



What's in the December edition

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- ⚙ Revised EYFS : Oral Health Focus
- ⚙ Home Learning Environment – Communication
- ⚙ Sparkle in the Park 1st – 5th Dec, Maryon Wilson Park
- ⚙ Healthy Early Years –Antibiotic Awareness
- ⚙ Anaphylaxis Free Online Training

Keeping Children Safe

- ⚙ Physical Chastisement
- ⚙ Updated Safeguarding Useful Numbers



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
Providers Childcare-support@royalgreenwich.gov.uk



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

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



**LAST CALL
GO GREENER**

Royal Greenwich and South East London Community Energy are collaborating to offer early years and childcare facilities additional opportunities to install new, energy and carbon-saving technologies. Get in touch now if your setting is interested. Contact: nadia@selce.org.uk



Early Years Funding & Census: Spring Term

Spring 2022: 1 January to 31 March School Term Dates: Tuesday 4 January to Friday 1 April	
Main Funding Claim Submission Period Wednesday 1 December to Monday 31 January	
Spring 2022 Headcount * EY Census Day <u>Thursday 20 January</u>	<ul style="list-style-type: none">• Pupils <u>must</u> be in your setting on <u>Thursday 20 January</u> to make a funding claim• All claims must be submitted by Monday 31 January• Any late starters and leavers <u>must</u> be notified to eyc-funding@royalgreenwich.gov.uk by email

Advance payments for the Spring term will begin to be processed from today. This is a lengthy process taking into account that this involves payments for over 5000 children.

Signing in to Synergy

Click on this link to get access (Top tip - SAVE in your favourites for quick access)

Live Provider Portal URL: <https://greenwich.cloud.servelec-synergy.com/Synergy/Providers>

You will need the account user name and the account user's email address. You must use Google Chrome. If you need help, email childcare-support@royalgreenwich.gov.uk

Synergy is open and you can begin to check your expected pupils for January and update all your setting details for the Early Years Census which is mandatory. Please note that you may only claim for children who are due to be in your setting for the Spring term.

Where a child leaves a setting

If any child leaves during the term, you must notify Early Years funding by email and refund any overpayments. Funding always follows the child.

SLA 2021-2023

8.21 ...Pupils no longer at the setting on headcount/census date must be removed and the claim reduced. Pupils starting before the funding claim period closes (usually 2 weeks after headcount or census day) may be added to the main claim with start date clearly recorded.

It is the responsibility of the provider to make notification of any pupil leaving the provision, following submission of funding claim, to the local authority and any overpayment of funding must be fully refunded immediately.

Any late starters or leavers, after funding claim period has closed must be notified directly to funding@royalgreenwich.gov.uk

8.34. Providers will be expected to split the funding for any child moving between providers during the term either before or after the headcount/census return date. The local authority will facilitate agreement between providers where agreement as to the division of funding cannot be reached.

8.35. Where a child accessing free early learning entitlement has not attended the setting for two or more weeks or has left, the provider must immediately notify the local authority on eyc-funding@royalgreenwich.gov.uk within 14 days of a child leaving. Please note that the provider must have regard to safeguarding and an absence policy with respect to all absences.

Parent invoices

You must ensure that your invoices and receipts are clear, transparent and itemised, allowing parents to see that they have received their free entitlement completely free of charge and clearly understand fees for separate costs for any additional hours and services. Funded early years entitlement hours must be free at the point of delivery and appear on any invoices as 15 (or 30) hours x £0.00

For example

Week beginning Mon 29 Nov 2021 – 25 hours
Funded Hours : 15 hours x £0.00
Additional Hours : 10 hours x £5.55
Total Due : £55.50

Together for Twos

There are some changes to the way in which parents and carers for 2 year olds can apply for their place where they may eligible. Parents can go to their local Children's Centre or apply online.

Please see attached flyers for parents and carers which you are asked to share and display.

How the new application process works – there will be a period of transition in the Spring term so please accept placement forms

1. Parent or carer applies online or with help at their local Children's Centre
2. If eligible, a code is generated on a headed letter which they will be able to bring to you if you are an approved Together for Twos provider. Parents are also signposted to their local Children's Centre for support and services.
3. If not eligible or there's an issue, parents are invited to go their Children's Centre or contact Families Information Service and explore options for support and activities for their 2 year olds
4. Where the child starts with you, and you are an approved provider, their details will be automatically linked up to the code you have

To be an approved provider

You must be a consistently good quality provider who demonstrates that you are able to meet the specific needs of Greenwich 2 year olds. If you are not yet approved, you may request a visit which will be scheduled when your advisor has availability. Approved status will be withdrawn where there are concerns about your setting's capacity to meet the needs of vulnerable 2 year olds. You must not offer Together for Twos funded places unless you have been approved.



FREE EARLY LEARNING

**Some 2 year olds are eligible for free
early learning**

Find out **NOW if your child is eligible for a
funded place**

**You can choose an approved childminder
or nursery**



Apply online here

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

or visit your local Children's Centre

**Contact Families Information Service
fis@royalgreenwich.gov.uk
020 8921 6921**



Some parents and carers are now able to apply online to find out if you are eligible for a Together for Twos place. This means if your child is eligible, you will be able to take up their place quickly and easily as you can go along to an approved childcare providers once you have completed the application online.

1. If you receive any of the following benefits you will be able to apply online. Your Children's Centre can also help you to get online.

- Income Support
- income-based Jobseeker's Allowance (JSA)
- income-related Employment and Support Allowance (ESA)
- Universal Credit - if you and your partner have a combined income from work of £15,400 or less a year, after tax
- tax credits and you have an income of £16,190 or less a year, before tax
- the guaranteed element of State Pension Credit
- support through part 6 of the Immigration and Asylum Act
- the Working Tax Credit 4-week run on (the payment you get when you stop qualifying for Working Tax Credit)

2. You may also be eligible if any of the following apply. Please visit your local Children's Centre who will check if you are eligible in person.

