



#### What's in the November edition

- ⚙ Data Collection Survey for DFE
- ⚙ SELCE Go greener offer
- ⚙ School admissions consultation
- ⚙ Covid 19 – local information
- ⚙ 30 hours - January
- ⚙ Training programme
- ⚙ Revised EYFS Profile Handbook



Main telephone lines are not fully available but if you provide a phone number we will call you right back and speak to you in person – we are open 9am – 5pm Mon - Fri.

**Parents** [FIS@royalgreenwich.gov.uk](mailto:FIS@royalgreenwich.gov.uk)

**Providers** [Childcare-support@royalgreenwich.gov.uk](mailto:Childcare-support@royalgreenwich.gov.uk)

#### Keeping Children Safe

- ⚙ Young Parents Case Learning Review
- ⚙ Domestic Abuse
- ⚙ Reporting Low Level Concerns

**Miss a copy of the e-bulletin?** Catch up here and check out links to important information sources

📄 Control and right click on links / copy and paste into browser

[https://www.royalgreenwich.gov.uk/info/200283/nurseries\\_and\\_early\\_learning/2183/early\\_years\\_team\\_information\\_for\\_providers/2](https://www.royalgreenwich.gov.uk/info/200283/nurseries_and_early_learning/2183/early_years_team_information_for_providers/2)



**VERY IMPORTANT ACTION**

**WEDNESDAY 3 NOVEMBER**

**COMPLETE THE DATA COLLECTION SURVEY FOR THE  
DEPARTMENT FOR EDUCATION**

<https://wh.snapsurveys.com/s.asp?k=160258722722>

### **A note from the Department for Education**

The data you have provided has been central to informing the government COVID response on Early Years (EY); and has also allowed Parliament to hold the government to account in terms of EY attendance through this unprecedented period.

Unfortunately there remains a number of variables, such as progress with the vaccination programme, the spread of the virus and its impact on workforce availability, potential for new variants.

We have therefore decided to continue with the existing data collection in the autumn term, but to reduce the frequency of the collection in recognition of the feedback we've received within the consultation.

If the situation with the pandemic allows, we will then cease this data collection and move to new, less burdensome arrangements in 2022. We would equally note that, given the highly uncertain future trajectory of the virus, we may change these plans and collect data more frequently if the situation necessitates.

In October there was a reduced engagement with the survey.

You must complete the survey for November.

**<https://wh.snapsurveys.com/s.asp?k=160258722722>**

**WEDNESDAY 3 NOVEMBER BY 7PM**



**IMPORTANT ACTION FOR  
SETTINGS TO GO GREENER**

Royal Greenwich and Selce (South East London Community Energy) are collaborating to offer early years and childcare facilities additional opportunities to install new, energy and carbon-saving technologies. Creating and supporting opportunities for settings to go green is part of Greenwich's response to the Climate Emergency.

Through Selce, free surveys are available to assess whether your building might be feasible for a solar PV project, or to switch to energy-efficient LED lights. Selce are also able to access grant funding to cover part of the costs of the projects, so site visits must be completed in the next month as the deadline is the end of November.

Selce's community investors will raise the rest of the funds, so that you do not have to pay any upfront costs. Savings on your energy bills will result. You can find out more about both schemes [on Selce's website](#) (see the section for schools) but do get in touch as soon as possible if your setting is interested. Contact: [nadia@selce.org.uk](mailto:nadia@selce.org.uk)



## Current consultations



Project start date	01 November 2021
Consultation end date	10 December 2021

The Royal Borough of Greenwich is consulting on the following:

- Admission arrangements for community nursery, primary and secondary schools, including Post 16 provision for the 2023/24 academic year.
- Co-ordinated primary and secondary planned admission schemes for the 2023/24 academic year.

The consultation documents are available via the following link  
[www.royalgreenwich.gov.uk/admissionsconsultations](http://www.royalgreenwich.gov.uk/admissionsconsultations)

The proposed changes relate to:

- Post 16 provision, specifically admission limits for external applicants and the inclusion of a timetable for applications. Appendix A sets out the proposed amendments shown in bold text.
- Royal Greenwich's proposed co-ordinated admission scheme for planned admissions is based on the Pan-London system. There are some amendments to key dates, so that they do not occur on school or public holidays, or at weekends. Appendix B sets out the co-ordinated scheme with the proposed amendments shown in bold text.

Paragraph 1.7 of the School Admissions Code 2021 requires that highest priority is given to “looked after children and all previously looked after children, including those children who appear (to the admission authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted”. Royal Greenwich's arrangements have been amended to reflect this mandatory requirement.

All local authorities must establish a ‘relevant area’ for admission policy consultation and review this every two years. It is proposed that Royal Greenwich's ‘relevant area’ remains the same as the administrative area for the Council. This will provide the most efficient and effective way of fulfilling the statutory requirements for co-ordinated planned admissions and school place planning.

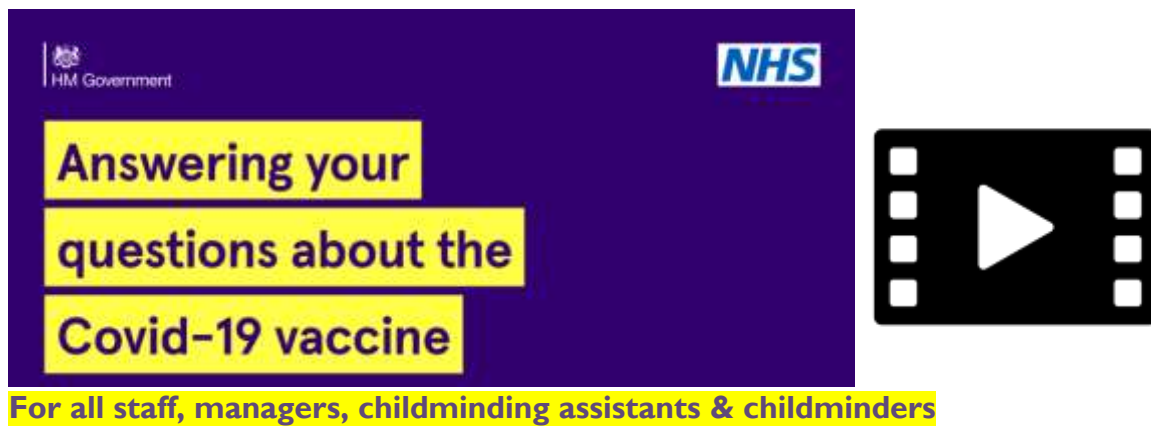
Schools are asked to share the consultation with members of their school community i.e. pupils, parents and staff. Any comments on these proposals should be sent to [school-admissions@royalgreenwich.gov.uk](mailto:school-admissions@royalgreenwich.gov.uk) with “Admissions Consultation” in the title. The deadline for responses is **noon on Friday 10 December 2021**.

We are assisting the Wingfield Primary, an own admission authority school, that is also consulting on its 2023/24 admission arrangements (link [Admissions | Wingfield](#)). All comments need to be sent directly to the school by **Thursday 2 December 2021**.

St Alfege with St Peter's CE Primary School has also launched a consultation regarding its 2023/24 admission arrangements. For further information, please contact Daisy Smith at [info@stalfegeschool.org.uk](mailto:info@stalfegeschool.org.uk)

**Jane Lawley**

Head of Service, Children's Services, Royal Borough of Greenwich  
[school-admissions@royalgreenwich.gov.uk](mailto:school-admissions@royalgreenwich.gov.uk)



For all staff, managers, childminding assistants & childminders

Watch the 50 minute Covid 19 webinar  
[www.tinyurl.com/wab3nsh6](http://www.tinyurl.com/wab3nsh6)  
Passcode: mX2#=#^88

### COVID vaccine and pregnancy lives

- Wednesday 3 November, 6.30pm - Instagram Live with Dr Surabhi
- Thursday 11 November, 6.30pm - Facebook Live with Dr Catherine

Join these 2 highly respected doctors in the field for a LIVE **Ask the Expert Q&A** on to get your questions answered around pregnancy, fertility, and the latest advice on COVID-19 vaccination for pregnant women and expectant families.

To join the session, head to

[www.instagram.com/our\\_healthier\\_sel](https://www.instagram.com/our_healthier_sel) / [www.facebook.com/nhsselondonccg](https://www.facebook.com/nhsselondonccg)

A promotional banner for two live sessions. On the left, a circular portrait of Dr Catherine is shown next to the NHS logo. Below this is a Facebook Live icon and the text 'COVID-19 vaccination and pregnancy: join our Live Q&amp;A with Dr Catherine' and '6:30pm Thursday 11 November'. On the right, a circular portrait of Dr Surabhi is shown next to the NHS logo. Below this is an Instagram Live icon and the text 'COVID-19 Vaccination and Pregnancy: Insta Live with Dr Surabhi'. At the bottom right, a pink box contains the text '@our\_healthier\_sel &gt; Wednesday 3 November, 18.30'.

## Covid 19 Responding to a Suspected /Confirmed Case

**Twice weekly LFD tests by all Staff. Child / staff member positive LFD or develops Covid-19 symptoms:**

- **High temperature**
- **New continuous cough**
- **Loss of or change to sense of smell or taste**

Staff member to wear PPE until child has left and then safely discard PPE, clean all areas affected, all in contact with child/staff to wash hands. (Follow **Cleaning of non-health care settings**)

Send child / staff member home immediately to isolate for at least **10 full days**.

