



What's in the March edition

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- ⚙ Cost Barriers to Learning at Level 3
- ⚙ Childcare Choices

Keeping Children Safe

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- ⚙ GSCP Bi-Annual Report 2020 – 2022
- ⚙ Published Reviews
- ⚙ CSPR Panel Annual Report 2021
- ⚙ 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 \(royalgreenwich.gov.uk\)](#)

FUNDING CLAIMS SUBMISSION: HEADCOUNT 2022/23

<p>Summer 2023: 1 April to 31 August School Term Dates: Monday 17 April to Friday 21 July (3 <i>INSET</i> days)</p>		
<p>Main Funding Claim Period Open for Submission From Monday 17 April to Friday 26 May</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>		
<p>Summer 2023 Headcount Day</p> <p><u>Thursday 18 May</u></p>	<ul style="list-style-type: none"> Pupils <u>must</u> be in your setting on Thursday 18 May to make a funding claim. Please submit main claim by this date. All amendments must be submitted by <u>Friday 26 May</u> Any late starters and early leavers during the term after headcount <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email 	
<p>Summer Term Dates</p>	<p>Easter holiday: Monday 3 April to Friday 14 April 2023</p> <p>Term time: Monday 17 April to Friday 26 May 2023 (except May Day Bank Holiday on 1 May)</p> <p>Half-term holiday: Monday 29 May to Friday 2 June 2023 (Spring Bank Holiday on 29 May)</p> <p>Term time: Monday 5 June to Friday 21 July 2023</p>	<p>12 weeks (less 3 <i>INSET</i> days)</p>



Dear colleagues,

We would like to thank you all for encouragement and support in assisting parents to apply online for their Together for Twos places and following on from a year of successful online applications and ironing out system issues, we are making the move to totally remove the use of placement forms for children entitled to a place under **economic criteria** from Summer Term 2023.

For any new placements from 1 April 2023

Settings will not be able to claim funding for economically entitled children unless they have a **valid eligibility code that parents have applied for online**

Going forward, **placement forms can only be used** if parents have been checked at a Children's Centre under the additional criteria :-

- Children in our Care
- SEND (DLA or EHCP)
- Special Guardianship/adoption order
- Nil recourse to public funds

Please do continue to help parents who may struggle to apply online as you have been.

For any parents/carers who apply online and have any issues or receive a *not found* result but still believe they are entitled, please continue to refer to FIS

FIS@royalgreenwich.gov.uk

Please find attached the updated placement form to reflect these changes, evidence and thresholds document and a copy of the T4T online info for parents/carers.

Please cascade this information to all relevant colleagues.

Kind regards

Rachel Dunn (she/her)
Senior Families Information Officer
Early Years & Childcare with SENDIASS and Families Information Service
Royal Borough of Greenwich

FIS Helpline – 020 8921 6921

Together for Twos Flowchart for Early Years Settings & Children's Centres

FIS

- Full DWP list shared with Children's Centres (forwarded by PAS)
- Import and check all online 2 year olds applications
- Confirm eligibility of extended criteria - Children in our Care (*previously LAC*), SEND (DLA, EHCP), SGO/Adoption, nil recourse to public funds

CC

- **All parents / carers**
- Contact parent inviting them to apply online or to local Children Centre for support in applying or checking eligibility criteria
- **Extended criteria parents/carers**
- Complete placement form with parent/carer
- Confirm age of child, verify and record documentary evidence
- Check eligibility with FIS - Children in our Care (*previously LAC*), SEND (DLA, EHCP), SGO/Adoption, nil recourse to public funds
- Keep copy of placement form on EiSi
- Email copy of password protected placement form to FIS (please use password **T4T2017**)
- Broker a place with approved providers only and send password protected form where requested
- Parent takes original form to provider

Provider

- Obtain eligibility code for child **before** placement and double check eligibility on portal
- Request copy of Children's Centre completed Together for Twos placement form if extended criteria and keep with child records
- Submit funding claim as advised each term



Together for Twos

INCOME EVIDENCE for use by CC and FIS only

Evidence required for Nil Recourse families

All applicants will be required to present a copy of their Biometric Residents Card (BRC) displaying their nil recourse status and must also meet these **income requirements**:

£34,500 for families within London with one child

£38,600 for families within London with two or more children

This includes any wider income or support applicant/s may be receiving in addition to any earnings from employment.

Families must also declare that they have no more than £16,000 in savings.

Income evidence should include 2 of the following

- P60
- Pay slip
- Bank statement
- Letter from employer or bank



Some parents and carers are now able to apply online to find out if you are eligible for a Together for Twos place. This means if your child is eligible, you will be able to take up their place quickly and easily as you can go along to an approved childcare providers once you have completed the application online.

1. If you receive any of the following benefits you will be able to apply online. Your Children's Centre can also help you to get online.

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- tax credits and you have an income of £16,190 or less a year, before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

2. You may also be eligible if any of the following apply. Please visit your local Children's Centre in person who will check if you are eligible.

You will be asked to provide evidence of your income and your status under this criteria to help make an assessment.

- child in our care (looked after by the local council)
- current statement of special education needs (SEN) or an education, health and care (EHC) plan
- receive Disability Living Allowance
- left care under a special guardianship order, child arrangements order or adoption order
- nil recourse to public funds

Your local Children's Centre can also help you to apply online.

Details of your local Children's Centre can be found below or call Families Information Service on

020 8921 6921 https://www.royalgreenwich.gov.uk/directory/15/childrens_centres

How to Apply

An online application is quick and easy

You get an immediate response on whether or not you are eligible for a place



Access the online portal

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

2 Year Old Childcare: Application

You must be signed in as a Citizen in order to perform an Early Years application. Please sign in or sign up for a new account to continue.

Sign In or Create Account

Set up a citizen account – have ready these details, your full name, home address, contact phone number, valid e-mail address and secure password

Click on validation e-mail automatically sent to the e-mail address you provided

Complete and submit your application for Together for Twos – have ready your National Insurance (NI) Number or National Asylum Seekers Service (NASS) Number, your date of birth and your child's details

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

If you are **not eligible** or there is an **error**, please contact Families Information Service on
020 8921 6921 /
fis@royalgreenwich.gov.uk



Share the video with your parents, carers and local community

<https://www.youtube.com/watch?v=cVWg0SkcfMIg>



Find out more information

https://www.royalgreenwich.gov.uk/info/200283/nurseries_and_early_learning/1137/free_early_learning



By the age of 2, your toddler is likely to be talking, walking, climbing, jumping, running and bustling with energy. Your child may have a growing vocabulary and is acquiring new words on a regular basis. They may be sorting shapes and colours and may even show an interest in toileting independently. As your little one grows more independent and confident, they may show signs of testing boundaries and are curious about exploring the world around them.

What you need to know about your growing 2-year-old can be found here at UNICEF website

<https://www.unicef.org/parenting/child-development/your-toddlers-developmental-milestones-2-years>



What to expect in the Early Years Foundation Stage is useful guide for parents and carers about what to expect in your child's development

<https://dev-foundation-years.pantheonsite.io/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

Birth to three: Communication and Language

When I am a bit older...

- I can understand single words such as 'cup', 'milk', 'daddy' when they are used in meaningful situations.
- I can understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- I can understand simple instructions like: "Give to nanny" or "Stop".
- I can recognise and point to objects when you ask me about them.
- I like to focus on an activity that I have chosen. I can find it hard it when you move me away from something I find fun.
- I like to listen to you when you talk, but I can find it hard to pay attention when I see something interesting.



Birth to three: Communication and Language

When I am a bit older...

- I can feel really frustrated when I can't make myself understood.
- I am learning to use words and actions to let you know how I am feeling.
- I am learning to have conversations but I often jump from topic to topic.
- I like to join in with pretend play like 'putting the baby to sleep'.
- I can use the speech sounds p,b,m.
- I can pronounce: l/r/w/y f/th s/sh/ch/dz/j.
- I can pronounce words that have more than one syllable such as 'banana' and 'computer'.
- I might pronounce some words incorrectly. It helps me if you reply to what I say using the right words and sounds. I learn from your positive model, without losing confidence to speak.



Birth to three: Communication and Language

When I am a bit older...

- I like to listen to simple stories. I can understand what is happening, with the help of the pictures.
- I can identify familiar objects when you describe them. I can point to the big boat in a book we're sharing. I can get an apple when you ask me to.
- I can understand longer sentences. I can "Make teddy jump." When you say that as we're playing. When you say: "Find your coat." I can do that.
- I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why').



Birth to three: Personal, Social and Emotional Development

When I am a bit older...

- I am beginning to understand how to wait for my turn and learning to control my feelings when I want something.
- I am learning how to talk about how I am feeling. This helps me to manage my feelings.
- I am interested in other people. I notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities and religion.
- I am learning how to make friends with other children.
- I am learning about other feelings through stories and play.
- I am learning to talk about how I feel and using more words to do this: "I'm sad because...." or "I love it when..."
- I am beginning to show you that I am ready to use the potty.



Birth to three: Physical Development

When I am a bit older...

- I am learning to walk by myself.
- I find different ways to support myself.
- I can walk, run, jump and climb and I am learning to use the stairs independently.
- I can spin and roll. I can use ropes independently, like tyre swings.
- I can sit on a push-along wheeled toy.
- I can use a scooter or ride a tricycle.



Partnership with parents

The adults who work with your child know a lot about children – but not as much about *your child*. It's important to tell them what they need to know. Then they can understand your child and help them.

- It's important for parents and early years settings to have a strong and respectful partnership.
- A strong, trusting partnership will support two-way communication between you and your child's key person or childminder.
- Throughout the EYFS, settings must share information about your child's progress.



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. To find out if you are eligible for a 2 year old place, visit your local children's centre below!

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

Information for Childcare providers

Tax-Free Childcare

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



We've signed up for
Tax-Free
Childcare:
Have you?