You will be asked to provide evidence of your income and your status under this criteria to help make an assessment.

- child in our care (looked after by the local council)
- current statement of special education needs (SEN) or an education, health and care (EHC) plan
- receive Disability Living Allowance
- left care under a special guardianship order, child arrangements order or adoption order
- support through Part 4 of the Immigration and Asylum Act 1999
- child of a Zambrano carer and meet income criteria
- leave to remain in the UK under Article 8 of the European Convention on Human Rights and meet income criteria

Your Children's Centre can also help you to apply online.

Details of your local Children's Centre can be found below or call Families Information Service on 020 8921 6921 https://www.royalgreenwich.gov.uk/directory/15/childrens_centres

An online application is quick and easy

You get an immediate response on whether or not you are eligible for a place



Access the online portal

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



2 Year Old Childcare: Application

You must be signed in as a Citizen in order to perform an Early Years application. Please sign in or sign up for a new account to continue.

Sign In or Create Account



Set up a citizen account – have ready these details, your full name, home address, contact phone number, valid e-mail address and secure password



Click on validation e-mail automatically sent to the e-mail address you provided



Complete and submit your application for Together for Twos – have ready your National Insurance (NI) Number or National Asylum Seekers Service (NASS) Number, your date of birth and your child's details



If you are **eligible** – you will get a code in an e-mail
Take this code to your approved childminder or nursery



If you are **not eligible** or there is an **error**, you will be contacted directly with help from Families Information Service



Free learning for your child, free childcare for you.



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
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
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



free early learning

Royal Greenwich

Free learning for your child, free childcare for you.

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 **by the end of the term and no later than 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



Last chance to apply for your 30 hours code for January

childcarechoices.gov.uk

Ask your early years setting or call Families Information Service
fis@royalgreenwich.gov.uk 020 8921 6921



The Early Years Foundation Stage Profile 2022

Since June 2020, the requirement to complete the EYFS Profile (EYFSP) was suspended. This requirement is now back in force for the academic year 2021/22.

Providers should be aware that if they have any child who will be in their last year of the EYFS phase, they may be required to complete the EYFSP in June.

The EYFSP is the statutory assessment that must be carried out in the final term of the year a child turns five. Practitioners are expected to use their professional judgement, to make accurate assessments against the 17 Early Learning Goals (ELGs) and submit their outcomes to the LA/DfE.

Most children will be in a school reception class, but there can be children who have remained in nursery provision to complete their reception year. You will need to complete the EYFSP if you have a child in your setting who:

- Is attending your setting in the summer term 2022, and
- Will become 5 during this academic year, i.e. by August 31st 2022, and
- Will be going from your setting **straight into year 1**, i.e. they will not be going into a reception class after they leave you.

Children who go from their nursery provider into a reception class will have their EYFSP completed as they move into Year 1.

The full assessment guidance is available in the EYFSP Handbook which can be found here:

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

Online exemplification of the ELGs will also be available in due course.

During the year, the LA will be given information on children in settings who may be eligible for the EYFSP assessment. Frequently this is based on the wrong date of birth being entered into census/data collections, so please do check! We will usually check and make contact with any settings who may need to complete the EYFSP in the Summer term.

If you have any questions, please contact Cathy Bee, at catherine.bee@royalgreenwich.gov.uk



Department
for Education

Ministerial role

Secretary of State for Education



<https://www.gov.uk/government/people/nadhim-zahawi>

<https://www.gov.uk/government/organisations/department-for-education>

IMPORTANT ACTION : DFE Data Collection Survey - Weds 8 December

Look out for the Survey link next Weds. The team will call to remind you to complete. There was a great response last month (up by 222%) so thank you in advance for your support.

Data is used for assessing risk management of new variants, parliamentary scrutiny, development of policy and strategy, effect of Covid 19 in the community and whether there are any areas or regions of concern. With new variant, it can track impact in settings.



For all staff, managers, childminding assistants & childminders

Watch the 50 minute Covid 19 webinar

www.tinyurl.com/wab3nsh6

Passcode: mX2#=#^88



<https://educationhub.blog.gov.uk/2021/11/28/what-the-new-temporary-covid-19-measures-mean-for-early-year-settings-out-of-school-settings-schools-colleges-and-universities>

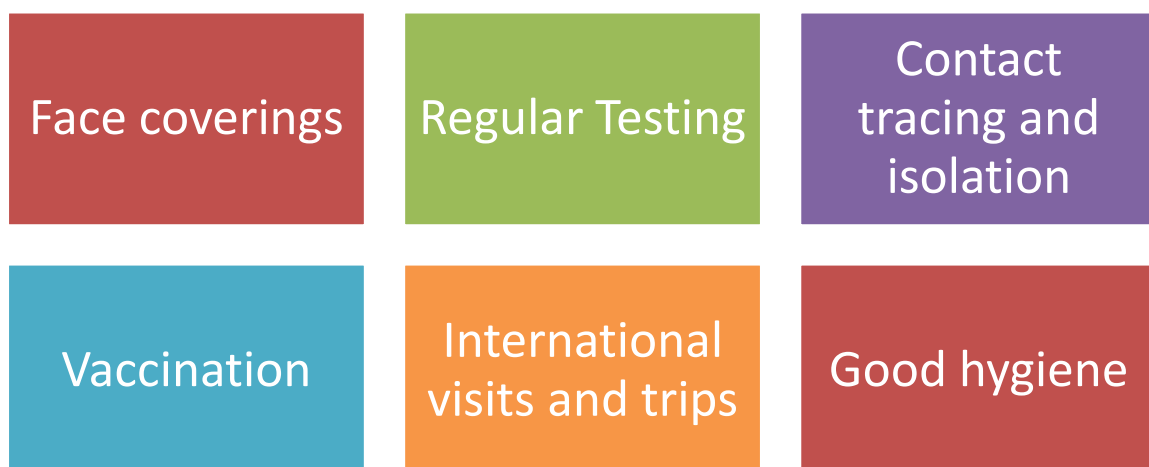
Education Secretary Nadhim Zahawi

“The news of a new variant – the so-called Omicron variant – will have understandably caused concern for people across our country, including our teachers, wider education and childcare staff, parents, pupils and students.