If child is waiting to be collected, separate from group (room or 2m if no room) and isolate with **one** member of staff

**Child / staff member arrange to have a free PCR test**  
<https://www.gov.uk/get-coronavirus-test> or call NHS 119

**Staff – positive household member or close contact** (in or out of setting)  
 Must self isolate for 10 days unless  
 • **fully vaccinated**  
 • below the age of 18 years 6 months  
 • not able to get vaccinated for medical reasons  
 All must take **PCR test** and **daily LFD** at home each day before coming into work for 7 days

### **NEGATIVE**

Child / staff member can **return** to setting if negative + no symptoms

### **POSITIVE**

To self isolate for 10 days

**Children under 5 - close contact / positive household**  
 No self isolation if close contact in setting – look for symptoms  
 Must take **PCR test** if positive case in household

### **You must IMMEDIATELY NOTIFY**

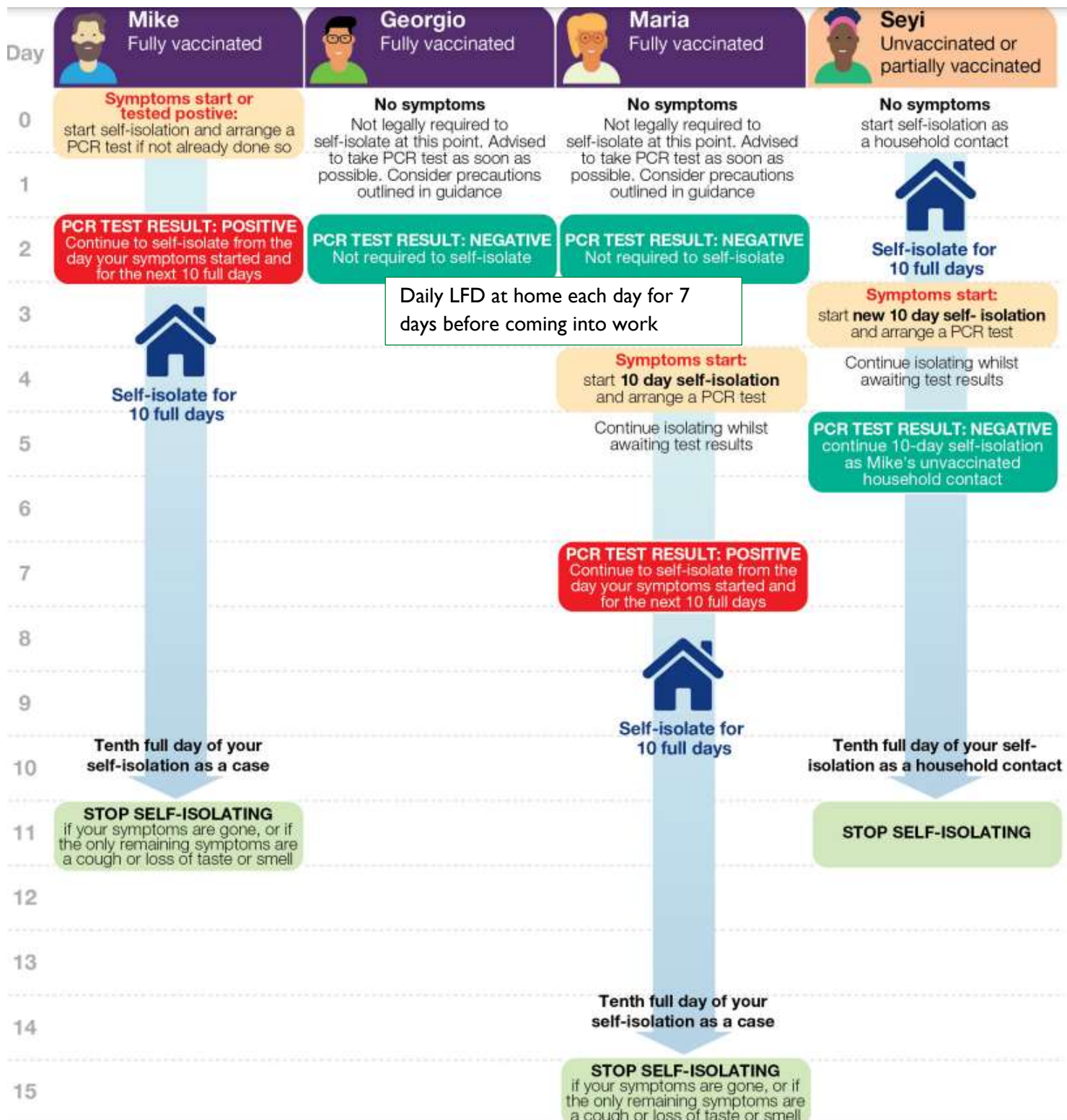
1. **DFE helpline 0800 046 8687** select Option 1 where positive result only
2. **Local Authority Early Years and Childcare and Public Health team** via notification form and for advice [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk) & [healthprotection@royalgreenwich.gov.uk](mailto:healthprotection@royalgreenwich.gov.uk)
3. **Ofsted** <https://www.report-childcare-incident.service.gov.uk/serious-incident/childcare/update-incident/>

**Managing Outbreak\* in Setting – Staff** \*Outbreak - if 3 or more cases within 14 days or overall rise in sickness absence where COVID-19 suspected

- All staff take PCR, then home test using LFD each day 7 days before you come into work
- mask wearing in all areas
- social distancing in rest rooms and outdoors
- hand hygiene and increased cleaning regime
- ventilation
- advice on car sharing (so if have to, passenger sit in back with window open and wear a mask)
- staggering breaks



In this household, Mike lives with Georgio, Maria and Seyi. Mike is the first case of COVID-19 in this household and is required to self-isolate. This illustration provides examples of when other household members would, or would not need to self-isolate.



### Self-isolate for 10 full days.

You need to self-isolate from the day the first person in your household started symptoms and for the next 10 full days. If they did not have symptoms, self-isolate from the day of their test and for the next 10 full days.

### To self-isolate means:

Do not go to work, school, or public areas and do not use public transport or taxis. Only leave your home to get to your test if you need to, observe strict social distancing advice and return immediately afterwards.

# RBG COVID-19 UPDATE

02 November 2021

Public Health Intelligence

## Local Information

**Infection rates:** London rates are increasing but remain the lowest rates regionally in England; rates in 11-16 year olds remain the highest across the country; the overall infection rate is **decreasing** across the country.

The 7-day rate for London in yesterday's data was 265/100,000 (down 8% on last week). The London borough with the highest rate is Richmond upon Thames with 491/100,000 (down 1% on last week). The lowest is Westminster with a rate of 171/100,000 (down 16% on last week).

The rate for England was 423/100,000 (down 14% on last week)

1<sup>st</sup> Nov - 7-day case rate in Greenwich was 232/100,000 (down 12% on last week)

**Positivity rates:** Our positivity rate was 6.2%. The London rate was 6.2%. These are increases on last week. The England rate was 9.6%, a decrease on last week.

(There is a known outbreak in HMP Belmarsh with significant numbers of prisoners and staff testing positive, so impacting on the total number of cases in Royal Greenwich and the positivity rate)

## **Hospitalisation and mortality:**

Hospital admissions have started to show a small increase. There were 31 patients with COVID in QEH on 2nd Nov. The mortality rate nationally has stabilised and remains low in London.

**Vaccination:** Rates for vaccination continue to increase. The national publication of data has been adjusted to take account of the new 12–15-year-olds cohort. Children are being offered vaccination in community settings during school holidays occur.

## **Key links:**

Key additional sources of data and intelligence on COVID-19:

<https://coronavirus.data.gov.uk/> - DHSC official source of data for the UK

<https://lginform.local.gov.uk/reports/view/lga-research/covid-19-case-tracker-area-quick-view-1?mod-area=E09000011> – LGA data on relative impact of COVID-19 on local authorities

<https://coronavirus.jhu.edu/map.html> - interactive map from John Hopkins University showing the progress of the pandemic across the world

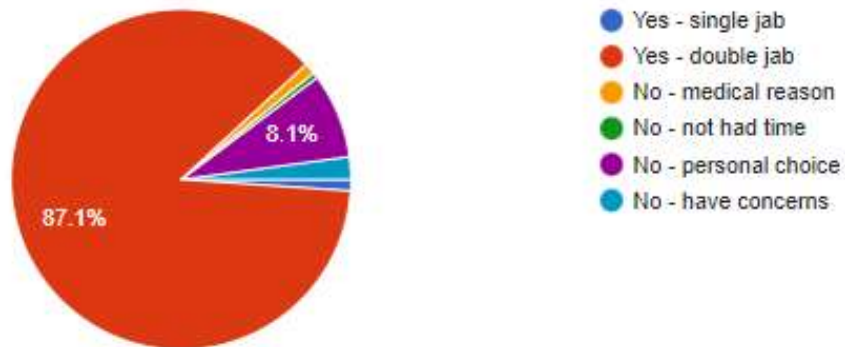


<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/actions-for-early-years-and-childcare-providers-during-the-covid-19-pandemic>

## Covid-19 Vaccinations: Early Years & Childcare Sector Sample Survey

Are you vaccinated? If no, choose reason why not

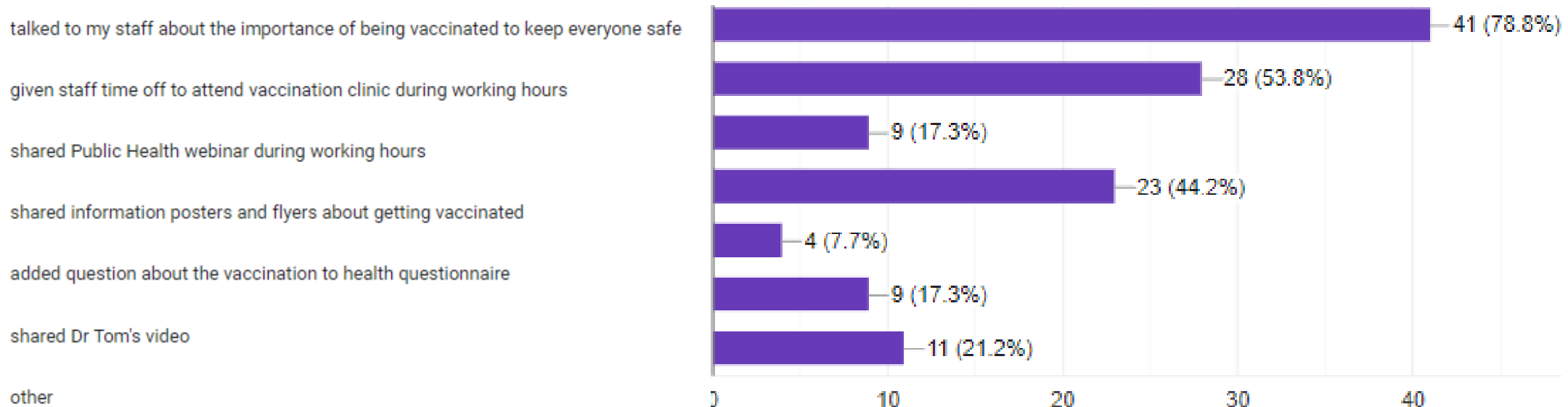
186 responses



**88% have been vaccinated** with 10% Some of the reasons for getting vaccinated

- To protect myself and others
- I got vaccinated because I wanted to be able to travel. On the day after I got the vaccine, my arm hurt, but otherwise I was fine.
- Besides a sore arm I was fine.. I wanted to protect me and my family
- My 1st jab I was unwell but 2nd jab was fine and my reason was to protect my loved ones
- I got vaccinated not only to protect myself from the virus but other vulnerable people, I was slightly nervous when getting the vaccine but I was reassured and didn't feel anything and got no side effects.

