



Welcome back to the new year! Here's what's in the September edition

- ⚙ Service Level Agreement, New Term dates and new Funding rate
- ⚙ Revised EYFS framework
- ⚙ House of Commons Support for Childcare and Early Years Report
- ⚙ Equality & Equity Charter



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



Missed 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 \(royalgreenwich.gov.uk\)](#)

- ⚙ Mental Health & Wellbeing – World Suicide Prevention Day, Parental Perinatal Stress, Prescribing Over the Counter Medicine, Anaphylaxis
- ⚙ Good Practice – Hygge
- ⚙ Home Learning & Early Language: Makaton, Early Talk Boost, Tots Talking
- ⚙ Free Solihull Parenting Courses
- ⚙ Autumn Training programme
- ⚙ GLLAB support
- ⚙ Childcare Choices

Keeping Children Safe

- ⚙ Safeguarding Bitesize Webinars
- ⚙ Learning from Case Reviews
- ⚙ NSPCC Learning updates – Smacking, Domestic Abuse & Coercive Control, Neglect
- ⚙ Updated Safeguarding Useful Numbers

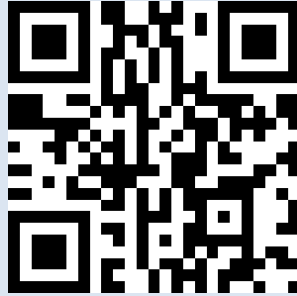
Service Level Agreement 2023/25

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

<p>Autumn 2023: 1 September to 31 December School Term Dates: Monday 4 September to Thursday 21 December 2023 (less 2 INSET days)</p>	
<p>Main Funding Claim Period Open for Submission From Friday 8 September to Friday 13 October 2023</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p>Autumn 2023 Headcount Day <u>Thursday 5 October</u></p>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 5 October</u> to make a funding claim• All amendments must be submitted by Friday 13 October• Any late starters and leavers during the term after headcount <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email
<p>Spring 2024: 1 January to 31 March School Term Dates: Monday 8 January to Thursday 28 March 2024</p>	
<p>Main Funding Claim Period Open for Submission From Monday 8 January to Friday 26 January 2024</p> <p><i>Please submit main claim and census by headcount date and any amendments no later than one week</i></p>	
<p>Spring 2024 Headcount * EY Census Day <u>Thursday 18 January</u></p>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 18 January</u> to make a funding claim• All amendments must be submitted by <u>Friday 26 January</u>• Any late starters and leavers during the term after headcount <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email
<p>Summer 2024: 1 April to 31 August School Term Dates: Monday 15 April to Wednesday 24 July (less 3 INSET days)</p>	
<p>Main Funding Claim Period Open for Submission From Monday 15 April to Monday 20 May 2024</p> <p><i>Please submit main claim by headcount date and any amendments no later than one week</i></p>	
<p>Summer 2024 Headcount Day <u>Thursday 16 May</u></p>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 16 May</u> to make a funding claim. Please submit main claim by this date.• All amendments must be submitted by <u>Monday 20 May</u>• Any late starters and leavers during the term after headcount <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email

2023-2024 Early Years & School Calendar

AUTUMN 2023																				
September 2023							October 2023							November 2023						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
SPRING 2023																				
December 2023							January 2024							February 2024						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2	31	1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
SUMMER 2024																				
March 2024							April 2024							May 2024						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2	31	1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30				26	27	28	29	30	31		
SUMMER 2024																				
June 2024							July 2024							August 2024						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
						1	30	1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				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
<i>Less 5 INSET days</i>

Early Years Funding : the new rates for September 2023-March 2024

<https://www.gov.uk/government/publications/early-years-funding-2023-to-2024>

<https://www.gov.uk/government/publications/early-education-and-childcare--2>

Background

The 2023 Spring Budget announced **additional funding** for the existing early years entitlements for disadvantaged 2-year-old children and 3 and 4-year-old children for the 2023 to 2024 and 2024 to 2025 financial years. The DfE then made a funding announcement on Friday 7 July 2023

Headlines

1. The DfE has announced that for the 2023 to 2024 financial year, they will provide nationally **£204 million** of **supplementary funding** to local authorities through a new early year's **supplementary grant (EYSG)**.
2. The grant will cover the period September to March (i.e Summer term payments will be at the existing rates and are not affected by this announcement.). The uplift provided is for **autumn (2023)** and **spring term (2024)**.
3. In 2024/25, the EYSG will be rolled into the Dedicated Schools Grant,(DSG) and form part of the Early Years National Funding formula (EYNFF)- at the time of writing we await conditions for grant, so cannot at this point confirm funding levels for 2024/25.
4. The DfE stated that an additional £288m will be allocated to local authorities through the DSG. No further details have been provided to establish if the £288m is in addition to the £204m. Once confirmed, further guidance will be given.
5. There are increases to EY Pupil Premium and the disability access fund
6. There is no additional grant to support deprivation funding.

The changed funding hourly rate from September 2023 to March 2024 in Royal Greenwich:

- 2-year-olds (per hour) - **£10.29**
- 3 - & 4-year-olds (per hour) - **£6.14**
- EYPP (per hour) - **66p**
- DAF (per year) - **£881**



Department
for Education

[DFE](#)

[Education Hub Blog](#)



Department
for Education

Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 12 July 2023

Effective: 4 September 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

The EYFS framework:

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

Statutory guidance is issued by law. You **must** follow it unless there is a good reason not to do so.

[Help for early years providers and childminders](#) working with 0- to 5-year-olds is available.

Supporting material is available on the [Foundation Years](#) website

<https://www.nurseryworld.co.uk/news/article/draft-eyfs-published-ahead-of-changes-to-two-year-old-ratios-in-september>

KEY POINTS – EYFS CHANGES FROM SEPTEMBER 2023

- a change to the current statutory minimum staff: child ratios in England for 2-year-olds from 1:4 to 1:5
- clarifying that childminders can care for more than the currently specified maximum of three young children, when caring for siblings of children they already care for, or when caring for their own child; and
- clarifying that 'adequate supervision' while children are eating means that children must be within sight **and** hearing of an adult (rather than the current wording of 'sight or hearing')



Support for childcare and the early years

House of Commons Education Committee

The House of Commons Education Committee has published a report on support for childcare and the early years in England. Findings include: safeguarding issues could be less likely to be identified when a child does not attend an early years setting; childcare providers report that a number of children have much higher needs or developmental delays as a result of the COVID-19 pandemic; and early childhood care and education should be child-focused, safe and supportive.

Download the report: [Support for childcare and the early years - Education Committee \(parliament.uk\)](#)

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- [— 3 Support for parents and families](#)
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- [— 5 Careers for the Early Years Workforce](#)
- [— 6 Special Educational Needs and Disabilities](#)
- [— Conclusions and recommendations](#)
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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 →



Join our **Equality Diversity & Inclusion Training**

Saturday 4 November 2023 9:30 – 12:00

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





Children's wellbeing



The Institute for Fiscal Studies (IFS) has published a report on parents' experiences in the UK labour market during the pandemic and the impact on the social and emotional development of children. Findings include: parents reported that their children's social and behavioural difficulties increased during the first year of the pandemic; and the socio-emotional skills of children whose families experienced an unstable labour market were worse than children whose families experienced a stable labour market.

Read the report: [How did parents' experiences in the labour market shape children's social and emotional development during the pandemic?](#)

The COVID-19 pandemic disrupted many aspects of children's lives, with impacts on their social and emotional development as well as their educational attainment. School closures increased social and emotional difficulties ([Blanden et al., 2021](#)); lack of contact with friends and extended family left some children without a trusted adult to turn to ([Newlove-Delgado et al., 2021](#)); and severe illness and death of loved ones increased ([Slomski, 2021](#); [Liang, Becker and Rice, 2022](#)).

As in many other countries, national lockdowns and wider social distancing measures severely disrupted the UK's labour market, with many businesses shutting down. The government introduced a range of policies, such as the furlough scheme, to insure workers against the impacts of these closures. Even so, a shifting public health and policy landscape meant that many families had some financial losses during the first year of the pandemic, and/or faced high levels of uncertainty.

Taken together, parents' labour market experiences during the pandemic could have affected both a household's resources and the quality and quantity of time parents and children spent together. Since systematic reviews of children's mental health during the pandemic consistently suggest that higher socio-

economic status and better relationships with parents were protective factors ([Ng and Ng, 2022](#); [Theberath et al., 2022](#)), analysing the role that parents' labour market experiences played in shaping children's outcomes is crucial for understanding how the pandemic affected children and their development.

