



**Welcome to the
June e-bulletin
for early years and childcare
professionals**



Missed a copy of the e-bulletin?

[Key information and resource links for early years and childcare providers](#) | [Early Years team information \(for providers\)](#) | [Royal Borough of Greenwich \(royalgreenwich.gov.uk\)](#)

Contacts

Parents 020 8921 6921 FIS@royalgreenwich.gov.uk
Providers 020 8921 3877 Childcare-support@royalgreenwich.gov.uk

CHILDCARE APPLICATIONS FOR PARENTS OF 9 MONTH OLDS

Applications for 15 hours of government-funded childcare for working parents of 9-month-old plus open since **12 May**.

Business planning - start building your 6 – 8 week contingency fund or ask for refundable deposits from working parents for the first 4 to 6 weeks of the Autumn term to minimise impact on your income pending submission and payment of funding claims.

Contents

Meet our new Mayor!.....	3
Wraparound Provision Funding Update	4
Working Parent Entitlements.....	5
Childminder Network Forum	8
DFE Updates	10
Ofsted Updates	14
Tell us about your Good Practice	15
Equity, Diversity & Inclusion – Pride Month	16
Pride: What is it and why do people celebrate it?	16
How to talk to your child about LGBTQ+ and different families.....	18
LGBTQ+ Inclusive Books.....	21
Health & Wellbeing – Nutrition / Infant Mental Health Awareness	28
Infant Mental Health Awareness Week 10th-16th June 2024	29
Foster Care Fortnight.....	40
Early years child development training.....	44
Childcare Choices.....	47
Keeping Children Safe	49
Safeguarding Training- Free Pre-recorded.....	50
NSPCC Learning	50
Harmful sexual behaviour	52
Serious Incident Notifications to CSPR Panel.....	53
Protecting children from trafficking and modern slavery	54
The voice of the child: learning from case reviews.....	59
Summary of learning for improved practice around the voice of the child	59
Young people’s knowledge, attitudes and behaviours towards child abuse	60
Barriers for professionals to reporting abuse and neglect.....	61
Safeguarding Children in Elective Home Education	62
Useful Safeguarding Contacts	63

Meet our new Mayor!



Our new Mayor, Councillor Jit Ranabhat, has been inaugurated following a special ceremony at Woolwich Town Hall.

A ward councillor for Plumstead and Glyndon, Cllr Ranabhat was first elected in 2022. In his time as a councillor, he has served as Chair of the Licencing Sub-committee, a panel member of the Woolwich and Thamesmead Area Planning Committee and the Corporate Finance and Performances Scrutiny Panel as well as being the Our Greenwich Champion for Neighbourhoods, Housing and Development.

He has lived and worked in Royal Greenwich since he migrated from Nepal in 2008, and he will be the borough's first Nepalese mayor. He has worked in security, engineering, and construction, as well as utilising his knowledge and passion for public engagement to support the community through the Royal Borough of Greenwich and the non-resident Nepalese Societies.

Cllr Ranabhat has also been an active member of organisations including the Greenwich Leisure Ltd Libraries Board, London Youth Games, Plumstead Almshouses and Edmond Godson Charity.

The Mayor will be supporting the [Commonwealth and Ghurka Gardens Project](#) and [Bowel Cancer UK](#). His wife, Gaumaya Gurung Ranabhat, will be the Mayoress.

Wraparound Provision Funding Update

**WRAPAROUND
PROVISION**

**PROGRAMME FUNDING
UPDATE**

**VIA ZOOM ROOM
724 749 2874**

**1 - 2pm or
7 - 8pm
13
JUNE**

**OPEN TO ALL CHILDCARE
PROVIDERS & PRIMARY SCHOOLS
PLANNING TO OR CURRENTLY
DELIVERING WRAPAROUND CARE**

To book, email
eyc.training@royalgreenwich.gov.uk

You are invited to an important update meeting regarding the funding stream for the DfE Wraparound programme for primary school children from Reception to Year 6. This funding will support all childcare providers including childminders (in partnership) and primary schools to introduce or expand childcare provisions between 8am and 6pm school aged children.

Useful documents

https://assets.publishing.service.gov.uk/media/65d859af6efa83001ddcc55b/National_Wraparound_Childcare_Programme_Handbook.pdf

<https://www.gov.uk/government/publications/childcare-expansion-capital-grant-funding>

Working Parent Entitlements



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

NEW APPLICATIONS: Eligible working parents of babies aged 9 – 23 months, 2-year-olds and 3 year olds can apply for their code to take up a place from 1 September 2024 from **12 May**. Let them know you need the codes before the end of term so you can verify the codes and plan your intake for the Autumn term. All codes must be verified before a child is offered or takes up a place. Parents who need to reconfirm their Tax Free Childcare before 12 May will receive a letter with a temporary code by 24 May.

When you receive a code, you can validate on Synergy here [Provider Portal](#). If you need to be set up, please childcare-support@royalgreenwich.gov.uk with your request



Eligibility Checker

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.
Data Protection Notice - a record of the check is maintained for monitoring purposes. The information supplied is NOT stored by the system.

[Working Parents EY Entitlements](#)

Working Parents EY Entitlements

Please enter a valid Eligibility Code and Child Date of Birth, together with Parent/Carer Details. Partner Details are optional but if entered then all fields, except Forename, must be filled in.

Eligibility Code*	<input type="text"/>
Child Date of Birth*	<input type="text"/>
Parent/Carer Forename	<input type="text"/>
Parent/Carer Surname	<input type="text"/>
Parent/Carer NI Number*	<input type="text"/>
Consent must be given for this	<input type="checkbox"/> Eligibility Check
Partner Forename	<input type="text"/>
Partner Surname	<input type="text"/>
Partner NI Number	<input type="text"/>

*denotes mandatory fields

[Submit](#) [Cancel](#)

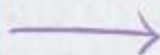
If you receive queries from parents regarding their eligibility, you direct them to <https://www.childcarechoices.gov.uk/> and they can call **HMRC on 0300 123 4097** in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive.



free early learning
Royal Greenwich

Are you a working parent eligible for a funded place for your 9 month, 2, 3 or 4 year old from September 2024?

Apply for or renew your code before the end of the Summer term



Childcare
Choices

Bring the code to us in good time before term finishes in July 2024 to help us double check your code with the local authority and allocate a place for your child – you may need to pay a refundable deposit. Then we're all set for a September start!

fis@royalgreenwich.gov.uk or 020 8921 6921



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free early learning

Royal Greenwich

Are you eligible* for a funded 30 hours place for your 3 and 4 year old or working parents funded 15 hours place for your 9 – 23 month old or 2 year old from September 2024?

*If you are a working parent (including working foster parents) and your child is aged 9 months plus, 2, 3 or 4 on or before 31st August 2024, you may be eligible depending on your income and if you have a valid code.

- Check from 12 May if you are eligible and remember to reconfirm your code every 3 months to keep your funded place
- Set up or go to your Childcare Account www.childcarechoices.gov.uk
- If you already claim Tax Free Childcare and need to reconfirm, you will get a temporary code by letter
- Your code must be dated no later than 31st August 2024
- Take your eligibility code to your early years' setting or school as soon as you can before the end of term and **NO LATER** than end of the Summer term. The code must be checked by your nursery, school or childminder before your child can be offered or take up a place at the start of the Autumn term. Your setting must double check all codes with the local authority.
- Your child must also be age eligible ie they have had their 9 month old, 2nd or 3rd birthday by 31st August 2024.
- You may be asked to pay a refundable deposit to hold your place and until your provider receives funding from the local authority

fis@royalgreenwich.gov.uk or 020 8921 6921



Childcare Choices free early learning
Royal Greenwich

GREENWICH CHILDMINDER NETWORK

A termly opportunity to

- network with your colleagues & advisors
- discuss what's new & receive updates

19:00 - 21:00

Thurs 11 July

The Woolwich Centre
SE18 6HQ

Light refreshments provided

To book
eyc.training@royalgreenwich.gov.uk
or via QR code



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Early Years & Childcare

Webinars, Forums & Training

eyc.training@royalgreenwich.gov.uk



Welfare
Rights for Self
Employed
Childminders

Watch here
Welfare Rights



Childminder
Network

Book here
Childminder
Network



Funding Portal
User Guide

Watch here
Synergy Guide



DFE Updates



‘Do Something BIG’ early years recruitment campaign – upload vacancies to Find a Job

<https://earlyyearscareers.campaign.gov.uk/>

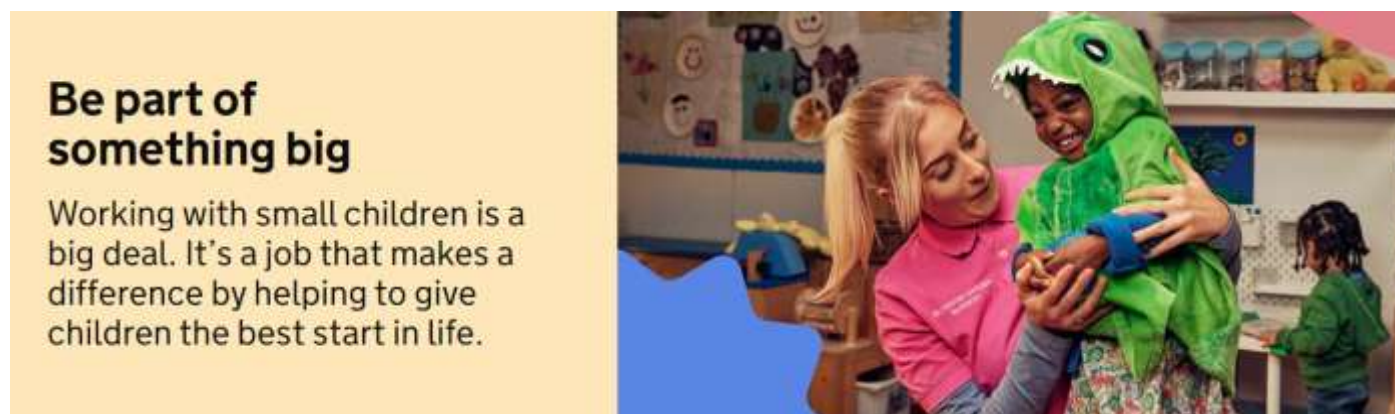
The [Do Something BIG](#) recruitment campaign and website are continuing in the run up to the next stage of the childcare entitlements expansion in September 2024.

