



Welcome to the January 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 WORKING PARENTS

By 31 December for Spring

Children can only take up a place and be funded in the Spring term if the code is dated before 31 December 2024 AND has been verified via Synergy or with Families Information Service AND the child meets age criteria ie **term after** they turn 9 months old, 2 years old or 3 years old

Remember to sign the SLA and ensure that you have a refundable deposit to cover children who are converting places pending headcount payments where necessary.

Please also note that your charging policy and additional fees are within the terms of the statutory guidance for delivering early years entitlements. You are not able to make additional charges to parents/carers to deliver the EYFS eg staff, space, EYFS resources, top up fees, registration fees and deposits must be fully refundable. You may charge for meals, other consumables, additional hours or additional services as long as they are not a condition of taking up a funded place and parents are provided with optional alternatives. You must also be mindful of impact on low income or disadvantaged families around additional charges.

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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 codes to take up a place from 1 January 2025 must be dated no later than 31 December 2024. All codes must be verified before a child is offered or takes up a place. Pls do not wait until headcount date.

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

Home Forms Funding Sufficiency

Summary Estimates Actuals Adjustments Eligibility Checker Registered Interests

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*

Child Date of Birth*

Parent/Carer Forename

Parent/Carer Surname

Parent/Carer NI Number*

Consent must be given for this Eligibility Check

Partner Forename

Partner Surname

Partner NI Number

*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.

Supporting Wraparound Provision

Provision of Wraparound Childcare Places

Programme (Revenue) Funding

Total funds available:

Up to a maximum of £10,000

For SCHOOLS ONLY

HEADTEACHERS / BUSINESS OFFICERS / WRAPROUND LEADS

An important briefing regarding the funding stream for the DfE Wraparound programme for primary school children from Reception to Year 6 will be held on

ONLINE MEETING

1.00pm to 1.45pm

Thursday 16 January

This will inform how funding for the introduction or expansion of wraparound childcare will support PVI providers including childminders (in partnership) and primary schools to deliver a wraparound service between 8am and 6pm

[Wraparound_childcare_guidance_for_schools_and_trusts_in_England.pdf](#)

[National_Wraparound_Childcare_Programme_Handbook.pdf](#)

PRIMARY SCHOOLS & WRAPAROUND

**Wraparound funding for schools to
introduce or expand before and
after school provision**



13.00 - 13:45

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JANUARY

**ONLINE MEETING FOR SCHOOLS TO
FIND OUT MORE ABOUT
WRAPAROUND PROGRAMME
& FUNDING**

To book and receive meeting link, email
eyc.training@royalgreenwich.gov.uk

Wraparound Childcare Programme Funding

The rollout of Wraparound Childcare Programme funding for new and existing childcare providers and schools has begun. Royal Borough of Greenwich have been working collaboratively with schools, PVI's and Childminders with the delivery of wraparound service to ensure that the diverse needs of our community are met.

The government's ambition is for parents and carers of primary school aged children to access term-time childcare from 8am to 6pm by 2026, with available places anticipated to be created or expanded by September 2025 at the latest.

Wraparound funding is available for schools and providers looking to create and expand provision. It can be offered by schools, PVI providers (including childminders and early years settings) on a school site or at another setting that is local to the area. It must not require a parent or carer to pick their children up from school and drop off to another location. Provisions need to be available to all children whose parents require it, including children with SEND.

Please note: The funding will be for revenue expenditure only.

What you could do with revenue funding to create wraparound provision

- contribute to start up/expansion and running costs
- training for wraparound staff, including playwork or specialist training for staff to ensure they feel equipped to support children with additional needs
- transport hire to wraparound provision while demand builds
- staffing costs

If your school or provision are considering running a wraparound service, it is important that you determine what your role is to be in wraparound childcare. There is no single way to delivering wraparound childcare for working families in the Royal Borough of Greenwich. Therefore, your delivery model will need to be sustainable to meet the different challenges and meet the local needs of our community.

To begin:

- Gather information to understand the needs of parents and children
- Consider the different models for delivering wraparound i.e a private provider running wraparound on a school site.
- If using a private provider, consider your selection process by ensuring it is fair and transparent. Does the provider work on the same ethos and values that your school is delivering
- Ensuring Governing bodies or Diocese of the school are informed and agree to the decision to run a wraparound provision
- Understand existing provision running in your area
- Are you able to use school space for wraparound
- Work with local authority wraparound lead and others in the sector, to identify how you can support parents to access wraparound
- Decide whether or not to deliver wraparound
- Communicate your decision and how you will support parents to access wraparound to parents, carers, and the local authority



Does your school offer wraparound childcare?

Check if you're eligible today
Go to [childcarechoices.gov.uk](https://www.childcarechoices.gov.uk)



Childcare
Choices

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

What can Tax-Free Childcare be used for; does it include lunches, music lessons etc?

Families can use Tax-Free Childcare to pay for any approved childcare including holiday clubs, breakfast and after school clubs, child minders and nurseries. It can also be used for nursery deposits, retainers (for holiday periods) and childcare payments in advance and extras, such as lunches or trips, if/when these are included as part of the overall childcare costs charged by the childcare provider.

Tax-Free Childcare **can't be used** for any part a child's compulsory education costs. This includes:

- School lunches
- private lessons during school time, such as private music lessons
- school uniform
- school lunches
- costs for school trips within the normal school day

Wraparound Provision Network

WRAPAROUND PROVISION NETWORK

**Sector updates from your new LA
Wraparound Lead**

- **funding**
- **training**
- **inclusive practice**

In person - lunch provided!



12:30 - 14:00

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JANUARY



**OPEN TO GROUPCARE
AFTER/BEFORE SCHOOL CHILDCARE
PROVIDERS & PRIMARY SCHOOLS
PLANNING TO OR CURRENTLY
DELIVERING WRAPAROUND CARE**

To book, email

eyc.training@royalgreenwich.gov.uk

GREENWICH CHILDMINDER NETWORK

A termly opportunity to

- funding workshop (bring your devices)
- discuss what's new, receive updates & network

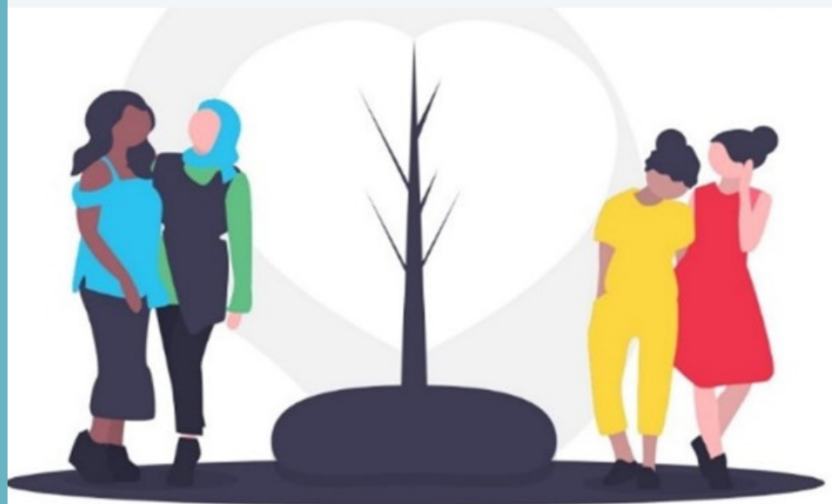
19:00 - 21:00

Thurs 9 Jan

The Woolwich Centre
SE18 6HQ

Light refreshments provided

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



DFE Updates



Early Years and Childcare Expansion Provider Roadshow

**Early Education and Childcare setting senior managers' invitation
to the
Department for Education Early Years and Childcare Expansion Provider Roadshow
for the London region**

When: Tuesday 11 February 2025

Venue: Radisson Blu Hotel, London Bloomsbury, 9-13 Bloomsbury St, London WC1B 3QD

Times: starts at 10:30 (registration from 10am) and closes at 3:30pm

The event will include an overview and update from the Department for Education and will be an opportunity to share your experiences and views in roundtable discussions, and a best practice session. The new Minister for Early Years, Stephen Morgan, hopes to be able to attend the event, dependent on diary constraints.

Refreshments and lunch will be provided.

**Please [CLICK HERE TO REGISTER](#)
Registration closes at 10am 7 February 2025**

This early years event is an opportunity for you to meet with Department for Education officials to share your ideas, challenges and the opportunities expanding your provision to meet the expanded childcare entitlements from September 2025. You will also hear how the Department for Education is working on the government's new vision for early years education and childcare. These roadshows, which started in January 2024, are an important part of shaping early years and childcare policy and delivery. Further communications will be sent to registered delegates leading up to the event. When registering, please choose from the following roundtables (there will be 3 x roundtable sessions)

Expanding childcare provision in settings/ Readiness for September 2025

Hear from DfE about the work in train and planned to support the sector to deliver the expanded entitlements for eligible working parents from September 2025, including the availability of regional data, and share your specific challenges, lessons learnt and opportunities that you would like DfE to reflect upon and share more widely.

Reflections on the Entitlements rollout

Hear from the DfE team responsible for managing the entitlements systems and the changes made as we roll out the new working -parent 30-hour entitlements. The team would like your reflections on the rollout so far, the level of demand you are seeing for places, any barriers this has raised, and any issues or questions parents may encounter in accessing the scheme or the future rollout of the scheme.

The early education and childcare funding system

Hear from the early years and childcare funding team how the early years funding system works and tell us you are preparing for this financial year and your reflections and challenges.

Expanding wraparound childcare: opportunities and challenges for providers

Encouraging successful partnerships between schools, trusts, PVI's and childminders is at the heart of the wraparound programme. Meet DfE's wraparound team and find out more about the expansion of wraparound for primary school-aged children and tell the team how the programme is working for you, your barriers and the opportunities this programme has created.

Early education for children with SEND

Setting up every child up to have the best start in life means delivering access to high-quality early education and childcare, including those with special educational needs and disabilities. During this session you will have the opportunity to speak to the DfE's early years SEND team. They will share insights on the latest training and guidance available to support practitioners in caring for children with SEND, as well as recent developments in funding reform. We want to hear your experiences supporting children with SEND in your setting, including what training and development opportunities would benefit you and your staff, your experiences with the early years SEND funding system, and what you feel we can do as a department to ensure that your setting has the support and resources it needs to ensure children with SEND can get the best start in life.

Early Education Outcomes and Stronger Practice Hubs support

Find out more about the free support the department offers to help you deliver excellent education and care in your settings, including training and resources from Early Years Child Development Training, Help for Early Years Providers website and the networks and evidence-informed practice you can access via your local Early Years Stronger Practice Hub. The team want your feedback on the Government's support offer to date to help shape future support for practitioners.

TINY HAPPY PEOPLE

BBC Tiny Happy People

Share [BBC Tiny Happy People](#), a great resource from BBC Children's & Education, designed to help parents and carers develop the speech, language, and communication skills of their 0–4-year-old children at home.

The content, rooted in academic research, is supported by experts in Speech & Language, Health Visiting, Midwifery and Early Years, and is a trusted tool to help families support their children's development.

The website, packed with [activity ideas](#), [tips and advice](#), [child development facts](#) and [key talking tips for any age](#), is perfect for sharing with families.

To discover all the resources, join the free monthly [Champions Training session](#).

Sign up for the [newsletter](#) to stay updated on new content and seasonal tips.

‘Do Something BIG’ campaign – advertising vacancies on Find A Job

The Department for Education’s **Do Something BIG** recruitment campaign is ramping up. It continues to highlight the huge difference early years educators make to young children and how rewarding working in the sector can be.

On average, they have seen over 46,000 visits to the campaign website each week, which directs potential applicants to use DWP’s **Find a Job** vacancy platform to search for early years roles in their area.

Listing early years vacancies on Find a Job - which is free to use - is a cost-effective way of ensuring they are seen by a large pool of candidates and will help connect more job seekers with the opportunities they’re looking for.