Tax-Free Childcare - eligibility

- For working families, including the self-employed, in the UK
- Earning no more than £100k and at least £152 per week (equal to 16 hours at the National Minimum or Living Wage) each
- Are not receiving Tax Credits, Universal Credit or childcare vouchers
- With children aged 0-11 (or 0-16 if disabled)
- Tax-Free Childcare (or Universal Credit) can be used to reduce the cost of any additional hours required above government funded schemes.

Tax-Free Childcare: process

- Parent/carer sets up an online account
- For every £8 paid in, the Government pays in £2 up to a maximum of £2,000 a year (£4,000 for children with SEND)
- This account can be used to pay the childcare provider if that provider is registered for TFC
- Eligibility needs to be reconfirmed every three months



Up to £2,000 towards
childcare costs



Ofsted registration- Eligibility criteria *England only

In England, most childcare providers who look after children aged under eight will already be registered with Ofsted or a childminder agency.

However, those providing care to children aged eight or over, or who have an exemption from compulsory registration (e.g. activity providers, some home-based carers), will need to join the voluntary part of the [Ofsted General Childcare register](#) so that parents can use Universal Credit or Tax-Free Childcare when paying for their services.

Permitting they **provide care to the same child for two or more hours a day**, a large variety of childcare providers are eligible to register with Ofsted. Such as:

Complementary schools;
those offering support or education in addition to the mainstream, learning, operating after school hours or at the weekend

Private tuition or learning centres

Private language schools including those for children coming from abroad

Private language schools including those for children coming from abroad

Open-access youth providers for example, centre-based and detached youth work

Uniformed youth organisations for example:

- Scouts
- Guides

Religious settings offering education in their own faith culture, for example:

- Jewish yeshivas and Chedarim
- Muslim madrassahs
- Christian Sunday schools

Home care workers

Playgroups and Nurseries

Extracurricular clubs or settings for example:

- Ballet classes
- Sports tuition
- Instrumental music tuition
- Martial arts training
- Drama classes

Wraparound care before or after school club

[Find more information on eligibility](#)



Guide to activating your Tax-Free Childcare account

Once registered with a regulator in the UK, you can boost your business and help reduce cost for working families by activating your Tax-Free Childcare (TFC) account. **Setting it up is free and only takes around ten minutes.**

After the registration process with the regulator has been completed, you should receive an invitation letter containing your unique 11 digit user ID, along with instructions on how to sign-up online to TFC. If you are already registered and haven't received your invitation letter, you should contact the [Childcare Service helpline](#).

Activating your TFC account:

You'll find everything you need on the [GOV.UK Tax-Free Childcare if you're a childcare provider page](#).

To sign up you'll need your:

- unique 11-digit user ID
- business bank account details, so you can receive payments
- business postcode (the one registered with your regulator)

Once you've signed up, you can:

- Accept Tax-Free Childcare payments and get a childcare provider account which you can use to keep your details up to date
- Manage payments online 24/7 (using your provider account)
- Promote the financial benefits to your customers
- Still accept payments from parents using childcare vouchers and other methods

[Visit the Childcare Choices information for providers page](#) to learn more about Tax-Free Childcare and how it can help your business, and see **Annex 1** to find out which parents are eligible.



Find out more here <https://www.gov.uk/government/organisations/hm-revenue-customs/contact/childcare-service-helpline>

Call the childcare service helpline for your unique 11 digit user ID on **0300 123 4097**



UK Government

Help for
Households

Childcare provider? Do you want to open your business to more families?

Find out more. Go to
childcarechoices.gov.uk

Eligibility criteria apply



Childcare
Choices

There is a range of communication tools
to help you promote Tax-Free Childcare –
templates for emails, leaflets, posters
and social media content

[Guidance and resources | Childcare choices](#)

[Short films 2022 | Childcare choices](#)

Here's a link to videos you can share on your social media with parents and carers



This could be parents from joint households that are working.

30 hours - Video 1

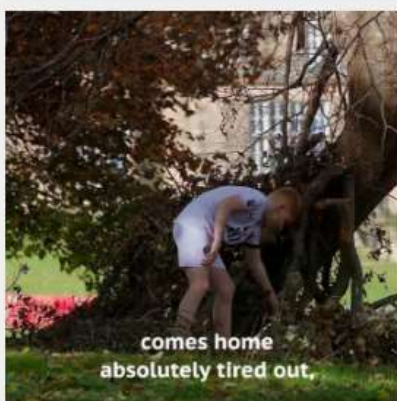


with the registration and the applications for the

30 hours - Video 2

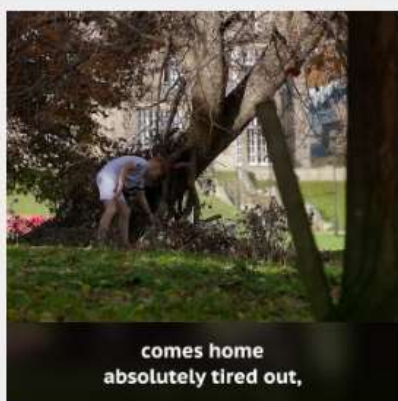


Tax-Free Childcare - Activity Centre 1



comes home absolutely tired out.

Tax-Free Childcare - Activity Centre 2



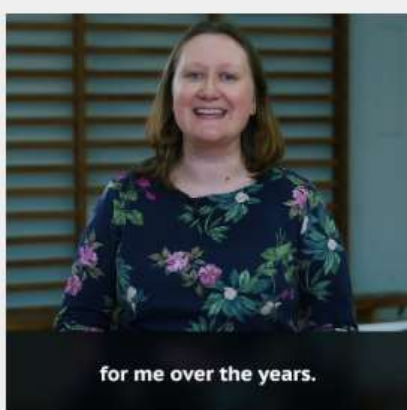
comes home absolutely tired out,

Tax-Free Childcare - Activity Centre 2



for me over the years.

Tax-Free Childcare - Activity Centre 3



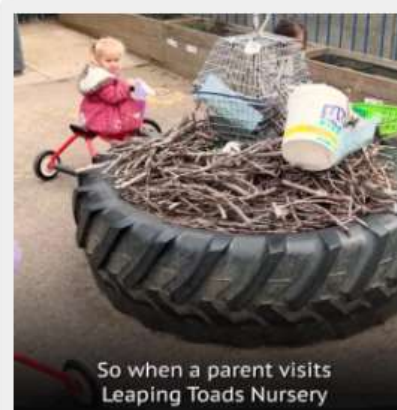
for me over the years.

Tax-Free Childcare - Activity Centre 3



aged 3 to 4.

Provider message



So when a parent visits Leaping Toads Nursery

Tax-Free Childcare

Watch a video for parents and carers on how to apply online for 30 hours and Tax Free Childcare

<https://www.youtube.com/watch?v=W-TMvTHUCdM>

Tax-Free Childcare and 30 hours free childcare – how to apply online



Watch Tax Free Childcare webinar for childcare providers here

<https://www.youtube.com/watch?v=ujRVlr0TaVE>

A promotional graphic for a webinar. On the left, the text 'Childcare Choices' is displayed in a colorful, playful font. To the right, a blue vertical banner contains the text 'Increasing the take-up of Tax-Free Childcare' in white, with '28 February 2023' in yellow below it. At the bottom right, the 'hemsall's' logo is visible in white on a dark purple background. On the far right, a vertical strip shows a video call interface with three participants' video feeds and their names: 'Hemsall's Support Team', 'Hemsall's Support Team', and 'Hemsall's Support Team'.

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.

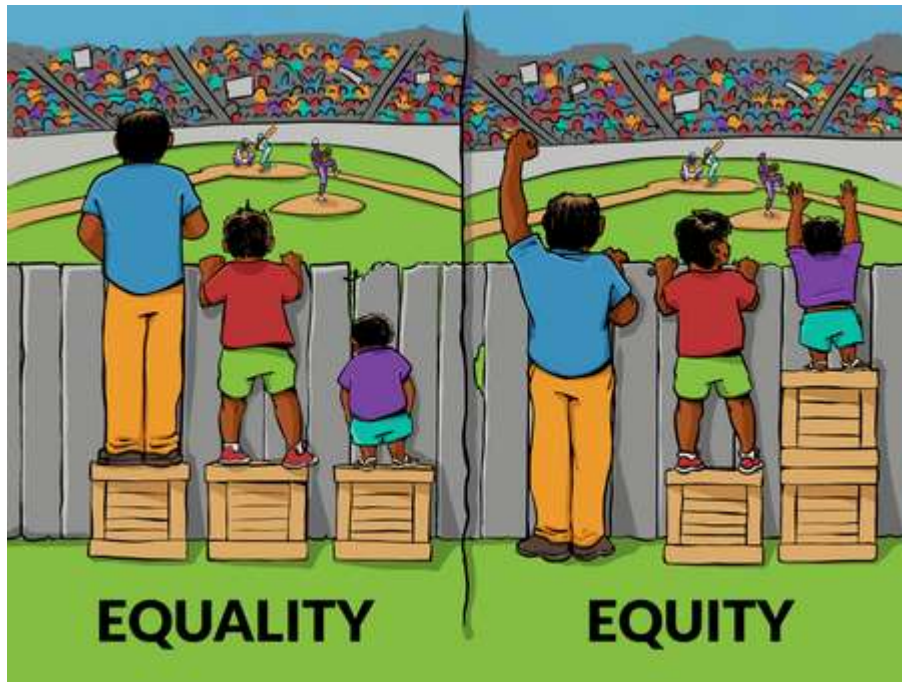
We are committed to making a real difference by:

