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- ⚙ Summer Mental Health & Wellbeing
- ⚙ Tick Bites
- ⚙ Home Learning & Early Language: Learning Environments & ShREC approach
- ⚙ Free Solihull Parenting Courses
- ⚙ 2 Year Integrated Review
- ⚙ Autumn Training programme
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What's in the July edition

- ⚙ Remembering Pamela Douglas
- ⚙ Child Bereavement
- ⚙ Service Level Agreement & New Terms
- ⚙ 30 hours
- ⚙ Holiday Food & Fun
- ⚙ Royal Greenwich Local Area SEND Inspection report
- ⚙ Equality & Equity Charter
- ⚙ Safeguarding Black, Asian & Minoritised Children

Keeping Children Safe

- ⚙ GSCP Thresholds Document
- ⚙ Letter from Metropolitan Police
- ⚙ Safeguarding Bitesize Webinars
- ⚙ Learning from Case Reviews
- ⚙ NSPCC Learning updates – Child Mental Health / Child Sexual Exploitation
- ⚙ 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 \(royalgreenwich.gov.uk\)](#)

A sad farewell to Pamela Douglas

A wonderful Greenwich Childminder since 2006



A message from Pam's family

It is with such sadness that we announce the passing of Pam Douglas who left us on Monday 17th July 2023 in her home. Pam was a childminder for over 18 years and worked right up to the day of her passing.

She welcomed so many families through her doors and never lost touch with parents. Pam has had a huge impact on the lives of so many individuals in the borough and beyond. Her pride showed within her home setting, where so many children developed from their outstanding environment and from the activities and sessions that Pam set up.

At 78 years old, Pam was a force to reckon with when it came to education and development. There is not a family that crossed her path that did not fall in love with her warmth, kindness and heart.

Pam will be dearly missed by her family, friends, parents and of course her childminding children and colleagues. Pam is survived by her daughter Sue, granddaughter Keighley, grandsons Kyle, Aaron, Ethan, Freddie and Theo and her great granddaughters, Raiyah and Riviah. May Pam rest in peace as she joins her late son Steven.

If you knew Pam and would like to attend her memorial in September, please email childcare-support@royalgreenwich.gov.uk



<https://www.childbereavementuk.org/supporting-bereaved-children-and-young-people>



<https://youtu.be/imu3pRNQnDs>

Children and young people grieve just as much as adults but they show it in different ways. They learn how to grieve by copying the responses of the adults around them, and rely on adults to provide them with the support they need in their grief.

Guidance that may be helpful:

- [Telling a child that someone has died](#)
- [Remembering someone who has died](#)
- [When a parent has died](#)
- [Stepparenting where a biological parent has died](#)

How might bereaved children react and what may help?

Children and young people have a limited ability to put feelings and thoughts into words and tend to show feelings with behaviours rather than words. Reactions will vary greatly as children absorb and process information in different ways at different ages.

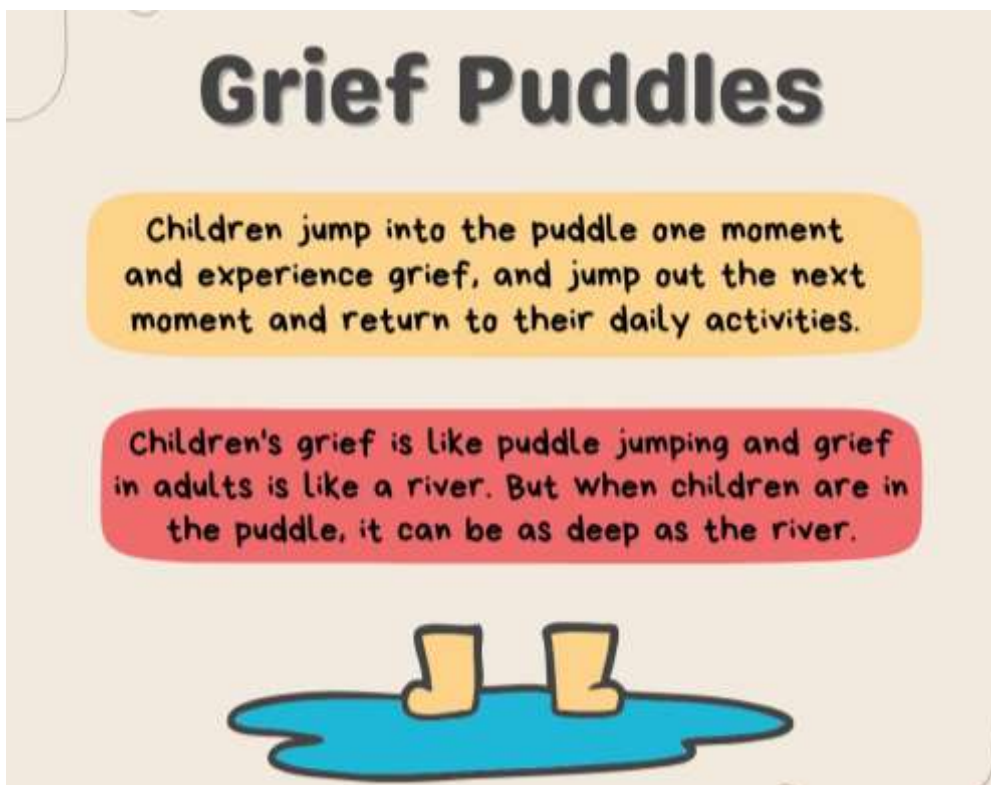
The following reactions are common, and are likely to settle over time with reassurance, acknowledging what has happened and their feelings, giving them clear and age-appropriate information, and keeping to normal routines.

Picking up on tension and distress

Children pick up on tension, distress or anxiety in adults, and may mirror this in their own behaviour. Even babies sense that something important is missing, and may cry more than usual. Children of all ages may be clingy or unsettled.

Appearing not to react

Children under 6 years old do not understand that death is permanent. Children cannot handle strong emotions for long periods, and may jump quickly in and out of grief ('puddle jumping'). When told that someone important has died, some children may look blank and ask 'can I play' or 'what's for tea?' They may have heard, but they are not able to process what that means yet. They may react later with sudden crying, outbursts, changes in behaviour or asking questions.



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



Asking questions and exploring what death means

Children may ask repeatedly: “When’s Nanny coming back?” or “Where has she gone?” even though they’ve been told clearly what has happened. They may hunt everywhere for a ‘lost’ person, and so a clear explanation of what ‘died’ means may help. Children may play games where the person dies, or is still alive. They may seem fascinated with death, play-act about death or ask repeatedly about it. All of these are ways that children show that they are processing their understanding of what has happened.

Feeling anxious or insecure

When someone dies, a child’s sense of safety is rocked. They may not want to leave you, and may cling to you or follow you everywhere. They may behave as if they are younger: being very quiet or tearful, having temper flare-ups, sucking their thumb, being reluctant to do things they used to do with confidence, or wetting the bed.

Try to keep to normal routines which will help them feel safe, and keep them informed about plans for the days ahead. Tell them who will take them to school or activities. If you need to leave them, tell them when you will be home, or who will be looking after them.

Include them in simple decision-making that affects them. If the person who died was ill, address any fears about the illness (for example that it is not catching), and reassure them that you are not ill and not leaving them.

Anger

Anger and other strong emotions are natural reactions to sad or shocking news, and some children and young people may not be able to understand or manage their own feelings. They may feel angry at the person who died, at family, at themselves or at the world in general.

It can help to tell them it is understandable for them to be angry, as long as they don’t hurt themselves or anyone else. Safe ways to release anger include hitting cushions, vigorous physical exercise, messy painting sessions, or going outside to shout very loudly.

Another idea is a ‘safe zone’ where they can go to calm down. This could be a quiet corner with familiar items that help them to feel safe.

Looking after adults or feeling responsible

As children realise that death is permanent, they also become aware that it happens to other people including themselves. They may be protective and try to look after their important adults and siblings. They may feel that they were somehow responsible for the death.

Primary aged children may show ‘magical thinking’ where they think ‘if I do this, Dad will come back’. They may behave very well to compensate for what’s happened, or be less well-behaved because they feel angry or guilty.

Denying what has happened or taking risks

Bereavement can be overwhelming, and can bring huge changes, alongside other challenges that young people face as they grow up. They may want to forget or deny the death or how strongly they feel. They may feel ‘what’s the point?’ with school or social activities. Some young people may be impulsive or take risks, in an attempt to get back some control in a life that for them currently feels very out of control.

What helps grieving children and young people

Every child is unique and will cope with the death of someone important in their own way. There is no magic formula but things that help include:

- Clear, honest and age-appropriate information
- Reassurance that they are not to blame and that different feelings are OK
- Normal routines and a clear demonstration that important adults are there for them
- Time to talk about what has happened, ask questions and build memories
- Being listened to and given time to grieve in their own way

Further information

More about how children and young people grieve, and what helps:

- [Children's understanding of death at different ages](#)
- [How children and young people grieve](#)
- [How can I support a grieving child?](#)
- [Supporting bereaved children under 5 years of age](#)
- [Supporting bereaved children and young people with special educational needs](#)
- [Building resilience in bereaved children and young people](#)
- [When a grandparent dies - the impact on children and young people](#)
- [Being a kinship carer to a bereaved child](#)
- [When a child doesn't remember someone who has died](#)



<https://www.cruse.org.uk/understanding-grief/grief-experiences/children-young-people/>

Children and young people experience the same sorts of feelings as adults when someone dies. But they may express them differently.