Ofsted Updates

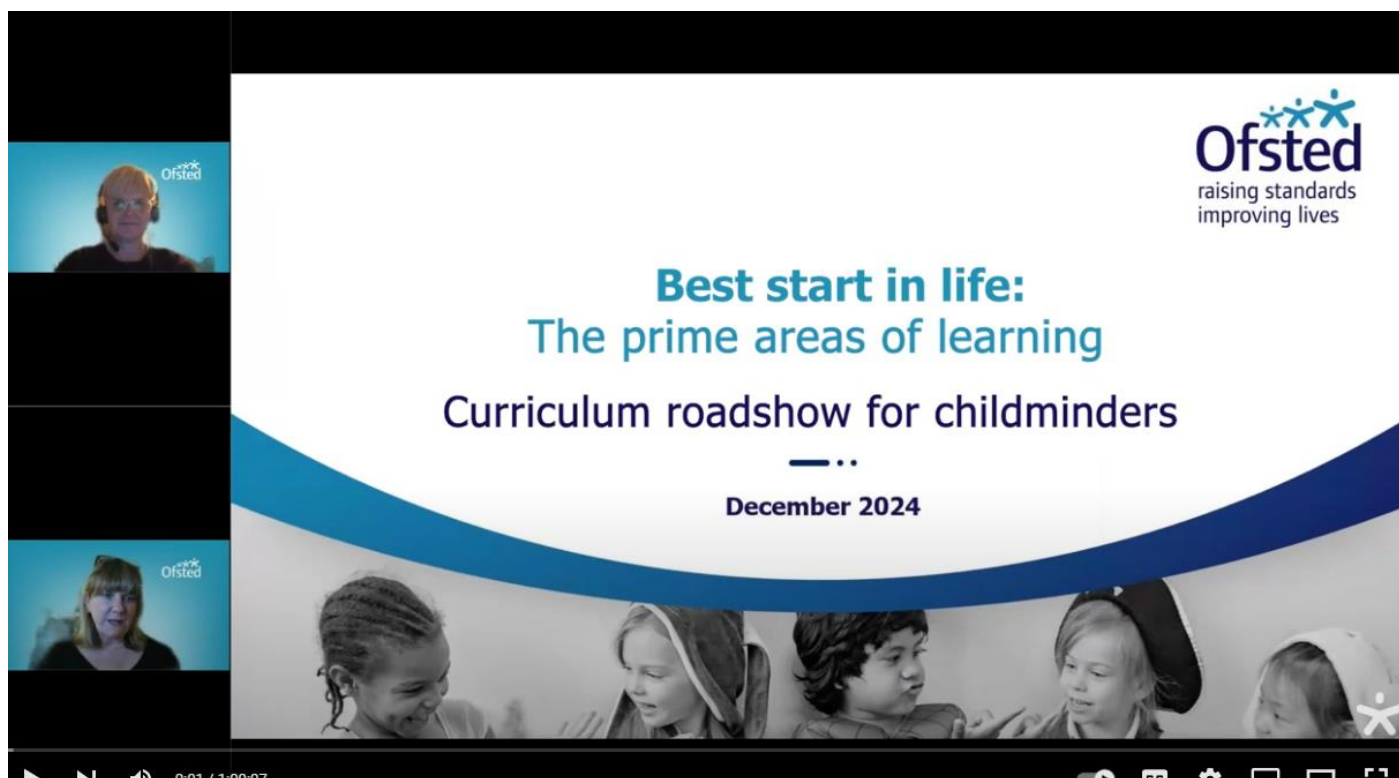


An Inspector Calls



Best Start in Life: the prime areas of learning and what our research means for childminders

The recording is now available on the Ofsted YouTube channel, and you can watch it here <https://youtu.be/Z1u1z3RK98?si=MAEWdi9Hih6iUy4v>.



FAQs - Ofsted Early Years Curriculum Roadshows

1. What approach do Ofsted take when asking about our curriculum on inspection? Do I need to have a written curriculum and do my curriculum planning and observations need to be in writing?

During the inspection, leaders will be able to explain how they organise the early years provision, including the aims and rationale for their EYFS curriculum. Inspectors will discuss with leaders and practitioners what they intend children to learn, know and do as a result of the curriculum they offer. This usually happens in the learning walk. Inspectors will follow this discussion through in their observations of children at play and staff interactions. They will also have discussions about what the setting wants children to learn with staff and parents. Inspectors do not expect to see documentation other than that set out in the EYFS. They will use the evidence gathered from discussions and their own observations to help judge the overall quality of the curriculum provided for children.

2. Is there an expectation that early years providers deliver phonics sessions?

No, there is no requirement in the EYFS that children are taught phonics before they start the Reception year. The focus for early years setting should be on the development of children's communication and language through the quality and quantity of interactions and stories, songs and rhymes.

3. What do you expect in terms of children being able to write their names or being taught letter formation before Reception?

Ofsted inspects in line with the requirements of the EYFS. Inspectors will want to find out how children are supported to make progress in all seven areas of learning, as set out in the educational programmes. The educational programmes do not require children to know letter formation or be able to write their names before Reception.

4. Can a bi-lingual setting focus their curriculum on other languages if they are confident that their children have a good use of the English language?

All registered nurseries, childminders, schools and pre-schools in England must follow the statutory EYFS framework. Inspectors inspect how well the provider does this. It is up to providers to determine their curriculum for their children to ensure that all children make progress in all seven areas of learning.

5. What documents are providers expected to use, i.e., Development Matters, EYFS, Birth to five Matters when planning their curriculum and assessing children's progress?

Development Matters is the DfE's non-statutory curriculum guidance and there is other guidance that providers may choose to use alongside the EYFS. It is up to providers to decide on their curriculum for children. Inspectors will want to find out:

- how providers decide what it is that they want their children to learn and the sequence of their curriculum

- the effectiveness of a provider's curriculum and the impact that it is having on children knowing more and remembering more, making progress.

6. For children who need extra support to develop their language, what would Ofsted expect to see? How best should we support children in developing their communication and language where we have concerns? What do we do to support children's communication and language when there is a long delay on speech and language therapy?

Where there are gaps in children's learning, providers should focus the curriculum particularly on those areas and put strategies in place to support their development, working with children's parent/s and/or carers.

7. How best can we support children's physical development?

Practitioners should consider what their children already know and what they need to learn. Providing opportunities for children to move in lots of different ways will help them to gain more control of their body and refine their gross motor skills and coordination. Some children will take advantage of opportunities to learn, practice and refine their physical skills through play, but many will need explicit guidance and teaching. Remember some children may not learn without being shown or taught. You may want to consider:

- identifying small steps that when practised can lead to proficiency in a physical skill
- understanding what children need to learn and practise to build on what they know
- include modelling and teaching of fundamental movement skills
- provide opportunities to deepen and extend a child's capability

8. How can we support children's personal, social and emotional development (PSED)?

It's really important to consider the prior experiences that children arrive at the setting with. Some children will have had experiences that make them feel less confident to explore their environment and to develop their sense of self. Positive interactions between children, their key person and familiar adults can help children manage their emotions and reduce negative behaviour towards others. It is useful to consider the best ways to promote warm and secure relationships and to think about what children might learn. Children benefit from careful and sensitive teaching about emotions and relationship building.

9. How can I meet the needs of all children in the prime areas of learning?

An ambitious curriculum is one where all children are supported to reach the intended outcomes. Remember, if you are getting it right for disadvantaged children, you get it right for everyone. Knowing what your children are missing and what they need to know helps deliver an ambitious curriculum.

Big Listen response

On 3 September Ofsted published their response to the Big Listen. You may have questions about what this means for you and your inspections. They have included below some answers to these questions.

1. How will you ease anxiety about inspections? What do I do if I have concerns on my inspection?

Through the Big Listen, we asked how to make it easier for leaders to ask for a pause to inspection or raise concerns, without fear of the consequences. We want the sector to have confidence that when something goes wrong, or an inspection is not conducted with the professionalism, courtesy, empathy and respect that we expect, we want to hear from them. We will make clear our expectations for provider conduct during an inspection. We have made it clear what inspectors will do to ensure the well-being of providers, during and after inspections. We have updated our complaints policies, which mean that inspectors will give providers a number they can call should any concerns about their inspection not be resolved at the time.

2. How will the Big Listen change the way Ofsted works?

We will be introducing a new inspection framework for early years which will have a greater focus on children's outcomes to drive higher standards, alongside a range of measures to reduce anxiety for those being inspected. We will begin consulting on this in early 2025. Ofsted will streamline the registration process for early years providers to support the government's plans to meet demand for childcare places.

Childcare reforms

From 1 November 2024, the Department for Education introduced new flexibilities for childminders and childcare on domestic premises providers.

1. What is changing?

The changes provide greater flexibility for childminders.

The new flexibilities:

- created a new category of childminder (childminder without domestic premises) who will work entirely from non-domestic premises.
- increased, from 3 to 4, the total number of people (childminders and/or assistants) who can work together under a childminder's registration.
- gave childminders and childcare on domestic premises more flexibility to spend more time operating outside of domestic premises, such a community hall or school, removing the 50% limit.
- increased the number of people needed to register a childcare on domestic premises registration, to 5 or more people providing care.

2. **Do I need to register again if I am already operating as a childcare on domestic premises provider?**

No, you do not need to register again. From 1 November 2024, you can maintain your current registration and can work with four or more adults in total. You will be inspected and regulated in the same way as other childcare on domestic providers.

Ofsted Resources

- [Early years inspection handbook](#)
- [Early years blog](#)
- [FAQ videos](#)
- [Communication and Language webinar](#)
- [Early years: childminder playlist](#)
- [Early years: schools playlist](#)
- [What will change for the early years in response to Ofsted Big Listen?](#)
- [Best start in life research reviews](#)

Commentary: Changes in access to childcare

Research and analysis

Commentary: Changes in access to childcare in England

Published 16 October 2024

<https://www.gov.uk/government/publications/changes-to-access-to-childcare-in-england/commentary-changes-in-access-to-childcare-in-england>

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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 →



What is early inequality and inequity?

Children have the right to be included and barriers denying equality and equity must be addressed. If children face inequality and inequity early in life, these disadvantages can have a long-term impact on their life chances and affect their self-esteem, confidence, trust of others.

Research shows us that early intervention protects the most vulnerable young children at risk of poorer outcomes because of

- Intergenerational disadvantage
- Intersectionality
- Adverse early experiences
- Social exclusion
- Inequality and discrimination relating to religion, race, disability, sex and family background
- Low income and poverty
- Parental mental and physical health difficulties
- Inadequate diet
- Housing issues
- Ineffective home learning environment
- Lack of high-quality early education
- Insecure attachments
- Parenting issues and associated lifestyle choices

Early years settings play a crucial part in offering support to the most vulnerable children and families within disadvantaged communities. This was evidenced by the Effective Provision for Pre-school education (**EPPE**) research by Sylva et al, in 2004. The research findings consistently found that early childhood experiences set the trajectory for a child's life outcomes.

Read more here

https://assets.publishing.service.gov.uk/media/5a803cb240f0b62305b89fbf/RB455_Effective_pre-school_primary_and_secondary_education_project.pdf

Celebrating Pedagogies



In continuing our series to celebrate and share about different pedagogies (learning approaches) to hopefully inspire and give you ideas of what could be implemented within your settings. Last month's focus was on the 'Curiosity approach'. and this month we will be sharing some ideas around the Reggio Emilia approach

Definition of Pedagogy

Pedagogy relates to the “how”, or practice of educating. It refers to, “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment” (Siraj-Blatchford et al. 2002). It concerns the “how” of adult and child interaction, whilst recognising that how children learn and develop at this stage is not just subject to what is intended to be taught, but it is also of particular importance how it is facilitated.

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



Pedagogy in early childhood education and care (ECEC): an international comparative study of approaches and policies
Research brief

July 2015

Stephanie Wall, consultant
Ineke Litjens, OECD
Miho Taguma, OECD

This DfE Pedagogy in early childhood education and care (ECEC) 2015 document, support and promotes the use of using pedagogical approaches in conjunction with each other to enhance children's learning and development further.

“In practice, settings can employ a combination of pedagogical approaches”.

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

A Maths Focus



Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Numbers

Why are numbers important?

Children need your help to explore, experiment and discover. Repeating maths activities will develop their understanding of mathematical concepts. Children will begin to understand regular daily routines, like snack time and going-home time, and how to use numbers to describe things.



Encourage children to use numbers 'in context', using numbers in practice, not just in theory. This deepens their understanding. Children can then apply their knowledge and experiment. They can test their new understanding of maths by using numbers in context through the day in real-life situations. Children will develop their own working theories by using numbers in everyday contexts. They will learn to communicate these to others and over time remember mathematical concepts.

Maths is used for counting and quantities, but children need to develop the other ways numbers are used. For example, for measurements, putting things in order and understanding values.

What this means in practice



You should make the most of the opportunities for maths in all that the children do. This means taking advantage of opportunities to use numbers where they naturally arise. Numbers can be found in most situations: indoors, outdoors and in the community, like on bus stops or street numbers.

Encourage children to use numbers in many contexts. You could show the children the clock, 'it's lunch time', talk about sizes for outdoor clothing 'what size wellies?', processes and routines 'it will be going home time soon'.

You can help younger children from birth to 3 years old start to learn about numbers in several ways.

- Play finger rhymes that use numbers like 'Round and round the garden' or 'Two little dicky birds'.
- Draw attention to changes in amounts, for example, by adding more bricks to a tower. Use words like 'lots' or 'more'.
- Develop counting-like behaviour, children under 2 could be making sounds, pointing or saying some numbers in sequence. Suggestions: count fingers and toes, stairs, toys, food items.
- If children are saying one number word for each object, it is not always necessary to correct them if they skip a number.
- Help children to count numbers using objects. For example, move a piece of apple to one side once they have counted it.
- Help them use 'manipulatives' for example, foam dice or counting blocks.

At 3 and 4 years you can help children expand their mathematical skills in these ways. Children should be learning to:

- Develop fast recognition of up to 3 objects, without having to count them individually, for example, point to small groups of 2 or 3 objects and say 'look, there are 2'.
- Count things and then repeat the last number. For example: '1, 2, 3... 3 cars'.
- Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5. Suggestions, have a pot labelled '5 pencils' or a crate for '3 trucks'.
- Solve real-world mathematical problems with numbers up to 5. Discuss mathematical ideas throughout the day. Support children to solve problems using fingers, objects and marks, for example, 'there are four of you, but there aren't enough chairs, what shall we do?'



Closely observe what children are doing during play and make the links to numbers in context during the day.

Patterns and Connections

Why patterns and connections are important?

Patterns are central to maths and children have an instinctive idea of patterns. Research shows that children's ability to see patterns forms the basis of early mathematical thinking. When you teach children to become aware of patterns, they will build up the skill of spotting patterns for themselves, they will see how patterns change and notice irregularities.



