



- DFE Update – Childcare Recruitment Campaign
- Ofsted Webinars
- Race Equality Week
- Equality & Equity Charter
- Spring Training programme
- Health & Wellbeing- MMR, Disability in the Workplace, Coram Mental Health Wellbeing for Children, Solihull Parenting
- Childcare Choices

### Keeping Children Safe

- Safer Sleep Week – Guidance for Early Years
- Substance misuse message
- GSCP newsletter
- Childhood Trauma & War
- Attendance at School and Early Years Settings
- Safer Internet Day
- Harmful Sexual Behaviours
- Updated Safeguarding Useful Numbers

Here's what's in the February edition

- Updated Service Level Agreement - Read & Sign
- Expansion of entitlement and code checks World Book Day 2024
- LGBTQ+ History Month



Main telephone lines are fully available and open between 9am – 5pm Mon - Fri



Parents 020 8921 6921 [FIS@royalgreenwich.gov.uk](mailto:FIS@royalgreenwich.gov.uk)

Providers 020 8921 3877 [Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)



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

### **IMPORTANT NOTICE** Service Level Agreement 2023/25 Updated

**THIS HAS BEEN UPDATED IN LINE WITH THE NEW EXPANSIONS & FUNDING RATES IF YOU OFFER OFSTED REGISTERED PROVISION and/or FUNDED PLACES**

**YOU MUST READ & SIGN SLA**

[Read the SLA](#) and [Sign the SLA](#)



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

## Expansion of childcare entitlements



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

The new early education and childcare statutory guidance for local authorities has now been published online, and is available at [Early education and childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/early-education-and-childcare).

Eligible working parents of 2-year-olds are now able to apply for a code for 15 hours of free childcare, starting from 1 April 2024 (if stretched or 15 April if term time only).

It is recommended that parents start applying for their codes NOW in case there are delays.

You can now validate two-year-old codes on Synergy here [Provider Portal](#). If you need to be set up, please [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) with your request

A screenshot of the 'Eligibility Checker' web form. At the top, there is a navigation bar with tabs for 'Home', 'Forms', 'Funding', and 'Sufficiency'. Below this is a sub-navigation bar with links for 'Summary', 'Estimates', 'Actuals', 'Adjustments', 'Eligibility Checker', and 'Registered Interests'. The main heading is 'Eligibility Checker'. Below the heading, there is a paragraph of instructions: 'Use this area to check if a child is eligible for Working Parents EY Entitlements. Please click the button below and provide the details as required.' followed by a 'Data Protection Notice' stating that a record of the check is maintained for monitoring purposes. A blue button labeled 'Working Parents EY Entitlements' is positioned below the text. The form itself is titled 'Working Parents EY Entitlements' and contains the following fields: 'Eligibility Code\*' (mandatory), 'Child Date of Birth\*' (mandatory), 'Parent/Carer Forename', 'Parent/Carer Surname', 'Parent/Carer NI Number\*' (mandatory), a checkbox for 'Consent must be given for this Eligibility Check', 'Partner Forename', 'Partner Surname', and 'Partner NI Number'. A note at the bottom left of the form states '\*denotes mandatory fields'. At the bottom of the form are two buttons: 'Submit' and 'Cancel'.

If you receive queries from parents regarding their eligibility, you direct them to <https://www.childcarechoices.gov.uk/> in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive.

## ROYAL GREENWICH CHILDCARE CHOICES

# 15 HOURS FOR 2 YEAR OLDS



15 hours of early education for 38 weeks (up to 570 hours per year), that can be used flexibly with APPROVED participating providers from the term AFTER the child turns 2

### TOGETHER FOR TWOS AVAILABLE NOW

For families in receipt of support (eg on benefits or low income)

Apply on Royal Greenwich portal



Take 6 digit short code to your childcare provider

### FROM 1 APRIL 2024, ELIGIBLE WORKING FAMILIES

For working families where both parents/carers work and each earns at least 16 hours equivalent of National Minimum Wage

Apply on government gateway Childcare Choices, [here](#) before 31 March 2024

Take 11 digit long code to your childcare provider who will validate the code

Parents/carers MUST renew code every 3 months

To check eligibility under either scheme for 2 year olds and to validate codes, contact Families Information Service on [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk) or 020 8921 6921

# World Book Day 2024



Thursday 7 March



World Book Day is a day to celebrate and promote children's love for books and reading.



Children and young people can choose one of the £1/€1.50 books FREE with their £1 token.

The token redemption date for the £1 book tokens is from **15 February – 31 March 2024**.

## Participating retailers:

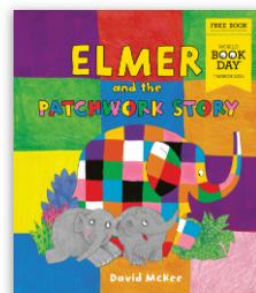
- Your local independent bookseller
- Asda
- Blackwell's (selected stores only)
- Sainsburys
- Tesco
- The Works
- Waterstones
- WHSmith

[Participating retailers - World Book Day](#)

Please see the link below to download digital tokens for your families.

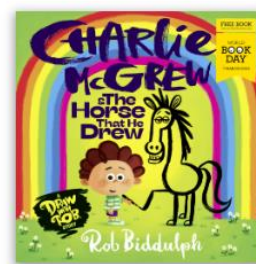
[2024-digital-token-UK.pdf](#)

## Beginning



Elmer and the Patchwork Story

## Beginning



Charlie McGrew & The Horse That He Drew



## To celebrate World Book Day, why not bring your children's favourite books to life...

For babies, you could create story baskets based on their favourite story books.

Utilise resources in the setting or home and you could also use real items like vegetables and flowers, as shown here!



Having these story baskets available to your little ones, is a great way to allow them to explore and pique an interest in story time. When children begin to investigate these baskets, this is a great signal to initiate story time with them. It is also more likely that children will stay engaged for longer, with the use of props.

You could try making a story basket based on 'The Hungry Caterpillar'.

This could also work for your toddlers, for slightly longer books. They may enjoy using the props, to begin acting out parts of the story that they can recall.



How about trying story time at the tuff tray? This might intrigue the children, who find it difficult to sit down and listen to a story.

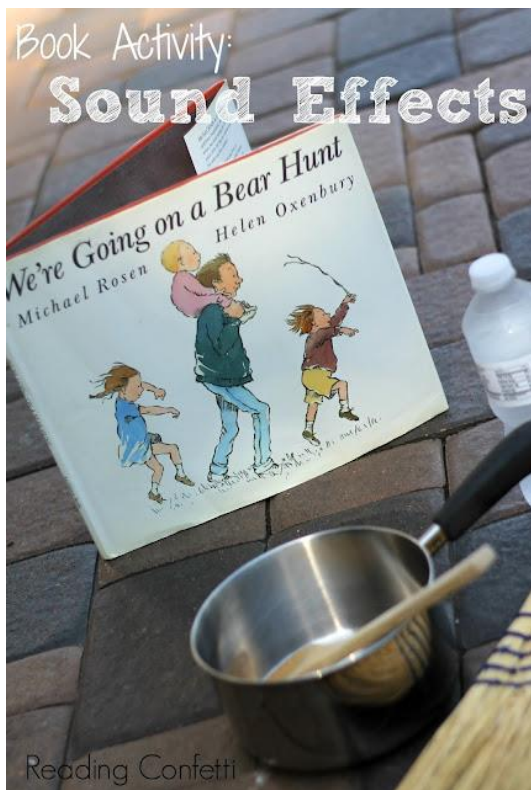
It is also a great way to involve other areas of learning for children to develop. Like here for example, there is opportunity for the children to strengthen their fine motor skills, through scooping and filling the containers, to make



Here is another example of a tuff tray based on 'The Three Little Pigs'.

These story tuff trays encourage imaginative play, as well as children's understanding and language as they narrate the story.





Sound effects is another great way of bringing the story to life.

Here are some ideas of how you can create the sound effects to 'We're going on a bear hunt', using household items.



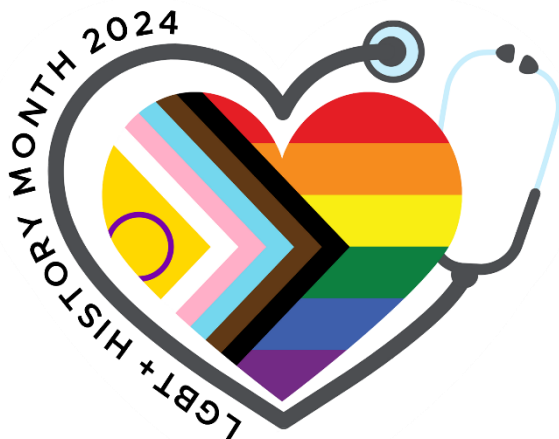
The objects used: jelly in a sealed container, an empty bottle, a pot and spoon, a water bottle with a small amount of water, and a broom.



Here's what we did (though of course kids can come up with their own):

- For the grass "swishy swashy": they ran the broom along the floor.
- For the river "splash splosh": they shook their water bottles.
- For the mud "squelch squelch": they shook the container of jelly. If you don't have jelly, you could try walking in wet flip flops. *Be careful not to slip!*
- For the forest "stumble trip": they banged the pot with their spoons.
- For the snowstorm "hoooo woووو!": they blew into the top of an empty bottle.
- For the cave "tiptoe tiptoe": they banged the pot *softly* with their spoons.

## LGBTQ+ HISTORY MONTH 2024 THEME: MEDICINE UNDER THE 'SCOPE



LGBT History Month takes place in February every year. It's a month dedicated to the LGBTQ+ communities (that's lesbian, gay, bisexual, trans, queer/questioning plus). The aim of the month is to highlight past and present inequalities and injustices and to shine a light on inspirational LGBTQ+ people in different sectors.

LGBT+ History Month was founded in the UK by Paul Patrick and Professor Emeritus Sue Sanders. Paul and Sue are the founders of Schools OUT.

<https://www.stonewall.org.uk/our-work/campaigns/lgbt-history-month-resource-hub>

<https://lgbtplushistorymonth.co.uk/lgbt-history-month-2024/>

### Key Messages and Understanding Language

**Some people are LGBTQ+.**

**Some families contain LGBTQ+ relationships.**

**It's OK to be LGBTQ+.**

**Prejudice and discrimination are never OK.**

**LGBTQIA+:** An umbrella term referring to lesbian, gay, bisexual and trans people, plus those with related identities.

**Sexual Orientation:** The part of your identity that relates to who you fancy.

**Lesbian:** Women who are attracted to women.

**Gay:** A person attracted to another person of the same gender.

**Bisexual:** A person who is attracted to their own and other genders.

**Pansexual:** A person who is attracted to people regardless of gender.

**Asexual:** A person who experiences little, or no, sexual attraction.

**Straight:** A person who is attracted to the 'opposite' or a different gender to their own.

**Gender Identity:** The gender that you identify with, that you know and feel yourself to be, and is part of your internal sense of self.

**Trans:** A person whose gender is different to the one they were assigned at birth.

**Non-binary:** A person whose gender is outside the binary of woman and man.

**Cis:** A person whose gender is the same as the one they were assigned at birth.

<https://www.theproudtrust.org/young-people/>





## 12 LGBTQIA+ icons from history you should know about



LGBT history month takes place in February each year, to help educate people on lesbian, gay, bisexual and transgender history, as well as the history of the gay and civil rights movements.

Watch video here and read about LGBTQ+ icons

<https://www.bbc.co.uk/newsround/55276399>



Watch an animated video from Twinkl about Pride Month [https://youtu.be/Jfus0EpbG\\_0](https://youtu.be/Jfus0EpbG_0)



## 12 LGBTQIA+ icons from history to know about



### Alan Turing

A mathematician who cracked the Enigma code being used by Nazi Germany and helped end the World War 2.



### Oscar Wilde

A witty playwright and writer who wrote the "The Importance of Being Earnest and the Picture of Dorian Gray.