Service Level Agreement 2023/25

Please sign by end of the Summer Term

Read and sign SLA here by scanning QR Code or clicking or copying either of the links

[Read the SLA](#)

Sign the SLA ↓



<https://forms.gle/E9Px2gNPVfrbdUCW8> or <https://tinyurl.com/SLA-2023-25>

Terms	School Term dates 2023 to 2024	Funded weeks
Autumn 2023	Term time: Monday 4 September to Friday 20 October 2023 Half-term holiday: Monday 23 October to Friday 27 October 2023 Term time: Monday 30 October to Thursday 21 December 2023 Christmas and New Year holiday: Friday 22 December 2023 to Friday 5 January 2024	less 2 INSET Days 14 weeks
Spring 2024	Term time: Monday 8 January to Friday 9 February 2024 Half-term holiday: Monday 12 February to Friday 16 February 2024 Term time: Monday 19 February to Thursday 28 March 2024 Easter holiday: Friday 29 March to Friday 12 April 2024	11 weeks
Summer 2024	Term time: Monday 15 April to Friday 24 May 2024 (except May Day Bank Holiday on 6 May) Half-term holiday: Monday 27 May to Friday 31 May 2024 (Spring Bank Holiday on 27 May) Term time: Monday 3 June to Wednesday 24 July 2024	less 3 INSET days 13 weeks
	Term dates include INSET dates	195 days 39 weeks
	Less 5 INSET days over the year for staff training <i>You choose when you take them (dates are indicators only)</i>	190 days / 38 weeks

FUNDING CLAIMS SUBMISSION: HEADCOUNT & CENSUS DATES 2023/24

Autumn 2023: 1 September to 31 December
School Term Dates: Monday 4 September to Thursday 21 December 2023 (less 2 INSET days)

Main Funding Claim Period Open for Submission

From Friday 8 September to Friday 13 October 2023

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

**Autumn 2023
Headcount Day**

Thursday 5 October

- Pupils must be in your setting on **Thursday 5 October** to make a funding claim
- All amendments must be submitted by Friday 13 October
- Any late starters and leavers during the term after headcount must be notified to eyc-funding@royalgreenwich.gov.uk by email

Spring 2024: 1 January to 31 March
School Term Dates: Monday 8 January to Thursday 28 March 2024

Main Funding Claim Period Open for Submission

From Monday 8 January to Friday 26 January 2024

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

**Spring 2024
Headcount
* EY Census Day**

Thursday 18 January

- Pupils must be in your setting on **Thursday 18 January** to make a funding claim
- All amendments must be submitted by Friday 26 January
- Any late starters and leavers during the term after headcount must be notified to eyc-funding@royalgreenwich.gov.uk by email

Summer 2024: 1 April to 31 August
School Term Dates: Monday 15 April to Wednesday 24 July (less 3 INSET days)

Main Funding Claim Period Open for Submission

From Monday 15 April to Monday 20 May 2024

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

**Summer 2024
Headcount Day**

Thursday 16 May

- Pupils must be in your setting on **Thursday 16 May** to make a funding claim. Please submit main claim by this date.
- All amendments must be submitted by Monday 20 May
- Any late starters and leavers during the term after headcount must be notified to eyc-funding@royalgreenwich.gov.uk by email

2023-2024 Early Years & School Calendar

AUTUMN 2023						
September 2023						
Su	M	Tu	W	Th	F	Sa
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SPRING 2023						
December 2023						
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April 2024						
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May 2024						
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SUMMER 2024						
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July 2024						
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August 2024						
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25	26	27	28	29	30	31

School Year 38 weeks
Autumn 14 weeks
Spring 11 weeks
Summer 13 weeks
School holidays
Bank Holidays
Headcount Day
Less 5 INSET days



Apply now, if you
want 30 hours **free**
in September 2023

Bring the code to us in good time to help us plan
and allocate a place for your child

Apply for a 30 hours code
in good time. **Do it before**
the end of term and no
later than 31 August 2023
childcarechoices.gov.uk



Childcare
Choices

free early
learning

ROYAL borough of
GREENWICH



HM Government



Apply for a 30 hours code in good time. Do it before the summer holidays.

childcarechoices.gov.uk



Last chance to apply for your 30 hours code for September.

childcarechoices.gov.uk

For more information, please contact Families Information Service

www.royalgreenwich.gov.uk/fis fis@royalgreenwich.gov.uk 020 8921 6921



HM Government



FREE HOLIDAY MEALS

During the school summer holidays, children can pick up free holiday meals from libraries, leisure centres and play centres in Royal Greenwich.

From Monday 24 July to Friday 25 August, any child can pick up a nutritious packed lunch from sites across the borough. There are no forms or fuss - simply turn up, tuck in, and enjoy.

The pickup locations will also be hosting a range of fun activities for children to get involved with, allowing parents to take a breather this summer.

[Find your closest library or leisure centre and check their serving time.](#)

Royal Greenwich
HOLIDAY
FOOD and FUN

Children who receive benefits-related free school meals can get a free holiday club place in Royal Greenwich.

With Holiday Food and Fun there are activity clubs across the borough ready to provide everything from football to arts and crafts, at no cost to parents.

No need to worry about what to do with the kids outside of school – sign up now!

royalgreenwich.gov.uk/holidayfoodandfun



What is a Local Area SEND Inspection?

<https://www.gov.uk/government/publications/local-area-send-inspections-information-for-families>

Read the Royal Greenwich Ofsted Report here

<https://reports.ofsted.gov.uk/provider/44/80495>

Royal Greenwich SEND services and partnerships were inspected on 11 May 2023 and the report was published on 11 July 2023. The report confirms that SEND arrangements ‘typically lead to positive experienced and outcomes for children and young people with SEND’. This is the highest possible rating under the new inspection framework introduced earlier this year.

The report highlights some excellent partnership work, including:

- The voice of children and young people, parents and carers ‘is heard loud and clear in Greenwich’. Children and young people with SEND and their families in Greenwich are ‘front and centre of the local area partnership’s work’
- Children and young people’s needs are consistently identified in a timely way across education, health, and care.
- Schools and nursery settings have access to a wide range of professionals to support them in identifying and meeting needs. School leaders have swift access to support services for children and young people with SEND. Strong and embedded relationships with services across education, health and care mean that children and young people’s needs are met effectively
- Children and young people with SEND receive the right support at the right time and in the right place to meet their needs. This is because services and professionals think creatively and work together.

Quote from the Report

What is it like to be a child or young person with SEND in this area?

Children and young people with SEND and their families in Greenwich are front and centre of the local area partnership’s work. Everyone has the best interests of the children and young people at heart. The culture here is one of working together to secure the best possible outcomes for children and young people.

The voice of children and young people, parents and carers is heard loud and clear in Greenwich. Members of the Greenwich parent carer forum are valued and listened to by leaders across the partnership. They said that they feel leaders walk with them on their journey.

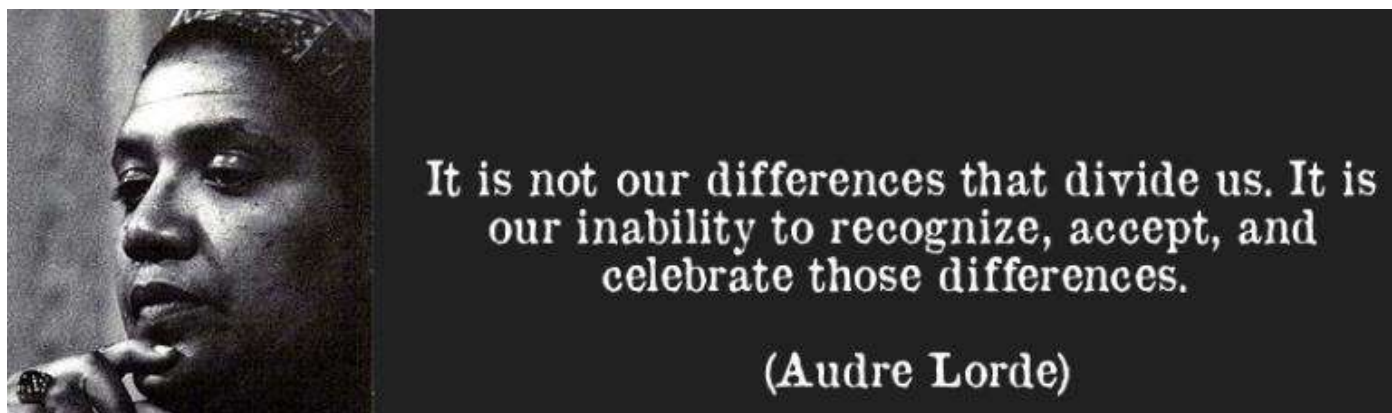
Children and young people’s needs are consistently identified in a timely way across education, health and care. Education providers often act as a lynch pin for coordinating support from different services.

Practitioners know children and young people well and understand how to best meet their needs. This is because they share expertise and contribute to one another’s training. Professionals regularly go the extra mile to make sure that children and young people’s needs are met effectively.

Children and young people with SEND receive the right support at the right time and in the right place to meet their needs. This is because services and professionals think creatively and work together.

FAIRER SAFER ACCESSIBLE INCLUSIVE

Have you signed up yet to the Equality and Equity Charter?



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

[Sign our Equality and Equity Charter | Royal Greenwich Equality and Equity Charter | Royal Borough of Greenwich](#)

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

All early years and childcare providers are 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 →



Equality and Equity



Join our **Equality Diversity & Inclusion Training**

Saturday 4 November 2023 9:30 – 12:00

Email eyc.training@royalgreenwich.gov.uk to reserve your place

Read NSPCC [Safeguarding children who come from Black, Asian and Minoritised ethnic communities](#)

Establishing anti-racist and anti-discriminatory practices

Many children and young people who come from Black, Asian and Minoritised ethnic communities experience racism, bias, stereotyping or cultural misunderstanding as they grow up. It might happen at an individual, institutional or societal level and might be displayed consciously or unconsciously.

This can result in some children being more likely to come to the attention of child protection services, while other children are less likely to receive effective support (Nuffield Foundation, 2020).

When we talk about people from Black, Asian and Minoritised ethnic communities we're referring to a wide range of people from a variety of backgrounds with different individual experiences, including different experiences of racism. This includes groups such as Gypsy, Traveller and Roma communities.

To make sure children from Black, Asian and Minoritised ethnic communities get the help and support they need, the adults working or volunteering with them and their families need to:

- understand the challenges they face
- build trusting relationships

- take appropriate action to help keep children safe
- use a strength-based approach to empower parents and carers from Black, Asian and Minoritised ethnic communities to take steps to keep their children safe.

Understanding racism, bias and stereotypes

Everyone has beliefs and prejudices about other people that are formed with or without our conscious awareness.

Unconscious bias might take the form of:

- racist stereotypes
- confirmation bias (seeking or favouring information that confirms your existing beliefs)
- judging people according to first impressions.

This might result in people making harmful generalisations about specific communities, or generalising all ethnic minorities as having similar traits, practices and beliefs. This in turn is likely to result in children and families not receiving the appropriate level of support and protection.

Unconscious bias

TYPES OF UNCONSCIOUS BIAS



If adults working or volunteering with children are unaware that they have unconscious bias or do not act to mitigate it, this may have a negative impact on their ability to identify and respond appropriately to child abuse (IICSA, 2020).