Pattern awareness can vary significantly between children. Early patterning begins with matching one-to-one with objects, pictures or numbers. Patterning supports the foundations for recall of the counting sequence and understanding number operations.

Learning about patterns and connections will help children to make their own predictions and form logical connections. It's an important foundation for later mathematical thinking and reasoning.

What this means in practice

Support children to notice mathematical features and observe regularities when they are playing or taking part in activities. From birth to 3 years old, rhymes and stories have an important place in their understanding of patterns. By practising recall such as 'head, shoulders, knees and toes' and repeated refrains within stories children learn about patterns in speech and language.

To learn about visual patterns show them patterned material like gingham, polka dots, stripes. Show them how to arrange small objects in patterns. Use words like 'repeated' and 'the same' over and over.

For 3 and 4 years old, talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use words like 'pointy', 'spotty', 'stripy'. You could provide interesting patterns from different cultures, like fabrics.



Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make their own patterns with. You could support children to begin to make a simple AB, AB, AB pattern. Children can then begin to notice numerical patterns of 1,2,1,2. You could help children to notice and correct an error in a repeating pattern. Discuss any error in a positive manner, asking if you can check together, work out together what comes next.

Some children will create regular patterns with ease and others will make random or irregular patterns. It is important that children are free to invent their own patterns, this will help them develop reasoning skills. Patterns also exist in music and rhymes, and you could engage children in inventing their own movement and music patterns. For example, you could help them invent rhythms like 'clap, clap, stamp'.



As part of daily life children need to experience how the routines of the day follow patterns. Explain to them the patterns of events that happen every day such as lunch time or getting dressed to go home. For example, 'every day we...'. Use appropriate words like 'morning', 'afternoon', 'evening'.

Sequences are also a kind of pattern. Begin to describe a sequence of events, real or fictional, using words like 'first' and 'then'. Stories are a good way of introducing sequences. Show them how to count down to events on the calendar in terms of the number of days or number of sleeps. Use words like 'yesterday' and 'tomorrow'.

Spatial reasoning

Why spatial reasoning is important?

Spatial reasoning is the understanding of how objects can move in a 3-dimensional world.

Babies use these skills to recognise body parts, and the location of objects and people around them. Young children learn and understand spatial concepts through play, like with shape-sorters.



Understanding the physical properties of objects allows children to picture shapes in their minds and think about how they could be manipulated. This is an important building block of mathematical thinking. It lies behind problem solving and later maths skills, including geometry.

Children are practising spatial understanding as they use toys like open-ended building blocks or crawl around in dens. It's important to teach them spatial words to describe what they are seeing. Spatial reasoning is developed through [physical development](#) and has strong links to [communication and language](#) from birth.

Children use these skills to understand the physical world around them. Understanding spatial relationships allows children to move and navigate in their world. Activities like climbing and squeezing themselves into different types of space develops this further.

Children will start to recognise and remember how objects have characteristics such as shape, size, volume and weight. Then they can start thinking about the way objects interact and how they can move them and play with them in the 3-dimensional world.

Problem solving is at the heart of mathematics and children should be encouraged use their creativity and to explore, play and push boundaries.



What this means in practice



Children are naturally curious and like to explore. There are many ways you can help children develop spatial reasoning skills.

From birth to 3 years old help children learn how to:

- combine objects like stacking blocks and cups
- put objects inside others and take them out
- play with interesting shapes like corks, cones and balls
- use pots and pans, shape sorters and stacking cups

You can help them build their understanding of the 3-dimensional world with physical activities. Young children usually enjoy squeezing themselves into different types of spaces, like dens. Describe children's climbing and hiding activities as they play, using spatial words like 'inside', 'up', 'down' and 'below'.

Playing with jigsaw puzzles and inset puzzles is a good way to encourage them to think about shapes. For children aged 3 and 4 years old, encourage them to play freely with building blocks, interlocking shapes, shape puzzles and shape-sorters. Sensitively support children with questions like: 'What is the same and what is different?'

Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them, for example 'do we need a piece with a straight edge?'

Provide a variety of construction materials like blocks and interlocking bricks and encourage children to make constructions. Provide den-making materials if possible. Allow children to play freely with these materials, indoors and outdoors. When appropriate, talk about the shapes and how their properties suit the purpose.

Discuss routes and locations, using words like 'in front of' and 'behind'. Take children out to shops or the park and learn to remember the route and the order of things they see on the way. Make comparisons between objects relating to size, length, weight and capacity. Provide experiences of size changes. For example, 'what happens when you stretch elastic?'

<https://help-for-early-years-providers.education.gov.uk/areas-of-learning/mathematics>

SIGN UP TO FREE Early Years Maths Training for Greenwich Settings

Improving outcomes for children by embedding maths into play and activities.

Maths Champions is an online professional development programme with 12 months access. The aim of this innovative programme is to improve children's maths outcomes by providing access to a range of bespoke online training, evaluative tools and resources which can all be used to develop the knowledge, skills and confidence of practitioners working in your setting.

As a Greenwich registered setting, this training is FREE to you. It normally costs £1,148.

<https://ndna.org.uk/champions-programmes/maths-champions-early-years-maths-training/>

Watch a video about it here <https://youtu.be/TEPEBjgJA-w>

Celebrating Festivals – Chinese New Year



LUNAR NEW YEAR



Lunar New Year is the first new moon of a lunar calendar or lunisolar calendar whose months are moon cycles. The event is celebrated by numerous cultures in various ways at diverse dates. Lunar New Year is a celebration of the arrival of spring and the beginning of a new year. It is the most important holiday in China, and is celebrated in South Korea, Vietnam, and countries with a significant overseas Chinese population.

Chinese New Year is determined by the Lunar Calendar which begins with the new moon resulting in the new year falling on different dates.



Chinese New Year falls on Wednesday 29 January 2025. The festival celebrates family reunions and society. Lanterns are the most notable part of the festival.

Chinese Zodiac sign for 2025 is the Year of the Snake

The snake is the sixth animal in the twelve-year cycle of the Chinese zodiac. When the Jade Emperor said that the [order of the zodiac](#) would be decided by the order in which the animals arrived at his party, the clever snake quickly thought of a way to cross the river without having to swim. The snake's surprising plan involved climbing onto the Horse's leg and waiting patiently for exactly the right moment. As all the animals crossed the river and approached the finish line, the Snake jumped off first to beat the Horse, who arrived in seventh place. Each year of the zodiac is also associated with one of five elements: fire, earth, gold, water and wood.

To bring luck and positive energy, the positive symbols for those born in the Year of the Snake include the lucky colours black, red and yellow and the numbers 2, 8 and 9.

Food

During the new year celebrations food forms an important part due to their specific meaning and thoughts of good fortune. Some dishes served are:



Spring Rolls – Yummy, crunchy Chinese spring rolls are eaten during the Spring Festival because they look like gold bars, and as a result people think they symbolise wealth.



Dumplings – for sending out the old and welcoming the new

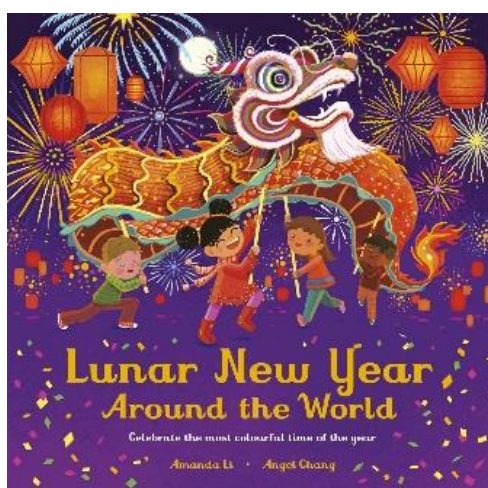


Rice cakes – made from rice flour, wheat, salt and sugar which can be either sweet or savoury. Eating these means that you will start your year on a high note.

Long noodles – represent long life. The longer the noodle the longer the life, therefore these should not be cut when eating.



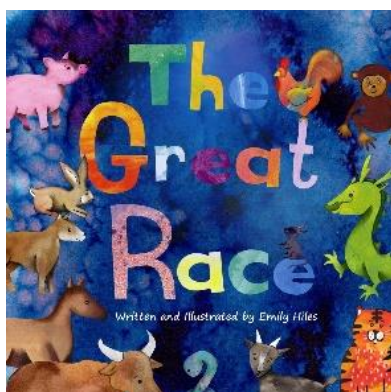
Books



This stunning picture book is the perfect introduction for little ones to Lunar New Year celebrations. The most colourful time of the year is celebrated in communities around the world and you can now discover how it's celebrated through the eyes of the children who live there.

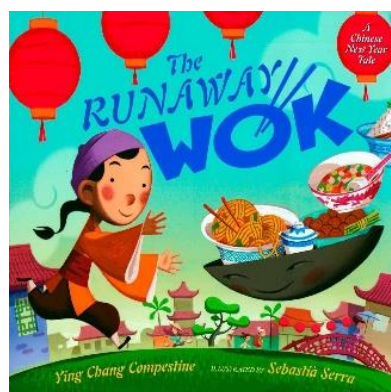
Meet families in China, Vietnam, Singapore, Thailand and Indonesia, as well as in bustling cities like San Francisco, London, Sydney and Toronto and join them in their celebrations at home and on the streets in parades, lantern festivals and in temples. Packed with fascinating facts, young readers will love finding out all about different Lunar New Year traditions in this gorgeously illustrated picture book

Why do dragons dance during Chinese New Year? Allow your children to find the right answers on their own with the help of this very informative book. The great thing about this book is that it's been specifically designed for children. Therefore, you can see colours, pictures and as few texts as possible.



The Story of the Chinese Zodiac. As the new year approaches, each animal wants it to be named after them, but no one can agree. The Jade Emperor decides there should be a race to decide the winner, but who will win?

In a small village in China, a little girl named **Mei** and her family celebrate **Chinese New Year**, a holiday that marks the start of the new year and is a time for gift-giving, eating special foods, and performing traditional rituals to bring good luck. Mei helps her family prepare for the holiday by cleaning the house and decorating with red lanterns and paper cuttings. On the day of the holiday, the family enjoys a special feast and watches fireworks. As they celebrate, Mei reflects on the things she is grateful for and hopes for a happy and prosperous new year.

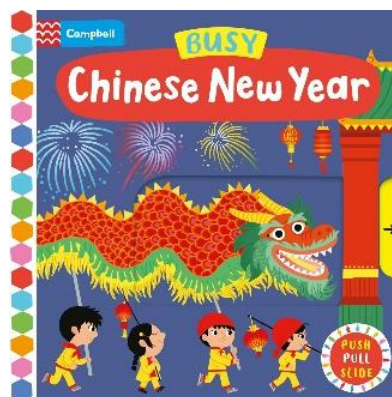


When a boy goes to the market to buy food and comes home with an old wok instead, his parents wonder what they'll eat for dinner. But then the wok rolls out of the poor family's house with a *skippity-hoppity-ho!* and returns from the rich man's home with a feast in tow!

With spirited text and lively illustrations, this story reminds readers about the importance of generosity.

Little ones can push, pull and slide the tabs to join in the celebrations in *Busy Chinese New Year*! Make the Lion and Dragon dance, enjoy a family banquet and watch the spectacular fireworks.

Perfect for toddlers who like to play as they read, they will love this bright and colourful board book with lots to spot, a gentle rhyme and wonderful illustrations by Ilaria Falorsi.





With her magic paintbrush, Shen can paint steaming pots full of fish and oysters to feed the hungry people in her village, but when the evil emperor hears of her gift, he commands Shen to paint gold for him instead. She is determined to keep her promise to paint only for the poor, but how can she match the emperor's mighty power?

Activity ideas

Snake craft

Why not have a go at making this simple snake craft using thread and painted dried pasta. This will support children's fine motor skills as they thread the pasta onto string, as well as develop their creativity by allowing them to make this in their own way.



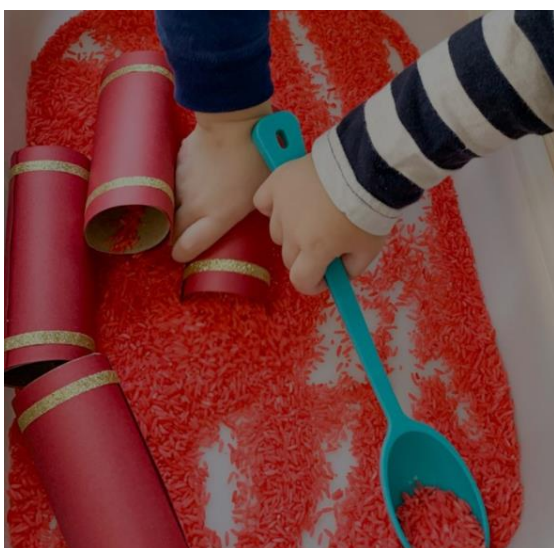
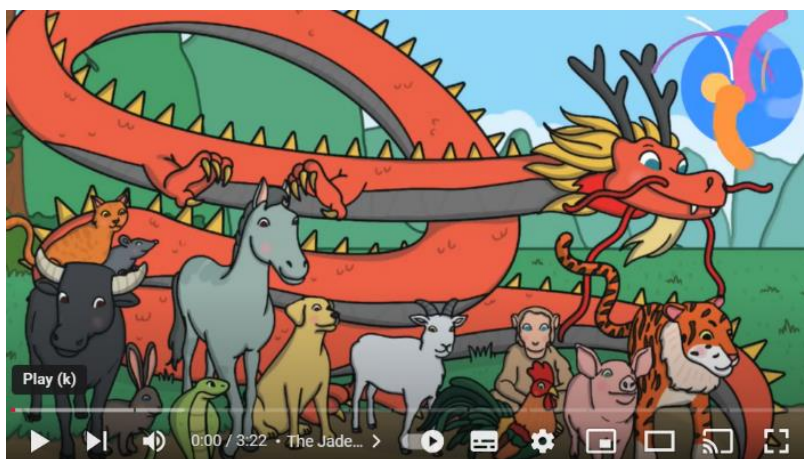
Mark making

This is another simple activity which gives children the opportunity to have a go at mark making numbers in Chinese symbols. Simply add sand to a tuff tray, with paintbrushes and numeral cards. You can download the cards for free using this link [Chinese 1-10 Printable Number Flash Cards | Early Years Resources](#)

Role playing the great race

Children can learn all about the 'Great race' and have a go at acting it out. You could create animal masks using paper plates, then have the children participate in acting out the story.

