



Welcome to the February 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

Round 2 Childcare Expansion Grant Funding NOW OPEN

1. Read Grant Funding Guidance and Declaration
2. You must meet eligibility criteria
3. You will need to fill an online form at links below for relevant stream of grant funding – you can apply for more than one even if you have applied before
4. Send business case (using word template supplied) childcare-support@royalgreenwich.gov.uk
5. Send supporting documents to childcare-support@royalgreenwich.gov.uk
6. Meet strict deadlines

Grant



Weblink to apply



Deadline



[Wraparound Revenue Grant](#)

<https://forms.office.com/e/Bw2FbDKqYk>

Sunday 16 February

[Wraparound Capital Grant](#)

<https://forms.office.com/e/YA6MZncWjf>

Sunday 23 February

[Early Years Capital Grant](#)

<https://forms.office.com/e/ikWRwcZm9Y>

Sunday 23 February

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Important message from Director of Children's Services

Dear Colleagues

I really hope you had a restful time over the Christmas and new year break. I had hoped this would be a positive message of change and new beginning, but it is with great sadness that the year has started with such a tragic incident on Tuesday 7th January.

I know this will have impacted on you all and the news coverage of the senseless murder of a teenager this week has been difficult to watch. Some of it is inaccurate, but all of it distressing to read and hear about the death of a vulnerable child so young.

Kelyan Bokassa was a child in the care of RBG at the time of the incident. He was placed with his mother under Placement with Parents Regulations and was subject to a Full Care Order under Sec 31 of the Children's Act 1989.

Our hearts and thoughts go out to Kelyan's family and friends. We are saddened deeply whilst we carry on with our work to safeguard and support the most vulnerable children of the borough.

This tragic news comes after another awful fatal stabbing of Daejaun Campbell in September 2024. These two murders, no doubt, will have an impact on our communities, our children and families, your staff and their wellbeing, perhaps resurfacing trauma.

If your community needs additional support, please do contact the Early Years and Childcare Service and we can consider what we might be able to provide. I know you all give each other a lot of support which is heartwarming

There is a lot of work we are undertaking in the local authority, and I want to assure you we are safety planning and working closely with the police and community safety to reduce risks for vulnerable young people. We are supporting those staff who knew Kelyan well and the safeguarding partnership is undertaking the statutory processes required following such tragic incidents. Whilst we are dealing with such awful incidents, it is at these tragic times we must also remember the fantastic work members of our staff, early years setting, wraparound providers and partners undertake to safeguard children and support families. I am grateful to the hard work and commitment of all staff who continue to do a tough job every day.

As this is such a high-profile incident there is a lot of media attention and journalists might approach you and encourage you to talk about the incident. Please do us know if someone approaches you about this incident and we will provide support through the media desk.

As always if you are concerned about an individual child and their increasing risk please do contact MASH or if it is information sharing you might want to discuss with the Early Years and Childcare Advisors in the first instance on 020 8921 3877 or email Childcare-support@royalgreenwich.gov.uk

Best wishes

Florence Kroll

Director of Children's Services

Household Grant – Feb Half Term

Providers information

Through the Government's Household Support Grant, Royal Greenwich are continuing targeted payments to support low-income families. Thank you as ever for your work to support this scheme.

February Half Term Payments

The February half term payment will be **£15 for each eligible child**.

We are making payments for children aged 0-4 in an Early Years setting who:

- Are in receipt of an Early Years pupil premium, or
- Have an older sibling who is in receipt of free school meals, or
- Are in receipt of Healthy Start vouchers

Please use the attached Early Years template to confirm the following:

- Any Early Years children who since the previous list was submitted are no longer eligible (e.g., left the school)
- Any new Early Years children eligible for a payment since the previous list was submitted
- Any change in mobile telephone number and/or email address (**N.B. this is important as it is the means of payment for families**)

Any pre-school children who are included in the FSM payments will not be included in the Early Years payments.

Please complete the spreadsheet(s) you have been sent by email and submit by **end of day Thursday 6th February** to:

wintergrantpayment@royalgreenwich.gov.uk

Please see attached flyer for you and your staff team and a flyer for parents.

GREENWICH EARLY YEARS HOUSEHOLD GRANT



Royal Greenwich are supporting some families with some extra money during the February half term. Parents/carers of eligible children under age 5 registered with a Children's Centre or attending an early years setting, will receive a cash payment of £15.

Eligible children under age 5 include those

- eligible for or in receipt of Healthy Start vouchers (birth to 4)
- eligible for or in a funded Together for Twos place
- in receipt of an Early Years pupil premium
- have an older sibling who is in receipt of free school meal

A code will be sent directly to mobile phones to be redeemed at the post office. So we need your help to collect up to date email and phone numbers or newly eligible children. Please use the form provided and return by

By close of Thursday 6 February

GREENWICH EARLY YEARS HOUSEHOLD GRANT



Royal Greenwich are supporting some families with children under 5 with some extra money during the February half term.

If you are on low income and your child is eligible for healthy start vouchers, a Together for Twos place (even if you haven't taken up the offer) or Early Years Pupil Premium, you may be eligible to receive a cash payment of £15 through the post office. Please share your up to date email and mobile phone number with your early years' setting or Children's Centre.

Please contact your local Children's Centre or setting NOW (before **Weds 5 February**) to find out more or call Families Information Service on 020 8921 6921

HEALTHY START



Supporting Wraparound Provision

Round 2 Childcare Expansion Grant Funding NOW OPEN

Early Years & Wraparound Childcare Expansion Grant Funding

The rollout of early years childcare expansion and the wraparound programme funding for the creation of new places and the expansion of existing places by increasing hours or days began last term. Royal Greenwich have been working collaboratively with schools, PVI's and Childminders to ensure that the childcare needs of working parents are met.

Parents and carers of primary school aged children should be able to access term-time childcare from 8am to 6pm by 2026. Wraparound funding is available for schools and providers looking to create and expand provision.

If you missed out on Round 1, Round 2 now launched! If you applied for before, you can apply again
*(conditions apply)

Watch online meeting 16 January 2025 [Primary Schools & Wraparound Grants Programme](#)

Who can apply

Private, Voluntary and Independent Providers	State-funded Schools	Childminders and childcare on domestic premises
<ul style="list-style-type: none"> ○ Private group-based providers, registered with Ofsted (e.g., pre-schools and day nurseries and extended school providers, i.e., breakfast and after school clubs); ○ Voluntary group-based providers, registered with Ofsted (including community groups, charities, churches, or religious groups); ○ Independent providers offering either early years entitlements or wraparound provision. 	<ul style="list-style-type: none"> ○ Local authority maintained primary, infant, and junior schools (including special schools) offering early years entitlements and/or wraparound provision. ○ Primary, infant, or junior academies or free schools (including special schools) offering early years entitlements and/or wraparound provision ○ Maintained nursery schools. 	<ul style="list-style-type: none"> ○ Must be in a <u>formal and agreed partnership</u> with a lead provider who is a school or childcare provider on non-domestic premises ○ You must submit clear evidence of formal arrangements
<p>PVI providers must hold freehold tenure on their premise or a leasehold period of five years or more as of 1 April 2024.</p> <p>Leaseholders must have their landlord's permission for any proposed capital works.</p>	<p>Schools must also have landlord's permission (where applicable) for any proposed capital works</p>	
<p>All providers applying or forming part of a partnership bid must have had an Ofsted judgement of met, good or outstanding at their latest inspection or be approved specifically following a full scope visit by Early Years and Childcare Service if newly registered.</p>		

Types of projects considered for grant funding

Examples / Types of funding projects considered

You must describe your proposal clearly in no more than 150 words

- What are you intending to do?
- How does it create new places or enable expansion of existing provision?

Early Years Capital

Remodelling of existing space to create extra floor space or capacity to deliver more places

Expansion to new, different or additional site development

Wraparound Capital

Building modifications to enable use of space outside main school/setting operating hours, e.g., secure external access, outside lighting to enable outdoor space to be used year-round.

Building modifications to adapt space for use to deliver inclusive wraparound childcare.

Improvements to storage.

New physical assets such as minibus purchase (to support a hub model of wraparound provision), play equipment (including outdoor play equipment), or tables and chairs. To be considered capital expenditure the asset must bring an economic benefit, and able to be depreciated, over more than one financial year

Wraparound Revenue

Programme funding can be used to cover costs including staffing, training, and transport costs such as minibus hire (not purchase, although capital funding could be used for this), as well as resources.

It can also be used to contribute to running costs whilst demand builds, to remove any financial risk to providers of offering additional places before demand is guaranteed.

Funding can also be used to pay for training of wraparound staff with the local authority, including specialist training for staff to ensure they feel equipped to support children, including supporting children with additional needs and to provide free or subsidised places for children of wraparound staff, where local authorities identify this as necessary as part of wraparound recruitment strategy

Promotional materials to communicate your offer to parents/carers and local community

Grants conditions	Early Years Capital	Wraparound Capital	Wraparound Revenue
Grant amount for successful applicants	Up to £20,000	Up to £20,000	Up to £15,000
Create new places and/or expand hours of existing places	Extended 30 hours childcare for eligible working families from September 2025	Wraparound provision Breakfast and/or After School 8am -6pm	Wraparound provision Breakfast and/or After School 8am -6pm
Eligible age group of children	9 months and 2-year-olds of working parents	Primary school age from reception to Year 6	Primary school age from reception to Year 6
Allocation of funding	Minor works to create new additional floor space for children, expand or adapt existing provision to support extra places or longer hours	Minor works to create new additional floor space for children, expand or adapt existing provision to support extra places or longer hours	Cover startup costs and/or running costs
Places must be available for take up	Summer 2025 to start of Autumn 2025	Summer 2025 to start of Autumn 2025	Spring 2025 to start of Autumn 2025
Ofsted registered provider	Early years groupcare on non-domestic premises Primary schools Maintained Nursery Schools Childminder in partnership with school or provider on non-domestic premises	Groupcare on non-domestic premises Primary schools Childminder in a partnership with school or provider on non-domestic premises	Groupcare on non-domestic premises Primary schools Childminder in a partnership with school or provider on non-domestic premises
Ofsted outcome	Good or Outstanding Newly registered – approved by Early Years and Childcare service following visit	Good or Outstanding Newly registered – approved by Early Years and Childcare service following visit	Good or Outstanding Newly registered – approved by Early Years and Childcare service following visit
Closing date* note earlier date	Midnight Sunday 23 February	Midnight Sunday 23 February	*Midnight Sunday 16 February

What to do next

1. Read Grant Funding Guidance and Declaration
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Wraparound Toolkit



Start Up: If you are just starting out, these resources are for you. They will help you navigate your way through creating business structure, registering with Ofsted, recruiting staff for the first time, promoting your business, and working in partnership with schools and parents.

Growth: This category includes tools and resources for organisations that are ready for the next stage of their development – whether that is growing from one site to multiple, or for providers who already operate across multiple sites.

Sustain: These resources are for organisations, large and small, which are looking for ways to improve their existing provision.

This toolkit has been created to collate useful resources you need to start, grow and sustain a wraparound childcare business.

The resources are split into six categories

Business Planning

Running of Your Childcare Provision

Business Growth

Leadership and Management

Partnership Working

SEND and Inclusive Practice

Every resource listed on this page is available free of charge.