For example, practitioners may sometimes have preconceived concerns about whether a child's parents or carers are legal immigrants (IICSA, 2020). By focusing on the parents' residency rather than their child's welfare, practitioners might not consider the lived experience of that child and miss indicators of abuse.

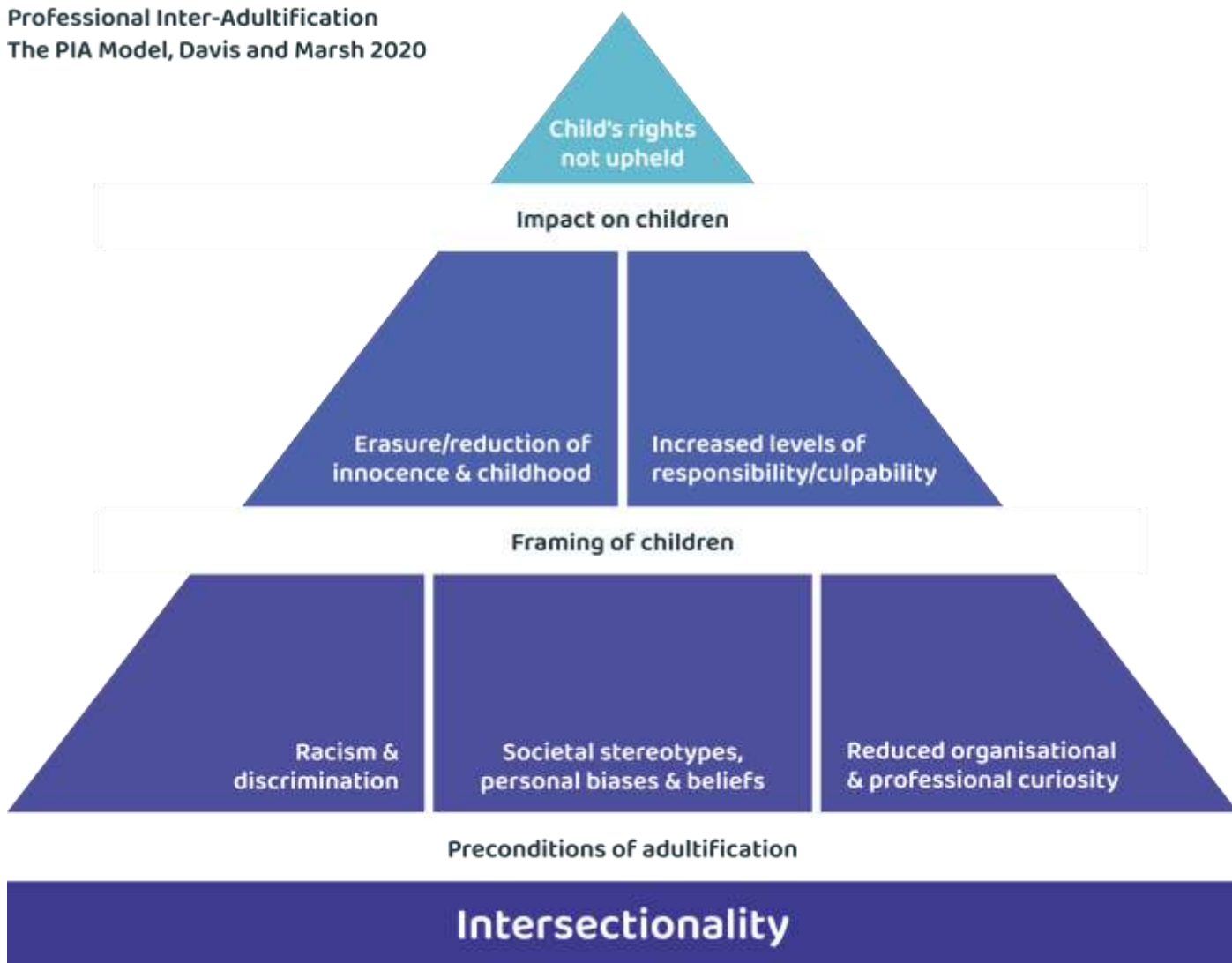
Unconscious bias might also lead practitioners to interpret behaviour differently depending on the ethnicity of the person displaying it. For instance, if a child from a Black, Asian and minoritised ethnic communities

shows fear around a family member, this may be interpreted as a cultural expression of respect rather than an indicator of abuse (SCRA, 2017).

Practitioners might also have unconscious bias about who experiences different types of abuse, for example by connecting specific abuse types with specific groups of people. Without acknowledging and challenging these perceptions, practitioners might overlook the risk to children who do not fit the stereotype.

Adultification

Professional Inter-Adultification
The PIA Model, Davis and Marsh 2020



Adultification is a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'streetwise', more 'grown up', less innocent and less vulnerable than other children. This particularly affects Black children, who might be viewed primarily as a threat rather than as a child who needs support (Davis 2022; Davis and Marsh, 2020; Georgetown Law Center on Poverty and Inequality, 2019).

Children who have been adultified might also be perceived as having more understanding of their actions and the consequences of their actions. For example, an analysis of case reviews found that practitioners assumed Black boys who were involved in gangs would be able to protect themselves from harm, even after they had been reported missing from home or care. This resulted in the practitioners not acting to protect the boys from sexual exploitation, youth violence and drug and alcohol misuse (Bernard and Harris, 2019).

Overlooking child protection concerns

Having conscious or unconscious bias can lead to professionals not taking child protection concerns about children from Black, Asian and Minoritised ethnic communities as seriously as they might do for children from other communities. Professionals might dismiss certain behaviours or practices as being part of that community's culture and as a result not take the necessary protective action (IICSA, 2020).

Some practitioners might worry about being perceived as culturally insensitive or racist if they raise concerns about children in Black, Asian and Minoritised ethnic communities. This can also lead to them ignoring child protection concerns (IICSA, 2020; SCRA, 2017). Because they are worried about stereotyping, some people might try not to acknowledge another person's race or ethnicity. They might believe this helps them treat everyone equally. But this can result in practitioners applying a 'universal' approach to all families, without considering or finding out about parenting practices and beliefs in the child's family and culture (SCRA, 2017). This can prevent practitioners from asking open questions about a child's lived experiences, building up a picture of the child's life and identify any concerns.

Learning for practitioners: anti-discriminatory practice

There are steps you can take to mitigate conscious and unconscious bias in your direct work with children and families.

Make sure the needs of each individual child remain paramount. All children are vulnerable and need protection and support.

If a child is displaying behaviour perceived to be challenging, consider the reasons behind it and explore what is happening in their life that might be having an impact on them.

When you're carrying out risk assessments with children and families from Black, Asian and Minoritised ethnic communities, make sure:

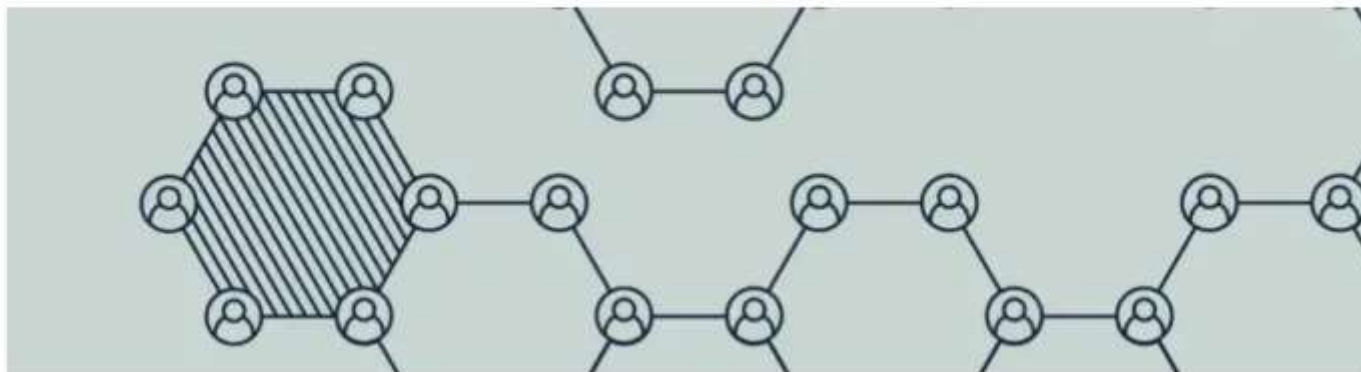
- you use the same process for all children
- you include all the factors that affect the child's life
- your decisions are evidence-based.

Acknowledge that child-rearing practices may be different between and within communities. Find out about the practices and beliefs being followed by each child's parents or carers, and consider how this may impact on the child's safety (Bernard and Harris, 2019). Talk and listen to parents and carers to understand what's happening in their family and empower them to make decisions that will help keep their child safe.

You might find it helpful to find a 'critical friend' who can help you reflect on how you work with people who are different from you and in situations that make you feel less comfortable. Discuss the reasons behind the actions you've taken and what impact those actions have had. This can help you recognise and stay aware of your biases, think about how these could be managed and make sure your decisions are always in the best interest of the child (Community Care, 2019).

CONTAINS STRONG LANGUAGE

A Guide to Talking About Racism



<https://reframingrace.org/data/csl/>

How can we speak clearly and powerfully about racism?

Which terms should we embrace or replace?

This practical guidance written by Dr Sanjiv Lingayah and Nina Kelly draws on Reframing Race's original, ground-breaking qualitative and quantitative (20,000+) studies to equip campaigners and advocates with effective ways of talking about racism.

<https://reframingrace.org/site/assets/files/1220/containsstronglanguagejuly23.pdf>

New ways of
talking about racism
can lead to
new ways of listening

Terminology

Definition

'Race'

'Race' is a socially constructed concept used to group humans, often based on physical appearance. 'Race' was constructed as a hierarchal system of classification to identify and differentiate some groups, in order to elevate some and marginalise others.

We use quote marks because 'race' has no basis in science and therefore it should not be used as if it is meaningful (e.g., 'her race is Black/white' is a meaningless statement in both instances). Sometimes it is necessary to use the term 'race' because this false category is vital to the practice of racism and differential treatment based on racial categorisation.

A related concept to 'race' is ethnicity – used to describe people who share a common history, geography and culture. Ethnicity can be self-selected, whereas 'race' is more usually imposed by others to classify groups in a hierarchy. However, ethnic categories are also socially constructed. And they can be intertwined with or become racial categories, e.g., African-Caribbean, Indian and Muslim, and can also be a basis for racist discrimination.

