



- ⚙ Children's Mental Health Week
- ⚙ Spring Training programme
- ⚙ DFE Updates – FREE Child Development online course
- ⚙ Princess of Wales – Shaping Us campaign
- ⚙ Ofsted News – Best Start in Life
- ⚙ Start Well Greenwich
- ⚙ Council for Disabled Children – EY SEND
- ⚙ Childcare Choices

Keeping Children Safe

What's in the February edition

- ⚙ Equality & Equity Charter
- ⚙ Bitesize Webinars : in case you missed it
- ⚙ Childcare Choices – Tax Free Childcare Webinar
- ⚙ LGBT + History Month
- ⚙ Home Learning Environment – Physical Activity
- ⚙ Education Wellbeing Charter

- ⚙ LADO : in case you missed it
- ⚙ FGM Bitesize Webinar coming up
- ⚙ Adverse Childhood Experiences
- ⚙ Safer Internet Day
- ⚙ 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 \(royalgreenwich.gov.uk\)](#)

Have you signed up yet?

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.

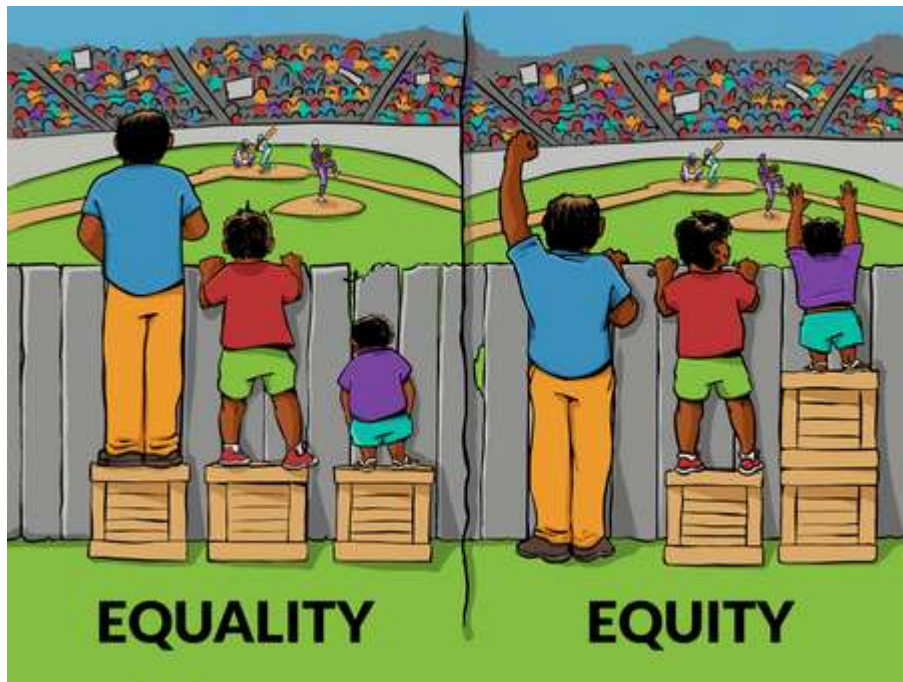
We are committed to making a real difference by:

- ▶ 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.

Sign up here!



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

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 invited to adopt the values and principles in the charter in everything that they do so that we can unlock opportunities for all children, families and staff across our borough.

Royal Greenwich primary schools and settings are signing up, including childminders - **have you signed up yet?**

You will get a certificate to display for parents and carers to demonstrate your commitment.

The new Service Level Agreement is due and will include a commitment to the Charter so don't delay.

It's quick and easy ... **Sign up now on link below or scan QR code with your phone camera**

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

Sign our Equality and Equity Charter →



Bitesize Webinars



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

A series of one-hour webinars at lunchtime with Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions.



Communication and Language Part 1 How language develops



<https://youtu.be/8NSCHOh5Bjg>

Communication and Language Part 2 Curriculum in action & children with EAL



<https://youtu.be/a-4RrpYKnU>



2 Year Integrated Review 2 year Progress Check, Working with Health and Referrals



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

Hygge in the Early Years Develop calming learning environments



<https://youtu.be/fpiehLNdHK0>

Tax-Free Childcare (TFC) webinar which will be held 28 February 2023 10-11.30am for family-facing professionals

This 90-minute ZOOM webinar will be useful for family-facing professionals. You should attend if you come into contact with families through your work. The webinar continues to raise awareness of TFC and increase your understanding of it. There will be a useful overview of Tax-Free Childcare (TFC) and how it could better benefit children and families at a time when cost pressures of household budgets are a priority.

You will be helped and equipped with ideas and tools that motivate parents to sign up, reduce their costs, and use TFC to pay for childcare in pre-school, out of school and holiday activities

HMRC has asked Hemsall's to deliver the webinar

Aims of webinar

- Provide a brief introduction to Hemsalls TFC project.
- Provide an overview of the current use of TFC and pattern of take-up in recent months
- Consider the opportunities for LAs, stakeholders, families and providers – linking to the current economic climate and childcare market to increase take up.
- Highlight the things we can all do to ensure families and the childcare providers they use to benefit from this government support.
- Signpost you to toolkits and assets that can be used to promote TFC to all.

Book your place: <https://www.eventbrite.co.uk/e/tfc-webinar-for-local-authoritiescouncils-and-family-facing-professionals-tickets-529148606727>

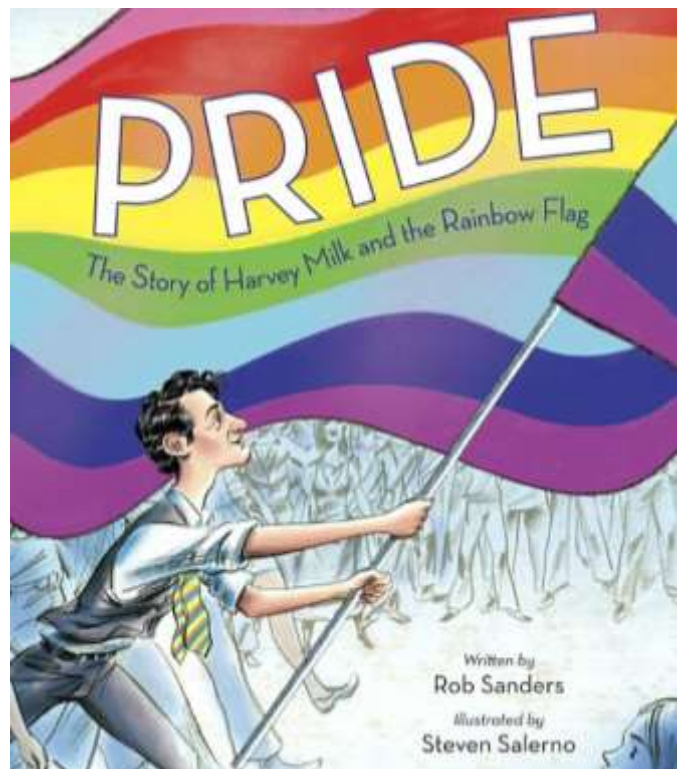


Heroes for Everyone



Marsha P. Johnson was an activist, self-identified drag queen, and performer. She was a prominent figure in the Stonewall uprising of 1969. Marsha went by “BLACK Marsha” before settling on Marsha P. Johnson. The “P” stood for “Pay It No Mind,” which is what Marsha would say in response to questions about her gender.

Harvey Milk (1930-1978) was one of the world’s first openly gay elected officials when he won a seat on the San Francisco Board of Supervisors in 1977. He used his position to fight for gay rights—working to ban employment and housing discrimination.





Frida Kahlo is one of the most famous artists in the world. She was born in Mexico. She suffered from polio at 6 years old and walked with a limp the rest of her life. At 18 she had a serious accident and spent many weeks in the hospital. While she was there she started painting lots of self-portraits. She never gave up her love of art.

https://www.stonewall.org.uk/sites/default/files/stonewall_frida_kahlo_factfile_-_reception_p1.pdf

Catherine Duleep Singh was the daughter of the last Maharaja (King) of the Punjab, India and she was born in 1871. Her godmother was Queen Victoria.

She supported votes for women as she thought it was not fair that women could not vote.