### Marsha P Johnson

An activist for transgender rights who resisted arrest after police raids in New York called Stonewall and provided a safe house. This led to protests demanding rights for gay people around the world.



### Allan Horsfall

A campaigner to change the law (and attitudes) that made being gay illegal. His campaign became the biggest LGBT right organisation in the UK with 5000 members



### Goronwy Rees

A journalist who joined MI6 and became Principal of Aberystwyth University. He led on a government report to change the law and listened directly to the voice of gay men.



### Edith Windsor

An activist in America who changed the law about recognising the marriage rights of same sex couples.



### **Gilbert Baker**

An artist who invented the rainbow flag on the 25<sup>th</sup> anniversary of the Stonewall uprising as a symbol for everyone



### **Maureen Colquhoun**

The first openly gay female MP in the UK who despite being forced out of her political party still stood up to represent her area.



### **Lady Phyll**

An LGBT rights and antiracist activist who started UK Black Pride to celebrate LGBT people of African, Asian, Caribbean, Middle Eastern and Latin American heritage.



### **Chris Smith**

The first openly gay male MP who became a government minister. Since then there have been more MPs in government – there are about 54 LGBT+ MPs now.



### **Justin Fashanu**

Britain first openly gay footballer at top level of the sport. After he told a newspaper he was gay, he was not supported and experienced bullying. After he died, he was inducted in National Football Museum's hall of Fame and his family said he was "one of the bravest men".



### **Elton John**

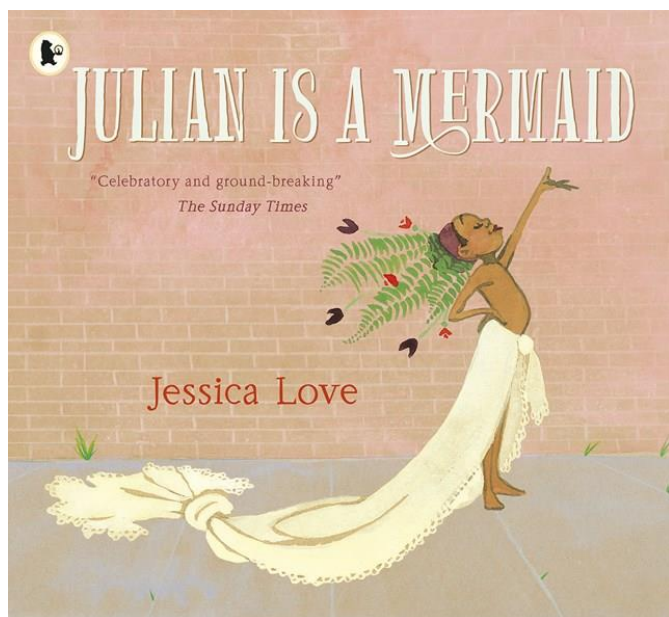
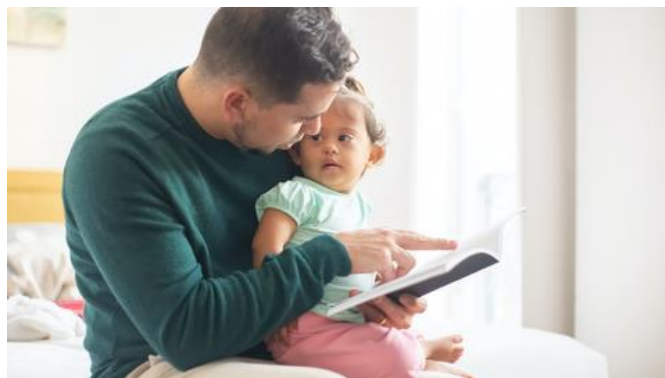
A singer and pianist who was one of the first gay artist to advocate for gay rights and set up a charity to raise awareness about AIDS and remove stigma.

# LGBTQ+

## Inclusive Books

<https://www.stonewall.org.uk/lgbtq-inclusive-books-children-and-young-people>

<https://www.booktrust.org.uk/booklists//lgbt-picture-books/>

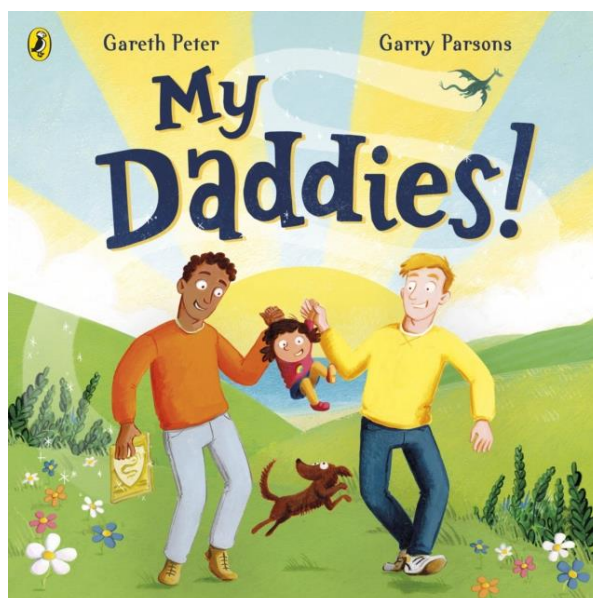


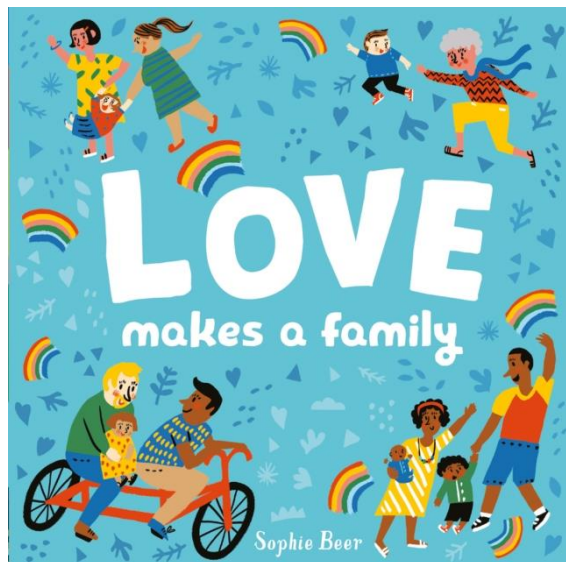
### **Julián is a Mermaid by Jessica Love**

While riding the subway home with his Nana one day, Julian notices three women spectacularly dressed up. Their hair billows in brilliant hues, their dresses end in fishtails, and their joy fills the train carriage. When Julian gets home, daydreaming of the magic he's seen, all he can think about is dressing up just like the ladies and making his own fabulous mermaid costume. But what will Nana think about the mess he makes - and even more importantly - what will she think about how Julian sees himself?

### **My Daddies by Gareth Peter and Garry Parsons**

This funny picture-book celebrates same-sex parents and is perfect for introducing children to the different kinds of family in the world today. Set off on a series of incredible adventures with an adorable family as the stories they read burst into colourful life. Battle dragons, dodge deadly dinosaurs, zoom to the moon and explore the world in a hot air balloon, before winding down in a wonderfully cosy bedtime ending.



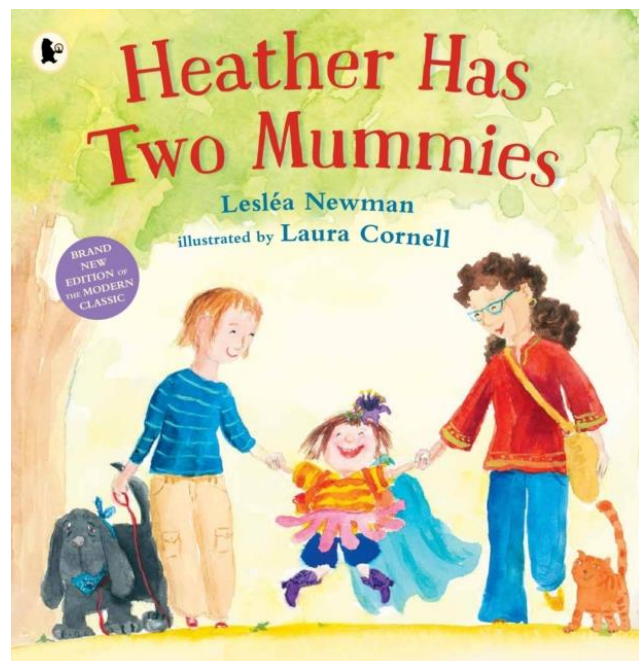
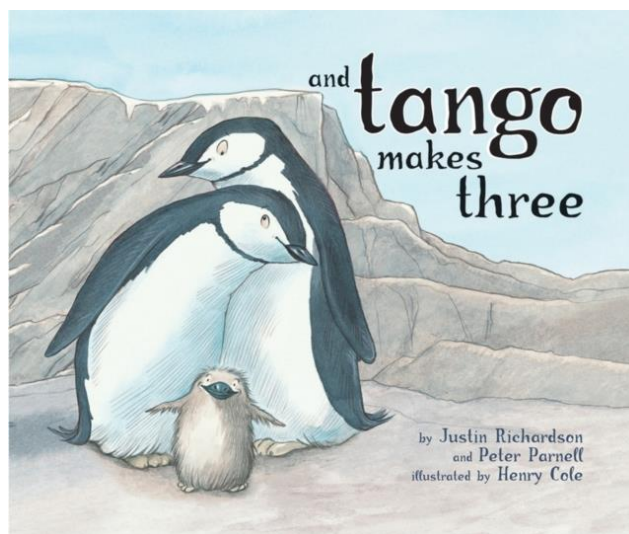


### **Love Makes a Family by Sophie Beer**

Love is baking a special cake. Love is lending a helping hand. Love is reading one more book. Whether a child has two mums, two dads, one parent, or one of each, this simple book shows that what's most important in each family's life is the love the family members share.

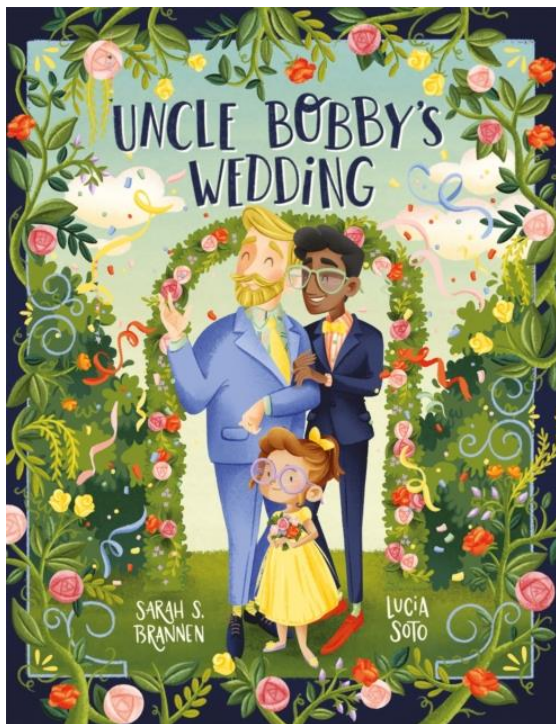
### **And Tango Makes Three by Justin Richardson**

Roy and Silo are just like the other penguin couples at the zoo - they bow to each other, walk together and swim together. But Roy and Silo are a little bit different - they're both boys. Then, one day, when Mr Gramzay the zookeeper finds them trying to hatch a stone, he realises that it may be time for Roy and Silo to become parents for real.



### **Heather Has Two Mummies by Lesléa Newman and Laura Cornell**

Heather's favourite number is two – she has two arms, two legs, two pets and two lovely mummies. But when Heather goes to school for the first time, someone asks her about her daddy – and Heather doesn't have a daddy! But then the class all draw portraits of their families, and not one single drawing is the same. Heather and her classmates realize, it doesn't matter *who* makes up a family, the most important thing is that all the people in it love one another very much.