We are already taking targeted and proportionate action as a precaution while we find out more information about the new variant. As we do so, we will continue to prioritise children’s and young people’s education and wellbeing, making sure education and childcare settings are as safe as possible and children continue to benefit from classroom teaching.

We are working with education and childcare settings to enhance safety measures where needed, including introducing isolation for 10 days for close contacts of suspected Omicron cases.

I’d like to thank everyone working to support our children and young people for their patience and hard work.”



Actions for early years and childcare providers during the COVID-19 pandemic

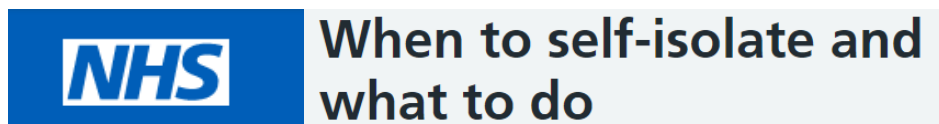
[Actions for early years and childcare providers during the COVID-19 pandemic \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak](#)

What childcare services early years settings, childminders and local authorities need to provide during the coronavirus (COVID-19) outbreak.

Updated guidance on travel and quarantine, face coverings and tracing close contacts and self-isolation to reflect new measures announced on 27 November 2021.

All children and staff travelling to England must adhere to travel legislation, details of which are set out in government travel advice. All travellers arriving into the UK will need to isolate and get a PCR test by 'day two' after arrival. They may end their isolation once they receive a negative result. If the result is positive, they should continue to isolate and follow rules on isolation following a positive test. Unvaccinated arrivals aged over 18 will follow the existing, more onerous, testing and isolation regime. All Red list arrivals will enter quarantine. Parents travelling abroad should bear in mind the impact on their child's education which may result from any requirement to quarantine or isolate upon return



[When to self-isolate and what to do - Coronavirus \(COVID-19\) - NHS \(www.nhs.uk\)](https://www.nhs.uk)

The banner features a photograph of a woman lying in bed at night, looking at her smartphone. The room is dimly lit with warm light from a lamp. In the top left corner of the image is the HM Government logo. In the top right corner is the NHS logo. A purple text box at the bottom contains the following text:

All contacts of suspected Omicron cases must self-isolate for 10 days, even if fully vaccinated or under 18.
You will be contacted by NHS Test and Trace.

Guidance

Travel to England from another country during coronavirus (COVID-19)

Check what COVID-19 tests you need to take and the quarantine rules for travel to England.

[Travel to England from another country during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Guidance

Red list of countries and territories

Check the COVID-19 testing and quarantine rules for countries and territories on the red list for international travel to England.

[Red list of countries and territories - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

1. [Before you travel to England - red list rules](#)
2. [When you arrive in England - red list rules](#)
3. [Travelling with children - red list rules](#)
4. [Red list of countries and territories](#)
5. [Transiting through a red list country on your way to England](#)
6. [Medical, compassionate and work-related exemptions](#)
7. [Stay up to date](#)



NOW is the time to update your risk assessment

You must comply with health and safety law and put in place proportionate control measures. You must regularly review and update your risk assessments – treating them as ‘living documents’, as the circumstances in your setting and the public health advice changes. This includes having active arrangements in place to monitor whether the controls are effective and working as planned.



All individuals who have been identified as a close contact of a suspected or confirmed case of the Omicron variant of COVID-19, irrespective of vaccination status and age, will be contacted directed and **required to self-isolate immediately** and will be asked to book a **PCR test**. They will be informed by the local health protection team or NHS Test and Trace if they fall into this category

You will be advised by Public Health or by Incident Management Team (IMT) investigating a confirmed or suspected case of the Omicron variant of COVID-19.



For accurate information about the variant

<https://www.who.int/news/item/28-11-2021-update-on-omicron>



Face coverings, as well as on public transport and shops, should be worn when moving around the setting premises, outside of rooms, such as in corridors and communal areas. This applies to staff and visitors.

Schools COVID-19 operational guidance

[Schools COVID-19 operational guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance/operational-guidance-for-schools)

What all schools will need to do during the coronavirus (COVID-19) pandemic.

Updated guidance on contact tracing and isolation, travel and quarantine, face coverings and vaccination of under 18 year olds to reflect new measures announced on 27 November 2021.

COVID-19: Actions for out-of-school settings

[Protective measures for holiday or after-school clubs and other out-of-school settings for children during the coronavirus \(COVID-19\) outbreak](#)

Protective measures for providers of community activities, holiday or after-school clubs, tuition and other out-of-school settings offering provision to children during the coronavirus (COVID-19) outbreak.

Out-of-school settings: COVID-19 guidance for parents and carers

[Guidance for parents and carers of children attending out-of-school settings during the coronavirus \(COVID-19\) outbreak](#)

Guidance for parents and carers of children attending community activities, holiday or after-school clubs, tuition and other out-of-school settings.