People were unkind to her for the colour of skin and because lived with a woman who she loved.

https://www.stonewall.org.uk/system/files/catherine_duleep_singh_ebook_-_reception_or_p1.pdf



LGBTQ+ inclusive books for children aged 2-4

<https://www.stonewall.org.uk/lgbtq-inclusive-books-children-aged-2-4>

Home Learning Environment



Physical Activity



<https://www.lboro.ac.uk/news-events/news/2020/march/child-physical-development-tips-home-exercise/>

Practical tips to help parents and guardians deliver physical development opportunities to children at home have been shared [Dr Janine Coates](#), of the [School of Sport, Exercise and Health Sciences](#) (SSEHS). She says, as well as keeping children's mind active, it is important that parents (and practitioners) remember to keep children moving and exploring.

This is because these activities aid with physical development, which involves developing control of muscles and physical coordination. It is the primary function in all other life skills and enables children to complete simple tasks such as sitting still, holding a pencil, putting on shoes and reading.

In a bid to help parents with children now at home, Dr Coates has shared a selection of activity ideas from the [Early Movers](#) website – a free online resource for parents and practitioners.



<https://youtu.be/59D--OLv3bg>



<https://youtu.be/YDbycHYIiEQ>



https://youtu.be/mJgAOs5r_Sc

Parents can find a full list of creative and fun activities to initiate with children online under the Early Movers' 'Activities' section. Ideas range from 'Feed the Fish' – a game that sees children test their balance and throwing skills by walking across a bench to 'feed' toy fish by throwing a bean bag at them – to 'Treasure Baskets' – an activity that utilises a box and simple household items to help with hand-eye co-ordination, picking-up objects and other skills.

Early Movers website explores why it is important to think about Physical Development and provides you with some information about some of the fundamental aspects such as motor skills, [reflexes](#) and core stability. It gives guidance on the overall expected developmental progress in PD, to assist practitioners and parents in observing babies and young children moving. It also gives ideas and activities that practitioners and parents can use to look ahead and plan appropriate activities

There will be a great deal of variation in the age at which children acquire the same skills. This is greatly influenced by the child having regular, daily opportunities to access to a wide variety of kinds of movement play. It is also influenced by their physical and emotional health.

The information should not be used as a checklist against which the child's development can be measured. It should also not be used to 'diagnose' children who are experiencing difficulty. This should only be done by a suitably qualified person who has access to the child's medical history.

EarlyMovers.

[Helping under-5s live active and healthy lives — Early Movers](#)



Age groups



Babies

[Early Movers — Activities for Babies](#)



Toddlers

[Early Movers — Activities for Toddlers](#)



Preschoolers

[Early Movers — Activities for Preschoolers](#)

Core skills.

Here you can find examples of the skills you would expect to see emerging in babies, toddlers, and preschoolers. This will enable them to progress through from the building blocks of each core skill (basic skills) through to achieving the simple and advanced levels. Remember all children are unique and develop at different rates and in different ways. [Early Movers — Core skills](#)



Foundations for all



Rolling



Crawling



Walking and running



Jumping



Balancing



Climbing



Throwing



Catching



Kicking and batting



Using wheeled toys



Fine motor skills

Activities.

Early Movers — Activities



Advanced parachute games



Animal actions



Balloon catch



Balloon play



Basic parachute games



Batting activities



Beanbag balance



Bounce and catch



Bubble blowing



Clapping games



Crouching



Feed the fish



Guided discovery ball activities



Holiday time



Hopscotch



Hot potato



Introduction to climbing



Introduction to throwing



Log rolling



Manipulative skill activities



Musical statues



Number run



Obstacle course



Puddle play



Safari



Scarf catch



Sharks



Tightrope walking



Traffic lights



Treasure baskets



Tummy time



Using playground equipment



Walk the plank

Indoor vs outdoor

- Children can engage their senses in different ways outside compared to through indoor play, especially when it is in a natural or unpredictable space (i.e. woodland as opposed to a neat and manicured play area).
- Outdoor play in wooded or 'wild' environments, like at a [Forest School](#) gives children the opportunity to move around on unpredictable and challenging surfaces, and to experience different textures, sounds and weather. This helps children to enhance their learning about balance, body awareness and coordination.
- Developing balance and proprioception can be achieved through activities such as swinging, lifting and carrying and climbing. These are activities that can be seen as 'risky' or challenging to less confident practitioners. Understanding and being confident in how to support young children to engage these senses safely through play is fundamental to successful PD in the early years.
- Movement indoors can provide opportunities for children to develop fine and [gross motor skills](#) via unstructured and structured play.
- Tables can be one of the biggest barriers to children's movement in an indoor space. Create space by setting up tables so they're confined to one area of the room or around the walls. This will allow space in the centre for more activities that encourage movement.
- Positive play spaces allow children to engage in movement that is energetic and builds strength, which is good for social interactions, and allows them to make choices about whether to play alone or with others.

Find your local park or open space here

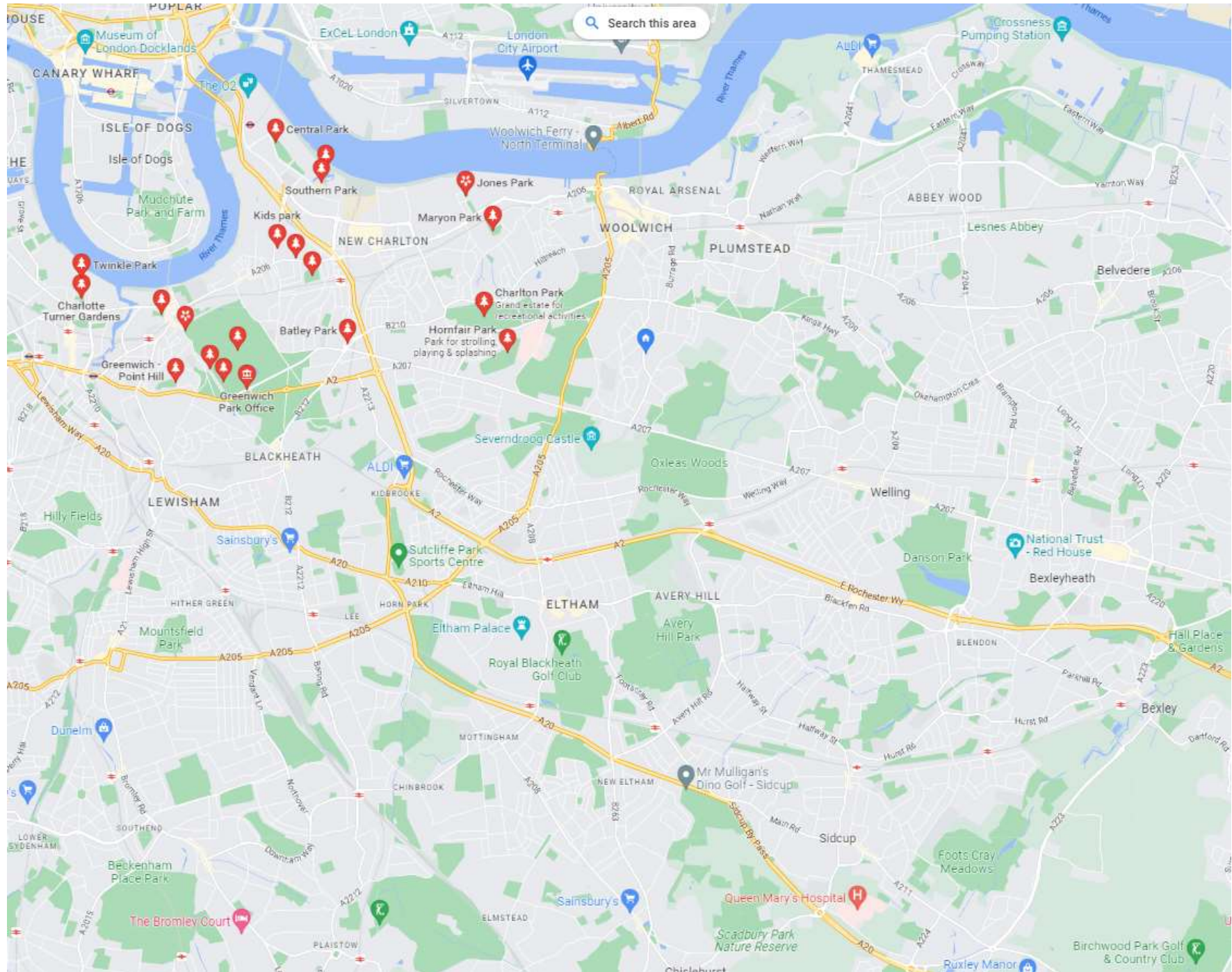
https://www.royalgreenwich.gov.uk/directory/14/parks_gardens_and_open_spaces