Key findings

1. Overall, parents reported that their children's social and behavioural difficulties increased during the first year of the pandemic. **Nearly half of parents reported that their child had more socio-emotional difficulties in February 2021 than a year earlier**, while around one in six reported fewer challenges. Parents of girls and younger children, and those who were furloughed, were more likely to report worsening in their children's socio-emotional skills. Among the sample whose survey responses can be linked with administrative education records, we find that less disadvantaged children were more likely to see their (parent-reported) socio-emotional skills worsen, though these differences are not statistically significant.
2. Around half of families in our sample saw no change in their labour market status during the first year of the pandemic, including a third of households where all parents remained employed and working throughout. But the **families who did have changes in the labour market had diverse experiences** – this group was roughly evenly split between households where at least one parent was unemployed for much of the pandemic, households where at least one parent was furloughed most of the time, and households where working was interrupted with shorter bursts of furlough.
3. Overall, the socio-emotional skills of children whose families had experienced at least one transition in the labour market were nearly 20% of a standard deviation lower than those of children whose families had stable labour market experiences. Much of this difference existed before the pandemic. But even after accounting for pre-pandemic skills, the **children whose families experienced at least one change saw, on average, their socio-emotional development worsen by about 9% of a standard deviation more** than those whose families remained consistently employed or unemployed throughout.
4. Overall, the socio-emotional skills of children whose parents had stable labour market experiences throughout the pandemic – whether employed or unemployed the whole time – held up better on average than the skills of children whose families faced more economic instability. This suggests that **it was the stability of parents' labour market experiences, rather than being in any particular economic state, that was an important determinant of children's socio-emotional development** during the pandemic.
5. Labour market instability increased parental stress and led to declines in both actual and expected future earnings. These could be important channels through which **increased economic uncertainty can have knock-on effects on children's socio-emotional development**.
6. Our findings demonstrate the importance of protecting families during periods of significant economic uncertainty in order to reduce the significant human capital and well-being costs such uncertainty can have not only for the directly affected adults but also for their children.



The Association
for Child and Adolescent
Mental Health

Paternal Perinatal Stress and its Impact on Infants and Children

The Association for Child and Adolescent Mental Health (ACAMH) has published a podcast looking at the impact of paternal perinatal stress on children's emotional wellbeing. Discussion points include: how the engagement of fathers in clinical services could be improved; the impact of fathers' mental health on infant and child development; and the existing intervention strategies that are found to work for paternal perinatal stress.

Discussion points include:

- Why fathers have been largely left out of the picture in terms of parental mental health in pregnancy and post-partum, and why it is important to include them.
- How the engagement of fathers in clinical services could be improved.
- The impact of father's mental health on infant and child development.
- Does paternal emotional stress exert a different influence on infants and children in comparison to maternal emotional distress?
- Implications of their findings for health care providers and child and adolescent mental health professionals.
- The existing intervention strategies and targeted interventions that are found to work for paternal perinatal stress, and what more could be done.



Listen to the podcast: [Paternal perinatal stress and its impact on infants and children](#)



International Association for Suicide Prevention



World Suicide Prevention Day is on Sunday 10 September 2023. In our working and personal lives many of us will be affected by lives lost to suicide, and be in contact with people who are at risk.

Last year, CALM produced a powerful video on the struggles people experience, and the importance of hope. This does contain references to suicide, so of course bear in mind whether you want to watch it right now. <https://www.youtube.com/watch?v=RCEI57guM3I>

While fortunately across the country, and in Greenwich, we have not seen an increase in suicide arising from the COVID pandemic, we do know that overall mental health has got worse, and demand for mental health services has gone up dramatically. With the pressure people are under from the Cost of Living crisis as well as wider international events, we need to be vigilant in doing what we can to look after ourselves and others.

Here are some resources that are available around suicide prevention and mental health support.

Firstly it is important to say that if you are concerned about someone being at **immediate risk of physical harm**, you can call **999** for emergency services.

Locally we also have the **Oxleas Crisis Line 0800 330 8590** who can support if someone is in a mental health crisis, 24/7.

A wide range of mental health and wellbeing support resources are available at this link, categorised by the kind of support you or another person needs, as well as their age group:

<https://livewellgreenwich.org.uk/more-support/>

If someone has been bereaved by a death to suicide and lives in South East London, a **Suicide Bereavement Service** has been established – you can read more about it here:

<https://blgmind.org.uk/home/suicide-bereavement-support/>

If you would like to improve your confidence in identifying when someone may be at risk of suicide and providing appropriate and safe support, free training is available. The **Zero Suicide Alliance** 20-minute online training is available <https://www.zerosuicidealliance.com/suicide-awareness-training>



Prescribing over-the-counter medicines in childminder homes, nurseries and schools

Updated: Monday 26 June 2023

<https://www.bma.org.uk/advice-and-support/gp-practices/managing-workload/prescribing-over-the-counter-medicines-in-nurseries-and-schools>

Non-prescription or over-the-counter medication does not need a GP signature or authorisation in order for a school, nursery or childminder to give it.

Clarification on prescription medicines

The Government's [early years foundation stage statutory framework](#), which governs the standards of institutions looking after children, used to include the paragraph: 'Medicines should only be taken to a setting when this is essential and settings should only accept medicines that have been prescribed by a doctor, dentist, nurse or pharmacist.'

This resulted in some parents making unnecessary appointments to seek a prescription for a non-prescription medicine so that it could be taken in nurseries or schools.

It has now been amended to refer to 'prescription medicines'. The Department for Education has confirmed to the BMA that an FP10 is not required and non-prescription medication can be administered where parents have given written consent.

Unnecessary GP appointments

It is a misuse of GP time to take up an appointment to get a prescription just to satisfy the needs of a nursery or school.

The MHRA (Medicines and Healthcare products Regulatory Agency) licenses medicines and classifies them as over-the-counter, based on their safety profiles. This is to enable access to those medicines without a GP. The classification also applies in the educational setting.

If your practice is asked to prescribe over-the-counter medicines, Wessex LMC has produced a [template letter](#) which can be sent to the nursery or school.

Giving medicines to children

It is appropriate for over-the-counter medicines to be administered by a member of staff in the nursery or school, or self-administered by the pupil during school hours, following written permission by the parents.

The [early years foundation stage statutory framework](#) outlines the policy for administering medicines to children aged up to five in nurseries, pre-schools and playgroups. Settings should have a clear policy about when a child is to ill to attend and parent collection of children if they become unwell during the day.

<https://www.anaphylaxis.org.uk/guidance-for-early-years-settings/>

What causes anaphylaxis?

The most common allergens that can cause anaphylaxis are foods such as [peanuts](#), [tree nuts](#), [milk](#), [eggs](#), [shellfish](#), [fish](#) and [sesame seeds](#), although many other foods have been known to trigger it. Some people react even to tiny amounts of food.

Other causes include [wasp or bee stings](#), [latex \(natural rubber latex\)](#) and [medicines](#). In some people, [exercise can trigger anaphylaxis](#) – either on its own or if you exercise around the same time you're exposed to other allergens.

Sometimes people have a reaction and the cause can't be found. This is called '[idiopathic anaphylaxis](#)', which means the cause is unknown.

What are the signs and symptoms of anaphylaxis?

Most healthcare professionals consider an allergic reaction to be anaphylaxis when it involves difficulty breathing or affects the heart rhythm or blood pressure. Any **one or more** of the following symptoms may be present – these are often referred to as the 'ABC' symptoms.

In extreme cases there could be a dramatic fall in blood pressure. The person may become weak and floppy and may have a sense of something terrible happening. Any of the ABC symptoms may lead to collapse and unconsciousness and, on rare occasions, can be fatal.

Airway : Swelling in the throat, tongue or upper airways (tightening of the throat, hoarse voice, difficulty swallowing).

Breathing : Sudden onset wheezing, breathing difficulty, noisy breathing.

Consciousness/Circulation : Dizziness, feeling faint, sudden sleepiness, tiredness, confusion, pale clammy skin, loss of consciousness.



Anaphylaxis symptoms in babies and toddlers

Anaphylaxis (pronounced ana-fil-ax-is) is a serious, life-threatening allergic reaction. It can be challenging to recognise anaphylaxis in babies and toddlers as they may present with non-typical symptoms and are less able to express their feelings or give early warning of symptoms.

Recognising anaphylaxis in babies and toddlers can also be difficult as some symptoms also frequently occur in healthy infants and behavioural changes can be difficult to interpret.

It's important staff are vigilant.

Anaphylaxis in babies and toddlers almost always involves skin reactions. Symptoms may include:

-  a red raised rash (known as hives or urticaria) anywhere on the body
-  swelling of the face, lips, tongue, eyes, hands or feet

- → coughing, wheezing, difficulty breathing, hoarse voice, throat itching
- → vomiting, diarrhoea and stomach pain
- → dizziness, low blood pressure, fainting, skin mottling
- → sudden behavioural changes (inconsolable crying, clingy, less active, lethargic, food refusal).



Treating anaphylaxis



The treatment for anaphylaxis is an injection of adrenaline into the upper, outer thigh. Adrenaline is available on prescription in single-use devices known as adrenaline auto-injectors or AAs for short. There are three brands of adrenaline auto-injector available in the UK that a child at your setting may be prescribed – EpiPen, Jext and Emerade.

Anyone prescribed adrenaline should have access to two in-date adrenaline auto-injectors at all times. Two are needed in case one misfires, or a second dose is needed.

If adrenaline auto-injectors have been prescribed to a child at your setting, they must be available at all times, not locked away, and accessible to all staff.



Responsibilities

Early years settings should:

- follow and implement statutory guidance, such as the Early Years Foundation Stage framework, which details the standards all early years providers in England must meet. Links to UK guidance can be found at the end of this page
- work closely with parents/carers to support children with allergies
- have a protocol in place which is accessible to all staff, to ensure everyone is aware of individual children's allergies and symptoms
- ensure that medications kept in the setting are appropriately stored, and easily accessible in a secure location (but not locked away)
- arrange anaphylaxis training for all staff, including how to use an adrenaline auto-injector. Training should be provided on a yearly basis and on an ad-hoc basis for any new members of staff. All staff need to be aware of the symptoms of anaphylaxis and be vigilant at all times, as young children may not be able to give early warning of feeling unwell, or a clear description of how they are feeling.