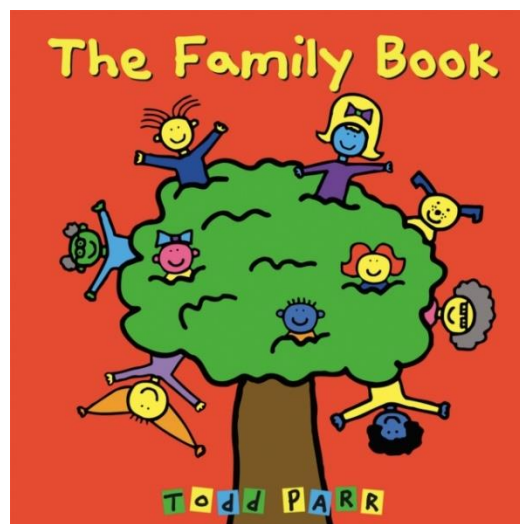


**Uncle Bobby's Wedding by Sarah Brannen and Lucia Soto**

Bobby and Jamie are getting married, but Bobby's niece Chloe is worried that she won't be his favourite person anymore. Will Uncle Bobby still think she is special?

**The Family Book by Todd Parr**

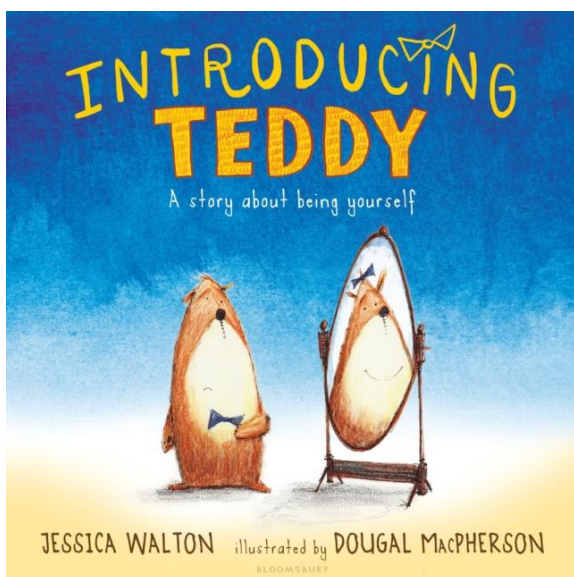
This book celebrates the love we feel for our families and all the different varieties they come in. Whether you have two mothers or two dads, a big family or a small family, a clean family or a messy one, *The Family Book* assures readers that no matter what kind of family you have, every family is special in its own unique way.



**Introducing Teddy by Jessica Walton and Dougal MacPherson**

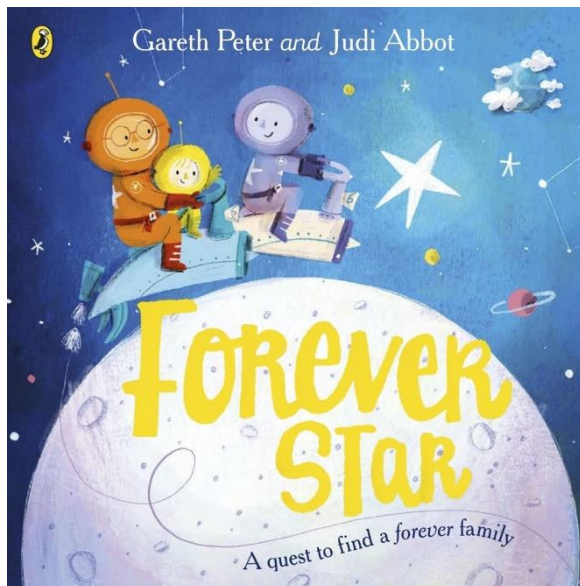
One sunny day, Errol finds that Thomas the Teddy is sad, and Errol can't figure out why. Then Thomas the Teddy finally tells Errol what Teddy has been afraid to say: 'In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly.' And Errol says, 'I don't care if you're a girl teddy or a boy teddy! What matters is that you are my friend.'

A sweet and gentle story about being true to yourself and being a good friend, *Introducing Teddy* can also help children understand gender identity.



### Forever Star by Gareth Peter & Judi Abbot

This beautiful story follows Tim and Tim on their journey to find their forever family with themes such as adoption, same-sex parenting and diverse families.



### JACOB'S NEW DRESS



Sarah and Ian Hoffman

illustrated by Chris Case

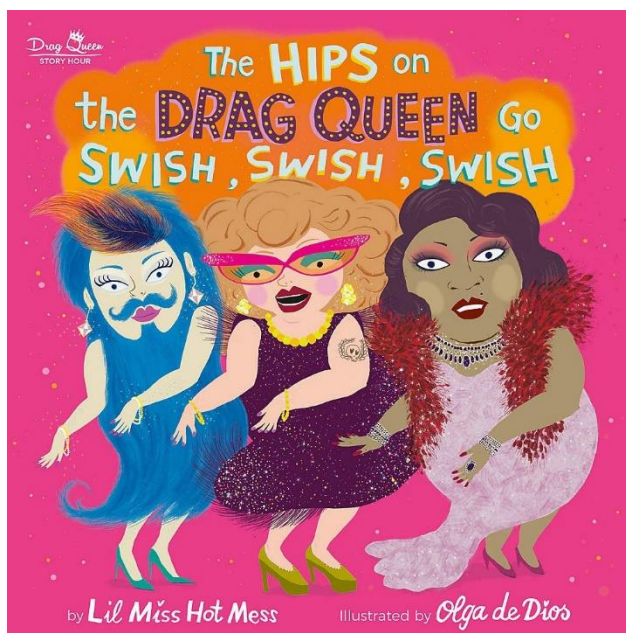
### Jacob's New Dress by Sarah and Ian Hoffman & Chris Case

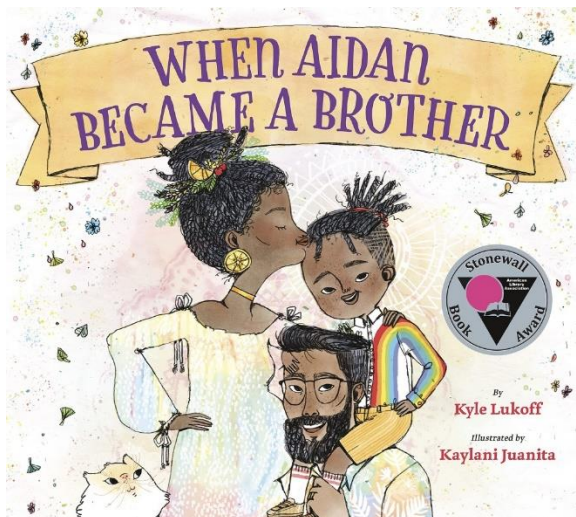
Young Jacob enjoys playing dress up and despite his parent's concerns at first and the teasing he gets from other children, he does his best to continue doing what he loves. As well as issues such as gender stereotypes, the heartwarming story also touches on topics such as image, the trans umbrella, diversity and inclusion, anti-bullying, unconditional family love, and acceptance.

### The Hips on the Drag Queen Go Swish, Swish, Swish by Lil Miss Hot Mess & Olga de Dios

Based on the classic nursery rhymes The Wheels on the Bus, the story follows a drag queen who performs her routine for the audience and readers complete with dazzling illustrations.

You can also tie this in with LGBT+ History Month and how drag queens and trans people were at the forefront of helping to change history and rights for LGBT+ people.



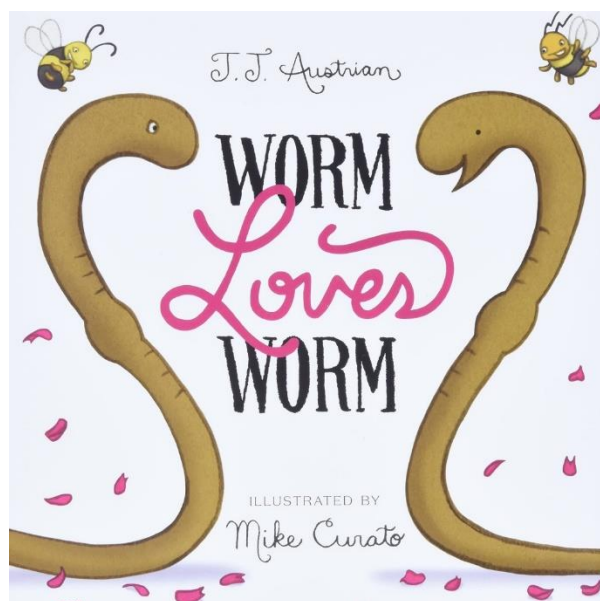


### **When Aidan Became a Brother by Kyle Lukoff & Kaylani Juanita**

An award-winning book about trans children and how families can support their children – and not just those in the Early Years – during times they need it most. Born in the body of a girl, Aidan grows up realising he is actually a boy and fixes that with the help of his loving parents. When he is due to be an older brother, Aidan wonders how he can help welcome his new sibling into the world.

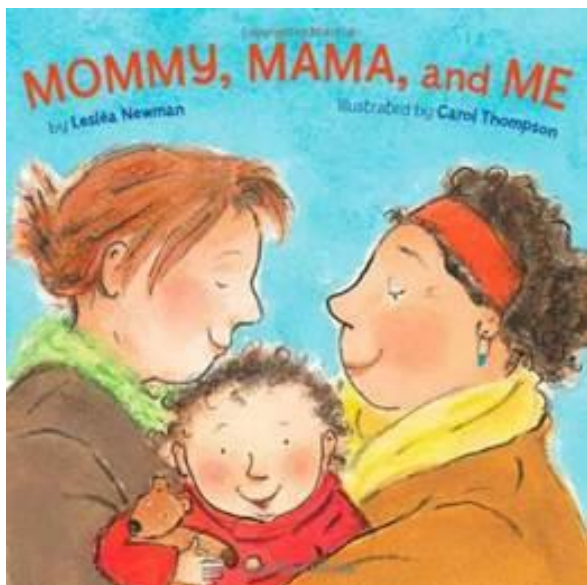
### **Worm Loves Worm by J.J. Austrian and Mike Curato**

A warming LGBT+ inclusive story celebrating love in all forms and marriage equality. Gender is not important in this tale because the only important thing about it is to know that love is love



### **Mommy, Mama and Me by Leslea Newman & Carol Thompson**

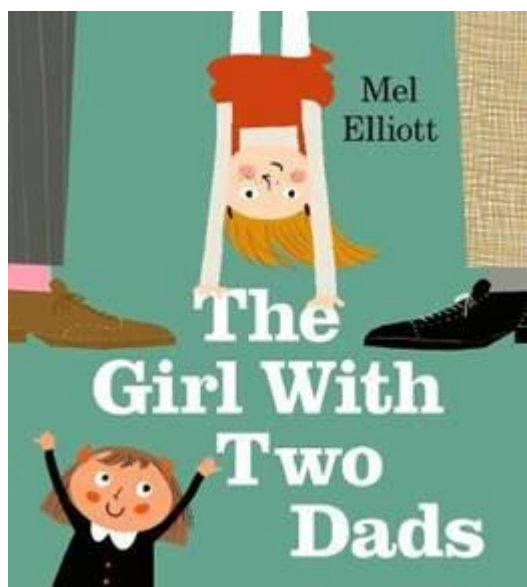
A warm and adorably illustrated board book about a loving family which just happens to have two mums in it.