[Zodiac Origin Story | The Story of the Great Race for Kids! | Lunar New Year | Chinese New Year - YouTube](#)



Sensory tuff tray

If you are looking for activities for babies or toddlers, you could set up this tuff tray. Dye dry rice red, which is a lucky colour in China as it represents happiness and good fortune, then provide tools for children to be able to scoop and pour. For toddlers, you can extend this activity by adding cardboard tubes for children to practice pouring through the tube.

Dancing Dragon

The Dancing Dragon is a big part of the celebrations of Lunar New Year. You could have children help create a dragon head out of cardboard box and fabric connected to make the body. Children can play instruments and take part in making the dragon dance.



Celebrating Good Practice



Congratulations to an outstanding outcome at Pound Park Nursery School who had their inspection on 5 November and their report published on 6 December 2024. Meet their head, Solin Flash and find out about a typical day at the nursery on their website <https://www.poundparknursery.co.uk/>

You can read their report in full here <https://reports.ofsted.gov.uk/provider/20/100098>

Children enjoy their time outdoors and trips out of school. For example, they visit a local woodland area regularly. They have many opportunities to develop new interests, for instance yoga, pottery and cooking. All this helps to broaden children's horizons.

Supportive conversations and gentle reminders are used to teach children how to regulate and talk about how they are feeling or why something has happened. Children quickly learn what is expected of them and rise to these high expectations.

Children's early communication and language skills are given the highest priority. Children are immersed in stories, songs and rhymes. Staff expertly listen to children as they talk and take every opportunity to extend their vocabulary. For example, children practise key words while learning about 'mini beasts' in the school garden. Books are carefully selected to introduce new words. There are numerous occasions for children to use the mathematics words they are learning.

Children show high levels of resilience during their everyday play. Children are encouraged by staff to manage risks and stay safe. For example, children challenge themselves to climb obstacles in the outdoor area and use many resources safely such as woodwork tools, cooking utensils and scissors. Staff teach children about diversity and different ways of life. For instance, they celebrate a range of festivals and cultural events with children throughout the year. This helps children feel valued and respect their similarities and differences.

Professional development is highly regarded and purposeful. As a result, staff have the experience and knowledge to be highly effective practitioners. Staff feel valued, their well-being and workload considered and are proud to work at the school.

Health & Wellbeing



An employer's guide to ADHD in the workplace

Neurodiversity is being recognised and discussed in the workplace more than ever before. Neurodivergence includes a range of conditions such as Autism, Dyspraxia and Attention Deficit Disorders.

ADHD is a neurodevelopmental disorder, with exhibited symptoms of inattentiveness, hyperactivity, and an impulsive nature (or a combination of these). Though symptoms can vary, individuals with ADHD often face challenges with attention-to-detail, interpersonal skills and communication.

Depending on individual circumstances, ADHD could meet the legal definition of disability under the Equality Act 2010, meaning such individuals would be protected from discrimination in the workplace as a result of their disability. In addition, employers have a duty to make reasonable adjustments to ensure employees with a disability are not substantially disadvantaged in their role. It is worth noting that not all individuals with ADHD will consider themselves to have a disability so employers should keep that in mind when entering into discussions on this topic with employees.

Recruitment

Employers should be mindful of neurodiverse candidates when recruiting for positions. In the same way you would accommodate another type of disability, you should consider whether any adjustments are required to the interview/selection process to ensure the candidate can engage with the recruitment process effectively. Some examples of adjustments might include:

- Providing interview questions in advance: neurodivergent candidates may struggle to think on their feet so it can be helpful to provide the questions in advance, so the candidate has time to consider their responses.
- Consider allowing the candidate to be accompanied: a neurodivergent candidate may find it helpful to have a support worker with them during the interview to provide support and assist with any potential miscommunications.
- Ensuring a comfortable interview environment: it is important for neurodivergent individuals to have a calm environment free of distractions when they are in a pressurised situation such as an interview. Because individuals with ADHD can have heightened sensory sensitivities, it can be helpful to check the candidate is comfortable with the interview room before beginning (eg lighting, ticking clocks, temperature etc).
- Providing comfort breaks: neurodivergent individuals can feel overwhelmed during long meetings so interviewers should allow candidates to take a break if needed.
- Consider additional time for written assessments: if part of the interview process requires the candidate to complete a written assessment, consider allowing additional time for a neurodivergent candidate as it can take them longer to process.

Being open at the start of a recruitment process and when advertising the role by asking whether there are any adjustments the candidate requires for neurodiversity will help to give neurodivergent candidates the confidence to apply.

During Employment

What treatment might employees be undergoing?

Employers should be aware that neurodivergent employees may be undergoing treatment and may therefore require some adjustments to support this. Treatment for ADHD can take several forms, including medication and/or alternative therapies.

For employees who are on medication, they may find the first stages to be more difficult. Individuals may need to engage in trial-and-error methods to find the best dose and type of medication for them. Even if a successful dose is found, individuals may experience side effects, and some medications take one to two hours to be absorbed by the body. For employees who have severe symptoms it may help to permit them to start their day earlier/later to work around their medication.

An increase in those being diagnosed with ADHD has recently resulted in medical shortages. Employers should be aware that if an employee is unable to obtain their usual medication, their symptoms may be exacerbated, and an employee may require additional support.

As well as taking medicine, different therapies can also be useful in treating ADHD, such as cognitive behavioural therapy. Employers should ensure an open dialogue with employees to understand if additional support is needed in respect of these.

Whatever treatment an employee may be receiving, there is no cure for ADHD and an employee's symptoms can change over time. It is also common for individuals with ADHD to suffer with other mental health disorders such as anxiety, depression, or a learning difference. Communication, a willingness to learn and engage with your employee's disorder(s) and being flexible to their needs can help employers and employees navigate towards a positive outcome for both parties.

What adjustments might someone with ADHD find helpful?

It is always a good idea to seek medical advice if you are unsure what reasonable adjustments an employee may require. Some general adjustments that may be helpful for an employee with ADHD are:

- Flexible working: working from home (planning, office or admin tasks), or flexible hours can assist ADHD affected individuals with time management, helping to mitigate distractions and being able to work during their more productive hours.
- Structured instructions in written form: providing clear and concise written instructions can help an individual with ADHD to effectively prioritise tasks. Breaking tasks down into smaller, manageable steps is also helpful.
- Workplace support and training: consider training for managers/employees on recognising neurodiversity and its impact on individuals to encourage a culture of understanding and awareness. Support networks and mentors for neurodiverse employees can also assist to facilitate personal and professional development.
- Breaks: allow employees with ADHD to take regular breaks to refresh and refocus.
- Regular check-ins: as well as helping the employee to feel supported, checking in regularly with employees with ADHD allows them the opportunity to provide feedback/suggestions on adjustments or raise any issues they may have.

Performance management and disciplinary processes

If an employer commences performance management or disciplinary proceedings with an employee who has ADHD, it will need to ensure that the process is adjusted accordingly to take account of the employee's disorder.

Performance plans should be tailored with the employee's ADHD in mind and the employer will need to set realistic and achievable goals, taking the disorder into account. Checking in regularly to ensure targets are appropriate and to see whether any further adjustments are needed will be key.

Disciplinary processes are a stressful time for any employee and individuals with ADHD may find them particularly difficult. Employers should ensure appropriate support is offered, such as a pastoral point of contact, so the employee has someone to speak to confidentially.

For both performance and disciplinary processes, you will need to consider whether the employee's ADHD is the cause of the underperformance or the misconduct. If it is, you will need to tread carefully when it comes to imposing any sanction to avoid potential allegations of disability discrimination and to ensure appropriate reasonable adjustments have been put in place.

Individuals with ADHD and other neurodiverse conditions are often reluctant to disclose their condition to their employer. Demonstrating that you are a neurodiverse-supportive workplace may encourage employees to come forward, which in turn allows you as an employer to ensure the appropriate support is in place to get the best out of your neurodivergent employees.

You will find attached 2 document guides for supporting your staff and employees who may be neurodivergent at the links below.

[Scottish ADHD Coalition – An employer's guide to ADHD in the workplace](#)

[ADHD Adult UK – ADHA in the workplace support documents](#)



Adult ADHD

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/symptoms/>



Symptoms in adults

In adults, the symptoms of ADHD are more difficult to define. This is largely due to a lack of research into adults with ADHD.

As ADHD is a developmental disorder, it's believed it cannot develop in adults without it first appearing during childhood. But symptoms of ADHD in children and teenagers often continue into adulthood.

The way in which inattentiveness, hyperactivity and impulsiveness affect adults can be very different from the way they affect children.

For example, hyperactivity tends to decrease in adults, while inattentiveness tends to remain as the pressures of adult life increase.

Adult symptoms of ADHD also tend to be far more subtle than childhood symptoms.

Some specialists have suggested the following as a list of symptoms associated with ADHD in adults:

- carelessness and lack of attention to detail
- continually starting new tasks before finishing old ones
- poor organisational skills
- inability to focus or prioritise
- continually losing or misplacing things
- forgetfulness
- restlessness and edginess
- difficulty keeping quiet, and speaking out of turn
- blurting out responses and often interrupting others
- mood swings, irritability and a quick temper
- inability to deal with stress
- extreme impatience
- taking risks in activities, often with little or no regard for personal safety or the safety of others – for example, driving dangerously



UK Health
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Stop norovirus spreading

Norovirus, also known as the 'winter vomiting bug', is the most common stomach bug in the UK. It can spread easily through close contact, or by contaminated surfaces, food or water.

The main symptoms of norovirus include a sudden onset of nausea, followed by projectile vomiting and diarrhoea, usually 1 to 2 days after becoming infected. Other common symptoms include a high fever, a headache and aching arms and legs.

Good hand hygiene is important to stop norovirus spreading.

To stop norovirus spreading, you should:

- wash your hands thoroughly using soap and warm water after using the toilet or contact with a sick individual and before preparing and eating food.
- stay off school or work until you have not been sick or had diarrhoea for at least two days
- not rely on alcohol gels instead of washing your hands, as these do not kill the virus
- wash any contaminated clothing or bedding using detergent at 60°C using disposable gloves to handle any items
- use bleach-based cleaners to disinfect surfaces

If you catch it, stay home for 48 hours after your symptoms clear

DO



Wash clothes and bedding at 60°C



Wash hands with soap, clean surfaces with bleach-based disinfectants



DON'T



Go to work or school, visit care homes or hospitals



Prepare food for others



Most people will make a full recovery in 2-3 days without needing any medicine. It is important to keep hydrated – especially children and the elderly.

Try not to visit A&E or GP surgeries if you have symptoms of norovirus unless advised to do so by a healthcare professional, as this may spread the bug to others. Call ahead to a GP or ring NHS 111 if you are worried about your symptoms.

Further information is available at NHS 111 or NHS.uk (<https://www.nhs.uk/conditions/norovirus/>)

NOROVIRUS – Frequently Asked Questions

Norovirus, also called ‘winter vomiting disease’ because it usually occurs during the winter months, is the most frequent cause of infectious gastro-enteritis in England and Wales and affects 600,000 to one million people in the United Kingdom every year. Cases usually start to appear during the autumn, peaking during January. The symptoms usually last from 12 to 60 hours and will start with the sudden onset of nausea followed by projectile vomiting and diarrhoea.

Norovirus - frequently asked questions

What are noroviruses?

Noroviruses are a group of viruses that are the most common cause of gastroenteritis (stomach bugs) in England and Wales. Noroviruses are also known as ‘winter vomiting viruses’.

How does norovirus spread?

The virus is easily transmitted from one person to another. It can be transmitted by contact with an infected person; by consuming contaminated food or water or by contact with contaminated surfaces or objects.

What are the symptoms?

The symptoms of norovirus infection will begin around 12 to 48 hours after becoming infected. The illness is self-limiting (will clear up on its own) and the symptoms will last for 12 to 60 hours. They will start with the sudden onset of nausea followed by projectile vomiting and watery diarrhoea. Some people may have a raised temperature, headaches and aching limbs. Most people make a full recovery within 1-2 days, however some people (usually the very young or elderly) may become very dehydrated and require hospital treatment.

Why does Norovirus often cause outbreaks?