Racism	Racism is the ideologically based practice of classifying humans into a racial hierarchy which informs, requires and justifies actions and inactions – e.g., by legislators, decision-makers or individuals – that tend to harm Black and Minoritised people and help white people. Institutional racism (or institutionalised) racism refers to unjust policies, procedures and prevailing social rules that tend to harm or work less well for Black and Minoritised people and to work in favour of white people.
Structural racism	Structural racism refers to the legacies of historical, cultural, economic, political, legal and psychological arrangements that still today normalise and legitimise racism and racial inequity. It manifests in multiple ways, for example in harmful and false depictions of ‘Black criminality’ in the news and popular culture.
Systemic racism	Systemic racism describes the ways that individual (interpersonal), institutional and structural racism jointly produce relative harms to Black and Minoritised people and relative help to white people. These systems are so deeply set that to reset them requires fundamental, transformational change.
Anti-racism	Anti-racism is the practice of identifying and ending racism by changing the values, structures and behaviours that enable it. ² Race equity Race equity is the work of ending racial disparities and breaking the link between life outcomes and ‘race’ or ethnicity. Race equity builds on anti-racism because it focuses on treating people in an appropriate way – not necessarily in the same way – in order to overcome inequitable outcomes.
Racial justice	Racial justice is a vision for a world transformed beyond recognition. It marks a future beyond ‘race’, racial hierarchy, racism and racial inequities, where proactive measures, structures and systems to ensure racial equity are normalised to allow Black and Minoritised and all people to thrive.
Black and Minoritised people	<p>Different ethnic groups experience racist ideologies, practices, and impacts in distinct ways. Among the populations that are negatively affected are individuals of African, Caribbean, East Asian and South Asian backgrounds, as well as populations that ‘pass’ as white, such as Gypsy, Roma and Traveller people and Jewish people. In many instances it is most helpful to be specific about which populations are harmed by particular race inequities – for example, poverty rates in the UK are highest for people of Bangladeshi and Pakistani background. However, it is important to recognise that racism as a system of practice based on racial hierarchy has negative impacts across multiple populations, and sometimes it is important to collectively name this group.</p> <p>There is no consensus among the public or activists about how to describe such a heterogeneous group. The term that we use in this report is ‘Black and Minoritised’. This draws attention to ‘Blackness’, which today mostly refers to people with (sub-Saharan) African ancestry but historically in Britain was used to name a broader political alliance – including people with roots in Africa, the Caribbean and South Asia. The term ‘Minoritised’ points to the active processes of marginalisation involved in racist practice, including the unequal allocation of power, resources and status.</p>

Embrace	Replace	Reflections
Talk about people, e.g., 'ethnic minority people' rather than ...	'Ethnic minorities'	'Ethnic minorities' and other whole-population descriptors (e.g., 'Blacks') can dehumanise people who experience racism.
Talk about the 'multi-ethnic working class' or 'working-class people of all ethnicities. If a specific point needs to be made about white people say, 'working-class people who are white' rather than ...	'The white working class'	The political discussion that wrongly excludes Black and Minoritised people from this class group falsely divides the interests of all working-class people along racial lines.
When naming the vested interests in maintaining the status quo talk about the 'powerful few' whose interests are served rather than ...	'The wealthy elite'	The phrase 'the wealthy elite' can trigger antisemitism and feed the conspiracy theories of far-right white nationalists.
Talk about the 'ideology of racism' or the 'practice of racism' and about where the harms caused by racist ideology and practice manifest, e.g., in schools, hospitals and the workplace, rather than ...	Overuse of the standalone term 'racism' (without additional information or context)	The blanket term 'racism' can obscure its different aspects and meanings and make it seem like an unavoidable 'fog'.
Talk about 'race' only in the context of racism, e.g. 'We all deserve equitable treatment, regardless of "race"', rather than ...	Use of 'race' to describe a person or people.	'Race' as a concept is entirely socially constructed and only meaningful in relation to racism. Therefore, phrases such as 'the Black race' or 'her race was Asian' have no meaning.
Resist reinforcing the racist connotations attached to whiteness versus blackness in language.	Use of phrases like 'denigrated', 'black mood', 'dark times', or 'whiter than white'.	Associating whiteness with purity, cleanliness and goodness and blackness with evil and destruction serve to reinforce harmful tropes and the constructed racial hierarchy in which Black and Minoritised people are pushed to the bottom.

Embrace	Replace	Reflections
Using the adjective 'ethnic' correctly to mean 'related to ethnicity', rather than ...	Incorrectly using 'ethnic' to mean minority ethnic or non-white.	Terms like 'ethnic clothing' in fact have no meaning. Further, using 'ethnic' as a misguided and unnecessary euphemism e.g., for 'Asian' or 'African', contributes to the 'othering' of these identities.
Normalise dark skin and blackness as a human standard, rather than ...	Using 'nude' or 'skin colour', when in fact you mean only white skin. Using images or visual descriptions (e.g., blushing red, ashen faces or lips turning blue) that apply only to white people.	Applying something that relates only to white-skinned people as a universal standard for all humans contributes to the 'othering' of Black and Minoritised people.
Not defining people only by their experiences of racism, rather than ...	Referring to 'victims of racism'.	It is not helpful or desirable to centre the victimhood of those who experience racism, as it can unwittingly strip away dignity, personhood and agency.



Summer is the perfect time to consider your mental well-being, the sun is out and it's easy to get out and about. Below are 5 steps which might help to inspire you:

1. Connect with the people around you: your family, friends, colleagues and neighbours. Spend time developing these relationships – maybe by spending the day together. Taking time to strengthen and broaden relationships is good for your wellbeing, and good for the wellbeing of the other people involved.
2. You don't have to go to the gym to be active. Take a walk, go cycling or play a game of football. Find the activity that you enjoy and make it a part of your life. Summer is perfect for swimming or playing tennis on the park.
3. Learning new skills can give you a sense of achievement and a new confidence – so try something new – learn a language, art or craft skill, practice your makaton!
4. Even the smallest act of generosity can count - whether it's a smile, a thank you or a kind word. Larger acts, such as volunteering at your local community centre, can improve your mental wellbeing and help you build new social networks.
5. Be more aware of the present moment. Some people call this awareness "mindfulness", and it can positively change the way you feel about life and how you approach challenges.

It can be easy to rush through life without stopping to notice the truly important things in life. Paying more attention to the present moment – to your own thoughts and feelings, and to the world around you – can improve your mental wellbeing. By becoming more aware of the present moment means you will notice the sights, smells, sounds and tastes that you experience, as well as the thoughts and feelings that occur from one moment to the next.

For more information on mental well-being visit websites below

<https://www.nhs.uk/Conditions/stress-anxiety-depression/Pages/improve-mental-wellbeing.aspx>

<https://www.barnardos.org.uk/blog/5-tips-maintaining-good-mental-health-during-summer>

<https://www.educationsupport.org.uk/resources/>



Save the Children Website

<https://www.savethechildren.org.uk/what-we-do/coronavirus-information-advice/relaxation-exercises-to-do-at-home-with-your-kids>

Relaxation Activities PDF

<https://www.savethechildren.org.uk/content/dam/usa/reports/emergency-response/stress-busters-from-our-heart-program.pdf>

FLOWER AND CANDLE

A simple exercise that encourages deep breathing – a way to relax.

Pretend you have a nice smelling flower in one hand and a slow burning candle in the other.

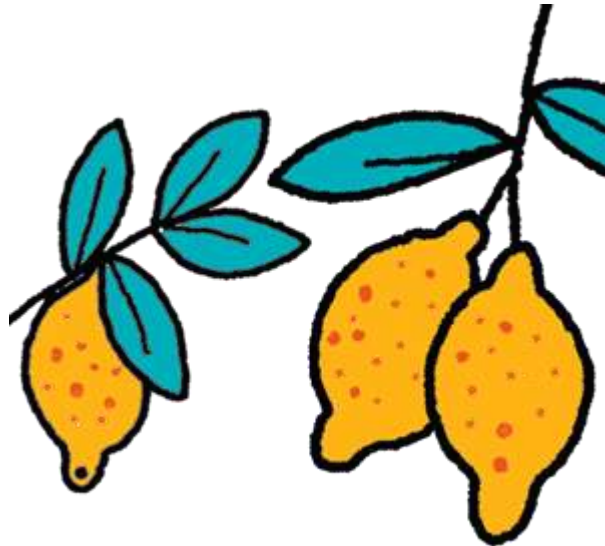


- Breathe in slowly through your nose as you smell the flower.
- Breathe out slowly through your mouth as you blow out the candle.
- Repeat a few times.

This exercise releases muscle tension.

you have a lemon in your hand.

- Reach up to the tree and pick a lemon with each hand.
- Squeeze the lemons hard to get all the juice out – squeeze, squeeze, squeeze.
- Throw the lemons on the floor and relax your hands.
- Then repeat, until you have enough juice for a glass of lemonade!
- After your last squeeze and throw, shake out your hands to relax!



LEMON

LAZY CAT



This exercise releases muscle tension.

Pretend you are a lazy cat that just woke up from a lovely long nap.

- Have a big yawn.
- And a meow.
- Now stretch out your arms, legs and back – slowly like a cat – and relax.

This exercise releases muscle tension.

Pretend you are a feather floating through the air for about ten seconds.

- Suddenly you freeze and transform into a statue. Don't move!
- Then slowly relax as you transform back into the floating feather again.
- Repeat, making sure to finish as a floaty feather in a relaxed state.

FEATHER/STATUE



STRESS BALLS

This exercise releases muscle tension and massages your hands.

Make your own stress ball(s) by filling balloons with dry lentils or rice.

- Take the ball(s) in one or both hands and squeeze and release.
- Experiment with squeezing the ball.
- Find a way that is right for you, adjusting the speed, pressure, and timing of your squeezes to whatever way you like.



This exercise releases muscle tension.

Pretend you are a turtle going for a slow, relaxed turtle walk.

- Oh no, it's started to rain!
- Curl up tight under your shell for about ten seconds.
- The sun's out again, so come out of your shell and return to your relaxing walk.
- Repeat a few times, making sure to finish with a walk so that your body is relaxed.

TURTLE



Here is a two-week calendar with daily mindfulness activity suggestions. The simple, short activities encourage children to focus on what's around them to find a sense of calm.