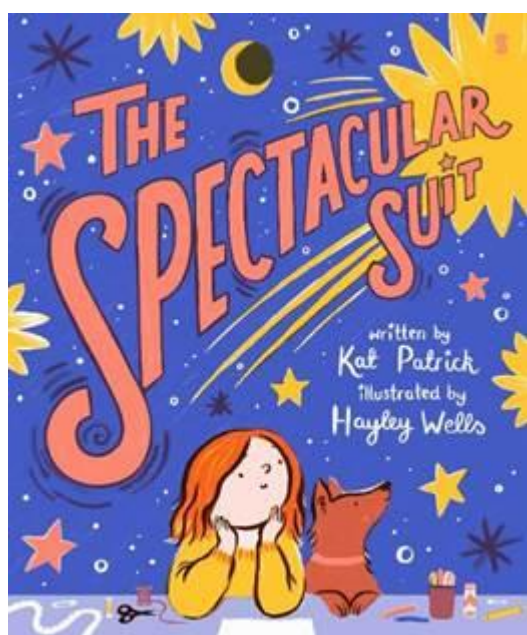
### **The Best Mum by Penny Harrison & Sharon Davey**

A little girl compares her mum to the other mums she knows: why isn't her mum as good at making dress up costumes as Katie's mums? Why isn't she as good at rollerskating as Scout's mum? And when Mum starts singing opera on the bus, it's SO EMBARRASSING! Yet, despite Mum's dubious cooking skills and tenuous grip on timekeeping, she's still by far the best mum in the world and gives the best cuddles.



### **The Girl With Two Dads by Meg Elliott**

Pearl is really excited: there's going to be a new girl in her class, and she can't wait to be the first to make friends. So, when Matilda shoots her a big grin as she's saying goodbye to her dad in the playground, Pearl knows they're going to get along great. Yet, the next day, Pearl sees Matilda saying goodbye to a different dad. What's going on?



### **The Spectacular Suit by Kat Patrick & Hayley Wells**

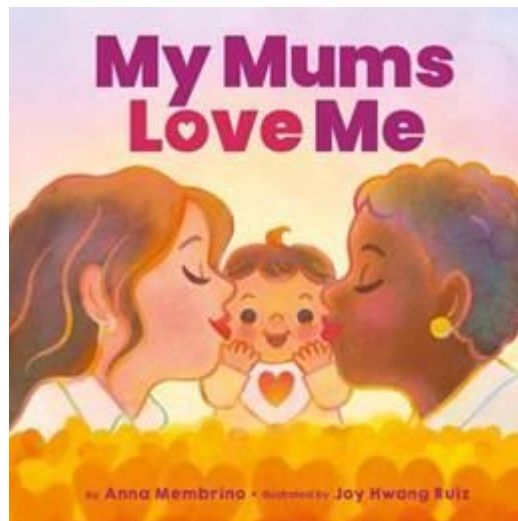
Frankie is having a big party and she's really excited about it: there's a tent, bunting, lights and a big blue cake. But on the day before the party, Frankie realises that she doesn't want to wear any of the dresses her mum suggests, and not even her favourite jumper will fit the bill.

Luckily, Mum finds Frankie's drawing and makes Frankie the spectacular suit of her dreams, meaning that she looks just as wonderful at her party as she feels inside.

### **My Mums Love Me by Anna Membrino & Joy Hwang Ruiz**

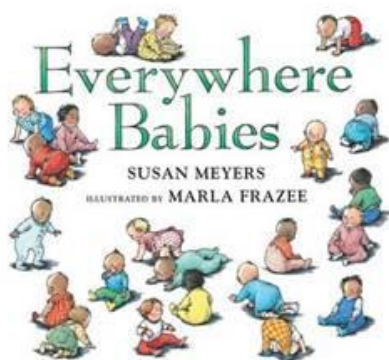
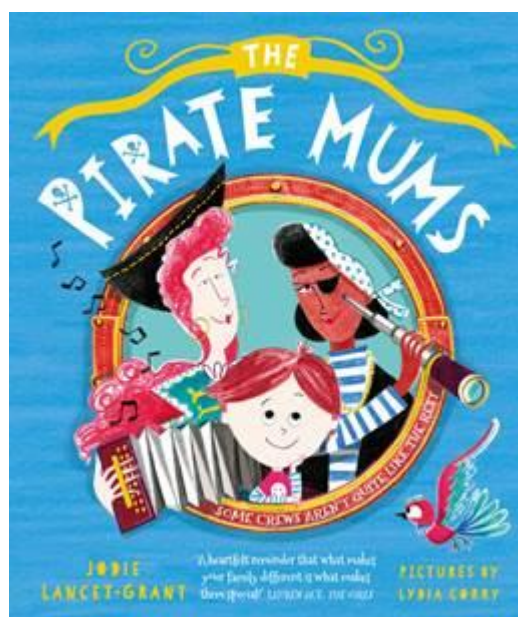
*A hug from Mummy warm and tight: A squeeze from Mama feels just right.*

A baby – not defined as either boy or girl - describes the way that they interact with their two mums over the course of a day, from feeding time with Mummy to a bubbly bath with Mama, and plenty of hugs and cuddles all day long. At the end of the day, it's story time with Mama and Mummy, and time to snuggle up in a glowy, dreamy bedtime.



### **The Pirate Mums by Jodie Lancet-Grant & Lydia Corry**

Billy's family isn't like everyone else's, because his two mums are PIRATES! They're always doing pirate-y things like singing sea shanties and decorating their house with anchors, which Billy finds MORTIFYING. So when Mummy and Mama volunteer to help on a class trip to the seaside, Billy is super embarrassed and makes them promise to be normal. Yet when lightning hits their ship and all the other adults don't know what to do, Billy's mums come to the rescue with their ingenious pirate know-how and steer the ship safely home.



### **Everywhere Babies by Susan Meyers & Marla Frazee**

This gorgeous board book follows all sorts of babies – 'small babies, tall babies, winter and spring babies' – over the course of a year. Read along as they are cuddled and carried, make friends and learn to crawl or walk. It's a true celebration of babies and the joy and giggles they bring.

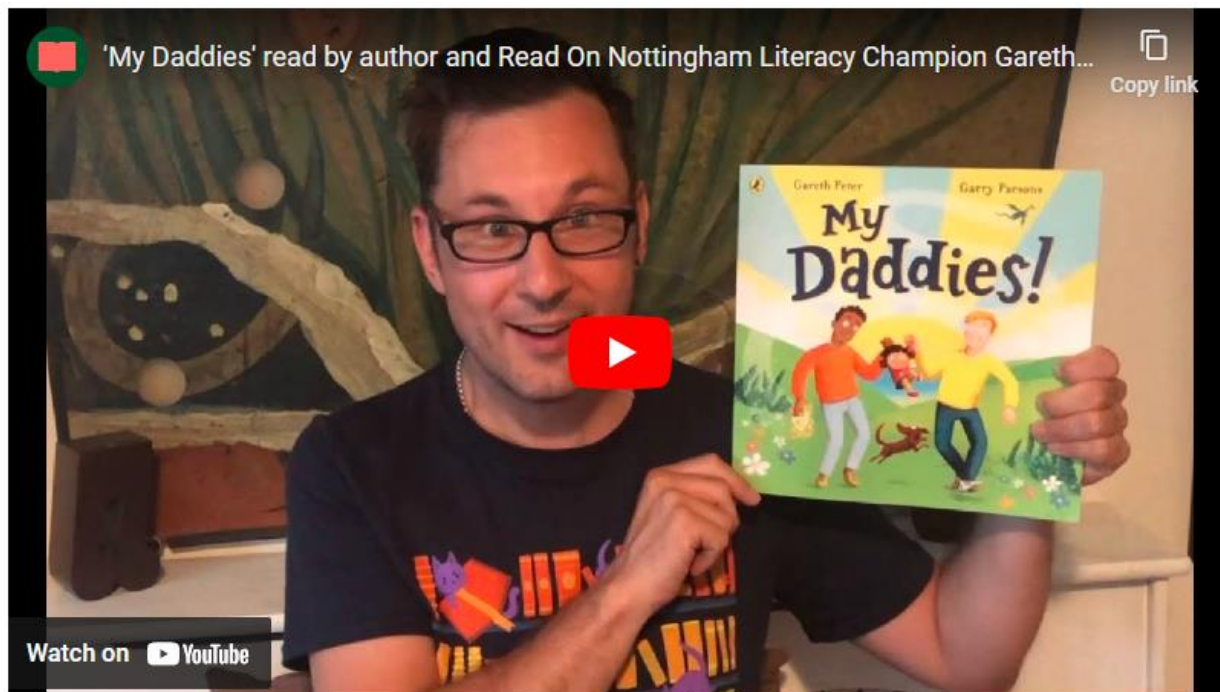
### **Baby's First Words by Tessa Strickland and Kate DePalma**

Designed by a child development expert so it supports the way babies naturally learn language, this book is full of warm colours and down-to-earth glimpses of family life.



## Watch the author and Read On Nottingham Literacy Champion Gareth Peter read his book **My Daddies!**

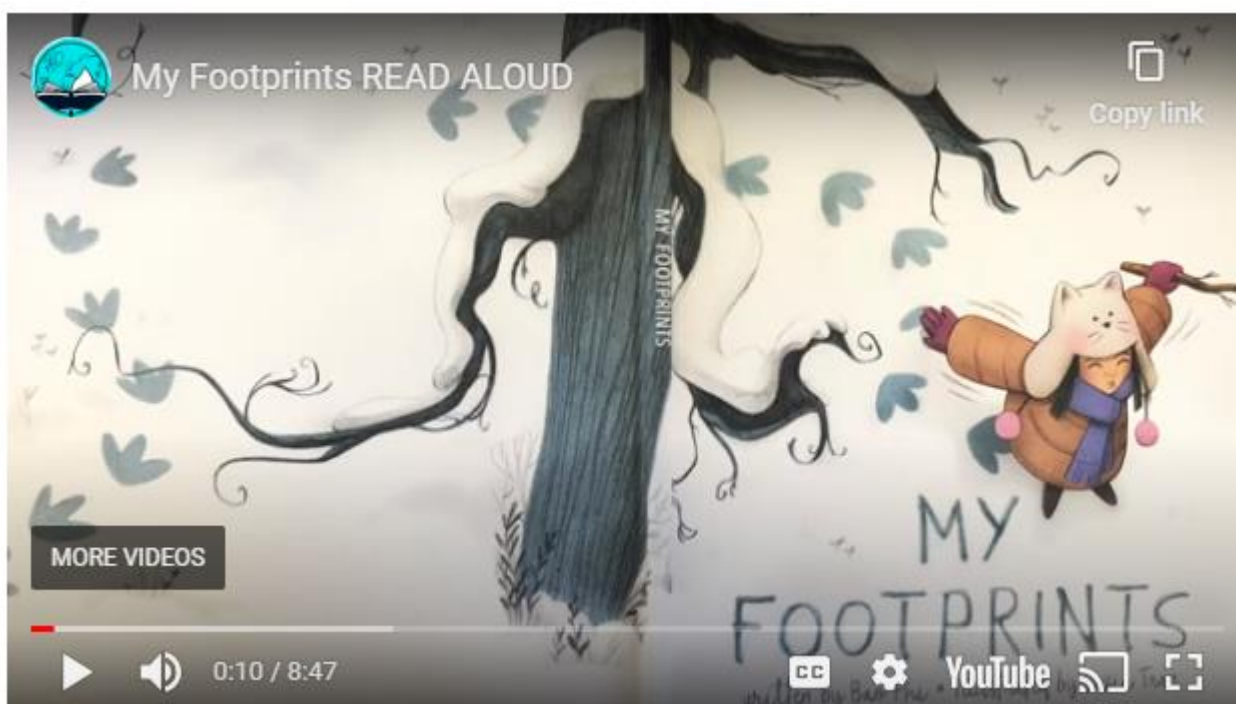
<https://youtu.be/ktGRjLiHnUY>



## Watch **My Footprints** by Bao Phi & Basia Tran

My Footprints is a gorgeous tale about a Vietnamese girl called Thuy who has two mums but is sadly bullied by other schoolchildren. In a bid to forget her worries she imagines what it would be like to be other animals by mimicking their footprints and if she could escape or scare off mean people. Her mums help her cheer up by joining in and showing they are a strong, loving family together who can overcome any adversities.