Spare adrenaline auto-injectors

Since 2017, schools and **local authority maintained nurseries** can buy spare adrenaline auto-injectors without a prescription, for emergency use in children who are at risk of anaphylaxis but their own devices are not available or not working (e.g. because they are out of date). These are a back up, and not to replace a child's own prescribed adrenaline auto-injectors.

Schools and local authority maintained nurseries can buy spare adrenaline auto-injectors from any pharmacy. A letter on headed paper from the head teacher is needed. View a [template letter](#).

The change in law only extends to schools and local authority maintained nurseries. Private nurseries, childminders, nannies, children's organisations, clubs and groups outside of school can't buy spare adrenaline auto-injectors.



Tips to keep children with allergies safe

- Tables should be cleaned thoroughly with hot, soapy water before and after meal and snack times.
- Everyone wash their hands before and after meal and snack times.
- Wash all utensils, straws, cutlery, plates and cups in hot, soapy water.
- Use different coloured plates/drinking cups for children with allergies.
- Have a "no sharing" rule for food and drinks.
- Staff watch over children while they eat, wash and clean up.
- Any toys that are likely to be in infants' mouths should be washed on a daily basis.
- All activities should be risk assessed. Staff need to check that any materials used are suitable for children with allergies.

All food businesses, including early years settings, are required by law to give details about the top 14 allergens in food they provide.

<https://www.anaphylaxis.org.uk/factsheets/#top14>

Early years settings should:

- understand which allergens are present in every meal and snack they provide
- always check the packaging for all ingredients when preparing food for a child with a food allergy. Top 14 food allergens will be emphasised on the ingredients label, or you can request information from suppliers. It's important to remember that product recipes can change, that different brands may contain different allergens and that children can have allergies to foods not included in the top 14 list.



The 14 Food Allergens



Cereals containing gluten

'Cereals containing gluten' includes wheat, which is a common cause of food allergy.



Sulphites/Sulphur Dioxide

Sulphites are preservatives added to food and drinks to extend their shelf life.



Celery

Celery is used in food in various forms, including celery sticks, leaves, seeds and root (celeriac).



Crustaceans

Crustaceans include crab, lobster, crayfish, and prawns.



Egg

Egg can be found in a wide range of foods including cakes, pastries, desserts, meat products, mayonnaise, and many more.



Fish

Fish allergy refers to fish that have fins such as cod, plaice, haddock, herring, trout, salmon and tuna.



Lupin

The lupin is well-known as a popular garden flower with its tall, colourful spikes. The seeds from certain lupin species are also cultivated as food.



Milk

Cow's milk is used to make many foods including butter, cheese, cream, yogurt and more.



Mustard

Mustard plants have seeds that can be white, yellow, brown or black. They can be used to make different types of mustard.



Molluscs

Molluscs include mussels, oysters, scallops, snails, squid, octopus and many more.



Tree Nuts

Tree nuts include almonds, Brazil nuts, cashew nuts, hazelnuts, walnuts, pecans, pistachios and macadamia nuts.



Peanuts

The peanut is a legume and is in the same plant family as peas, beans and lentils.



Sesame

Sesame seeds can be black, white, brown or red. Foods made with sesame include tahini, hummus and halvah.



Soya

'Soya' or 'soy' is made from the soya bean, which is a legume. Soya is used to make soy sauce and tofu and is used as an ingredient in many food products.

– Is playdough safe for children with allergies?

Commercially produced playdough can contain allergens, such as wheat. Find out the ingredients from the manufacturer. You can make your own play dough using cornflour, baking soda, water, bottled vegetable oil and food colouring. Make sure you don't have a child who reacts to any of these ingredients.

Join our Paediatric First Aid Training

Scan QR code with your camera to book your place

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



BE ALLERGY WISE

Anaphylaxis is a serious allergic reaction.

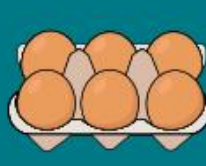


Anaphylaxis in babies and toddlers almost always involves skin reactions (skin rash/swelling)

Common food allergens in under 5s



PEANUTS



EGGS



MILK



TREE NUTS



FISH & SEAFOOD



GLUTEN/WHEAT



SESAME



SOYBEANS

Top Tips

- Everyone wash their hands before & after meal & snack times.
- Clean tables with hot, soapy water before & after meal & snack times.
- Have a "no sharing" rule for food & drinks.
- Risk assess all activities to ensure they are safe for children with allergies.

Think



Anaphylaxis symptoms

Look out for any **one or more** of the ABC symptoms:

AIRWAY - swelling in the throat, tongue or upper airways

BREATHING - wheezing, breathing difficulty, noisy breathing

CIRCULATION - dizziness, feeling faint, pale clammy skin, loss of consciousness.

If you suspect anaphylaxis, give adrenaline without delay.

www.anaphylaxis.org.uk

Registered Charity in England and Wales (1085527). Registered Company limited by guarantee in England and Wales (04133242). Registered in Scotland - charity number: SC051799

 **anaphylaxis UK**



Royal Greenwich Providers Eltham Green Nursery

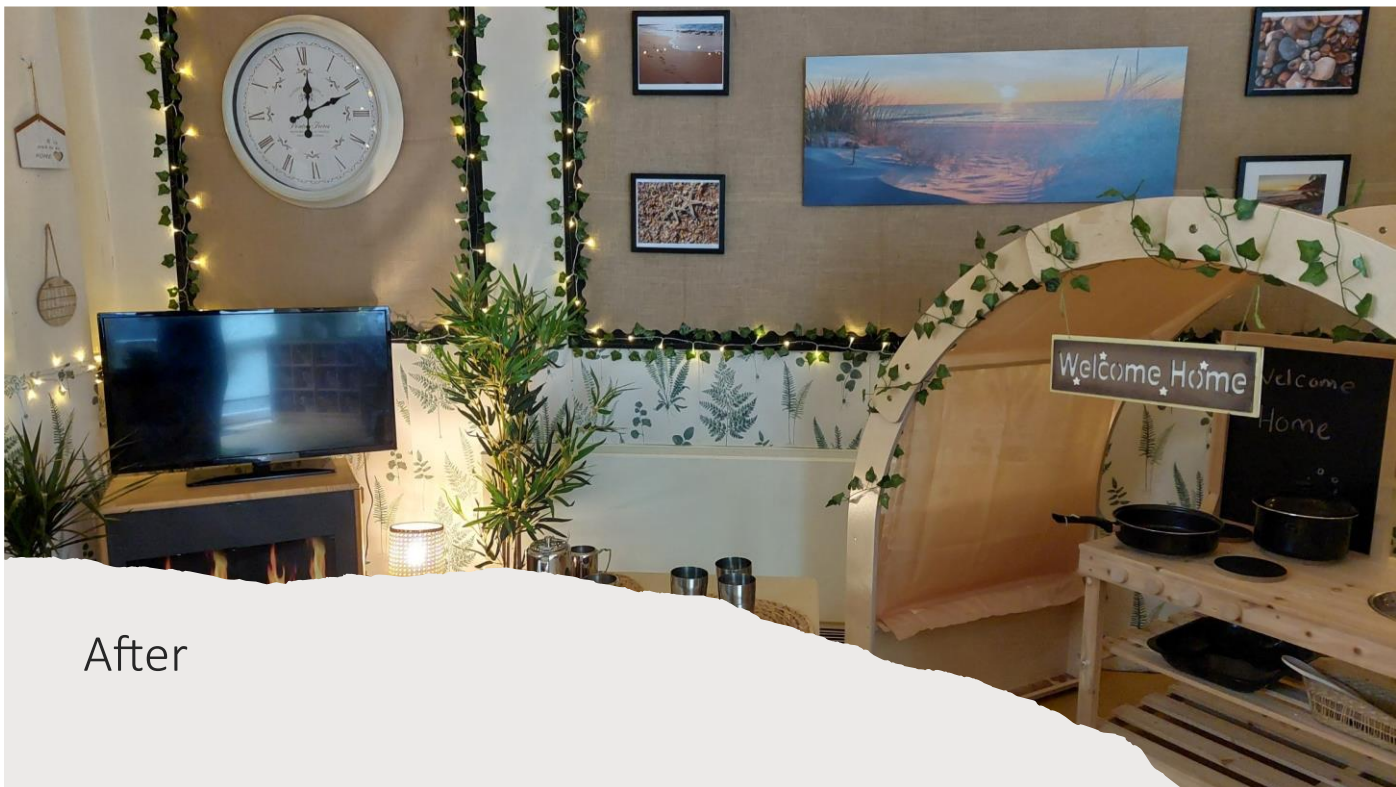
Hygge in The Early Years at Eltham Green Nursery

Our reason for rethinking our environments for the children follows on from our Hygge training we received from EYCA Kerry Henley, which was very thought provoking and made us reflect upon the rooms the children learn within and the resources we provide. We had already observed that some of our rooms were overstimulating for our SEND children with the layout and the brightly coloured walls and displays, we also noted an increase in challenging behaviour and wondered if our environment had an impact upon this. We both have a love for the outdoors and opened resources which sparks creativity, also we have been Forest school trained for many years and love being within this environment. Our aim is to bring the outdoor and indoor environments closer together to work in harmony for the children to strive to be their best selves.