### Actions taken by senior leaders and managers to raise vaccination rate. If 75% or less, significant on immunity levels and business continuity







## 30 Hours Spring Term 2022

1. You must log into your childcare account and re-apply or reconfirm your code or go to [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)
2. You must apply for and renew your code before the end of the term and no later than **31 December 2021**
3. Take your 30 hour code and evidence of your reapplication to your usual early years setting
4. Contact Families Information Service for advice on 020 8921 6921 [fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk)
5. The local authority will need to confirm to your setting whether you are able to take up or continue your place in Spring so get or renew your code in good time



Want 30 hours childcare  
next term?

Apply for your code  
ahead of Christmas.

[childcarechoices.gov.uk](http://childcarechoices.gov.uk)



Apply for or reconfirm your 30 hour code **NOW**

If your code expired, circumstances changed or you didn't apply on time last term - you must apply or renew your 30 hour place **no later than the end of the term and definitely by 31 December 2021**



To keep your 30 hours free childcare place **you** need to check your details are up to date every 3 months. Go to [gov.uk/childcareaccount](https://gov.uk/childcareaccount)



Last chance to apply for your 30 hours code for January

[childcarechoices.gov.uk](https://childcarechoices.gov.uk)

Ask your early years setting or call Families Information Service  
[fis@royalgreenwich.gov.uk](mailto:fis@royalgreenwich.gov.uk) 020 8921 6921

## Early Years & Childcare Training Events

Area of EYFS	Training Courses and Workshops	Day	Dates	Start	End
<b>Learning &amp; Development</b>	Focus on new EYFS (L&D) PM session	Thursday	07/10/2021	14:00	16:00
<b>Healthy Early Years</b>	Parent Partnerships : Making Every Opportunity Count	Tuesday	09/11/2021	13:00	14:30
	Early Years Healthy Nutrition	Monday	15/11/2021	19:00	20:30
<b>Paediatric First Aid</b>	Paediatric First Aid – blended course	Saturday	06/11/2021	08:45	16:00
		Wednesday	17/11/2021	08:45	16:00
		Wednesday	08/12/2021	08:45	16:00
		Saturday	18/12/2021	08:45	16:00
<b>Safeguarding &amp; Welfare</b>	Domestic Abuse Awareness Training	Thursday	04/11/2021	19:00	21:00
	Intermediate Safeguarding – Level 2	Thursday	11/11/2021	13:30	16:45
	Safer Recruitment Training	Saturday	13/11/2021	09:30	12:45
	Designated Safeguarding Person – Level 3	Thursday	18/11/2021	13:30	16:45
	Managing Allegations against Staff & Childminders	Saturday	27/11/2021	09:30	12:45



The training programme offers excellent value for money and is heavily subsidised. We are able to offer further reduced rates based on a minimum number of attendees at each session. In the last term, 85 places were booked BUT were not attended or paid. The minimum notification of any cancellations/changes MUST be at least **24 working hours** in advance.

From 4 January 2022, any spaces that are booked and not attended will be charged at the full rate unless we have had 24 working hours written notice of cancellation. No further booking will be accepted until this charge is paid.

Please download free Zoom app on device of your choice

<https://zoom.us/download>

📁 Book via usual Direct Services to Schools training link below. For info

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

📁 LINK TO TRAINING HERE [Courses \(royalgreenwich.gov.uk\)](https://courses.royalgreenwich.gov.uk)

<https://servicestoschools.royalgreenwich.gov.uk/courses/pvi>



How are you and staff getting on with your training?

Have you watched all of the RBG and Foundations Years EYFS webinars yet with your staff?

Have you downloaded your copies of the super useful resources including Development Matters or Birth to 5 matters?

Have you seen the new What to Expect?

Have you seen the new EYFS Profile Handbook?

Case study

## Implementing the early years foundation stage reforms

Videos for practitioners assessing children's development at the end of the early years foundation stage (EYFS).

<https://www.gov.uk/government/case-studies/implementing-the-early-years-foundation-stage-reforms>

Department for Education (DfE) has published a small suite of videos with messages from DfE, Ofsted and early adopter schools on experiences in delivering the EYFS reforms and how they have changed their approach to delivering the EYFS, including when completing the EYFS profile assessment.

### **Chapter 1: curriculum and the EYFS Profile under the new EYFS**

A summary of the reforms and the new expectations for early years curriculum and assessment

[Curriculum and the EYFS Profile under the new EYFS](#)

### **Chapter 2: implementing the new EYFS as a school**

School leaders from early adopter schools share their experiences of the EYFS reforms and how they implemented the reforms in their school.

[Implementing the new EYFS as a school](#)

### **Chapter 3: assessment under the new EYFS**

Reception teachers from early adopter schools share how the reforms have impacted their assessment practices and what has been important in their assessments during the early adopter year.

[Assessment under the new EYFS](#)

Blogs by 2 leads from early adopter schools discussing experience of implementing the reforms to the EYFS, how they impacted on practice and share key tips based on their experience.

[Sarah Charlton Head of Early Years : https://foundationyears.org.uk/2021/10/the-revised-early-years-foundation-stage-framework-implementing-the-reforms-at-ark-priory-academy](#)

“For us, collaboration was key. So, to guide our discussions, we asked ourselves:

- What does this area of learning educational programme and ELG mean to me in my role?
- What does this look like, in practice, in my environment?



- What is currently working well with our teaching and provision in this area?
- What do we need to develop further to ensure we are providing our children with the best experience in Early Years?"

Kate Pounder Early Years Lead : <https://foundationyears.org.uk/2021/10/the-revised-early-years-foundation-stage-framework-implementing-the-reforms-at-caldicotes-primary-academy>

"So when we consider making changes to our provision, in response to changes within the EYFS framework 2021, we should focus on those areas that make the biggest difference; high-quality care, pedagogy and curriculum.

What is not necessary is worrying about devising curriculum maps, collecting masses of data, and spending unnecessary time on excessive assessment. Most children, surrounded by a high-quality enabling environment and taught a high-quality curriculum, accompanied with loving care and effective pedagogy will make good progress in all areas of their development.

So the key message here is not to panic! Think about a plan for this academic year with realistic milestones. Don't plan to change everything for at once or indeed plan to change everything at all. Build on your current practice and continue to maintain that professional dialogue with your team. Now is the time to embrace the changes set before us, move away from the rigid predecessor document of Development Matters and move towards a more current and appropriate curriculum, drawing on guidance. A curriculum that takes into consideration children's interests and enables them to enjoy, practise, repeat and become secure in their skills and knowledge."

## Early years foundation stage profile

### 2022 handbook

DfE have published 2021/22 [EYFS profile handbook](#) to provide guidance for teachers on assessing children's development at the end of reception year. As part of the EYFS reforms, DfE has streamlined all guidance on the EYFS profile into one document. The Assessment and Reporting Arrangements (ARA) will no longer be published for the EYFS profile, with all guidance and information now in the handbook.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1024319/Early\\_years\\_foundation\\_stage\\_profile\\_handbook\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024319/Early_years_foundation_stage_profile_handbook_2022.pdf)



<https://www.royalgreenwich.gov.uk/bh365>

Black History Month has been observed in the Royal Borough of Greenwich for many years, recognising the achievement and contributions of people from the African, Asian and Caribbean diaspora. In support of the Black Lives Matter movement and BH365, we want to provide a series of cultural events throughout the entire year to connect our diverse communities and celebrate our Black residents' heritage.

We understand that it's not enough to celebrate Black history in just one month of the year. Therefore we created a new BH365 grant programme to support arts and community groups to bid for funding to produce a wide range of activities and events throughout the calendar year. The aim of the grant programme is to:

- support organisations and groups to create a range of culturally engaging performances, activities and events that highlight our black communities
- deepen our understanding of black history and the role of people from the African, Asian and Caribbean diaspora have had in shaping Royal Greenwich and the UK

### **Celebrating parenting across the African and Caribbean Diaspora - Parent Power Education**

April 2022

Celebrating parenting across the African and Caribbean diaspora This project is about both understanding and positively promoting healthy black parenting, incorporating British values for better community cohesion. Through the use of creative arts, the project will celebrate parenting culture, history and narratives within the Black community. In working with parents, we will enhance the life chances of the next generation, focusing on highlighting positive, culturally specific parenting practices that link to resilience and the intergenerational transmission of positive values. With the importance of needing our history, we will celebrate how diverse narratives add to everyone's competencies.

# COPING WITH RACIAL TRAUMA



## What is Racial Trauma?

Racial trauma is the result of experiencing and witnessing racial stressors including racism, discrimination and violence against people of colour.

## What are the effects of Racial Trauma?

These acts of racism and discrimination create an environment in which a person of colour feels unsafe and vulnerable in their community simply for existing in their own skin.



## Health implications of Racial Trauma:

- Chronic stress
- Anxiety
- Depression
- Hypervigilance
- Can parallel PTSD
- Hypertension

## How to fight against Racial Trauma:



### Protect and Process

- Avoid triggers and set boundaries
- Talk to like-minded friends/family
- Recognise symptoms (e.g. anxiety, anger)

### Practice Self Care

- Engage in behavioural coping (e.g. exercise, deep breathing, body scanning)
- Use cognitive skills (e.g. mediation)

### Protest

- Peacefully protest, organise a group of like-minded peers, sign petitions etc.

