination or over periods of time.

This protocol highlights some of the **major areas of impact** and recognises that **professional judgement** plays a significant part in **assessing concerns**.

### Practice actions

Consider a **joint assessment** with Children's/Adult Services when dealing with **mental health issues** within a family.

A **Family Group Conference** to be considered as a possibility of focussing on **resources and protective factors within the family** and its environment.

If unsure always discuss and reflect with your line manager

### Successful Interagency working Themes

that have repeatedly come out of Serious Case Reviews (**SCR/CSPR'S & SAR's**) of incidents in which children and adults have been harmed, repeatedly **highlight a lack of checking between services**, to see if a child at risk a parent or carer has known to adult services, or if an adult with significant needs is a parent or a carer to children.

### Key Practice Points

**Increasing every family member's understanding of a parent's mental health** can be helpful in terms of increasing their **ability to cope**

Assessments of **pregnant women** should identify services she and the unborn child require and include **gathering relevant information** from their GP and any other agencies involved, to ensure that the **full background is known**.

It is vital that **transition** planning for those approaching **adulthood** is started **early**. It should centre on the views, wishes and aspirations for the future of the young person and their parents/carers.

### Safeguarding Children & Adults

**Adult safeguarding & Child Protection** is the duty to **safeguard or promote the welfare of a child or adult** who is suffering, or likely to suffer, **significant harm**. Harm can be categorised as **physical, emotional or sexual abuse, neglect and exploitation**. Children can be at risk from significant harm when they have **caring responsibilities** for others.

**Children in need** are those, who are unlikely to reach or maintain a satisfactory level of health or development without the provision of services, or who are disabled.

# Seven golden rules for information sharing

- 1. Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
- 2. Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3. Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
- 4. Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- 5. Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- 6. Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- 7. Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

If there are concerns that a child may be at risk of significant harm or an adult may be at risk of serious harm, then follow the relevant procedures without delay.

Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.



## Managing allegations of abuse against staff

Policy and practice  
12 May 2021  
Ann Marie Christian  
International safeguarding consultant



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

LOCAL AUTHORITY DESIGNATED OFFICER

LADO



Look out for

**Bitesize webinar about Allegations against Staff & LADO**  
Coming Spring 2023

## WHAT DOES LADO DO?

The LADO is responsible for:

1. Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
2. Managing and overseeing individual cases from all partner agencies.
3. Ensuring the child's voice is heard and that they are safeguarded.
4. Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
5. Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
6. Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care

## WHEN SHOULD I CONTACT LADO?

The LADO must be contacted within **ONE** working day in respect of all cases in which it is alleged that a person who works with children has:

1. behaved in a way that may have harmed a child;
2. possibly committed a criminal offence against or related to a child;

or

3. behaved towards a child or children in a way that indicates they may pose a risk of harm to Children.

There may be up to three strands in the consideration of an allegation:

- (A) a police investigation of a criminal offence;
- (B) enquiries and assessment by children's social care about a child's need for protection/ services
- (C) consideration by an employer of disciplinary action in respect of the individual

## Royal Greenwich Children's Services

### Useful Safeguarding Contacts and Telephone Numbers

<b>Children's Services Front Door (Safeguarding, Social Care &amp; FaASS previously 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/ 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
Greenwich 0 to 4 Health Visiting Service <a href="mailto:bromh.greenwich0to4@nhs.net">bromh.greenwich0to4@nhs.net</a>	0300 330 5777
<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