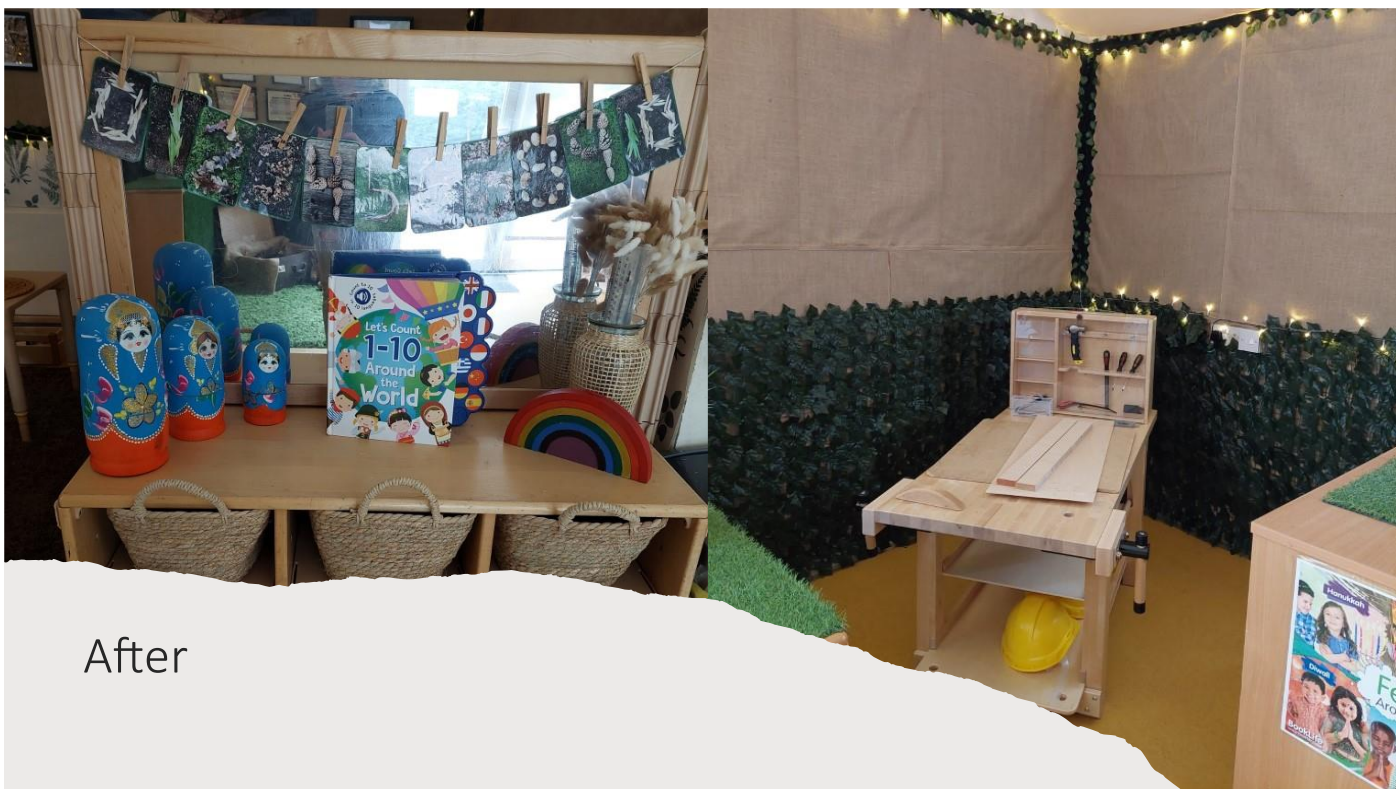
Michelle & Louise

BEFORE





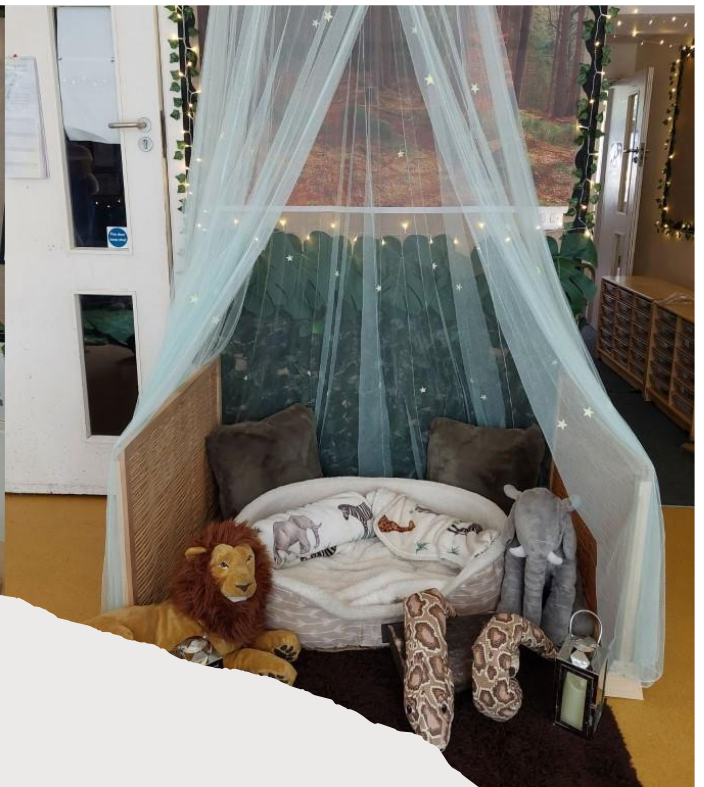
After



After

After

“we both love the outdoors and the use of open -ended resources sparks creativity, also we have been Forest school trained for many years and love being within this environment.”



After

If you want to be inspired, catch up on Hygge webinar here

<https://youtu.be/fpiehLNdHK0>



If you would like slides and a certificate, complete an evaluation afterwards

<https://forms.gle/4KcQoFjTlPc9oxZF6>

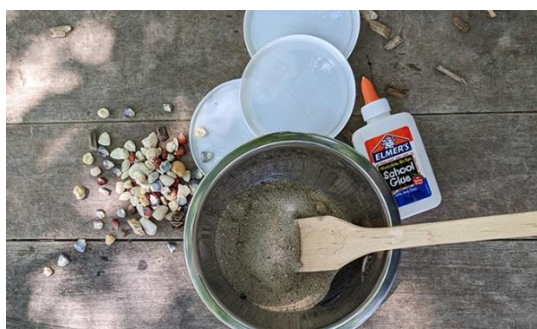
Decorated sand cement : Process art with sand and nature

Article by Community Things

<https://www.communityplaythings.co.uk/learning-library/articles/decorated-sand-cement>

Children find and make art everywhere. Transience is the ultimate aspect of process art but sometimes you want to take time to admire the creativity before it is destroyed. Like the carefully decorated sand cakes our three-year-olds create, and then flatten in one flying leap.

Here is a unique art medium for children to explore. You can create “sand-cement” right in the sandpit and preserve some of those awesome sand cake decorating skills. From mixing to decorating, our sand artists thoroughly enjoyed this activity. An important part of the process is collecting the natural items to press into the sand cake. Children love to experiment with handprints or fingerprints, so keep the process free and open for creativity and new ideas. It's a beautifully natural journey full of varying textures and sensory experiences.



We found most of these things in our outdoor sand area:

- Bowls and spoons
- Old containers—lids work best
- Glue
- Small nature items
- Sand



We put some sand in a bowl, and poured in glue, adding and stirring until the mixture clumped together.



We pressed the sand mixture into container lids. We brushed a little oil into the deeper containers first to make sure the finished product popped out when dry.



Every child found different nature objects to poke into the “cement” while it was still soft. We had some pine cones, pebbles and sunflower seeds saved from last autumn!



It was key to push the objects into the sand mixture firmly. Some poked a small hole through the sand while it was still soft to create a place for a string to hang it as an ornament later.



After a day in the sun, our “sand creations” were dry and hard. They popped right out of the moulds.



MAKATON

For better Early Years language learning, we need more Makaton

Makaton gives everybody a helping hand in communicating. Here's how.

An Article By Aaron Hathaway in Family

<https://www.family.co/blog/makaton-early-years>

When you think of the word 'communication,' you probably think about speech. But then again, you're thinking with a grown-up brain.

If you're using a baby brain, it's a whole different game. Communication means crying, gurgling, or wiggling your legs about and hoping for the best.

The point is, there are a whole lot of stepping stones to learn how to communicate. And when we're talking about speech and language development in the Early Years, it's worth looking at how Makaton can help us on that journey.

Put simply, Makaton is a system of hand signs and symbols that we use on top of our spoken English, which helps make our speech more accessible and helps people learn the building blocks of how language works.

Makaton often comes up in the context of inclusivity, as it's a terrific way to give people with cognitive or speech difficulties more tools to express themselves. But Makaton is more than that, too. With infants and toddlers, practicing Makaton signs in an early education environment is a great way to support language development, while also making your setting more accessible for everyone and reduces frustration!