SEND and specialist settings: additional COVID-19 operational guidance

[SEND and specialist settings: additional COVID-19 operational guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



[I'm over 18](#) [I'm under 18](#) [I'm a parent or carer](#) [I'm pregnant](#)

Live in south east London?

For friends, festivals and trips, for doing all the things we've missed, you can get your vaccine for whoever or whatever reason matters to you.

I'm over 18

If you're over 18 and live in south east London, find out where and how you can access your vaccines today.

I'm under 18

With children and young people now eligible for COVID-19 vaccines, find out where and how you can access your vaccines if you're a south east London resident aged 12-15 or 16-17.

I'm a parent or carer

Parent, carer, or guardian of someone aged 12-17? Find out where your child can receive their vaccine in south east London and access key information to help you make your choice.

I'm pregnant

If you're pregnant or considering having a child, you can access up-to-date information on which vaccine to access, the safety and efficacy of these vaccines, and how taking the vaccine can protect you and your child.

<https://nhsselvax.com>

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**)

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

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

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 before coming into work each day for **7 days**
* **OMICRON** – all to self isolate

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
Must take PCR test and self isolate if close contact in setting and 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 & 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 for 7 days before coming 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



Staff Arrangements for COVID-19 testing during the holidays and on return in January



When settings close for Christmas, all staff should test over the holidays in line with national guidance. This means that they should test if they will be in a high-risk situation that day, and before visiting people who are at higher risk of severe illness if they get COVID-19.

For settings remaining open over the Christmas period, staff should continue to test at home twice per week

Staff in all early years settings should take one self-test at home either the evening or morning before they return in January. They should then continue to test in line with government guidelines. Settings should check their test kit stock levels and make an order of test kits so that staff are able to test over the holiday period if required, and for the first week of January, using home test kits.

CO2 monitor rollout for early years

In August, DfE announced that it is providing CO2 monitors to state-funded education settings.

The rollout extends to all early years settings, including PVI settings, and childminders who work together in groups of four or more and are registered as operating childcare on domestic premises.

Childminders working in groups of three or fewer are not included in the roll out of CO2 monitors as most are not an appropriate space, due to low occupancy density.



Monitors are currently being dispatched to early years providers and settings will receive an email directly from the supplier, once their monitor allocation is dispatched. DfE expect all deliveries to have taken place by the end of the Autumn term.

DfE has also produced a 'how to' guide on using CO2 monitors in education and childcare settings, also available on this [Google drive](#). If settings have any further queries about their DfE issued CO2 monitor(s) they can call the **DfE COVID-19 helpline on 0800 046 8687**.

Early years leadership support and mentoring – expressions of interest

<https://foundationyears.org.uk/2021/11/early-years-leadership-support-and-mentoring-expressions-of-interest/>

The Department for Education (DfE) recently [announced](#) that £153 million will be invested to strengthen teaching in the early years and address the impact of the pandemic on the youngest children. Together with the previously announced Nuffield Early Language Programme (£17m), and further investment (£10m) in the second phase of the Professional Development Programme, this represents an investment of up to £180m of recovery support in the early years sector.

These proposals build on the reforms to the Early Years Foundation Stage (EYFS) to accelerate and embed real change for young children, which is more important than ever in light of the impact of the pandemic.

One of the ways DfE are supporting early years practitioners is through a package of support to be delivered both in settings and virtually. The support will be provided in the form of whole-setting leadership support and mentoring for practitioners.

Eligible early years settings will be able to request the support of an early years Expert and Mentor in their region. Initially, the programme will be piloted in two Regional Schools Commissioners (RSC) regions, Lancashire and West Yorkshire and the North of England. The project will be available nationally next academic year (2022/23).

Royal Greenwich Provider Network for peer-to-peer support



Join your Provider Network for peer-to-peer support

Emailing childcare-support@royalgreenwich.gvo.uk



If you recently missed, the one hour virtual briefing about Parent Partnerships & Staff Wellbeing, catch up here

<https://youtu.be/cBSA058g9c8>

November 2021



Make Every Opportunity Count now...

A brief training for all Greenwich staff and volunteers to help support local residents' health and wellbeing during this time.



What is 'making every opportunity count'?





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

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 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

Jane Lawley

Head of Service, Children's Services, Royal Borough of Greenwich
school-admissions@royalgreenwich.gov.uk

Early Years & Childcare Training Events

Area of EYFS QR Code to book all training	Training Courses and Workshops	Day	Dates	Start	End
 Courses (royalgreenwich.gov.uk)	Paediatric First Aid Blended course	Wednesday	08/12/2021	08:45	16:00
		Saturday	18/12/2021	08:45	16:00
		Saturday	08/01/2022	08:45	16:00
		Wednesday	12/01/2022	08:45	16:00
		Wednesday	02/02/2022	08:45	16:00
		Wednesday	16/03/2022	08:45	16:00
		Saturday	02/05/2022	08:45	16:00
		Saturday	03/05/2022	08:45	16:00
Safeguarding & Welfare	Designated Safeguarding Person – Level 3	Saturday	29/01/2022	09:30	13:00
	Safer Recruitment	Thursday	03/02/2022	13:30	17:00
	Intermediate Safeguarding – Level 2	Saturday	05/02/2022	09:30	13:00
	Intermediate Safeguarding – Level 2	Thursday	24/02/2022	13:30	17:00
	Designated Safeguarding Person – Level 3	Thursday	03/03/2022	13:30	17:00
	Domestic Abuse Awareness	Thursday	10/03/2022	14:00	17:00
Learning & Development	Attachment & Attunement	Saturday	22/01/2022	09:30	13:00
Ofsted Readiness	Welcome to Greenwich Early Years Induction (New Registered)	Monday	17/01/2022	19:00	21:00
	Looking Ahead to Ofsted Spring	Monday	24/01/2022	19:00	21:00
	Looking Ahead to Ofsted Spring	Monday	07/02/2022	19:00	21:00
	Looking Ahead to Ofsted Spring	Monday	28/02/2022	19:00	21:00
	Welcome to Greenwich Early Years Induction (New Registered)	Monday	07/03/2022	09:30	11:30
	Potential Childminder Briefing	Monday	21/03/2022	19:00	21:00

Training

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
- 📎 LINK TO TRAINING HERE (click on links or scan QR code)
[Courses \(royalgreenwich.gov.uk\)](#)



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.