<https://www.tcv.org.uk/greenwichpeninsula/>



<https://www.royalparks.org.uk/parks/greenwich-park>





Planning tips for practitioners

- Choose the right activities for a child's age and developmental stage. If you don't, the child may be bored or frustrated. You may need to make tweaks to an activity so all of the children can join in whilst finding it appropriately challenging.
- Keep the focus on fun. Physical activity should be seen as enjoyable and not a chore. By getting them to love being active at an early age you are helping to create healthy habits that can last a lifetime.
- Take the children's interests and personalities into account when planning physical development sessions. For example, if you have a number of children interested in emergency services then you could perhaps incorporate this into wheeled vehicle play .
- Make sure that the wheeled vehicle zone isn't always dominated by the same children. Give all children the opportunity to get involved by rotating activities in small groups. This will encourage the less confident children to try out an activity without feeling intimidated by the more confident children who usually dominate the more popular items.
- Work with parents to ensure that clothing is appropriate for engaging in more energetic activities. Some footwear and long dresses can restrict activities such as climbing and tight jeans can restrict movement needed to run comfortably. Babies who are not yet walking outside do not need footwear.
- Preschoolers can find games with complex rules difficult to understand and often lack the attention span to engage with games like this.
- Don't overcrowd your timetable with too many activities. Give the children plenty of time to repeat practices to help them master and refine learned skills.
- Use music to help children explore movement and rhythm and understand movement vocabulary.
- Consider removing or re-utilising tables and chairs whenever you can to open up the space for more energetic play.
- Early 'mark making' activities such as use of crayons and paints should be done standing up at a vertical surface to develop the necessary back and shoulder muscles for handwriting.
- Make action songs and nursery rhymes more active and adapt them so that the whole body is involved.
- Don't assume a child knows how to get the most out of a piece of equipment or the environment. Although play should be initiated by the child, adults should be on hand to play with the children, offering suggestions, modelling possibilities, encouraging imagination and problem solving, and extending the children's skills.

Education Wellbeing

Your wellbeing matters. We have signed up to the Education Staff Wellbeing Charter to:



Prioritise staff mental health



Give staff the support they need to take responsibility for their own and others' wellbeing



Give managers access to the tools and resources they need to support the wellbeing of those they line manage



Establish a clear communications policy



Give staff a voice in decision-making



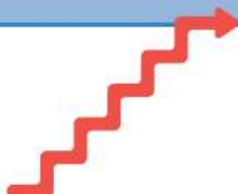
Drive down unnecessary workload



Champion and enable flexible working



Create a good behaviour culture



Support staff to progress in their careers



Include a sub-strategy for protecting leader wellbeing and mental health



Hold ourselves accountable, including by measuring staff wellbeing

SIGN UP HERE <https://www.gov.uk/guidance/education-staff-wellbeing-charter>



Department
for Education

Your wellbeing matters. DfE will:



**'Design-in'
wellbeing**



**Support the
sector to drive
down unnecessary
workload**



**Measure and
respond to changes
in staff wellbeing**



**Ensure that DfE
guidance meets
user needs**



**Champion
flexible working
and diversity**



**Break down
stigma around
mental health**



**Embed wellbeing
in training and
professional
development**



**Improve access to
mental health and
wellbeing resources**



**Review impact
and progress
made to protect
staff wellbeing**

Education Wellbeing



Your wellbeing matters. Ofsted will:



Ensure that inspectors take staff wellbeing into account in coming to their judgements and monitor this through quality assurance and evaluation.



Review whether the framework is having inadvertent impacts on staff wellbeing (for example, creating unnecessary workload) and take steps to alleviate any issues.



Continue to clarify that we do not expect providers to create documentation for inspection, to try to reduce administrative workload.



<https://www.childrensmentalhealthweek.org.uk/schools/primary-age-activities/#resources>



<https://www.annafreud.org/early-years/>



<https://www.annafreud.org/early-years/early-years-in-mind/resources/>

MINDFULNESS CALENDAR

MON

COUNTING
BREATHS

1-2-3

TUES



ATTITUDE OF
GRATITUDE

WED



USING
THE
SENSES

THURS

COLOUR
BREATHING



FRI



BIRTHDAY
CAKE
BREATHING

MON

FEATHER
BREATHING



TUES



FINGER
COUNTING

WED



SLIMY
HANDS

THURS

RISE
AND
FALL



FRI

RELAXING
MUSCLES



Counting breaths

1-2-3

- Encourage the children to focus on their breathing by counting the number of 'in' breaths and 'out' breaths.
- "I am breathing in 1, I am breathing out 1, I am breathing in 2, I am breathing out 2...". Encourage them to continue do this until they reach number 10.

Attitude of gratitude



- Ask the children to focus on their breathing. If they want to, they can close their eyes.
- Encourage them to think of one thing that they are grateful for and encourage them to keep this image in their mind.
- Ask them to notice any feelings or sensations that arise.
- Continue this for a few minutes.
- You could also run this as a writing activity, using the following sentence starters:
 - Something I am grateful for today is...
 - The best thing that happened today was...
 - Something I did well today was...
 - I'll make the rest of the day great by...

Using the senses

- Remind the children of the five senses (seeing, hearing, smelling, touching and tasting).
- In this order, ask children to focus on one sense at a time, noticing:
 - Five things they see
 - Four things they hear
 - Three things they smell
 - Two things they can touch
 - One thing they can taste
- By focusing on one sense at a time, children will be able to reduce their anxiety.

5 x



3 x



1 x



4 x



2 x





- 1
It's best to start practicing belly breathing when you and your child are already relaxed. This way, your child can build awareness of what being calm feels like. Once your child has the feeling of belly breathing mastered (have her practice it daily), she can apply it to stressful moments.
- 2
Start by having your child breathe normally. Ask if your child notices anything about it. What parts of the body move as she breathes? What does it feel like?
- 3
Now have your child lie on her back, relax her muscles and place her hands on her belly.
- 4
With her mouth closed, have her breathe in for four seconds or until she feels her whole chest fill with air, all the way down to her belly.
- 5
Have your child hold in the air for four seconds.
- 6
Have your child slowly blow the air out until it's all gone. If your child is having difficulty breathing slowly, have her exhale through a straw. You can tell your child to pretend she's snorkelling.
- 7
Repeat until the body feels relaxed. Ask your child if they notice anything different from before. What does it feel like?
- 8
Include belly breathing as a regular part of your child's routine, such as bedtime. With practice, it can become a familiar strategy that your child can use at any age.

Colour breathing

- Ask the children to sit or stand in a comfortable position. They can close their eyes if they wish.

Ask the children to imagine their favourite colour, or a colour which helps them to feel calm.

- They are now going to take a breath in and imagine that they are breathing in this colour.

- As they breathe out, they are going to imagine blowing a bubble made of this colour.

You can repeat this process for a few minutes and encourage the children to see if they can take longer, slower, deeper breaths (both in and out) and blow larger imaginary bubbles.

Birthday cake breathing

- Ask the children to sit in a chair and place their hands on their bellies.
- Ask them to make their left hand into a fist and to imagine that this is a cake.
- Ask them to inhale, pretending to smell the cake.
- Ask them to exhale, pretending to blow out the candle.
- Continue this for a few minutes.



Feather breathing



- If you can provide real feathers or cotton wool for this activity, that would be great. Otherwise, children can use their imagination.
- Ask the children to sit comfortably on a chair and imagine that there is a feather or ball of cotton wool in front of them. If they have a feather or cotton wool they can place this in one of their hands and hold their hand out in front of them.
- Then ask them to breathe in through their nose and breathe out slowly through their mouth, in order to make the object float.
- Repeat this a few times.