<https://mentallyhealthyschools.org.uk/media/2026/mindfulness-calendar-daily-5-minute-activities.pdf>

MON	TUES	WED	THURS	FRI
COUNTING BREATHS 1-2-3	 ATTITUDE OF GRATITUDE	 USING THE SENSES	COLOUR BREATHING 	 BIRTHDAY CAKE BREATHING
MON	TUES	WED	THURS	FRI
FEATHER BREATHING 	 FINGER COUNTING	SLIMY HANDS 	RISE AND FALL 	RELAXING MUSCLES 



Royal Greenwich Providers Crafty Wizards World & Crafty Wizards Pre-school

Congratulations! Crafty Wizards, have been rated as Outstanding by Ofsted, at two of their settings. They are proud of all the staff, children and families at their settings.

Read about their outstanding practice here

<https://reports.ofsted.gov.uk/provider/16/EY489815>

<https://reports.ofsted.gov.uk/provider/16/EY429464>



There is a strong focus on communication. Staff are highly skilled at understanding children's abilities. They constantly ensure children's language skills are stretched. For example, resources are placed on out-of-reach 'special shelves'. Children are encouraged to describe what they want. Children who speak English as an additional language make good progress. Activity bags promoting home languages are shared with parents to continue supporting children's communication skills further at home.



Practitioners are exceptional in supporting children with special educational needs and/or disabilities (SEND). They work closely with parents and act swiftly to identify needs. Professionals are drawn on for support. Practitioners seize opportunities to gain funding. Individual plans ensure that activities are purposeful. This results in children with SEND reaching the best possible outcomes.



Royal Greenwich Providers Jane's House Childcare

Here's a fun celebration of the coronation <https://www.bbc.co.uk/newsround/65240218>

And speaking of the coronation, see below a very memorable letter to one of our childminders!



Jane, one of our childminders, received a very special thank you in the post!





BUCKINGHAM PALACE

To: Everyone at Jane's House Childcare

The King has asked me to thank you for your colourful pictures, sent in celebration of Their Majesties' Coronation.

The King was deeply touched that you should have taken the trouble to write, and would have me convey his warmest good wishes to you all.

I am to thank you once again for your thoughtful messages at this time of celebration.

Yours sincerely,

A handwritten signature in black ink that reads "Thomas Claidy". The signature is written in a cursive style.

Head of Royal Correspondence

26th June, 2023



Tick bites

<https://www.nhsinform.scot/illnesses-and-conditions/injuries/skin-injuries/tick-bites>

Ticks are small, spider-like creatures which feed on the blood of birds and mammals, including humans. They vary in size, usually between 1mm to 1cm long. They have either 6 or 8 legs.

Where ticks are found

Ticks feed off of a variety of mammals and birds, including squirrels, deer, sheep and garden birds. This means they're usually found in areas with these animals, like:

- woodland
- moorland
- grassy areas
- gardens

Ticks don't fly or jump but climb on to animals or humans as they brush past.

About tick bites

Tick bites aren't usually painful and sometimes only cause a red lump to develop where you were bitten. However, in some cases they may cause:

- swelling
- itchiness
- blistering
- bruising

Preventing tick bites

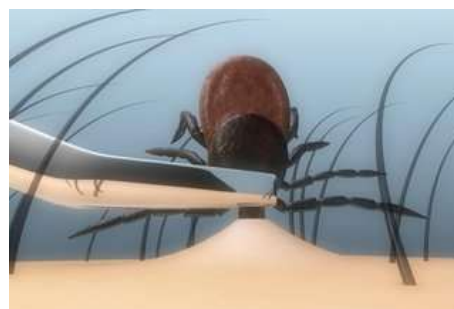
Do

- ✓ keep to footpaths, clear paths where possible and avoid long grass when out walking
- ✓ wear appropriate clothing (a long-sleeved shirt and trousers tucked into your socks)
- ✓ wear light-coloured fabrics that may help you spot a tick on your clothes
- ✓ use insect repellent on your clothes and skin – products containing DEET are best
- ✓ check skin for ticks
- ✓ check children's head and neck areas, including their scalp
- ✓ make sure ticks are not brought home on your clothes
- ✓ check that pets do not bring ticks into the home in their fur

How to remove a tick

1. Using fine-toothed tweezers, gently grip the tick as close to the skin as possible.
2. Pull steadily away from the skin without twisting or crushing the tick.
3. Wash your skin with water and soap afterwards.
4. Apply an antiseptic cream to the skin around the bite.

<https://youtu.be/SFGEcS7CGbw>



Complications of tick bites

A small proportion of ticks carry the bacteria that can cause Lyme disease. Being bitten doesn't mean you'll definitely be infected. However, it's important to be aware of the risk and speak to a GP if you start to feel unwell.

[Find out more about the signs, symptoms and treatment of Lyme Disease](#)

Non-urgent advice: Speak to your doctor if you have:

- a pink or red rash
- a temperature of 38°C (100.4°F) or above
- other **flu-like symptoms**, like a **headache** or joint pain
- swollen lymph nodes

Lyme disease is a bacterial infection that can be spread to humans by infected ticks. It's usually easier to treat if it's diagnosed early.

Symptoms of Lyme disease

A circular or oval shape rash around a tick bite can be an early symptom of Lyme disease in some people.

The rash can appear up to 3 months after being bitten by an infected tick, but usually appears within 1 to 4 weeks. It can last for several weeks.

The rash can have a darker or lighter area in the centre and might gradually spread. It's not usually hot or itchy. The rash may be flat, or slightly raised, and look pink, red, or purple when it appears on white skin. It can be harder to see the rash on brown and black skin and it may look like a bruise.



The rash may look like a bullseye on a dartboard. Sometimes the edges of the rash may feel slightly raised.

Some people also get flu-like symptoms a few days or weeks after they were bitten by an infected tick, such as:

- a high temperature, or feeling hot and shivery
- headache
- muscle and joint pain
- tiredness and loss of energy

Non-urgent advice: See a GP if:

- you've been bitten by a tick or visited an area in the past 3 months where infected ticks could be and you have:
- flu-like symptoms – such as feeling hot and shivery, headaches, aching muscles or feeling sick, or
- a round or oval shape rash

Tell them if you have recently been in forests or grassy areas.

Tick-borne disease in the UK: stay safe this spring and summer



<https://ukhsa.blog.gov.uk/2022/04/13/what-is-lyme-disease-and-why-do-we-need-to-be-tick-aware/>

As we head into spring and summer, Health services are reminding people to be 'tick aware' as they enjoy the great outdoors.

Ticks can carry infections and while [Lyme disease](#) is more common in the UK, UKHSA have recently confirmed a case of tick-borne encephalitis (TBE) in England.

To help you stay safe this spring and summer, they've compiled a guide to protecting yourself from tick-borne infections. In blog above, you'll learn how to avoid tick bites, how to recognise the signs and symptoms of Lyme disease and TBE and when to seek medical assistance.



https://youtu.be/2Y9yo_OiIzc

What is tick-borne encephalitis virus (TBEV)?

TBEV is a viral infection that spreads through tick bites. Although it is prevalent in many parts of the world, including several European countries, in the last few years, ticks carrying TBEV have been found in England.

What are its symptoms?

TBEV causes a range of diseases, from completely asymptomatic infection to mild flu-like illness, all the way to severe infection in the central nervous system such as meningitis or encephalitis (swelling of the brain).

Symptoms of [encephalitis](#) can include a high fever with a headache, neck stiffness, confusion, seizures or fits, reduced or loss of consciousness.

Seek urgent medical attention if you or anyone you know experiences symptoms of meningitis:

- severe headache
- stiff neck
- pain looking at bright lights

Seek urgent medical attention if you or anyone you know develops neurological symptoms:

- a fit (seizure), if not known to be epileptic
- sudden confusion or change in behaviour
- weakness or loss of movement in arms and legs
- facial drooping, change in vision or slurred speech

More information can be found on the [NHS website](#).

Remember that advice and treatment is readily available through the NHS. So, if you think you have been bitten by a tick and have symptoms, contact your GP and accept the treatment that is offered to you.

<https://www.nhs.uk/conditions/lyme-disease/>

ROOM LAYOUTS & LEARNING ENVIRONMENT KEY FEATURES

Creating an environment to increase learning by Dr. Amy Sussna Klein

Four major elements to consider when creating a learning environment are:

1. The well-being of those in the room (safety)
2. The perspectives of those who will use the environment (culture)
3. How the space accommodates appropriate activities (zoning)
4. How the materials present should encourage learning (set-up)

The power of purposeful pre-school environments

<https://www.communityplaythings.co.uk/learning-library/articles/the-power-of-purposeful-preschool-environments>



<https://www.communityplaythings.co.uk/room-design/about-roomscapes>

[Download a free copy here](#)

The 10 Essential Areas of A Play Based Classroom

<https://www.myteachingcupboard.com/blog/investigations/the-10-areas-of-a-play-based-classroom>



A useful tool for rating the environment as a part of a road map to improving your setting – if you are interested in knowing more, speak to your Early Years & Childcare Advisor

<https://ers.fpg.unc.edu/environment-rating-scales>

<https://ers.fpg.unc.edu/scales-early-childhood-environment-rating-scale-third-edition>

Space and Furnishings

Personal Care Routines

Language and Literacy

Learning Activities

Interaction

The ShREC approach – 4 evidence-informed strategies to promote high quality interactions with young children



High quality interactions often look effortless, but they are not easy to do well.

To support early years professionals, Education Endowment Foundation have distilled the evidence into the ShREC approach. This provides you with a simple and memorable set of specific, evidence-informed strategies which you can embed into everyday practice. You can use these strategies with every child, every day.