Norovirus often causes outbreaks because it is easily spread from one person to another, and the virus is able to survive in the environment for many days. Because there are many different strains of norovirus, and immunity is short-lived, outbreaks tend to affect more than 50% of susceptible people. Outbreaks usually tend to affect people who are in semi-closed environments.

How can these outbreaks be stopped?

Outbreaks can be difficult to control and long-lasting because norovirus is easily transmitted from one person to another, and the virus can survive in the environment. The most effective way to respond to an outbreak is to disinfect contaminated areas, to institute good hygiene measures including handwashing and to provide advice on food handling. Those who have been infected should be isolated for up to 48 hours after their symptoms have ceased.

How is norovirus treated?

There is no specific treatment for norovirus apart from letting the illness run its course. It is important to drink plenty of fluids to prevent dehydration.

If I’m suffering from norovirus, how can I prevent others from becoming infected?

Good hygiene is important in preventing others from becoming infected – this includes thorough hand washing before and after contact. Food preparation should also be avoided until 48 hours after the symptoms have subsided.

Who is at risk of getting norovirus?

There is no one specific group who are at risk of contracting norovirus – it affects people of all ages. The very young and elderly should take extra care if infected, as dehydration is more common in these age

groups. Outbreaks of norovirus are reported frequently in semi-closed environments where large numbers of people congregate for periods of several days provides an ideal environment for the spread of the disease.

How common is norovirus?

Norovirus is not a notifiable disease, so reporting is done on a voluntary basis.

Are there any long-term effects?

No, there are no long-term effects from norovirus.

What can be done to prevent infection?

It is impossible to prevent infection; however, taking good hygiene measures (such as frequent hand washing) around someone who is infected is important. Certain measures can be taken in the event of an outbreak, including the implementation of basic hygiene and food handling measures and prompt disinfection of contaminated areas, and the isolation of those infected for 48 hours after their symptoms have ceased.

The Education Hub

Norovirus: Information for parents, schools, and early years providers if a child is sick



<https://educationhub.blog.gov.uk/2023/03/17/norovirus-information-for-parents-schools-and-early-years-providers-if-a-child-is-sick/>

Cases of norovirus are on the rise, with outbreaks in nurseries and other early year settings returning to near pre-pandemic levels in February.

For most people, it's an unpleasant and short-lived illness, but if your child is showing symptoms of the vomiting bug then it's important to keep them at home to curb the spread of the virus. Here's everything you need to know.

What is norovirus?

Norovirus, commonly known as the winter vomiting bug, is a stomach bug that causes sickness and diarrhoea. Norovirus can spread easily through communities and so outbreaks are common in settings where people have close contact, such as schools and nurseries.

For most, this is an unpleasant, short-lived illness with a full recovery within two to three days without needing any medicine. However, children should not attend school or nursery until 48 hours after the symptoms have stopped.

It's worth noting that some groups, including young children and babies, are at risk of suffering more serious and prolonged symptoms, which may require medical treatment.

How can we help stop norovirus spreading?

Good hand hygiene is important to stop norovirus spreading.

To avoid catching norovirus or passing it on to others, children should wash their hands frequently and thoroughly with soap and warm water.

Norovirus is easily transmitted through contact with people with the infection and any surfaces or objects which have been contaminated with the virus.

How long is norovirus contagious?

The incubation period of norovirus is 12 to 48 hours, which is the time between catching the virus and developing symptoms.

Children are most infectious when symptomatic, but it is possible to pass on norovirus both before developing symptoms and after symptoms have stopped. This is why children should not attend school or nursery until 48 hours after the symptoms have stopped.

Alcohol-based hand sanitisers are not effective against norovirus.

My child has sickness and/or diarrhoea and may have norovirus – what should I do?

Do not send child to school or nursery until 48 hours after the symptoms have stopped and avoid visiting your GP or hospital while symptomatic unless advised otherwise.

Those with symptoms should avoid cooking and helping prepare meals for others until 48 hours after symptoms have stopped, as norovirus can be spread through contaminated food when it is handled by people with the illness.

Vomiting and diarrhoea causes your child's body to lose water and salts, which can lead to dehydration, so it is important that they drink plenty of fluids to prevent this.

If you are concerned about your child, talk to your GP by phone, contact NHS 111 or visit [the NHS UK norovirus webpage](#).

You can get more information on norovirus [here](#).



UK Health
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Guidance

Preventing and controlling infections

Updated 12 September 2024

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/preventing-and-controlling-infections>

Contents

1. [Hand hygiene](#)
2. [Respiratory and cough hygiene](#)
3. [Cleaning](#)
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5. [Personal protective equipment](#)
6. [Safe management of the environment](#)
7. [Safe management of linen and soft furnishings](#)
8. [Safe management of blood and bodily fluids](#)
9. [Safe management of waste \(including sharps\)](#)
10. [Managing prevention of exposure to infection \(including needlestick or sharps injuries, and bites\)](#)

Winter-readiness information for London schools and nurseries

[Winter readiness information for London schools and nurseries](#)



Supporting children's mental health & wellbeing

Supporting a child with depression or anxiety



<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/>

Signs of depression or anxiety in children can sometimes look like normal behaviour, particularly in young people who might keep their feelings to themselves. So, knowing how to talk to a child about their mental health is important.

Many children or young people will feel stressed or anxious about things like exams or moving to a new school. But while these experiences can be challenging, they're different from longer-term depression or anxiety, which affect how a child or young person feels every day.

Signs of depression in children can include:

- ongoing low mood or lack of motivation
- not enjoying things, they used to like doing
- becoming withdrawn and spending less time with friends and family
- experiencing low self-esteem or feeling like they are 'worthless'
- feeling tearful or upset regularly
- changes in eating or sleeping habits.

Signs of anxiety in children can include:

- becoming socially withdrawn and avoiding spending time with friends or family
- feeling nervous or 'on edge' a lot of the time
- having panic attacks
- feeling tearful, upset or angry
- having trouble sleeping
- changes in eating habits.

Helping a child with anxiety or depression

Sometimes, adults and parents feel like the child's mental health problem is their fault. Or they want to know exactly why the child is struggling. This is understandable, but the most important thing is to reassure the child and not judge them for how they're feeling.

You can help a child who's struggling by:

- letting them know you're there for them and you're on their side
- talking to them over text or on the phone if they don't feel able to talk in person (older children)
- being patient and staying calm and approachable, even if their behaviour upsets you
- recognising that their feelings are valid and letting them know it's OK for them to be honest about what they're feeling
- thinking of healthy ways to cope. You could try things like yoga, breathing exercises or mindfulness together
- encouraging older children and young people to talk to their GP, someone at their school or [Childline](#). Especially if they're finding it hard to talk at home.
- taking care of yourself and getting support if you need to. Try not to blame yourself for what's happening and stay hopeful about the child's recovery.

If you're worried a child is feeling suicidal

While not every child with depression or anxiety will feel suicidal, sometimes mental health problems can feel overwhelming for children and young people. If a young person talks about wanting to hurt or harm themselves or expresses suicidal feelings, they should always be taken seriously.

Signs that a child or young person may be having suicidal feelings or thinking about suicide include:

- becoming more depressed or withdrawn, spending a lot of time by themselves
- an increase in dangerous behaviours like taking drugs or drinking alcohol
- becoming obsessed with ideas of suicide, death or dying, which could include internet searches
- saying things like "I'd be better off dead", "No one would miss me", "I just wish I wasn't here anymore".

If you're worried, it's important to get help right away. NSPCC trained Helpline counsellors can provide help or advice over the phone at 0808 800 5000. Children and young people under 19 can also get support from Childline online or over the phone, 24 hours a day.

However, a child or young person feels, remind them that they're not alone and there are ways to cope and feel better. Childline also has online advice and tips for young people on coping with suicidal feelings that they can use right now.

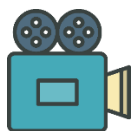
<https://www.childline.org.uk/info-advice/your-feelings/mental-health/coping-suicidal-feelings/>

childline

ONLINE, ON THE PHONE, ANYTIME

Call 0800 1111 

EYC Training



Bitesize Webinars and Online Trainings



Make use of the currently free series webinars produced by our 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 they can receive their certificate, and we can track demand.



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

State name of training



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.

- 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
- Compassion Mind Training

Area	Training Courses/Webinars	Day	Date	Start	End	Cost
Support, Advice & Information	Childminding Network	Thursday	09 January 2025	19:00	21:00	Free
Support, Advice & Information	Wraparound Online Meeting - Schools Only	Friday	16 January 2025	13:00	13:45	Free
Safeguarding & Welfare	Designated Safeguarding Person	Saturday	18 January 2025	09:30	17:00	£60
Ofsted Readiness	Looking Ahead to Ofsted	Thursday	23 January 2025	19:00	21:00	Free
Support, Advice & Information	Wraparound Groupcare Network	Tuesday	28 January 2025	12:30	14:00	Free
Safeguarding & Welfare	Intermediate Safeguarding	Thursday	06 February 2025	10:00	15:00	£45
Learning & Development	Curriculum & Teaching	Thursday	13 February 2025	09:30	13:00	£45
Learning & Development	Safeguarding Forum	Thursday	06 March 2025	18:30	20:30	Free
Safeguarding & Welfare	Safer Recruitment	Tuesday	18 March 2025	09:30	13:00	£45
Safeguarding & Welfare	Designated Safeguarding Person	Thursday	20 March 2025	10:00	17:00	£60
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	22 March 2025	09:30	14.30	£45
Safeguarding & Welfare	Domestic Abuse Awareness	Thursday	27 March 2025	19:00	21:00	£30
Learning & Development	Equality Diversity & Inclusion	Expressions of interest		09:30	12:00	£30

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, or it is received too late to be able to fill the place, 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	
Wednesday	15 January 2025	08:45	16:30	£55.00
Saturday	01 February 2025	08:45	16:30	£55.00
Wednesday	26 February 2025	08:45	16:30	£55.00
Saturday	08 March 2025	08:45	16:30	£55.00
Saturday	22 March 2025	08:45	16:30	£55.00



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.

DFE training support

<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 • 7 modules can be completed in any order and at any time (with another one coming soon!) <ol style="list-style-type: none"> 1 Understanding child development and the EYFS 2 Brain development & how children learn 3 Supporting children's personal, social & emotional development 4 Supporting language development in the early years 5 Supporting physical development in the early years 6 Mathematics 7 Effective curriculum & assessment 8 Supporting individual needs & differences <p>Early years child development training: Home page (education.gov.uk)</p>
 <p>COUNCIL FOR DISABLED CHILDREN</p>	<p>Early Years SEND Partnership Training and Seminars</p> <p>About the EYSEND Partnership</p> <p>Introduction</p> <p>The Council for Disabled Children (CDC) leads the EYSEND Partnership and is working with five partners: nasen, Speech and Language UK, Contact, Dingley's Promise, and the Early Childhood Unit (ECU) at the National Children's Bureau. Providing support across 9</p>

English regions, the partners each bring specific expertise to the project, and work on different aspects of early years, SEN and Disability:

- [nasen](#) on a whole setting approach to SEN and Disability
- [Speech and Language UK](#) on early identification and an early response to speech, language and communication needs (SLCN) in young children, and the development of a local SLCN pathway
- [Contact](#) on working with parent carers in the early years
- The Council for Disabled Children on Ordinarily Available Provision and the Equality Act
- [Dingley's Promise](#) on strategic support for transitions
- [The Early Childhood Unit \(ECU\)](#) at NCB on the home learning environment.

The programme is being grant-funded by the DfE through their VCS programme from August 2023 to March 2025. They are working with family hubs networks to best support disabled children and children with SEN during their earliest years. There are three main strands of activity:

- Strategic support to family hub areas through regular meetings or 'action learning sets'
- Targeted training for practitioners from family hub areas.
- Open-access training for parents and carers.

The learning from all this work is shared through a series of regional seminars and events to be held in January, February and March. See more about their upcoming events and seminars by accessing their [training calendar](#).



Expanded support opportunities available for registered practitioners on the Early Years Professional Development Programme

The Early Years Professional Development Programme (EYPDP) has recently launched additional catch-up webinars to support practitioners who registered for the programme but are not fully on track with their learning.

Lauren, Support Team Manager for the EYPDP, highlighted that these new sessions are part of an ongoing effort to provide accessible, flexible learning opportunities for practitioners juggling demanding roles.

"These catch-up webinars are designed to help practitioners stay on track, especially those who might have faced barriers to attendance. We're committed to offering support through every stage of the programme."

If you have registered for the EYPDP and require assistance, please contact the support team at EYPDPsupport@edt.org. For further information about the programme, please visit www.earlyyearsdpd.com.



**SUPPORTING
EARLY MINDS**
Research Network

Supporting Early Minds Webinar

The Supporting Early Minds Research Network are hosting a webinar on Thursday 1^h January 2025 13:00 – 14:00, “Getting it right for babies in group-based care. Growing cultures for voice, agency, and early relationships in early childhood environments”.

Dr Caroline Guard will be discussing her work at The University of Roehampton that captured babies’ experiences of group based early childhood settings.

This is a free event, and more information can be found here:

[Getting it right for babies in group-based care webinar](#)

UNDERSTANDING YOUR CHILD



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

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

Maths Champions

FREE Early Years Maths Training for Greenwich Settings
Improving outcomes for children by embedding maths into play and activities.

Maths Champions is an online professional development programme with 12 months access. The aim of this innovative programme is to improve children's maths outcomes by providing access to a range of bespoke online training, evaluative tools and resources which can all be used to develop the knowledge, skills and confidence of practitioners working in your setting.