Slimy hands

- Ask the children to imagine that they have a ball of slime in the palm of each hand.
- They are going to squeeze the slime as hard as they can as they breathe in.
- They then breathe out and open their hands, imagining that the slime has spread across their hands.
- Repeat this a few times.

Finger counting



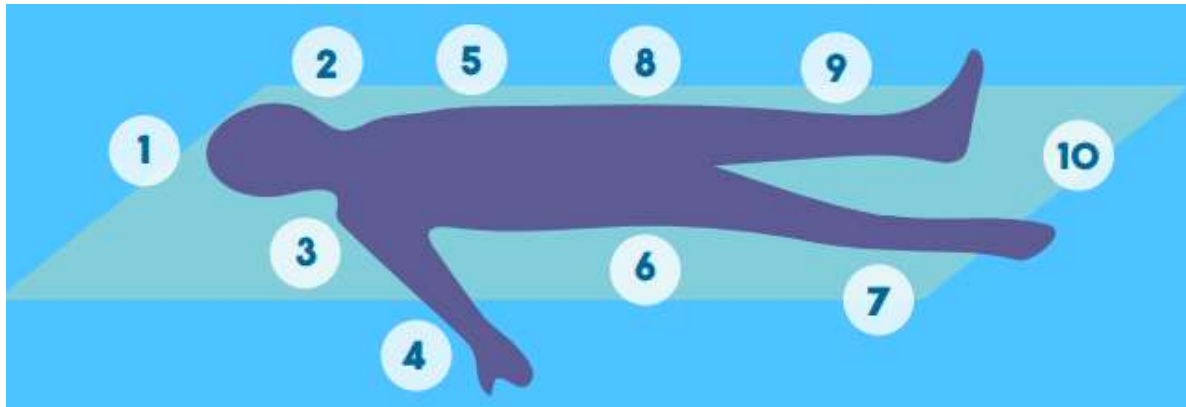
- Ask the children to sit or stand in a comfortable position and to hold one of their hands out.
- Explain that as they breathe in for five counts, they will place each finger into the palm of their hand, until their hand makes a fist.
- As they breathe out for five counts, they will uncurl each of their fingers.
- Keep counting aloud for the children and repeat this activity for a few minutes.

Rise and fall

- Ask the children to sit in a comfortable position, preferably with their backs straight.
- Ask them to imagine that they are rising and falling with their breath.
- As they breathe in for four counts, they are slowly going to come to a standing position and stretch their arms into the sky.
- As they breathe out for four counts, they are slowly going to come to a seated position with their arms relaxed by their side.
- Remind them to coordinate their breathing with their rise and fall and continue this for a few minutes

Relaxing muscles

- Ask the children to lie down if they feel comfortable to do so. If not, they can sit in a comfortable position. If they want to, they can close their eyes.
- Lead them through the following muscle relaxation activity, starting with one through to 10.



- 1** Tense face muscles including forehead, cheeks, mouth, upper neck. Release.
- 2** Gently roll head from side to side, with awareness of the tightening muscles. Release.
- 3** Tighten shoulders. Release.
- 4** Tense right arm, from shoulders to fingers without making a fist or lifting arm off of floor. Tense left arm. Release.
- 5** Gently tense chest muscles and abdomen, without holding the breath. Release.
- 6** Tense right hip and buttock. Release.
- 7** Tense right leg down through feet and toes. Release.
- 8** Tense left hip and buttock. Release.
- 9** Tense left leg down through feet and toes. Release.
- 10** While no longer tensing any muscles, allow attention to drift back up through legs, abdomen, chest, arms and back to the face.

Dandelion Breath

Sit up and let your spine grow tall. Imagine a soft dandelion flower. Take a deep breath in and then blow the air out slowly, sending the seeds into the air. Repeat three times.



Counting Breath

Sit up and let your spine grow tall. Take a deep breath in, counting silently 1 . . . 2 . . . 3. Then let your breath out, counting silently 1 . . . 2 . . . 3. Repeat three times.



Belly Breath

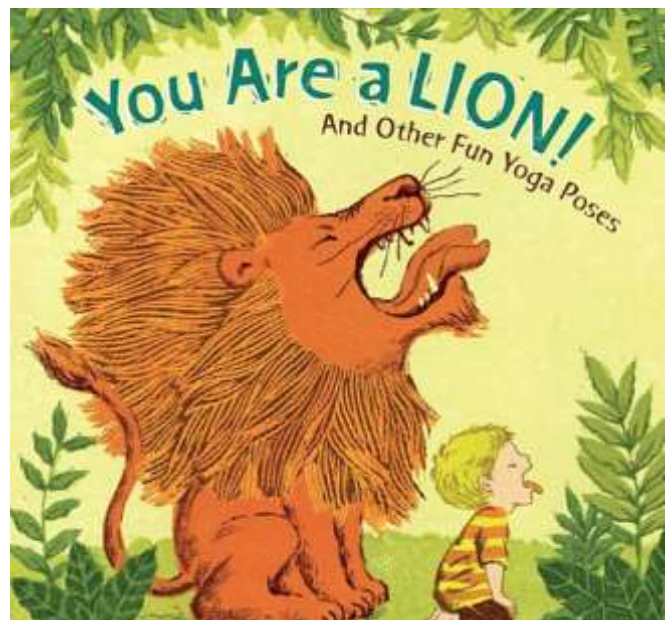
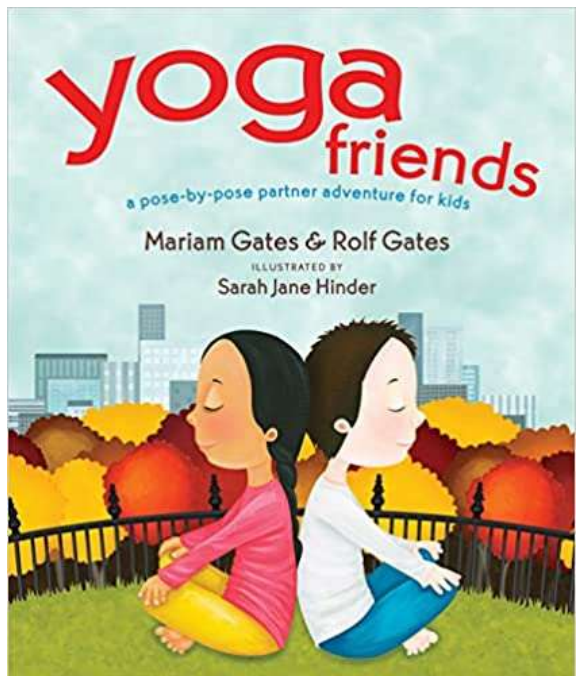
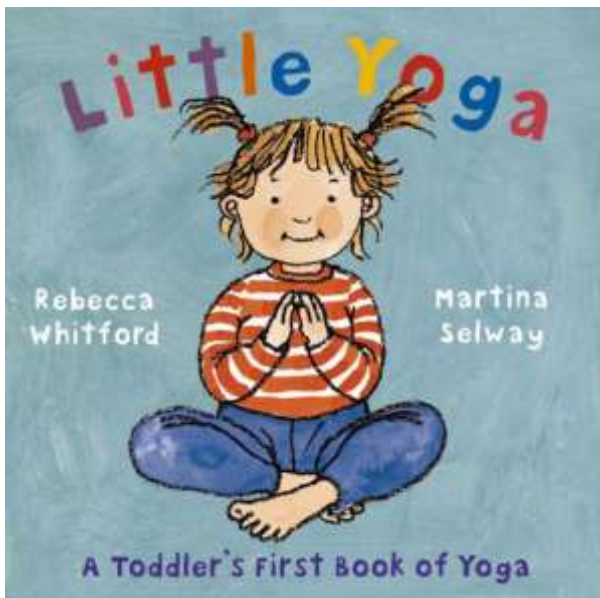
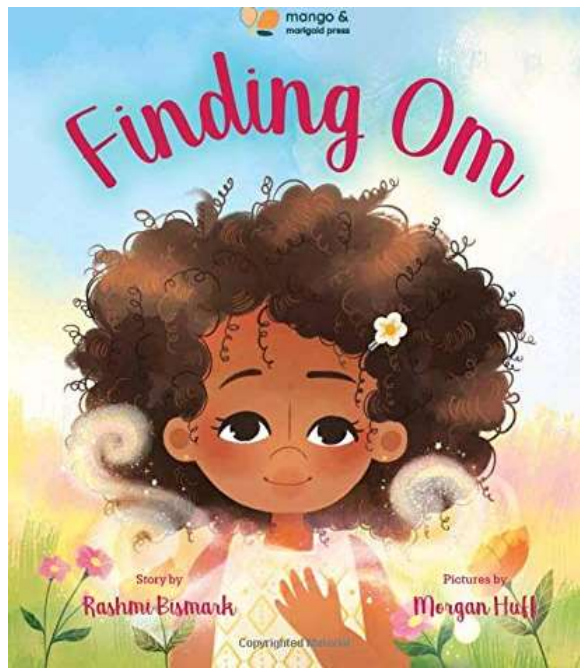
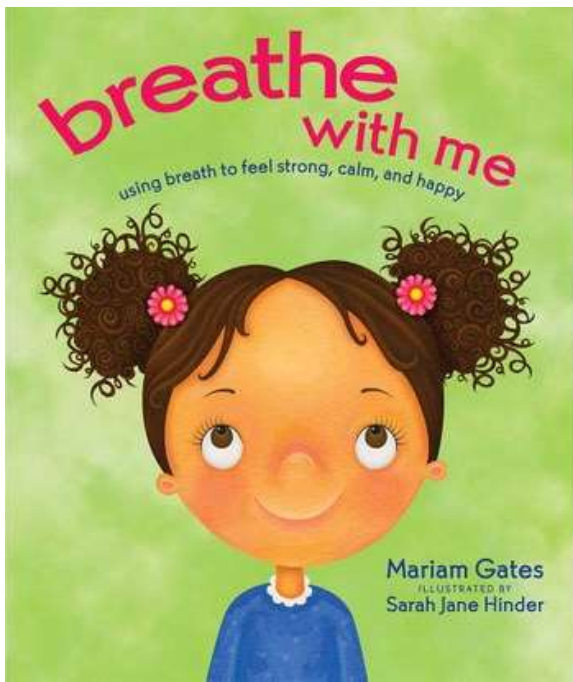
Lie down on your back. Place one hand on your chest. Place your other hand on your belly. Take slow deep breaths and feel your chest and your belly move up and down as the air goes in and out of your body. Repeat three times.