Royal Greenwich Provider Network for peer-to-peer support



Join your Provider Network for peer-to-peer support

Emailing childcare-support@royalgreenwich.gov.uk



Early Years SEND – Training & Resources for PVI SENCos and practitioners



The Early Years Inclusion Team offer a range of SEND related training that is either delivered to groups of mixed practitioners, as a whole setting offer and more recently as a virtual training offer. This very successful with 1042 practitioners having accessed training with EYIT from May 2020. If you need support, advice or training, please visit the Local Offer



Details of the setting based training/ virtual training can be found under the drop down *EYIT training offer for PVI settings and SENCos*

<https://greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/advice.page?id=sQgN8-wUzcl>

The training request form can be found in downloads to the right of the screen - when completed settings should send it directly to their settings Area SENCo

SEND Local Offer Newsletter Find attached the latest [Royal Greenwich SEND Local Offer Newsletter](#)



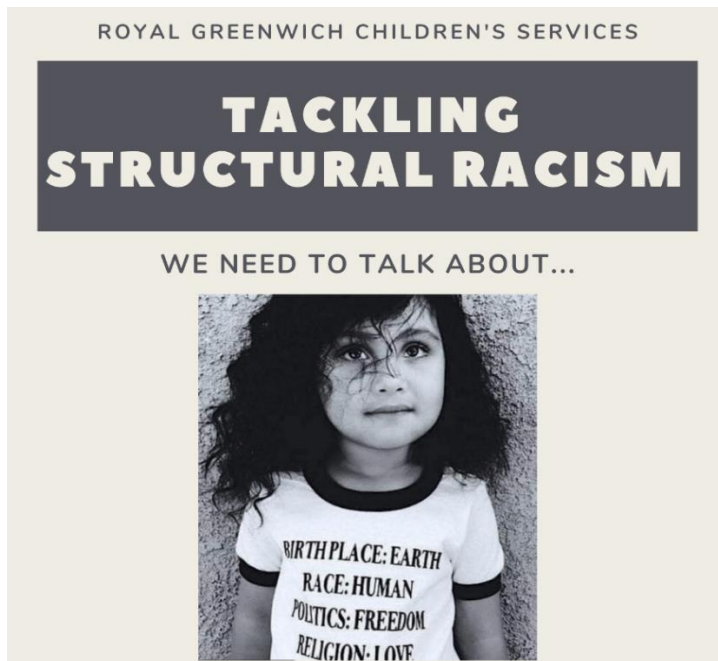
An Inspector Calls

You will find attached to this month's e bulletin, recent London Ofsted inspection outcomes in a spreadsheet from 1 June to 4 November for both groupcare and childminders.

This may provide an insight for you in readiness for your inspection. Please attend Looking Ahead to Ofsted briefing when you are invited so that you are prepared and can learn more about recent inspections.

Childminders		
June - Nov Outcome	Number	%
Outstanding	6	4%
Good	91	54%
Compliant	7	4%
Met	38	23%
Requires Imp	8	5%
Non-compliant	2	1%
Not met (with actions)	12	7%
Inadequate	3	2%
	167	100%

Groupcare		
June - Nov Outcomes	Number	%
Outstanding	6	4%
Good	100	65%
Requires Improvement	17	11%
Non-Compliant	6	4%
Not met (with actions)	1	1%
Inadequate	24	16%
	154	100%



'Truly inclusive' practice : reflective practice is vitally important when it comes to addressing unconscious bias in early years settings

An article by Andrea Katz, clinical director of the Association of Infant Mental Health to encourage reflective practice.

Read full article here

<https://www.nurseryworld.co.uk/opinion/article/thinking-about-truly-inclusive-practice>

“While many toddlers receive positive, attuned and attentive interactions, observations show that the emotional experiences and distress of many young children are going unrecognised, leaving them having to bear difficult feelings and experiences without adult help.

As Debbie Brace writes, ‘In a busy, early years setting, receiving young children’s distress can be a noisy, messy, uncomfortable and draining process that without appropriate training and support is likely to be avoided.’ (Nurse World, March 2019).

This can particularly be the experience of BAME children in nurseries, with close observations suggesting that they are more likely to be overlooked than white children. Observation material is worryingly showing children from ethnic minorities as –

- being ignored
- being chosen last
- being forgotten

Even the most well-intentioned staff and engaging nursery settings may be unconsciously perpetuating a system of white privilege (where white toddlers receive earlier and more positive attention simply because of the colour of their skin) and unconscious bias (where young children of colour are being unconsciously neglected or discriminated against).

In a moving article on diversity and inclusion in early years education (November 2020), Alicia Wilkins wrote: ‘The prejudices and presumptions that fester within the seams of our society – whether it’s around skin colour, body size, or religion – can chip away at the confidence of the very youngest children, absorbing everything like a sponge as they do.’

Reflective practice is an opportunity for thinking about truly inclusive practice. In the context of systemic racism, as a staff group, are we – or as an individual worker, am I – unconsciously reinforcing racist-based hierarchies, in which white children are given preference?