The website directs potential applicants to use DWP’s [Find a Job](#) vacancy platform to search for early years roles in their area.

Please list your vacancies on Find a Job ahead of the next wave of the campaign.

Providers should use the term ‘early years’ in the title of the job adverts and select ‘Education jobs’ for the job category.

This service is free to use and will ensure vacancies are seen by a large pool of potential candidates.



[Working in early years and childcare](#)

A job in early years and childcare is unique and rewarding. You get to be part of a child’s early education and help to shape their future. No matter what the day brings, you’ll feel joy in seeing children grow, learn and flourish. And there are lots of different types of roles.

[Work in a nursery](#)



[Work in a pre-school or nursery school](#)



Work as a childminder



Work in before and after school clubs





Open consultation

Early years foundation stage (EYFS) safeguarding

<https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-safeguarding>

The DfE are consulting on proposals to strengthen the EYFS safeguarding requirements and make them more comprehensive for early years providers. This is to ensure that all children are kept as safe as possible in early years settings.

Watch a vodcast explaining the proposed changes to the EYFS safeguarding requirements.

<https://foundationyears.org.uk/2024/04/vodcast-early-years-foundation-stage-eyfs-safeguarding-consultation-2/>

You can also view the slides here

<https://foundationyears.org.uk/files/2024/04/EYFS-safeguarding-consultation-event-slidepack-.pdf>

Proposals within the consultation

The consultation proposals include:

- Amendments to ensure **safer recruitment** including new requirements to obtain references and requiring safeguarding policies to include procedures to follow to ensure recruitment of suitable individuals.
- Creation of new requirements for following up if a **child is absent** for a prolonged period of time and amendments to ensure providers hold additional emergency contact details.
- Creation of a **safeguarding training** criteria annex and a requirement for safeguarding policies to include details of how safeguarding training is delivered and how practitioners are supported to put it into place.
- Amendments to clarify that early years students and trainees are required to have **paediatric first aid (PFA) training**.
- Creation of new requirements to ensure **safer eating**.
- Amendments to ensure **children's privacy** when changing nappies and toileting is considered and balanced with safeguarding need.



Link to complete consultation survey:

<https://consult.education.gov.uk/early-years-safeguarding-health-and-wellbeing/early-years-safeguarding-consultation/>

Closes 17 June 2024

Ofsted Updates



An Inspector Calls



[Independent reviewer of Ofsted's response to the death of Ruth Perry: terms of reference](#) - Ofsted have commissioned an independent reviewer to lead an independent learning review of their response to the death of Ruth Perry. Please see accompanying [press release](#) of His Majesty's Chief Inspector (HMCI) Sir Martyn Oliver announcing that he has appointed Dame Christine Gilbert to lead the review.

[Complain about Ofsted](#) - introduced a policy for submitting a complaint about an inspection, regulatory event or incident involving Ofsted. Please see accompanying [press release](#) highlighting how fairness and transparency are central to their updated complaints and pausing policies.

[Ofsted inspections and visits: deferring, pausing and gathering additional evidence](#) - Updated to combine deferring, pausing and gathering additional evidence policies into a single policy.

[Ofsted's approach to artificial intelligence](#) - This paper outlines how Ofsted will use artificial intelligence (AI) and sets out our position on the use of AI by education and social care providers.

[Ofsted Big Listen](#) - Added information about independent research surveys that they have commissioned [IFF Research](#) and the [National Centre for Social Research](#) to carry out.

[Why we might suspend a childcare provider's registration and what happens next](#) - Blog post by Yvette Stanley, National Director Regulation and Social Care, explaining what Ofsted consider when taking the decision to suspend a childcare provider's registration.

[Carrying out Childcare Register compliance inspections](#) - Added additional wording under 'Contacting the provider' around when inspectors will provide the opportunity to discuss reasonable adjustments, amended wording under 'Pausing an inspection' for clarification and updated text under 'After the inspection' to outline Ofsted's new complaints process.

[Early years inspection handbook](#) - See '[Summary of changes](#)'.

[Early years and childcare: Ofsted's enforcement policy](#) - See '[Summary of changes](#)'.

[Childminder agencies: inspection guidance](#) - See '[Summary of changes](#)'.

Tell us about your Good Practice



Crafty Wizards World Pre-School Eltham rated one of the best in London

<https://www.newsshopper.co.uk/news/24300121.crafty-wizards-world-pre-school-eltham-rated-one-best-london/>



Crafty Wizards World Pre-School has made the shortlist of the top 20 nurseries in London according to Day Nurseries. This is the seventh year in a row that Craft Wizards World Pre-School has made the top 20.

The nurseries were rated on overall standard, facilities and outside space, learning, resources and equipment and ICT, care, activities, staff, food and nutrition, management, cleanliness, safeguarding as well as value for money.

Amanda Hopkins, reviews manager of Day Nurseries, said: “We would like to congratulate Crafty Wizards World Pre-School – Eltham on being rated by parents as a top nursery in London.

“Being rated so highly by family and carers of children that attend the setting is a huge achievement.

“Our award is valuable recognition from parents and carers that this nursery is offering their children an excellent standard of care and a stimulating environment, which will help boost their development and hopefully create a lifelong love of learning.

Equity, Diversity & Inclusion – Pride Month

FAIRER SAFER ACCESSIBLE INCLUSIVE

Have you signed up yet to the Equality and Equity Charter? Sign up now on link or scan QR code with your phone camera

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

Sign our Equality and Equity Charter →



Pride: What is it and why do people celebrate it?

<https://www.bbc.co.uk/newsround/52872693>



Pride is celebrated in the month of June, as that was the month when the Stonewall riots took place.

The Stonewall riots were important protests that took place in 1969 in the US, that changed gay rights for a lot of people in America and around the world.

Pride is a celebration of people coming together in love and friendship, to show how far LGBTQ+ rights have come, and how in some places there's still work to be done.

During Pride month there are usually colourful parades, concerts and marches.

The suggestion to call the movement 'Pride' came from L. Craig Schoonmaker who in 2015 said:

A lot of people were very repressed, they were conflicted internally, and didn't know how to come out and be proud. That's how the movement was most useful, because they thought, 'Maybe I should be proud.'

Since June 28 1970, Pride events have grown bigger, bolder and well... more proud! Here are some photos from Kallie's recent holiday to New York City. She visited the site to learn more about the events that began to change attitudes.



How to talk to your child about LGBTQ+ and different families

Meet 2 families and read about the experiences and their top tips – find out about your families and celebrate every family!



Sarah and Laura are parents to Annabelle and Matilda.



Rich and Lew are the adoptive parents of a six-year-old son and three-year-old daughter.

<https://www.bbc.co.uk/tiny-happy-people/articles/z37sp4j>

1. Build the foundations

If your child asks, “Can two men get married?” Rich recommends answering the question simply - yes! “There’s no need to go into the law or the reasons why same-sex marriage is now allowed. That’s far too much for their little brains! Instead, simply say that yes, two men can get married, and so can two women, and so can a man and a woman. It’s who someone loves and that’s it. We also use craft activities to explain in an age-appropriate way. We get cutouts of different people and then use them to make little families. We explain all the different types of family setup you can have. It helps build a foundation for when they are a bit older and can understand more.”

2. Be prepared

Another question your child may ask is, ‘What does gay mean?’ You could say it means two men or two women love each other and that people love each other in different ways.

“If you try and explain to a child the term LGBTQ+ you’re setting yourself up for a difficult discussion with a young child”, says Rich.

“Get involved in what your school is teaching about diversity. If you know what your child is learning in school, you’ll be more prepared for the questions they might ask and have the answers.”

3. Keep it simple

There is a lot of history around Pride, but for now, Laura suggests keeping conversations with your child quite general. She says, “For preschool age or younger, talk about accepting everyone for who they are. Children aren’t born prejudiced, they are born curious. It’s important to answer them kindly and in a matter of fact way.”

Lew adds, “We say to our kids that families may be different but they all have one thing in common - they love each other.”

4. Use books

Whether it's single parents, two mums, differently-abled parents, a mum and dad or grandparents raising the kids, there are lots of different family units. And a great way to start the conversation with your child is through children's books.

Sarah says, "If you see an LGBTQ+ character or same-sex parents, make sure to point them out and use it as an opportunity to reiterate that families come in all shapes and sizes. If you don't have any books that show different family dynamics, buy a few, or borrow from a library - reading materials/pictures in books tend to have a big impact on kids." She and Laura like to read *Who's In My Family?: All About Our Families* by Robbie H. Harris. This book shows all sorts of families, so is a great opportunity for parents to point out different family units with happy children."

Rich and Lewis read *Two Dads* by Carolyn Robertson to their children. The book is about a boy who has been adopted and is raised by two fathers.

5. Don't worry if you don't have all the answers

Children have lots of questions about everything. And even if you don't have the answers, that's okay. Rich says, "It's easy sometimes to say, 'Oh don't worry about that' or 'shush' them, but that creates confusion and leaves the question unanswered. Sometimes you might shush them as you don't want to have the conversation because you don't know the answer or you're worried you'll say the wrong thing. But actually, there isn't a 'wrong' thing. It's better to have the conversation even if it leaves you as a parent thinking, 'actually, I need to find out a bit more about this myself.'"

6. Keep the conversation going after Pride

Sarah recommends talking to your child about families - and how every family set-up is different - all year round. "The celebrations and rainbow clothes spark conversations with your child which is great. But it's important to celebrate our differences all the time."