Balloon Breath

Lie down on your back and let your hands rest by your sides, palms up. Inhale through your nose and imagine filling your body with breath like a big balloon. Exhale and blow the air out through your mouth. What colour is your balloon? Repeat three times.





7 DAYS OF KINDNESS

	MON	TUES	WED	THURS	FRI	SAT	SUN
BEING KIND TO OTHERS	 <p>REMINDE A FRIEND OR FAMILY MEMBER OF A NICE MEMORY YOU HAVE TOGETHER</p>	<p>HELP TIDY UP</p> 	 <p>TELL SOMEONE A JOKE</p>	<p>BE KIND, PATIENT AND SHARING WITH YOUR BROTHER/ SISTER/ CLASSMATE</p>	<p>GIVE 3 COMPLIMENTS TODAY</p> 	 <p>MAKE A CARD OR GIFT FOR SOMEONE</p>	<p>ASK A LOVED ONE HOW THEY ARE AND LISTEN CAREFULLY</p>
BEING KIND TO MYSELF	<p>WRITE DOWN 3 THINGS YOU'RE PROUD OF (SMALL OR BIG!)</p> 	<p>LISTEN TO A SONG THAT MAKES YOU FEEL HAPPY</p> 	 <p>TRY OUT A MINDFULNESS ACTIVITY</p> <p>(TRY ONE OF OURS!)</p>	<p>GIVE YOURSELF 3 COMPLIMENTS</p> 	<p>EAT SOME OF YOUR FAVOURITE FOOD</p> 	<p>SPEND SOME TIME ON YOUR FAVOURITE HOBBY</p> 	<p>PLAY A FUN GAME WITH YOUR FRIENDS OR FAMILY</p>

More examples for the calendar

Being kind to others:

- Sit with someone who looks lonely
- Be friendly to a child you aren't normally friends with
- Have a nice conversation with a loved one
- Ask a family member if they would like a drink
- Share a snack with a family member or friend
- Write your teacher a note or a poem about why you like them
- Clear the table after dinner without being asked
- Pick up three pieces of litter when you go to the park
- Smile and say hello to people you pass on the way to and from school
- Draw a picture for a loved one



Being kind to yourself:

- Do some gentle exercise
- Read your favourite book or watch your favourite film
- Go for a walk
- Play with your pet
- Write down 3 things you are grateful for
- Spend some time in nature
- Do some arts and crafts
- Have a dance party
- Wear your favourite outfit

NAME:

7 DAYS OF KINDNESS

DATE:

	MON	TUES	WED	THURS	FRI	SAT	SUN
BEING KIND TO OTHERS							
BEING KIND TO MYSELF							

Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Safeguarding & Welfare	Bitesize Webinar - FGM	Wednesday	08 February 2023	12:00	13:00	Zoom	Free
Forum	Safeguarding Forum	Thursday	09 February 2023	19:00	21:00	In person	Free
Safeguarding & Welfare	Designated Safeguarding Person	Tuesday	28 February 2023	09:30	17:00	In person	£60
Safeguarding & Welfare	Safer Recruitment & Staff Supervision	Thursday	02 March 2023	09:30	12:30	In person	£45
Forum	Early Years Assembly	Tuesday	07 March 2023	18:30	20:00	MS Teams	Free
Safeguarding & Welfare	Bitesize Webinar - Positive Handling	Wednesday	15 March 2023	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	18 March 2023	09:30	17:00	In person	£60
Safeguarding & Welfare	Domestic Abuse Awareness	Thursday	23 March 2023	09:30	12:30	In person	£45
Ofsted Readiness	Ofsted Trends	Monday	27 March 2023	19:00	21:00	Zoom	Free

Cancellation Policy

Must be made in writing by e-mail at least 5 working days before the course

eyc.training@royalgreenwich.gov.uk

Where cancellation is not received, and you do not attend the training you will be charged the full amount



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	22 February 2023	08:45	16:30
Saturday	25 February 2023	08:45	16:30
Wednesday	15 March 2023	08:45	16:30
Saturday	18 March 2023	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
- 🔒 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>



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 \(EYFS\)](#)

Guidance

Guides for parents: how early years settings are inspected

<https://www.gov.uk/government/publications/guides-for-parents-how-early-years-settings-are-inspected>

- [Childminders](#)
- [Nurseries](#)
- [Out of School](#)



Department
for Education

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



<https://www.gov.uk/guidance/early-years-stronger-practice-hubs>

Department for Education offers free high-quality leadership training for leaders of PVI nurseries and other early year settings


The National Professional Qualification in Early Years Leadership (NPQEYL) is a free, high quality and evidence-based leadership course provided through the Department for Education. It's designed for current and aspiring nursery leaders, childminders, and leaders of school-based nurseries to help develop the knowledge and skills to lead a setting and boost early years development to ensure every child has the best start in life

<https://foundationyears.org.uk/2023/01/blog-department-for-education-offers-free-high-quality-leadership-training-for-leaders-of-pvi-nurseries-and-other-early-years-settings/>

Early Years

Professional Development Programme

The **Early Years Professional Development Programme** is now accepting applications for the latest phase of the training, beginning February 2023.