Access The Toolkit



[Business Planning](#)

[Running of Your Childcare Provision](#)

[Business Growth](#)

[Leadership and Management](#)

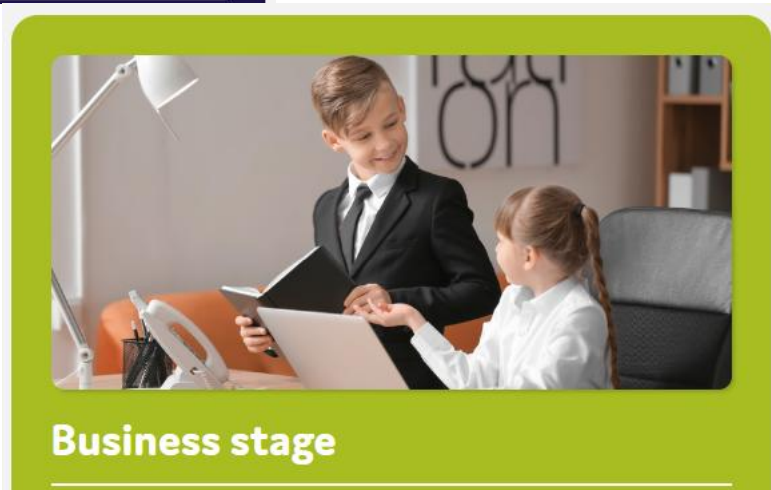
[Partnership Working](#)

[SEND and Inclusive Practice](#)

[Start Up](#)

[Sustain](#)

[Growth](#)



Childcare Sufficiency Assessment 2024-2025 has been published

Look out for a full briefing in March. You can read the CSA Report [here](#)



www.royalgreenwich.gov.uk/children-young-people-and-families/early-years-and-childcare/support-early-years-providers

Breakfast Clubs



New EEF podcast: breakfast club provision in schools

The EEF has published the latest episode of their podcast, 'Evidence into Action', focusing on breakfast club provision in schools

In this instalment, host Alex Quigley is joined by co-host, Kirsten Mould (EEF Senior Content and Engagement Manager) and expert guests including:

- **Lindsey McDonald** (Chief Executive, Magic Breakfast)
- **Toni Hayzen** (Headteacher, Pembroke Park Primary School and Nursery)
- **Ash McGann** (Headteacher, Burton Green Primary School)

They discuss breakfast club provision in schools, implementation challenges, impact, and advice for those looking to set up breakfast club provision in their setting.

44 mins www.podbean.com/ep/pb-3zugw-17997db

Listen to all EEF podcasts <https://educationendowmentfoundation.org.uk/news/podcast>

Breakfast clubs early adopter programme update

Guidance

Breakfast clubs early adopter guidance for schools and trusts in England

The DFE have

- Published [guidance](#) on the scheme

www.gov.uk/government/publications/breakfast-clubs-early-adopter-guidance-for-schools-and-trusts-in-england/breakfast-clubs-early-adopter-guidance-for-schools-and-trusts-in-england

- Published [information about the funding of the scheme](#)

www.gov.uk/government/publications/breakfast-club-early-adopters-grant-2024-to-2025-academic-year

- Written to the initial list of schools who have been successful
- Shared a welcome pack with the successful schools

This guidance explains the role of schools taking part in the early adopter scheme, as part of the government's commitment for new free breakfast clubs for all state funded primary aged school children.

It sets out the minimum requirements and expectations on these schools in delivery of free, universal breakfast clubs and outlines what schools need to consider when setting up a new provision or expanding existing provision.

Early adopters will receive a support package to deliver their breakfast club through the Department, which is detailed in the guidance. Early adopters have been encouraged to contact their local wraparound childcare lead to explore what support might be available.

Email childcare-support@royalgreenwich.gov.uk

School Food Matters webinar for breakfast clubs



School Food Matters teaches children about food and to improve children's access to healthy, sustainable food during their time at school which includes the whole school day from breakfast club to after school club.

www.schoolfoodmatters.org/news-views/blog/highlights-our-better-breakfasts-webinar

LOOK OUT FOR SUBSIDISED TRAINING ORGANISED BY EARLY YEARS & CHILDCARE SERVICE COMING SOON!



Watch via link <https://youtu.be/o3kbhSSym3o>

Benefits of a great breakfast

Research consistently shows that having a nutritious breakfast is hugely beneficial for children's health and learning. Eve Blair, Impact and Strategy Manager at SFM, took us through some of this evidence:

- offering breakfast improves punctuality and behaviour (ICF 2023, 2024)
- eating breakfast helps to improve educational attainment, particularly in children from underprivileged groups (Defeyer et al 2020)
- skipping breakfast is correlated with stress, anxiety, and depression (McGill et al 2020) and the same is true for eating a nutritionally poor breakfast (Heyhoe et al, 2021)

Best practice

Healthy Zones team has been [helping](#) schools set up and improve breakfast clubs over the last five years,

- it is best to introduce new foods slowly, hold tasting sessions and encourage staff to eat the breakfast too
- children are receptive to a more nutritious offer (often the adults are the ones who are sceptical!)
- involving children is key, and offering them a role in menu design, club promotion, and celebrating healthy eating makes a big difference

School food standards

Guidance

School food standards practical guide

Updated 21 January 2025

www.gov.uk/government/publications/school-food-standards-resources-for-schools/school-food-standards-practical-guide

Since 2015, the [school food standards](#) (SFS) have been mandatory in all schools, with the aim of ensuring that children develop healthy eating habits and access the nutrition they need to thrive at school. These standards apply throughout the school day, including during breakfast and after school club.

The standards, for example, require schools to provide daily fruit, starchy foods like whole grains and different types of bread, lower-fat milk, and to limit foods high in fat, sugar, and salt.

Main areas to be aware of:

- Pastries and starchy foods cooked in oil (for example, hash browns) should not be served at breakfast club to ensure SFS compliance throughout day
- No cakes, biscuits, or confectionery should be served at breakfast
- Baked beans should be low in sugar and salt, and served no more than once a week
- Watch out for high-sugar foods - choose low-sugar jams, plain yoghurts, and cereals without added sugar or honey

Here's a useful one-page [summary](#) of the standards.

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.

Ofsted Updates



An Inspector Calls



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](#)

Schools Week Blog: Ofsted Reforms

7 January 2025

<https://schoolsweek.co.uk/martyn-oliver-on-ofsted-reform-8-things-we-learned/>

Ofsted chief inspector Sir Martyn Oliver said new report cards will provide “high information” but have “more proportionate stakes” for school leaders.

Appearing in front of the education committee today, he also talked about what the report cards will cover, proposed new safeguarding checks and his concerns over the special educational needs system.

Here’s your Schools Week round-up of the best bits ...

1. Report cards: ‘high information, more proportionate stakes’

A consultation on introducing school report cards in September will launch this month.

Oliver said that one-word Ofsted judgements are “low information and high stakes”.

“I think we can move to high information and more proportionate stakes, and still raise accountability and still tell parents very clearly the performance of schools,” he told MPs.

He said schools will retain their one-word judgements until they have been reinspected under the new report card system.

On the consultation, he said it will “present a proposed model...it will ask questions about those proposals, if people think the way of reporting is clear,” he said.

He said children and parents will also be consulted.

2. What might new report cards cover?

Oliver said he believes leadership and governance will form a key focus of the report cards: “How well are governors supporting leaders? How well are leaders supporting staff? How well are all of them supporting children in their setting?”

He added that the curriculum, how well teachers are being developed to deliver it, and pupil outcomes, will also be key areas.

Oliver added behaviour and attendance are important areas that should feature, but should not necessarily be grouped together as one.

There may also be external issues affecting behaviour and attendance that are not “in the school’s gift” to resolve, he added.

Inclusion and supporting disadvantaged and vulnerable children will also be a key focus.

3. Value-for-money concerns over Labour’s safeguarding ‘spot checks’ ...

Under the new report cards, safeguarding will become a separate criteria.

Oliver added safeguarding should no longer fall under the leadership and governance judgment as words such as ‘outstanding’ do not fit when judging safeguarding.

It is “a nonsense” to judge it as anything other than “met or not met”, he said.

However, Labour has promised to introduce annual safeguarding “spot checks”.

Oliver said government has not said whether Ofsted would conduct these. While Ofsted has the expertise to do so, he said it would cost £45 million per year.

“It’s really expensive, and [with] tightening public finances I think it’s right that we ask ourselves ‘is this the best spending of the money?’”

4. ... and SEND is bigger issue anyway

Oliver spoke in damning terms about the SEND system, which he said Ofsted has a duty to support the government in improving.

“The system doesn’t work right now,” he said. “It’s a lose-lose situation. It is broken. I think we can direct schools to be more inclusive and reward those that are doing the difficult job.”

Oliver also suggested SEND should be prioritised ahead of safeguarding – saying it is the “burning bush” in schools.

“We do not see safeguarding as the biggest issue in schools. I would say that, by far..the needs of SEND children is a much bigger need in schools.”

5. Independent complaints system would be ‘burden on schools’

Oliver was asked by committee chair Helen Hayes why he has resisted putting in place a “truly independent complaints process”.

He responded by saying an entirely independent complaints process would be a burden on schools, as it would mean independent investigators would have to return schools to carry out their own inspections.

“It becomes really difficult because who inspects the inspectorate? And who inspects the inspectorate of the inspectorate? And where does it ever end?”

He said the complaints process “has to be about us gathering the evidence, and then making sure that evidence meets the framework”.

“We are very committed to being open and transparent...and keeping a review of the way we work on complaints,” he added. “It’s an area we take seriously.”

6. MAT inspections: ‘No-one should be able to hide anywhere’

Oliver stressed his determination for Ofsted to be given powers to inspect multi-academy trusts, and all other institutions and bodies that are responsible for children, as proposed by Labour.

“No-one should be able to hide anywhere, in any shadow, and not be within the view of the inspectorate and regulator, where they’re responsible for children,” he said. “We should hold them to account.”

He said it will “require an act” to be delivered by parliament, to give “a legal basis” for MAT inspections.

7. 95% of reports published in 30-day target

One of the many concerns flagged by the coroner after the inquest into the death of Ruth Perry was about the length of time between inspections and reports being published.

Oliver said currently 95 per cent of reports are being published within the 30-working day timeframe, Ofsted’s target.

A further two per cent have been published outside that window because inspectors needed to gather additional evidence, with the remaining three per cent late.

Regarding the 2022 Ofsted inspection at Caversham Primary School, where Perry was headteacher, Oliver said publication of the report “got delayed and delayed again, and it just pushed it back to an unacceptable length of time”.

But he said “checks and balances” are now in place to help ensure school leaders are not “sitting there with a report that’s just hanging over them”.

8. Caversham inspection team no longer inspecting

An inquest last December ruled that Ofsted “contributed” to Perry’s suicide. Coroner Heidi Connor said the conduct of the inspection was among the “most important areas of concern”, [with some elements of it “rude and intimidating”](#).

Oliver on Monday defended the inspectors who carried out the inspection.

The lead inspector has “not resumed on any inspection,” said Oliver, adding: “There is no suggestion that they did a bad job or did anything wrong whatsoever.

“It was the framework that they delivered and it’s for Ofsted to respond. It’s Ofsted’s responsibility, not the responsibility of that individual.

“And I have a duty to that individual to protect them and their wellbeing, because they have some considerable concerns in their work...I’m not placing them out on inspection because they’re vulnerable and I need to make sure I support that member of staff.”