7. Involve your child's nursery or school

Both sets of parents suggest involving your child's nursery or school, and speaking to them about inclusiveness and ways to celebrate diversity.

Sarah and Laura's nursery put the children's family photos on the wall and talk about who is in each family. "These conversations are really important for Annabelle as she's never felt any different", says Sarah.

Rich and Lew's school have also been really supportive and recently read their son's favourite LGBTQ+ children's book in the class storytime.

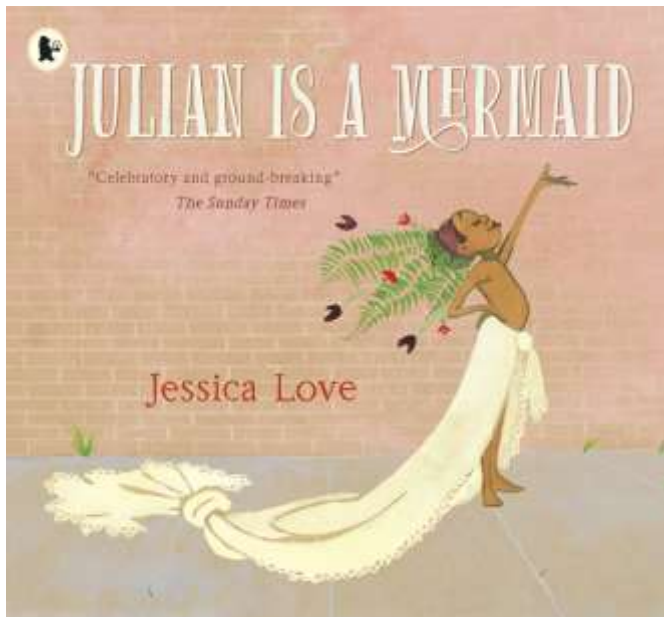
8. Start early

Your child is never too young to learn about different families. "Some people don't know other gay people so their children won't know people in same-sex relationships", says Sarah. "It's not intentional but it means their child might be in a situation where they're not aware someone can have two mums or dads. The younger you can start that conversation the better."

9. Avoid stereotypes

Sarah and Laura suggest avoiding stereotyping behaviours that are seen in a family, like mum cooks and dad builds things. Laura says, "This can set the expectation that a child in an LGBTQ+ family wouldn't have a parent that could do important roles in the house and can lead to conversations about who is the 'man/woman' in the relationship. In addition, everyone pitching in to help instead of sticking within traditional gender roles will give kids a well-rounded list of skills that will benefit them when they are older."

LGBTQ+ Inclusive Books

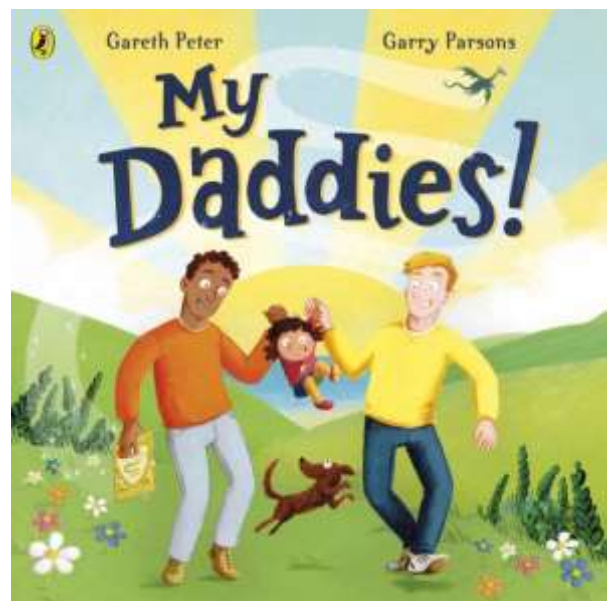


Julían is a Mermaid by Jessica Love

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.



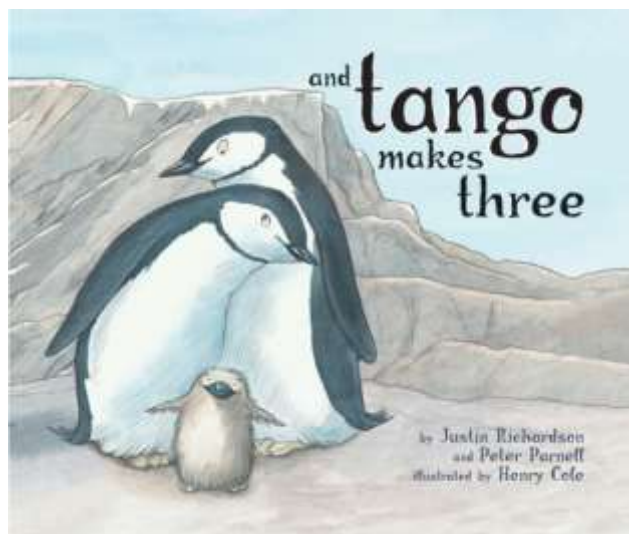


Love Makes a Family by Sophie Beer

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.



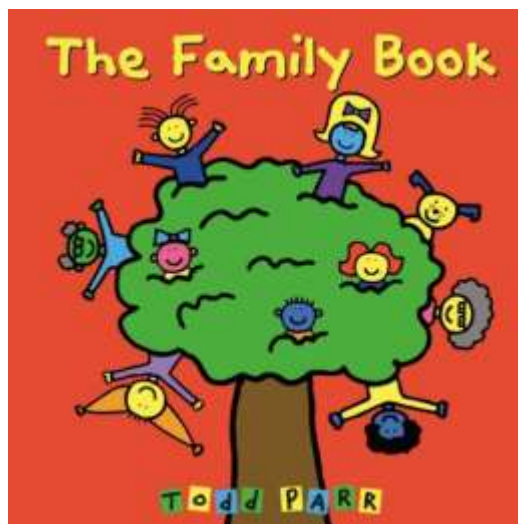


Uncle Bobby's Wedding by Sarah Brannen and Lucia Soto

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

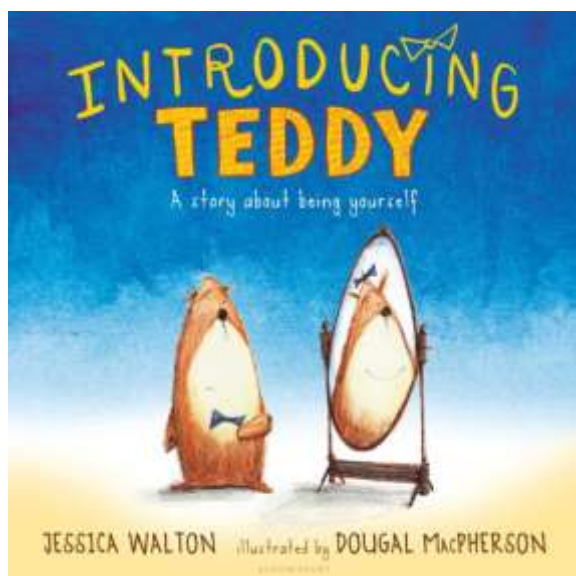
This book celebrates the love we feel for our families and all the different varieties they come in. Whether you have two mothers or two dads, a big family or a small family, a clean family or a messy one, *The Family Book* assures readers that no matter what kind of family you have, every family is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



Introducing Teddy by Jessica Walton and Dougal MacPherson

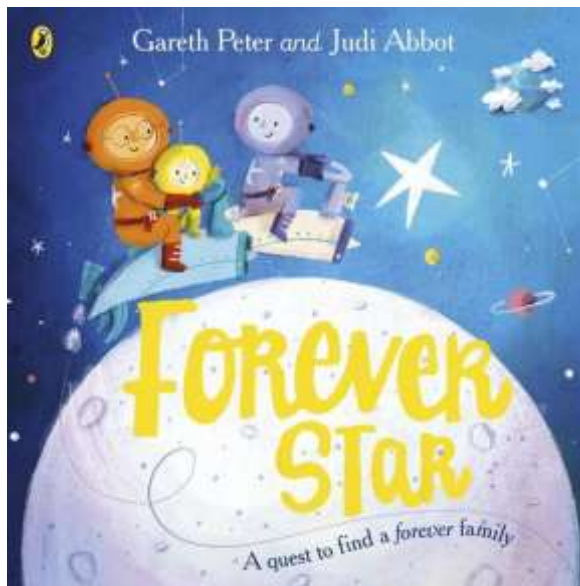
One sunny day, Errol finds that Thomas the Teddy is sad, and Errol can't figure out why. Then Thomas the Teddy finally tells Errol what Teddy has been afraid to say: 'In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly.' And Errol says, 'I don't care if you're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

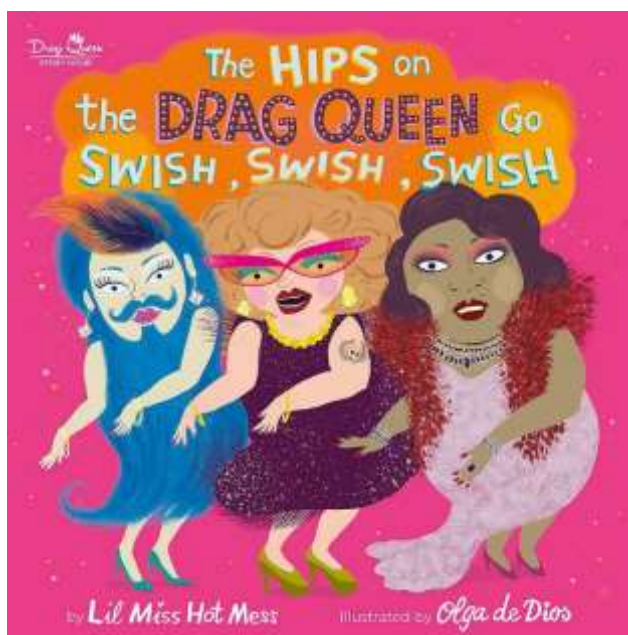
Jacob's New Dress by Sarah and Ian Hoffman & Chris Case

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

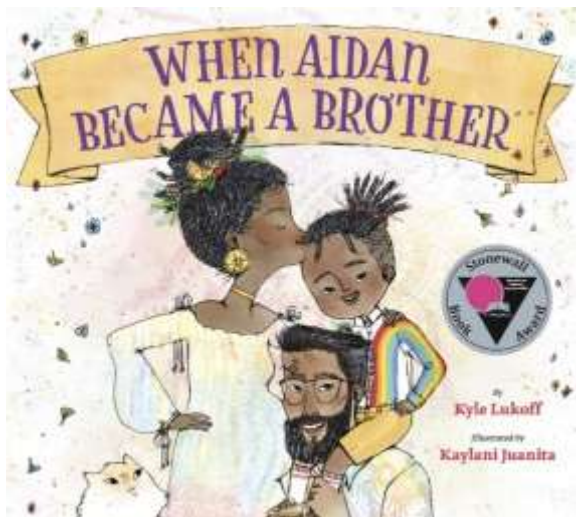
Based on the classic nursery rhymes The Wheels on the Bus, the story follows a drag queen who performs her routine for the audience and readers complete with dazzling illustrations.