As a Greenwich registered setting, this training is FREE to you. It normally costs £1,148.

<https://ndna.org.uk/champions-programmes/maths-champions-early-years-maths-training/>

Watch a video about it here <https://youtu.be/TEPEBjgJA-w>

To register your interest please follow the link to complete the short Expression of Interest form. If you meet the criteria, you will then be sent the full registration materials.

[Mercers Champions Expression of Interest \(zohopublic.eu\)](https://www.zohopublic.eu/)



HELP PAYING FOR YOUR CHILDCARE



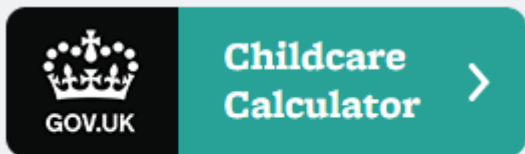
An online application is quick and easy.

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



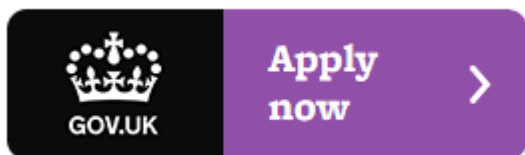
Access the online portal.

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



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

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



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

Childcare Choices

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

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

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



How to use Tax-Free Childcare

- [Childcare expansion](#)
- [Combining schemes](#)
- [Universal Credit Childcare](#)
- [15- & 30-Hours support](#)
- [Tax-Free Childcare](#)
- [Guidance and resources](#)

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.

Free Safeguarding Training



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

GSCP Learning

Greenwich Child Sexual Abuse (CSA) Pathway 2024

<https://greenwichsafeguardingchildren.org.uk/greenwich-child-sexual-abuse-csa-pathway-2024/>

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. *Working Together 2023*

An allegation or suspicion of child sexual abuse (CSA) must be acted upon robustly. It is a difficult area for staff to manage. CSA includes physical contact (both penetrative and non-penetrative acts), non-contact activities such as exposure to sexually explicit material, and child sexual exploitation (CSE). The exact prevalence of CSA is unknown, however, it is clear that much goes unreported. In a survey of 18 – 24-year-olds, 11% considered themselves to have been sexually abused. This pathway aims to simplify the process and make the referral pathway and sources of advice available clear. This pathway is for all staff who work with children, or with adults who have children and has been updated with time frames and accountability for referrals to the HAVEN.

Find the updated [CSA and therapeutic pathway here](#)

The Prevent duty

Schools in England, Wales and Scotland should also follow the [Prevent duty's statutory guidance](#) regarding online safety and radicalisation (Home Office, 2023).

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It is in itself a form of harm.

Extremism was defined by the Home Office in 2011 as a vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs (HM Government, 2011).

In 2024, the Department for Levelling Up, Housing and Communities published a new definition of extremism for **England** (DLHC, 2024). Extremism is defined as the support or promotion of an ideology based on violence, hatred or intolerance that aims to:

- deny or destroy the fundamental rights and freedoms of others
- undermine or overturn the UK's system of democracy and democratic rights
- intentionally create an environment that permits or enables others to achieve either of the above.

The new definition also set out types of behaviour which could constitute extremism, including:

- using or excusing violence towards a group of people to stop them from using their legally defined rights and freedoms
- seeking to overthrow or change the political system outside of lawful means
- using or excusing violence towards public officials, including British armed forces and police forces, to stop them carrying out their duties
- attempting to radicalise and recruit others, including young people, to an extremist ideology.

Challenging and tackling extremism needs to be a shared effort (HM Government, 2013). For this reason, the Government has given some types of organisations in England, Scotland and Wales a duty to identify vulnerable children and young people and prevent them from being drawn into terrorism.

Most extremist materials and activities do not meet a terrorism threshold. All organisations that work with children and young people have a responsibility to protect children from being harmed by radicalisation and exposure to extremist views.

Recognising and responding

How does radicalisation happen?

The process of radicalisation may involve:

- being [groomed](#) online or in person

- exploitation, including [sexual exploitation](#)
- psychological manipulation
- exposure to violent material and other inappropriate information
- the risk of physical harm or death through extremist acts.

It happens gradually so children and young people who are affected may not realise what it is that they are being drawn into.

Vulnerability factors

Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:

- being easily influenced or impressionable
- having low self-esteem or being isolated
- feeling that rejection, discrimination or injustice is taking place in society
- experiencing community tension amongst different groups
- being disrespectful or angry towards family and peers
- having a strong need for acceptance or belonging
- experiencing grief such as loss of a loved one.

These factors will not always lead to radicalisation.

Indicators of radicalisation

If a child or young person is being radicalised their day-to-day behaviour may become increasingly centred around an extremist ideology, group or cause. For example, they may:

- spend increasing amounts of time talking to people with extreme views (this includes online and offline communication)
- change their style of dress or personal appearance
- lose interest in friends and activities that are not associated with the extremist ideology, group or cause
- have material or symbols associated with an extreme cause
- try to recruit others to join the cause

(Home Office, 2020).

What to do if you think a child is being radicalised

- If you are a professional worried about an adult or child please submit your referral via the [Prevent National Referral Form](#).
- If you are a member of the public concerned about a family member, neighbour, or someone in the community you can seek advice and guidance from the [Action Counters Terrorism Hotline \(ACT\)](#).

Follow this link to learn about: [Making a referral to Prevent – GOV.UK \(www.gov.uk\)](#)

Please remember a Prevent Referral should not replace a referral to the Multi-Agency Safeguarding Hub (MASH) but rather is an addition (where required). If you believe there is a safeguarding risk, please still refer to children's and/or adult safeguarding as well.

- **If you think someone is in immediate danger, call 999 or the confidential Anti-Terrorist Hotline calling the police anti-terrorism hotline on [0800 789 321](tel:0800789321)**

The Councils Prevent Team can be reached on: prevent@royalgreenwich.gov.uk if required.

Read more <https://greenwichsafeguardingchildren.org.uk/radicalisation>

NSPCC Learning



Podcast: How domestic abuse affects children

Being exposed to domestic abuse is a form of child abuse and children don't need to be directly involved for this to be the case. They may have seen or heard or experienced the effects of domestic abuse in the family and this can have a big impact on their behaviour, development, education and wellbeing.

In this podcast episode, experts from the [NSPCC Helpline](#) and [Childline](#) talk about that potential impact, as well as how you can spot the signs of domestic abuse and support children who are affected.

The discussion covers:

- what children are telling Childline about their experiences of domestic abuse and how this differs from what adults are telling the Helpline
- ways in which the effects of domestic abuse present through a child's behaviour
- potential difficulties around labelling certain behaviour as 'domestic abuse'
- the importance of professionals listening to the voice of the child
- what safeguarding actions should be taken if you identify domestic abuse.

[Listen on YouTube](#)



<https://www.youtube.com/watch?v=YHoEaPdv8Os>

Parental alienation

The Family Justice Council has created guidance on responding to a child's unexplained reluctance, resistance or refusal to spend time with a parent and allegations of alienating behaviour for those working in the Family Justice System in England and Wales. The guidance: challenges perceptions around parental alienation; sets out steps to follow where a child is reluctant, resistant, or refusing to see a parent; tackles the issue of allegations of alienating behaviour being made alongside allegations of domestic abuse; and centralises the voice of the child.

[Family Justice Council has published 'Guidance on responding to a child's unexplained reluctance, resistance or refusal to spend time with a parent and allegations of alienating behaviour'](#)

Preventing online harm and abuse

Technology is an integral part of children's and young people's lives. It has transformed the way they learn, play, connect and communicate.

But these opportunities don't come without risk. Children and young people may [experience abuse online](#) and they may be [exposed to harmful content](#). And this can have a long-lasting impact on their wellbeing.

Every child deserves to be, and to feel, safe online. And we can all play a role in helping make online spaces safer for children and young people by:

- talking to children and young people about anything worrying they experience online
- recognising how important the online world is to children and young people, and talk to them about it
- making sure online safety is an ongoing part of your work with children and young people, not just a one-off session
- setting rules for the use of online platforms in your organisation. Involve children and young people in setting these and make sure they're well understood
- using technical solutions to manage access to online platforms and make sure everyone knows about and understands why you've put them in place
- helping children and young people understand and manage their privacy settings online.

Auditing use

Start by considering how your organisation and the children you work with currently use technology and access the internet. This should include the types of devices, and which apps, sites and games are used.

Also think about how aware children, young people, staff and volunteers are about online safety and whether there are any training and education needs.

Talk to children and young people directly about what they do online, and any risks they may be exposed to. You should consider the most appropriate time and place for these conversations. For example, you may want to address the issues with the whole class, or a one-to-one or small group conversation may be more appropriate. Make sure children and young people know that they can speak about any risks they may have encountered and any worries or concerns they may have.

Assessing risk

Whether you're setting up an online community, running virtual activities or sharing news with young people and their parents, it's important to carry out a full risk assessment. This should be done before using any new online platform with children and young people or changing the way you use an existing tool. It should include:

- making sure it's age appropriate
- identifying potential risks
- thinking about any contextual safeguarding issues
- ensuring adequate safety and privacy settings are available
- reviewing relevant policies and procedures.

The 4Cs of online safety

Children Online: Research and Evidence (CO:RE) has developed a framework of risks called the 4Cs (Livingstone and Stoilova, 2021). This outlines the risks a child may experience when they are online: content, contact, conduct and contract or commerce.

An important step in improving online safety at your school is identifying what the potential risks might be.

KCSIE groups online safety risks into four areas: content, contact, conduct and commerce (sometimes referred to as contract).¹ These are known as the 4 Cs of online safety.

- Content
Content is anything posted online - it might be words, or it could be images and video. Children and young people may see illegal, inappropriate or harmful content when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- Contact
Contact is about the risk of harm young people may face when interacting with other users online. This includes things like peer-to-peer pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of grooming or exploiting a child or young person for sexual, criminal, financial or other purposes.
- Conduct
Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm - for example, online bullying. Conduct also includes things like sharing or receiving nudes and semi-nude images and viewing or sending pornography.
- Commerce
Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

Online safety policy and procedures

All organisations that work with children should have a child protection policy and procedures that set out what action staff and volunteers should take if they have concerns about a child's safety.

In addition, every organisation that works with children needs to have an online safety policy statement, which sets out your commitment to keeping children and young people (as well as staff and volunteers) safe online. This should also set out your expectations about how children, young people, staff and

volunteers should use the internet safely within your organisation. This should align with your other key safeguarding and organisational policies, procedures and standards.

Everyone who works or volunteers for the organisation should read and understand these documents. The policy and procedures should be reviewed regularly.

<https://learning.nspcc.org.uk/media/1600/online-safety-policy-statement-example.pdf>

<https://learning.nspcc.org.uk/media/1599/online-safety-agreement-example.pdf>

Photographing and filming children

You might film or take photographs of children and young people during events and activities, have CCTV on site, or use livestreaming. Whatever the source, you should make sure you have appropriate processes and policies in place to manage risk, gain consent and keep children and young people safe. Make sure you are registered with the ICO

[Find out more about taking, sharing, using and storing images of children](#)

<https://learning.nspcc.org.uk/media/euwbhuhq/example-photography-filming-policy-statement.pdf>

<https://learning.nspcc.org.uk/media/1677/photography-filming-consent-form-example.pdf>

Online behaviour

Everyone who works or volunteers for your organisation should follow a code of conduct. This includes:

- not using personal accounts or devices to engage with children and young people on social media or in online communities
- keeping personal information private online
- considering the long-term implications of content posted online
- not uploading or posting inappropriate, offensive or illegal content on any online space.

You should also promote healthy online behaviour amongst the children and young people you work with. You may want to consider using an online safety agreement.

Sharing your policies and procedures

You should share your safeguarding and child protection policies and procedures with staff, volunteers, parents and carers. This will ensure everyone understands what they need to do to help keep children safe online.

You could also create a version of your policies and procedures that are suitable for children and young people to help them understand the steps you will take to keep them safe.

Support and training

Organisations should provide support and training for all staff and volunteers on dealing with all forms of online harm and abuse, including bullying or cyberbullying, emotional abuse, sexting or sharing nudes, sexual abuse and sexual exploitation.

Infrastructure and technology

Consider how the technology your organisation uses is set up and assess whether the right safety precautions are in place. Measures you can put in place include:

- firewalls
- filtering or monitoring systems
- password protection.

It's important to get the balance right between protecting children from online harm and enabling them to successfully navigate the online world. Too many restrictions can stop children from learning how to assess and manage risks for themselves putting them at greater risk in the future.

Reviewing and updating

Your training, policies and procedures should be updated regularly to make sure they are up to date with national guidance and reflect the needs of the children and young people you work with.

You should keep clear records of any online safety incidents and analyse these regularly. This will help you identify patterns and improve the measures you are taking to keep children safe.

Raising awareness

Everyone working or volunteering with children and young people should be aware of the risks of online abuse and harm. They should also understand how to run online services safely and manage an online presence effectively.

<https://learning.nspcc.org.uk/news/2019/september/podcast-enhancing-online-safety-for-children>

Talking to children about online safety

You can help children and young people learn how to keep safe online by talking to them about:

- how to use the internet and technology in a safe and responsible way
- how to behave appropriately online
- what to do if they're worried about something they experience, online.