It is easy to think that we are not guilty of racial biases, but these biases can be out of our conscious awareness. Let’s take responsibility for addressing unconscious bias. For black and ethnic minority toddlers

in nurseries we can ask ourselves not just ‘Am I including you?’ but ‘Am I doing what I can to help you feel included’? And are young ethnic minority children –

- being responded to
- being given opportunities to go first
- being spontaneously remembered



<https://earlyyearsreviews.co.uk/developing-self-efficacy-in-early-years>

Developing Self Efficacy in Early Years

“Children as young as 3 are being diagnosed with anxiety and the rates of referrals to Child and Adolescent mental health services (CAMHS) have been steadily increasing year on year.

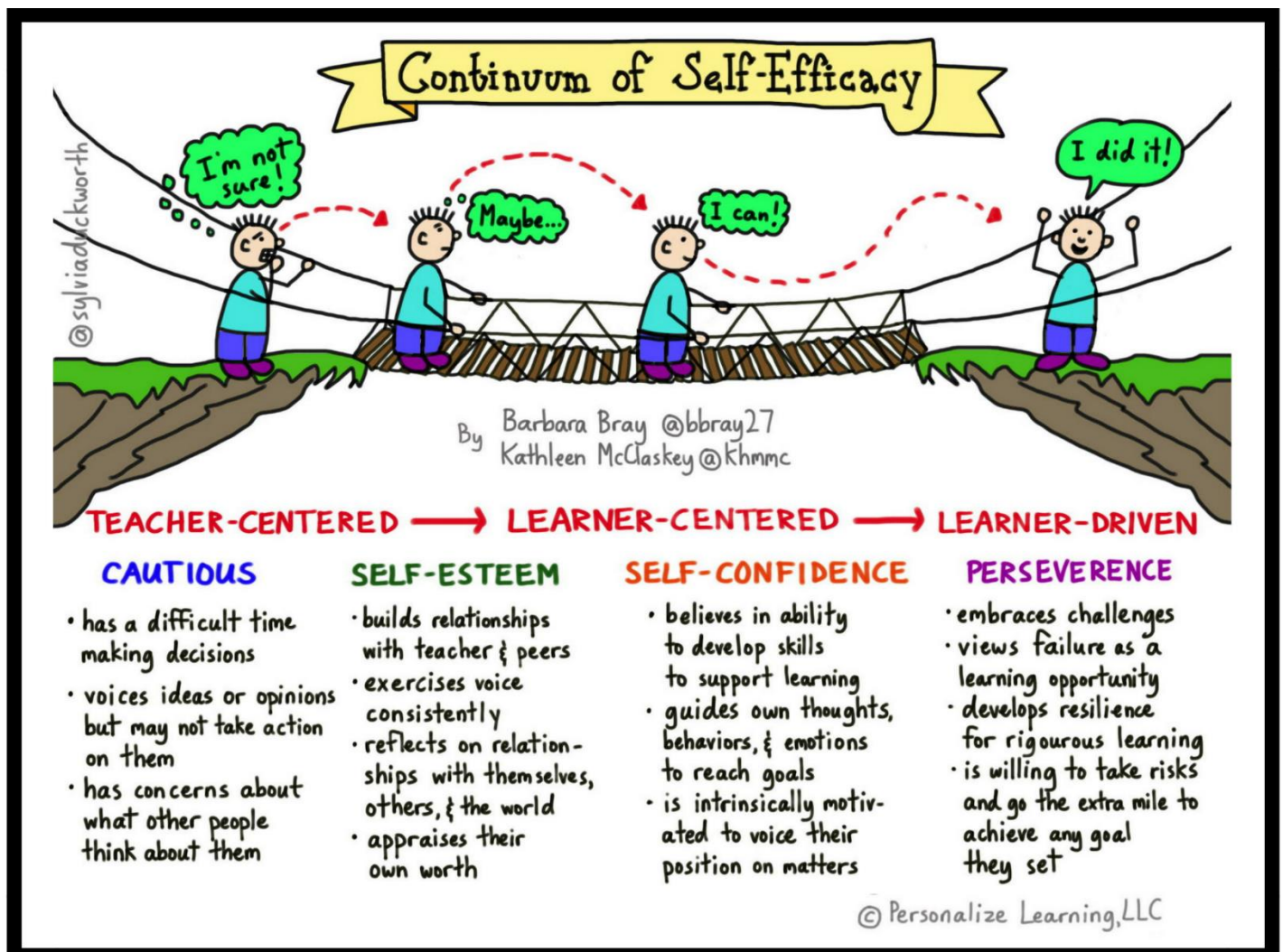
One thing that you can do to promote good mental health in young children and to give them a ‘protective shield’ for the future is to support the child to develop self-efficacy.

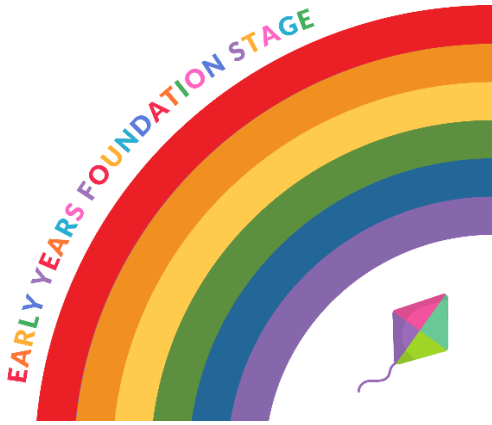
The belief that you are capable of performing a task or managing a situation. It is about learning how to persevere when things are difficult. A child that views themselves as competent and capable is much more likely to be able to persevere through life’s challenges as they grow and develop as they will believe they have the skills to help them reach their goals

Maureen Hunt’s tips to build Self- Efficacy

- 1) Resist the urge to do everything for the child. Stand back and wait for them to ask for help – always allow the child to have a go, but not to struggle too much.
- 2) Offer only as much help as is needed e.g. – put the zip in the slot but allow the child to pull it up.
- 3) Use words of encouragement – “you are really trying, well done, you will soon be able to do that all by yourself”.
- 4) Focus on the child’s strengths and use them to help them overcome new challenges e.g. “you are really good at putting on your shoes, so with practice you will get good at putting on your socks”.
- 5) Discuss challenges and help them plan how they will overcome them.
- 6) Do not compare with others – children will all develop and master tasks at different rates. Pointing out that another child can put their own wellies on won’t help them, it may even demotivate them.