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.



by Lil Miss Hot Mess

illustrated by Olga de Dios

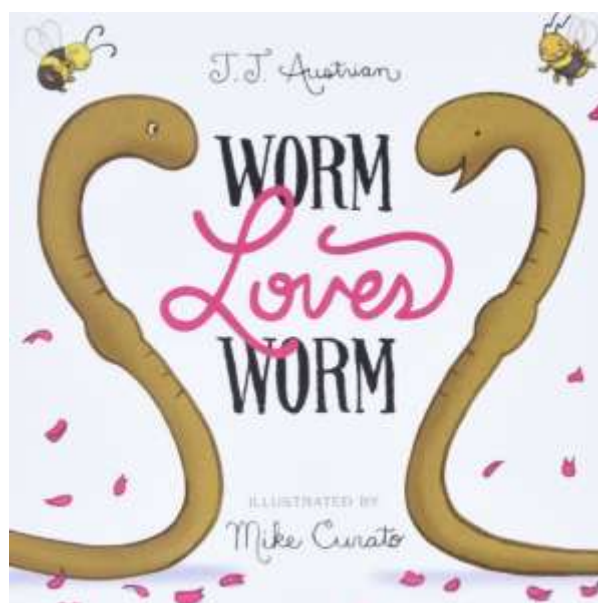


When Aidan Became a Brother by Kyle Lukoff & Kaylani Juanita

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.

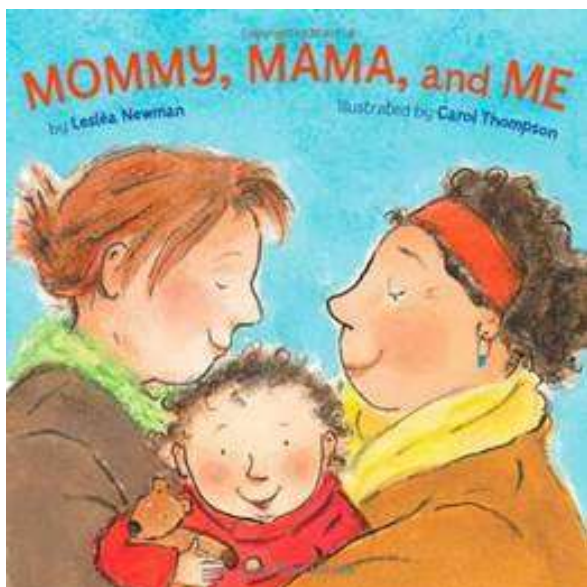
Worm Loves Worm by J.J. Austrian and Mike Curato

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



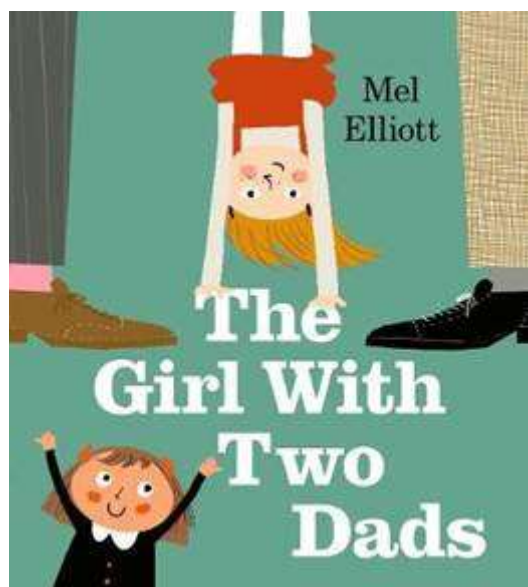
Mommy, Mama and Me by Leslea Newman & Carol Thompson

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



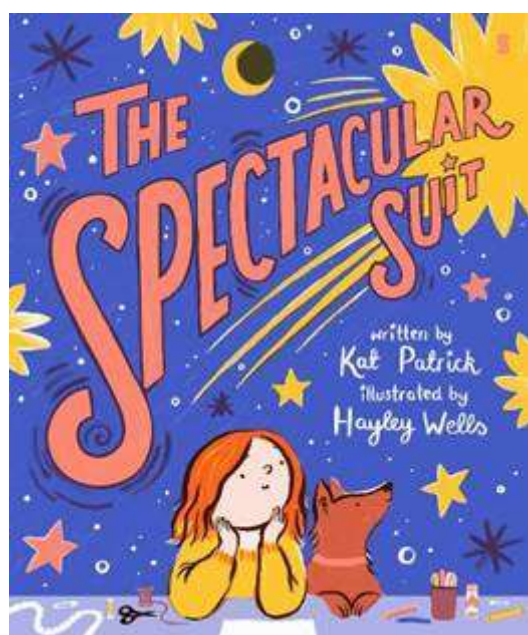
The Best Mum by Penny Harrison & Sharon Davey

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

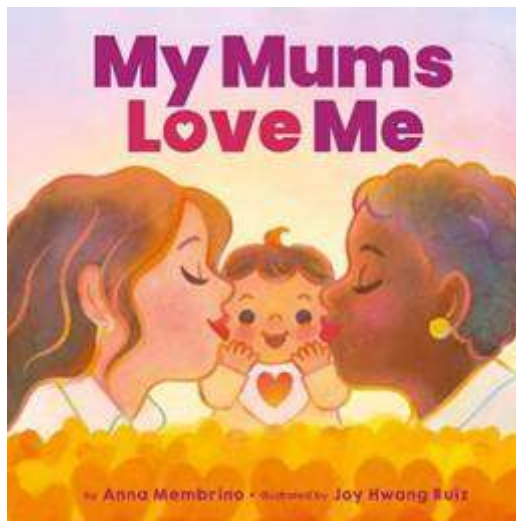
Frankie is having a big party and she's really excited about it: there's a tent, bunting, lights and a big blue cake. But on the day before the party, Frankie realises that she doesn't want to wear any of the dresses her mum suggests, and not even her favourite jumper will fit the bill.

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

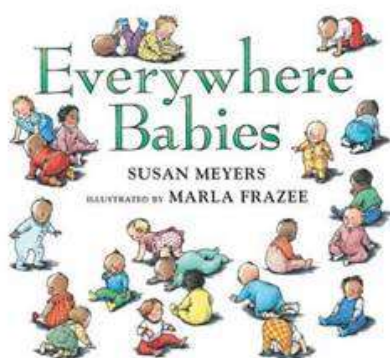
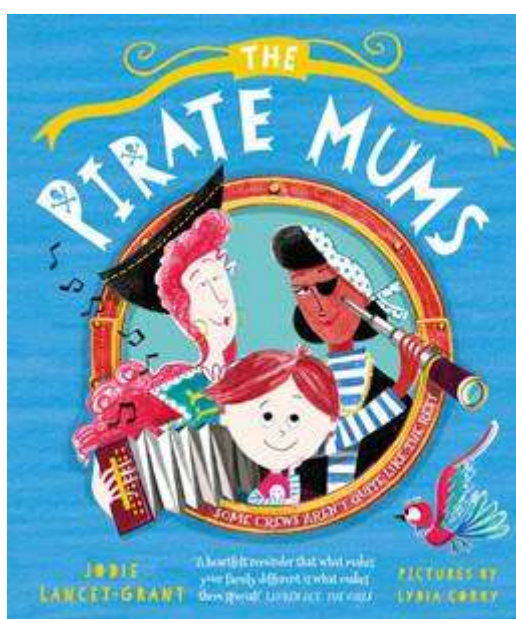
A hug from Mummy warm and tight: A squeeze from Mama feels just right.

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.

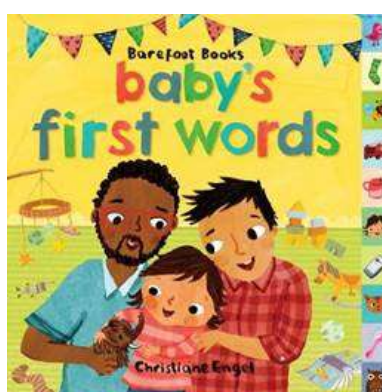


Everywhere Babies by Susan Meyers & Marla Frazee

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.



Health & Wellbeing – Nutrition / Infant Mental Health Awareness



New: Nutrition guidance from Department for Education for Early Years Providers

<https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/nutrition>

Nutrition

Help children build a strong relationship with food and make the right choices from the start.