Watch the video here

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

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS The 'ShREC' approach

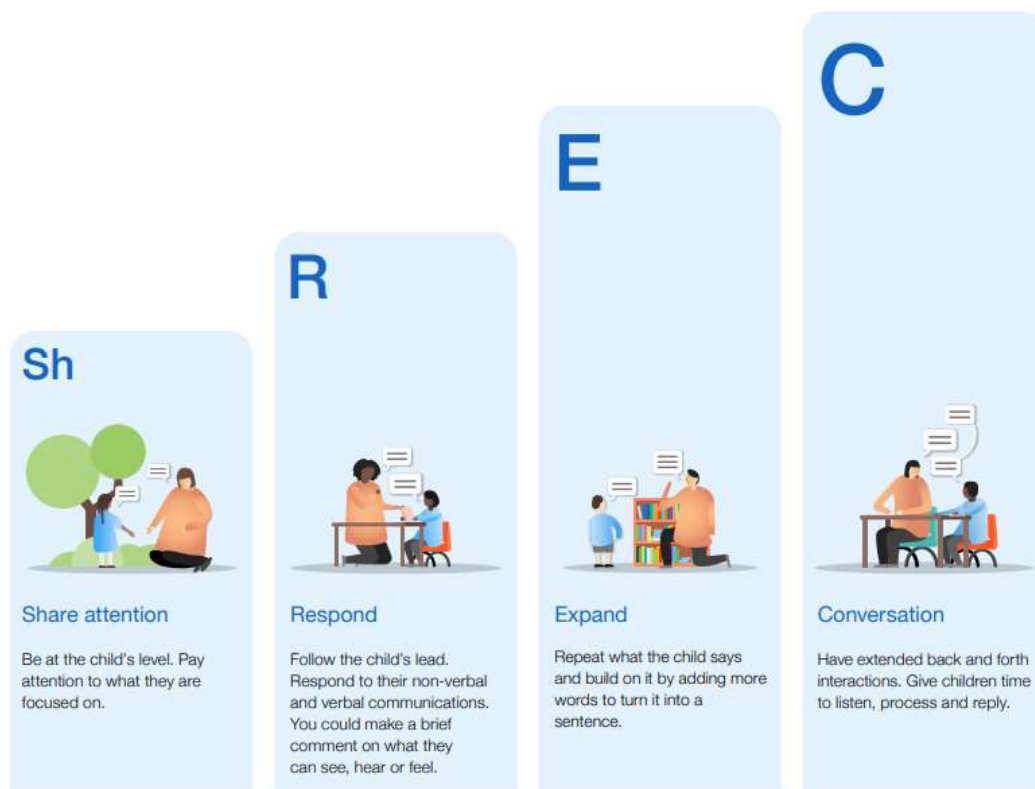
The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

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

EEF Guidance Report,
Preparing for Literacy



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



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

Showing genuine interest in what a young child is focused on is a powerful way to establish a connection. It lets them know that you value them and want to spend time with them. By getting down to their level and engaging in their choice of activity, you can tune in and crucially pay attention to what they look at, what they do, and what they say. Sensitive joining in with a child's play motivates children to communicate with you.

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

How we respond to a child once we have established joint engagement is dependent on our knowledge of them as a unique individual. Sensitive, supportive and stimulating responses need to be adaptive and informed by our understanding of the child's development.

What might an attuned response look like? Responding involves noticing how the child communicates and acknowledging these verbal or non-verbal communications warmly. It involves being aware of your body language.

Responses can involve making appropriate eye contact, looking expectantly, nodding, smiling. Equally, an attuned response could be narrating their activity, a relevant comment that describes what the child can see, hear, feel or articulating the link between their activity and previous learning or experiences.

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

Once the ‘back and forth’ rally of engagement is getting underway: the adult and child are sharing attention, the adult is responsively following the child’s lead.

This is where modelling and scaffolding begins with the adult pitching their language just above the level of the child. For example, if a child gives a one-word response such as ‘dog’ the adult should expand on what they say by repeating and building on this utterance by adding a few more words. This helps children to use more complex utterances: ‘Yes, it’s a dog. A big/small/friendly/brown dog!’. Your knowledge of the child will inform what key word/s may be helpful to model.

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

Sustained back and forth conversations that involve many turns are the goal. The beauty and power of conversation is that it offers children an opportunity to practise talking and to receive feedback from an adult. To encourage rich back and forth conversations, comment more, question less.

These strategies encourage you to become more responsive and attuned to children. They encourage children’s active participation in meaningful, stimulating, and linguistically rich back and forth conversations.

Read the blogs here

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

<https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years>



Early Talk Boost is a small group language intervention aimed at three- to four-year-old children. Being able to talk and understand words are key skills for young children, enabling them to access all areas of the Early Years Foundation Stage Curriculum (EYFS). Early Talk Boost is designed to help support children who need a targeted approach to catch up with their peers. The Early Talk Boost intervention has been designed by Speech and Language UK specialist teachers and speech and language therapists, with the help of early years practitioners and parents.

The intervention is 9 weeks long and comprises of three 15–20-minute sessions a week. It is usually delivered to around 6–8 children in each setting.

Royal Greenwich are delivering **FREE TRAINING** to groupcare and childminder settings with a **FREE RESOURCE PACK** (worth £550)

Email eyc.training@royalgreenwich.gov.uk

Find out more below

<https://speechandlanguage.org.uk/training-licensing/programmes-for-nurseries-and-schools/early-talk-boost/>

Further information can be found in these documents and the introductory video below:

- [Early Talk Boost FAQ](#)
- [Early Talk Boost Overview Presentation](#)
- [Early Talk Boost Evaluation Report](#)

Watch mini video here (no sound) <https://vimeo.com/477680044>

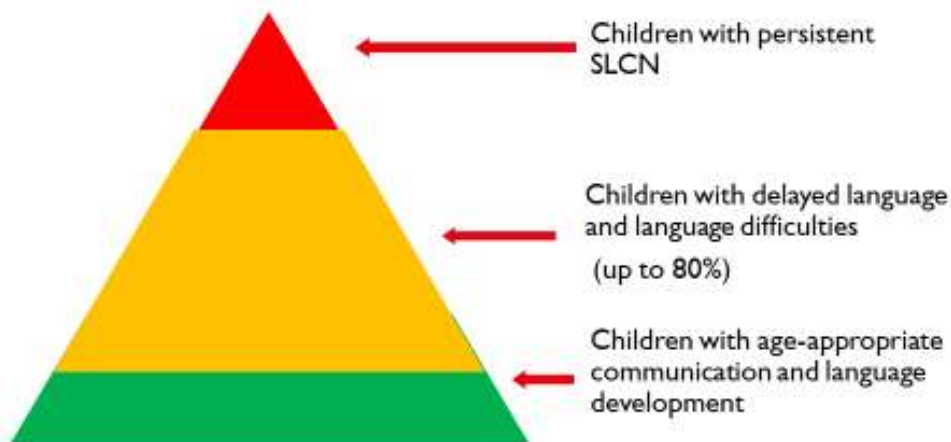


What are the benefits of Early Talk Boost?

The benefits are:

- ☀ Supports children who are not achieving their expected levels of progress in their language development including children with English as an Additional Language
- ☀ Can be used to demonstrate to Ofsted how you are focusing on developing staff skills
- ☀ Help to build relationships with parents, by reinforcing the language skills the child learned during the group sessions
- ☀ Demonstrates the effective use of your Early Years Pupil Premium allocation
- ☀ An all-in-one speech and language solution package
- ☀ Can be used by non-speech and language specialists
- ☀ Proven to improve children's language and communication through our evidence base
- ☀ Designed to be sustainable so you can deliver the intervention multiple times to new groups of children
- ☀ A dedicated Early Years & Childcare Advisor and ETB Network to support you to maximise the impact of Early Talk Boost in your setting
- ☀ Identify, monitor and track children's progress before and following the intervention with the online tracker

Intervention – Early Talk Boost 3 – 4.5 yrs



The *Early Talk Boost* intervention is suitable for children with **language delay or difficulties** (in some areas 50–80% of all children), e.g. those who have:

- difficulty listening/paying attention
- poor vocabulary
- difficulty understanding language
- difficulty organising and using language
- immature sentences
- difficulty explaining or describing
- difficulty taking turns

The *Early Talk Boost* intervention is **not** designed to support children with:

- identified learning needs/special educational needs
- difficulty with fluency
- isolated speech sound difficulties

Children with speech sound difficulties in addition to delayed language may make some progress in their language skills if they use *Early Talk Boost*

EARLY TALK BOOST

Practitioner training to offer 9 week targeted intervention in Autumn aimed at children aged 3 + 4 with language difficulties.

This offer is fully funded by Greenwich and is FREE for your setting

- ETB intervention pack worth £550 and
- ETB Practitioner training worth £120 pp

Session 1 + 2
3-5pm and 2-5pm
Thurs 10 and 17 Aug

or

Session 1 + 2
3-5pm and 2-5pm
Thurs 14 and 21 Sept

In person @
The Woolwich Centre

YOU MUST ATTEND BOTH SESSIONS
RSVP EYC.TRAINING@ROYALGREENWICH.GOV.UK
THIS IS AN INVITE FOR YOUR SETTING ONLY

Part of the Greenwich
Family Hubs Network



free early
learning



WELCOME TO OUR PLACE

Be the best for your children with free emotional health and wellbeing courses for parents.

Sign up for free online courses and become an even better mum, dad, parent, or grandparent.

Free access for Greenwich residents from bump to 19-years-old (or 25 with Special Education Needs).



Access Code: **RBGFAMILY**
Go to inourplace.co.uk
Apply the 'access code' for FREE access!
Fill in some details to create an account
To return to the course(s) go to inourplace.co.uk and sign in!



For technical support contact solihull.approach@uhb.nhs.uk or **0121 296 4448** Mon to Fri 9am to 5pm

Part of the Greenwich
Family Hubs Network



DO YOU LIVE IN GREENWICH?



Free parenting courses for anyone who cares for a child or young person. Examples include:

1. Understanding your pregnancy, labour and birth
2. Understanding your baby
3. Understanding your child*
4. Understanding your child with additional needs
5. Understanding your teenager's brain (short course)



* professionally translated into: Bulgarian, Modern Standard Arabic, Polish, Simplified Chinese, Somali, Urdu, Welsh. For other languages use Google Translate. inourplace.co.uk/translations



And more! For further details visit inourplace.co.uk

To register you will need to use the password **RBGFAMILY** and enter a Greenwich postcode.

These courses are based on the internationally recognised Solihull Approach, developed by psychologists, psychotherapists, health visitors & NHS and education professionals and are free for all parent carers living in Greenwich.



solihull.approach@uhb.nhs.uk | (+44) 0121 296 4448
inourplace.co.uk | solihullapproachparenting.com

Part of the Greenwich
Family Hubs Network



UNDERSTANDING YOUR CHILD



S O L I H U L L A P P R O A C H

Online Offer

This is free online for any parent or professional in Greenwich.

- **Parent carers** can also access courses via registration at

www.inourplace.co.uk

Using the code **RBGFAMILY** and entering a Greenwich postcode.