- 7) Be honest – telling a child that they are good at everything will not motivate them to keep trying, it may even encourage them to give up when they realise it's not true.
- 8) Give the child choices – “which socks do you want to wear today – the green or blue ones?” This sends a clear message that they have control of some aspects of their life and children who have choices are more independent and self-reliant.
- 9) Help them see failure as learning – “you will get better at that the more you try” – don't be tempted to just do it for them.
- 10) Offer help if they start to show signs of anxiety or stress – ask them what they would like you to do
- 11) Respond to the child's communications e.g., a baby will turn away when they don't want any more food – respecting this builds a sense of the child having control.
- 12) Put things just out of reach for a young baby so they can reach to get it – again this develops a sense of control.
- 13) Give children time e.g., start to get ready to go out 20 mins before you have to leave so that the child has time to try to put on their own coat / shoes.
- 14) Praise for effort, not ability – “well done you tried really hard – you found that tricky, but you did it!”
- 15) Ask the child how the achievement made them feel “wow you have done it – how do you feel?” This encourages the child to express feelings of pride and satisfaction at their achievement





Safeguarding and welfare **Oral health**

[Oral health - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/guidance/oral-health-help-for-early-years-providers)

3.45. The provider must promote the good health, including the oral health, of children attending the setting

Why oral health is included in the EYFS framework

This has been included because good oral health habits need to be formed from the earliest age. Tooth decay is largely preventable, but it's still a serious problem among young children.

Nearly a quarter of 5 year olds in England have tooth decay, with 3 or 4 teeth affected on average. Tooth extraction is one of the most common procedures for children under 6 in hospital. Extraction is also the most common reason for hospital admission for children aged 6 to 10. Children from more deprived backgrounds are more likely to have tooth decay.

Children who have toothache, or need treatment, may have pain or infections. This can have a wider effect and lead to problems eating, sleeping, socialising and learning.

Two recent good Ofsted reports included

“The setting makes use of effective routines that support children's welfare and oral health. For example, children visit the library to look at books about teeth, and older children are aware that too much sugar puts holes in their teeth”

“For example, children work together as they participate in an activity about brushing teeth. The childminder introduces new language, such as 'plaque' and 'floss', to help children understand the importance of good hygiene practices.”

Promoting oral health

You can decide how you promote oral health, based on what works best in your setting. Ideally, you can link oral health to things you already promote, like self-care, healthy eating and physical development.

Be playful with children about oral health. Suggest they brush the teeth of dolls or soft toys. Read stories about teeth and smiles. Talk about healthy food and drinks that help to grow strong teeth, and those that do not. Get them to look at their own and each other's teeth, using mirrors.

Talk about tooth brushing with fluoride toothpaste as children arrive. Give parents and carers knowledge and practical advice to support oral health at home.

You can also support children's awareness of oral health by:

- providing or showing toothbrushing kits
- showing toothbrushing routines

Supervised toothbrushing

You can decide if you want to bring in supervised toothbrushing. There are various schemes that support this. Read the [supervised tooth brushing programme toolkit](#) from Public Health England.



Public Health
England

Protecting and improving the nation's health

Improving oral health: A toolkit to support commissioning of supervised toothbrushing programmes in early years and school settings

Toothbrushing

- children are closely supervised when brushing their teeth
- family toothpaste containing 1,350 – 1,500 ppm (parts per million) fluoride is used
- for children aged 0 – three years use a smear of toothpaste (Figure 1) and for children aged over three years use a pea size amount of toothpaste (Figure 2)



Figure 1



Figure 2

- children should be discouraged from swallowing toothpaste during or after brushing their teeth
- after brushing the child spits and doesn't rinse
- toothpaste is not reapplied if swallowed
- toothbrushes are replaced termly or when they appear damaged or the bristles are splayed or if the toothbrush is dropped on the floor

If you decide to introduce supervised toothbrushing, read the [guidance on supervised toothbrushing during coronavirus \(COVID-19\)](#).

Guidance

COVID-19: guidance for supervised toothbrushing programmes in early years and school settings

Published 13 August 2020

1. [Background](#)
2. [Purpose of this guidance](#)
3. [Toothbrushing programme models](#)
4. [Dry toothbrushing model](#)
5. [Cleaning and storage of toothbrushes](#)
6. [Cleaning and use of storage systems](#)
7. [Supervised toothbrushing and suspected COVID-19 case](#)

Useful resources

Guidance

Health matters: child dental health

Published 14 June 2017

In June 2017, Public Health England published new guidance **Health matters**: child dental health which sets out clear guidance on how to prevent tooth decay in young people. With children spending an increasing amount of time in childcare, childcare practitioners play an important role in supporting good oral health. You can help reduce tooth decay in children by:

- reducing the consumption of food and drink containing sugars in your settings
- supporting children to be aware of what good oral health means – and helping them and their parents to understand the importance of cleaning their teeth with fluoride toothpaste and eating healthily
- working with parents to emphasise good oral health, and the importance of visiting the dentist on a regular basis.