	<p>The flexible study programme offers a high quality CPD programme across England, and is facilitated through online self-study and regular facilitated webinars. Areas covered include:</p> <ul style="list-style-type: none"> • Early communication and language • Early mathematics • Personal, social and emotional development (PSED) <p>The training is designed for childminders and early years practitioners, qualified to Level 3 or above, who regularly work with disadvantaged children aged 2-4 (*eligibility criteria applies).</p> <p>To find more information on eligibility and how to apply please visit the website. Early years practitioners should discuss with their line managers before applying</p> <p>https://www.earlyyearsdpd.com/about-the-programme/</p>
<p>Help for early years providers</p> <p>Guidance for people who work in early years, from the Department for Education.</p>	<p>Do you want more information on the seven areas of learning and what they mean for your practice? Or want to get inspired about new activities you could try in your setting in the new year?</p> <p>The Help for early years providers has a wealth of information that can help. For example, there's useful advice on reducing paperwork so you have more time to focus on areas such as sensory food education.</p>
<p>Early years child development training</p> 	<p>This training:</p> <ul style="list-style-type: none"> • is free for childminders and nurseries • combines theory with practical tips and ideas to use in your setting • includes opportunities to reflect on your practice • reinforces your understanding through learning check questions and tests • links to additional resources • offers the opportunity to download certificates of completion • has been developed by expert practitioners <p>Early years child development training : Home page (education.gov.uk)</p>
<p>Childcare Choices campaign promoting financial support with the cost of childcare</p>	<p>The Department for Education has developed a provider toolkit which contains a step-by-step guide on how to register and promote government funded childcare support to families using your service. You can also use the parent toolkit to raise awareness of the campaign and direct your parents and carers to the Childcare Choices website</p>

The Princess of Wales launches "Shaping Us" Campaign to raise awareness of the unique importance of early childhood

<https://shapingus.centreforearlychildhood.org/>

The campaign launches as the Centre for Early Childhood released new data on public understanding of child development which shows around one in three (36%) adults report knowing just a little or nothing about how children develop in their early childhood. The long-term ambition is to transform public awareness of this issue over the coming months and years.



In the film, we see how a little girl, Layla, develops from pregnancy to age five and how she is shaped by her interactions with the people and environment around her https://youtu.be/3Y_5NIbDWB4



Research and analysis

Best start in life part 1: setting the scene

<https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene>

Contents

1. [Introduction](#)
2. [The early years context from birth to age 4](#)
3. [Staff in the early years sector](#)
4. [The principles behind our early years research review](#)
5. [Early years curriculum and pedagogy](#)
6. [Curriculum](#)
7. [Teaching in the early years](#)
8. [Based on this research review, high-quality curriculum and pedagogy may have the following features](#)



HM Government

The Best Start for Life

A Vision for the 1,001 Critical Days

The Early Years Healthy Development Review Report



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/973085/Early_Years_Report.pdf

NATIONAL
CENTRE FOR
FAMILY HUBS



Anna Freud
National Centre for
Children and Families

The Best Start for Life



<https://www.nationalcentreforfamilyhubs.org.uk/toolkits/best-start-for-life/>

Start Well Greenwich

https://www.royalgreenwich.gov.uk/info/200234/children_young_people_and_families/2092/start_well_greenwich

Start Well Greenwich offers children the best start in life by integrating health visiting with children's centres, resulting in improved service delivery and better outcomes for children under five.

What services are included?

Start Well Greenwich incorporates the following services:

- children's centres
- health visiting (including additional support for teenage mothers, young fathers and their babies)

How are the services delivered? Families and young people can access support services for children under five in the locations listed below:

Children's Centres (with hyper link to website)

Greenwich Leisure Limited (GLL) operates the following children's centres in the east and south of the borough:

- Discovery
- Waterways
- Mulberry Park
- Abbey Wood
- Alderwood
- Shooters Hill
- Eltham
- Greenacres
- Vista Field
- Storkway

Home-Start Greenwich operates the following children's centres in the centre of the borough:

- Brookhill
- Plumstead
- Plumstead Common
- Slade
- Glyndon
- Mulgrave
- Cardwell
- Eglinton

Quaggy Development Trust operates the following children's centres in the west of the borough:

- Sherington
- Invicta
- Quaggy
- Rachel McMillan
- Robert Owen
- Pound Park

Health Visiting for Under-fives

Health Visiting is delivered by [Bromley Healthcare](#) who are working together with our Children's Centre providers. You can contact the Health Visiting Service direct at:

- **Telephone:** 0300 330 5777 (Monday – Friday – 9.00am – 5.00pm)
- **Email:** bromh.greenwich0to4@nhs.net



An Inspector Calls



Early Years Curriculum Roadshow

Communication and Language



For early years registered providers

You will be fully briefed at the Ofsted Trends on Mon 27 March 19:00 – register via eyc.training@royalgreenwich.gov.uk

Key messages



- A language-rich environment is vital
- High-quality interactions make **all** the difference
- We learn different things in different ways
- Children learn everywhere all the time





Early Years SEND

The Council for Disabled Children want disabled children and young people and those with special educational needs to have full and happy childhoods, to fulfil their potential, and be active within the community. And we want parents of disabled children to be parents first - living ordinary lives.



[Early Years SEND \(councilfordisabledchildren.org.uk\)](https://councilfordisabledchildren.org.uk)



SEN and disability in the early years:
A toolkit



<https://councilfordisabledchildren.org.uk/sites/default/files/uploads/attachments/early-years-toolkit-merged.pdf>

Early years: guide to the 0 to 25 SEND code of practice

**Advice for early years providers that are
funded by the local authority**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/350685/Early_Years_Guide_to_SEND_Code_of_Practice_-_02Sept14.pdf

Special educational needs and disability code of practice: 0 to 25 years

**Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Best Practice Guidance:

Supporting Children in their Early Years

A Guide for Families



The Broad Areas of Need

Communication and Interaction

Children with speech, language and communication needs will be supported by their setting SENCO who understands their strengths and difficulties.

Cognition and Learning

Children learn and develop in different ways. Learning needs are on a continuum and will vary across situations and activities.

Social, Emotional and Mental Health

Children who need support to manage social skills and may have difficulty managing their own behaviour or expressing their feelings.

Sensory and/or Physical Needs

Children with visual, hearing or multi-sensory impairment or a physical disability are fully supported with strategies to enable them to access their learning.

Statutory Requirements

All early years providers have to work within a statutory framework. This includes: The Early Years Foundation Stage (EYFS), The Special Educational Needs Code of Practice: 0-25 (2015) and The Equality Act 2010.

What Support Can I Expect My Child to Receive?

Your setting SENCO/childminder will make sure all the children with SEND have the support they need. Your child will have a named key person in group care - this is the person who is responsible for your child on a daily basis. This is the person to speak to first if you have any worries or just want to talk about how your child is doing.



The Best Practice Guidance

All early years settings have been given a copy of a document called Best Practice Guidance (BPG) for the Early Years. All children, some of whom may have special educational needs and/or disabilities (SEND), have a right to good quality provision. This document has been developed to offer guidance to practitioners on supporting children to achieve their potential.

It should be read in conjunction with the SEND Code of Practice (2015). The Code of Practice identifies four broad areas of need that children may need support with, and these are outlined within this leaflet.

The BPG gives staff the opportunity to review their inclusive practice and to identify specific strategies that can be used to support individual children or groups of children.



The Graduated Approach to Support Children with SEND Includes Four Stages:

Assess: The SENCO/childminder and parents should work together to identify the child's needs.

Plan: The SENCO/childminder and/or key person will talk to you about the extra help you think your child may need and set this out in a plan. The BPG will be used at this point.

Do: Depending on their needs, your child may receive extra help from an adult or help in small groups, for example to develop language skills.

Review: The review is a chance to look at your child's progress and to decide if the support is working or to decide if more specialist support is needed.

**'Every child
deserves the best
start in life'.**

Who to contact





Anita Smith

020 8921 3311

Early-Years-Keyworker@royalgreenwich.gov.uk

[Royal Greenwich Early Years SEND](#)

Your key web links

-  [Early Years SEND - Resources for PVI SENCo's and practitioners](#)
-  [Early Years SEND - Interventions and strategies](#)
-  [Early Years Special Educational Needs \(SEN\) Inclusion Funding](#)
-  [Early Years Disability Access Fund \(DAF\)](#)

Royal Greenwich Children's Services Early Years SEN Inclusion Fund & Disability Access Fund (DAF) Guidance and Information

Provision of funding for children with additional needs accessing their early entitlement in the Royal Borough of Greenwich.