<https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children>

Online safety and schools

Messages about staying safe online should also be embedded in the school curriculum. For example, in:

- information technology (IT) or computing lessons
- sex and relationships education
- assemblies.

[Find out more about e-safety for schools](#)

Speak out Stay safe

Our free Speak out Stay safe service for primary schools helps primary school children understand abuse in all its forms and know how to protect themselves.

[Find out more about Speak out Stay safe](#)

Supporting families

Parents and carers

Parents and carers may need extra support in understanding how to keep their children safe online. Professionals should share information and advice about online safety, harm and abuse. They should also

signpost parents and carers, where relevant, to safe and appropriate services that can provide additional support.

Online safety guides for parents

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/#guides>

ONLINE AND MOBILE SAFETY

Children and young people

Childline has produced age-appropriate advice for children and young people about online safety – including cyberbullying, sexting and sharing nude images and grooming.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/>

<https://learning.nspcc.org.uk/media/icqbqpyy/childline-primary-posters-english.pdf>

FRIENDS SHOULDN'T MAKE US FEEL UPSET



**Whatever you're feeling,
Childline can help.**

We're free, and you don't
have to tell us your name.

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk/kids | 0800 1111



HOME SHOULD BE A HAPPY PLACE



**Whatever you're feeling,
Childline can help.**
We're free, and you don't
have to tell us your name.

childline

ONLINE, ON THE PHONE, ANYTIME
childline.org.uk/kids | 0800 1111

Key legislation for online abuse

Across the UK, criminal and civil legislation aims to prevent a range of abusive activities online including:

- stalking
- harassment
- grooming
- creating or sharing child sexual abuse material
- sexual exploitation
- improper use of a public communications network
- sending indecent, offensive, false or threatening communications
- sending private sexual photos or videos of another person without their consent.

Online harassment and victimisation

Throughout the UK, the [Communications Act 2003](#) makes it an offence to make improper use of a public communications network. Section 127 specifically makes it an offence to send an electronic message that is grossly offensive or of an indecent, obscene or menacing character.

In England and Wales, the [Malicious Communications Act 1988](#) makes it an offence to send a communication with the intention of causing distress or anxiety.

In Northern Ireland, the [Malicious Communications \(Northern Ireland\) Order 1988](#) sets out this offence.

[> Find out more about the legislation to prevent bullying and cyberbullying](#)

Online sexual abuse

Across the UK, there is legislation which applies to online child sexual offences, including:

- sexual communication with a child
- causing or inciting a child to engage in sexual activity
- causing a child to watch a sexual act
- paying for sexual services of a child
- causing or inciting sexual exploitation of a child
- engaging in sexual activity in the presence of a child
- meeting, or arranging to meet, a child following sexual grooming
- creating or sharing explicit images of a child
- trafficking and/or enslaving children for sexual exploitation.

Child protection guidance

Across the UK, statutory guidance highlights the responsibility of those in the education, community and care sectors to safeguard children from all forms of abuse and neglect including online abuse:

- [Child protection legislation and guidance in England](#)
- [Key guidance for schools in the UK](#)

There is also more specific guidance for people who work with children about safeguarding children from online abuse.

Schools have specific guidance around keeping children safe online.

[Read e-safety in schools guidance](#)

The UK Council for Internet Safety (UKCIS) has produced [a framework \(PDF\)](#) for people who work with children across the UK that highlights the digital skills and knowledge children need to stay safe online. It includes discussion around:

- online relationships
- online reputation
- online bullying (UKCIS, 2020).

In addition, UKCIS has published a [digital resilience framework](#) designed to help organisations consider and support digital resilience for individuals and groups (UKCIS, 2020).

UKCIS also provides guidance about [online safeguarding in early years settings](#) for managers and practitioners (UKCIS, 2019).

The Home Office has developed an [Online abuse and bullying prevention guide \(PDF\)](#) for those who work with young people in England and Wales. This aims to help them understand the types of online abuse, its consequences and where to go for help. Topics covered include:

- threatening behaviour
- cyberbullying
- online grooming (Home Office, 2015).

Responding to online abuse

Any child or young person can experience online abuse. If you've noticed something worrying, are concerned about something that's happened, or a child or young person has spoken out about abuse, then it's important you respond appropriately.

What is online abuse?

Online abuse is any type of abuse that happens on the internet, using technology like computers, tablets, mobile phones, games consoles and other internet-enabled devices.

Children and young people may experience several types of abuse online, including:

- [bullying or cyberbullying](#)
- [emotional abuse](#) (including emotional blackmail)
- harassment, stalking or other threatening behaviour
- [pressure or coercion to send sexual images](#)
- [sexual abuse](#)
- [sexual exploitation](#).

Children and young people may also be exposed to online harms, such as inappropriate behaviours or content online.

How online abuse happens

Online abuse can happen anywhere that allows digital communication, such as:

- social media
- text messages and messaging apps
- email and private messaging
- online chats
- comments on video or livestreaming sites
- chat in games, including voice chat
- immersive technologies such as virtual and augmented reality

Perpetrators exploit digital technology to initiate, maintain and escalate abuse. They may also groom children and young people online, using online platforms to build a trusting relationship with the intention of abusing a child or young person.

Perpetrators will often try to engage with young people across a variety of online platforms. They may also encourage children to move conversations to platforms that use end-to-end encryption (NSPCC, 2021). This means only the sender and recipient can see the content of messages which makes it harder to identify threats to child safety.

Online abuse may:

- be part of abuse that's also happening face-to-face such as bullying or an abusive relationship
- happen only online
- start online then develop into contact abuse.

Children and young people can be at risk of online abuse from people they know offline, or from people they have only known online. Children may have a false sense of safety online, which means they're more likely to talk to strangers. Perpetrators may also create anonymous profiles or pretend to be another child. This means children and young people may not realise who they're speaking to (Hamilton-Giachritsis et al 2017).

Children and young people can also experience further abuse, or be revictimised, if abusive content is recorded, uploaded or shared by others online – whether the original abuse happened online or offline.

Our research has shown that the impact of 'online' and 'offline' abuse is the same, no matter how the abuse took place. (Hamilton-Giachritsis et al, 2017). However it happens, it can feel relentless and like there's no escape.

Keeping children safe online

Make sure your staff and volunteers understand how to keep children safe online and know how to respond appropriately to concerns. Make sure training covers topics including new and emerging online harms, sex and relationships online, keeping children safe from sexual abuse online and online bullying.

Recognising the signs of online abuse

It's not always easy to recognise the signs that a child or young person is experiencing online abuse. You might see a change in a child's or young person's behaviour, or you might notice that a child has become much more isolated. Being alert to changes in behaviour is key to helping spot when something might be wrong.

Signs and indicators

Many of the signs that a child is being abused are the same regardless of the type of abuse they are experiencing.

You should look out for any behaviour or emotional changes that a child may display. For example, they may become angry or irritable, or they might seem low or anxious. You may notice changes in their eating or sleeping habits. (DCMS and Home Office, 2020) (Hamilton-Giachritsis, 2017)

Be aware of any changes in what children say, for example if they start using inappropriate language for their age.

A child or young person who is experiencing online abuse may also (Stop it Now, n.d.):

- **become more secretive about their devices or who they are talking to:** It's normal for children and young people to want more privacy as they get older. But if this is accompanied by unusual or strong emotional reactions, there may be something wrong. For example, young people may hide their screen when someone approaches or share less information than normal about what they do online. They might behave agitated, anxious or fearful if someone picks up or wants to use their phone or other device.
- **appear isolated or withdrawn from their usual friendships and activities or have new friends:** You may notice that a child or young person is spending less time with their existing friends. Or they may be spending a lot of time with a new friend but offer very little information about who they are or what they are doing. They might go out for long periods, start missing school or cancelling other activities that they used to enjoy.
- **spend more (or suddenly less) time online:** Children and young people may start spending increasing time online, perhaps staying up late, when they hadn't done previously. They might spend more time talking with new online friends. Or they might stop using their phone or other devices with no explanation.

Signs vary and will depend on the individual child or young person, and the type of harm they are experiencing. Read more about:

- [cyberbullying](#)
- [sexting, or sharing nudes](#)
- [grooming](#)
- [child sexual exploitation](#)
- [harmful sexual behaviour](#)
- [child sexual abuse](#).

Vulnerability factors

Although any child or young person can experience online abuse or harm, research suggests there are some factors that can make children and young people more vulnerable to abuse.

These factors include things like:

- age
- gender
- being LGBTQ+

- loneliness or social isolation
- living in care
- special educational needs or disability
- mental health problems
- previous experiences of abuse.

(Ansary, 2020; Katz and El Asam, 2020; May-Chahal et al, 2018; Nominet, 2022; Stoilova et al, 2021; Turner et al, 2023; Wachs et al, 2021; Zhao et al, 2022).

If a child or young person has multiple vulnerabilities, this can increase their likelihood of encountering online risk. (Katz and El Asam, 2020)

Risks assessing online platforms

Each online platform has its own set of benefits, and risks. The Online Safety Act 2023 places legal duties and responsibilities on online service providers to keep children and young people safe online. You should also ensure you properly risk assess any online platforms you use with children and young people. When carrying out a risk assessment, make sure you bear in mind the specific needs and vulnerabilities of the children you work with.

[Read more about the Online Safety Act 2023](#)

Barriers to disclosing online abuse

As with all forms of abuse, a child or young person may find it difficult or be reluctant to speak out about the abuse they've experienced online. They may:

- not understand that they are being abused
- feel dirty or ashamed
- be too embarrassed to share the details of what's happening to them
- be afraid because of threats of violence from the abuser
- have been told by the abuser that they won't be taken seriously
- have established an emotional attachment with the abuser and don't want to get them in trouble. (NSPCC and O2, 2016).

They may also blame themselves for the abuse and not expect to get any support. This might especially be the case if they have experienced unsupportive approaches from school, peers and family (Hamilton-Giachritsis et al, 2017). Or they may be worried that they will be banned from going online if they speak out. (Allen and McIntosh, 2023).

If a child has experienced sexual abuse online, their abuser may also have threatened to share sexual images of them if they tell anyone about the abuse. This means they might be frightened to speak out.

Reporting

If you think a child is in immediate danger, contact the police on **999**.

If you're worried about a child, but they aren't in immediate danger, you should share your concerns.

- **Follow your organisation's child protection procedures.** Organisations that work with children and families must have [safeguarding policies and procedures](#) in place.
- **Contact MASH Front Door**

- **Contact the police.**
- If your concern is about online sexual abuse, you can make a report to [Child Exploitation and Online Protection \(CEOP\)](#).

Reporting online child abuse images

It's against the law to produce or share images of child abuse, even if the image was self-created. This includes sharing images and videos over social media.

If you see a child abuse image or video online, including self-generated nude or semi-nude images, you should follow your organisation's policy and procedures and make your nominated child protection lead aware of the situation as soon as possible. Don't comment, like or share the video or image, as this will distribute it further. Some images and videos may appear old but it's still important to report them, you may be able to help prevent the video being shared further.

Your nominated child protection lead should then make a decision about what actions need to be taken; this may include:

- reporting the image to the website or app you've seen it on
- making a child protection referral to MASH
- reporting concerns to the police
- reporting images involving sexual abuse to the [Internet Watch Foundation \(IWF\)](#) who will take steps to get it removed from the internet.

Supporting young people to take down nudes shared online

Young people under 18 who are worried that a sexual image or video of them may have been shared online can use Childline and IWF's Report Remove tool to see if it can be taken down.

[Find out more about how you can support young people to use Report Remove](#)

[See Childline's advice for young people on reporting nudes online](#)

Managing allegations

Organisations that work with children and young people should have procedures about how to respond to allegations of abuse made against a child, young person or an adult employee or volunteer – or concerns that they may pose a risk to others.

All allegations and concerns must be taken seriously and dealt with sensitively and promptly. Find out more about:

Children displaying harmful behaviour

Children and young people may also display harmful or problematic behaviour online, including bullying others or engaging in sexual activity online that may be harmful to themselves or others.

It's important in these cases to take appropriate action to safeguard all the children affected, including those who displayed the behaviour as well as those who it was directed towards.

Find out more about responding to:

[Harmful sexual behaviour](#)

[Bullying and cyberbullying](#)

[Sexting](#)

Informing parents or carers

Unless it would put the child at risk of further harm, you should inform their parents or carers about incidents of online abuse.

Supporting children and young people who have experienced online abuse

If you discover a child or young person has experienced online abuse or harm, or they tell you they have, you should:

- listen calmly to what the child or young person has to say
- remember that they may feel embarrassed and/or ashamed
- be non-judgmental and make sure they know that abuse is never their fault.

When responding to incidents or disclosures, always follow your organisation's safeguarding and child protection procedures.

Any safeguarding response will need to be based on an understanding of the context of the abuse, so the child or young person gets the support they need. For example, the abuse may have started online but now involve in person contact abuse. Or an abusive incident may have been filmed and shared online.

Confidentiality

Never promise a child that you will keep things they're telling you a secret. Explain that you need to share what they've told you with someone who will be able to help.

Information sharing is key to safeguarding and promoting the welfare of children. It helps professionals build a clearer picture of the child's life, gain a better understanding of any risks they are facing, and helps ensure the child gets the right help at the right time.

All children and young people can contact Childline if they would like confidential advice and support. Calls to [0800 1111](tel:08001111) are free and children can also contact [Childline online](#) or get information and advice on the [Childline website](#).