- **Professionals/Family Hub Staff** working in Greenwich can access them by going to:

<https://solihullapproachparenting.com/online-courses-prf-greenwich/>

Entering the access code **RBGFAMILY_PRF** and a Greenwich postcode (work or home) when registering

The content includes all courses for Parents online plus

- Understanding Brain Development
- Understanding Attachment
- Understanding Trauma

INTEGRATED HEALTH, LEARNING AND DEVELOPMENT REVIEW AT 2


Department
for Education

Progress check at age two

Non-statutory guidance
for the early years
foundation stage



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1076430/Progress_check_at_age_two_non-statutory_guidance_for_the_early_years_foundation_stage_.pdf



free early learning
Royal Greenwich
Free learning for your child, free childcare for you.

2 Year Integrated Review Early Years & Childcare

childcare-support@royalgreenwich.gov.uk
Eyc.training@royalgreenwich.gov.uk

020 8921 3877

Ofsted

free early learning
Royal Greenwich

Watch Bitesize webinar about 2 Year Integrated Review in Greenwich [here](#)

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

If yes, please tell us what the concerns are?

Is your child under the care of any other service or health professional? For example, Speech and Language, Community Paediatrics, Occupational Therapy, Early Years SEN team

Is your child registered with a GP and dentist?

For setting to complete

The setting must tell parents/carers about the areas in which the child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a particular concern that a child may need more support. The setting must describe the inclusive activities and strategies to be adopted to address any issues or concerns.

If there are significant emerging differences, or an identified special educational need or disability, practitioners will co-produce a plan to support your child's future wellbeing, learning & development involving you and other professionals as appropriate.

Both health and early years have a responsibility to work together to follow up identified actions and make sure appropriate support is available for children and their families.

Record next steps and actions

Referrals to other agencies

Agreed actions

Characteristics of effective learning – how your child learns

The setting must reflect on the different rates at which children are developing

- ★ playing and exploring : investigate and experience things, and 'have a go'
- ★ active learning : concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- ★ creating and thinking critically : have and develop their own ideas, make links between ideas, and develop strategies for doing things

The prime areas of the EYFS are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. When completing also consider Part 1 of the Review with the health visitor.

The setting must use the [Early Years Foundation Stage](#) and may use non statutory documents, such as [Development Matters](#) or [Birth to 5 Matters](#)

A note to the provider – in each prime area, share significant comments about

- *What is progressing well?*
- *Are there any areas where additional support is needed?*
- *Are there any areas where there is concern about development delay?*
- *Describe activities and strategies to be adopted – what are you going to do about it?*
- *What can the parent/carer do at home?*

Communication and Language

How I am speaking and listening:

How the adults are helping me to develop my communication:

Personal, Social and Emotional Development

How I am playing with other children, starting to share and take turns and getting more independent:

How the adults are helping me when I am sad, angry or feeling shy:

Physical development

How I am using my large muscle and my small muscle skills:

How are the adults helping me to be physically active, like running and scooting, and develop my co-ordination, like kicking a ball or using a paint brush:

Next steps to support learning and development

The setting must discuss with parents /carers what the setting is doing to reduce any barriers to learning and development and clear next steps to be taken. The setting must share ideas about how the Integrated Review can be used to support the child's learning at home

My early years practitioner would like to talk to you about this area with you:

My practitioner would like to talk to you about giving me extra help:

My practitioner would like to bring in another professional to help me:

I have the following special educational need or disability:

This is how my practitioner is helping me to take part in all the play and learning:

⚙ Changes to the room or special equipment for me to use:

⚙ Extra help or special programmes for me to take part in:

Right now it is important for me to:

This is how my early years practitioner in the setting is going to help me:

This is how my parents or carer at home is going to help me:

Parent / carer comments:

I will store this form in my child's Red Book to share with the Health Visitor.

I give permission for information from both Part 1 and 2 of the Integrated Review of my child's learning and development to be shared with other professionals to support my child

Review date _____

Signature (s): _____ (Parents/Carers)

Signature: _____ (Key Person)

Signature: _____ (Manager)

Bitesize Webinars



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

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.

For any queries email eyc.training@royalgreenwich.gov.uk



Book your place here by scanning QR code or clicking on link <https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>



Watch the replay here - click on the links below to watch (do the evaluation if you want the certificate and presentation handouts – please state name of training)

NEW!!

- [Ofsted Trends June 2023](#)
- [Staff Wellbeing](#)
- [Child Safety](#)
- [Having Difficult Conversations with Parents](#)
- [Mental Health Awareness](#)
- [Female Genital Mutilation](#)
- [LADO Managing Allegations](#)
- [Emergency Planning](#)
- [Child Exploitation](#)

Please complete evaluation to receive a copy of the presentation/certificate. State name of training



or <https://forms.gle/PokLJjx5Ku54xavW9>

Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Safeguarding & Welfare	Bitesize Webinar- Positive handling	Wednesday	13 September 2023	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Bitesize Webinar - Schemas	Wednesday	27 September 2023	12:00	13:00	Zoom	Free
Learning & Development	Safeguarding Forum	Thursday	21 September 2023	18:30	20:30	In person	Free
Learning & Development	Curriculum & Teaching	Saturday	30 September 2023	09:30	13:00	In person	£45
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	05 October 2023	19:00	21:00	In person	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	14 October 2023	09:30	17:00	In person	£60
Learning & Development	Equality Diversity & Inclusion	Saturday	04 November 2023	09:30	12:00	In person	£30
Ofsted Readiness	Ofsted Trends	Tuesday	07 November 2023	19:00	21:00	Zoom	Free
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	11 November 2023	09:30	13:00	In person	£45
Safeguarding & Welfare	Designated Safeguarding Person	Thursday	23 November 2023	09:30	17:00	In person	£60
Learning & Development	Understanding & Responding to Challenging Behaviour	Saturday	02 December 2023	09:30	12:30	In person	£45
Safeguarding & Welfare	Safer Recruitment	Saturday	09 December 2023	09:30	12:30	In person	£45
Safeguarding & Welfare	Domestic Abuse Awareness	Tuesday	12 December 2023	19:00	21:00	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

Paediatric First Aid Training Dates



Day	Dates	Start	Finish
Wednesday	27 September 2023	08:45	16:30
Saturday	23 September 2023	08:45	16:30
Saturday	14 October 2023	08:45	16:30
Wednesday	11 October 2023	08:45	16:30
Saturday	11 November 2023	08:45	16:30
Wednesday	15 November 2023	08:45	16:30
Saturday	09 December 2023	08:45	16:30
Wednesday	13 December 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>

EYFS “Listen, Discuss, Learn” Event 2023. CREATING A SPACE FOR BELONGING

Target Audience:

Teachers and Practitioners in Royal Greenwich

Course Description:

As part of the ongoing focus within RBG to strengthen Equality, Diversity and Inclusion, we are delighted to be hosting a one day “Listen, Discuss, Learn” event for EYFS teachers and practitioners. This day will focus on how we create a learning space where children truly feel that they belong.



Dr. Sharon Colilles SFHEA, will join us as our keynote speaker.

Sharon is Senior Lecturer in Early Childhood Studies at Bath Spa University, a Trustee on Froebel Trust Council, Vice Chair on the Executive for Early Childhood Studies Degrees Network (ECSDN) and an associate trainer for Early Education. She has a diverse career background, initially working for the Department for Work and Pensions (DWP), owning a private day nursery as well as working as project assistant for the development of Birth to Five Matters non-statutory guidance. More recent work is in the role of an advisory panel member for the development of a Children's gallery at the National History Museum.

Sharon's doctoral research is centred around play and how play-based pedagogical approaches facilitate children's understanding about their mixed-ethnic identity. In her writing she considers how less hurried pedagogical approaches can create 'space' for addressing inequalities - hence a deep interest in work that develops anti-oppressive and anti-discriminatory practice.

We will also have workshops led by Pound Park Nursery School and Wingfield Primary School. Both schools will share how they have strengthened their inclusive practice through their own recent learning.

The day will be a mix of listening to expert input and shared good practice, discussing ideas with colleagues and gaining new understandings that can be implemented into your own practice.

Early booking is advised to secure your places as places will be limited.

Refreshments and a light lunch will be provided.

Impact Statement:

Through expert input and shared good practice, practitioners will develop their understanding of how they can strengthen children's sense of belonging in our early years classrooms.



Date	Time	Venue	Cost
Friday 13 th October 2023	9.00am – 3.30pm	Professional Development Centre	£65.00

To Book: Please visit the [Services to Schools Website](#)

Queries: Please contact us at Professional-Development@RoyalGreenwich.gov.uk or by telephone on 020 8921 5560



EYFS "Listen, Discuss, Learn" Event 2023 - Friday 13th October 2023
CREATING A SPACE FOR BELONGING

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/>



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
- 5 modules can be completed in any order and at any time

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



Department
for Education

[DFE](#)

[Education Hub Blog](#)



Early years foundation stage (EYFS): regulatory changes

Launch of the Early Years Foundation Stage (EYFS) Consultation is now live on Citizen Space

Closes 26 Jul 2023

The Department for Education has launched a consultation on the EYFS to offer providers increased flexibility and alleviate known burdens, exploring giving providers more choice over how they operate and making it easier for them to deliver the EYFS. It is their intention that these changes will support settings to deliver the new entitlements announced at the Spring Budget.

They hope to hear from many people and organisations before the deadline on 26 July, so they can gather a broad range of views to help them reach well-informed decisions.

To note, this consultation builds on the measures consulted on in Summer 2022. The changes to 2 year old staff to child ratios and supervision whilst eating are due to come into force in September 2023, subject to parliamentary procedure.

[Early years foundation stage \(EYFS\): regulatory changes - Department for Education - Citizen Space](#)

Vodcast on EYFS Consultation

In this new vodcast, Ada Simpson (Head of Early Years Quality in Settings) and Daniel Blenkley (Early Years Qualifications Policy) from the Department for Education discuss the current EYFS Consultation, explaining the proposals and answering questions sent in advance by Foundation Years subscribers.

You can watch the vodcast [here](#) and download the slides [here](#).

Foundation Years Online Event – Catch Up Recording!

Foundation Years Online
6 July 2023
2.00-4.15pm

- You are very welcome
- We will be starting very shortly
- Slides and recording will be shared

Welcome

FOUNDATION YEARS
Engaging, connecting, and supporting best practice

James Hempshall

MJ Meg... AS Shep...
HS Hele... SK Sofy...
MH Hore... NB Nao...
LJ Louie... CS STO...
BR Reid... DM Daw...

[\(1\) Foundation Years Online Event - 06 07 23 - YouTube](#)

On 6 July, Louise Jackson (Education Endowment Foundation), Wendy Ratcliff (HMI, Principal Officer, Early Education, Ofsted) attended the online event. There was an interactive discussion with the Department for Education about the EYFS consultation.