- ▶ 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>

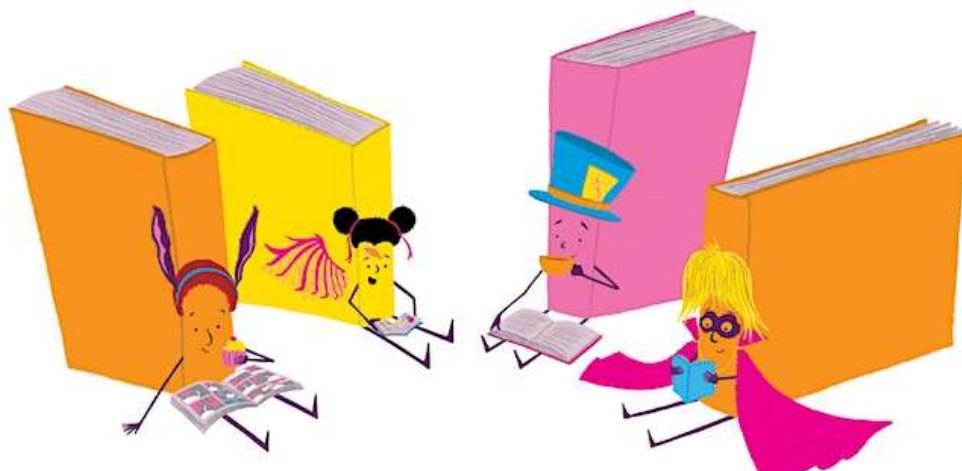
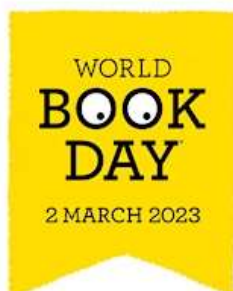
Sign our Equality and Equity Charter →



Home Learning Environment



World Book Day



10 top tips for sharing books with young children and toddlers

Sharing books with babies and toddlers helps to inspire a lifelong love of reading. Reading can be a fun thing to do together and have a positive impact later in life, on things like school exam results, pupil wellbeing, and career outcomes.

To celebrate Word Book Day, the [National Literacy Trust](#) (NLT) has shared its top tips on how to get children into reading.

Remember World Book Day lasts a whole month!

What are the benefits of sharing books and stories with babies and toddlers?

Time spent reading together is not just a great opportunity for parents and carers to bond with their children - it helps with brain development too, which is particularly important in the first two years of life.

Alongside helping very young children to start to talk, reading books aloud together introduces new words, structures and language patterns that help form the building blocks for literacy later in life.

In fact, evidence shows that children who were read to regularly when they were five-years-old performed better in maths, vocabulary and spelling tests at age 16, compared to those who weren't read to at a young age.



What are some tips for reading to your young child or baby?

Parents and carers can play an important role in getting babies and young children interested in books.

Here are 10 top tips to get you started together:

1. **Find a quiet place.** Turn off the TV or radio to help your child listen to you read without distractions.
2. **Try to always have a book in your bag.** Reading together can help pass the time on a long journey. It can be very calming and will help your baby recognise the sound of your voice.
3. **You don't always need to read the words in books.** Looking at and talking about the pictures is a great way to encourage your child to enjoy books. If you speak a language other than English, talk about the pictures and story in your own language.
4. **Give your child time to respond to your chat about the book.** This could be with a babble, arm waving or finger pointing. Watching and listening shows how interested you are in hearing what children have to say and encourages communication development.
5. **Be natural and clear when you read.** You can also use funny voices for characters, or a sing-song voice for words or phrases that are repeated throughout the book. After reading a book several times, your baby will anticipate hearing the change in tone and may well show this with a smile, a wiggle or a giggle.
6. **Don't be afraid to use props.** Using puppets or a favourite cuddly toy will help bring the words alive and add actions to your words.
7. **Link what you see or read about in books with real-life.** If there's a picture of a dog in a book, talk about a dog you know. Or if you see a dog in the park or on the street, you could remind your child of the dog in their favourite book.
8. **Don't put pressure on your child to name pictures or objects in books.** Point to things and name them yourself, and if they respond, praise them and say the word again.
9. **Little and often is best.** Try introducing a special daily story session where you can snuggle up and enjoy a book together, like at bedtime or bath time.
10. **Share favourite books again and again.** Repetition helps children to understand and remember the language they hear. It's not unusual for young children to want to hear the same book over and over.

Where can I get books for my children?

You can borrow books for free by registering yourself and your child at your local library. Find your Royal Greenwich library <https://www.royalgreenwich.gov.uk/directory/26/libraries>

Digital library services also provide access to online materials, including audiobooks and ebooks. You can find out more about digital library services and resources with https://www.royalgreenwich.gov.uk/info/200231/libraries/1575/borrow_renew_and_reserve_books_e_books_audiobooks_dvds_and_music

On World Book Day, nurseries and childminders gave out [tokens](#) which children can exchange in participating bookshops and supermarkets for one of this year's specially selected books or download a token to print off here

https://worldbookclone.wenginepowered.com/wp-content/uploads/2023/02/WBD23-digital-1-book-token_UK_primaryyears-years.pdf

The poster is for World Book Day 2023, held on 2 March. It features a blue background with yellow and white text. At the top left, it says 'WORLD BOOK DAY 2 MARCH 2023'. The main headline reads 'This is your £1 Book Token'. Below this, it says 'Take me to a bookshop' and 'Choose your £1 book for FREE'. A row of ten book covers is shown, including titles like 'The Gruffalo', 'The Snowman', and 'The Wind in the Willows'. At the bottom, it says 'Changing lives through a love of books and reading'. On the right side, there is a yellow vertical banner with the text 'VALID FROM 16 February – 26 March 2023'. Below this banner is a barcode with the number 9 930430 071008. The poster also includes details about the token's value and where to use it.

In Royal Greenwich

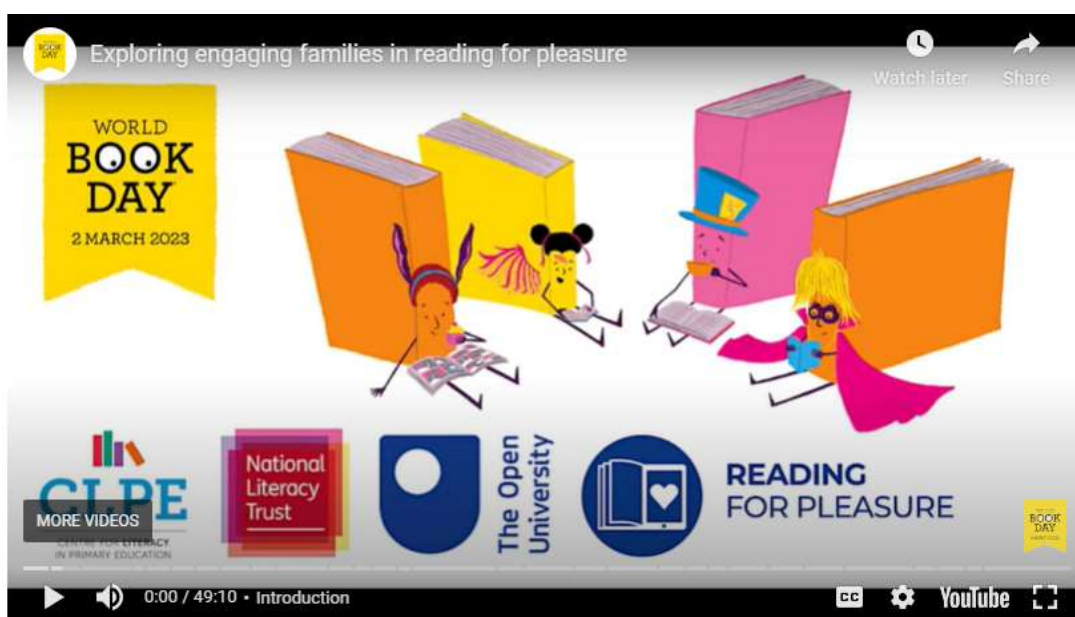
Through the [Family Hubs](#) programme, we will be training early years practitioners to support parents in talking, playing and reading more with their children at home through [Early Talk Boost](#) and [Tots Talking](#)

Extra support for parents and carers helping children to read:

- Learning to talk | 3 to 5 years | Start for Life (www.nhs.uk)
- [Words for Life | National Literacy Trust | Words for Life](#)
- [Top tips to support your child's reading at home - BBC Bitesize](#)
- [Tips on early language skills](#) – Education Hub

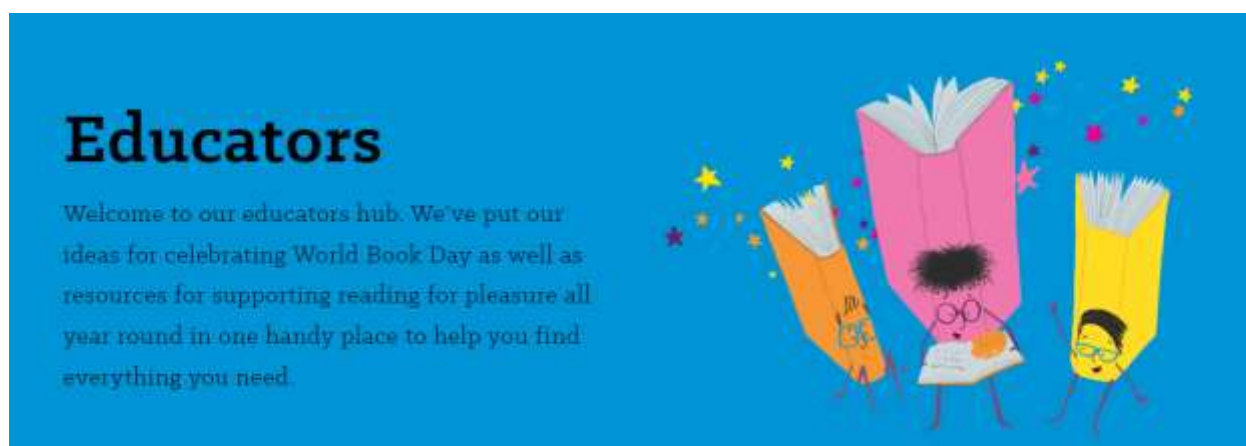
Webinar for practitioners on how to engage parents with reading for pleasure

<https://youtu.be/xcolKJ4CgIE>



You can watch the recording of the webinar below and download a menu of parental engagement ideas

https://cdn.literacytrust.org.uk/media/documents/Engaging-parents-resource_lvlfIC9.pdf



Colouring



Cooking



Extracts



Make and do



Resource packs



Teaching guides



Video content



Display Materials

<https://www.worldbookday.com/resources/nursery/>



There are 6 elements which support a child reading for pleasure:

1. Being read to regularly
2. Having books at home and school
3. Having a choice in what to read
4. Finding time to read
5. Having trusted help to find a book
6. Making reading FUN!