### Engage in Activism

- Encourage anti-racist education
- Support anti-racist organisations
- Support leaders who promote anti-racist movements



# CHILDREN ARE NEVER TOO YOUNG TO TALK ABOUT RACE



0

At three months, babies look more at faces that match the race of their caregivers.  
(Kelly et al. 2005)



1

Children as young as two years use race to reason about people's behaviours.  
(Hirschfeld, 2008)



2

By 30 months, most children use race to choose playmates.  
(Katz & Kofkin, 1997)



3

4

Expressions of racial prejudice often peak at ages four and five.  
(Aboud, 2008)



5

By five, white children are strongly biased in favour of whiteness, (Dunham et al, 2008) and have learned to associate some groups with higher status than others.  
(Kinszler, 2016)



6+

Explicit conversations with 5-7 year olds about interracial friendships can dramatically improve their racial attitudes.  
(Bronson & Merryman, 2009)

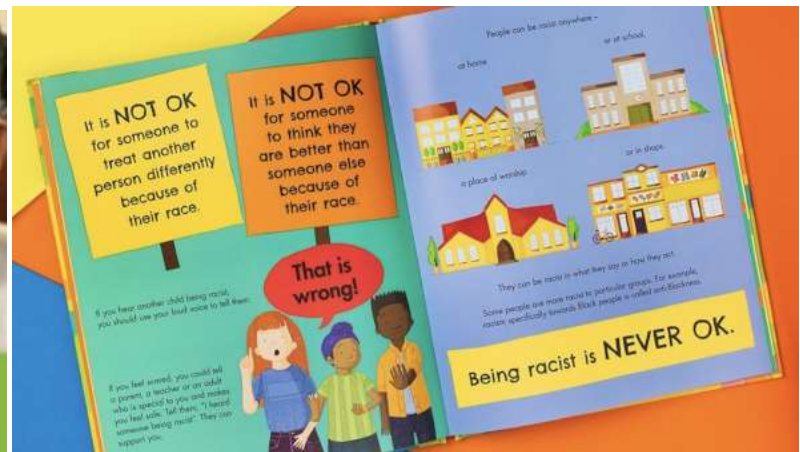


@sylviaaduckworth

Source: [childrenscommunityschool.org](http://childrenscommunityschool.org)



Laura Henry-Allain on Children & Anti-Racism





# MY SKIN YOUR SKIN

Pointers for  
Parents/Carers



As a parent,  
start with yourself.

What are your  
thoughts and feelings  
on racism?



Children experience racism  
even in their Early Years  
and so it's important to  
discuss race, racism and  
empowerment  
with your child.



You know your child  
best, discuss with them  
in a way that supports  
their age, stage  
and ability.



Use **My Skin, Your Skin**  
as a starting  
point for your  
discussions.



Build on the toys and  
play resources your child  
has and make sure that  
they are free from  
stereotypes,  
and they do, indeed,  
empower children.



## 2021 Comprehensive Spending Review



On 27 October, the Chancellor delivered his Budget and the outcome of the 2021 Spending Review. The Department for Education (DfE) want to draw your attention to the following key announcements:

- Government are investing additional funding for the early years entitlements worth £160m in 2022-23, £180m in 2023-24 and £170m in 2024-25. This is for local authorities to increase hourly rates paid to childcare providers for the government's childcare entitlement offers and reflects the costs of inflation and national living wage increases.
- £500 million over the next three years to transform 'Start for Life' and family help services in half of the council areas across England. This will fund a network of Family Hubs, Start for Life services, perinatal mental health support, breastfeeding services, and parenting programmes.

Over £200 million a year for the continuation of the holiday activities and food programme, providing enriching activities and healthy meals for disadvantaged children during school holidays. Information on the current programme (HAF 2021) is available [here](#)



### Early Years Recovery

As set out in the [DfE press notice](#), the government is investing £153 million to build a stronger, more expert workforce in the early years sector. This was previously announced as part of the £1.4 billion commitment made on 2 June 2021. You can find a factsheet detailing how that £153 million will be invested [here](#).

### Factsheet: Early Years Recovery Package

[Read the factsheet](#)

#### The Early Years Education Recovery Programme will:

- o Deliver a universal training offer, together with targeted support to leaders and practitioners, to create a more sustainable, self-supporting system;

- o Strengthen specialist expertise and leadership in the sector by boosting skills to develop children's early language and maths, as well as their personal and social development;

- o Improve the capacity of the early years workforce to support children with special educational needs; and

- o Train practitioners to support parents with home learning, which is one of the biggest drivers of early outcomes and future attainment.

### **Early Years Education Recovery Programme delivery:**

1. **Stronger Practice programme**, comprising three elements –

- a. New, **universally accessible online training** to upskill practitioners and improve their knowledge of child development, so they are better able to support the development of children in their care.

- b. For those settings in need of most support, access to **mentoring** support for early years practitioners to help strengthen children's learning and development, along with bespoke whole-setting and leadership support, again targeted at settings most in need.

- c. **EY innovation** programme to provide opportunities for settings to explore innovative practice, help grow the evidence base and facilitate cross-sector sharing.

2. An expansion of the **Professional Development Programme** for frontline practitioners, to provide national coverage.

3. A **review of Level 3 qualifications**, leading towards a reformed, evidence-based L3 qualification.

4. An expansion of training to increase the number of staff in group-based providers, and childminders, with an **accredited Level 3 SENCO** qualification. This will lead to better identification of SEND, and better support for children with SEND.

5. Substantially expanded numbers of places for **initial teacher training in EY**, to increase the supply of qualified graduates to the sector.

6. Programmes to train early years practitioners to support parents with **home learning**, giving priority to families that would benefit the most. These include intensive home visiting programmes and group-based interventions, proven by trials to improve children's early language and social and emotional development.

# National Minimum Wage and National Living Wage rates

<https://www.gov.uk/national-minimum-wage-rates>

These rates are for the National Living Wage (for those aged 23 and over) and the National Minimum Wage (for those of at least school leaving age). The rates change on 1 April every year.

	23 and over	21 to 22	18 to 20	Under 18	Apprentice
April 2021 (current rate)	£8.91	£8.36	£6.56	£4.62	£4.30
April 2022	£9.50	£9.18	£6.83	£4.81	£4.81

## Apprentices

[Apprentices](#) are entitled to the apprentice rate if they're either:

- aged under 19
- aged 19 or over and in the first year of their apprenticeship

### Example

An apprentice aged 21 in the first year of their apprenticeship is entitled to a minimum hourly rate of £4.30.

Apprentices are entitled to the minimum wage for their age if they both:

- are aged 19 or over
- have completed the first year of their apprenticeship

### Example

An apprentice aged 21 who has completed the first year of their apprenticeship is entitled to a minimum hourly rate of £8.36.



# National Professional Qualification (NPQ): Early Years Leadership Framework

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1024896/National\\_Professional\\_Qualification\\_for\\_Early\\_Years\\_Leadership.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1024896/National_Professional_Qualification_for_Early_Years_Leadership.pdf)

The Department for Education has [announced](#) its reformed National Professional Qualifications in England which includes a new qualification in Early Years Leadership (NPQEYL) available from autumn 2022.

The new NPQ in Early Years Leadership has been developed for all early years practitioners in England who are qualified to Level 3 or higher, including registered childminders, with leadership responsibilities e.g. employ an assistant.

It will provide training and support to develop or improve the skills and capabilities needed to lead an early years setting and work with colleagues to ensure the needs of all the children at that setting are met. You can read the full framework for this qualification [here](#) and further information on eligibility can be found [here](#).

It is highly recommended that you read the document as it can be useful tool for reviewing where your setting leadership is at already.

One – Culture

Two – Child Development, Curriculum and Assessment

Three – Additional and Special Educational Needs and Disabilities

Four – Professional Development

Five – Organisational Management

Six – Implementation

Seven – Working in Partnership



## An Inspector Calls

Press release

# Ofsted calls for stronger oversight of early years multiple providers and social care groups

Ofsted has published two research reports looking at early years multiple providers and providers that own more than one children's home.

<https://www.gov.uk/government/news/ofsted-calls-for-stronger-oversight-of-early-years-multiple-providers-and-social-care-groups>

## Early years multiple providers

Ofsted's early years research looks at how multiple providers influence the education and care given at their nurseries. Researchers found that this happens in several ways, including through:

- setting the curriculum intent and influencing its implementation and impact
- developing, reviewing and controlling policies
- regular visits to nurseries to monitor and inspect practice and the implementation of policies
- monitoring and oversight of ongoing incidents in individual nurseries
- deploying staff between nurseries to observe perceived good practice.

The report recommends that Ofsted's oversight of multiple providers should evolve in a similar way to that of multi-academy trusts (MATs) in the schools sector, where summary evaluations look at the extent to which a MAT is delivering high-quality education and improving outcomes for pupils.

Yvette Stanley, Ofsted's National Director for Regulation and Social Care, said:

*"Stronger oversight of large providers is vital if we are to make sure children are getting the best deal. Current legislation is outdated and doesn't reflect the early years and social care sectors as they operate today. The upcoming review into children's social care could be a real opportunity to reform this legislation."*

*"Our research shows that these large providers have a significant impact on their individual nurseries and children's homes, and ultimately the education and care that children receive. As Ofsted can only inspect individual settings, we are missing an important part of the picture."*



Research and analysis

## How early years multiple providers work

Published 28 October 2021

<https://www.gov.uk/government/publications/how-early-years-multiple-providers-work/how-early-years-multiple-providers-work>

### Contents

1. [Executive summary](#)
2. [Introduction](#)
3. [Findings](#)
4. [Implications for Ofsted's policy and practice](#)

The number of Ofsted-registered providers that own 2 or more individual childcare settings, such as nurseries and pre-schools, has grown. Ofsted refers to these as multiple providers. Fifty per cent of all settings that provide childcare on non-domestic premises are owned by a multiple provider.

“Developing a greater understanding of multiple providers allows us to reflect on our current oversight, as a regulator, of these. It helps us to assess how well our current policy and practice can hold different levels of leadership and management accountable for the quality and standards of early years provision. At the current time, we do not have the powers to inspect or report on multiple providers at provider level. We only inspect individual childcare settings.”