Education
Endowment
Foundation

Maths Champions (re-grant)

National Day Nurseries Association

A new report from the [Education Endowment Foundation](#) (EEF) highlights the benefits to young children’s learning and development of providing structured professional development and support to staff working in early years settings.

The independent evaluation of Maths Champions found that children who took part in the programme made, on average, three months’ additional progress in both maths and language development compared to a similar group of children who didn’t take part in the programme.

The one-year programme supports early years settings to improve their maths provision by nominating a senior member of existing staff as a “Maths Champion” to undertake training and support colleagues to develop their maths teaching practice. Learn more about the findings [here](#).



HELP PAYING FOR YOUR CHILDCARE



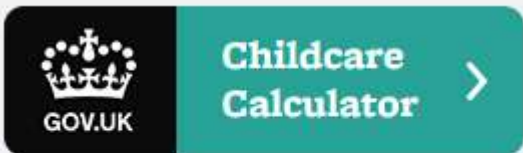
An online application is quick and easy

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



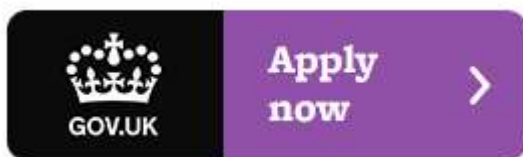
Access the online portal

<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>

Childcare
Choices

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

Here is the link to some videos from Childcare Choices which you can share on your social media

<https://www.childcarechoices.gov.uk/providers/guidance-and-resources/social-media/short-films-2022/>

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

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



GREENWICH
**Safeguarding
Children**
PARTNERSHIP

Right Child Right Service Right Time

*How we work together
to safeguard and protect
children in Royal
Greenwich*

The Greenwich Safeguarding Children Partnership has revised its Thresholds Document which sets out our criteria for action to safeguarding and promote the welfare of children and young people in Greenwich. It includes links to tools and graphics developed to assist practitioners in their professional judgement and deliberation when identifying a child who may need additional support and, what that support may look like. The document is intended to help inform discussions, consultations and create a common language within and between teams and organisations.

The GSCP Thresholds document should be read in conjunction with:

[London Safeguarding Children Procedures, Threshold Continuum of Need](#)

[London Safeguarding Children Procedures Indicators of Need](#)

[Working Together to Safeguard Children: a guide to interagency working to safeguard and promote the welfare of children.](#)

Download the revised [Thresholds document here](#).

Letter from the Metropolitan Police regarding recent alleged incidents of children being approached

The Police are aware of reports over the last month about men in vans allegedly approaching children, so have issued the attached letter to settle local concerns.

[Letter from Metropolitan Police](#)

PS Geoff Warren 95 ISE - Greenwich Safer Schools Team

Plumstead Police Station

020 8284 9466

geoffrey.warren@met.police.uk



**Sergeant Geoff Warren
Safer Schools Team
Plumstead Police Station
200 Plumstead High Street
London
SE18 1JY
11/07/2023**

Dear Parents and Guardians

We are aware of reports over the last month about men in vans allegedly approaching children, so we are issuing the following information to settle local concerns.

The incidents are being investigated fully and the victims are safe and well. We do not believe there is reason for concern.

Our intelligence analysts have reviewed these reports and **we do not believe these incidents were linked.**

We would always support reminders of stranger danger with your children, and we would always advise remaining vigilant. If you do witness something suspicious, please use 999 immediately.

Kind regards

Sergeant Geoff Warren

Free Safeguarding Bitesize Webinars

royalgreenwich.gov.uk



[Courses](#)



If you missed it, click on the links below to watch

- [Female Genital Mutilation](#)
- [LADO Managing Allegations](#)
- [Emergency Planning](#)
- [Child Exploitation](#)

Policy paper

Improving multi-agency information sharing

<https://www.gov.uk/government/publications/improving-multi-agency-information-sharing>

Why is information sharing important?

Poor information sharing is often cited in reviews following the death of, or serious injury to, a child. Improvements have been made over time, but significant barriers remain. We know that often different professionals working with children and families have information about different aspects of their lives, such as their health issues or educational attainment and attendance, but it is only when information is shared that it is possible to see the full picture of a child's life. One piece of information in silo may not seem important or relevant, it is only when it is pieced together with information held by others that its relevance becomes apparent. This holistic view can then inform the support the child receives, ensuring it is appropriate and timely.

The barriers to information sharing identified by our research have been divided into five main areas:

- Systems and processes
- Perceptions about legislation
- Practice confidence
- Leadership and culture
- Capacity and resource



CASE REVIEWS JULY 2023

[Serious case review: John: learning summary.](#)

Islands Safeguarding Children Partnership (2023)

[Child safeguarding practice review: Child A: review report.](#)

Unnamed safeguarding children partnership (2023)

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

Waltham Forest Safeguarding Children Board (2023)

[Child safeguarding practice review: Lloyd and Mark.](#)

Wands

worth Safeguarding Children Partnership (2023)

[Child Angela: safeguarding practice review report.](#)

Lambeth Safeguarding Children Partnership (2022)

[Serious case review – Jacob 22 \[full overview report\].](#)

Manchester Safeguarding Partnership (2022)

Learning from case review briefings

<https://learning.nspcc.org.uk/case-reviews/learning-from-case-review-briefings>

Download the learning from case review briefings

Types of abuse

[Child sexual abuse](#)

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

[Child sexual exploitation](#)

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

[Domestic abuse](#)

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

[Harmful sexual behaviour](#)

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

[Neglect](#)

Lessons from case reviews published between 2021 and 2022 where neglect was a key factor.

[Online harm and abuse](#)

Lessons from case reviews published between 2015 and 2022, where online harm or abuse was a key factor - including grooming, sexual abuse and sexual exploitation.

Children or families at risk

[Infants](#)

Lessons from case reviews published between 2018 and 2022 where children aged two or under were the subject of the review.

[Parents with a mental health problem](#)

Lessons from case reviews published between 2016 and 2022, where the mental health problems of parents were a key factor.

[Culture and faith](#)

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

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

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

[Unseen men](#)

Lessons from case reviews published since 2020, where agencies were unaware of men who posed a risk to the child or who could have protected the child.

[Parents who misuse substances](#)

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

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

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

[Suicide](#)

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

[Teenagers](#)

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

[Young parents](#)

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

[Child mental health](#)

Learning from a sample of case reviews published between 2021 and 2022 involving children with a wide range of different mental health problems.

Challenges to professional practice

[Disguised compliance](#)

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

[Returning children home from care](#)

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

Learning for specific sectors

[Early years sector](#)

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

Domestic abuse is broader than domestic violence

The latest blog in NSPCC why language matters series looks at how using the term "domestic abuse" can help us to consider the wider abusive experiences of children and families beyond physical violence

[Read the blog](#)

Healthy and unhealthy relationships

Read NSPCC guidance on recognising the signs of healthy and unhealthy relationships, and how to appropriately respond if you think a child is in an unhealthy or abusive relationship

[Read more](#)

Serious youth violence

Human rights organisation Liberty and eight other grassroots groups and campaigning organisations have published a report on policing and serious youth violence in the UK. The report sets out new approaches to youth violence which include: an end to school exclusions; the removal of police from schools; and better training for teachers to understand the needs of pupils experiencing racism and discrimination.

Read the report: [Coalition calls for alternative solutions to serious youth violence](#)

Parental mental health problems

NSPCC Learning has published an updated Learning from case review briefing outlining risk factors and learning for improved practice around parental mental health and child welfare. The briefing, which looks at case reviews published between 2016 and 2022, highlights that professionals from adult and children's services need to work together to safeguard children when there are signs that a parent's mental ill-health is impacting their ability to look after their child.

Read: [Parents with a mental health problem: learning from case reviews](#)

Maternal mental health

The Association for Child and Adolescent Mental Health has published a podcast discussing recent research into emotion processing in the children of mothers diagnosed with depression. The podcast discusses: how health care professionals can alter outcomes for children of depressed mothers; targeted interventions in the pre-conception period; recommendations for what health care changes are needed to reduce disruptions in emotion processing patterns; and the limited research currently available on paternal depression.

Listen to the podcast: [Emotion processing in offspring of mothers with depression diagnoses emotion processing in offspring of mothers with depression diagnoses](#)

Early years toolkit

The UK Committee for UNICEF (UNICEF UK) and the University of Cambridge's Centre for Research on Play in Education, Development & Learning (PEDAL), have launched a new resource to support local areas in a shared understanding of mental health in infancy and early childhood. This practical resource will support service leaders, commissioners and policy teams to develop a whole-system approach to support the emotional wellbeing of babies and young children now, as well as laying strong foundations for positive mental health throughout their lives.

Download the toolkit: [Understanding and supporting mental health in infancy and early childhood](#)
[Infants: learning from case reviews](#)

[Early Moments Matter Policy Report](#)

Summary of risk factors and learning for improved practice around working with children aged two and under



This briefing looks at case reviews published between 2018 and 2022 which involved children aged two and under.

The large number of case reviews published during this period where children aged two and under were seriously harmed or died reflects the fact that this age group is particularly vulnerable. Infants are unable to communicate their needs verbally so professionals must identify safeguarding and child protection concerns through other means.

The learning from these reviews highlights that practitioners may need training and support to:

- identify and understand lived experience of very young children
- understand how parents' behaviour can affect a baby in the long term
- be confident in challenging parents if necessary

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

Child mental health

Focus on learning from case reviews involving children struggling with their mental health. Analysis of case reviews highlights the detrimental impact adverse experiences, such as abuse or neglect, can have on a child's mental health and the ways children's mental health problems may be related to safeguarding concerns. Read: [Child mental health: learning from case reviews](#)

Child sexual exploitation: learning from case reviews

Learning from case reviews
July 2023

<https://learning.nspcc.org.uk/research-resources/learning-from-case-reviews/child-sexual-exploitation>

Summary of key issues and learning for improving practice around child sexual exploitation

Case reviews highlight that child sexual exploitation (CSE) is a complex issue. Professionals often struggle to identify and prevent CSE. The process of grooming and manipulation used in most cases of CSE also means the young people involved aren't always able to understand or recognise what is happening to them.

Published case reviews highlight that the professional response too often focuses on managing young people's behaviour rather than ensuring their safety.

The learning from reviews highlights the importance of professionals maintaining engagement with young people experiencing CSE. The services provided need to be ongoing and child centred.

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