<https://youtu.be/l sd3pNQcRa0>





Department  
for Education



## Childcare recruitment campaign launched - with new pilot to trial £1,000 sign-on bonus

- Brand new recruitment campaign for early years workers launches today across TV, cinema, online, radio and out of home advertising
- New recruits in 20 local authorities to receive £1,000 cash payment to join the early years sector as part of new trial
- With two months to go until 15 free hours of childcare for two-year-olds launches in April, more than 100,000 parents have registered for free childcare codes

A new national recruitment campaign has been launched by the Department for Education (2 February) alongside a trial of £1,000 cash sign-on bonuses, to give nurseries and early years providers the workers they need and offer more childcare places for parents.

### Education Secretary, Gillian Keegan:

“Parents shouldn’t have to choose between a career and a family and our expanded childcare offer is going to make sure of that. From April, hundreds of thousands of parents of two year olds will get 15 funded hours. This is good for families and good for the wider economy – ultimately putting more money in parents’ pockets at the end of the month.

“The fantastic nurseries, childminders and professionals across the childcare sector are central to the success of this rollout and our new recruitment campaign will support them in continuing to deliver the flexible and high-quality childcare parents need.”

The “Do Something Big” recruitment campaign is to encourage people to start a career working with small children - one part of this government’s ongoing sector support to ensure providers are in the best position to deliver the places parents need from April, September this year and next.

The campaign will look to boost recruitment across the sector by highlighting the vast array of childcare career routes and progression opportunities offering on-the-job training, flexible hours, and, most importantly, the chance to shape and support young lives.

A £1,000 sign-on bonus for childcare workers is also being launched today to increase capacity, tackle unemployment, and offer more childcare places. The trial – which will cover 20 local authorities across the UK – will give new-starters and returners a tax-free cash payment shortly after they take up post.

This comes as new research finds half (51%) of Brits would consider working with pre-school children, and 2 in 5 (39%) agreed they would be more likely to do so if given £1,000 cash after joining.

The survey highlighted just how influential early years professionals are in a child’s development, with 97% of parents agreeing an early years professional had an impact on their child’s development, and two thirds (66%) agreeing they are one of the most important people in their child’s life.

Liam Erens, who works at a nursery in London said he nearly let misconceptions about working in early years stop him pursuing a career he now loves. He is part of an all-male cohort of apprentices, and now works full-time as a qualified practitioner. He urges anyone considering a career in the sector to pursue it:

“I’ve always had an interest in childcare but I was concerned about how people may judge me [...] At first, my friends commented on how I was “just” looking after children but there is so much more to the role than that.

“We are keeping children safe, nurturing them, scaffolding their learning and building the foundations for their life. An inclusive ethos is an important part of this.”



## An Inspector Calls



Watch Ofsted webinars here <https://www.youtube.com/user/ofstednews>



Ofsted's all-inspector mental health awareness training - 8 January 2024



How Ofsted inspects behaviour | Ofsted webinar for schools



How Ofsted inspects safeguarding in schools | Ofsted webinar for schools

[https://www.youtube.com/watch?v=Khl\\_PP59\\_Mc](https://www.youtube.com/watch?v=Khl_PP59_Mc)

### Early years curriculum - a focus on communication and language ▶ Play all

These short webinars for registered early years providers and schools explain why communication and language are so important, what a good curriculum should look like to support development ...



Part 1 - Early years curriculum: The importance...



Part 2 - Early years curriculum: A curriculum for...



Part 3 - Early years curriculum: Making progres...



Part 4 (settings) - Early years curriculum: How we look at...



Part 4 (schools) - Early years curriculum: How we look at...

<https://www.youtube.com/watch?v=cwIW854Vy6A&list=PLLq-zBnUkspMQkVnj4vBaORCSvMmpOxIS>

### Early years FAQs for providers and practitioners ▶ Play all

Collection of short videos answering the most common questions about inspection of early years provision. You will hear from an Ofsted Early Years Regulatory Inspector about inspection activitie...



Should I store my paperwork in a folder marked 'Ofsted'?...



What should I expect from the learning walk? | Early...



Is the notification call the start of the inspection? |...



How will inspectors consider the progress children make...



Do I need a curriculum map? | Early years FAQs

<https://www.youtube.com/watch?v=HHDXReINy9s&list=PLLq-zBnUkspO6b7cfXTHoQGeeQ0P903d>



## About The 5-Day Challenge

### 5 Challenges – 5 Minutes – 5-Days

Built by the Race Equality Matters Community.

There are many barriers to driving race equity, including a lack of understanding of what it feels like to be in others' shoes and how to be positively inclusive. Small changes can make a real difference to how we act and, in doing so, how we make people feel. If everyone makes a small change – it adds up and becomes powerful and impactful and enables real change.



Over the next 5 days, we ask everyone to take just 5 minutes each day to self-reflect and commit to taking action that will drive this change. If we can **Listen** to what needs to be done and take **Action** on what we have heard and learnt, then we can create and be the **Change** to tackle race inequality. This is why the 2024 Race Equality Week theme is **#ListenActChange**.

<https://www.raceequalitymatters.com/5-day-challenge/>

### [5-Day Challenge Day 1](#)

**Microaggressions** : Do you ever hear someone say something inappropriate in the workplace, that would be considered a microaggressions but wait for someone else to speak up.

### [5-Day Challenge Day 2](#)

**Different Cultures** : How can we know about or understand things when we've never seen, heard, or read about them?

### [5-Day Challenge Day 3](#)

**Public Praise**: Do you praise some people more than others?

### [5-Day Challenge Day 4](#)

**A Culture of Belonging**: How can we succeed and thrive if being ourselves does not 'fit in' with the expected culture of an organisation?

### [5-Day Challenge Day 5](#)

**The Big Promise**: Will you join millions of others today to turn words and thoughts into action?

# 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 →



## Bitesize Webinars



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](mailto:eyc.training@royalgreenwich.gov.uk)



Book your place here by scanning QR code or clicking on link

<http://tinyurl.com/EYC-Training-Portal>



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](#)
- [Ofsted Trends November 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



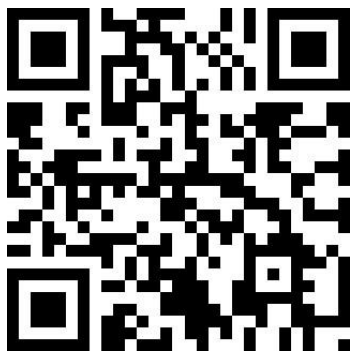
<https://forms.gle/PokLJjx5Ku54xavW9>



Area	Training Courses/Webinars	Day	Date	Start	End
Safeguarding & Welfare	Safer Recruitment	Saturday	10 February 2024	09:30	12:30
Forum	Safeguarding Forum	Thursday	22 February 2024	18:30	20:30
Learning & Development	Equality Diversity & Inclusion	Saturday	24 February 2024	09:30	12:00
Forum	Childminding Network	Thursday	29 February 2024	19:00	21:00
Ofsted Readiness	Looking Ahead to Ofsted	Tuesday	05 March 2024	19:00	21:00
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	09 March 2024	09:30	17:00
Safeguarding & Welfare	Domestic Abuse Awareness	Wednesday	13 March 2024	19:00	21:00
Ofsted Readiness	Ofsted Trends	Thursday	14 March 2024	19:00	21:00
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	23 March 2024	09:30	13:00

**Cancellation Policy** Must be made in writing by e-mail at least 5 working days before the course [eyc.training@royalgreenwich.gov.uk](mailto: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.



#### TO BOOK ALL TRAININGS

Most trainings are now in person so please check if via Zoom or in person

If you fail to attend training or fail to provide at least one week's notice of cancellation, you will be charged the full amount if your place cannot be filled

- 📧 For information about training or enquiries, email [eyc.training@royalgreenwich.gov.uk](mailto:eyc.training@royalgreenwich.gov.uk)
- 📧 Book via usual Direct Services to Schools below or the attached QR code

<https://servicestoschools.royalgreenwich.gov.uk/courses/list?category=pvi>

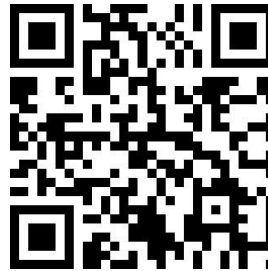
<http://tinyurl.com/EYC-Training-Portal>

## Paediatric First Aid

### Training Dates



Day	Dates	Start	Finish
Monday	05 February 2024	08:45	16:30
Saturday	24 February 2024	08:45	16:30
Saturday	09 March 2024	08:45	16:30
Monday	25 March 2024	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.

## Training support available from DFE

<p><b>Help for early years providers</b></p> <p>Guidance for people who work in early years, from the Department for Education.</p>	<p>The <a href="#">Help for early years providers</a> has a wealth of information that can help. For example, there's useful advice on <a href="#">reducing paperwork</a> so you have more time to focus on areas such as <a href="#">sensory food education</a>.</p>
<p><b>Early years child development training</b></p> 	<p>This training:</p> <ul style="list-style-type: none"><li>• is free for childminders and nurseries</li><li>• combines theory with practical tips and ideas to use in your setting</li><li>• includes opportunities to reflect on your practice</li><li>• reinforces your understanding through learning check questions and tests</li><li>• links to additional resources</li><li>• offers the opportunity to download certificates of completion</li><li>• has been developed by expert practitioners</li><li>• 5 modules can be completed in any order and at any time</li></ul> <p><a href="#">Early years child development training : Home page (education.gov.uk)</a></p>



Department  
for Education

## New online Early years child development training

Developed by early years experts

- Build your child development knowledge.
- Get practical advice for supporting children in your setting.
- Test your knowledge and reflect on your practice.
- Watch practical training videos.



Pause and restart the training at any time



Make notes as you learn



Download certificates after each module


Find out more by visiting:  
[child-development-training.education.gov.uk](https://child-development-training.education.gov.uk)