<https://www.worldbookday.com/families/>

What is World Book Day? It is about celebrating books and reading all year round.



Did you know that Reading for pleasure ...

Increases a child's mental health

Increases your child's reading skills

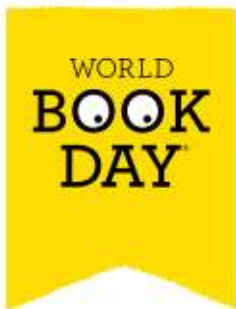
Increases your child's likelihood of being successful

Is about reading what you choose



Reading for pleasure can look like:

- Listening to an audiobook and available from libraries
- Reading on a device
- Reading the football programme
- Reading a magazine or newspaper
- Listening to someone read aloud
- Reading manga or comic strips



ENGAGING PARENTS

A Resource for Teachers

We've worked with our partners The Centre for Literacy in Primary Education, The National Literacy Trust and The Open University in creating our strategy – to build these key elements into your World Book Day celebrations and beyond.



This resource will signpost you to strategies to engage parents with these behaviours.




World Book Day's approach to supporting children to read for pleasure encourages 6 behaviours:

- Being read to regularly
- Having books at home and in early years settings
- Having a choice in what to read
- Finding time to read
- Having trusted help to find a book
- Making reading FUN!

	Inclusive Routines	Special Events/Activities
<p>Being read to regularly</p> 	<ul style="list-style-type: none"> • Support parents to understand what reading for pleasure can look like at home. • Consider using video to offer reading at home tips, instead. • Model ways to engage with books and story that don't have a skills barrier for parents: <ul style="list-style-type: none"> - Wordless picture books - Video/audio stories 	<p>Host a bedtime reads evening</p> <p>Organise a reading evening where children come back to school with their families, teddies and pyjamas for hot chocolate and to hear stories read aloud. Have a group for younger siblings too. Model the enjoyment of being read to!</p>

	Inclusive Routines	Special Events/Activities
<p>Having books at home and at school / early years setting</p>	<p>Parent and child visits to the school and local library to borrow books and for storytime sessions.</p>	<p>Reading Treasure Hunt Reading isn't just books! Play the Reading Treasure Hunt game to discover just how much there is to read all around us. Waking children up to the print already in their lives is a fun and lively bridge to enjoying books together.</p>
<p>Having a choice in what to read</p> 	<p>Interactive book display – Create a reading for pleasure area in the entrance hall with a space for parents to make reading recommendations. Have readily available 'Great books to read aloud' for parents, or even recommended reads for them to enjoy.</p>	<p>Allow children to choose books with their parents before or after school to share at home.</p> 

	Inclusive Routines	Special Events/Activities
<p>Finding time to read</p> 	<p>Make reading for pleasure visible - Integrate reading into as many family projects as possible, not just those with a reading focus. Use opportunities where parents are in school, such as before a nativity performance, to talk about reading for pleasure.</p> <ol style="list-style-type: none"> 1. Share how to engage with books with parents. 2. Prioritise and reward children's choice to make time to read rather than quantity or what was read. 	<p>Share the love of Reading</p> <p>Turn readers into adventurers. Can you honestly claim to have read under the stairs, read a poem over the phone, or designed your own reading den? A range of posters set challenges for readers aged 3 to 16. What's your reading super claim?</p>
<p>Having trusted help to find a book</p>	<p>Create a 'books we would recommend' section on the weekly newsletter Invite all members of the school community – parents, children, staff (including facilities staff) and governors to put forward their current reads</p>	<p>Use Book Awards Too many books, too little time? Use this summary of 20-21 book awards to guide you and your children to guaranteed great choices. They will all be in paperback now, and don't forget to share your best recommendations with your friends, we can all do with a little trusted help to find our next great book.</p>

Celebrate World Book Day Day at home

<https://wordsforlife.org.uk/themes/celebrate-world-book-day-at-home/>

Explore our activities



Choosing books with your child



Going to the library with your child



What should I read next?



Book games for story time

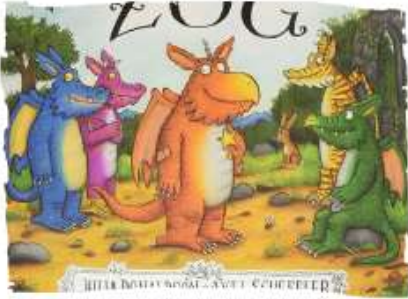


Baby book time



Reading the same book





Which classic picture book character are you?



Write your own book review



Reading with noises



Setting a reading example



Sharing stories together



Choose a favourite book



Explore your child's interests!



Helping your child read for pleasure



6 ways to help your child develop a reading for pleasure habit

- 1 Read to your child regularly** – even when they can read for themselves.
- 2 Help them have access to books at home** (this is free if you join your local library).
- 3 Let them choose what they want to read in their spare time** (don't worry about re-reading or children picking).
- 4 Make reading time fun** – find somewhere comfy for you both, do silly voices together, have a chat about the book.
- 5 Find recommendations of books that meet your child's interests** – online, at a bookshop or in a library there are lots of ways to find reading inspiration.
- 6 Make time to read** – it might be a set time every day to begin with.

Here's something fun to try... share this illustration with your child



You could:

- Talk about what's happening and what the characters might be thinking or feeling.
- Have a conversation as two of the characters.
- Think about situations in your own lives it reminds you of.
- Point out things you find interesting.



If exploring the picture makes you curious for more, it's from *My Hair*, by Hannah Lee, illustrated by World Book Day illustrator, Allen Fatimaharan.

For more ideas on how to share stories with your child visit www.worldbookday.com/np/2020/10/10/2021/04/Share-stories-together.../en/2021

WORLD
**BOOK
DAY**

Sharing stories together

Children love spending time looking at books with adults. It makes a big difference to their futures to **spend 10 minutes a day sharing a story**. There are no right or wrong ways to read out loud but sometimes it can be tricky to know where to begin. Here are a few tips and ideas to get you started:

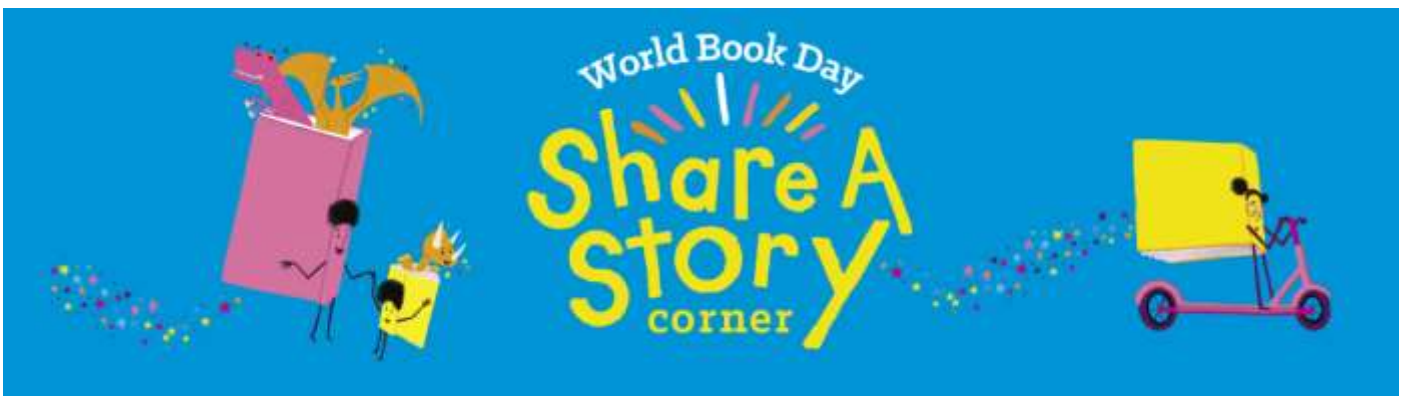


- **I wonder...**
Ask open questions about how characters are feeling or what might happen next or why things are in the illustration.
- **Bring the book to life...**
Make faces, use voices, include actions – have fun together!
- **That reminds me of...**
Make personal connections.
- **What have you seen there?**
Follow their interests.
- **That's made me feel...**
Let your child know how the events of the story have affected you.
- **Oo look at that!**
Let them know what you have noticed.
- **Again, again...**
Re-reading is a great source of comfort for children– and a chance to spot things that you didn't see first time round. Challenge yourself to spot something new each time.





<https://www.worldbookday.com/world-of-stories/>



<https://www.worldbookday.com/share-a-story-corner/>



<https://www.worldbookday.com/reading-recommendations/top-stories-for-under-2s/>

<https://www.worldbookday.com/reading-recommendations/top-25-picture-books/>

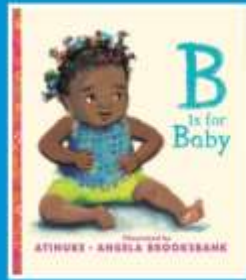
TOP 25 STORIES TO SHARE WITH THE UNDER-2S

Here are our **Top 25 Stories to Share with the Under-2s**. This is a great list for early years to discover and get familiar with exciting stories and themes. Happy reading and happy sharing!