The Department for Education commissioned [this new nutrition guidance](#) for early years settings. The webpages cover:

- [Overview](#)
- [Introducing solid foods](#)
- [A healthy plate](#)
- [Allergies](#)
- [Menu planning](#)
- [Cost-effective healthy food](#)
- [Planning food activities with children](#)

The guidance is consistent with the voluntary Eat Better Start Better Guidelines, [the Public Health England example menus and guidance](#), and existing public health recommendations, but provides new, concise, simple, user friendly resources to help implementation, including example menu cards and videos. Where more detailed information or additional recipes may be useful, early years providers may like to refer to [First Steps Eating Well resources](#)





Infant Mental Health Awareness Week

10th-16th June 2024

Speak up for babies



Infant Mental Health Awareness Week 2024

Why 'Speak up for babies'?

At least one in ten babies is living in fear and distress, at risk of disorganised attachment.

Too often babies are overlooked during elections - they can't vote or speak up for themselves. So Infant Mental Health Awareness Week 2024 will make sure babies' voices are heard.

**Find out more about the
Speak up for babies campaign
and #IMHAW2024 here**



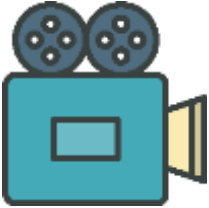
www.parentinfantfoundation.org.uk/IMHAW



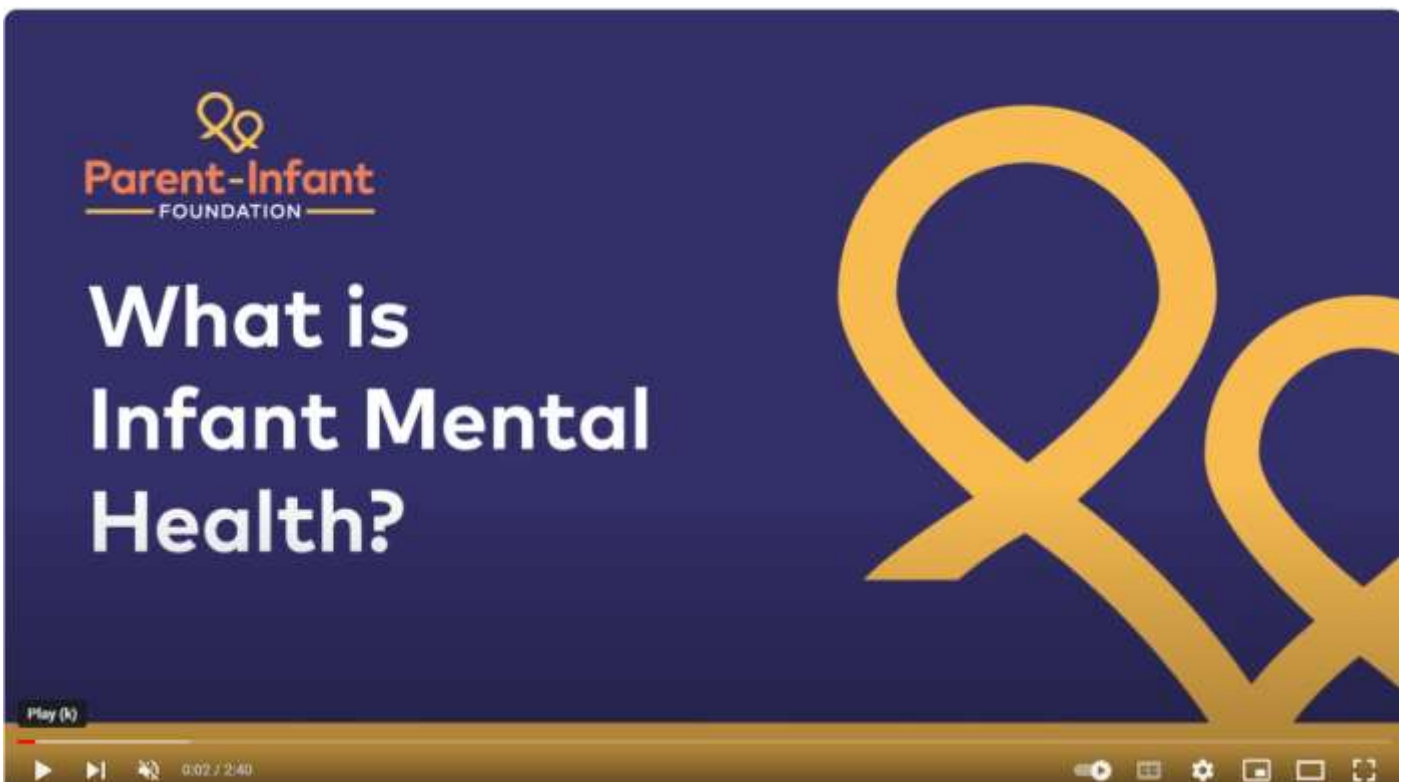
Find useful infographics at this link

<https://parentinfantfoundation.org.uk/1001-days/resources/infographics/>

Toolkit here <https://parentinfantfoundation.org.uk/wp-content/uploads/2024/05/Speakupforbabies-Stakeholder-toolkit-FINAL.pdf>



<https://www.youtube.com/watch?v=n-DgyinHL5c>



What is Infant Mental Health? Why does it matter?



Infant mental health describes the social and emotional wellbeing and development of children in the earliest years of life.

Sensitive, responsive and trusted relationships are fundamental to infant mental health. Parents and caregivers help babies to learn how to experience, manage and express their emotions, and to feel safe to explore the world.



Although children's futures are not determined by the age of two, severe and persistent problems in early relationships and emotional development can have pervasive and lifelong impacts on a range of outcomes.

Because the first 1001 days are a period of rapid development, early experiences affect not only babies' emotional wellbeing now but also influences how their bodies and brains develop.



It's very important to **promote emotional wellbeing and development** and to provide support to families if they experience difficulties in parent-infant relationships.

Good infant mental health:



- enables young children to **feel safe and secure**, ready to play, explore and learn as they enter early education and school;



- increases the chances of babies **achieving their potential** in later life and **contributing to society and the economy** as adults;



- lays the groundwork for children's ongoing **social and emotional development**, including resilience and adaptability – key competencies that will help them to **thrive**;



- helps children to **develop behavioural and physiological regulation** which are linked to lifelong physical and mental health and wellbeing;



- gives babies the **skills to form trusting relationships** which are essential for living a healthy and fulfilling life.

Good infant mental health promotes positive outcomes throughout a person's life and influences how they parent their own children. **Investing in infant mental health pays dividends for generations to come.**



<https://1001days.org.uk/resources>



Baby Brain Facts

Babies:

- hear at around 24 weeks of pregnancy,
- recognise familiar voice at birth, and
- prefer faces to other shapes.

We are hardwired for relationships!



In the first years of life, more than 1 million new connections are formed every second in a baby's growing brain.

The way babies' brains develop is shaped by their interactions with others.



A range of research shows that **the way parents interact** with their babies **predicts children's later development.**



Family income and education is strongly related to children's development. Babies in higher income families are more likely to have frequent caregiver-child conversations. By age 3, babies with university educated parents have been found to have vocabularies 2-3 times larger than those whose parents had not completed school.

Children's development in the early years sets them on a positive trajectory, although what happens next also matters. Children's development at just 22 months has been shown to predict their qualifications at 26 years.



8,300 babies under one in England currently live in households where domestic violence, alcohol or drug dependency and severe mental illness are ALL present.

Rigorous long term studies found a range of returns between £4 and £9 for every pound invested in early intervention for low income families.

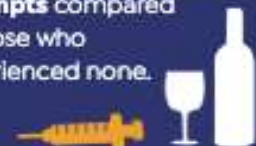


When parents experience problems in the first 1001 days it can have long term impacts on their children.

One study showed that children whose mothers were stressed in pregnancy were twice as likely to have mental health problems as teenagers.



Adults who reported four or more adverse childhood experiences had 4- to 12-fold increase in **alcoholism, drug abuse, depression, and suicide attempts** compared to those who experienced none.



Tackling adversity + supporting early relationships healthier brains + better futures

References and further information can be found on <https://1001days.org.uk/resources>



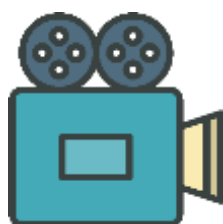
Bonding BEFORE BIRTH



Michelle's Story*

I am Michelle, a Black British mother of four beautiful children. But my last pregnancy was really hard.

My mood was low and I was feeling anxious. I was still traumatised by a previous birth experience. I needed blood transfusions and thought my baby and I were going to die. Having lost several pregnancies previously, I was convinced that this one would also end in tragedy.



<https://www.youtube.com/watch?v=kaDzcPQN2KY>



More about babies' social and emotional development for parents can be found at the following websites:

- [AIMH UK: Getting to know your baby](#)
- [The Brazelton Centre: Your baby's language](#)
- [NCT: How and when do babies develop social skills?](#)
- [Blackpool Better Start: Building young brains with the Big Little Moments](#)
- [Best Beginnings Baby Buddy App](#)

Understanding EARLY TRAUMA



Why Understanding Early Trauma?

Babies can experience psychological trauma when their environments are repeatedly harmful or threatening to them or to their parent or caregiver. Traumatic experiences might include physical and emotional abuse, neglect, exposure to domestic abuse or high levels of stress or conflict at home.

Trauma early in life is influential because the brain is particularly “plastic” and susceptible to influences in pregnancy and the earliest years. Because early development lays the foundations for what happens next, experiences at that stage can have potentially widespread and long-term consequences.

A significant predictor of how adversity will impact a child is the strength and security of their relationship with their parent. Without a nurturing relationship to support them, young children experience negative events as more traumatic. If the relationship between parents and a baby is abusive or neglectful, this can be more damaging than other forms of early trauma.

Understanding trauma helps us to understand why infant mental health and early relationships are so important.

Resources relating to early trauma:

- [policy report](#) about the impact of early trauma on children, and how this is understood by the public and professionals.
- [film](#) explains more about early trauma.
- [podcast mini-series](#) explores #UnderstandingEarlyTrauma from different perspectives.
- [infographic](#) tells the story of how trauma can affect children, and how we can mitigate its impact

DAD'S SPACE



@South Greenwich Children's Centres

For expectant Dad's or children up to the age of 2 years.
If you live in South Greenwich why not join this drop in session.