FAIRER SAFER ACCESSIBLE INCLUSIVE

Equity, Diversity & Inclusion

Race Equality Week 3rd – 9th Feb 2025



The 5-Day Challenge

5 Challenges – 5 Minutes – 5-Days

Do the 5 day challenges

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

Register for FREE Race Equality Week events

www.raceequalitymatters.com/events/

#EveryActionCounts

There are many barriers to driving race equity, including a lack of understanding of what it feels like to be in others' shoes and how to be positively inclusive.

Small changes can make a real difference to how we act and, in doing so, how we make people feel.

If everyone makes a small change – it adds up and becomes powerful and impactful and enables real change.

Over the next 5 days, we ask everyone to take just 5 minutes each day to self-reflect and commit to taking action that will drive this change.

How the 5 Days will work:

Day 1 – Intersectionality - How do different parts of who we are (like race, gender, and culture) affect our experiences and interactions at work?

Day 2 – Recognising Privilege - How can we use our privilege as a force for good?

Day 3 – Inclusive language - Have you ever used words and later realised that they were hurtful and not inclusive?

Day 4- Code Switching/Masking - Have you ever had to change the way you speak or act to fit in?

Day 5 – The Big Promise - Will you join the millions of others today to turn words and thoughts into action?

Adultification Bias in Child Protection & Safeguarding



Adultification bias within child protection and safeguarding

Jahnine Davis

HM Inspectorate of Probation

Academic Insights 2022/06

HM Inspectorate of Probation has commissioned and published an 'academic insight' report for those interested in evidence based work. The report is aimed at Probation and youth offending services, however is relevant across all agencies. The issue of adultification is highlighted as an issue requiring further training and awareness in the recent Child Q CSPR by Hackney and City council.

The report highlights adultification bias, its links to racialised discrimination, and how it can impact upon child protection and safeguarding practices.

Crucially, application of adultification bias results in children's rights being diminished or ignored, with notions of innocence and vulnerability displaced by notions of responsibility and culpability. **The Professional Inter-Adultification Model is introduced which emphasises the importance of professional and organisational curiosity, critical thinking, and reflection.**

The model includes the further **concept of intersectionality to encourage professionals to explore how the intersections of race/ethnicity, sexuality, class, gender, dis/abilities, and wider lived experiences may have impacted upon the lives of individual children.** At an organisational level, it is imperative that leaders model equity, diversity and inclusion, and embrace both critical challenge and accountability.

Read the full report here: [Adultification bias within child protection and safeguarding](#)

Learning from 'Child A' Local Child Safeguarding Practice Review: Adultification and Intersectionality



Are you listening to me?

Tuesday 14th November
14:00 – 16:00



In October 2023, Birmingham and West Sussex Safeguarding Children Partnerships jointly published the 'Child A' Local Child Safeguarding Practice Review (LCSPR); the review found that services involved with the family didn't fully understand Child A's lived experience and the impact of her childhood trauma. This was an incredibly distressing and unusual case where tragically an innocent young man lost his life. You can download the full report and supporting documentation on our [BSCP2020-21/02 webpage](#).

In November 2023, to support with dissemination of the learning to front-line practitioners both partnerships also jointly hosted the webinar 'Are you listening to me?'. The session began with Joanna Nicolas, the Lead Reviewer, giving a detailed overview of the case. She discussed the emerging themes and learning identified from the review, which provided attendees with a clearer understanding of Child A's background and her interactions with safeguarding services.

This was then followed by a talk delivered by Jahnine Davis (Leading Specialist in Adultification) on adultification and intersectionality, and the impact this has on safeguarding practice from a practitioner's perspective. Jahnine's presentation also gave valuable context to the impact adultification and intersectionality had in this particular case, and how it shaped Child A's, and her mother's, lived experience.

Jahnine emphasised the importance of being aware of the impact of adultification on frontline practice, "If our approaches to children are universal, if we have standardised assessments, then we have to think about how they potentially miss or overlook the experiences of those who experience those intersectional challenges and experiences of discrimination and bias".

Adultification

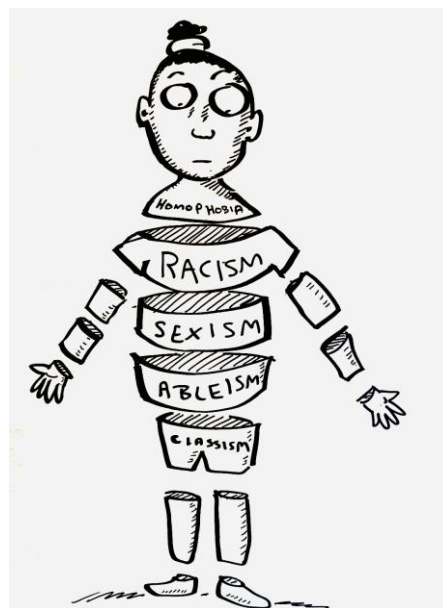
Intersectionality

Adultification refers to the societal perception or treatment of children, especially belonging to marginalised and racialised groups, as more mature, older, or responsible than they actually are.

This often results in these children being held to higher standards of behaviour, discipline, or responsibility compared to their peers, potentially depriving them of their childhood and leading to various negative consequences, including biases in the education system or the criminal justice system.



Intersectionality is a concept used to understand how various aspects of an individual's social and political identities—such as race, gender, class, sexuality, and ability—intersect and interact, creating unique and interconnected experiences of discrimination or privilege. It acknowledges that these different aspects of identity cannot be considered in isolation and that systems of oppression or privilege are interlinked, influencing an individual's experiences in complex ways.



Developed by Kimberlé Crenshaw, intersectionality aims to highlight and address the overlapping and compounding effects of multiple forms of discrimination or advantage.

<https://lscpbirmingham.org.uk/learning-from-child-a-local-child-safeguarding-practice-review-adultification-and-intersectionality>

Child Q Update Report – Why was it me?

In 2020, Child Q, a Black female child of secondary school age, was strip searched by female police officers from the Metropolitan Police Service (MPS). The search, which involved the exposure of Child Q's intimate body parts, took place on school premises, without an Appropriate Adult present and with the knowledge that Child Q was menstruating.

On the day of the search, teachers believed that Child Q smelt strongly of cannabis and they suspected that she might be carrying drugs. On questioning Child Q, she denied using or having any drugs in her possession and a search of her bag, blazer, scarf and shoes revealed nothing of significance.

Remaining concerned, teachers sought advice from the Safer Schools Police Officer. Due to the restrictions arising from Covid-19, this officer was not on site. He recommended that the school call 101 and ask for a female officer to attend. A male and female officer subsequently arrived at the school, followed by another two officers (one of whom was also female). After discussions between the police and teachers, Child Q was escorted to the medical room where she was strip searched.

No Appropriate Adult was in attendance, teachers remained outside the room and Child Q's mother was not contacted in advance. No drugs were found during either the strip search or a search of the room in which Child Q had been waiting beforehand. Child Q was later allowed to return home where she disclosed the events to her mother.

Given these circumstances, a Local Child Safeguarding Practice Review (the review) was initiated by the City & Hackney Safeguarding Children Partnership (CHSCP). It was published in March 2022, making eight findings and 14 recommendations for improving practice.

The original CSPR report can be read here

<https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

The Child Q Update Report – *Why was it me?* was released on 20 June 2023 and evaluates the progress made in response to the initial Child Q review published in March 2022.

Watch (and share) this short video for a summary of the update report and its findings.

Update report: <https://chscp.org.uk/wp-content/uploads/2023/06/CHSCP-Child-Q-Update-Report-June-2023.pdf>

Update videos: <https://www.chscp.org.uk/child-q-update-videos/>



<https://youtu.be/mvP9TF9iPPk>

Adultification: A social work issue webinar

Shantel Thomas explores the topic of Adultification, paying particular attention to the appalling events surrounding Child Q.

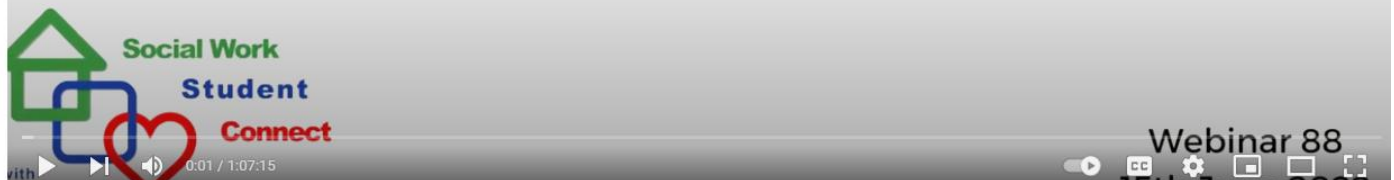
Shantel is a social worker and social work academic. She is also the Anti-Racism Lead at the British Association of Social Workers (BASW) and since 2006 has worked in direct practice safeguarding children, with a particular interest in working with vulnerable children and those within black and diverse communities.

This webinar discusses the dehumanising nature of Adultification as a societal issue, as well as how the topic and racism go hand in hand. Both powerful and full of learning, this webinar is useful for Designated Safeguarding Leads.

Adultification: a social work issue

With guest speaker

Shantel Thomas



https://www.youtube.com/watch?v=3RihIV_I NmQ

Guidelines for handling allegations of discrimination

[Police Conduct Guidelines on Discrimination - Adultification](#)

The Independent Office for Police Conduct (IOPC) has updated its guidelines on handling allegations of discrimination. The guidance outlines different types of discrimination and the types of allegations that may arise. The guidance includes a section on adultification, a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'grown up' and less vulnerable than other children. The guidelines explain that this can lead to the safeguarding and welfare of a child not being appropriately considered. A case study related to the adultification of a young person in police custody is included.

[Guidelines for handling allegations of discrimination](#)

Adultification

4.9 The National Society for the Protection against Cruelty to Children (NSPCC) describes adultification in the following way:

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

4.10 Adultification can impact on children of all ethnicities and can be associated with other factors such as poverty, homelessness or involvement in the criminal justice system. However, it is widely accepted that adultification particularly impacts Black children and is a form of racial bias. It can lead to the safeguarding and welfare of a child not being appropriately considered. Case studies 11 and 31 in Annex C explore adultification.

Case study 11 Adultification

Child S – a young Black girl - was arrested for common assault. Information was obtained that suggested that Child S may have taken drugs. She was taken to a cell and was extremely agitated. Multiple officers restrained her and conducted a strip search in order to remove her clothing and put her in anti-harm clothing. It was not known to officers at this time that Child S was a child.

Child S was then left handcuffed in a rear stack position. Officers remained outside the cell to monitor her and identified a short time later that she had stopped breathing. They removed the restraints and placed her in the recovery position, at which point she began to breathe again. An ambulance was called, but Child S refused to be examined when they arrived. The paramedics did not have any concerns about Child S, but remained in the custody suite just in case.

Officers became aware at this point that Child S was a child and the Custody Sergeant arranged for a family member to act as an appropriate adult.

Child S's mother later made a complaint that her daughter was subject to unreasonable use of force and a strip search, without the presence of an appropriate adult, and that this would not have occurred to a young White girl.

In this case the complaint handler should:

- Review whether the use of restraint was appropriate in the circumstances – what was the risk assessment involved? Is there evidence pointing towards / away from discriminatory reasons for the use of force?
- Consider whether there is any evidence of adultification of Child S by the officers involved – especially linked to the known stereotype of Black people being bigger and stronger than White people – and this being used as rationale for employing restraints.
- Consider obtaining comparator evidence - for example, of other people who have been strip searched in this custody suite.
- When probing the officers' accounts, ask them about their impressions of Child S and their decision-making about the strip search of Child S.