## MMR (measles, mumps and rubella) vaccine

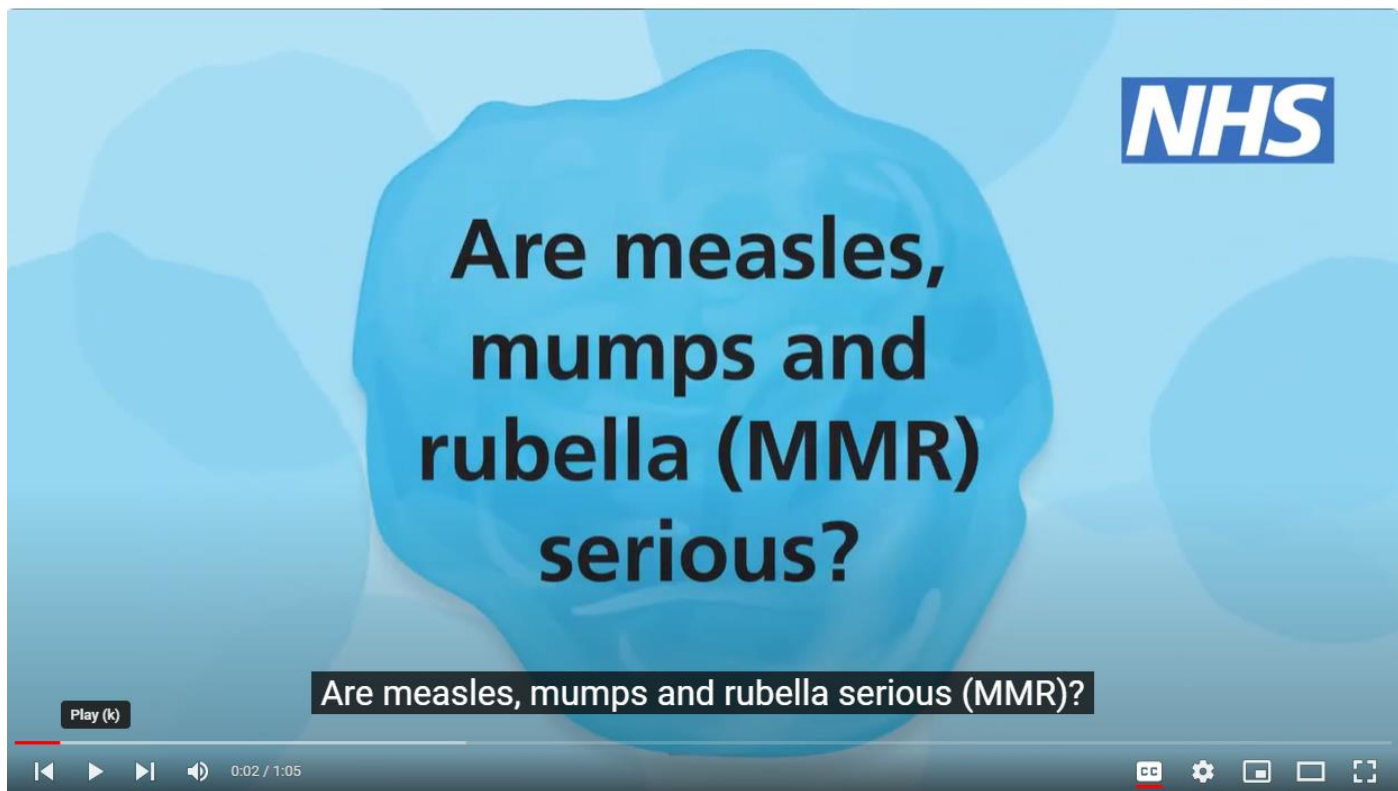
- Measles cases are on the rise across England. Vaccination is our best defence.
- Measles is more than just a rash – it is a serious condition that spreads very easily and can lead to severe illness and even death.
- While most children have protection through the MMR vaccine, around one in ten in England do not, so are at risk of catching the disease. In some parts of the country, this is as high as four in ten children.
- The MMR vaccine is recommended with the first dose at the age one year of age and a second dose at age three years four months.
- For maximum protection, you need both doses of the MMR vaccine.
- Measles in pregnancy can be serious and can cause premature birth, low birth weight and still birth. It is best to be fully vaccinated against measles, mumps and rubella before becoming pregnant.
- Measles is very contagious and nine out of ten unvaccinated people can become infected if in a close environment with to an infected person.
- One in five measles cases may require a hospital visit, and one in fifteen measles cases could cause complications such as meningitis, sepsis and blindness.

### Getting protection from the NHS MMR vaccination

- The MMR vaccine is our best protection against measles as well as from mumps and rubella, two other potentially unpleasant illnesses.
- Parents/carers can book an appointment and catch up on the MMR vaccine at any age.
- Parents and guardians can check their child's red book to see if they are up to date with their MMR vaccinations.
-  [series of videos](#) on the NHS YouTube account explaining child vaccinations and including two specific videos about MMR



Watch and share NHS videos about MMR



[https://youtu.be/KZ5m7RbhfCg?si=9zkro-aKdey4\\_XMY](https://youtu.be/KZ5m7RbhfCg?si=9zkro-aKdey4_XMY)



<https://youtu.be/6cy2vISa5DI?si=j2tF-5Q3fAFOWnXR>

## MMR (measles, mumps and rubella) vaccine

The MMR vaccine is a safe and effective combined vaccine.

It protects against 3 serious illnesses:

- [measles](#)
- [mumps](#)
- [rubella \(german measles\)](#)

These highly infectious conditions can easily spread between unvaccinated people.

Getting vaccinated is important, as these conditions can also lead to serious problems including [meningitis](#), hearing loss and problems during pregnancy.

2 doses of the MMR vaccine provide the best protection against measles, mumps and rubella.

<https://www.nhs.uk/conditions/vaccinations/mmr-vaccine/>



### Don't let Measles, Mumps and Rubella into your child's world

Protect your child with both doses of the MMR vaccine. Book with your GP or find out more at [nhs.uk/MMR](https://www.nhs.uk/MMR)

 **Help us help you**



**Creating a disability-smart world together**

Join the Business Disability Forum for advice and guidance about being a disability smart employer.

<https://businessdisabilityforum.org.uk/>

Contact on Business Disability Forum Advice service: [advice@businessdisabilityforum.org.uk](mailto:advice@businessdisabilityforum.org.uk) or 020 7089 2400



<https://neu.org.uk/advice/equality/disability-equality>

### **Disability equality**

The NEU works with disabled education professionals and pupils to abolish ableism, disablism and discrimination.

### **Disability equality toolkit**

The tools will upskill and educate members, leaders and work colleagues on disability equality and building more inclusive schools and colleges.

<https://neu.org.uk/advice/equality/disability-equality/disability-equality-toolkit>

### **Get to know the law**

- The Equality Act 2010 protects people from discrimination in all aspects of employment, including:
  - when applying for a job
  - in the terms on which employment is offered
  - in opportunities for training, promotion, or other benefits
  - in the way you are treated by your employer and colleagues
  - in being selected for redundancy or by being dismissed when you have left your job, but still have a relationship with your previous employer e.g., requiring a reference.
- Further to this, the Act places a proactive duty on employers to make reasonable adjustments to working arrangements or premises. This includes making reasonable adjustments to the application and interview process, and careful consideration about providing references.
- The rights of disabled people under the Equality Act 2010 mean employers need to treat disabled people more favourably than someone who is not disabled, in order to overcome the barriers faced, so ensure you explain this to employers who try to argue they need to treat everyone "equally".



## Coram launches free wellbeing toolkit for primary school children



The Coram Group have produced a toolkit to help primary schools support children's mental wellbeing. The toolkit contains resources and activities which aim to help children: connect with others; be active; take notice (mindfulness); learn and create; and give to others.

**Access the toolkit:** [Coram launches free wellbeing toolkit for primary school children](https://www.coram.org.uk/news/coram-launches-free-wellbeing-toolkit-for-primary-school-children)

<https://www.coram.org.uk/news/coram-launches-free-wellbeing-toolkit-for-primary-school-children/>

### Getting started

The toolkit is split into five sections for each of the five ways to wellbeing. Click on each of the five steps to find lesson plans, age-appropriate stories and related activities that will help your children build or maintain positive mental health habits.

[1. Connect with others](#)

[2. Be active](#)

[3. Take notice \(mindfulness\)](#)

[4. Learn and create](#)

[5. Give to others](#)

### Additional enhancement tools

Click on the 3 links below for age-appropriate resources to help embed the [5 steps to wellbeing](#).

- [Wellbeing wheels - embed the 5 steps: plans and pledges](#)
- [Wellbeing Dice - use to introduce or review the 5 steps](#)
- [Ready for learning - mindfulness tools to help children focus - SCARF schools only](#)

# 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](http://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



# 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>



**Childcare Calculator** >

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

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



**Apply now** >

<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/>

# HOW MANY HOURS OF CHILDCARE CAN YOU GET PER WEEK?

Age  
**3-4**  
years

Age  
**2**  
years

Age  
**9-23**  
months

**ALL PARENTS**

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

**FAMILIES RECEIVING SOME ADDITIONAL FORMS OF GOVERNMENT SUPPORT**

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>	<b>15 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

**WORKING FAMILIES**

<b>15 HOURS</b>	<b>30 HOURS</b>
SEP 2024	SEP 2025

**WORKING FAMILIES**

<b>30 HOURS</b>	<b>30 HOURS</b>	<b>30 HOURS</b>	<b>30 HOURS</b>
Now	APR 2024	SEP 2024	SEP 2025

**WORKING FAMILIES**

<b>15 HOURS</b>	<b>15 HOURS</b>	<b>30 HOURS</b>
APR 2024	SEP 2024	SEP 2025

Over 38 weeks a year

Providers may apply additional charges.

Sign up on Childcare Choices for updates [Upcoming changes to childcare support](#) | [Childcare choices](#)

## Keeping Children Safe

### Contact Children's Services

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

Referral team: 020 8921 3172

Email: [mash-referrals@royalgreenwich.gov.uk](mailto:mash-referrals@royalgreenwich.gov.uk)

**You don't need to be sure that a child or young person has been abused - it's OK to report a suspicion.**

### Early Years & Childcare



020 8921 3877



[childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)



GREENWICH  
**Safeguarding  
Children**  
PARTNERSHIP



020 8921 4477



[safeguardingchildren@royalgreenwich.gov.uk](mailto:safeguardingchildren@royalgreenwich.gov.uk)

### LADO



020 8921 3930



[childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

Ofsted: 0300 123 4666 / [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

DBS Regional Office: 0300 105 3081 / [Kiranpreet.rehal@dbs.gov.uk](mailto:Kiranpreet.rehal@dbs.gov.uk)

[DBSRegionaloutreach@dbs.gov.uk](mailto:DBSRegionaloutreach@dbs.gov.uk)



Prevent Team 020 8921 8340



[prevent@royalgreenwich.gov.uk](mailto:prevent@royalgreenwich.gov.uk)

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: [info\\_gdva@h4w.co.uk](mailto:info_gdva@h4w.co.uk)

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

## Free Safeguarding Bitesize Webinars



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



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

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



<https://www.lullabytrust.org.uk/safer-sleep-advice/>

Safer Sleep Week is a national campaign which takes place annually in March. Below are a few ideas for how you can help this Safer Sleep Week:

### **Safer Sleep Display**

Create a display of our safer sleep materials in your local health or childcare setting

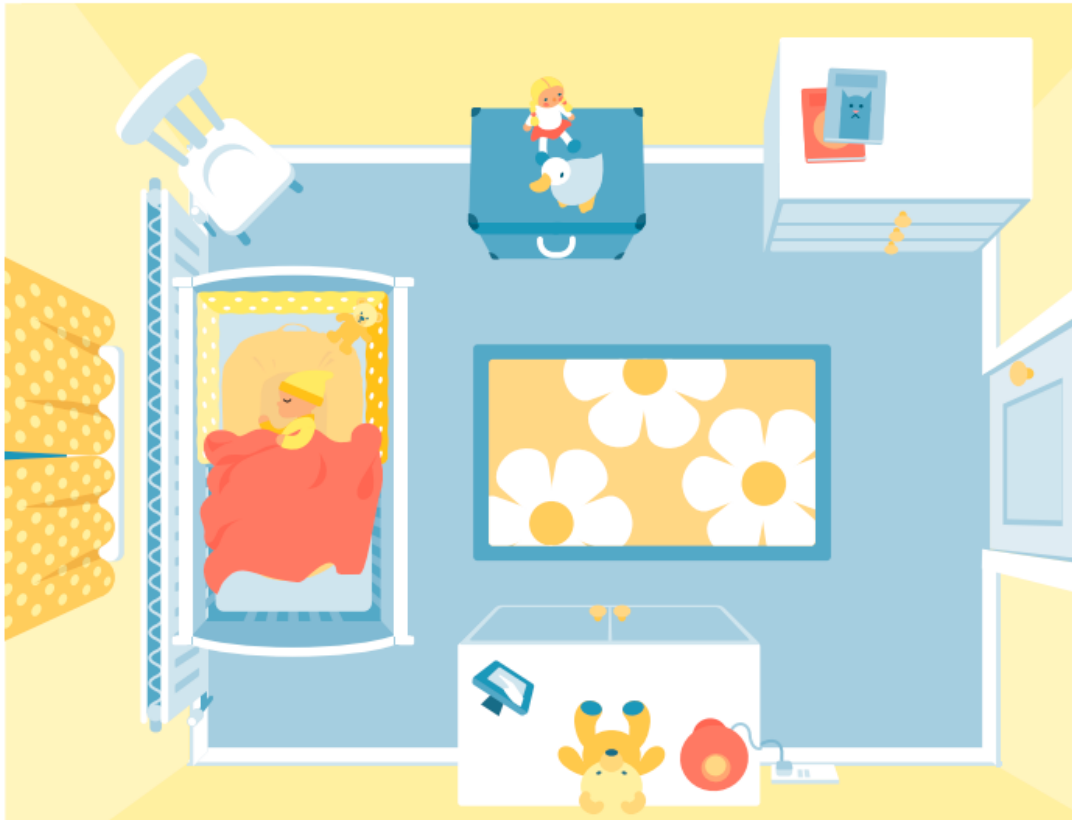
### **Hold a coffee morning**

Organise a coffee morning and provide [safer sleep leaflets](#) or even play [safer sleep videos](#) during the event.