What to expect

Meet other Dads for a gentle walk followed by a cuppa at the children's centre. If you need a crèche space please see below.

WALK & TALK

GROUPS FOR
MEN'S MENTAL HEALTH

For more details

Please contact 020 8331 1970 to book a crèche space.
Come for a walk at 9.30-10.30am or a cuppa at 10.30-11.30am or join both.
Thursdays @Storkway Children's Centre.
<https://theproperblokesclub.co.uk>



Part of the Greenwich
Family Hubs Network



Enter our annual garden competition for a chance to win Thompsons Garden Centre gift vouchers up to £60.

All junior entries will be given a certificate and a seed packet to keep their gardening passion growing. Junior category winners will also receive Thompson's Garden Centre vouchers - £20 for first and second place, and £5 for third. Schools can also enter their gardens in the communal garden category.

Submit your best photos through our online entry form at royalgreenwich.gov.uk/greenwich-in-bloom by **Friday 28 June**. Apply and find out more royalgreenwich.gov.uk/greenwich-in-bloom-2024
https://www.royalgreenwich.gov.uk/news/article/2537/greenwich_in_bloom_is_back



<https://www.lgcplus.com/idea-exchange/idea-exchange-our-emotional-wellbeing-hubs-will-improve-pupils-mental-health-23-05-2024/>

Emotional wellbeing hubs will improve pupils' mental health

A £1.3m project sees Greenwich fund specialist staff who are embedded in secondary schools, writes Anthony Okereke leader of Greenwich RBC.



There is a genuine children's mental health crisis in the UK. Children as young as 11 are regularly diagnosed with mental health issues and it's our worry that poor mental health not only affects a young person day to day, but it also has a lingering impact on them for years to come.

It's a real domino effect. The pattern we have noticed is that when a young person's overall wellbeing isn't good, they are less likely to be in school regularly. But if you are not in school, you are not learning and if you are not learning, your outcomes will not be as good as they should be.

So in Greenwich RBC we've tried to develop a local solution to what is a genuine national emergency. We are investing £1.3m every year to embed specialist staff in schools who work directly with young people, and their families at home too – keeping young people healthy and happy, keeping them in the classroom, keeping them heading in the right direction.

This generation have been put on the back foot through no fault of their own. We can blame the pandemic and poverty. With the incessant impact of covid and now the cost of living crisis affecting near enough every household, it's no surprise so many young people are coming to school anxious, tired, hungry, distracted or worried.

School absences

But what's worse is that some kids just aren't coming to school at all.

In 2020-21, only 13% of students were regularly absent from school. Fast forward to 2021-22, that number rockets to 23%.

It's so much harder for kids to do well if they are not in the classroom, but they can't be in the classroom if they are not well.

That is what this is about.

I first raised this issue as a backbencher in 2018, and now as council leader it's something I am following through on. We firmly believe the government should budget for children and young people's mental health, and we plan to lobby for exactly that.

But we don't have time to wait for that to happen and by stepping in to provide alternative support, we are hopefully preventing some young people from needing to rely on NHS services that are already buckling.

This is a new level of support. We are the first council to do this on such a wide scale. Our investment means children and families will have access to help when they need it. It's an ongoing commitment too – it's our ambition that schools will be able to rely on this for years to come, rather than leaning on short term funding pots.

Listening exercise

Our research shows there's an uneven playing field for students: some schools have the funds to pay for extra mental health and wellbeing provision, but other schools have had to cut back on support to balance precarious budgets.

It's a lottery for a young person whether they can access help, and that's not right.

At one local school, for example, we had more than 30 requests for support from teachers and parents this year alone – but they're relying on a £17,000 government handout that lasts for just 12 months.

Others don't even have that.

Last year we carried out an extensive listening exercise. I visited dozens of schools, spoke to teachers, headteachers, students, parents – and the same thing came up repeatedly. There is not enough support for children's mental health.

Using all that research and feedback, we started work with one secondary school on an attendance and wellbeing project. From here, we will roll the hubs out to seven more secondary schools across the borough, and our new army of wellbeing staff will operate a 'hub and spoke' model to work with primary schools too.

Think of it like a bicycle wheel – the hub will be based at a secondary school in the middle, with its spokes branching out into all its surrounding primary schools. This will strengthen the relationship between our local schools, which will benefit families and make it much easier for vulnerable children when it comes to their transition between years six and seven.

Whole family approach

Schools will identify the children they are most concerned about, and the unit will undertake intensive work in the school and in the family home. They'll work with the child and their family on why things aren't right. An assessment will be completed with the family having a say in the required support. The child will be at the centre of the conversation, but this project is to help the whole family – sometimes parental mental health can be just as much of a factor as the child's.

Through our innovative framework, staff will work with the young person to identify issues of poor wellbeing, improve attendance and teach sustainable coping mechanisms to set that young person on the right track for good. This 'whole family' approach will include goal setting, compassion minded approaches, cognitive behavioural therapy and collaboration with an emphasis on family activities and practical support. We're teaching coping mechanisms, providing support and helping young people to build good habits.



BOOK FREE TICKETS for TUES 9 JULY

<https://www.rmg.co.uk/whats-on/royal-observatory/teachers-evening-2024>

Royal Museums Greenwich invite teachers, school senior managers and school governors to attend a celebration at the Royal Observatory, Greenwich, to mark the end of term and look towards the new academic year.

In addition to exclusive free access to a planetarium show, guests will also have the opportunity to meet and network with the Learning teams from the National Maritime Museum, *Cutty Sark*, the Royal Observatory, the Prince Phillip Maritime Collections Centre and other learning providers from the Maritime Greenwich World Heritage Site.

- Experience a planetarium show.
- Enjoy refreshments in the Planetarium Foyer.
- Meet the Museum's learning teams.
- Collect free learning resources.
- Discover schools programmes for early years, primary, secondary, post-16 and SEND learners across all curriculum areas including STEM.

Please email learning@rmg.co.uk with any questions.

Foster Care Fortnight

Foster Care Fortnight covered on ITV!

<https://www.youtube.com/watch?v=TC6ZJ39VgqI>

In case you missed it: ITV London spoke with Chloe Ryan, one of our amazing Young Advisors, along with Ishara Tewary, our Strategic Lead for Fostering and a Trustee at the Fostering Network, and Roger Forte, an incredible foster carer who has looked after young people with wife Pat for over 20 years.

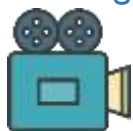


You can also learn more about our incredible foster carers and staff who walked 194,804 steps through Greenwich Park for [Foster Care Fortnight](#)

Find out more below

<https://www.royalgreenwich.gov.uk/fostering>

Training



Bitesize Webinars and Online Trainings



A series of free webinars with Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions. You will need to register each individual person so we can track take up.



Book your place here by scanning QR code or clicking on link
<http://tinyurl.com/EYC-Training-Portal>



To receive link and watch, email eyc.training@royalgreenwich.gov.uk
Pls do not share the link with anyone else and remember to complete evaluation to receive certificates and handouts.

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

State name of training



- Ofsted Trends
- Staff Wellbeing
- Child Safety
- Having Difficult Conversations with Parents
- Mental Health Awareness
- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief
- Provider Forum – CSA & Expansion
- Welfare Rights for the Self Employed – openly available
- Childcare Sufficiency Briefing
- Synergy – Funding Portal User Guide – openly available

Area	Training Courses/Webinars	Day	Date	Start	End
Learning & Development	Makaton Training- Level 1 Session 2	Saturday	08 June 2024	10:00	15:00
Safeguarding & Welfare	Safer Recruitment	Tuesday	11 June 2024	09:30	13:00
Forum	Wraparound Programme Funding Update	Tuesday	13 June 2024	13:00	14:00
Forum	Wraparound Programme Funding Update	Tuesday	13 June 2024	19:00	20:00
Safeguarding & Welfare	HAF Intermediate Training	Saturday	15 June 2024	09:30	16:30
Ofsted Readiness	Ofsted Trends	Thursday	27 June 2024	19:00	21:00
Safeguarding & Welfare	Domestic Abuse Awareness	Tuesday	02 July 2024	19:00	21:00
Safeguarding & Welfare	Intermediate Safeguarding	Friday	05 July 2024	09:30	15:00
Forum	Childminder Network	Thursday	11 July 2024	19:00	21:00

Cancellation Policy Must be made in writing by e-mail at least 14 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.



Book via 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	
Saturday	18 May 2024	08:45	16:30	FULLY BOOKED
Monday	20 May 2024	08:45	16:30	FULLY BOOKED
Saturday	08 June 2024	08:45	16:30	FULLY BOOKED
Wednesday	19 June 2024	08:45	16:30	FULLY BOOKED
Wednesday	03 July 2024	08:45	16:30	
Saturday	13 July 2024	08:45	16:30	FULLY BOOKED



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

UNDERSTANDING YOUR CHILD



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

Childcare Choices



HELP PAYING FOR YOUR CHILDCARE



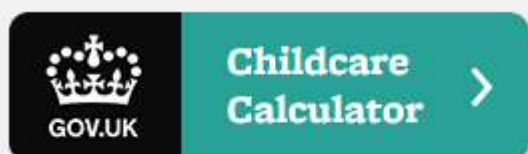
An online application is quick and easy

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



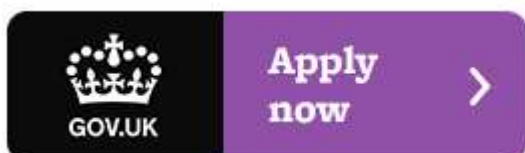
Access the online portal

<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/>

HOW MANY HOURS OF CHILDCARE CAN YOU GET PER WEEK?