Makaton 101: What's it all about?

Makaton isn't quite a language — it's a language system. This means that it's still based on standard English. What makes it special is that it adds hand signs and illustrated symbols on top of spoken English, to give a visual component to our communication.

Here's how those signs and symbols work:

- **Signs** – Makaton's main feature is its vocabulary of hand signs, which you do while you're talking — almost like subtitles for real life. Unlike British Sign Language, which has its own sentence structure and grammar rules, Makaton's gestures are simpler to do, and follow standard English sentence structure. This is part of what makes Makaton useful for language learning, as the signs you learn transfer directly over to spoken English.
- **Symbols** – The Makaton system also includes simple line drawings to illustrate the words in our vocabulary. Typically, we don't use the symbols so much in a conversation — you'd use them as you learn new words, to understand how some object, feeling or action might look out in the real world. However, some Makaton users might carry a booklet or sheet of symbols with them, which they can point to help give a reference point for what they're saying.

Makaton isn't meant to replace standard spoken English, and it [doesn't slow down the rate](#) at which you learn it. Rather, Makaton provides some helpful stepping stones on that language learning journey, and gives everybody the tools to join in the conversation.

What does Makaton look like?

To give you an idea of how Makaton looks in action, here's a clip from the BBC's CBeebies, where comedian Rob Delaney reads the children's book *Ten in the Bed* using Makaton.

<https://www.bbc.co.uk/iplayer/episode/b0bs3xxx/cbeebies-bedtime-stories-662-rob-delaney-ten-in-the-bed>



As you can see, Makaton draws on the more physical elements of communication. By adding signs and symbols to speech, it gives you different ways to communicate, so that you can play to your own strengths. And along the way, it helps users (especially young ones) learn some foundational parts of communication, like how we use our faces, bodies and eye contact to deliver a message.

How Makaton helps young children learn language skills

As babies, we learn how to [communicate through gestures](#) before we can speak. Just think about how a baby stretches their arms out to you when they want to be held, or points toward an object they'd like to learn more about.

Infants and toddlers are good at gesturing, which is why Makaton's hand signs are a [natural stepping stone](#) for early language learners...

But beyond curbing frustration, Makaton's signs and symbols just give young children more angles from which to approach language learning. A [2012 study](#) from the University of Bedfordshire also found that for children learning English as an additional language, using Makaton appeared to speed up the rate at which children pick up speaking skills.

Why Makaton matters for inclusivity in early education

We take physical accessibility as a given. So why not make sure our settings are inclusive for speech and communication, too?

You might not need Makaton yourself. In fact, maybe nobody in your early years setting has an immediate need for it. But in the same way that you might not *need* a lift or a wheelchair ramp, you still know why it's important to have them.

Makaton helps create an early years environment where every child feels [able to speak and be heard](#). And especially when every child, regardless of need or ability, can boost their language skills by using Makaton, we've got a strong case for making it a regular part of your early years environment.

Most of all, Hannah explains, it's about making a [gesture of inclusivity](#) for everyone.

"If you're someone who needs Makaton, you might feel alone if you don't see others using it. Makaton shouldn't just be for key persons or caregivers, but for the whole classroom," she says. "It's about creating

an environment where everyone sees their needs being supported, and feels able to support the people around them. You never know when you might be someone else's helper."

It's easy to make Makaton part of early years learning

If you've never dabbled in Makaton before, the most important thing to know is that just a small start makes a big difference.

You don't need to spend weeks researching Makaton or getting certified before you start using it in your early years environment. Just learning the signs for a few key concepts, like immediate needs or core emotions, can go a long way in making your setting more inclusive.

Here are a few common needs you might start with — you can click each word to see the Makaton sign.

- [Hungry](#)
- [Tired](#)
- [Toilet](#)
- [Happy](#)
- [Sad](#)

Emma Jones, a Makaton Tutor and Artistic Director at [Splatter Dance](#), points out that starting out with Makaton doesn't have to be intimidating. Getting the ball rolling becomes easier if you look at Makaton as something to sprinkle throughout your day, rather than limiting it to a focused lesson. This also helps children understand all the ways they can use Makaton to [help everyone feel more included](#).

"I think as adults, we're wired to think we've got to be perfect at something before we can use it ourselves. But if you make Makaton a natural part of the things you do each day, it feels easier and becomes spontaneous. You don't feel like it's a separate activity, which helps ease the pressure to perform," she says.

How you can get started with Makaton in your Early Years setting

Right, so a small start is a good start. But how might Makaton *look* on the day-to-day in your early years setting?

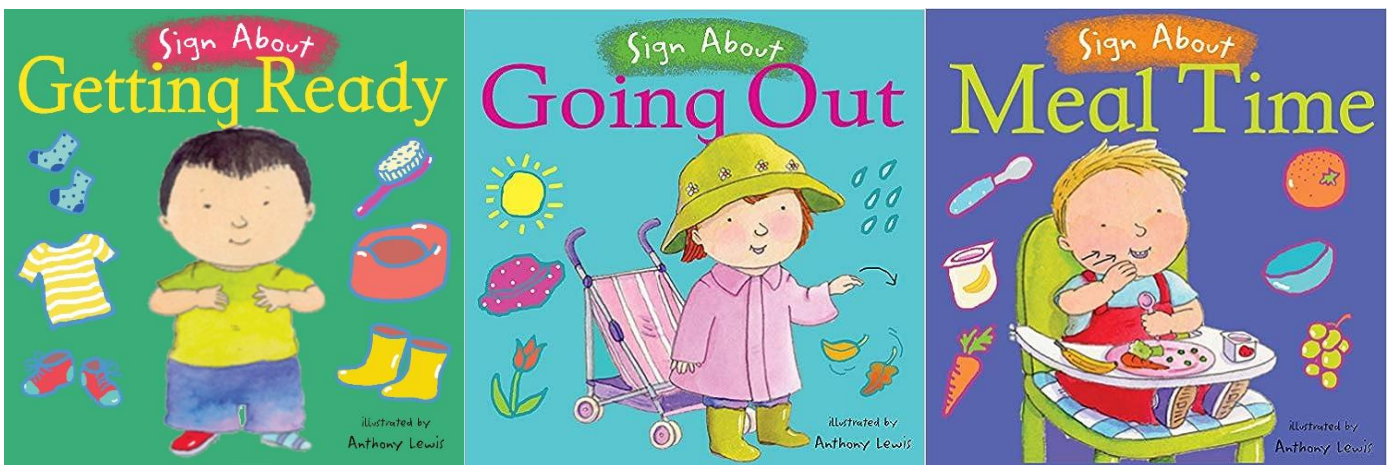
To get into it, you might want to check out all the free resources in the [Makaton Library](#). It's got vocabulary learning packs, plus plenty of activities and games to help little ones use Makaton in their daily routines. You can also get a membership with the Makaton Charity through the same website, if you'd like access to even more resources and tutoring.

And when you're learning Makaton with little ones, here are some top tips and ideas to help everyone along:

- **Start with a Makaton 'sign of the week'**. The Makaton Charity [updates their website every week](#) with a new sign to learn, including a video of what it looks like. This is a great way to gradually build everyone's Makaton knowledge at a manageable pace.
- **Learn Makaton signs to go with your favourite nursery rhymes**. This helps children see how they can fit Makaton into concepts they already know — plus, having a little singalong makes everything more fun.

- **Move children's hands at the start, to help them get used to the motions of Makaton.** This is most helpful with infants, but everybody can use a helping hand in the beginning.
- **Make sure to use Makaton at snack time.** Food and drink are wonderful motivators, and you can easily repeat these signs throughout the day. It's also a great chance to learn Makaton signs for words like "more," "less," and yes and no.
- **Face children straight on when you're signing together.** This makes it easier to understand the hand signs, and also helps emphasize other important parts of communicating, like our facial expressions, body language and eye contact.

Sign About Board Books illustrated by Anthony Lewis



Join our Family Hub - **Introduction to Makaton Training**

Email eyc.training@royalgreenwich.gov.uk to find out next course and reserve your place.

Why early years settings should sign with children daily

An article by Early Years Careers

<https://www.earlyyears-careers.com/eyc/early-years-practice/signing-in-the-early-years/>

Children in the early years often develop cognitive thinking before speech meaning they know exactly what they want; yet because their language skills are not yet at the same level are often unable to communicate these. This can cause frustration and behavioural problems, because some speech and language difficulties can lead children unable to communicate verbally.

Teaching children to sign either through Makaton or British Sign Language can hold so many benefits and can be used and understood by young children in baby rooms right the way up to adults. This gives children of all ages the opportunity to have a voice and to communicate their needs and interests with others.

Benefits of signing

There are many benefits of signing with children, some of which have been detailed above. These benefits include:

- Opening ways of communicating
- Can be used throughout a setting and does not need to be restricted to a certain age
- Allows children to express needs
- Allows children to express interests
- Prevents episodes of frustration and anger
- Gives children a voice
- Supports language development
- Allows children with language skills to understand children who have speech and language difficulties
- Can be used to help the children understand concepts further such as giving another level to singing
- It is fun to learn
- Babies and children build confidence and social skills

There are a large portion of children who are identified as having some form of speech and language difficulty during the early years. There are also a large number of children who are [deaf](#) in the UK or who will suffer from some form of hearing loss during childhood. Giving children the ability to not only communicate with others but also to be understood by others is very worthwhile and incredibly easy to incorporate into daily routines.