When asked about the incident, officers claimed that none of them knew she was a child due to her physical size and athleticism. Child S' athletic build and her assumed age fed into the Custody Sergeant's risk assessment. Because she was young and athletic the Custody Sergeant recorded on the custody record that he considered the risk of positional asphyxia to be low.

Officers were found to have a case to answer in relation to a breach of the Equality and Diversity Standard of Professional Behaviour on the basis of the stereotypes and assumptions made about Child S, which are known race-based stereotypes.

A case to answer was also found for the officers who put Child S in the rear stack position and left her alone in the cell This was on the grounds that they did not follow proper policy and procedure or take into account the well documented risks of this position resulting in positional asphyxia.

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 →



Celebrating Good Practice - Director of Children's Services awarded New Years Honour



Congratulations to Florence Kroll, Royal Greenwich's Director for Children's Services, who has been awarded a CBE for her services to education in the New Year Honours 2025. His Majesty the King has awarded our dedicated children's services lead of Commander of the Order of the British Empire.

www.royalgreenwich.gov.uk/news/2024/childrens-services-lead-featured-new-years-honours

Florence has been a director in Greenwich since 2016, leading on the delivery of vital services and support for children, young people and their families. Earlier this year the service was deemed Outstanding by Ofsted, further reflecting Children Services' hard work, care and efficiency.

Since qualifying as a social worker in 1991, Florence has worked in several councils and settings – always with the dedication to young people at the core of her career. Florence has been involved in innovative projects to deal with some of the toughest issues facing young people and their families, such as teenage mental health and wellbeing, or looking for new ways to deal with domestic abuse. Florence promotes a strong education partnership and strives for inclusion for all children in schools and settings, and equality and equity within her workforce.

Councillor Adel Khairah, Cabinet Member for Children and Young People: "I'd like to congratulate Florence on this incredible honour.

For nearly a decade in Royal Greenwich, she has shown strong leadership and an ambitious vision for every young person in our borough to reach their full potential. This unwavering commitment has made a real difference to the lives of countless young people and their families, and I am thrilled that Florence's impact is being recognised not just in Greenwich, but beyond.

"I am very honoured to have been awarded a CBE. This is a reflection of all the hard work, care and compassion that staff in Greenwich show young people day in, day out. For me the true honour is being a part of a team that is so centered on improving the lives of children, and helping them get the best start in life. There's nothing I can think of more rewarding than that, and I am incredibly grateful to everyone in Royal Greenwich who help us achieve that goal." Florence

Debbie Warren, Chief Executive for Royal Greenwich, said: "Florence's expertise and guidance has steered our Children's Services to an Outstanding Ofsted, which is a huge achievement in itself. But beyond that, Florence chairs our EDI steering group and constantly looks to promote and champion diversity and inclusion in our Council. I have great admiration for Florence's leadership and vision and am proud she puts them to good use here in Greenwich."

If you have good practice you would like to share, please send an email with photos and a quote to childcare-support@royalgreenwich.gov.uk or speak to your advisor.

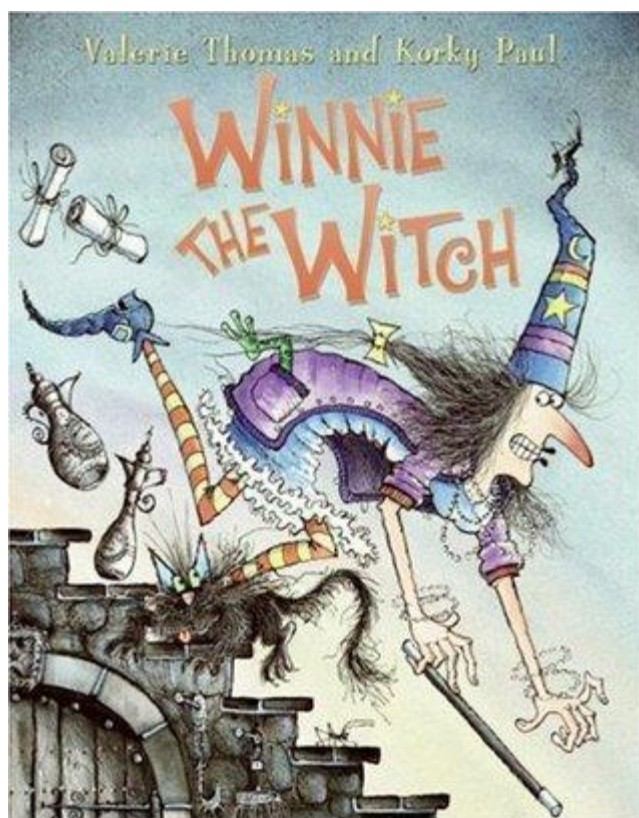
Health & Wellbeing



SCOPE

This SCOPE article has great links to inclusive books but also uses Winnie the Witch story to explain the social model of disability

<https://www.scope.org.uk/advice-and-support/explaining-disability-to-kids>



Explaining disability to children

[The story of Winnie The Witch](#) is a fun way for children to learn about colour.

But it's also a great way to learn about the [social model of disability](#).

Social model of disability for children

In this reading of Valerie Thomas's story:

- Winnie represents society.
- The house represents the environment.
- Wilbur represents disabled people or people who are different.
- The birds represent other people's attitudes.

Seeing disability as a problem

Winnie finds Wilbur a problem because she cannot see his black fur in her black house. He gets in the way.

SCOPE say: Society treats disabled people as a problem.

'Fixing' disabled people

Winnie makes Wilbur green so she can see him in her black house. She does not ask if he wants to be green, because she thinks she knows best.

SCOPE say: Society tries to change or 'fix' disabled people, even when they are not ill or in pain.

What is normal?

Wilbur is still a problem to Winnie. She makes a bigger change to Wilbur. This makes him very unhappy because he wants to be himself. The birds laugh at Wilbur.

SCOPE say: Disabled people do not want to be changed to fit in to society. They want to be themselves. They want to be equal and contribute to society. The wrong change creates social attitudes that disrespect disabled people. The right change can make sure everyone is equal and respected.

Change society!

Winnie decides to change her house and keep Wilbur as he is. They can both live happily in the colourful house.

SCOPE say: Changes in society remove barriers for everybody. It's better to change our environment and attitudes rather than try to change people with impairments or differences!

Children's books featuring disabled characters

Read more [storybooks featuring disabled children](#).

Scope has published storybooks featuring disabled children.

- My Brother is an Astronaut - Lucy's younger brother Jake has sensory needs and sees the world differently. [My Brother is an Astronaut on Kindle](#).
- Haylee's Friends - Meet Charlie Chair and Lily, the walking frame. [Haylee's Friends on Kindle](#).

The following stories are no longer available as printed books but are available in PDF.

- [Celine's New Splints](#) (PDF) A story about Celine, who wears [leg splints](#).
- [Fun in the Sun](#) (PDF) Peg Ted and Mikki Dolly show how [tube feeding](#) does not stop children having fun.

Check out SCOPE Pinterest boards of storybooks that include disabled children.

- [Children's storybooks featuring disabled characters](#)
- [Children's storybooks for siblings of disabled children](#)
- [Children's storybooks featuring deaf characters](#)
- [Children's storybooks featuring characters with Down's syndrome](#)
- [Children's storybooks on sleep](#)
- [Books for autistic children \(Happily Ever Elephants\)](#)
- [Books on autism for kids \(Read Brightly\)](#)



Supporting children's mental health & wellbeing
Children's Mental Health Week



Children's Mental Health Week 2025 is taking place from 3-9 February 2025

The theme is

**KNOW YOURSELF,
GROW YOURSELF**

www.childrensmentalhealthweek.org.uk/

Download [official free resources](#)



KNOW YOURSELF, GROW YOURSELF

Place2Be's
CHILDREN'S
MENTAL HEALTH
WEEK

When we take notice of ourselves and how we feel, we are able to -make better choices and be more connected with our feelings and behaviours .

Noticing these things can help us recognise when we need support.

What are some things we love doing, and what are others that fill us with fear or disgust?



How well do we really know ourselves?

Sometimes we can feel like we are in the middle of a tussle of emotions – feeling joy, then sad, angry and jealous, all at the same time!

In Inside Out, Sadness asks Joy if she can go down into the memory pool with her.

Joy takes Sadness hand into hers and says to her friend, “Of course! Remember Sadness, wherever I go, you go too.”

These emotions help us to understand ourselves better – what we like and dislike, where we feel comfortable and where we are scared. Can you think of a time when you were happy and sad?

Place2Be's
CHILDREN'S
MENTAL HEALTH
WEEK



KNOW YOURSELF, GROW YOURSELF

Children's Mental Health Week Activity

There are parts of ourselves that we may not see as easily. Sometimes we can learn more about ourselves with the help of family, friends, and teachers.

- What makes me feel sad and nervous?
- What makes me feel joyful or happy?
- What do I enjoy learning about?
- What am I good at?
- What makes me laugh?



Getting to know yourself and each other is a wonderful way to grow, make connections and support others.



"The most important thing is to try to know yourself."
— Socrates



"Promise me you'll always remember you're braver than you believe, and stronger than you seem, and smarter than you think."
— Christopher Robin



"Every one of us needs to show how much we care for each other and, in the process, care for ourselves."
— Princess Diana



Children's Mental Health Week

Mental health in the early years is critical, the formative years of a child's life shape their emotional resilience, cognitive development and social skills for a lifetime.

The brain experiences the most rapid development in the first five years of life, connections forming in mass quantities and great speed in response to the new sensory world around them. This critical period of brain development is a window of opportunity to influence how children manage their emotions, build relationships and react to stresses.

Adverse experiences during this time can alter brain development and can lead to an inability to handle stress, behavioural problems, anxiety and depression later in life. On the contrary, positive experiences during the curtail period help children to build secure attachments so and strong coping mechanisms, Mental health at this age isn't about preventing issues but fostering skills that contribute to overall wellbeing through love, stability and responsive care giving.



Children will rely on practitioners to meet their emotional and psychological needs, so warm, attuned, loving care giving is needed to help children feel safe and valued.

Teaching your children about feelings and labelling emotions will help to build emotional intelligence and self-awareness.

Self-awareness involves recognizing our strengths, challenges, preferences, emotions, and what makes us unique, including our fears, hopes, and dreams.

Developing self-awareness begins in the early years as children start to understand what brings them joy or sadness and explore their individuality. This early sense of self helps them build meaningful relationships, develop their talents, and acquire the skills needed to face life's challenges with resilience and confidence as they grow into adulthood.

What can you do support mental health?

Support Self-Regulation

- **Calming Techniques:** Teach children strategies like deep breathing, mindfulness activities, or quiet time when they feel overwhelmed.
- **Practice Patience:** Gently guide children through challenging emotions without punishment, focusing on understanding and growth.
- **Set Clear Boundaries:** Establish rules and expectations in a supportive way to help children feel safe and secure.

Conflict Resolution: Guide children through resolving disagreements calmly and fairly, helping them develop problem-solving skills.

- **Promote Empathy:** Encourage children to think about others' feelings by asking questions like, "How do you think they feel?"

Build Strong, Trusting Relationships

- **Be Attentive and Responsive:** Show genuine interest in each child by listening to them, maintaining eye contact, and responding to their needs.
- **Positive Interactions:** Use encouraging language and celebrate children's achievements to build their confidence.
- **Secure Attachments:** Provide consistent care, which helps children feel emotionally secure and supported.