Age
3-4
years

Age
2
years

Age
9-23
months

ALL PARENTS

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

FAMILIES RECEIVING SOME ADDITIONAL FORMS OF GOVERNMENT SUPPORT

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

15 HOURS	30 HOURS
SEP 2024	SEP 2025

WORKING FAMILIES

30 HOURS	30 HOURS	30 HOURS	30 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

15 HOURS	15 HOURS	30 HOURS
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

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

Early Years & Childcare



020 8921 3877



childcare-support@royalgreenwich.gov.uk



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk

Ofsted: 0300 123 4666 / enquiries@ofsted.gov.uk

DBS Regional Office: 0300 105 3081 / Kiranpreet.rehal@dbs.gov.uk

DBSRegionaloutreach@dbs.gov.uk



Prevent Team 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: info_gdva@h4w.co.uk

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

Safeguarding Training- Free Pre-recorded



Free Safeguarding Bitesize Webinars



If you missed the free webinars, email eyc.training@royalgreenwich.gov.uk for your link. You cannot share this link with anyone else except people who have registered.

You will have 21 days to watch the video and complete the evaluation for your certificate and any handouts.

The QR code will be in the video and in the YouTube notes

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

State name of training



<https://tinyurl.com/EYC-Evaluation>

- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief



NSPCC Learning

Keeping children safe in education

The Department for Education (DfE) has published draft Keeping children safe in education statutory guidance for 2024, pending publication of the final version. The guidance is due to come into effect in September 2024.

[Keeping children safe in education](#)

Children's screen time

The House of Commons Education Committee has published a report on the impact of screen time on children's educational outcomes and wellbeing. It looks at the effects of screen time on children's mental and physical health, as well as on their education. It also considers mobile phone use in schools; support for parents; the digital literacy curriculum; and the Online Safety Act. Recommendations include that the

Government should do more to protect children from addiction, online harms and the mental health impacts of extensive use of digital devices and introduce formal monitoring to measure the implementation and effects of a mobile phone ban in schools in England.

[Stronger guidance and controls needed to protect children from screen time, Education Committee finds](#)

Supporting d/Deaf children

NSPCC Learning has published a podcast episode looking at how the differing language and communication needs of d/Deaf children can affect their safety and the child protection support they receive. The podcast features a discussion with a panel of experts from the Social Workers with Deaf Children and Professionals Working Group, covering: supporting a d/Deaf child with reporting abuse; potential barriers to identifying safeguarding concerns; and avoiding assumptions around how d/Deaf children and young people prefer to communicate.

[Supporting d/Deaf children: putting the child at the centre of decision making | NSPCC Learning](#)

Child sexual extortion

The UK Safer Internet Centre has published new guidance on financially motivated sexual extortion or 'sextortion'. The page provides advice, resources and tools designed to help professionals, parents, carers and young people, including information on how to report and escalate incidents.

[New online issue page released to support with responding to sextortion incidents](#)

'Self-generated' child sexual abuse material

Internet Matters has published a report on preventing 'self-generated' child sexual abuse material among 11- to 13-year-olds. The research included a literature review and panel discussions with 11- to 17-year-olds around effective messaging to help deter children from creating and sharing sexual images. Key findings include: many children said there were barriers to learning due to how they were taught about sexual image-sharing in school, with smaller, gender-based group work preferred; and most were supportive of peer learning approaches, learning through games, and learning from those with lived experience on social media.

[Preventing 'self-generated' child sexual abuse](#)

Online safety

The UK Safer Internet Centre has developed an online safety resource alongside the Childnet Youth Advisory Board. The interactive resource "Reliability Online" helps to teach children about what they can trust when they are online and covers risks such as Artificial Intelligence (AI) generated imagery, scams, and body image. It is aimed at young people aged 13 to 16-years-old, but can be adapted for use with older or younger learners.

[New interactive learning resource from Childnet looking at reliability online](#)

Harmful sexual behaviour

NSPCC Learning has published a new statistics briefing on harmful sexual behaviour. It looks at data and statistics about harmful sexual behaviour in the UK to help professionals make evidence-based decisions, covering the scale of the issue and what data tells us about children who experienced or display harmful sexual behaviour.

[Harmful sexual behaviour: statistics briefing](#)



The Association
for Child and Adolescent
Mental Health

Harmful sexual behaviour

The Association for Child and Adolescent Mental Health (ACAMH) has published a recording of its webinar on harmful sexual behaviour (HSB). The webinar focuses on the work of the Lucy Faithfull Foundation in preventing HSB, looking at two different initiatives.

[Preventing sexually harmful behaviour of young people – introducing the 'Inform and the Shore' initiative – recording](#)

Serious Incident Notifications to CSPR Panel

<https://www.gov.uk/government/statistics/serious-incident-notifications-2023-to-2024>

This annual release contains statistics on serious incidents involving children that local authorities have notified the [Child Safeguarding Practice Review Panel](#) about.

Notifiable serious incidents are those that involve death or serious harm to a child where abuse or neglect is known or suspected, and any death of a looked after child.

The statistics show the number of incidents notified in the period, rather than the number of incidents that occurred in the period and are based on one notification per incident, which can relate to more than one child in some instances. Serious incident notifications are categorised as either child death, serious harm, or other. The majority of notifications in the other category relate to incidents with child perpetrators who were themselves known or suspected to have been abused or neglected.

[Chart](#)

[Table](#)

Figure 2: Number of serious incident notifications by nature of notification, 2019 to 2024, England

	2019	2020	2021	2022	2023	2024
Child death	227	188	223	191	201	205
Serious harm	236	253	284	227	244	180
Other	35	8	29	24	11	20

[Chart](#)

[Table](#)

Figure 3: Number of serious incident notifications by age group, 2019 to 2024, England

	2019	2020	2021	2022	2023	2024
Under 1	164	146	191	173	161	133
1 to 5	66	70	84	60	82	63
6 to 10	32	33	37	22	34	33
11 to 15	103	100	101	91	91	82
16+	96	95	119	96	88	94
Not known	37	5	4	0	0	0

Despite the fall in notifications for under 1s, this remained the most common age group in 2024, accounting for 1 in 3 notifications (33%).

Protecting children from trafficking and modern slavery

Child trafficking is child abuse. It's defined as recruiting, moving, receiving and harbouring children for the purpose of exploitation. Child trafficking is a form of modern slavery (HM Government, 2014).

Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children are trafficked for:

- [child sexual exploitation](#)
- criminal activity, including:
 - cannabis cultivation
 - street crime - such as pickpocketing, begging and bag theft
 - moving drugs
 - benefit fraud
 - immigration fraud
 - selling pirated goods, such as DVDs
- forced marriage
- domestic servitude, including:
 - cleaning
 - childcare
 - cooking
- forced labour, including working in:
 - restaurants
 - nail bars
 - factories
 - agriculture
- illegal adoption
- unreported private fostering arrangements (for any exploitative purpose).

This list is not exhaustive and children who are trafficked are often exploited in more than one way.

How child trafficking happens

Traffickers may use grooming techniques to gain the trust of a child, family or community. They may trick, force or persuade children to leave their homes.

Child trafficking can involve a network of organised criminals who recruit, transport and exploit children and young people within or across borders. Some people in the network might not be directly involved in trafficking a child but play a part in other ways – such as falsifying documents, bribery, owning or renting premises, or money laundering (Europol, 2011).

Child trafficking can also be organised by individuals and children's own families.

Impact of child trafficking

Effects on children

Being trafficked is abuse in itself. But trafficked children may experience other forms of abuse and neglect that impact on their physical and mental health and social and emotional development. These include:

- [sexual abuse](#) and [exploitation](#)
- [physical abuse](#)
- [emotional abuse](#)
- [neglect](#).

Impacts of child trafficking and exploitation include:

- poor health and illness, which may be left untreated
- limited or no access to education
- physical and mental exhaustion.

Children may also experience emotional challenges, such as missing family, friends, communities and cultures. This can lead to:

- feeling isolated and lonely
- disturbed sleep patterns
- depression and/or anxiety
- headaches
- panic attacks
- eating difficulties
- self-harm and suicidal thoughts
- drug and alcohol use as a means to escape from problems
- post-traumatic stress disorder (PTSD).

(Jamieson, 2018; Pearce, Hynes and Bovarnick, 2009).

Recognising child trafficking

Signs and indicators

Children who are trafficked are intentionally hidden and isolated from the services and communities who can identify and protect them. While identification may be difficult, there will be signs that you can watch for.

Children who have **been trafficked or are at risk of being trafficked** may:

- have to do excessive housework chores
- rarely leave the house and have limited freedom of movement
- not have any documents (or have falsified documents)
- give a prepared story which is very similar to stories given by other children
- be unable or reluctant to give details of accommodation or personal details

- not be registered with a school or a GP practice
- have a history with missing links and unexplained moves
- be cared for by adults who are not their parents or carers
- not have a good quality relationship with their adult carers
- be one among a number of unrelated children found at one address
- receive unexplained or unidentified phone calls whilst in a care placement or temporary accommodation

(Department for Education and Home Office, 2011).

Signs an **adult may be trafficking a child** include:

- making multiple visa applications for different children
- acting as a guarantor for multiple visa applications for children
- having previously acted as the guarantor on visa applications for visitors who have not left the UK when the visa expired

(Department for Education and Home Office, 2011).

Risks and vulnerability factors

Boys and girls of all ages can be victims of trafficking. Children who have been trafficked may be from the UK or another country.

Children are particularly vulnerable to trafficking if they come from an area where:

- there is poverty
- there is or has recently been a war
- education levels are low
- there is discrimination or persecution
- there is political conflict and economic uncertainty

(Department for Education and Home Office, 2011; Europol, 2011).

Generally, human trafficking happens because of:

- demand for cheap or free labour
- inequalities between countries – such as different education or employment opportunities
- a lack of equal opportunities, discrimination or abuse

(Europol, 2011).

Responding to child trafficking

Child trafficking is child abuse. It requires a child protection, multi-agency response in line with current legislation.

Reporting

If you think a child is in immediate danger, contact the police on **999**. If you're worried about a child but they are not in immediate danger, you should share your concerns.