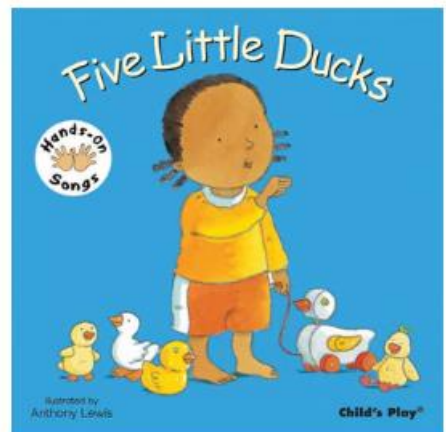
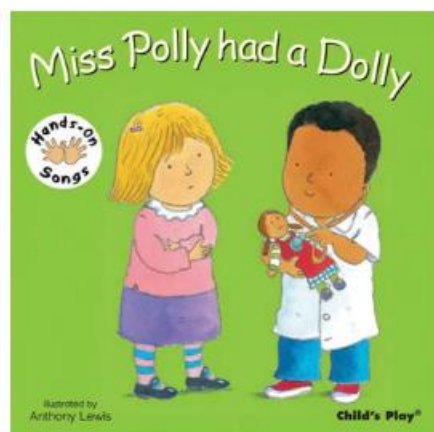
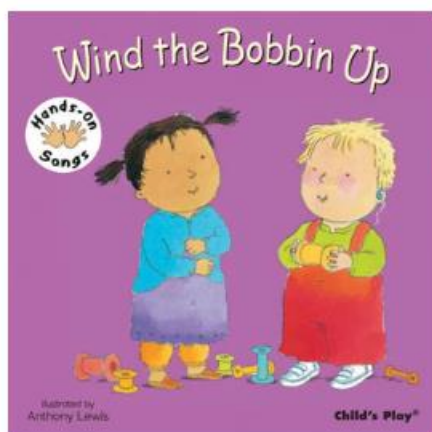
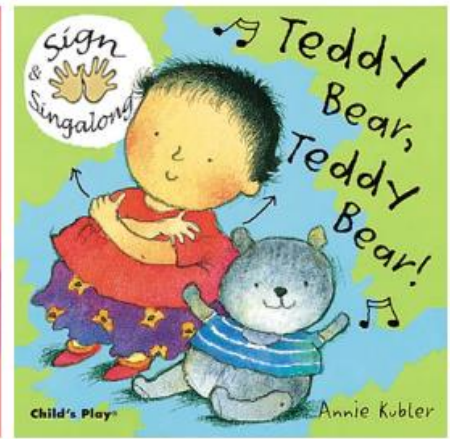
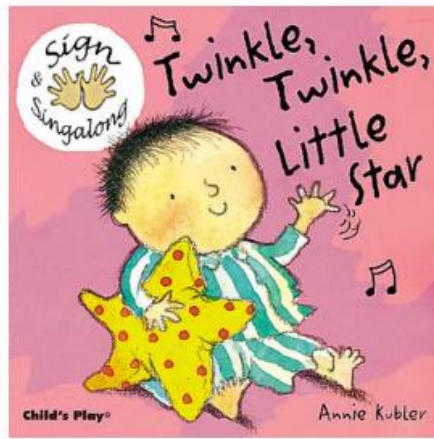
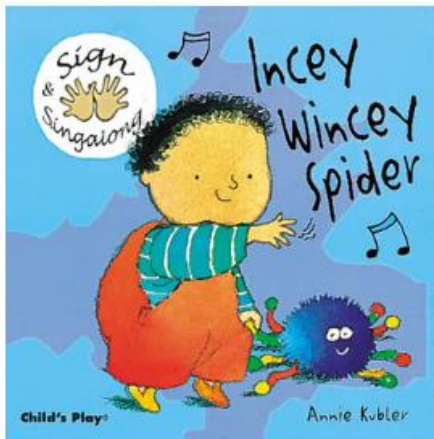
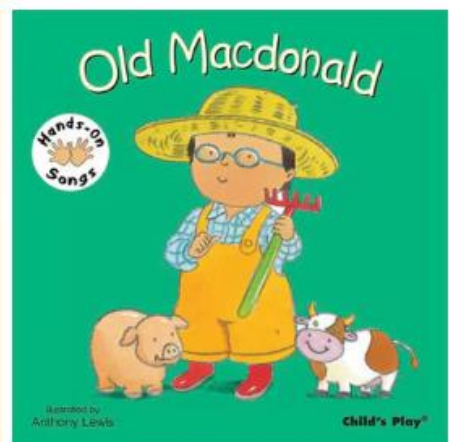
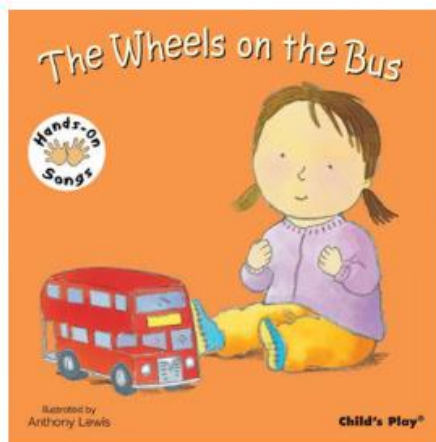
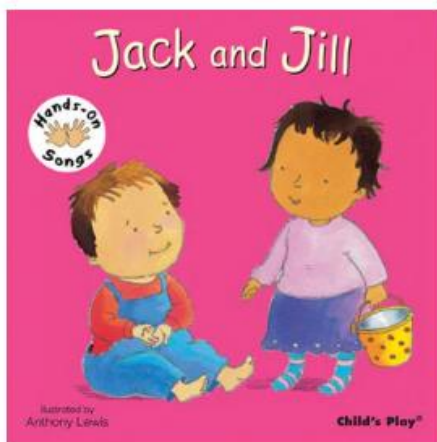
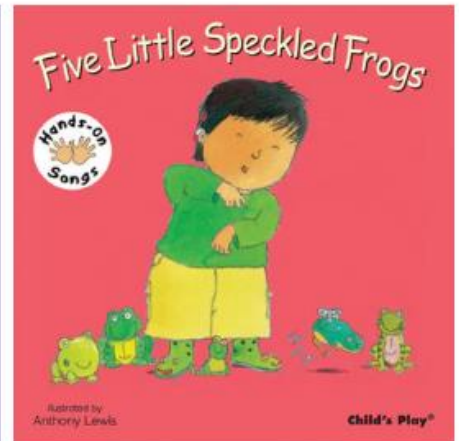
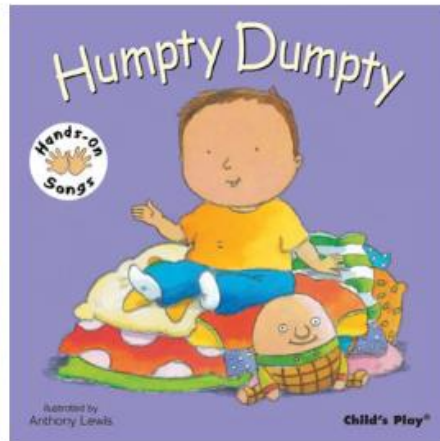
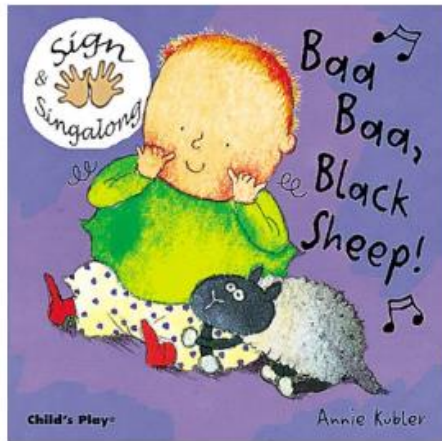
How to start signing with children

Makaton signs can then be introduced to the children through:

- Routine – Using the same signs every day as part of routine such as meal times and toilet times. These can be used by practitioners and the children will begin to pick them up and also use them.
- Sessions – There are specific sessions that can be attending to teach children signs, you may choose to have a sign and sign leader come into the setting once a week to hold a session. This is great fun and would give setting a unique selling point for parents
- Sign with picture cards or props – Having picture cards to match what you are signing allows children to understand what the sign actually means.

Join our Family Hub - **Introduction to Makaton Training**

Email eyc.training@royalgreenwich.gov.uk to find out next course and reserve your place.