Ongoing support

You should make sure that children and young people who have experienced online abuse have access to ongoing support. How much support they need and for how long will depend on the child and particular situation.

You may want to have ongoing conversations with the child or young person about what support they'd like. Or you may wish to make a referral for therapeutic support or need to work with other agencies such as social care to provide multi-agency support.

You should also consider the needs of other children and young people. For example, if there is an incident of online abuse within a school, you should consider what action needs to be taken to safeguard all pupils and not just those directly involved.

Child Safeguarding Practice Reviews

Child safeguarding incidents

The Child Safeguarding Practice Review Panel for England has published its 2023/24 annual report. The report analyses data and outlines learning from Serious Incident Notifications, rapid reviews, a sample of local child safeguarding practice reviews, national reviews, thematic analysis and reports. Key themes explored include: safeguarding children with mental health needs; safeguarding pre-school children with parents with mental health needs; and extrafamilial harm. The Panel also sets out its priorities for future work. NSPCC Learning will publish a CASPAR briefing summarising the learning from this report.

[‘Mission-led’ government must centre vulnerable children](#)

[Child Safeguarding Practice Review Panel: annual report 2023 to 2024](#)

December Case Reviews

Child safeguarding practice review: serious youth violence - breaking the cycle: BSCP 2022-23/02.

[Birmingham Safeguarding Children Partnership](#)
[Russell Wate](#)

Death of a 16-year-old male in the Summer of 2022, by a stab wound to his chest. The police commenced a murder investigation. One of the individuals was a 16-year-old male who following trial received nine years imprisonment for manslaughter. Learning themes include: governance of serious youth violence; assessments - traditional safeguarding - child criminal exploitation (CCE) and serious youth violence (SYV); place; trusted adult-mentoring-reachable moments; and unregulated premises.

Recommendations include: that all relevant statutory and voluntary sector organisations at both strategic and operational levels are committed and actively involved in the long-term implementing of the reducing serious violence strategy; all strategic leaders, managers and practitioners understand their role in preventing SYV; there is a need for individual children that may be at risk of SYV (either as a victim or perpetrator, or both) to be identified at the earliest opportunity; review the current screening tool so that they ensure that they pick out SYV where it is a separate risk to CCE; develop a model that looks at alternative but complementary pathways for SYV and CCE to those that are currently used in child protection cases if they are deemed not suitable for an individual child; a lead professional in place to coordinate multi-agency activity for children who are at risk of SYV; support education efforts to raise awareness of the dangers of knife crime in secondary, primary schools and in those settings providing alternative school provision; and awareness of the range of community-based support within neighbourhoods and availability of mentoring services across the city and their effectiveness in supporting children at risk of SYV and CCE.

[Read practice review \(PDF\)](#)

Concise child practice review re: CTMSB 06/2021.

[Cwm Taf Morgannwg Safeguarding Board](#)

Death of a 9-year-old girl in September 2021. Child C was found in the bath, submerged under water having been left unsupervised. Child C had global delay, epilepsy and learning disabilities, culminating in complex needs. The family have been known to Social Services since 2010 with Child C and siblings names placed on the CPR on two separate occasions. Learning themes include: multi-agency sharing of information to identify child protection concerns; quoracy and the quality of information being presented at Child Protection Conferences; management of multi-agency responsibilities for a disabled child outside of child protection processes.

Recommendations include: the LA should ensure that, where quoracy is not observed, the Child Protection Conference Chairs fully consider postponing the meeting or alternatively the rationale for it still going ahead; all agencies should identify the correct professionals to attend conferences; all contributing agencies should ensure that Care and Support Reviews are sufficiently robust in terms of attendance and contribution; the Safeguarding Board should consider reviewing guidance for professionals for reporting to conferences to ensure that relevant critical information is captured; the LA should review their process for social worker allocation when a team is already involved in the family and child protection concerns are identified; the Safeguarding Board should review how the adult at risk and child protection enquiries pertaining to the same family can sit under one point of contact; all agencies must ensure that support is available to professionals facing challenging situations at work.

Read practice

www.cwmtafmorgannwgsafeguardingboard.co.uk/En/Professionals/PracticeReview/CPRCTMSB062021.pdf

Zac: local child safeguarding practice review.

[Derby and Derbyshire Safeguarding Children Partnership](#)

[Kathy Webster](#)

Death of an 11-year-old boy in June 2022 following a fatal injury (severe liver trauma) which was initially thought to be because of an unwitnessed accidental fall from a tree. The fatal injury was later found to be the result of a physical attack by the child's father which took place at the family home. Learning themes include: coercive control; recognising and safeguarding vulnerable children; impact of Covid 19; Elective Home Education; transient families and cross border issues; and Child Death Review processes.

Recommendations to the Partnerships include: audit early help arrangements with a focus on the quality and content of assessment and analysis; seek evidence from partner agencies about the measures they have in place for safeguarding cases to assure themselves of the quality of management oversight and supervision including evidence that training on domestic abuse and coercive control is promoted and monitored; the LA to provide a scrutiny report to the Partnership which focuses on the impact and effectiveness of communication and information sharing arrangements between schools, the Elective Home Education Service, 0-19 Children's Service, and the Children Missing from Education Service (including cross border arrangements); and child death leads should facilitate a specific meeting to include Integrated Care Boards, Local Authority and Police members, to consider how the Joint Agency Response guidance can be strengthened to promote cross border working in relevant situations when a child dies suddenly and unexpectedly, as well as include the specifics of when children die following unwitnessed injury.

[Read practice review \(PDF\)](#)

Child safeguarding practice review: overview report: Child AF.

[Lancashire Children's Safeguarding Assurance Partnership](#)

[Louise Rae](#)

This review concerns Child AF and her mother Sophie. Child AF was born at approximately 24 weeks gestation following her mother going into early labour. Child AF died at one day old, her prematurity being such that her survival prospects were poor from birth. This was Sophie's sixth pregnancy, her other children and Child AF's siblings did not reside in her care due to concerns that they would be at risk of significant harm. Learning is embedded in the recommendations.

Recommendations include: all practitioners across Children's Social Care and Mental Health need to have a good working understanding of termination of pregnancy procedures within their local area; safeguarding information should be shared effectively between health professionals and Children's Social Care especially where there are safeguarding concerns and where the expectant mother has chosen to terminate the pregnancy; communication between partner agencies should be explicitly clear to reduce any misinterpretation around the confirmation (or not) of termination of pregnancy; develop and utilise a mechanism by which their case management system can show information regarding a parent's learning disability on the child's digital file; review relevant files when cases are allocated to them to ensure that they are they are working with parents in line with their identified learning needs; develop a robust definition to identify which expectant mothers should be treated as 'vulnerable'; and information regarding the termination of pregnancies should be conveyed to women's GPs with consent and as part of a patient's health record unless there are expressed reasons for not doing so.

[Read practice review \(PDF\)](#)

'Vamp': local child safeguarding practice review.

[Merton Safeguarding Children Partnership](#)

[Nicola Brownjohn](#)

Death of a 13-year-old girl in July 2022. Vamp had been subject to a child protection plan since March 2022 under the category of neglect. Learning themes include: understanding the lived experience of adolescents, for example around risk-taking behaviour, going missing, risk of exploitation, and being a young carer; ensuring services, including mental health support, are accessible and adaptative to adolescents; and working effectively across boroughs.

Recommendations to the Partnership include: strengthen working together approaches across agencies; consider strategies to ensure children who go missing are protected within the community, such as by empowering community members to share information with agencies; utilise a trauma-informed approach to identify and support children and young people (CYP) at risk of exploitation; support professionals in engaging CYP in relationships of trust, enabling CYP to explore and address risky behaviours, situations, and relationships; stop referring to CYP's 'non-engagement' with agencies and prioritise reaching the child; ensure all agencies have a plan for how they will adapt their services to meet the needs of CYP; work with neighbouring Partnerships to influence stronger commissioning arrangements across boroughs;; strengthen information sharing and working relationships between services, including between boroughs; liaise with other southwest London Partnerships to develop a consistent approach to detached youth work services; develop Partnership understanding of the experience of young carers and how they are identified and supported by agencies, including education and mental health services providers; and when there are allegations of sexual assault, all efforts should be made by the police to confirm the age of the victim and perpetrator. [Read practice review \(PDF\)](#)

Child safeguarding practice review: James.

[Karen Perry](#)

[Kent Safeguarding Children Multi-Agency Partnership \(2024\)](#)

Death of a 1-day-old infant in March 2023. James was born at home and died from an infection. James' mother has a moderate learning disability. Learning themes include: working with parents with a learning disability; antenatal care; and making and responding to referrals.

Recommendations include: the partnership should develop a multi-agency action plan to provide better support for parents who have a learning disability; practitioners should be able to understand the difference between learning difficulties and learning disabilities, the different degrees and aspects of learning disability, including the concept of 'executive functioning', and how to find out if a person has a learning disability diagnosis, and get appropriate support; the local integrated care board (ICB) should lead a multi-agency evaluation of the maternity hubs; and the ICB should promote GPs offering proactive support to pregnant women who have a learning disability, to facilitate prompt booking in for antenatal care and sharing information about their learning disability with midwifery services, and entering information on the patient record.

[Read practice review](#)

Warwickshire safeguarding partnership local child safeguarding practice review: Fara.

[Warwickshire Safeguarding Partnership](#)

[Adrienne Plunkett](#)

Death of a 1-year-old infant in August 2020. Fara drowned at the family home whilst both parents were under the influence of drugs. Learning themes include: parental substance misuse; asylum-seeking adults; engagement with fathers; importance of single assessment; cumulative impact of parental difficulties; professional curiosity; late presentation/potential concealed pregnancy; liaison between health and drug misuse services; role of GPs; role of housing providers; and criminal activity/anti-social behaviour.

Recommendations include: the partnership should continue to monitor the effectiveness of the family front door arrangement; multi-agency guidance for dealing with late presentations/concealed pregnancies should be prepared and awareness raised across agencies; a protocol should be developed to co-ordinate the involvement of substance misuse/drug treatment and health services pre and post-birth; the child death overview panel should consider how to raise awareness of the risks of serious harm and death to children when parents have consumed drugs or alcohol, from neglect and lack of care and of the dangers of children being left unsupervised; the partnership should prepare a seven minute briefing to develop practitioners' understanding of the challenges facing asylum-seeking adults and their families; the partnership should seek assurance from partner agencies that they are meeting their legal requirements to provide interpretation, translation and signing services; and the police should report to the partnership regarding the resourcing and effectiveness of the intelligence processing unit, the safer neighbourhood team and the harm assessment unit.

[Read practice review \(PDF\)](#)

Local child safeguarding practice review: a thematic review for two children known as Diallo and Katie.

[Durham Safeguarding Children Partnership](#)

[Suzy Kitching](#)

Thematic review based on the deaths of two children from different families aged 3-years-old and under from head injuries. Diallo's mother and Katie's mother's partner were charged with murder. The timeframe includes the period of national lockdown between March 2020 and March 2021. Learning themes include: knowing the children and understanding their experiences; cross-boundary working and information sharing; professional curiosity and critical thinking; and race, ethnicity, and culture.

Recommendations include: the partnership to strengthen practitioner skills that enable respectful enquiry and curiosity and facilitate open conversations with families about parenting, relationships, and their own lived experiences; the partnership to ensure services that support adults who are parents follow a 'whole family' approach, with clear pathways to early help and preventative services; the partnership to consider how early opportunities to share information and triage family needs can be most effectively used across early help, health visiting and GPs; the partnership to ensure practitioners and systems can demonstrate in records, assessments, and interventions that race, ethnicity, and culture directly inform the family's narrative; the police to assure the partnership that its decision-making and outcomes relating to 'Claire's law' and 'Sarah's law' disclosures where children are identified, comply with national police standards and legislation; the local multi-agency service to ensure it demonstrates professional curiosity when separated fathers share worries about their children; and the local NHS foundation trust to raise the recording issue of the child electronic system removing a record of tasks nationally.

[Read thematic review \(PDF\)](#)

Royal Greenwich Children's Services: Useful Contact and Telephone Numbers

Children's Services Front Door (Safeguarding, Social Care & FaASS previously Early Help)	
'Multi Agency Safeguarding Hub' (MASH) MASH-referrals@royalgreenwich.gov.uk Inter-Agency Referral Form	020 8921 3172
Safeguarding Consultation Line (MASH) Monday to Friday	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
Sadie Bates & Laura Lhumbis –DO PVLs, CMs & Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
prevent@royalgreenwich.gov.uk	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries: https://contact.ofsted.gov.uk/contact-form Report a serious indecent: https://www.gov.uk/guidance/report-a-serious-childcare-incident To complain about a childcare provider or childminder agency, get in touch with us at enquiries@ofsted.gov.uk	0300 123 1231 0300 123 4666
Information Commissioners' Office (ICO)	
https://ico.org.uk/ https://ico.org.uk/for-organisations/data-protection-fee/#	0303 123 1113
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
DBS Regional Office	
Kiranpreet Rehal DBSRegionaloutreach@dbs.gov.uk	0300 105 3081
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
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
Greenwich Domestic Abuse Service	
Greenwich Domestic Violence & Abuse Services Info_gdva@h4w.co.uk	020 8317 8273
The HER Centre info@hercentre.org https://hercentre.org/	020 3260 7772 020 3260 7715