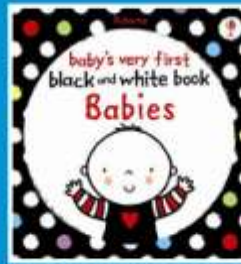
BEGINNING



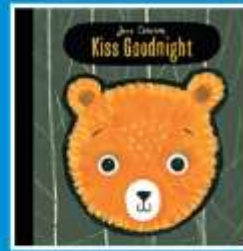
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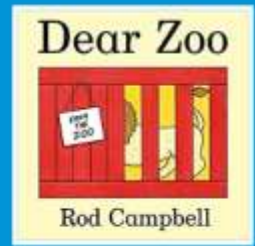
WALKER BOOKS



USBORNE



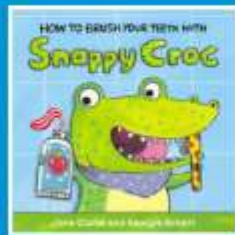
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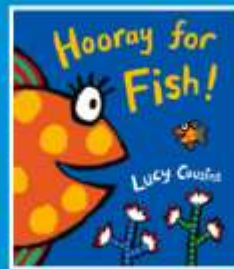
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CHILD'S PLAY INTERNATIONAL



PENGUIN RANDOM HOUSE CHILDREN'S UK



WALKER BOOKS



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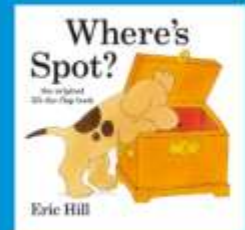
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ABRAMS



BLOOMSBURY



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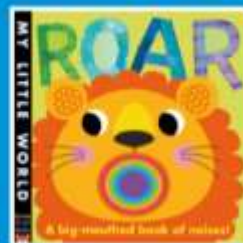
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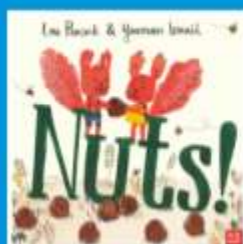
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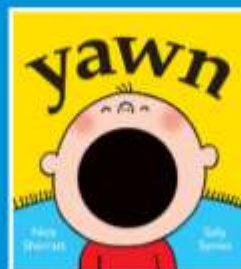
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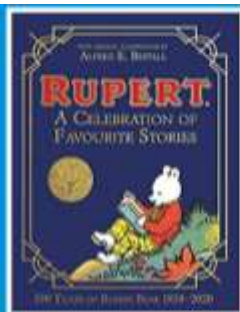
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TOP 25 PICTURE BOOKS

Here are the nation's TOP 25 PICTURE BOOKS to share as voted for by you. From beautiful books that you'll pore over together to funny tales that will have you both rolling around with laughter, these are the books that will end up with tatty pages because you've shared them over and over. Happy reading and happy sharing!



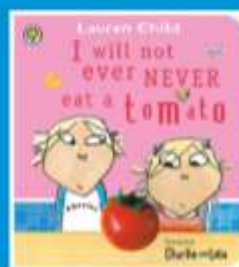
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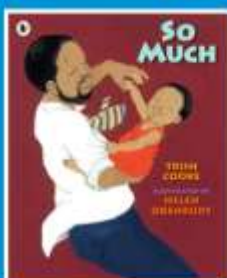
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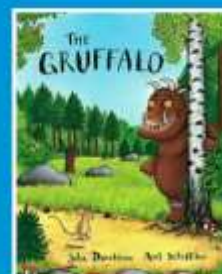
SIMON & SCHUSTER



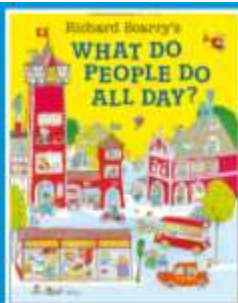
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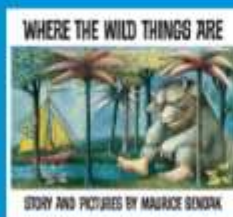
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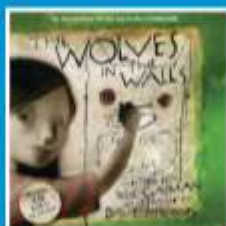
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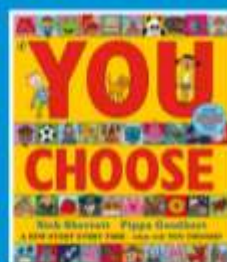
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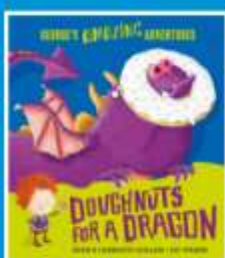
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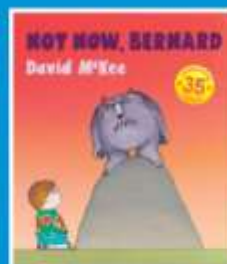
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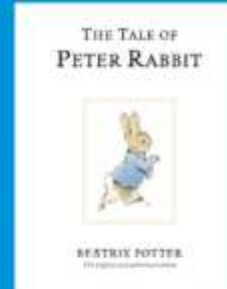
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For Your Staff



The image is a YouTube video player thumbnail. At the top, it features the 'World Book Day' logo (a yellow banner with 'WORLD BOOK DAY' and '27 MARCH 2022') and the 'National Literacy Trust' logo (a red square with white text). Between them is the word 'and' and to the right is 'presents'. The background is yellow with colorful stars. The main title is 'Being an Ally: Real Talk About Showing Up, Screwing Up, and Trying Again' in large blue font. Below the title is a photo of two women, Natalie and Naomi Evans, sitting at a table. To the right of the photo is a book cover for 'Being an Ally' with the subtitle 'REAL TALK ABOUT SHOWING UP, SCREWING UP, AND TRYING AGAIN'. The book cover is dark blue with colorful text and graphics. To the right of the book cover is the text 'A FREE event'. Below the photo and book cover, it says 'Monday 27 February 11-11:30am'. At the bottom, it says 'Or watch any time in World Book Day® Week • Suitable for KS2'. The video player interface shows a play button, a progress bar at 0:00 / 40:45, and various control icons.

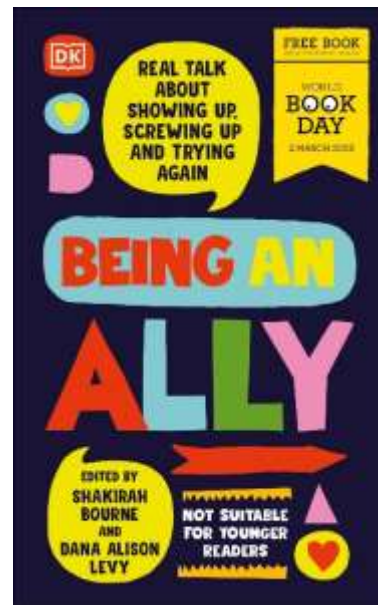
<https://www.youtube.com/watch?v=3XSpFbZcuUM>

World Book Day® and the National Literacy Trust present Natalie and Naomi Evans, contributors to *Being an Ally: Real Talk About Showing Up, Screwing Up, and Trying Again* and founders of the platform *Everyday Racism*.

During the session they explore their part in *Being an Ally*, from the process of becoming a contributor to their own reflections on their writing.

This event is available to watch on-demand until 24 March.

<https://www.youtube.com/watch?v=aISXCw0Pi94>





How Sharing Picture Books and Reading to Children Supports Their Emotional Literacy & Wellbeing

“Books can play a powerful role in supporting children as they navigate their way through difficult experiences and challenging times. Children can find stories that gently suggest ways for coping with shyness or anxiety, and books that offer valuable messages of hope or understanding during a significant life change or a family illness. Books can also help them understand the experiences and emotions of others, and so develop their empathy and kindness.” *Alexandra Strick, BookTrust*



<https://youtu.be/r5VevHia0d4>

Listen to Educational Psychologist, Emma Kenny, talk about why sharing books supports children’s wellbeing.

Supporting emotional literacy in young children is important to equip them with the necessary understanding of their inner world, as well as the outer one. Discussing the words, themes and images you see in the book can help children to share their emotions – it helps them to know the words to describe what they are thinking and feeling.

Listening to and looking at pictures in a book helps children relate to the characters they see in the story. This can help them make sense of their emotions and feel less alone. Books provide a way to explore emotional landscapes and a forum to externalise sensitive issues. Through the realms of stories, children

can enter other worlds, where they can explore uncomfortable emotions or challenging experiences at a safe distance. This can help them normalise their feelings, see their reality reflected and know that they are not alone.

Through books, you can help children to see the world through other people's eyes. This help them to better understand their own experiences and helps in developing their empathy and allowing them to connect and care for people, animals and the world around them.



Young children will not yet have developed the skill of articulating how they feel about something or managing emotions like anger, frustration, sadness or loss. Books can help them find ways to understand and express these feelings, as well as helping provide all-important reassurance.

Choosing a laugh-out-loud book and having a go at all the silly voices and actions is a great way to let loose together and enjoy positive moments. The very *act* of reading or sharing a book together can provide a source of happiness and comfort.