Create a Safe and Nurturing Environment

- **Consistency and Routine:** Establishing predictable routines helps children feel secure and reduces anxiety.
- **Physical Safety:** Ensure the environment is free from hazards and provides safe spaces for children to explore and play.
- **Emotional Safety:** Foster an atmosphere where children feel respected, valued, and accepted, regardless of their emotions or behaviour.

Encourage Positive Social Interactions

- **Foster Cooperation:** Use group activities to teach sharing, turn-taking, and teamwork.

Partner with Families

- **Communicate Regularly:** Share observations about the child's progress and any concerns with parents or caregivers.
- **Provide Resources:** Offer information on child development, mental health, and parenting strategies.
- **Collaborate on Solutions:** Work together to address challenges, ensuring consistency between the home and care setting.

- **Model Emotional Expression:** Demonstrate healthy ways to talk about and handle emotions. For example, say, "I'm feeling frustrated right now, so I'm going to take a deep breath."

Encourage Play-Based Learning

- **Emotional Expression Through Play:** Provide opportunities for pretend play, art, and storytelling, which allow children to process their feelings and experiences.
- **Outdoor Play:** Promote physical activity and time in nature, which can boost mood and reduce stress.
- **Unstructured Play:** Allow children time to explore and engage in imaginative activities at their own pace.



Prioritise Practitioner Well-Being

- **Self-Care:** Ensure practitioners have access to mental health resources and take time to manage their own stress.
- **Professional Development:** Offer training on mental health awareness and strategies to support children effectively.
- **Team Collaboration:** Create a supportive work culture where staff can share challenges and successes.

Promote Emotional Literacy

- **Teach Emotion Vocabulary:** Help children recognize and name their feelings, starting with simple emotions like happy, sad, and angry, and gradually introducing more complex ones.
- **Use Visual Tools:** Emotion charts or flashcards can help children identify and express their feelings.



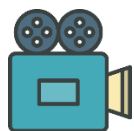
Observe and Respond to Early Signs of Challenges

- **Watch for Changes:** Be alert to signs of stress, anxiety, withdrawal, or behavioural changes that might indicate mental health concerns.
- **Provide Early Support:** Use targeted interventions like extra one-on-one attention, small group activities, or tailored strategies to help children who are struggling.
- **Seek Professional Help:** Refer families to specialists or support services when additional assistance is needed.

Advocate for Mental Health Awareness

- **Raise Awareness:** Educate others about the importance of mental health in the early years.
- **Promote Inclusion:** Ensure that the nursery or early years setting is welcoming to all children, including those with diverse needs or backgrounds.
- **Implement Policies:** Advocate for policies that prioritize mental health support within early years settings.

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
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

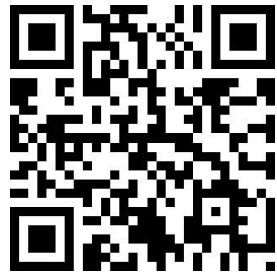
<https://servicestoschools.royalgreenwich.gov.uk/courses/list?category=pvi>

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

Paediatric First Aid Training Dates



Day	Dates	Start	Finish	
Wednesday	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/Mercers-Champions-Expression-of-Interest)

**Speech and
Language UK** 
Changing young lives.

An introduction to speech, language and communication

Free online short course which is a great place to start learning about children and young people's speech and language development.

<https://speechandlanguage.org.uk/educators-and-professionals/training-courses/an-introduction-to-speech-language-communication/>

Free Perinatal and Infant Mental Health Awareness Training opportunities for childminders and practitioners.

Date	Time	Location	Deadline to book on training
6th March 2025	9:00am - 4:30pm	Metro GAVS 1st Floor Equitable House, 7 General, Gordon Square, Woolwich, London SE18 6FH	14th February 2025

Steps to register and book a course are below.

See attached flyer for Course information. To book a course, you must first register an account with Family Hubs on Direct Services to Schools. Please note that if you have previously registered under the Family Hubs and have an account, there is no need to register again, instead login with your details. If you have an account with Early Years and Childcare or Schools, you will need to use a different email address.

To register an account:

1. Go to the <https://servicestoschools.royalgreenwich.gov.uk/register> webpage
2. Select **'Family Hubs'** from the drop-down menu – you need to select this to be able to book on the Family Hub training.
3. Fill in the remaining fields:
 - a. **Use a different email address if you are already registered with the Service to Schools website for a different reason.**
 - b. Click **'Courses'** in the 'Reason for registering'
4. Click 'Register'

To book a course:

1. Go to the [Direct services to school website](#)
2. Click on **'Courses'** at the top of the screen.
3. Click on **'Family Hubs'**
4. A summary of Family Hubs and courses available is listed.
5. Select the course of your choosing and click on **'Book Course'**.
6. Complete the Booking form - Fill in as much of the form as you can or feel comfortable doing. There are two mandatory sections, the 'Equal Opportunities Monitoring' drop-down list, and the check box about your application being supported by your manager.
7. Click **'Book Course'**
8. The booking system will send an email to childrens-commissioning for the commissioning team to approve.
9. Once approved, you should receive an email that you are booked on the course.

For more information or queries email Jacqueline.Danquah@royalgreenwich.gov.uk



HELP PAYING FOR YOUR CHILDCARE



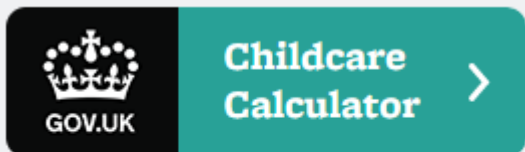
An online application is quick and easy.

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



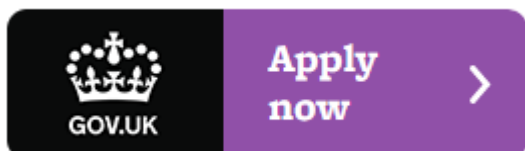
Access the online portal.

<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/>

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.

CHILDCARE APPLICATIONS FOR WORKING PARENTS

By 31 March for Summer

Children can only take up a place and be funded in the Summer term if the code is dated before 31 March 2025 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.

How to use Tax-Free Childcare

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

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 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 & NSPCC Learning

Greenwich child safeguarding practice review: Child I

[Greenwich Safeguarding Children Partnership](#)

Death of a 16-year-old boy in October 2023. Child I had been subject to a full care order since February 2023 and had previously been subject to a child protection plan. He had multiple missing episodes from home and from care and was known to have gang affiliations.

Learning themes include: the impact of placement insufficiency; strategic responses to child criminal exploitation and child sexual exploitation; the role and relevance of the national referral mechanism (NRM); the family as a system; and managing risk that escalates rapidly.

Recommendations to the Partnership include: develop a strategic approach to adultification in the context of intra- and extra-familial risk; ensure approaches to adultification consider the intersection of ethnicity and gender, with a particular focus on how these factors influence the way risk is understood and responded to; increase understanding of the risk of criminal and sexual exploitation in the context of family and community systems; consider how services can work together to hold the 'system' around a child in mind when responding to individual incidents; update, share and promote local practice guidance on the NRM; ensure practice guidance reflects the limitations of the NRM and gives suitable weight to risk assessments and safety planning outside of the NRM; review opportunities for regional commissioning of placements to establish a range of local placement options for children experiencing exploitation; and explore local arrangements to allow for child mental health services to hold responsibility for children experiencing exploitation across neighbouring boroughs.

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

Below you can read GSCP 7 minute briefing about Child I

<https://greenwichsafeguardingchildren.org.uk/wp-content/uploads/2024/11/7-Minute-Briefing-Child-I.pdf>

Child I – Background

Child I was a Black British male, aged 16 at the time of his death, known for his love of music and all things motorised. He experienced a number of changes in his home life, spending time living in the care of his mother, father and grandmother, witnessing domestic violence between his parents and had experiences of neglect. He is understood to have experienced feelings of rejection when he came into care and even more so when his mother and siblings emigrated out of the UK. He had difficulty accessing his education and at the time of his death was engaged in home tuition to support him with his GCSE's and vocational courses.

What Happened

Child I came into the care of RBG under Section 20 in May 2022 and has been on a Full Care order since February 2023. He had previously been subject to a child protection plan and had multiple missing episodes and known to have gang affiliations. In January 2022, Child I's school raised concerns regarding involvement with county lines. In June 2023, Child I was moved to a semi-independent placement. A threatening phone call was received by the placement stating Child I was in a big trouble because he had been disrespecting people. On the day of the incident, an unknown adult male arrived at the placement to speak with Child I. Threats were made between the unknown male and Child I and the male proceeded to threaten to knock Child I off his moped. Child I died following a road traffic incident where it is thought he was chased by a car whilst on his moped and the car intentionally collided with him. There is an open murder investigation.

Further reading

[Probation report on adultification bias within child safeguarding](#)
GSCP learning and development opportunities – [click here](#)

Actions

Development of training, briefings and guidance on adultification.
Review of the approach to working with adolescents, including adultification of children and considering intra and extra familial risk.
Raising the profile of toolkits and guidance available to professionals in order to ensure a coherent approach. This to include briefings on referral processes with partner agencies invited to contribute.

Recommendations

- Focus on strategic approach to adultification of children
- More to be done to understand the risk of criminal exploitation and sexual exploitation in the context of family and community systems
- Consider the link with multiagency strategic oversight of exploitation via Pre-MACE or MACE and NRM. Recommended to update local practice guidance on NRM.
- Review the terms of reference for the Child Exploitation Team for the MPS and consider an escalation process from Pre-MACE to MACE.
- Review if there are opportunities to do more regional commissioning of placements, to create opportunities to keep our children local and better match to need.
- Consider local arrangements to allow for CAMHS services to hold responsibility for children experiencing exploitation even across neighbouring borders.
- Consider the use of the systemic genograms to gather and analyse information as part of LCSPR.

Findings

1. Impact of placement sufficiency
2. Impact of the strategic response to exploitation
3. Impact of the National Referral Mechanism
4. The family as a system
5. Managing risk that escalates rapidly

Key Learning

- More could have been done as a system to provide family-based care for young people at risk of extra-familial harm.
- Value in thinking about intergenerational association with exploitation and this is understood within practice and reflected in assessment of parents and decision making around safe care.
- The important of more robust and specialist foster placements.
- How can professionals approach the concept of shame in young people and meet their health needs.
- How can information sharing be improved to inform the quality of referrals, specifically relating to the NRM.
- Joint planning between RBG and health to identify the right type of support to meet the needs of children.

GSCP 7-Minute Briefings

<https://greenwichsafeguardingchildren.org.uk/policies-practice-guidance/gscp-7-minute-briefings/>

GSCP regularly produce 7-minute briefings as a quick and simple way to share learning on a range of safeguarding topics.



7-minute briefings are based on a technique borrowed from the FBI! In a world of increasing pressures and demands on time, it can be hard to find the time for learning and development. Learning for seven minutes is manageable, and learning is more memorable as it is simple and not clouded by other issues and pressures.

Such short briefings will not have all the answers, but they will act as a catalyst to help services discuss and reflect on their practice.

All 7-minute briefings are available below.

- [7 minute briefing Childhood Obesity](#)
- [7 minute briefing ICON](#)
- [7 minute briefing – Child I](#)
- [Child Safeguarding Practice Review Child A](#)
- [Child Safeguarding Practice Review Child DA](#)
- [Child Safeguarding Practice Review Child B](#)
- [Fabricated Illness and Perplexing Presentations](#)
- [See the Adult, See the Child](#)
- [Serious Case Review Child Z](#)
- [Supervision Orders](#)
- [Working with Children with SEND](#)

[Free School Safeguarding Poster Pack](#) Times Educational Supplement

What's in the pack?