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>

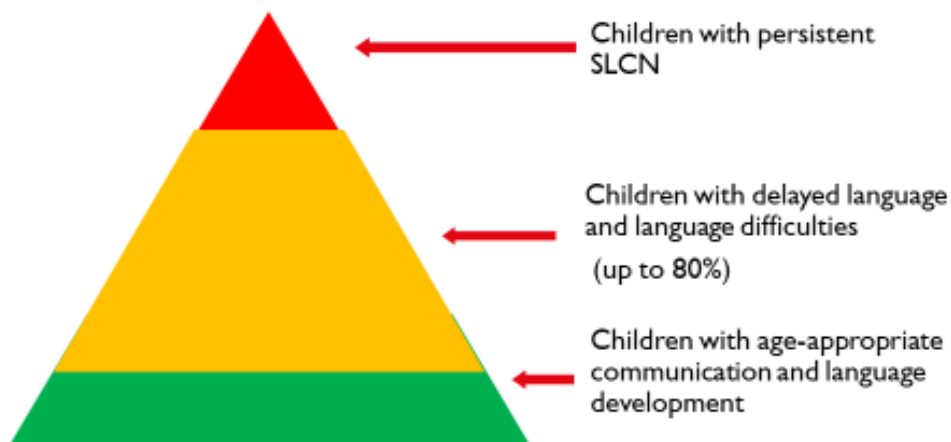


What are the benefits of Early Talk Boost?

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 yos



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



EARLY TALK BOOST

LAST CHANCE
for FREE
RESOURCES
FOR 2023/24

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

Session 1 + 2
7-9pm and 7-9pm
Thurs 21 and 28 Sept

In person @
The Woolwich Centre

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



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free early
learning

ROYAL borough of
GREENWICH

EARLY TALK BOOST

Dear Parent/Carer,

We are running a new programme called Early Talk Boost over 9 weeks this term



You can help your child by sharing and talking about the Jake & Tizzy book they bring home each week

3 times a week, the children will play games that are lots of fun and will encourage them to:

- develop their confidence
- learn and use more words
- share new songs and books together
- make new friends



L Look at the pictures together

E Encourage your child to talk by letting them start the conversation

A Ask questions about the story

R Remember to talk about things your child is especially interested in

N Never rush; remember to pause



Part of the Greenwich Family Hubs Network



free early learning



Children's Centres are running a programme for parents/carers of 2 year olds or you can deliver one at your setting. Let us know if you are interested by emailing eyc.training@royalgreenwich.gov.uk

GREENWICH TOTS TALKING



Toddlers learn to talk from their family and the people around them.

Come to Tots Talking to find out information and activities to support you to help your two year old get a head start.

Each session lasts for 1 hour a week for 8 weeks.

Date:

Time:

Place:

To find out more information contact:



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free early
learning ROYAL Borough of
GREENWICH



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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).



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



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!

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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



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



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.

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

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)

- [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/PokLJjx5Ku54xavWV9>

Early Years & Childcare TRAINING PROGRAMME

Area	Training Courses and Workshops	Day	Dates	Start	End	Method of delivery	Cost
Learning & Development	Curriculum & Teaching	Saturday	30 September 2023	09:30	13:00	In person	£45
Safeguarding & Welfare	Bitesize Webinar - Schemas	Wednesday	27 September 2023	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Bitesize Webinar - Fabricated Illness	Wednesday	04 October 2023	12:00	13:00	Zoom-	Free
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	05 October 2023	19:00	21:00	In person	Free
Learning & Development	Makaton Training- Introduction	Wednesday	11 October 2023	19:00	21:00	In person	Free
Learning & Development	Safeguarding Forum	Thursday	12 October 2023	18:30	20:30	In person	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	14 October 2023	09:30	17:00	In person	£60
Learning & Development	Makaton Training- Introduction	Wednesday	18 October 2023	19:00	21:00	In person	Free
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	Bitesize Webinar - Child abuse linked to faith and belief	Wednesday	08 November 2023	12:00	13:00	Zoom	Free
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	09 November 2023	09:30	13:00	In person	£45
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 – where courses are free, you will be charged an admin fee of £10

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://courses.royalgreenwich.gov.uk)
<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

Training support available from DFE



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

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

Early Years Professional Development Programme

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

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

The training is designed for childminders and early years practitioners, qualified to Level 3 or above, who regularly work with disadvantaged children aged 2-4 (*eligibility criteria applies).

To find more information on eligibility and how to apply please visit the [website](#). Early years practitioners should discuss with their line managers before applying

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

Help for early years providers

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

The [Help for early years providers](#) has a wealth of information that can help. For example, there's useful advice on [reducing paperwork](#) so you have more time to focus on areas such as [sensory food education](#).

Early years child development training



This training:

- is free for childminders and nurseries
- combines theory with practical tips and ideas to use in your setting
- includes opportunities to reflect on your practice
- reinforces your understanding through learning check questions and tests
- links to additional resources
- offers the opportunity to download certificates of completion
- has been developed by expert practitioners
- 5 modules can be completed in any order and at any time

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

What is Greenwich Local Labour and Business?

Greenwich Local Labour and Business (GLLaB) is a service established by the Royal Borough of Greenwich in 1996 to assist local residents in accessing training and employment opportunities. To date, GLLaB has supported over 24,000 individuals in securing employment and has helped over 30,000 residents develop new skills

Free recruitment solutions

A key part of GLLaB's service is to provide free recruitment solutions to businesses, and appropriately match people to job vacancies, with a focus on local labour. We can tailor our service to meet a business's needs and provide a range of support including:

- dedicated Employer Engagement Officer account managers
- matching local, work-ready candidates from our database to job specifications
- pre-screening prospective candidates to identify suitable candidates to progress forward to employers for interview
- advertising and hosting recruitment open days to help employers select candidates for interview, including Annual Jobs and Skill Fair
- working with employers to identify future skill requirements and where required, provide customised pre-employment training
- providing interview venue facilities
- promoting job opportunities via the council's website and social media channels – Twitter, Facebook, and Instagram.

For free help and advice on recruiting local people for your business, contact the GLLaB Employer Engagement team to discuss your requirements:

By phone on 0208 921 2440 or email gllab-jobs@royalgreenwich.gov.uk.

Greenwich Access to Apprenticeship Fund

Greenwich based businesses can access the council's Apprenticeship Levy Fund to cover 100% of the training and assessments costs of an apprenticeship, to upskill existing members of staff or for a new apprentice.

Apprenticeships are a fantastic way to develop a motivated, skilled, and qualified workforce, to fill address skill gaps in your business by investing in staff development, which can help to retain staff and build expertise.

There are over 700 apprenticeships standards available, covering a multitude of sectors, offering nationally recognised qualifications from Level-2 to Level-7.

For new recruits, GLLaB can help you identify candidates who live in the borough, and provide advice and support through the entire process, so please get in touch to find out more.

To find out more, please contact Greenwich Local Labour and Business at apprenticeships@royalgreenwich.gov.uk or call 0208 921 2440.



HELP PAYING FOR YOUR CHILDCARE



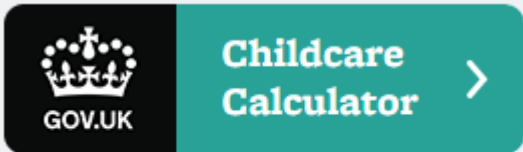
An online application is quick and easy

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



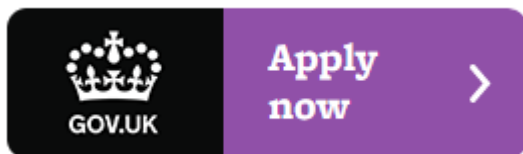
Access the online portal

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



Get an **estimate** of how much help you can get with Tax-Free Childcare and other offers.

<https://www.gov.uk/childcare-calculator>



<https://www.gov.uk/apply-for-tax-free-childcare>

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



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

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



GREENWICH
**Safeguarding
Children**
PARTNERSHIP



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.

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](#)



CASE REVIEWS AUGUST 2023

[Thematic child safeguarding practice review: services provided to young people and their families in relation to serious youth violence.](#)

Berkshire West Safeguarding Children Partnership (2022)

[Executive summary of a significant case review carried out by the Child Protection Committee \[Anne\].](#)

North Lanarkshire Protection Committee (2022)

[Local learning review of serious youth violence and gang related activity.](#)

Thurrock Local Safeguarding Children Partnership (2022)

[Extended LSCPR: Teddy, Wilbur and Peter.](#)

Trafford Strategic Safeguarding Partnership (2022)

[Child safeguarding practice review: the long-term sexual abuse of children in care.](#)

Wiltshire Safeguarding Vulnerable People Partnership (2022)

[A local child safeguarding practice review: Child T.](#)

Royal Borough of Windsor and Maidenhead Safeguarding Partnership (2021)

NSPCC Learning¹

Why language matters: talking about ‘equal protection from physical assault’ rather than calling for a ‘smacking ban’



NSPCC Learning has published a new blog post as part of its Why Language Matters series looking at why it’s important to talk about the need for children to have equal protection from physical assault, rather than calling for a ‘smacking ban’. The blog post looks at: avoiding euphemistic language; drawing parallels between the legal protections offered to adults and children; and the need to take a child centred approach to the debate.

[Read the blog below: Why language matters: talking about ‘equal protection from physical assault’ rather than calling for a ‘smacking ban’](#)

If an adult hits another adult because they don’t approve of how they’re behaving, it’s described as physical assault. But when a parent takes the same action against their child, we’re more likely to describe it as ‘smacking’.

By reframing the language used to talk about this issue, we can better reflect the negative impact that physical punishment has on children. In doing so, we can also highlight the urgent need for a change in the law in **England** and **Northern Ireland**, where parents can still use the defence of ‘reasonable punishment’ to justify physically punishing their child.