Picture books to help you talk about tough topics
<https://www.booktrust.org.uk/booklists/t/picture-books-to-help-you-talk-about-tough-topics/>

Supporting a healthy mind
<https://www.booktrust.org.uk/booklists/s/supporting-a-healthy-mind/>

Kindness, compassion and empathy: picture books
<https://www.booktrust.org.uk/booklists/k/kindness/>

Books about feelings
<https://www.booktrust.org.uk/booklists/f/feelings/>

Books to make you feel happy
<https://www.booktrust.org.uk/booklists/h/happiness/>

Books to help your child feel calmer and more mindful
<https://www.booktrust.org.uk/booklists/c/calming-mindfulness/>



Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Forum	Early Years Assembly	Tuesday	07 March 2023	18:30	20:00	MS Teams	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	18 March 2023	09:30	17:00	In person	£60
Safeguarding & Welfare	Emergency Planning for Early Years	Wednesday	22 March 2023	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Domestic Abuse Awareness	Tuesday	21 March 2023	19:00	21:00	In person	£30
Ofsted Readiness	Ofsted Trends	Monday	27 March 2023	19:00	21:00	Zoom	Free
Ofsted Readiness	Looking Ahead to Ofsted	Monday	24 April 2023	19:00	21:00	In person	Free
Learning & Development	Curriculum & Teaching	Saturday	29 April 2023	09:30	13:00	In person	£45
Forum	Early Years Assembly	Tuesday	09 May 2023	18:30	20:00	MS Teams	Free
Safeguarding & Welfare	Bitesize Webinar: Child Sexual Exploitation and County lines	Wednesday	10 May 2023	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Bitesize Webinar: Having difficult conversations with parents	Wednesday	17 May 2023	12:00	13:00	Zoom	Free
Learning & Development	Safeguarding Forum	Thursday	18 May 2023	18:30	20:30	In person	Free
Learning & Development	Equality Diversity & Inclusion Briefing	Saturday	20 May 2023	09:30	12:00	In person	£30

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	15 March 2023	08:45	16:30
Saturday	18 March 2023	08:45	16:30
Wednesday	19 April 2023	08:45	16:30
Saturday	22 April 2023	08:45	16:30
Saturday	06 May 2023	08:45	16:30
Wednesday	10 May 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://courses.royalgreenwich.gov.uk)
<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>

Bitesize Webinars



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



A series of one-hour free 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.

If you missed it, see the links below

LADO – Managing Allegations When and how to refer



<https://youtu.be/lqNIsuLYVdc>

FGM – Female Genital Mutilation

Recognise signs and take action to protect girls and women



https://youtu.be/yJiN-m5s0_I

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>

Training support available from DFE



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** has now closed accepting applications for February 2023 with Cohort 1 participating in learning. Good luck to our Greenwich providers who have joined!

The programme will be open Cohort 2 soon. Meanwhile have a look at the training.

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).

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

<https://www.earlyyearsdpdp.com/about-the-programme/>

Help for early years providers

Guidance for people who work in early years, from the Department for Education.

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](#).

Early years child development training



This training:

- 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

[Early years child development training : Home page \(education.gov.uk\)](#)



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>



<https://educationhub.blog.gov.uk/>



How we are **improving support** for
children and young people with **SEND**



A blog about Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan : Right Support, Right Place, Right Time

<https://educationhub.blog.gov.uk/2023/03/02/how-improving-support-children-special-educational-needs-sennd/>



Excerpt message to parents
of children with SEND from

*Claire Coutinho MP, Minister
for Children, Wellbeing and
Families*

2 March 2023

Parents know that their children only get one shot at education. However for some parents of children with Special Educational Needs and disabilities (SEND), getting their child that superb education that every child deserves can feel like a full-time job.

Some schools, councils and colleges are brilliant. I've met many wonderful teachers who are unbelievably passionate about inclusivity. The outcomes they achieve are clear: happier children who are more confident at school and better prepared for adulthood. But too often, this isn't the case.

I have heard from parents who have been chasing their council for months to get the right support, or battling to get reasonable adjustments made at school. Some can weigh the paperwork relating to their child's needs by the kilo. The consequence is children and families who are exhausted, frustrated and at worst in distress because they cannot get the help they need.

The SEND and Alternative Provision (AP) Improvement Plan that we are publishing today is our chance to change this. We will develop new national standards, covering early years, schools, colleges and alternative provision, so that parents and teachers know what should be ordinarily available. We will set out best practice guides based on the strongest evidence starting with early speech and language development, autism and mental health and wellbeing. This will give families confidence on what they can expect and teachers clarity on how to identify and support diverse students.

We will couple this with improved teacher training, including training thousands more early years SEN coordinators to identify children who need support as soon as possible. We will also be working with health professionals on a joint workforce plan and training 400 more educational psychologists to reduce the wait times for specialist support. We will also look at how we can strengthen the skills and training of local SEND casework teams, and will include guidance on SEND casework services to improve communication with families.

And we'll hold all parts of the system – including councils, health and education partners – accountable for this.

Lastly, we want families to spend time with their children, not on pointless bureaucracy, so we are streamlining education, health and care plans and bringing them online so that the process is easier and quicker for families...

We owe it to children and their families to make sure their one shot at education is the very best it can be.

The Rt Hon Claire Coutinho MP

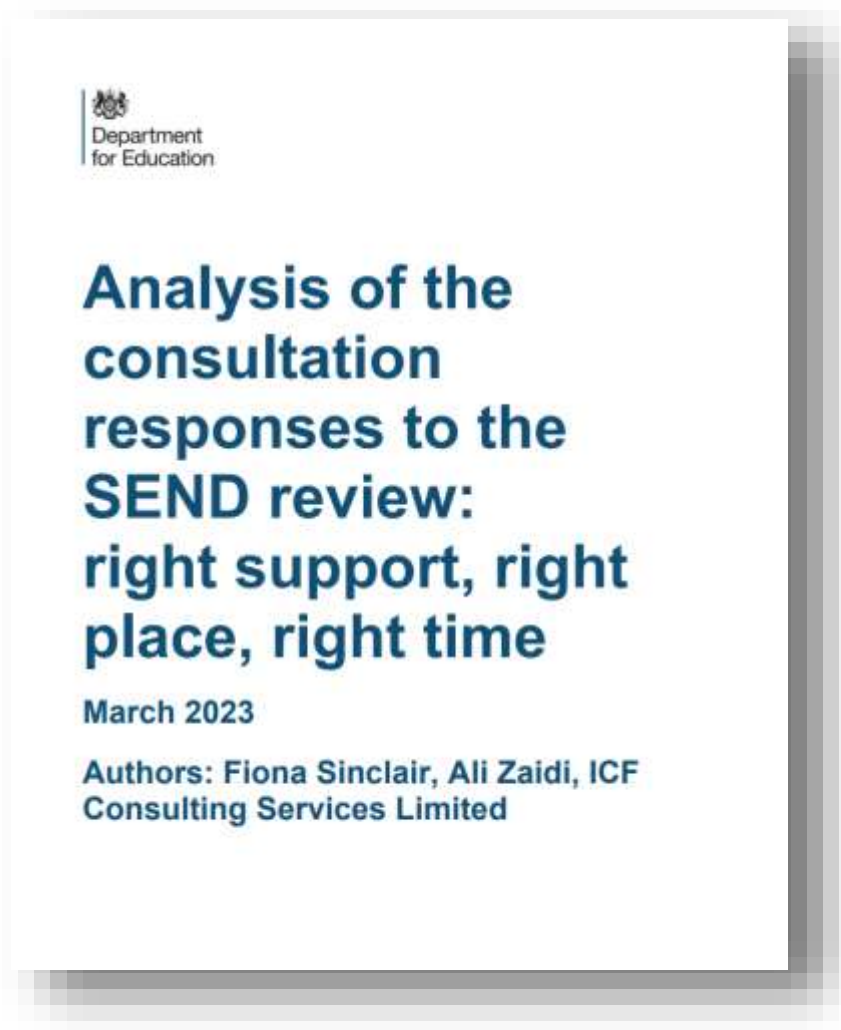
Minister for Children, Wellbeing and Families

Consultation outcome

SEND review: right support, right place, right time

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

The government's response to the consultation is available in the [SEND and alternative provision improvement plan](#).



[Independent analysis of the consultation responses to the SEND review: right support, right place, right time](#)

Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan

Right Support, Right Place, Right Time

March 2023



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139562/SEND_and_alternative_provision_improvement_plan_print_ready.pdf



Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan

How we plan to improve support and services for children and young people with special educational needs and disabilities and in alternative provision.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1139607/SEND_and_alternative_provision_improvement_plan_easy_read.pdf

Research and analysis

Cost barriers to learning at Level 3

Understanding the cost barriers to Level 3 learning and how this impacts decision-making about whether to take up learning.

<https://www.gov.uk/government/publications/cost-barriers-to-learning-at-level-3>



Cost barriers to learning at Level 3

Research report

March 2023

Emily Jones, Yasmin White, Sophie Hall,
Mags Bexon



HELP PAYING FOR YOUR CHILDCARE



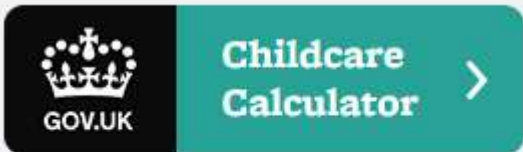
An online application is quick and easy

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



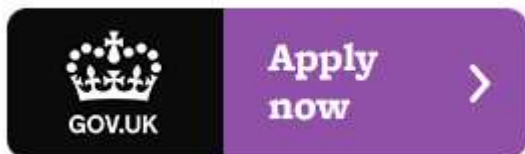
Access the online portal

<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.gov.uk/apply-30-hours-free-childcare>



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

Childcare support packages

Tax – Free Childcare

- For **working families**, including the self-employed, in the UK
- Earning **under £100k** and **at least £152** per week (equal to 16 hours at the National Minimum or Living Wage) each
- Who **aren't** receiving Tax Credits, Universal Credit or childcare vouchers
- With children aged 0-11 (or 0-17 if disabled)
- For every £8 they pay into an online account, the government will add an extra £2, **up to £2,000 per child per year** (or up to £4,000 per child if disabled)

Can be accessed through your registered providers and childminders who have activated their Tax-Free Childcare accounts.

Universal Credit support

- For working families claiming Universal Credit, in **England, Scotland, Northern Ireland and Wales**
- With **children under 17***
- Up to 85% of eligible childcare costs
- Who **aren't** receiving Tax-Free Childcare

Can be accessed through registered providers or childminders.