**Table 1: Size and number of multiple providers**

Number of settings owned by multiple provider	Number of multiple providers
2 to 10	3,515
11 to 20	69
21 to 50	35
51 to 80	5
81 to 110	1
110+	3

## **Sector Guidance Quick Links**

For information, links to the published guidance are provided below:

### **Actions for Early Years & Childcare during Coronavirus**

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19)

[Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\) www.gov.uk\)](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19)

[Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19)

[Coronavirus \(COVID-19\): financial support for education, early years and children's social care - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19)

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19>

### **New EYFS 2021**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

### **Development Matters**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1004234/Development\\_Matters\\_Non-statutory\\_Curriculum\\_Guidance\\_Revised\\_July\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1004234/Development_Matters_Non-statutory_Curriculum_Guidance_Revised_July_2021.pdf)

### **Birth to 5 Matters**

<https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

### **What to Expect**

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/what-to-expect-in-the-eyfs-complete-final-16.09-compressed.pdf)

### **Ofsted Education Inspection Framework**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)

### **Early Years Inspection Handbook**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/828465/Early\\_years\\_inspection\\_handbook.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828465/Early_years_inspection_handbook.pdf)

<https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-need-to-know-about-early-years-providers-schools-and-colleges-during-covid-19>



## Collection

# Study of early education and development (SEED)

Research about the current childcare and early education model in England.

<https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>

The study of early education and development (SEED) evaluates the:

- effect of early education on children's outcomes
- quality of provision
- value for money of providing funded early years education

Data from the first 3 waves of the survey is available from the UK Data Service:

- [SEED wave 1 data \(2 year olds\)](#)
- [SEED wave 2 data \(3 year olds\)](#)
- [SEED wave 3 data \(4 year olds\)](#)

Reports recently published

- [Early education use and child outcomes up to age 7](#)
- [Early education and development: alternative quality scales](#)
- [Early education and development: Coronavirus \(COVID-19\) study](#)
- [Early education and outcomes to age 5](#)

## Research and analysis

# Early education and development: Coronavirus (COVID-19) study

Research on the experiences of children and parents from the study of early education and development (SEED) longitudinal study during the COVID-19 pandemic.

Published 29 October 2021

<https://www.gov.uk/government/publications/early-education-and-development-coronavirus-covid-19-study>

This research is part of the longitudinal study of early education and development (SEED). The report explores:

- children's schooling during the COVID-19 related restrictions from March to October 2020, including school attendance, remote education and additional tuition
- children's health, special educational needs, health behaviours and socialisation and parents' mental health during the pandemic
- the changes in children's socio-emotional development since the age of 4 years old and explores how these relate to their educational experiences, the early years home environment, parenting styles, and specific experiences during the COVID-19 pandemic
- the degree of closeness in child-parent relationships during the pandemic

Direct link to the report:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1030051/SEED\\_2020\\_Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1030051/SEED_2020_Report.pdf)

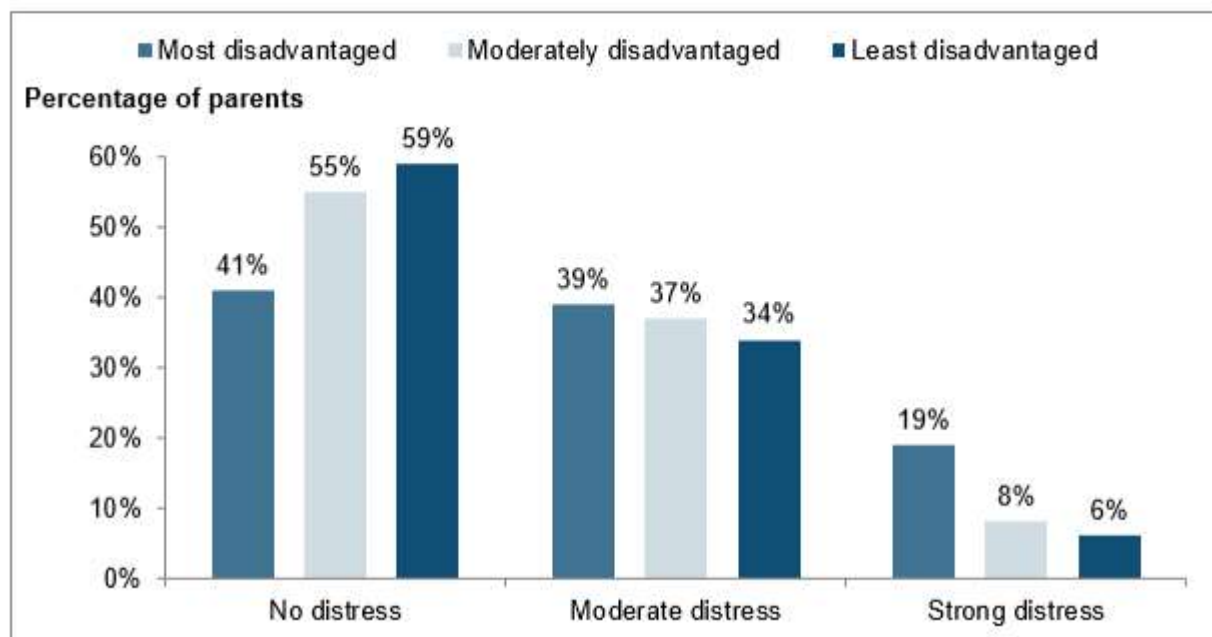
The Study of Early Education and Development (SEED) is a major longitudinal study following nearly 6,000 children from across England from age 2. SEED so far has included six waves of data collection. This report presents findings from Wave 5 of SEED, with data collection in September-October 2020. The issued sample size at Wave 5 was 3,647 families. The number of completed interviews was 1,825, which represents a response rate of 50%.

### Health, mental health and health behaviours

- Parents of 34% of children in the study reported that their children exercised every day, 29% exercised on 4-6 days per week, 34% exercised 1-3 days per week and 3% never exercised. There was no evidence of a link between exercise and disadvantage but children with SEN were significantly more likely to "never" exercise (10%, compared with 2% of children without SEN).
- Most children had a regular bedtime (50% of parents said "usually" and 40% said "always"). This behaviour did not vary by disadvantage or SEN status.

- One in four (24%) households included someone who had experienced COVID-19 symptoms since the beginning of the pandemic. Less than half of those (44%) sought medical attention for their symptoms. The prevalence of COVID-19 symptoms did not vary significantly by disadvantage or SEN status. However, households where the SEED child had SEN were more likely to seek medical attention than those where the child did not have SEN. One in ten households (11%) contained an individual who was considered to be clinically vulnerable and had been advised to shield by the NHS. Two per cent of children participating in the SEED study were asked to shield. Being asked to shield was strongly associated with disadvantage and having special educational needs.
- Most children (72%) saw family members who did not live with them, or spoke with them on video, at least once a week. Most children (63%) also spent time with their friends at least once a week in September-October 2020. Children with SEN were less likely to see their family or friends than children without SEN.
- One in ten parents (10%) could be categorised as experiencing “strong distress”, and one in three (36%) were experiencing “moderate distress”, using the Kessler 6 distress scale. Parents from the most disadvantaged families and those whose children had SEN were more likely to have been experiencing mental distress.

**Figure 2: Parental distress in September-October 2020, by disadvantage**



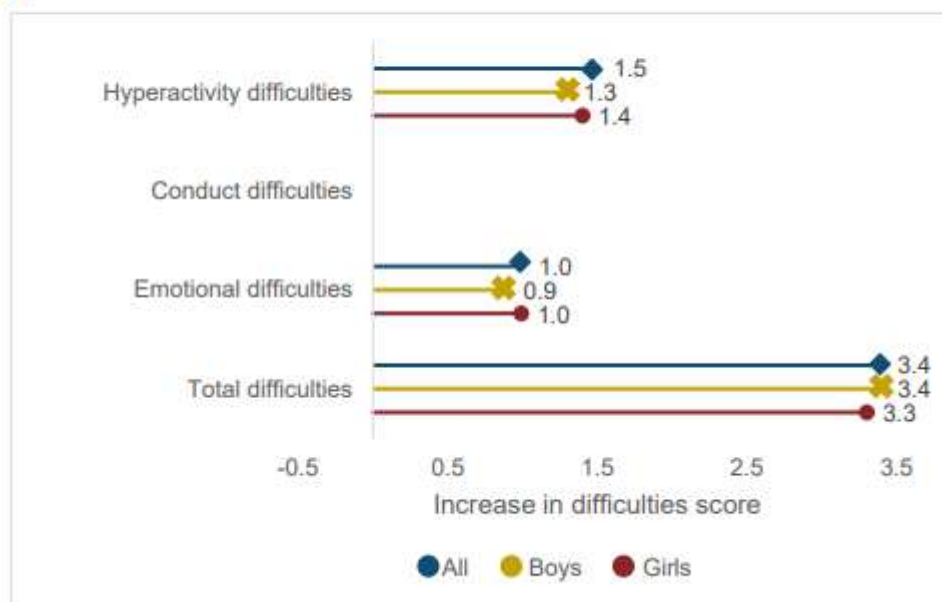
### Changes in children’s socio-emotional development

- The socio-emotional wellbeing of children in the SEED study, as measured through parents’ responses to the Strengths and Difficulties Questionnaire (SDQ), deteriorated between the ages of 4 and 8-10 years old. This is in line with previous research that has found that socio-emotional difficulties increase as children grow up.
- The relationship between socio-emotional difficulties and parenting styles and parents’ warmth towards their children had weakened between the ages of 4 and 8-10 years old.

- Gender differences in socio-emotional difficulties present at age 4 had widened by ages 8-10 years. Boys continued to report higher levels of total socio-emotional and hyperactivity difficulties than girls and were more likely to report conduct difficulties by ages 8-10.
- Increases in socio-emotional difficulties were significantly higher between the ages of 4 and 8-10 for children with special educational needs. The growth of the SEN gap was most acute for hyperactivity and emotional difficulties; children with SEN experienced, on average, a 3.4 point greater increase in total difficulties, a 1 point greater increase in emotional difficulties and a 1.5 point greater increase in hyperactivity difficulties than those with no SEN over this time period.