Revised September 2022





HELP PAYING FOR YOUR CHILDCARE



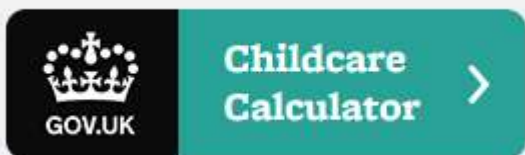
An online application is quick and easy

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



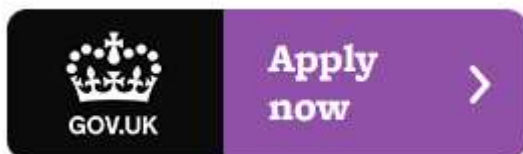
Access the online portal

<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>

Childcare
Choices

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

Keeping Children Safe

Contact Children's Services

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

Referral team: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

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 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: info_gdva@h4w.co.uk



LADO – Managing Allegations When and how to refer

A screenshot of a presentation slide. At the top, the logo for "free early learning Royal Greenwich" is displayed, with the tagline "Free learning for your child, free childcare for you." Below the logo, the main title "LADO – Managing Allegations" is centered in a large, bold, black font. Underneath the title, the text "Early Years & Childcare Service" is centered. Below that, the email address "childcare-support@royalgreenwich.gov.uk" is centered and underlined. At the bottom center, the phone number "020 8921 3877" is displayed. In the bottom left corner, there is a logo for "Greenwich Safeguarding Children Partnership". In the bottom right corner, there is another "free early learning Royal Greenwich" logo. The slide is framed by a black border, and a small video player interface is visible in the top right corner.

<https://youtu.be/lqNIsuLYVdc>

Bitesize Webinar – Female Genital Mutilation (FGM)



Date: Wednesday 8th February

Time: 12.00pm – 1.00pm

Cost: Free

Location: Online - Zoom

Course Outline:

The aim of this bitesize webinar is to increase knowledge and awareness of how to

- Improve understanding and knowledge of female genital mutilation (FGM), including the prevalence of FGM and barriers to reporting
- Increase knowledge and confidence in identifying signs and responding to those at risk
- Look at professional roles and responsibilities for mandatory reporting of FGM

Facilitators: Early Years & Childcare Advisors

Booking: Via Website -

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

Or E-mail – eyc.training@royalgreenwich.gov.uk

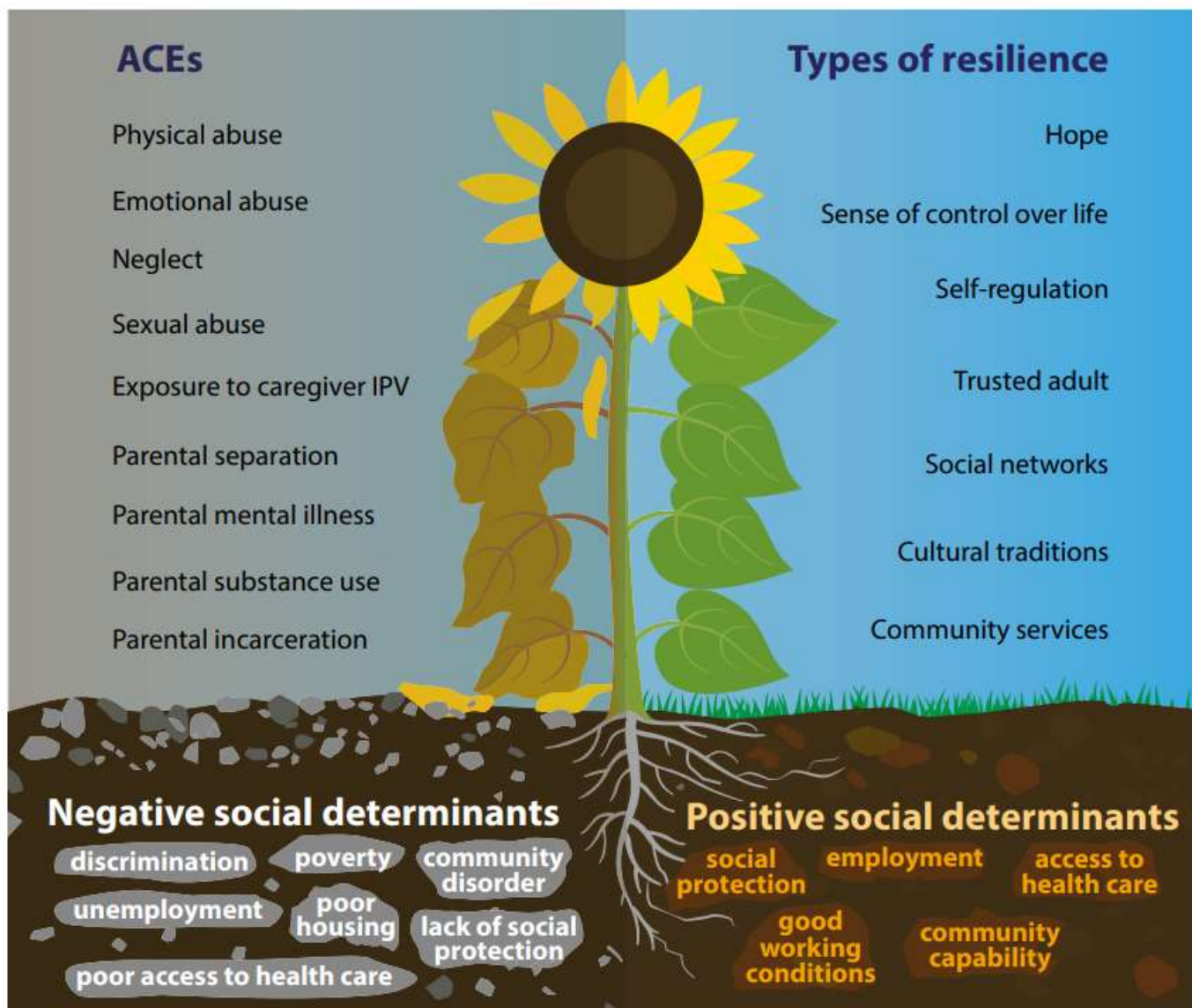
Tackling Adverse Childhood Experiences (ACEs)

State of the Art and Options for Action



[Tackling adverse childhood experiences \(ACEs\)](#)

The Public Health Institute at the Liverpool John Moores University has published a report on adverse childhood experiences (ACEs) which looks at current research and how to tackle ACEs. The report explores the impact ACEs can have on early child development and education, including levels of school absence, engagement and achievement. The report sets out strategies that can prevent or mitigate the impacts of ACEs such as strengthening families and the provision of education and opportunities to develop life skills.



How do you know if you or someone you know has experienced ACEs - the questions used to measure each ACE are below:

While you were growing up, in the first 18 years of life...

Physical abuse How often did a household member:

- push, grab, shove or throw something at you?
- hit you so hard you had marks or were injured? (ever)
- spank you (sometimes at hard severity, or often at medium to hard severity)?

Emotional abuse How often did a parent or household member:

- swear at you, insult you, or put you down (more than sometimes)?
- act in a way that made you think that you might be physically hurt? (more than once or twice)

Sexual abuse How often did an adult or someone at least 5 years older than you:

- touch or fondle your body in a sexual way?
- have you touch or fondle their body in a sexual way?
- attempt to have any type of sex with you?
- have any type of sexual intercourse with you?

Parental separation Were your parents ever separated or divorced?

Household alcohol abuse Did you live with a household member who was a problem drinker or alcoholic?