### **Spot the risk game**

Print out a large version of our [Spot the Risk game](#) or post the image on social media

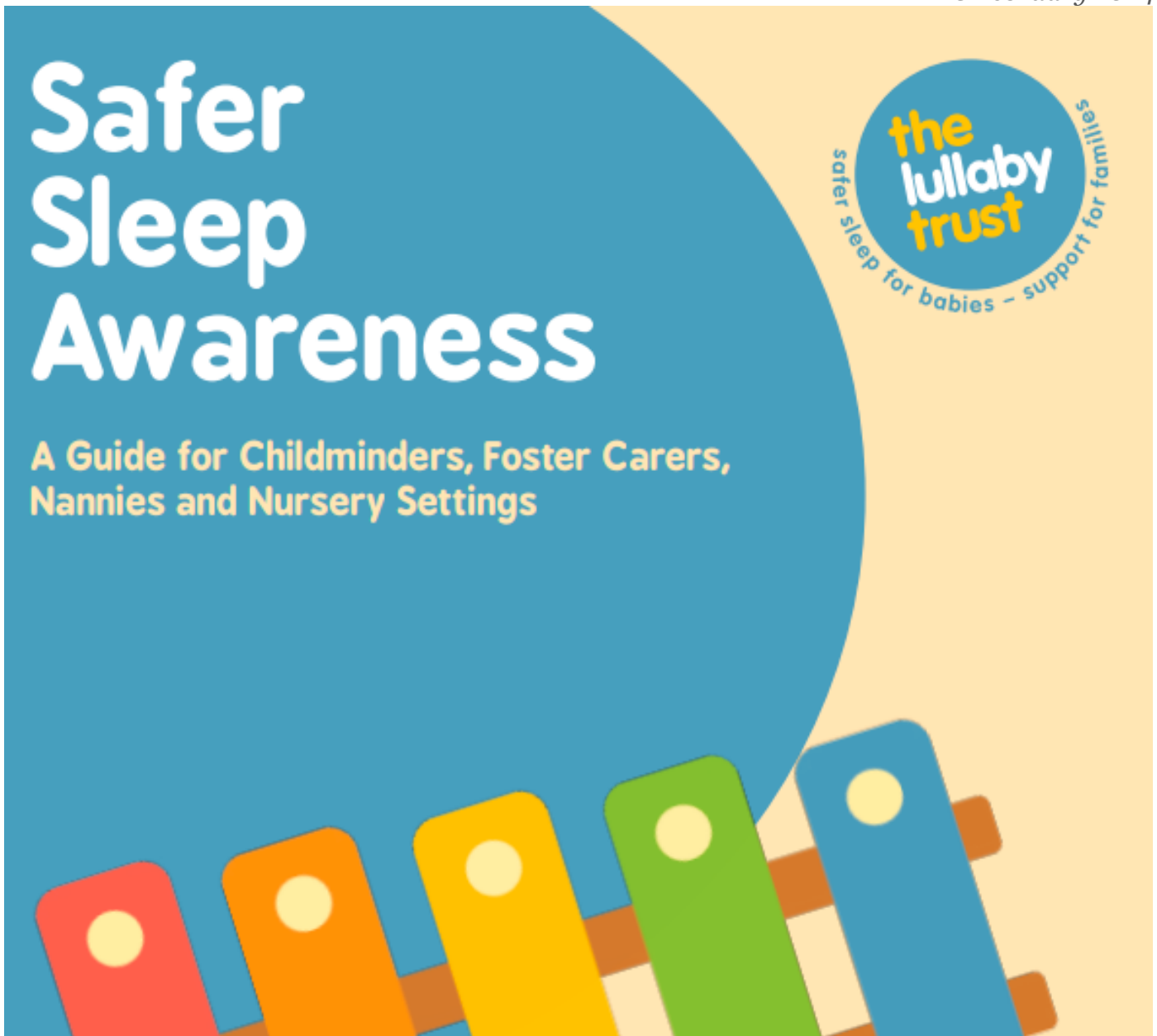
## Spot the Risks



## The Correct Sleeping Environment







<https://www.lullabytrust.org.uk/wp-content/uploads/Safer-Sleep-Awareness-A-Guide-For-Childminders-Foster-Carers-Nannies-and-Nursery-Settings.pdf>

Whether you are caring for a baby or child in a foster care, childminding, or in a nursery setting, it is important that you are aware of the risks of sudden infant death syndrome (SIDS). While SIDS is rare, it can still happen. It is important that you are aware of the risks and the steps you can take to help reduce those risks. By understanding what SIDS is and recognising the risks, you can fulfil your duty of care for babies you are looking after and keep them as safe as possible. Our safer sleep advice covers babies up to 12 months of age, or 12 months from the due date for babies born prematurely.

### **Bereavement Support : If someone else's child dies in your care**

It is a terrible shock if someone else's baby dies in your care, whether in your nursery, in foster care

<https://www.lullabytrust.org.uk/bereavement-support/if-a-baby-dies-in-your-care/>

If you would like to talk, you can call the Bereavement Support Helpline on 0808 802 6868 or email [support@lullabytrust.org.uk](mailto:support@lullabytrust.org.uk) The helpline is open 10am-5pm Mondays to Fridays and 6pm-10pm on weekends and public holidays.

# The ABCs of Safer Sleep



**Always** sleep  
your baby...



...on their  
**back**...



...in a **clear** cot or  
sleep space.

(free of bumpers, toys, pillows and loose bedding)

## Safer sleep for baby, sounder sleep for you

Following the ABCs for every sleep day and night will help to protect your baby from Sudden Infant Death Syndrome (SIDS) giving you the peace of mind to enjoy this special time.



For support and advice on sleeping your baby safely The Lullaby Trust can help

Visit: [www.lullabytrust.org.uk](http://www.lullabytrust.org.uk)

Contact us on: 0808 802 6869

Email: [info@lullabytrust.org.uk](mailto:info@lullabytrust.org.uk)



Registered charity number: 282131

<https://www.lullabytrust.org.uk/wp-content/uploads/abc-a4-poster.pdf>

## A message from Russell Wyles, Substance misuse Team Leader at Royal Greenwich

It is with concern for our children and young people that I advise you all that police had to deal with a serious incident at one of our Greenwich secondary schools this Monday 29th January 2024 which resulted in admission to hospital for a number of children, one of whom had a potentially life-threatening reaction. Our police colleague PS Cathy Durling, the Safer School Sergeant for Greenwich has stated the following:

“5 pupils ingested a small drop of red liquid and fell seriously ill. Thankfully they are recovering well. We believe the students thought they were consuming THC vape oil but this is not known for certain. We have recovered the substance and have submitted this for testing to establish what the liquid is. Students are reminded of the potentially harmful effects of illegal drugs and particularly, at this time, a currently unidentified red liquid which may well produce fatal consequences if ingested.”

I [attach](#) a briefing note about THC which includes some useful links and contact details for support to schools if you concerned about pupils or feel that they need to be more informed. Our substance misuse service can undertake individual work with children, workshops for groups of children, workshops for staff and also for parents.

If there is a bespoke request that you would want to discuss please do contact Russell Wyles, the substance misuse team leader at [Russell.wyles@royalgreenwich.gov.uk](mailto:Russell.wyles@royalgreenwich.gov.uk) 07541 900669

The service would very much welcome schools discussing their needs with them so please do inform yourselves and contact the team with any specific asks. We all need to do all we can to prevent further serious incidents.

## GSCP NEWSLETTER

Please see [attached](#) the latest edition of the GSCP Newsletter, including

- Working Together to Safeguard Children 2023 changes
- New guidance on safeguarding and information sharing from ICO
- London Safeguarding Children Partnership Updates
- National Kinship Care Strategy
- NSPCC Game Safe Festival



## Childhood Trauma, War, Migration and Asylum

The UK Trauma Council (UKTC), a project of Anna Freud, has produced a short animation to support children and young people affected by trauma after war and conflict. The UKTC has also produced a toolkit for education professionals working in the UK with children and young people who have sought refuge and asylum, often as a result of war and conflict.

[Childhood trauma, war, migration and asylum](#)

**Watch the animation:** [Childhood trauma, war and conflict](#)



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

[Resources for professionals - UK Trauma Council](#)

[Toolkit for Professionals](#)



## New figures reveal drop in number of school absences, but attendance must remain top priority

The Children's Commissioner for England has published a blog post on school attendance. The Commissioner examines Department for Education attendance statistics and also highlights concerns around the rates of school absences of children in need of additional support. The Commissioner has also published a blog post with tips to share with parents of children struggling to attend school. The blog includes guidance around listening to a child's worries and seeking support from schools.

**Read** [New figures reveal drop in number of school absences, but attendance must remain top priority](https://www.childrenscommissioner.gov.uk/blog/new-figures-reveal-drop-in-number-of-school-absences/)  
<https://www.childrenscommissioner.gov.uk/blog/new-figures-reveal-drop-in-number-of-school-absences/>

**View tips:** [Tips for parents whose children are struggling to attend school](#)

## Tips for parents whose children are struggling to attend school



[Tips for parents whose children are struggling to attend school | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

Every child is different. There is no 'one size fits all' when it comes to improving school attendance. And there are no quick fixes either. Improving a child's relationship with school can take time and it is essential that schools and parents work in partnership to support those who are struggling to get back to the classroom.

Here are 10 top tips for parents of children who struggle to attend and are worried about the return to school:

1. **Listen to your child's worries and let them think of solutions.** How do they think they can deal with this? What can they do to make it better? Empower them to develop the strategies to overcome their own worries.
2. **If there are problems, make sure the school knows what's going on as soon as possible.** Find out the best point of contact at your child's school, whether that's their class teacher, Head of Year, SENCO, or Family Support Worker, and keep them updated.
3. **Make a list of the ways you think the school could best support your child to return to school.** As their parent, you know your child best. If your child feels unable to go to school, you

know that you can't force them. However, you are best placed to understand why that might be, and to communicate that to their school.

4. **Reassure your child that feeling nervous or anxious is totally normal.** Going back to the school routine can be daunting for some who may feel overwhelmed, so it's understandable that they have some worries.
5. **Build a calming night time routine.** Limiting time on social media and electronics the night before can reduce worries about school before going to sleep.
6. **Prepare something to look forward to after the first week back.** This could be their favourite meal or a movie night, or simply a treat at the end of the school day.
7. **If you have your own worries, be open with the school about them and seek support.** They might not always be able to help, but could signpost you to other services.
8. **Gently prepare for the first day back in advance.** The first week back of a new term is an important moment to reset routines around school attendance. You can use the holidays to start to prepare for the return to school. Practice getting up early for a day or two before school starts, check the bus timetables and discuss lunch arrangements – all of this will reduce anxious feelings that can come up the night before term starts.
9. **Practice the journey to school over the holidays.** Make sure they feel comfortable with the route to school so that it feels familiar, and there are no surprises on their first day back after half-term.
10. **Get everything ready** Make sure that all the back-to-school essentials are ready to make it less of an ordeal when it's time to getting everything ready so it's not a panic and normalises the event.