15 hours free childcare- Age 2

- For families in **England**, receiving some forms of support
- With **2-year-old children**
- **15 hours of free childcare** or early education for **38 weeks**
- A total of **570 hours per year**, that they can use flexibly with one or more childcare provider
- **By already being registered, all early years settings are set-up to offer 15 hours free childcare**

15 hours free childcare- Ages 3 & 4

- For all families in **England** with 3 and 4-year-old children
- **15 hours of free childcare** or early education for **38 weeks**
- A total of **570 hours per year**, that they can use flexibly with one or more childcare provider
- **By already being registered, all early years settings are set-up to offer 15 hours free childcare**

30 hours free childcare

- For **working families in England** with 3 and 4-year-old children
- **30 hours of free childcare** or early education for **38 weeks**
- A total of **1,140 hours per year**, that they can use flexibly with one or more childcare provider
- **By already being registered, all early years settings are set-up to offer 30 hours free childcare**

Greenwich Community Directory

Your online information and support directory

Find out about your childcare options by contacting Families Information Service on 020 8921 6921

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/family.page?familychannel=1>

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



Early Years providers are well practised in knowing what to do in the event of a fire when you have to evacuate the premises but have you thought about what you would do in the unlikely event of other emergency situations? How will you provide continuity of care, build resilience and be prepared?

The Early Years Foundation Stage Statutory Framework states:

3.55. Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements)

3.56. Providers must take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, and must have an emergency evacuation procedure. Providers must have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order. Fire exits must be clearly identifiable, and fire doors must be free of obstruction and easily opened from the inside.

3.21. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.

3.25. At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate. PFA training³⁰ must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified³¹ entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting³². Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EY_FS_framework_-_March_2021.pdf

Ofsted's Inspecting Safeguarding in Early Years, Education and Skills paragraph 37 states:

37. Inspectors should look for evidence that the early years setting, school or further education and skills provider is implementing its safeguarding policy and processes effectively and keeping them under review. As well as ensuring that children and learners are safeguarded while on the premises, the setting should be proactive about anticipating and managing risks that children and learners face in the wider community. The setting should adhere to any locally agreed arrangements for safeguarding. All concerns and actions taken in response should be clearly recorded.

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills>



What is a lockdown procedure?

Although most people use the term 'lockdown' to refer to getting everyone into a safe place and sealing the exits, it's actually one element of a wider practice known as 'invacuation'. This is the process of getting everybody inside and safe and securing the building against different risks.

Invacuation or lockdown could be triggered if there is an urgent imminent threat, or as a precaution because of a threat in the vicinity for example a terror incident. There are other situations in which it might also be implemented

1. local air pollution due to a nearby fire or chemical release (smoke plume, gas cloud etc)
2. dangerous animal (usually a dog) in the grounds or roaming nearby
3. reported incident or civil disturbance in the area or local community that might affect the setting
4. an aggrieved, disturbed, or intoxicated person trying to gain access (this could be a parent or a stranger)
5. an intruder on the site
6. an internal threat

In an invacuation, everyone will usually be able to stay in their room and the day can continue as normal, just with everyone staying indoors.

Lockdown goes a step further, in that everyone on the premises – staff, children and visitors – are moved away from the potential danger to a place where they can't be seen from outside the building.

What happens during invacuation?

An invacuation will take the following shape:

1. A clear and safe way to signal to children, staff and visitors so they can easily identify as an invacuation signal. Ensure this is as quiet as possible but effective eg an amber or red piece of laminated card held up stating the word "INVACUATION" or "LOCKDOWN". Do not consider anything which makes loud noises which could alert the intruder.

2. If children are outside, staff should immediately take them to the nearest safe area inside the building

- Ensure there are 3 named roles who will do a final sweep to ensure all children and staff have reached the assembly point safely (lockdown assembly point, not fire assembly point)

3. All external doors and windows should be shut and locked as necessary

- o In the event of air pollution, air vents should be closed (where possible) as an additional precaution.

4. The register is taken to ensure all children are accounted for
5. The staff member in charge of taking the register must notify the office if any children are unaccounted for
 - Establish a safe and secure line of communication with other staff members and parents, such as intercoms, iPad, walkie talkies, landline or mobile with no camera and ensure the devices are on silent
 - You can communicate safely via email and text message to ensure minimal noise

Communication is a key aspect in these situations so make sure that all emergency numbers are close to hand (preferably inputted into mobile phones already). Note that any mobile phones containing staff personal contact details should be password protected to protect data in accordance with the Data Protection Act.

6. Everyone should remain where they are until the all-clear is given

What happens during a lockdown?

Settings should identify suitable lockdown areas to be used in serious incidents. A lockdown area should be large enough to accommodate the likely number of children and people who would need to use it.

Ideally, a lockdown area should also have

- a separate means of escape
- no windows or doors directly to the outside
- a lockable door

The steps taken will be the same as during an invacuation, but there should be an additional signal that lets people know the setting is in lockdown.

The doors and windows must be shut and locked, and blinds or curtains should be drawn. **Depending on the nature of the threat, children may be told to hide under their tables.**

Settings should identify a staff member who will be responsible for supervising each lockdown area.

Practising invacuation and lockdown

Settings should practise invacuation procedures in the same way that fire drills are held.

It's natural to worry that children will be alarmed or worried by practising invacuation, but settings must take care not to frighten children.

Try to keep the children as quiet and calm as possible, if needed sing quietly to the children using appropriate calm songs

Bomb Threat – upon receiving a message that a bomb has been planted in a setting

Immediate Action:

- Ask questions such as: where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, why the caller is doing this

- Listen closely to caller's voice and speech patterns and to noises in the background
- Notify the most senior member of staff
- most senior member of staff orders evacuation of all persons inside the building(s)
- most senior member of staff notifies police (call 999)

Evacuation Procedures:

- most senior member of staff warns staff (do not mention "Bomb Threat").
- Use standard fire drill procedures:
 - all must be evacuated to a safe distance outside of building
 - take register after being evacuated
- No one may re-enter the building(s) until the entire building(s) is declared safe by fire or police service
- Most senior member of staff notifies staff of termination of emergency

Advice for parents /carers in the event of a genuine invacuation or lockdown?

Generally, the advice given to parents is:

- Don't contact the setting as this could tie up the phone lines and interfere with calling the emergency services
- Don't go to the setting in person, as might get in the way of the emergency services
- Wait for the setting to contact you about when it's safe to collect your child, and where from.

Further Information

Bitesize Webinar Emergency Planning for Early Years
Weds 22 March 12:00 – 13:00 via Zoom FREE



Book here

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

Guidance

Emergency planning and response for education, childcare, and children's social care settings

This government guidance sets out how educational and childcare settings should plan for and deal with emergencies, including significant public health incidents and severe weather

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1114577/Emergency_planning_and_response_for_education_childcare_and_children_s_social_care_settings.pdf

Helping people in emergencies

www.royalgreenwich.gov.uk/info/200204/helping_people_in_emergencies

Emergency Planning and Business Continuity

www.royalgreenwich.gov.uk/info/200216/emergency_planning/867/emergency_planning_and_business_continuity

ProtectUK

You are also advised to download Protect UK App which provides advice and up to date information

www.protectuk.police.uk/guidance

<https://www.protectuk.police.uk/news-views/protectuk-app>



National Health Service – Urgent and Emergency care Services

www.nhs.uk/111



Environment Agency www.gov.uk/ea



Met Office www.metoffice.gov.uk



Health and Safety Executive www.hse.gov.uk



Department
for Education

Department for Education www.gov.uk/dfes



Ofsted www.gov.uk/government/organisations/ofsted

CHILDMINDER CASE STUDY

Emergency plan including personal emergency plan

One of our local childminders used her lockdown procedure when a gun hostage situation arose from domestic incident on the same street. You can read about her approach below

“The aim my service is to safeguard children in your care and to provide a safe environment.

In order to keep the children and myself safe I have developed the following procedure to evacuate my home in the event of an emergency. This may be as a result of a fire, flooding, gas leak etc.

I have 2 fire/emergency exits in the house and these are never obstructed. I regularly check smoke/carbon monoxide alarms (once a month)

The children will regularly practice the evacuation procedure with me so they will not be alarmed in the event of the situation being real. Practices will be carried out on different days of the week to ensure all children practice and the details recorded in the evacuation log along with any problem encountered and how these will be resolved in the future.

Emergency Evacuation Procedure

- Sound the alarm (call to the children and gather them up to leave)
- Evacuate the children using the safest and nearest exit available (Babies and non-walkers will be carried/Pushed in buggy/wheelchair to safety)
- Take: Emergency exit bag, this should include.
 - Attendance Record for the day
 - Contact numbers
 - Mobile phone
 - **All the above will only apply if safe to do so.**
- Assemble in a safe place
- Contact the emergency services
- Comfort and reassure the children
- Arrange safe place to stay with the children until parents can collect them
- Follow the instructions of the Emergency Services
- Do not return to the building until the Emergency Services have declared it safe to do so
- Contact parent/carers

Emergencies (other than fire)

In the event of any other emergency (other than fire) e.g., having to take a child to hospital or if I must go to hospital; I will take minded children's details with me to hospital including the signed medical permissions for medical treatment to be administered.

I will call upon my emergency carers (back up childminders) to assist in any way possible in an emergency. Some examples of ways that they may assist include; contacting parents while I comfort children, sit with children in my home until parents are able to collect.

My back up childminders details are contained on the emergency arrangements form that is signed and kept by parents/carers. I also store these phone numbers on my mobile phone. Children will meet and be familiar with my emergency carers (back up childminders).

In the event of emergency parents/carers must make arrangements to collect children as soon as possible.

Should my setting have to close due to fire or other emergency, I will assist parents/carers to find what alternative arrangements are available to families e.g. contacting Early Years and Childcare Advisors or Families Information Service for support possibly finding alternative childcare.