Primary poster: 'Share your worries' — encourages younger students to talk to their safeguarding lead.

Secondary poster: 'Share your concerns' — highlights common issues for older students and promotes peer support.

A-Z of stress poster: A vibrant, all-age infographic with tips to manage stress.

Parent safeguarding poster: Helps parents recognise signs of concern and contact the safeguarding lead.

Staff safeguarding poster: Emphasises the importance of recording low-level concerns to ensure a safe environment.

[Download your safeguarding poster pack today!](#)

Child safeguarding incidents

NSPCC Learning has published a CASPAR briefing summarising the recent Child Safeguarding Practice Review Panel's annual report, which looked at the child safeguarding system in England, based on serious child safeguarding incidents occurring between April 2023 and March 2024. The CASPAR briefing summarises: the context and challenges in the safeguarding and child protection system; data from rapid reviews; spotlight themes and learning for practice; and plans for the Panel's future work.

[Summary of the Child Safeguarding Practice Review Panel annual report 2023/24](#)

Children's Wellbeing and Schools Bill

The Children's Wellbeing and Schools Bill has been published and introduced to Parliament for its First reading on 17th December. The Bill aims to change the law to better protect children and raise standards in education in England. Measures proposed in the Bill include: the introduction of registers in every local authority in England to identify children who are not in school; a system of unique identifier numbers for children across services to assist information and data sharing; strengthening the role of education professionals in safeguarding; greater support for families to stay together, including access to Family group decision-making meetings for all families with children at risk of entering the care system; and stronger regulation of children's social care providers. Additionally, parents will no longer have an automatic right to educate their children at home if their child is subject to a child protection investigation or under a child protection plan. The DfE has published policy summary notes on measures in the Bill.

[Children's Wellbeing and Schools Bill 2024](#)



Unregistered children's homes

The Children's Commissioner for England has published a new report on the use of unregistered children's homes in England. The Commissioner requested information from local authorities about looked after children placed in unregistered children's homes on 1 September 2024. The report found that: 775 looked after children were living in unregistered placements; the majority of children in unregistered homes were older teens; and the majority of children were placed in out-of-local-authority-area accommodation. Recommendations include: investment in developing therapeutic children's homes with joint health and social care support and stronger disincentives for providers and local authorities to prevent the use of unregistered children's homes.

[Illegal children's homes](#)

Contact MASH and Ofsted to report suspected illegal provision

Maternal support

Community Care has published a blog post on maternal deaths and social care involvement in the UK. The blog explores the deaths of women who died in pregnancy or shortly after giving birth and were known to social services, and looks at: rates of social care involvement; mental health-related deaths; infant care proceedings; and supporting mothers to navigate complex systems. The blog calls for the creation of a joint national health and social care pathway for women at risk of, or experiencing separation from their baby.

[‘We are failing women who have their newborn babies removed: that needs to change’](#)

SIGN UP FOR FREE PERINATAL AND INFANNT MENTAL HEALTH AWARENESS TRAINING – SEE ATTACHED FLYER

<https://servicestoschools.royalgreenwich.gov.uk/courses/list?category=family-hubs>

Family courts – Taking me seriously



Cafcass has created a new animated film explaining family court proceedings to children and young people. Made in collaboration with young people who have experiences of family court proceedings, the latest Taking Me Seriously film explains to children and young people what court recommendations are and why it is important that they are understood clearly. While aimed at young people, the film is also useful for professionals to help develop an understanding into what it’s like for children to go through court proceedings.

Watch the film: [Cafcass emphasises the importance of explaining decision making to children in new animated film](#)



www.cafcass.gov.uk/cafcass-emphasises-importance-explaining-decision-making-children-new-animated-film



Guiding principles for addressing technology-facilitated child sexual exploitation and abuse

Anri van der Spuy, Sabine Witting, Patrick Burton, Emma Day, Sonia Livingstone and Kim R. Sylwander

December 2024

Child sexual exploitation and abuse

The Digital Futures for Children centre has published a report exploring technology-facilitated child sexual exploitation and abuse (CSEA). Based on expert interviews, consultation and desk research, the report sets out six guiding principles to support policymakers, researchers, and practitioners in understanding and responding to technology-facilitated CSEA. The principles are based on a holistic and context-sensitive child rights approach. Key recommendations include: children's voices count and should be used to inform the design of measures to respond to technology-facilitated CSEA; language matters and professionals should avoid using words that blame children; and responses to technology-facilitated CSEA, whether by

legislators, law enforcement, social welfare institutions or parents, must avoid placing blame on children, both explicitly and implicitly.

Principle 1: Children's voices count

It is vital to take children's perspectives and experiences into account when making decisions, including the voices of child victims. Understanding how children perceive the dynamics of risks and harms in the digital environment is essential for developing effective interventions. This principle asserts that children's voices both enhance the credibility of the narratives concerning children's safety but also empower them.

Principle 2: Language matters

Clear, consistent and precise terminology in policy, research and advocacy matters. Everyday terms used by children or the public are often at odds with those used in legislation or other formal contexts. Efforts are required to use language in ways that accurately reflect the experiences of children and the nature of the abuse. Without agreed language, we cannot reach a consensus on preventive and protective measures or societal recognition and endorsement of those measures.

Principle 3: Take care with context

It is essential to recognise that technology-facilitated forms of CSEA are forms of child sexual exploitation and abuse. While recognising that technology-facilitated CSEA may occur without an offline component, this principle recognises the complexity of technology-facility abuse and the fact that, most often, it results in a combination of risks and impacts, including normalising and spreading child sexual abuse. Moreover, these contexts vary across cultures, geopolitical settings and regulatory frameworks in myriad ways. This may require case-specific protective measures and a comprehensive and coordinated approach to prevention and mitigation.

Principle 4: Avoid blaming children

In addressing technology-facilitated CSEA, it is important not to stigmatise or blame children, whether through language or actions. This matters for child victims, for whom rehabilitation is the priority, and for children deemed 'perpetrators', for whom restorative rather than punitive justice is preferred. Evidence shows, for example, that 'perpetrators' may themselves be victims.

Principle 5: Future proof policy

This principle advocates proactive measures that enable flexibility to anticipate new threats. Such policies should balance immediate protective actions with long-term strategic adaptations to remain effective. With multiple technological innovations being actively introduced or on the horizon and multiple social, political and economic pressures on children and society, policy and practice to combat technology-facilitated CSEA must remain fit for purpose now and in the future.

Principle 6: Embrace a child rights approach

Interventions and policies to address technology-facilitated CSEA should be grounded in a holistic child rights approach, as articulated in the United Nations Convention on the Rights of the Child (UNCRC) and General comment No. 25 on children's rights in relation to the digital environment. Such an approach must encompass all their rights, including privacy, freedom of expression, participation in the digital world and decision-making processes that impact their lives.

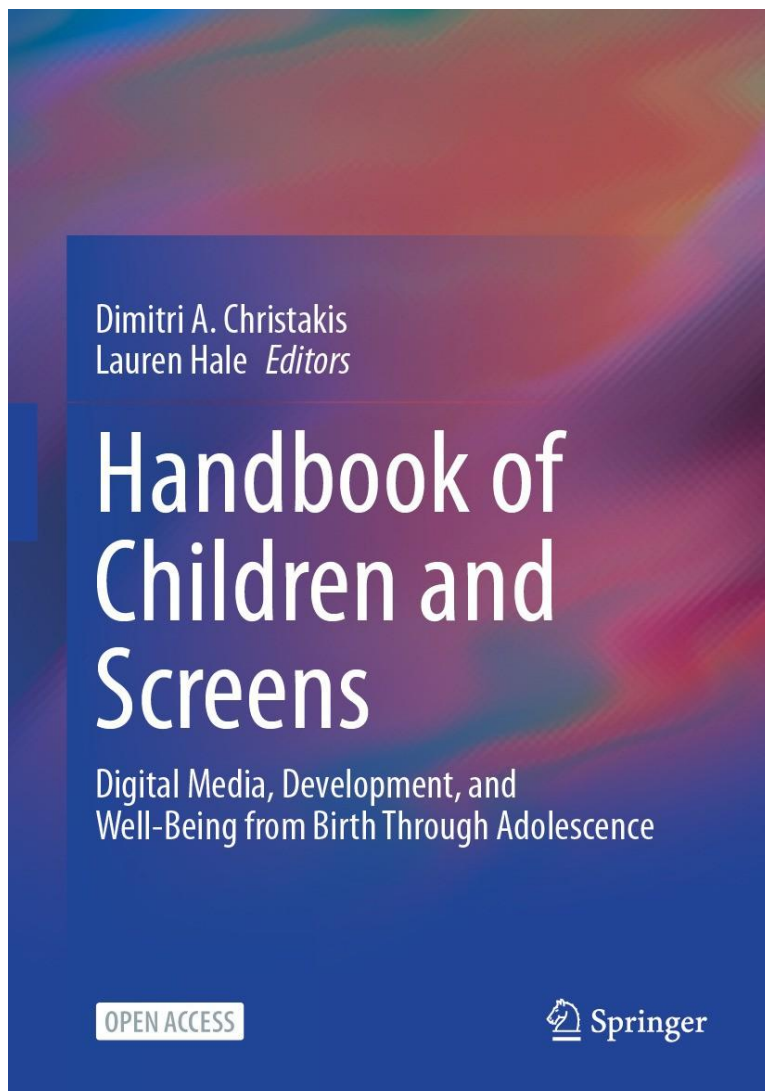
[Guiding principles for addressing technology-facilitated child sexual exploitation and abuse](#)



The Lucy Faithfull foundation has published a blog post on preventing child sexual abuse and exploitation. The blog discusses the different forms child sexual abuse can take and looks at factors that can aid prevention such as: knowledgeable parents and carers; high-quality Personal, Social, Health and Economic (PSHE) education for children and young people; and professionals having a good understanding of the warning signs.

[To get serious about protecting children, we need to talk about prevention](#)

Digital Media Impact Handbook



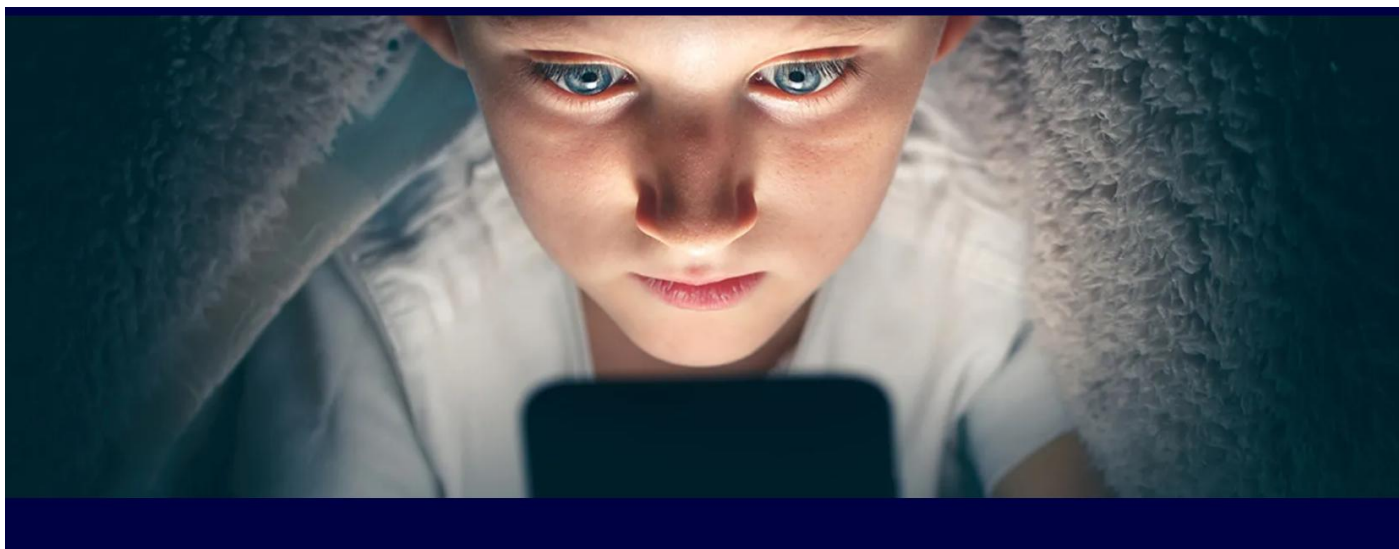
Springer has published a free eBook on the impact of digital media on infants, children and adolescents. With each chapter written by different academics and experts, the book explores current research on the cognitive, physical, mental and psychosocial impacts on children and how digital media influences relationships, family, culture, and society.