Figure 3: Estimated increases in socio-emotional difficulties scores associated with having special educational needs (significant coefficients from fixed effects models only)

**Figure 3: Estimated increases in socio-emotional difficulties scores associated with having special educational needs (significant coefficients from fixed effects models only)**



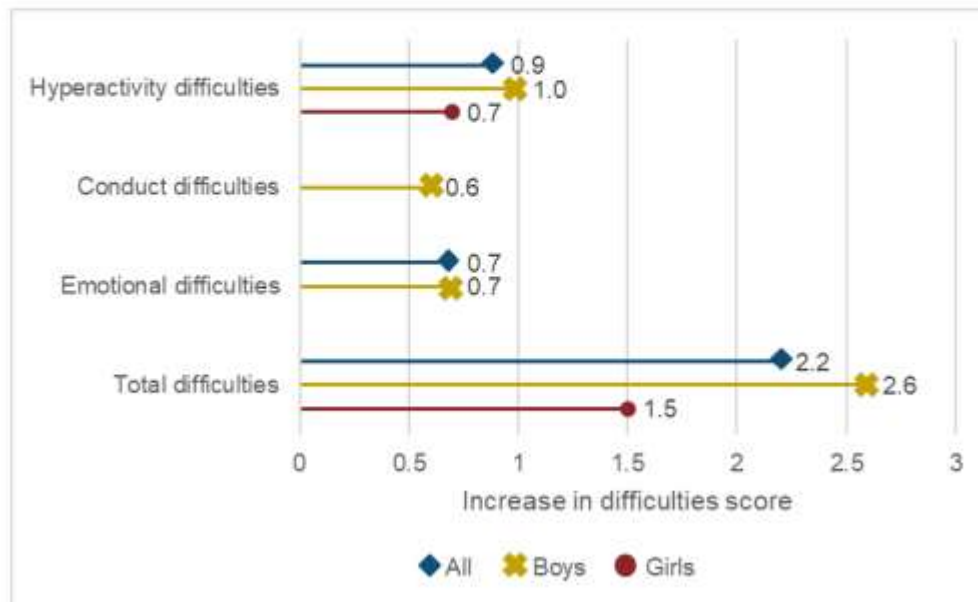
Recent experience of household disruption and parental mental distress at age 8- 10 were both associated with increases from age 4 in emotional, hyperactivity and conduct difficulties as well as total difficulties.

- Having a regular bedtime and seeing friends more often during the pandemic were generally associated with lower increases in socio-emotional difficulties, particularly so for girls. For boys, not attending school in person while having no quiet place to study at home was a significant predictor of an increase in total socio-emotional difficulties and emotional difficulties scores.
- Children's educational attainment was significantly associated with their socioemotional development between the ages of 4 and 8-10 years old. In particular, children who were classified as having recent low attainment – those who had met the expected level when they were 5 years old (in the Early Years Foundation Stage Profile) but not the expected levels in English and maths when they were 7 years old (in Key Stage 1 testing) – experienced a significantly greater deterioration in their socio-emotional development than those who met both levels; children with recent low attainment experienced, on average, a 2.2 point greater increase in total difficulties, a 0.7 point greater increase in emotional difficulties and a 0.9 point



- greater increase in hyperactivity difficulties than those who met expected levels at both EYFSP and KSI.

**Figure 4: Estimated increases in socio-emotional difficulties scores associated with recent low attainment compared to consistently achieving expected level of attainment (significant coefficients from fixed effects models only)**



### Closeness in relationships between parents and children

The **Home Learning Environment (HLE)** measure covers parent-child activities such as reading, sports, numeracy and literacy, music, and drawing. The total HLE score reflects the occurrence and frequency of parents engaging their children in these activities. Children who lived in households with richer home learning environment at age 4 were significantly more likely to have higher closeness with their parents in the COVID-19 wave

- Levels of parent-child closeness were very high across the SEED sample at ages 8-10 years old. Parents of girls in the SEED sample reported higher levels of closeness than parents of boys.
- Multiple measures of a child's home environment in their early years (between the ages of 3 and 4 years old) were significantly associated with parent-child closeness when children were 8-10 years old, even when controlling for child and family level characteristics. A more authoritative parenting style and parental feelings of warmth towards their child were consistently associated with greater parent-child closeness.
- Household disruption – particularly during the COVID-19 pandemic – also appeared to have a significant relationship with parent-child closeness. Parents living in households with high levels of chaos during the COVID-19 pandemic reported lower levels of closeness with their child.
- COVID-19-related factors were more clearly associated with parent-child closeness in models estimated for boys than in models for girls. For boys, regularly seeing their family outside of the household and living in a household that was experiencing financial difficulties during the COVID-19 pandemic were both associated with lower levels of closeness.

# Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to age seven years

## Research Report

October 2021

Edward Melhuish – University of Oxford

Julian Gardiner – University of Oxford



Government  
Social Research

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1029529/SEED\\_Age\\_7\\_Impact\\_Report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1029529/SEED_Age_7_Impact_Report.pdf)

### Introduction

Several decades of research have indicated that early childhood education and care (ECEC) can have a positive effect on the educational, cognitive, behavioural and social outcomes of children, in both the short and long term, particularly if it was of good quality.

### Key points

- Attending higher quality Early Childhood Education and Care (ECEC) in nursery classes, nursery schools or playgroups between ages 2 and 4 was associated with better academic results for Key Stage 1 Maths, Key Stage 1 Science and for a combined Key Stage 1 English and Maths outcome during school Year 2.
- Children from the 40% most disadvantaged families who started using at least 10 hours per week ECEC before age 2 in nursery classes / schools, playgroups or with childminders, and who went on to attend for at least 20 hours per week between age 2 and the start of school, had better outcomes on Key Stage 1 Reading, Writing and Science and on the Phonics check than children who had never attended such childcare for 10 or more hours per week.
- The amount of Early Childhood Education and Care (ECEC) that children attended between age 2 and the start of school was not associated with children's Key Stage 1 academic outcomes or the result of the school Year 1 Phonics check. Please note that only 19 children in the sample (0.5%) had no ECEC before

the start of school (see Appendix C), therefore the models presented in the analyses assess the effects associated with variation in amount of ECEC, they do not assess the effect of receiving ECEC or not.

- Higher Home Learning Environment scores were associated with children performing better on all Key Stage 1 outcomes and on the Phonics check.
- Higher Permissive Parenting scores were associated with poorer child performance on the Key Stage 1 outcomes.
- Higher Parental Limit Setting scores were associated with better outcomes for Key Stage 1 Reading, Maths and Science.
- Higher Warmth in the parent / child relationship was associated with better child outcomes for KS1 Reading, Maths and Science and on the Phonics check.

## **Conclusions**

The SEED study has investigated the influence of ECEC upon children's development following a period of substantial change in the UK policy landscape for ECEC. This report focuses on children's academic outcomes in school years 1 and 2.

Attending better quality ECEC was associated with better child outcomes. Additionally, an early start to formal ECEC combined with a higher amount of formal ECEC use was associated with better child outcomes for disadvantaged children only.

The home environment proved to be a powerful and consistent influence upon children's outcomes, including the home learning environment, the quality of the parent/child relationship and parental limit setting.

Children's characteristics were influential in that girls did better than boys and children's age in the school year had a substantial effect, with older children doing better. Family characteristics were also important, particularly parental education, with socio-economic status, income and being in a working household all being linked to children's development.

The overall effects for child development associated with differences in ECEC experience found in SEED are somewhat less than those reported in the earlier substantial study, the Effective Pre-school, Primary & Secondary Education (EPPSE). These differences reflect the changes in the ECEC landscape in the UK that have occurred over the last two decades. Compared with twenty years ago, now almost all children attend early childhood education, and the quality of ECEC has improved substantially (Melhuish 2016; Melhuish & Gardiner, 2019), largely through the reduction in the extent of poor quality ECEC, which was more prevalent in earlier decades. Hence, there has been a levelling up in the ECEC experiences of children across the socio-economic spectrum, with less variation in amount, or quality, of ECEC experiences across the population. This can be regarded as a "good news" story as the situation for children now is substantially better than it was at the end of the twentieth century. It is noteworthy that the policy changes leading to these benefits were driven by ground-breaking UK research, which has come to be recognised across the world.

Overall, there is much of interest to policy-makers, practitioners and parents in the results deriving from the SEED study.

# **Study of Early Education and Development (SEED): Developing alternative quality scales for Early Childhood Education and Care (ECEC) using exploratory analysis.**

## **Research Brief**

**October 2021**

**Edward Melhuish – University of Oxford**

**Julian Gardiner – University of Oxford**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1029981/SEED\\_Quality\\_Analyses\\_Research\\_Brief.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1029981/SEED_Quality_Analyses_Research_Brief.pdf)

As part of the SEED study, the quality of 598 Early Childhood Education and Care (ECEC) settings which children in the SEED study attended at age 3 was assessed.

- These childcare settings were assessed using three well-established quality scales; the Early Childhood Environment Rating Scale – Revised (ECERS-R), the Early Childhood Environment Rating Scale – Extended (ECERS-E) and the Sustained Shared Thinking and Emotional Well-being scale (SSTEWS). This entailed collecting data on 56 individual quality items

This report aims to use exploratory analyses to answer the following two questions:

- o Do the ECERS-R, ECERS-E and SSTEWS scales provide the best predictors of children's cognitive and self-regulation development that can be derived from the underlying quality data?
- o Could effective predictors of the effects of ECEC quality on children's development be derived from a smaller collection of individual quality items?





The Association  
for Child and Adolescent  
Mental Health



<https://www.acamh.org/the-bridge/>

The Bridge, ACAMH's Magazine, shares the latest clinically relevant child and adolescent mental health research, best practice, and policy. We publish accessible, interesting, and useful articles to inform our readers' work with young people, bridging the gap between expert evidence and current practice.