Highlighting the impact on children’s wellbeing

Using euphemistic terms like ‘smacking’ risks minimising the harm caused to children.

Studies show that physical punishment can have harmful effects even if a child experiences it in the context of a warm, loving family background. It affects a child’s mental and emotional health, and is particularly associated with:

- depression
- anxiety
- an increase in aggression
- an increase in antisocial behaviour.¹

The psychological effects of physical punishment can extend into adulthood. Adults who had been physically punished as children had an increased risk of:

- suicidal thoughts and feelings
- moderate to heavy drinking
- drug use.²

Current disparity between children's and adults' protection in law

In **England** and **Northern Ireland** the defence of 'reasonable punishment' means that children are the only group of people who are not fully protected from physical assault.

Talking about 'smacking' masks the ongoing disparity in England and Northern Ireland between a child's and adult's protection in law from assault. Calling for a 'ban' does not recognise that removing the 'reasonable punishment' defence would not constitute a proactive ban or the creation of a new offence. Rather, it would ensure that the law of assault applies equally to children and adults.

Talking about 'equal protection from physical assault' underlines the fact that the child's human right to protection against physical violence, as set out in the UN Convention on the Rights of the Child (UNCRC), is being infringed.³

Keeping the focus on the child

Talking about the need for equal protection from physical assault keeps the focus on the child's need for protection, rather than the parent's or carer's desire to manage their child's behaviour.

In fact, research shows that using physical punishment can lead to increased child behaviour problems over time.⁴ Families can get caught in a cycle: as a child misbehaves more often, parents rely on harsher forms of physical punishment – and the psychological effects of the punishment make the child's behaviour even more problematic.⁵

Key points

- Children deserve the same protection from assault as adults.
- Using physical forms of punishment can cause long term harm to children.
- Physical punishment is an ineffective means of managing children's behaviour.
- Calling for equal protection from physical assault rather than a 'ban on smacking' keeps the debate focussed on the safety, wellbeing and protection of children.

Domestic Abuse and Schools: Evidence from the Supervision for Designated Safeguarding Leads Evaluations



Foundations, the new What Works Centre for Children and Families, has published findings from a study on domestic abuse as part of wider evaluations into two school based interventions. The report explores Designated Safeguarding Leads' (DSLs) experiences of identifying and responding to domestic abuse in schools as well as a supervision programme. Findings from surveys, interviews and focus groups with schools include: around two-thirds of primary and secondary school DSLs surveyed had received domestic abuse safeguarding training within their general safeguarding course; and there was variation in DSLs' confidence and preparedness.

Key Findings

Training and support: DSLs who had received generalised safeguarding training found the content on domestic abuse too general. Those that had received specialised training said it was useful but was often a 'one-off' and the content, provider and delivery of training varied.

Confidence and preparedness: DSLs confidence in dealing with domestic abuse cases varied. One of the most common themes was that DSLs found it challenging to identify domestic abuse cases, especially when children did not disclose a case or there were not clear visual clues.

Changes in practices and perceived impact from DSL supervision: The interviews and focus groups indicated that many DSLs who had received the supervision programme had not covered domestic abuse in their sessions, which is not surprising as the intervention was not designed to have a domestic abuse focus. Around four in ten primary school DSLs and around three in ten secondary school DSLs receiving the training felt that the supervision and support from their supervising social worker had a positive impact on their ability and confidence in identifying and managing domestic abuse cases.

[Read the report: Domestic abuse and schools: evidence from the supervision for designated safeguarding leads evaluations](#)



Podcast: Domestic abuse support in the workplace

What workplaces can do to provide support to adults and children experiencing domestic abuse

Witnessing or experiencing domestic abuse can have a detrimental effect on a child's mental, physical and economic wellbeing. By recognising when an employee or colleague is experiencing domestic abuse, professionals working in any sector can help keep children safe.

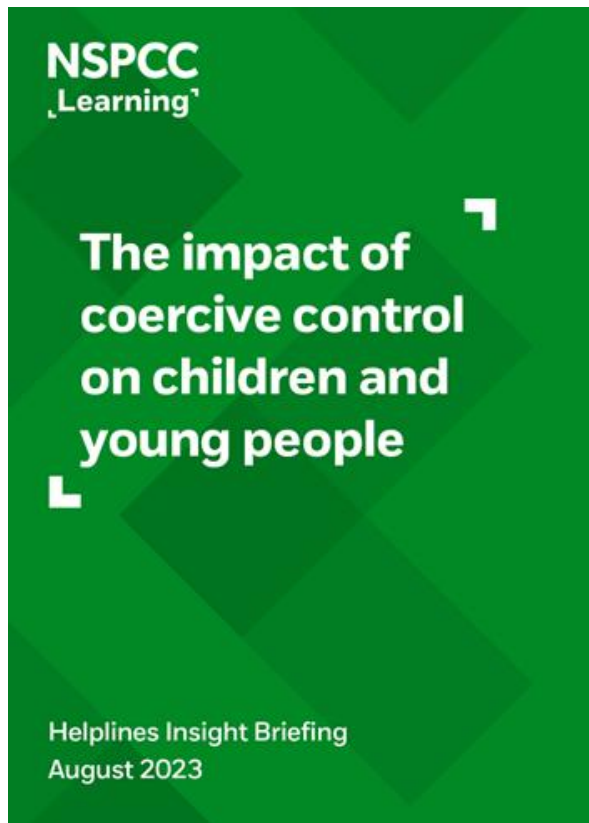
In this podcast episode, domestic abuse experts from the NSPCC Helpline discuss what you can do to support and safeguard colleagues who experience domestic abuse.

The discussion covered:

- why a workplace domestic abuse policy is good practice to support non-abusing parents and their children
- what should be included in a workplace domestic abuse policy
- the potential indicators of domestic abuse
- the barriers that people may experience when they take steps to speak to their employer about domestic abuse
- what managers can do to support colleagues experiencing domestic abuse or other safeguarding concerns.

[Listen to the podcast: Podcast: Domestic abuse support in the workplace](#)

[Visit the YouTube: Domestic abuse support in the workplace](#)



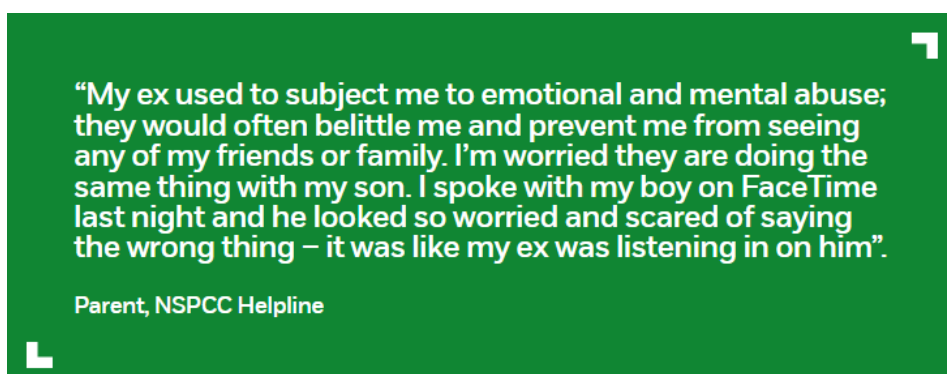
NSPCC Learning has published a Helplines insight briefing on coercive control highlighting its impact on the safety, behaviour, and wellbeing of children. The briefing collates data from contacts to the NSPCC Helpline and Childline in 2022/23. Findings from 01 April 2022 to 31 March 2023 show 4,412 NSPCC Helpline contacts from adults and 1,096 Childline counselling sessions with children and young people whose main concerns were domestic abuse. Contacts included experiences of: threats and coercion; continual emotional mistreatment; and economic and financial abuse.

[Read the insight briefing: The impact of coercive control on children and young people.](#)

[Read the news story: 1,400 contacts to NSPCC Helpline last year were about coercive and controlling behaviour towards children](#)

Coercive control is a form of domestic abuse that can often be overlooked. NSPCC look at the themes around coercive control that people talked about including:

- controlling and isolating behaviours
- using threats and coercion
- emotional abuse
- economic or financial abuse
- services missing opportunities to support victims and survivors.



NSPCC also look at the impacts on children and young people experiencing coercive control including:

- parents and carers describing children as quiet, stressed and depressed
- behaviour changes including children emotionally and physically abusing parents and siblings

- children expressing worries and fears about their parent's and carer's coercive and controlling behaviours
- some children engaging in self-harm
- disruption to children's social and support networks



Neglect is a serious form of harm. Both families and professionals can become overwhelmed and demoralised by issues of neglect. Children may experience repeated attempts by professionals to try and improve the situation.

Published case reviews highlight that professionals face a big challenge in identifying and taking timely action on neglect.

The learning from these reviews highlights that professionals from all agencies must be able to:

- recognise physical, emotional, medical and educational neglect
- understand the cumulative and long term impact of neglect
- take timely action to safeguard children

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

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

Submit

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



Sign up to NSPCC newsletter safeguarding here

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

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
Winsome Collins – DO PVI's/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation, and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Greenwich 0 to 4 Health Visiting Service bromh.greenwich0to4@nhs.net	0300 330 5777
Children with Disabilities	
Disabled Children's Social Work & Occupational Therapy	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311