Exposure to caregiver domestic abuse How often did your father (or stepfather) or mother's boyfriend do any these things to your mother (or stepmother):

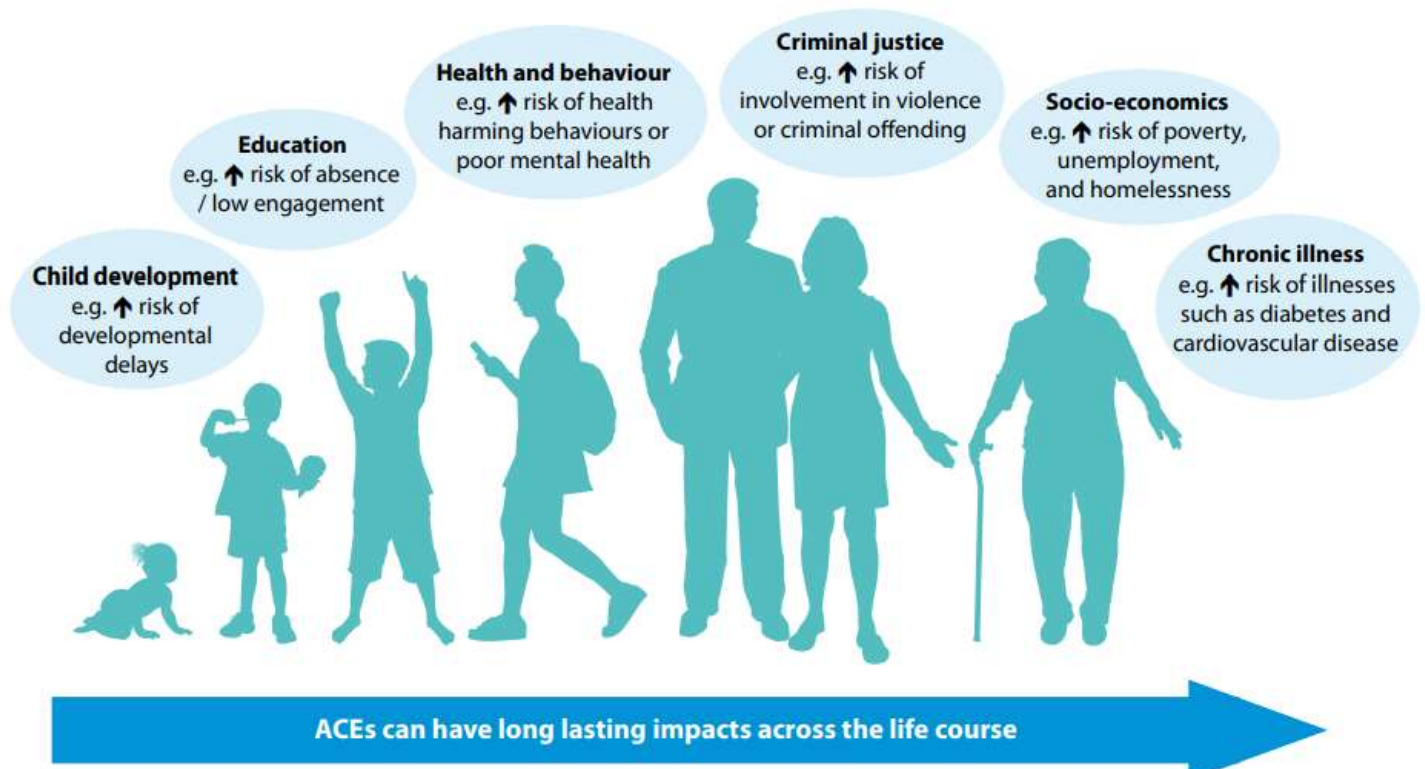
- kick, bite, hit her with a fist or hit her with something hard? (more than once or twice)
- push, grab or slap her or throw something at her? (more than once or twice)
- repeatedly hit her for a few minutes or more?
- threaten her with a knife or gun?

Household mental illness Did you live with a household member who was depressed, mentally ill or suicidal?

Household member incarcerated

Did you live with a household member who went to prison? Was anyone in your family imprisoned?

Household drug abuse Did you live with a household member who used street drugs? Did you share your house with a drug addict?







Safer Internet Day

Online safety

Here are resources on online safety ahead of Safer Internet Day on 07 February 2023

[Home - Safer Internet Day](#)



UK Safer Internet Centre

[Safer Internet Day 2023 - UK Safer Internet Centre](#)

Guidance to help you keep children and young people safe online.

[Protecting children from online abuse](#)

Learn more about the different types of online abuse, and how best to recognise, respond to, and prevent this abuse.

[Online safety and social media](#)

Ensure you're following best practice when communicating online with or running online services for children and young people.

[Legal but harmful content online](#)

This briefing looks at contacts to the NSPCC Helpline and Childline about children's experiences of legal but harmful content online like pornography and sites promoting eating disorders, suicide and self-harm.

[E-safety for schools](#)

Read our free information for schools to help you feel confident in your approach to online safety and to develop robust e-safety policies and procedures.

[Example online safety policy statement](#)

Use our example online safety policy statement to help you draft your own documents that set out how children should use the internet safely within your organisation.

Risk assessing online platforms



<https://learning.nspcc.org.uk/news/2023/january/risk-assessing-online-platforms>

By *Maisy Watkins, Child Safety Online Project Officer*

The use of online platforms has grown significantly in recent years¹. They have allowed us to carry on with our day-to-day tasks and see our families and friends, without having to leave our homes. They've also changed the way we work.

Using online platforms within your organisation can have lots of benefits. You may use video conferencing apps to run virtual activities, host events and share news with parents. But there are also risks involved in using them.

It's important that you carry out a full risk assessment of any new platform before you start using it. And if you're thinking of changing the way you use a platform you should think about any additional risks this might present.

Read on for the main things you should consider when deciding whether to use an online platform.

Be clear about its purpose

You should be clear about why you are using the platform. For example, you might want to use it to deliver lessons remotely or communicate with parents. You should think about what other options are available to you, and whether an online platform is the best choice.

Make sure it's age appropriate

Always make sure the platform you are using is suitable for the age, stage of development and ability of the young people you work with. Consider using a site which has been specifically designed for use with children, such as an educational platform. These tend to have more safety tools in place, although they still require a risk assessment.

Identify potential risks

When carrying out a risk assessment of a platform, you should frame it around three risks: content, conduct and contact.

Content

Consider the potential risk of a child coming across inappropriate content:

- are there adverts on the platform?
- are there sharing tools available and who has access to them?

Conduct

Think about how you want staff, volunteers and children to conduct themselves on the platform. Ask yourself:

- do you have [codes of conduct](#)?
- are all staff clear on procedures for dealing with incidents of online bullying?
- do you have guidance on how young people should behave on the platform?

Contact

Assess risks around contact on the platform. Establish:

- who will have access to the platform and how?
- what communication features are available?
- does the platform allow young people to contact each other or staff in a group or one-to-one basis?
- will the platform be available outside of working hours?

Explore the different safety and privacy settings available

Only use a platform that has clear guidance and advice about how you can keep the platform safe for children and staff. Research some of the different settings that are available and make a list of the ones you want to apply. Some might be set up by default, but others you will need to enable. For example, the default setting on Zoom is that only hosts can report abusive or upsetting comments. But on verified educational accounts there are settings you can enable that allow everyone to make reports.

Settings are often changed and improved so make sure to check on the platform itself for the current settings.

Consider staff roles and responsibilities

A member of staff should be responsible for moderating the platform when it is being used. This is to prevent inappropriate content from being shared on the platform and help keep everyone safe.

Make sure there is a clear route for escalation of concerns outlined in roles and responsibilities. Consider whether the chat will be monitored out-of-hours and how this will be managed.

You should provide technical and procedural training to staff, and technical and online safety training to all users.

Review existing policies and procedures

Ensure that [procedures and policies](#) are updated to reflect any additional risks highlighted in the assessment. Make sure to update staff, parents, and young people on any changes.

Revisit the risk assessment

Build in a regular review of the risk assessment into your internal process to evaluate new areas of risk and whether existing mitigations are working.

Key points to take away

Before using an online platform, take time to think:

- if you really need to use an online platform for the activity
- if the platform is appropriate for use with children
- what steps you need to put in place to help mitigate any risk
- how to respond to incidents if they occur

Guidance

Online education standards and how to meet them

The Department for Education (DfE) has developed a non-statutory online education accreditation scheme and new guidance to help full-time online education providers in England and Ofsted inspectors. The guidance aims to support professionals with understanding and meeting the online education provision standards.

<https://www.gov.uk/government/publications/online-education-standards-and-how-to-meet-them>

Keeping Children Safe in Education webinars - helpful for all providers working with children

[Effective culture of safeguarding in schools - YouTube](#)



[Keeping children safe in education - An update on safeguarding in schools \[2022\]](#)



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



<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>

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 Service Leader	
childrens-LADO@royalgreenwich.gov.uk	020 8921 3930
Rachel Walker – DO PVI/ 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
Greenwich 0 to 4 Health Visiting Service bromh.greenwich0to4@nhs.net	0300 330 5777
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