<https://www.acamh.org/learning/>

**Addiction & Substance Use**

**Anxiety disorders**

**Attachment**

**Autism spectrum disorder (ASD)**

**Attention-deficit / hyperactivity  
disorder (ADHD)**

**CAMHS (Child and Adolescent Mental  
Health Services)**

**Cognitive training**

**Depression**

**Digital Interventions**

**Developmental Language Disorder**

**Eating disorders**

**Intellectual Disabilities**

**Obsessive Compulsive Disorder (OCD)**

**Parenting**

**Psychotherapies**

**School-based interventions**

**Self-harm & Suicide**

**Sleep**

**Tourette Syndrome**

**Trauma**



[https://assets.ctfassets.net/x5smfsttuzm/5EhAMrHAJkvilDgs7TR3eO/71bc78945f373c89b9d47ba2bc10dc4c/KSI\\_Cup26\\_Teachers\\_Pack.pptx-2.pdf](https://assets.ctfassets.net/x5smfsttuzm/5EhAMrHAJkvilDgs7TR3eO/71bc78945f373c89b9d47ba2bc10dc4c/KSI_Cup26_Teachers_Pack.pptx-2.pdf)



### **Learn: Presentation and Mini Climate Summit**

- [Our Climate Our Future: A Global Schools' Guide to COP26](#)
- [COP26 Lesson PowerPoint: Our Climate Our Future](#)
- [Discussion Cards](#)
- [Climate Change Fact Sheets](#)
- [Letters to our Leaders Writing Template](#)
- [COP26 Video Library](#)
- [COP26 Glossary](#)

### **Act: Climate Action Planning Workshop**

- [COP26 Climate Action Workshop Presentation](#)
- [Action Plan: School Promise to the Planet](#)

### **Share: Forest of Promises**

- [Forest of Promises activity](#)
- [Watch our Forest of Promises video](#)
- [Leaf template](#)

# COP26

## Our Climate, Our Future



### TOGETHER FOR OUR PLANET

### What Is COP26?

COP26 will be the time when people from all over the world come together to talk about slowing down climate change.



### What Is Climate Change?

**Climate change happens when weather changes all over the world.**

For a long time now, the world's weather has been changing much too quickly. Plants and animals in forests, seas and lots of other places are feeling these changes.

### Who Is Making Climate Change Happen?

People have been doing things for years that are making the planet too warm too fast.

One of these things is letting gases go up into the Earth's air. These gases trap heat and make the Earth warmer. They are called greenhouse gases.

Climate change is important in lots of ways:



**Farms and Food**



**Seas and Oceans**



**Forests**



**Energy and Fuel**



## Who Can Feel Climate Change?

Every plant and animal might notice climate change. Some people are feeling it more, like farmers living in poor countries and often people who have done little to cause it.



## Farms and Food

Farms take up space on land that used to be forests and home to animals. Some farms use sprays on crops that can harm insects and make greenhouse gases. Moving food across the planet on ships, planes and lorries also makes greenhouse gases.

People need to let less greenhouse gases into the air and look after the land so animals and plants have places to live.



© Michel Gauthier / WWF



## Seas and Oceans

The water and the air above it are getting warmer. Ice in the north and south poles is melting so the level of the sea is rising.

Humans are fishing more and taking too many fish and other animals from the water. Noise from ships and mines as well as litter in the water are harming animals too. People must agree to protect the oceans and the animals in them.



© Wim van Passel / WWF





## Forests

Many trees in forests have been cut down to clear the land for farming, roads and railways, and to make wood. Lots of animals and plants have lost the places where they normally live (their habitats).

People need to stop cutting down so many trees to keep forests alive. Farmers can grow crops on land that still has trees and wood can still be produced in ways that keep forests safe.



© Shutterstock / Rich Carey / WWF-Sweden



## Energy and Fuel

Many things that people use need energy to work, such as transport (cars, lorries, ships and planes) and heat for our homes. For a long time, people have used coal, oil and gas (fossil fuels) to make energy but this puts greenhouse gases into the air.

People need to use more clean energy instead of fossil fuels, like wind power and the people in charge need to help everybody on Earth to get ready for this type of change.



© WWF / Yuseidi Joepoet

# The Anxiety and Grief of the Ecological Crisis

## [The Anxiety and Grief of the Ecological Crisis - ACAMH](#)

The Association for Child and Adolescent Mental Health (ACAMH) has released a podcast discussing ecoanxiety among children and young people. The podcast defines 'ecoaanxiety' and 'ecological grief' in children and young people, and how these can manifest, and outlines ways in which parents and carers can support their children.



## Together for Our Planet

<https://www.tnlcommunityfund.org.uk/funding/programmes/together-for-our-planet>

In November 2021, the UK will host the 26th UN Climate Change Conference of the Parties (COP26) in Glasgow. The UK Government's Together for Our Planet initiative has been created to engage people with COP26 and inspire positive climate action. National Lottery funding will support this by helping communities to take action on climate change.

Building on interest and excitement for this international conference, it is hoped to nurture and develop local ideas through this funding, supporting a legacy of ongoing climate action projects in hundreds of communities across the UK. The National Lottery are offering from £1,000 to £10,000 funding to take action on climate change. You do not need to be an expert in any of these areas to apply. They are particularly interested to hear from people starting to think about taking action on climate change in their own communities.

Projects should reflect what matters to your community and can be small in scale. They could cover an area like:

- food
- transport
- energy
- waste and consumption
- the natural environment

Suitable for voluntary or community organisations

Funding size £1,000 to £10,000

Application deadline 5pm on 18 November 2021

# ROAD SAFETY WEEK

by  Brake, the road safety charity

**15-21 November 2021**



Everyone can be a road safety hero. Road Safety Week 2021 celebrates the professionals who are working to make roads safer for everyone – from designing safer roads to caring for people after a crash. It also enables everyone who uses roads to understand how they can take responsibility for their own safety and the safety of others.

<https://www.brake.org.uk/road>

<https://www.brake.org.uk/road-safety-week/take-part>



Everyone who registers for Road Safety Week 2021 can access a free action pack, full of ideas and resources to help you take part <https://www.brake.org.uk/road-safety-week/action-pack>





## Parents and Carers – Road Safety Heroes

If you're the parent or carer of young children, here are some ways you can help keep them safe:

- Hold hands with them when walking near roads
- Always cross roads at safe places
- Ride with children on safe paths away from traffic
- Make sure children wear a cycle helmet to protect their head if they fall off
- Make sure a child is sitting in a well-fitted, appropriately sized child seat if travelling by car.

If you're the parent or carer of older children, you can set a good example by driving at safe and appropriate speeds and never using a phone while driving.

Always wear a seat belt and never drive after drinking or taking drugs.

All parents and carers can help children and young people use roads safely and choose active ways to travel or public transport where possible





**Highly recommended free online training**

<https://www.anaphylaxis.org.uk/information-training/allergywise-training/>

### Introduction

- |  |       |
|--|-------|
| ≡ Welcome to AllergyWise for parents and carers of pre-school children   | START |
| ≡ Introduction for parents of pre-school children: Professor John Warner | START |
| ≡ Using the online course  | START |
| ≡ What will I learn on this course?                                      | START |
| ≡ Glossary of terms  | START |

### Anaphylactic reactions - what's going on?

- |   |       |
|---|-------|
| ≡ Allergic reaction                         | START |
| ≡ What happens in an anaphylactic reaction? | START |
| ≡ Types of reaction                         | START |

### Understanding anaphylaxis in children

- |                                  |       |
|----------------------------------|-------|
| ≡ What is Anaphylaxis?           | START |
| ≡ What does anaphylaxis involve? | START |
| ≡ What to look for               | START |
| ≡ Skin reactions                 | START |
| ≡ The link with asthma           | START |

# Greenwich Get Active

## Active Families FREE Family Fun Sports & Games

Come and join in  
with our free family  
fun sports and  
games sessions.

- All sessions run until 31 March
- Suitable for all members of the family over the age of 5
- Parent/guardian required to join in
- No experience needed and all equipment is provided
- Please bring a drink and wear comfortable clothing and footwear
- Spaces limited. Pre-booking advised



Day	Time	Location
Mondays	5pm - 6pm	The Plumstead Centre, 232 Plumstead High Street SE18 1JL
Tuesdays	4pm-5pm	Glyndon Community Centre, 75 Raglan Road, SE18 7LB
Tuesdays	4.15pm-5.45pm	C2K Community Centre, 2 Penmon Road, SE2 9PH
Wednesdays	5pm-6.30pm	C2K Community Centre, 2 Penmon Road, SE2 9PH
Thursdays	4.30pm - 5.30pm	Thamesmere Leisure Centre, Thamesmere Drive, SE28 8RE
Fridays	5pm - 6.30pm	Waterfront Leisure Centre, Woolwich High Street, SE18 6DL
Saturdays	11am - 12pm	Barnfield Estate Hub, Herbert Place, SE18 3TN
Saturdays	1pm-2pm	Horn Park MUGA SE12 9BT
Saturdays	1pm - 3pm	Walpole Estate, Brookhill Road SE18

## Booking

To book Glyndon and Horn Park sessions please contact:

Cray Wanderers Community Scheme: [admin@craywandscs.com](mailto:admin@craywandscs.com) or call **07756 826105**

To book all the other sessions please contact: Rob: [Wavecoaching@hotmail.co.uk](mailto:Wavecoaching@hotmail.co.uk) or call **07708 011023**

For all other information please contact [greenwich.getactive@royalgreenwich.gov.uk](mailto:greenwich.getactive@royalgreenwich.gov.uk)

For more sport and physical activity information in the borough visit Greenwich Get Active at [greenwichgetactive.com](http://greenwichgetactive.com)



**A great way to get active!**

**Download the app and get families, staff teams and individuals moving!**

**[Street Tag](#)**

**Greenwich  
Get Active**



We are bringing Street Tag to Greenwich until July 2022.

Street Tag is an app-based family-friendly game that turns your local area into a virtual playground to earn rewards for physical activity, such as walking, scooting, running, and cycling. It's a great way to stay active and explore local parks and green spaces. There are several elements to this game: an early years leaderboard, and a community leaderboard. **EVERYONE** can get involved.

For more info **[Street Tag](#)**

### **How it works**

Download the app from any mobile or android app store.