Terrorist attack or a volatile and dangerous situation

In the event of a terrorist attack or other volatile dangerous situation. All latest government guidance will be followed. Instructions by those in authority like the police, will also be followed at the time of the incident. Parents will be contacted as soon as it is safe to do so. If an incident happens that requires a lockdown of the property, then children will be kept away from windows and doors. All windows and doors will be locked. Parents and carers will be called to be informed of the situation when it is safe to do so. This may mean that they will be unable to collect their child straightaway and may need to wait until the authorities have given the go ahead for them to be able to safely collect their child.

Should I need to put this plan in action I will log any incident as a significant incident. This will be signed by parents. I will also inform the local authority Childcare Support team, OFSTED, my early years and childcare advisor, and my insurance company.”



Bitesize Webinar Emergency Planning for Early Years
Weds 22 March 12:00 – 13:00
via Zoom



FREE

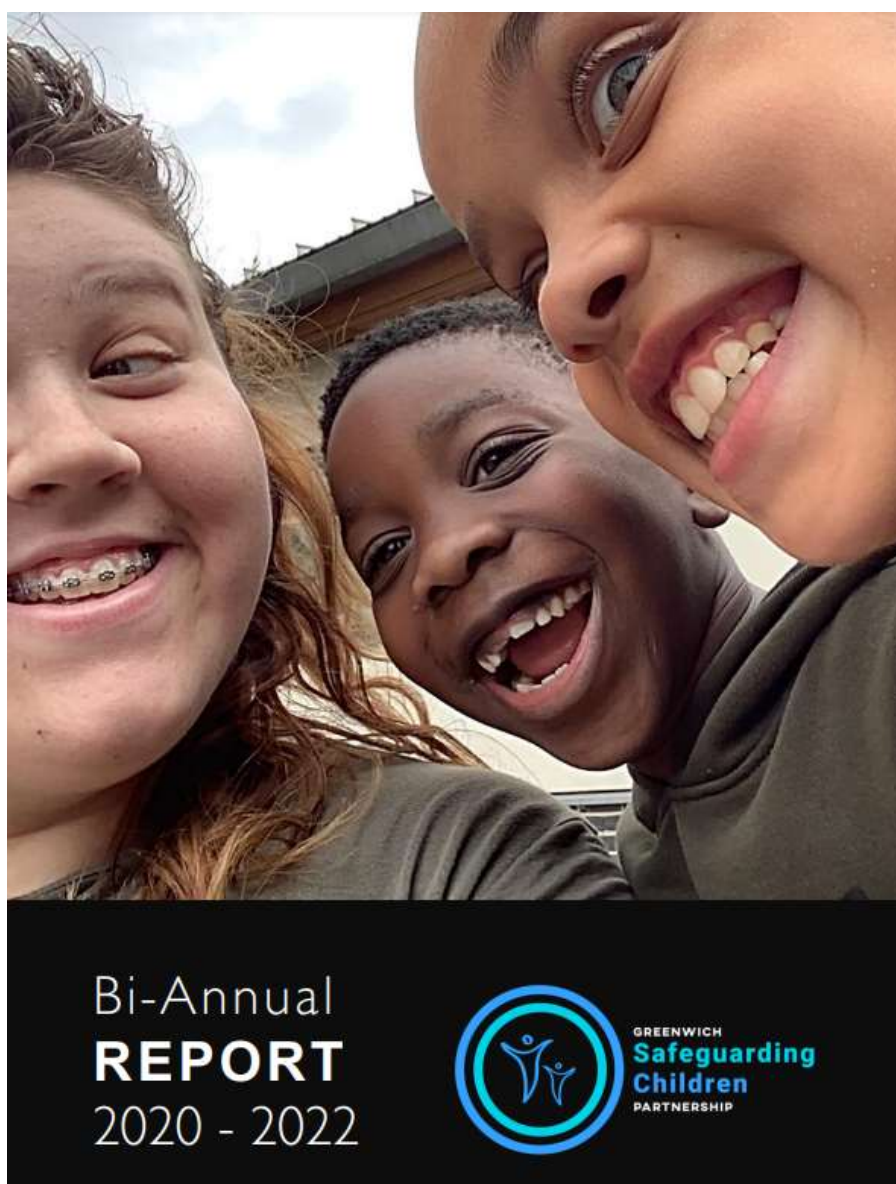


Book here

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



<https://www.greenwichsafeguardingchildren.org.uk/wp-content/uploads/2023/01/GSCP-Bi-Annual-Report-Final-2020-2022.pdf>



This report covers the work of the Greenwich Safeguarding Children Partnership (GSCP) during the period **April 2020 to March 2022** and outlines what the Partnership achieved on behalf of Greenwich's young residents throughout perhaps one of the most challenging periods for public services in recent history.

Though the Covid-19 pandemic has undoubtedly changed the world we live in, our responsibilities to ensure that our actions to prevent harm, abuse and neglect to Greenwich's young residents were in place remained.

Please take the time to read and share the report across your agencies.

A Local Child Safeguarding Practice Review (LCSPR) was undertaken in response to the death of two children, Child C and Child D who died as a result of a house fire in March 2021. The fire is believed to have been started by their mother who also died. Children C and D were known to several services in Greenwich.

There is learning from this tragedy for the partnership which may require some strengthening of practice for partners, but the review also identified some good practice from agencies working with the family. The findings from the review highlighted:

- The need for practitioners to think more holistically about families and consider all the presenting needs, including those of the adults in the family
- A recognition of practitioners' role and responsibilities for parents caring for children with disabilities and how legislation and guidance can support their work
- Assessment of the impact of domestic abuse whether current or historic and the emotional effects of that on family members
- The need for practitioners to be cognisant of the impact of intrusive thoughts and for these to be risked assessed at an early stage
- The importance of grasping children's day to day lived experiences and how their history, identity, and individual struggles shape this.
- Issues of intersectionality and the impact of multiple oppressions experienced by this family needed to be explored and understood
- The disruption to services caused by COVID meant that Mother's needs in relation to her own support were not adequately met

The good practice recognised by the review highlighted that despite the restrictions imposed by COVID the children were well supported in their schools and a variety of services were offered to support Mother's care of the children. There was a coordinated Team around the Child in place and strong plans in place that were reviewed regularly.

Nicky Pace
Independent Chair

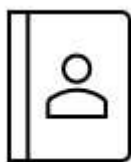
Published reviews

The Greenwich Safeguarding Children Partnership is committed to supporting a mutual and reflective learning culture within and across all partners.



We want to use this culture to bring about changes that will lead to an improved practice system for children and families and a reduction in child abuse and neglect. We know that because of the nature of child abuse, children may die or be seriously harmed even when practice is excellent and, in some cases, despite the excellent work being done by front line staff. We recognise that there is always room for learning and improvement and that there are situations where errors or failings within the system, or by individuals, may contribute to challenges in safeguarding children.

Much of our learning comes from cases. Historically this learning and our resources have been focused on safeguarding incidents that required formal statutory reviews. While we will continue to learn from these incidents, we will use our new freedom as a partnership to ensure that the way we capture the learning is proportionate and meaningful. This means that we may recommend a review by the national Child Safeguarding Practice Review Panel, commission a local child safeguarding practice review for publication, undertake a local multi or single agency learning review or consider whether a single or multi agency audit might provide the most useful learning.



We want to realign to focus more on capturing learning from 'no harm' incidents as well as good practice which is equally valuable and we will disseminate the findings a way that is most likely to bring about improvement in practice. Any practitioner, with agreement from their designated safeguarding lead, can refer things that do not meet the threshold for a serious safeguarding incident but which they believe are important for learning to the Learning from Practice Group.

Throughout all our work, we will seek to enable an evidence based process of learning that will shape and positively transform services in order to promote an effective safeguarding culture.

Children C & D, March 2021 (published February 2023)

- [Children C & D Local Child Safeguarding Practice Review Report](#)
- [Children C & D 7 Minute Briefing](#)

Child DA, March 2020 (published November 2021)

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

Child B, December 2020 (published January 2022)

- [Child B – Child Safeguarding Practice Review Report](#)
- [Child B 7 minute briefing](#)

Child A, September 2019 (Published December 2020)

- [Child A – Child Safeguarding Practice Review Report](#)
- [Child A 7 minute briefing](#)

Child Z, April 2018 (Published November 2021)

- [Child Z – Serious Case Review Report](#)
- [Child Z 7 minute briefing](#)

Young Person X, May 2017 (Published May 2018)

- [Young Person X – Serious Case Review report](#)
- [Young Person X – Serious Case Review factsheet](#)

Child V, November 2016 (Published October 2017)

- [Child V – Serious Case Review report](#)
- [Child V – Serious Case Review factsheet](#)

Child U, September 2016 (Published May 2017)

- [Child U – Serious Case Review report](#)
- [Child U – Serious Case Review factsheet](#)

All published case reviews are held on the national repository which can be accessed via the [NSPCC Learning Webpages](#).



Child Safeguarding Practice Review
Panel

Annual Report 2021

Patterns in practice, key messages
and 2022 work programme

<https://www.gov.uk/government/publications/child-safeguarding-practice-review-panel-annual-report-2021>

This is the third annual report from the independent Child Safeguarding Practice Review Panel. It looks at the child safeguarding system, based on serious child safeguarding incidents occurring between 1 January and 31 December 2021. It sets out patterns in practice for national government and local safeguarding partners to better protect vulnerable children.

Here is a webinar link to: Key practice themes to make a difference in protecting children from abuse and neglect

<https://youtu.be/UGhOzojXAjg>

Microsoft Teams

WEBINAR: Child Safeguarding Practice Review Panel

2023-02-16 12:35 UTC

Recorded by
MAKELE, Amina

Organized by
MAKELE, Amina

Play (k)

0:01 / 42:34

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



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

Register here for our newsletter

Name *

Enter your name

Email *

Enter your email

Interest

You can select one or more interest groups below

Select

Submit

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

NSPCC
Learning

Sign up to NSPCC newsletter safeguarding here

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

Royal Greenwich Children's Services

Useful Safeguarding Contacts and Telephone Numbers

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's/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation, and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
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