- **Follow your own child protection procedures**

- **Contact MASH at Royal Greenwich Social Care**
- **Contact the police.**

Assessment

When speaking to a child who has been trafficked:

- offer reassurance, explain that you can help them and that it's safe for them to talk to you
- explain to the child that they've done nothing wrong
- remember that accompanying adults may not be parents or have the authority to care for the child
- speak with the child directly, without the accompanying adult present (this could put the child at further risk)
- if an interpreter is required, it's good practice to avoid using an interpreter from the same area in the country of origin as the victim. This reduces any perceived link the child may make between the interpreter and known people in their country of origin.

Understanding child trafficking as abuse

Children who have been trafficked may not see themselves as victims. They may find it hard to understand that what's happening is abuse - especially if they've been groomed.

Children may think they played a part in their abuse or that they're guilty of breaking the law.

Talking about their experiences

Children who have been trafficked may find it difficult to tell anyone what's happened to them. They may also tell their stories with obvious errors, inconsistencies or a lack of reality. Some traffickers compose stories for victims to learn in case they are approached by the authorities.

Children may feel guilty or ashamed about the abuse they've suffered. They may also be too scared to speak out, frightened of:

- all adults and authorities
- what will happen to themselves, their friends and their family
- judgement from their community and families
- being prosecuted for a crime
- being returned to their home country, where their situation may be even worse
- the effects of Juju or witchcraft rituals that were performed during their experiences.

If a child is suffering from post-traumatic stress disorder (PTSD), they may have difficulty recalling details or have blanks in their memory.

Information sharing between organisations and agencies is key to this process.

Direct work with children who have experienced trafficking

Supporting a child who has been trafficked

When a child has been identified as a victim of trafficking they need to be appropriately protected and supported.

When supporting a child you should:

- prioritise child protection concerns over immigration concerns

- apply for immediate emergency protection if necessary
- offer reassurance and explain in a child-friendly manner:
 - what help you can offer
 - what you can and can't do
 - the roles and responsibilities of different agencies
- acknowledge a child's religious, spiritual or cultural belief as this will help to gain their trust
- record all details for the child and any accompanying adults, including names and addresses of relatives overseas and share these with the relevant authorities
- make sure the child has access to independent immigration advice from someone who is fully qualified. It is against the law for someone who is not qualified to give immigration advice
- make a referral to Royal Greenwich Social Care and the police, who can take action to protect the child.

Do not raise your trafficking concerns directly with any accompanying adults as this could put the child at further risk.

The police and child protection services can:

- find a safe place for the child to live
- hold a child protection strategy meeting involving children's services, police, education, health and immigration
- establish the identity of adults in the child's life - for example, by checking with the Department for Work and Pensions to see who is claiming benefits for the child
- use police powers of protection to either remove a child to a safe place or prevent the child's removal from a safe place, such as a hospital
- connect with agencies across borders and in other countries, including the child's country of origin and any others they have passed through before coming to the UK
- carry out a legally compliant age assessment if there is any doubt about the child's age.

If a child who has been trafficked is placed in local authority care, there is a strong possibility they may go missing. It's vital to plan for this in advance – make sure you have details that can be quickly circulated to highlight that a vulnerable child at risk of further abuse is missing.

Multi-agency working

Child trafficking requires a multi-agency child protection response, irrespective of the child's immigration status or whether they have been involved with criminal activity (NSPCC, 2015).

Multi-agency working helps provide a timely and appropriate response to children who may have multiple and complex needs. It is essential that the police, local authority and immigration services share information and collaborate in order to protect the child and prosecute the traffickers.

The voice of the child: learning from case reviews

Summary of learning for improved practice around the voice of the child

Listening to and capturing the voice of the child is essential for effective safeguarding practice. It helps professionals to understand children's lived experiences, hear their views about their lives and circumstances, and take effective action to support or safeguard them.

However, case reviews highlight that professionals often face challenges around hearing and acting upon what children are telling them. Key issues include: children not being seen frequently enough or asked about their views and feelings, barriers to seeing children not being adequately challenged, and difficulties in correctly understanding and reflecting upon the child's voice.

The learning from these reviews highlights that professionals should seek to hear and facilitate the voice of the child by:

- understanding the different ways children communicate
- including the child's voice in assessments and arrangements
- gaining appropriate skills and knowledge to help understand and reflect on the voice of the child
- building trusted relationships with children.



Young people's knowledge, attitudes and behaviours towards child abuse

Exploring what young people in Together for Childhood know, think and do about child abuse

Together for Childhood is an evidence-informed place-based approach, bringing local partners and families together to make communities safer for children. As part of this, Together for Childhood works with children and young people to educate them about what child abuse is and where they can go for help and support if they need it.

The research used surveys and focus groups with young people aged 12–14 from the four Together for Childhood sites in Grimsby, Glasgow, Plymouth and Stoke-on-Trent to find out what they know, think, and would do about child abuse. The aim was to hear what they had to say and to explore how that learning could be used to benefit other young people.

The surveys collected data from 1,325 young people across seven schools. The focus groups were made up of 42 young people across five schools and one youth group. These groups helped us to understand more about young people's perspectives on child abuse.

The main report sets out the overarching results of the research across all four sites. To highlight local learning, four local research briefs have been created to summarise key findings specific to each site. An animation has also been developed to share the messages with young people in an appropriate and meaningful way.

<https://learning.nspcc.org.uk/research-resources/2024/young-peoples-knowledge-attitudes-behaviours>



Barriers for professionals to reporting abuse and neglect Helplines insight briefing

This briefing shares experiences of adults working or volunteering with young people where they faced barriers to reporting abuse and neglect. This is drawn from contacts to the NSPCC Helpline and the Whistleblowing Advice Line in 2022/23.

Even when an organisation has child safeguarding processes in place, staff and volunteers can still face barriers in effectively raising concerns or taking action to protect a child's safety and wellbeing. By better understanding barriers to reporting we can consider how they could be removed.

The briefing identified gaps in knowledge and confidence for some professionals including:

- feeling like they have insufficient evidence or details
- believing they needed to wait for permission to report concerns
- facing unfamiliar safeguarding scenarios.

There were also fears around sharing concerns:

- worries about disrupting or breaking up families
- fears for personal safety and the safety of others
- potential job insecurity.

And some professionals described issues with organisational responses:

- lack of safeguarding processes
- dismissive responses
- concealing abuse.

<https://learning.nspcc.org.uk/research-resources/2024/barriers-for-professionals-to-reporting-abuse-and-neglect>



Safeguarding Children in Elective Home Education

Research and analysis

Safeguarding children in elective home education

Child Safeguarding Practice Review Panel paper about safeguarding and elective home education.

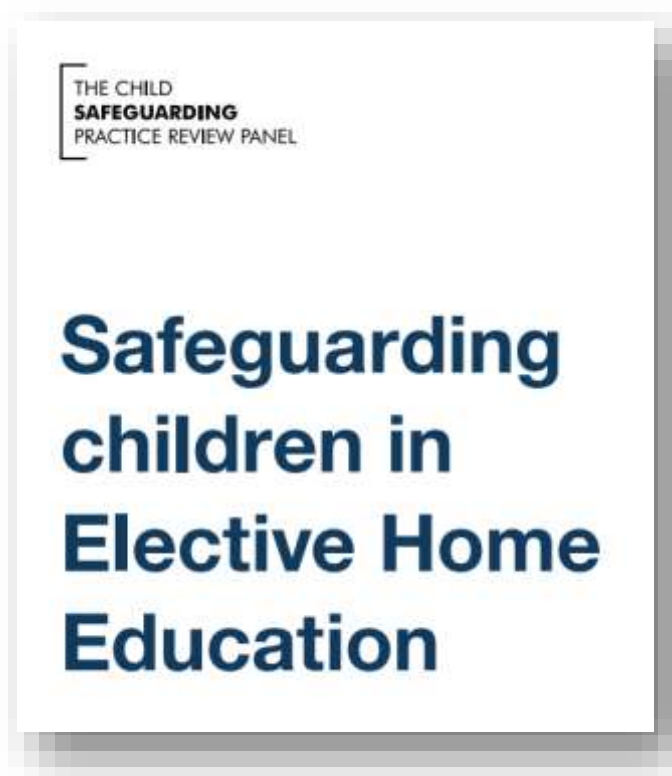
<https://www.gov.uk/government/publications/safeguarding-children-in-elective-home-education>

There are many reasons why parents decide to home educate their children, which can work well for many children.

The Panel supports the right of parents to educate their children at home. We share the view of the Children's Commissioner, Dame Rachel de Souza, that home education is not, in and of itself, a safeguarding risk (see her recent report *Lost in Transition?* The destinations of children who leave the state education system)

<https://www.childrenscommissioner.gov.uk/resources/lost-in-transition>

Most children who are home educated have happy and safe lives, but a small minority do not. It is crucial that, where and when children are at risk of harm, they are afforded the very best protection and help they need.



The briefing draws on evidence from rapid reviews and LCSPRs undertaken by local safeguarding partnerships where children who have been electively home educated have suffered serious harm or died because of abuse or neglect.

Children who are educated at home and where there is a risk of abuse and neglect, will not be able to benefit from the protective care that school can provide. Children who have never been to school are especially at risk of becoming invisible, rendering agencies much less able to act to protect them when necessary. It is important that government acts to increase and clarify the scope and responsibilities of local authorities, including through the establishment of a national register to ensure that there is knowledge about which children are being electively home educated. It is equally important that local safeguarding partners take all necessary steps to assure themselves that policy, practice, and procedures in their area enables professionals to work effectively together, with children and their families, to safeguard and protect this group of children.

Royal Greenwich Children's Services Useful Safeguarding Contacts

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 PVLs/ 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
Greenwich Local Labour & Business (GLLaB) apprenticeships@royalgreenwich.gov.uk gllab-jobs@royalgreenwich.gov.uk	0208 921 2440
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