#### *Early Years and Schools*

Up to 250 children, families, and early years/school staff (per educational institution) will sign up to represent their school on the Street Tag app to collect virtual points assigned to virtual tags that can be found and created all around them in the community and green spaces. Once you are within a 40-meter radius of any virtual tags, the app will automatically collect the points for you. Your steps can also be synced and converted into Street Tag points. These points add up in real-time on the schools' leaderboard, with performance bonus prizes to be won at the end of each season for the school PE or PTA. With your support, we can encourage families to be more active, walking, scooting and cycling to school and explore their local communities.

#### *Community*

Greenwich Residents will sign-up in teams of up to 6 people on the Street Tag app to collect virtual points assigned to virtual tags that can be found and created all around them in the community and green spaces. Once you are within a 40-meter radius of any virtual tags, the app will automatically collect the points for you. Your steps can also be synced and converted into Street Tag points. With your support, we can encourage residents to be more active, walking, scooting and cycling in the borough and explore their local communities. Prizes to won.

**\*you can only join one leaderboard\*** **Below Images:** How it looks on the app map – tags turn red once you have collected them. You can collect them again after an hour when they turn back to yellow. Person marks the spot where you are so you can see where you are according to the tags nearby.



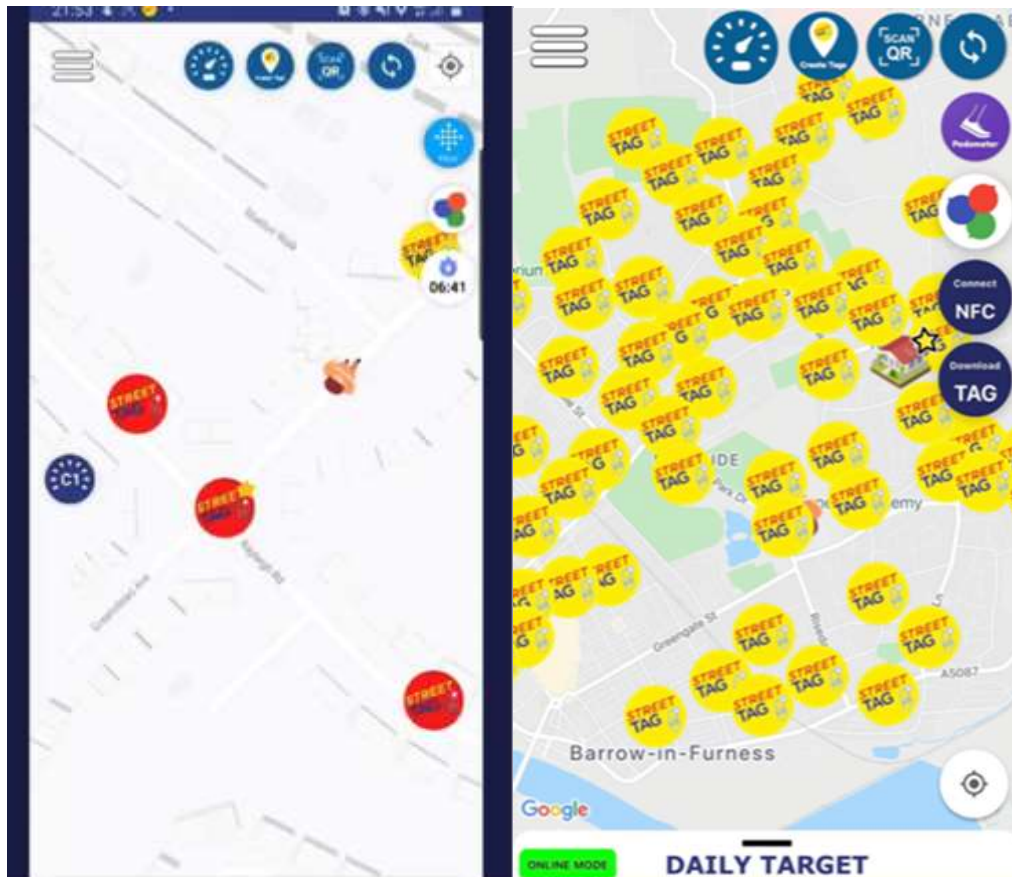
## Bonus Points

<https://streettag.co.uk/blog/2021/9/17/street-tag-planned-activities-and-features-for-september-october-november-2021>

## Greenwich Parks

13th November 2021, 10am - 10:50am.(Royal Greenwich) - Bostall Heath & Woods, Bostall Hill, Abbey Wood SE2

18th December 2021, 10am - 10:50am. (Royal Greenwich) - Oxleas Wood, Shooters Hill, Eltham SE9



## WhatsApp/social media

Pleased to partner with @streettaghq for our launch of their fun fitness and activity app 📱 for everyone! 🎯 Collect tags, turn tags into points, turn points into prizes! Do your own thing or join your children's School Leaderboard and get the competition really going!

Find out more at [www.royalgreenwich.gov.uk/streettag](http://www.royalgreenwich.gov.uk/streettag) #GreenwichGetActive or go to your mobile/android store and download the app!



Street Tag turns the streets and parks of Greenwich into a giant virtual playground. Making physical activity a game, converting walking, running and cycling into Street Tag points.



**Play Street Tag  
with family and  
friends this  
weekend.**

**Enjoy the great  
outdoors and  
collect points  
whatever the  
weather!**

**Greenwich  
Get Active**

**ROYAL** borough of  
**GREENWICH**



**What do you fancy  
doing today?**

**A high energy run, a  
leisurely cycle, or a  
peaceful walk in the  
park?**

**Why not try them all  
to collect points and  
win prizes with Street  
Tag!**

**Download the Street Tag  
app today!**

**Greenwich  
Get Active**

**ROYAL** borough of  
**GREENWICH**

[Find out more Street Tag](#)

Download the free Street Tag app from the [Play Store](#) or [App Store](#).

## Keeping Children Safe



 020 8921 4477

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

### Contact Children's Services

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

Referral team: 020 8921 3172

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

LADO : 020 8921 3930 / [childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

Early Years & Childcare : 020 8921 3877 / [childcare-support@royalgreenwich.gov.uk](mailto:childcare-support@royalgreenwich.gov.uk)

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

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

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

Prevent Team 0208 921 8340 or [prevent@royalgreenwich.gov.uk](mailto:prevent@royalgreenwich.gov.uk) to make a referral or request advice & guidance. If you think someone is in immediate danger, call 999 or the confidential Anti-Terrorist Hotline on 0800 789 321.

### [Young parents: learning from case reviews \(nspcc.org.uk\)](https://www.nspcc.org.uk)

#### Summary of risk factors and learning for improved practice around working with young parents

Case reviews published since 2018 suggest that practitioners don't always fully understand the experiences and issues that might put young parents and their children at risk.

The learning highlights that practitioners should:

- focus on the welfare of all the children in a family, particularly when parents are children or teenagers themselves
- consider how young parents' own experiences of abuse, neglect and trauma and other significant life events might impact their children
- think about the underlying causes of mental health issues and substance misuse when assessing families.

Find briefing here [Young parents: learning from case reviews | NSPCC Learning](#)

## Guidance

# Domestic abuse: how to get help

English | العربية | বাংলা | Cymraeg |  
Español | فارسی | Français | ગુજરાતી |  
हिंदी | Italiano | ਪੰਜਾਬੀ | Polski |  
Română | Soomaaliga | தமிழ் | اردو |  
中文

Find out how to get help if you or someone you know is a victim of domestic abuse.

[Domestic abuse: how to get help - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

If you are in immediate danger, call 999 and ask for the police. If you can't speak and are calling on a mobile press 55 to have your call transferred to the police. Find out [how to call the police when you can't speak](#).

For free, confidential advice, 24 hours a day [contact a domestic abuse helpline](#).

Household isolation instructions do not apply if you need to leave your home to escape domestic abuse.

## Protecting children from domestic abuse

<https://learning.nspcc.org.uk/child-abuse-and-neglect/domestic-abuse>

### Witnessing and experiencing domestic abuse

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse.

Children may experience domestic abuse directly, but they can also experience it indirectly by:


- hearing the abuse from another room
- seeing a parent's injuries or distress afterwards
- finding disarray like broken furniture
- being hurt from being nearby or trying to stop the abuse
- experiencing a reduced quality in parenting as a result of the abuse (Royal College of General Practitioners and NSPCC, 2014; Holt, Buckley and Whelan, 2008).


[Domestic Abuse Against Men w/ Ian McNicholl | Association of Child Protection Professionals \(childprotectionprofessionals.org.uk\)](https://childprotectionprofessionals.org.uk)

A podcast in which Wendy Thorogood, Director of the AoCPP, talks to Ian McNicholl about what we as professionals need to know about domestic abuse against men.

### Contact GDVA

This is the Greenwich Domestic Violence and Abuse Service.

 Telephone: 020 8317 8273

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

# Responding to low-level concerns about adults working in education

<https://learning.nspcc.org.uk/news/2021/october/responding-low-level-concerns-in-education>

## What is a low-level concern?

A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- doesn't meet the threshold of harm or is not considered serious enough for setting to refer to the local authority.

Low-level concerns are part of a spectrum of behaviour. This includes:

- inadvertent or thoughtless behaviour
- behaviour that might be considered inappropriate depending on the circumstances
- behaviour which is intended to enable abuse.

Examples of such behaviour could include:

- being over friendly with children
- having favourites
- adults taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.

## Why do schools and providers need to respond to low-level concerns?

Having clear procedures for responding to low-level concerns is part of creating a safeguarding culture of openness and trust. It helps ensure that adults consistently model the provider's values and helps keep children safe. It will also protect adults working in settings from potential false allegations or misunderstandings.

## What do you need to do?

You should have a low-level concerns policy and procedures. These should be part of your overall safeguarding and child protection policies and procedures. It should be closely linked to the code of conduct for staff and volunteers.

There should be clear processes in place for sharing and responding to any concerns about an adult's behaviour, no matter how small. A concern can still be significant even if it does not meet the threshold of harm.

You should ensure adults understand:

- what constitutes appropriate and inappropriate behaviour
- what a low-level concern is
- the importance of sharing low-level concerns
- how to report any concerns
- the process for recording, reviewing and responding to concerns.