## Supporting attendance in early years

By Sue Cowley [Sector update: Supporting attendance in early years | Early Years Educator](#)

Attendance has long been viewed as important, at both early years settings and schools, with research showing that regular attendance at educational settings is linked to positive outcomes for children. However, since the start of the pandemic, and the associated lockdowns, this issue has become more complex, with a range of reasons why families might be struggling to attend.

Recent figures from the DfE show that attendance in state-funded schools is consistently down on what it was prior to the pandemic. The overall absence rate in autumn 2021 was 6.9 per cent, compared to 4.9 per cent in autumn 2019/20, the last term of data prior to the beginning of the pandemic. The data also shows that unauthorised attendance has also increased, with a figure of 1.2 per cent in autumn 2021, compared to 0.8 per cent in autumn 2019.

Because figures for PVI early years settings are not published, it is harder to see the impact of the pandemic on attendance. However, the number of children registered for the 15-hour entitlement has dropped by over 70,000 since 2018. With 92 per cent of eligible children registered for the entitlement, this represents the second-lowest take-up rate since it was first measured in 2011 (the lowest take-up rate being in 2021, at the pandemic's height).

### Attendance in early years

Since it is not mandatory for parents to ensure that their child is in full time education until the term after they turn five, the EYFS is almost entirely a non-compulsory phase. Parents of children born in the summer months can request that their entry to a Reception class is deferred, until the term after their fifth birthday.

While there is no compulsion for parents or carers to send their child to an early years setting, historically the take-up of early years places is high. Attendance has gradually increased since the introduction of government funded hours and with a push for parents, particularly mothers, to return to the workplace.

However, in recent years, there has been a drop in the number of children registered for the funded entitlement, mirroring the drop in attendance in state-funded schools. In 2021, the number of two-year-olds who were eligible for funded hours, whose parents or carers had registered to take them up, was at only 62 per cent, a fall from 69 per cent in 2020. In addition, the number of three- and four-year-olds registered for funded hours has also been falling. This decreased from 93 per cent in 2020 to 90 per cent in 2021, with a slight uptick to 91 per cent in 2022.

### **Why is regular attendance important?**

Although attendance is mainly non-compulsory in the early years, and parents choose sessions to fit their needs, promoting regular attendance is still important. Regular attendance at a setting helps children build good habits, getting them used to the idea of getting up and ready for learning each day. It can also help them develop a sense of the patterns of the week and different times of the year, with the associated festivals.

Attending regularly helps children build and sustain relationships with staff, and particularly to bond with their key person. It can help to ensure continuity of learning, with staff being more easily able to assess children's progress and identify next steps for them in accessing the curriculum.

From the children's perspective, regular attendance can help them make friends, because of the opportunities for pro-social play. The resources and facilities in your setting will give the child lots of important opportunities for active physical play, chances to explore new topics, and time and space to participate in creative activities.

### **Benefits for parents and carers**

There are a range of potential benefits for parents or carers, because attending a setting gives them the ability to increase their working hours and consequently their income. It can give parents opportunities to complete other important tasks, and therefore to enjoy time spent with their children more fully, when they are not in provision.

Where vulnerable families use your setting, attendance can allow you to signpost sources of support when they are experiencing issues. The child's key person can engage with the family to check about any concerns and work out how the setting might be able to help. Where poor attendance in education does happen, it is likely a pattern going back to the early years, which in turn often leads to under achievement in a child's later education.

### **Encouraging attendance**

An obvious important first step in is to ensure that your setting is as welcoming as possible. Clearly, warm, positive relationships between staff, children and parents/carers will support children to attend regularly, particularly any families who are nervous or whose children struggle to separate.

Encourage parents and carers to arrive and drop off promptly, by explaining to them how this helps you maintain your routines. For instance, you might talk about the impact on children when they arrive late, for instance missing 'show and tell' or story time at the start of the day.

Some settings offer parents the chance to 'stay and play' with their child, which can be particularly helpful for those parents and children who are struggling with the separation. In our setting we have found that this process can take a number of weeks for some families, but that being persistent offers a benefit to all.

## **Communicating with parents and carers about attendance**

Always keep in mind that there may be lots of different reasons why parents find regular attendance difficult, or are late to drop off. For instance, they could be dealing with a new baby, struggling with mental health, or having difficulties with health concerns as a result of the pandemic.

It is vital to be sensitive to and supportive of families dealing with a range of different circumstances, rather than applying blanket policies. If a parent or carer arrives late with their child, this is not going to be the ideal time to discuss the subject. Aim to find a slot to speak with parents when they're not feeling stressed already.

Consider sending a leaflet or guidance to parents and carers, explaining the benefits of regular attendance, to help them understand why it is important. Support parents and children to feel comfortable and welcome by ensuring that materials are offered in a range of community languages as appropriate to your context.

## **Attendance and safeguarding**

The Statutory Framework requires early years providers to hold documentation about families who use their settings, including family contact details. Settings must also keep a daily record of the names of children being cared for, their attendance hours and the names of their key person. Accurate records can help you explore patterns of attendance, enabling you to check up on a child when there is an unexplained absence.

Ask parents or carers to phone or contact you on the day if their child is going to be absent. If you do not hear from a family, check that the child is safe and well. Keep an eye on potentially vulnerable groups, for instance children eligible for early years pupil premium, identifying any children where you might have concerns.

In 2017, the tragic case of four-year-old Chadrack was reported in the news. He was an autistic child who starved to death in his home, after his mother died suddenly. The child's teachers became concerned when Chadrack did not turn up for school but despite calling and visiting the family's home, were unable to make contact. At the inquest, the Coroner noted that changes had been made, and that, 'If a child unexpectedly fails to attend and no relevant adult can be contacted via phone, staff at the school do not now wait three to five days as they did then, but instead immediately send a member of staff to the family home.' The Coroner emphasised that settings should make a distinction between 'an attendance issue that may warrant a penalty' (which was not the case for Chadrack because he was not yet five years old) and potential welfare issues. She noted that, 'If there is no answer at the family home when staff members attend, they now immediately contact the police, who in most cases are likely to force entry.'





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## [Safer Internet Day 2024: Free Advice for Parents and Carers - UK Safer Internet Centre](#)



The UK Safer Internet Centre has created a new advice page to support parents and carers ahead of Safer Internet Day on 06 February 2024. It addresses online safety concerns around: online games; new devices; and the content children engage with online. The page is designed to be shared by schools and other organisations.

Watch video here <https://youtu.be/SD5KW6dqnv0>



### Frequently Asked Questions

#### **Things change so fast online, it's hard to keep up with what my child is doing**

Staying up to date with what children are doing online can feel like a challenge sometimes. Here are a few simple steps you can take to help bridge the gap.

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers/things-change-so-fast-online-its-hard-to-keep-up-with-what-my-child-is-doing-2>

## **My child keeps asking to play a game, or download an app that I don't know about, what can I do?**

The easiest way to address this is to research the game or app before you download it, to see what it is and what it offers e.g., in-app purchases, or connection with others etc.

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers/my-child-keeps-asking-to-play-a-game>

## **My child is asking for a new device and I'm not sure they're ready for one**

It's important to think carefully before getting any kind of device for your child. Not only can it be an expensive decision, it's also necessary to consider the 5 'Ws'.

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers/my-child-is-asking-for-a-new-device-and-im-not-sure-theyre-ready-for-one>

## **I'm not sure if the content my child is watching is a good influence on them, what can I do?**

Children begin to be influenced by the content they watch as soon as they're old enough to go online.

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers/im-not-sure-if-the-content-my-child-is-watching-is-a-good-influence-on-them-what-can-i-do>

## **What does an influencer do and how can they affect children's behaviour?**

Influencers are people who use their internet presence, celebrity status, or relationship with their audience to affect the behaviour of their followers.

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers/what-does-an-influencer-do-and-how-can-they-affect-childrens-behaviour>

## **My child is keen to share content and make a change online. How can I help them achieve this safely?**

Lots of young people are turning to the internet to talk about issues they're passionate about, to help raise awareness, and promote social change.

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers/my-child-is-keen-to-share-content-and-make-a-change-online-how-can-i-help-them-achieve-this-safely>

## **How to make a report online**

Information to help you, if you need to make a report on an app, game, or website.

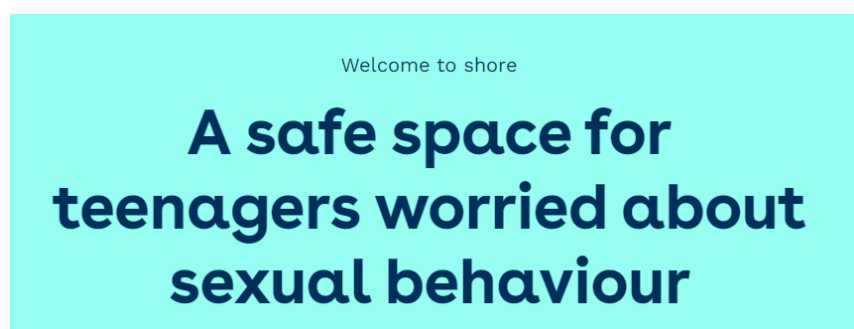
<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2024/parents-and-carers/how-to-make-a-report-online>



## Harmful sexual behaviour

The Lucy Faithfull Foundation has launched a survey as part of an evaluation of its Shore service. The service offers information, advice and confidential support for teenagers concerned about their own or someone else's sexual thoughts and behaviour. The survey will gather professionals' opinions and experiences of using the Shore website.

[Home - Shore \(shorespace.org.uk\)](https://shorespace.org.uk)



There are lots of resources for young people who are worried about harmful sexual behaviours.



Kooth, is a free, safe, and anonymous online mental health and wellbeing service available to all young people in Greenwich aged 10-25.

Kooth has launched six new support guides for young people offering advice and information on social anxiety, eating difficulties, self-injury and more.

<https://cloud.brandmaster.com/shared/assets/bf8f6e0df6443ccd80ee>

**Royal Greenwich Children's Services**  
**Useful Safeguarding Contacts and Telephone Numbers**

<b>Children's Services Front Door (Safeguarding, Social Care &amp; FaASS previously Early Help)</b>	
'Multi Agency Safeguarding Hub' (MASH) <a href="mailto:MASH-referrals@royalgreenwich.gov.uk">MASH-referrals@royalgreenwich.gov.uk</a>	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team <a href="mailto:Childrens-Out-Of-Hours@royalgreenwich.gov.uk">Childrens-Out-Of-Hours@royalgreenwich.gov.uk</a>	020 8854 8888
<b>Local Authority Designated Officer - Winsome Collins Service Leader</b>	
<a href="mailto:childrens-LADO@royalgreenwich.gov.uk">childrens-LADO@royalgreenwich.gov.uk</a>	020 8921 3930
Winsome Collins – DO PVIs/ CMs Laura Lhumbis –DO Schools	020 8921 3930
<b>Greenwich Safeguarding Children Partnership</b>	
Greenwich Safeguarding Children Partnership website <a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>	020 8921 4477
<b>Prevent</b>	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
<b>Police 999</b>	
CAIT - Child Abuse Investigation Team	0207 230 3705
<b>Ofsted</b>	
Ofsted enquiries, complaints, investigation, and enforcement	0300 123 1231
<b>Royal Greenwich Early Years</b>	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
<b>Support, Advice &amp; Signposting</b>	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Greenwich 0 to 4 Health Visiting Service <a href="mailto:bromh.greenwich0to4@nhs.net">bromh.greenwich0to4@nhs.net</a>	0300 330 5777
Greenwich Local Labour & Business (GLLaB) <a href="mailto:apprenticeships@royalgreenwich.gov.uk">apprenticeships@royalgreenwich.gov.uk</a> <a href="mailto:gllab-jobs@royalgreenwich.gov.uk">gllab-jobs@royalgreenwich.gov.uk</a>	0208 921 2440
<b>Children with Disabilities</b>	
Disabled Children's Social Work & Occupational Therapy	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311