Chapters include:

- cognition and brain development
- cyberbullying
- social media and youth mental health
- gaming disorders among children and adolescents
- dysregulated use of smartphones
- digital wellbeing and social connectedness
- and adolescents' experiences of sharing nude images.

This eBook is open access and each chapter is freely available to download as a PDF.

Download the book: [Handbook of children and screens: digital media, development, and well-being from birth through adolescence](#)



[Online safety](#)

Ofcom has published its first-edition codes of practice and guidance on tackling illegal harms online. The publications aim to help technology companies comply with the safety duties in the UK's Online Safety Act. Tech providers are required to undertake risk assessments related to illegal harms to children and adults using their platforms by 16 March 2025. Subject to the Codes completing the Parliamentary process, from 17 March 2025, providers will also need to implement the safety measures set out in the Codes or use other effective measures to protect users from illegal content and activity.

[Time for tech firms to act: UK online safety regulation comes into force](#)

[Statement: protecting people from illegal harms online](#)

[Online safety: age checks](#)

Ofcom has published a statement and guidance on age assurance and children's access assessments, outlining what online services must do under the Online Safety Act to help prevent children from encountering pornography and other harmful content. Online providers must take action to start to comply with these new rules. Services that allow pornography must introduce processes to check the age of users by July 2025. In addition, all user-to-user and search services, must carry out a children's access assessment to establish if their service is likely to be used by children by 16 April. Once the Protection of Children Codes and guidance are finalised in April 2025, platforms likely to be used by children will need to assess the risks and take appropriate action – which may include using age assurance. Ofcom has also announced an age assurance enforcement programme which will involve reaching out to adult services to inform them of their obligations under the Online Safety Act.

[Age checks to protect children online](#)



Report 5

Children, violence and vulnerability 2024

Who has access to positive activities, youth clubs and trusted adults?

[Children and violence](#)

The Youth Endowment Fund (YEF) has published the final findings from its annual Children, violence and vulnerability research. The YEF surveyed over 10,000 13- to 17-year-olds in England and Wales about their experiences of violence. This report looks at children's access to positive activities, youth clubs and trusted adult figures. Findings include: youth clubs seem to be reaching those who need them most with vulnerable children being the most likely to attend; and most children in the study, including those most affected by violence, said they had a trusted adult outside the home.

[Who has access to positive activities, youth clubs and trusted adults?](#)

Summary of the National review into child sexual abuse within the family environment

“I wanted them all to notice”

This report was commissioned by the Child Safeguarding Practice Review Panel (the Panel) to explore the challenges in identifying, assessing and responding to child sexual abuse within the family environment.

It draws on rapid reviews and serious case reviews received by the Panel between 2018 and 2023, one-to-one interviews with children who had been sexually abused by a family member, one-to-one interviews with people who had sexually abused a child, and group discussions with practitioners, senior leaders and people with lived experience of child sexual abuse.

Our briefing summarises the findings and recommendations from the report, including:

- the importance of speaking to and listening to children
- the need to understand parents’ vulnerabilities and challenges
- the need for robust risk assessments
- how to effectively respond to concerns of intrafamilial sexual abuse.

<https://learning.nspcc.org.uk/media/10lpwtmo/summary-national-review-csa-family-environment.pdf>



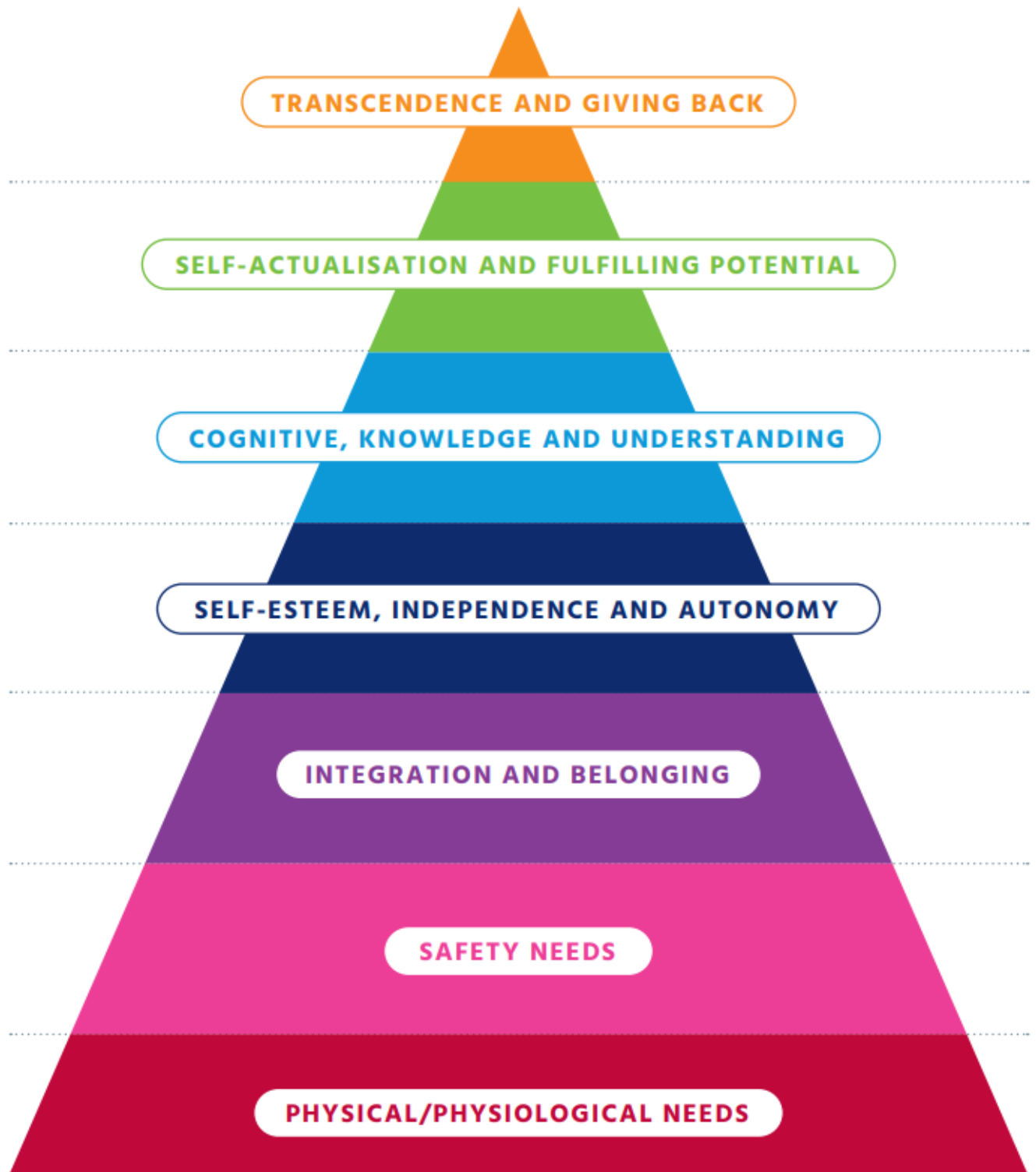


[Hierarchy of needs for care experienced young people](#)

The Children's Commissioner for England's Care Experienced Advisory Board have designed a hierarchy of needs for care experienced young people. Based on Maslow's Hierarchy of Needs, the visual guide aims to help professionals support and understand the needs of care experienced young people. The needs include: physical/physiological; safety; integration and belonging; and self-esteem, independence and autonomy.

Particular needs will be different for different individuals. It is important to talk to, and support, each young person to explore what the top of the pyramid looks like for them and how to unlock their full potential. Reaching the top requires feeling like you have everything you need and that you are able to achieve the things that you want to achieve and are happy in yourself.

[Hierarchy of needs for care experienced young people](#)



Physical/physiological needs

› Food › Water › Shelter – a safe, decent and affordable place to live at all times, support with homelessness › Warmth – heating and clothing › A bed, bedding, sleep, rest › Physical activity › Appropriate temperature and air quality › Physical comfort

Safety needs

PERSONAL

› Corporate parents › Network of trusted and supportive people e.g. carers and regular check-ins › Support from authorities or services such as the police, and knowing that there are safe people/organisations if required › Relocation where required › Safeguarding and trauma-informed practice › Young person to be involved in their own safety plan and pathway plan › Support with family contact › Communication among the adults in their life › Support in transitions and moving out of, or back to, their local area › Transport to and from services and activities

HEALTH

› Resources and services to support with health › Support accessing services such as signing up for a GP or dentist › Exercise and access to leisure and fitness services › Understanding different services and knowing where to go for different support e.g. guide dogs and at-home care › Support getting a diagnosis for neurodiversity and SEND or mental illnesses › Personalised support and being involved in decisions around their own healthcare plan › Explanations in accessible language and being able to make informed decisions about their own health › Feeling cared for and respected › No stigma around being care experienced when accessing services and support › Understanding among healthcare professionals who provide services for care experienced young people

FINANCIAL

› Support with the cost of living › Help with the costs of course resources › Help with the costs of travel › Advice, resources and lessons or workshops regarding finance and learning to budget, including how much things cost and typical spending on things like food and a car › Knowing what they are entitled to at different ages › Knowing about bursaries, extra funding, hardship funds, grants, benefits and support accessing or applying for them › Recognition of special occasions through celebrations such as a card/present › Resources to relocate to a safer space if needed

EMOTIONAL

› Professionals that listen to and work with them and are there when needed › Regular check-ins and not just being left to their own devices even if they are doing well independently › Communication between professionals – “All About Me document” to support this › Transparency - open and honest conversations › Secure access to resources and services to support with mental health, including helplines › Dedicated safe person and safe spaces › Being treated as an individual through personalised support › Support with accessing care records › Recognition of the stigma faced by care experienced people and support to overcome it › Independent advocacy to support expressing their wishes › Reducing the cliff edge of care by offering follow-on support › Encouragement and support to dream big

Integration and belonging

› Support to take part in hobbies and clubs and recognising the benefits of this › Making connections in their local area - opportunities to meet people and support in building trusting and long-lasting relationships › Support to make friends and get advice from the right crowd › Support in transitions and moving out of or back to their local area › Opportunities to make connections with and join communities of other care experienced young people › Celebrating traditions and their cultural and ethnical identity – support for learning about and maintaining their roots/background. › Finding out about local community hubs and spaces offering activities such as libraries › Support when wanting to live with friends

Self-esteem, independence and autonomy

› Choice - the ability to choose their own path, rather than what caregivers and others want for them › Skills development and enrichment › Continuous teaching on how to be independent – not just a one-day course › A passport to independence introduced before age 16 › Mobility – help with getting around such as driving, cycling, and being able to attend activities or clubs › Support with their identity, recognising their values, what is important to them, and goal setting › Someone to go to, to find out how to do practical things such as apply for a passport, deal with issues about accommodation etc – or online resources (videos and guidance) to do these things › All schools including alternative provisions offer skills and independent living development opportunities

Cognitive, knowledge and understanding

› Knowing who and what they need to succeed › Support with life transitions › Knowing what options there are for education and careers › Support to apply for further study and jobs › Recognising backgrounds and challenges when pursuing education at different stages › Research skills – make informed decisions based on understanding evidence › Knowledge and skills required to undertake higher education or jobs

Self-actualisation and fulfilling potential

› Rising above the obstacles faced due to care › Feeling able to achieve dreams › Having a fulfilling life › Succeeding in personal goals and having drive › Stretch goals and pushing to reach full potential › Feeling content and positive looking back on achievements and what's to come › Feeling confident in decisions made › Knowledge of self and own identity

Transcendence and giving back

› Feeling part of wider society › Being able to provide a unique perspective based on lived experience › Opportunities to make a difference in particular within the children's social care system and helping others go through it › Going beyond ordinary limitations and goals

Child Safeguarding Practice Reviews

January Case Reviews

Domestic homicide review into the deaths of Emma, Lettie and George.

[Epsom and Ewell Community Safety Partnership](#) (2024)

Murder-suicide in a family home in February 2023. Emma (45-years-old), Lettie (7-years-old) and George (39-years-old) had all died as a result of gunshot. Police investigations confirmed that George was a licensed shotgun holder, and that he had killed his partner, Emma, and their 7-year-old child, Lettie. No specific motive about why George acted in this way has been uncovered.

Recommendations include: several specific to strengthening gun licensing guidance; The Home Office and the Domestic Abuse Commissioner's Office should promote the Public Health England and Business in The Community Domestic Abuse Employer Toolkit which helps employers of all sizes and sectors make a commitment to respond to the risk of domestic abuse and build an approach that ensures all employees feel supported and empowered by their workplace to deal with domestic abuse; the Partnership should raise the profile of this toolkit and the Employers Initiative on Domestic Abuse across all partner agencies, to raise awareness that supports all employees, regardless of role, status and position held, to seek help if

they are a victim of domestic abuse; and The Epsom and Ewell Community Safety Partnership should work with relevant agencies and other strategic partnerships to examine methods for reaching into local communities that encourage adults (particularly adult males) to seek support about emotional or mental health worries or any mental distress they may be troubled by.

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

Child safeguarding practice review: BSCP 2020-21/01.

[Birmingham Safeguarding Children Partnership](#)

Serious head injuries and bruising to the body of a 1-month-old infant in June 2020. These were believed to be non-accidental, and possibly because of a shaking incident. Agencies were involved soon after the baby's birth when there was a witnessed episode of domestic abuse at the hospital. Following a criminal trial both parents were found guilty of causing or allowing serious physical harm to a child.

Learning themes include: assessment in the pre-birth period and planning support for after birth; the initial response to domestic abuse and strategy planning; attempts at escalation and professional challenge; and early help assessment and response to domestic abuse following discharge.

Actions have been taken to improve the following areas of practice: MASH Health practitioners are able to access both parents' GP health information when screening referrals; strengthening the engagement, referral and assessment of fathers during pregnancy and infancy; improved response to parental conflict, coercive control and domestic abuse in pregnancy and infancy to ensure consistent agency responses to domestic abuse; increased support for parents where parental neurodiversity, learning disability and emotional dysregulation may impact on parental capacity using a 'Think Family' approach, through appropriate policies, procedures and training provision; practitioner understanding of the effect of adverse childhood experiences on parenting ability and use of trauma informed approaches in interventions; practitioners' understanding of confirmation bias as well as their application of professional curiosity; ensuring the timeliness of information sharing, accuracy of information in referrals and understanding of parental history is embedded in practice.

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

Child safeguarding practice review: executive summary: Child Cameron.

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

Admittance to hospital of a 16-year-old-boy in December 2022, due to poor management of severe obesity. Cameron was suffering from Diabetic Ketoacidosis (DKA) I, septic shock and was in peri-cardiac arrest, and was also Covid-19 positive.

Learning themes include: cross border working of partner agencies; professional understanding of the long-term health impact of obesity; response to self-harming; engaging young people with social anxiety disorder; transgender support services; and the role of the mother in supporting the young person to access services.

Recommendations to Lancashire and Greater Manchester partnerships include: with partners, GP Practices should develop a system which enables them to maintain an appropriate level of contact with child and young person patients living with severe obesity; review guidance available to professionals when a child living with obesity could represent a safeguarding concern and consider developing a Safeguarding Pathway; relevant agencies to review their 'Was not brought' policies to ensure they consider the impact of social anxiety on the ability of a young person to be supported to attend appointments and set out reasonable

adjustments if a young person continues not to be brought, including a multi-agency risk assessment; professionals working with young people are made aware of self-neglect policy and practice and are provided with the necessary training including in relation to the Mental Capacity Act; and introduce a requirement to conduct a multiagency risk assessment when closing the case of a child being supported at Level 2 or Level 3 as result of lack of parental engagement.

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

Child safeguarding practice review: Child "Julia".

[Medway Safeguarding Children Partnership](#)

Explores the death of a 5-year-old girl who was found to have drowned in the bath after being left unsupervised. Julia was in the care of her local authority and had been living with her four siblings in a foster home provided by an independent fostering agency. Learning is embedded in the recommendations.

Recommendations include: audit their records to ensure that the most recent information is provided in foster carer profiles to ensure the matching process for looked after children is fully informed; consider the learning around delay in the provision of key basic safety equipment for the children and audit to ensure that these issues are addressed in a timely manner and recorded in placement planning meetings; ensure that the terminology of 'short term' in relation to the placement of looked after children is fully understood by practitioners or foster carers/other practitioners within the children's workforce; consider using existing mechanisms such as professional network meetings to reflect on situations where emergency placements and/or large sibling groups are placed; address the delays to the initial health assessment process identified in this review; review their procedures to ensure that there are no additional delays caused by the request for ongoing delegated consent forms or the attendance of the social worker which are not statutory requirements; and assure that the current process involving the transfer of health information between the local authority/ICB/health trusts in relation to looked after children is effective and the procedure updated.

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

Thematic child safeguarding practice review: supporting the workforce in Sandwell to respond effectively to child neglect - challenges & opportunities.

[Sandwell Children's Safeguarding Partnership](#)

Outlines the findings of a Child Safeguarding Practice Review (CSPR) that examined the effectiveness of the Partnership's response to child neglect. The thematic CSPR was commissioned following the death of a 5-year-old and two further separate serious child safeguarding incidents where neglect was a feature.

Learning themes include: knowledge, understanding and implementation of the Partnership's neglect strategy; the use of child-centred assessment tools, practice models and frameworks; the need for a shared, multi-agency understanding of neglect and thresholds for intervention; professional confidence; cultural competence; and intersectionality, including the effects of poverty, deprivation and additional needs or disabilities.

Recommendations to the Partnership include: develop and disseminate a suite of accessible briefings, targeting specific sectors, which support frontline practitioners in operationalising the neglect strategy into day-to-day work; incorporate the Partnership's strategic aims into all safeguarding and child protection training courses; develop a single suite of tiered multi-agency assessment tools; monitor the use and impact

of these assessment tools, alongside staff confidence in using them; develop simplified threshold guidance; expand the guidance, resources and examples available to practitioners; conduct a multi-agency audit of safeguards for children already known to agencies due to concerns about neglect, that are electively home educated, classed as missing education, or have disabilities or special educational needs; raise awareness about parental consent for information sharing and what action to take if concerns remain when consent is withdrawn or not given; and seek out and consider the views of families with previous agency involvement due to concerns about child neglect.

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

Local child safeguarding practice review: Child B and siblings.

[Stoke-on-Trent Safeguarding Children Partnership](#)

Near-fatal incident to a 5-year-old male child in November 2022. Following a seizure, Child B was found to have adult medication in his system. Subsequent toxicology showed Child B's two siblings had adult medication in their systems.

Learning themes include: family history and understanding predisposing vulnerabilities and risks; impact of adult issues on parenting and assessment of support needs; impact of adult medication on parenting; recognising neglect across universal and early help services; clear information-sharing and recording systems to inform threshold decisions; patterns of attendance for health and education provision; coordination of services, support, and information across universal services for children with additional needs; and understanding the child's lived experience.

Recommendations for the partnership include: evaluate the effectiveness of how learning about neglect is being embedded in practice, including good practice concerning predisposing and coexisting factors; strengthen practitioner skills that enable critical thinking and respectful challenge about neglect; ensure that previous referrals and historical information are used to triangulate information with all services involved with the family to consider the right level of need in threshold decisions; ensure professionals have knowledge of safeguarding the unborn baby procedures and are aware when to refer; review how the multi-disciplinary early years forum can be strengthened to improve the identification of neglect for children with additional needs and disabilities; and seek assurance from the integrated care board that there are robust systems in place to consider neglect by ensuring that children not brought for health appointments are regularly reviewed.

[Read practice 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 PVIs, 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 RBG Community Safety – Report suspected terrorism	020 8921 6826
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 Make a complaint 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 & Childcare	
Early Years & Childcare Childcare-support@royalgreenwich.gov.uk eyc.training@royalgreenwich.gov.uk EYC-Funding@royalgreenwich.gov.uk	020 8921 3877
Families Information Service fis@royalgreenwich.gov.uk	020 8921 6921
DBS Regional Office	
Kiranpreet Rehal DBSRegionaloutreach@dbs.gov.uk	0300 105 3081
Support, Advice, & Signposting	
NSPCC www.nspcc.org.uk	0808 800 5000
Childline www.childline.org.uk	0800 1111
Samaritans	08457 909090
Family Lives www.familylives.org.uk Parentline	0808 800 2222
Young Minds www.youngminds.org.uk Parent Helpline	0808 802 5544
NHS Information & Referrals	
CAMHS Referral Form	0203 260 5211
Oxleas Integrated Children Therapies (OT, Physio & SaLT) oxl-tr.childrenstherapies@nhs.net Referral Form	020 8836 8621 (Opt1, Opt 2)

Greenwich 0-4 Health Visiting Service bromh.greenwich0to4@nhs.net	0300 330 5777
Children with Special Educational Needs & Disabilities	
Local Offer for Children & Young People with additional needs	
Disabled Children Social Work	020 8921 2599
Disabled Children's Occupational Therapy child-occupational-therapy@royalgreenwich.gov.uk	020 8921 2982
SEND Assessment & Review Service	020 8921 8029
ASD Outreach Support Services	020 8921 3311
Early Years Inclusion Team	020 8921 3821
Sensory Team – Deaf & Vision Impaired Children	020 8921 5215
STEPS (Support Team for Education in Primary & Secondary Schools)	020 8921 8554
Educational Psychology EPS@royalgreenwich.gov.uk	020 8921 4819
Greenwich Domestic Abuse Service	
Greenwich Domestic Violence & Abuse Info_gdva@h4w.co.uk	020 8317 8273
The HER Centre info@hercentre.org and https://hercentre.org/	020 3260 7772 / 020 3260 7715