[Public Health England: health matters child dental health](#), guidance to help you prevent tooth decay in children under 5, including links to e-learning.

1. [Summary](#)
2. [Scale of the problem](#)
3. [Risk factors for tooth decay](#)
4. [How to prevent tooth decay](#)
5. [Effective interventions for improving dental health](#)
6. [Call to action](#)
7. [Resources](#)



A **quarter** of 5-year-olds have tooth decay with on average **3 or 4** teeth affected



The majority of tooth decay in children under 6 was untreated

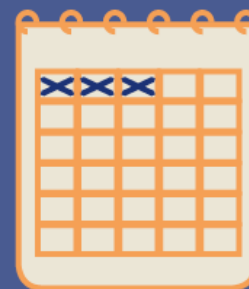
There were **7,926** episodes of children aged under 5 years having 1 or more teeth extracted in hospital because of tooth decay



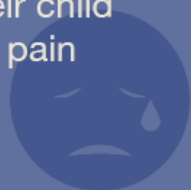
Research about extractions in children in North West hospitals found that **26%** had missed days from school because of dental pain and infection



An average of **3 days** of school were missed due to dental problems



67% of parents reported their child had been in pain



38% of children had sleepless nights because of the pain



Many days of work were potentially lost as **41%** of parents/carers were employed

Top 3 interventions for preventing tooth decay

1



Reduce the consumption of foods and drinks that contain sugars

2



Brush teeth twice daily with fluoride toothpaste (1350-1500ppm), last thing at night and at least on one other occasion. After brushing, spit don't rinse

3



Take your child to the dentist when the first tooth erupts, at about 6 months and then on a regular basis

Under 3s should use a smear of toothpaste



3 to 6 year olds should use a pea sized amount

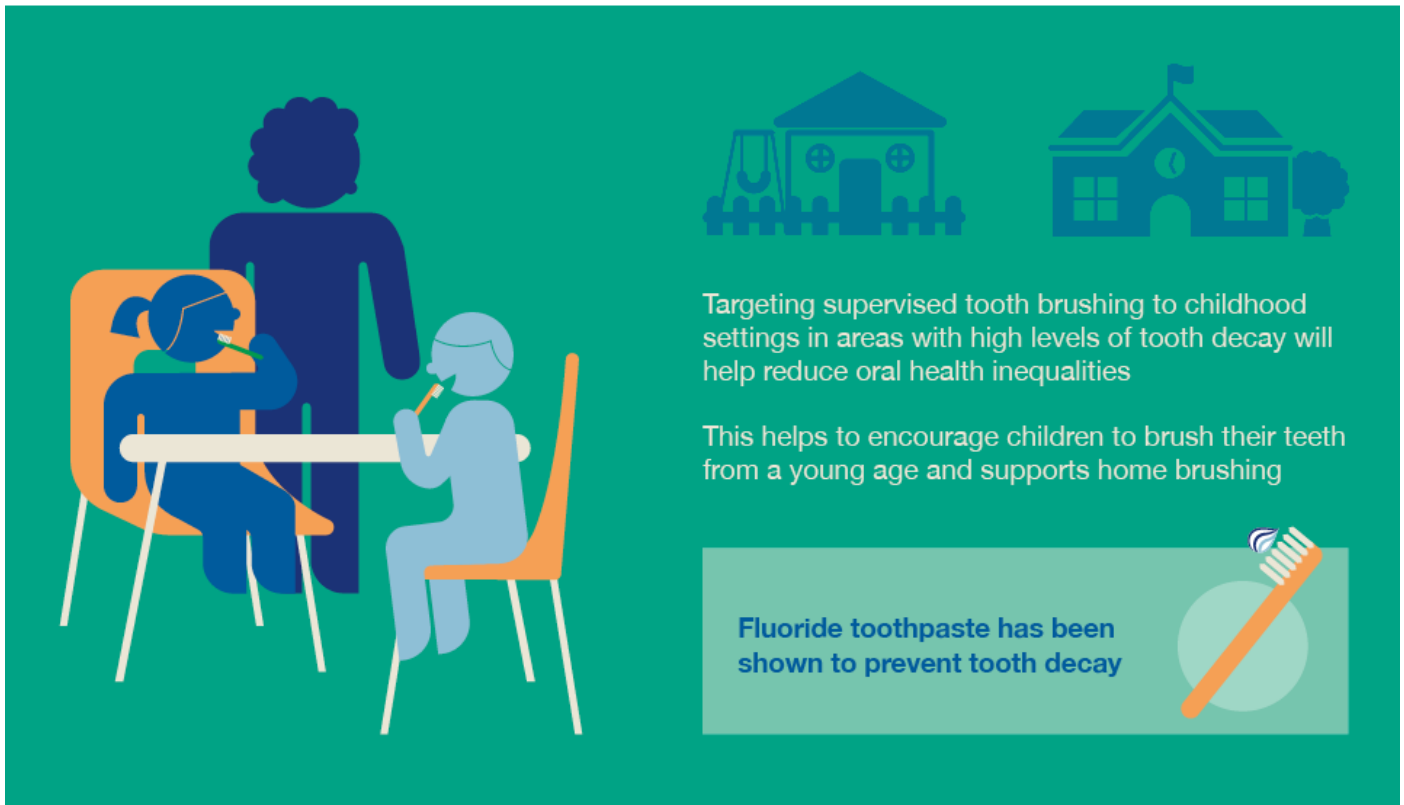


Parents/carers should brush or supervise tooth brushing until their child is at least 7

Sugars in foods and drinks are the major cause of tooth decay










Reduce the amount of foods and drinks that contain “free” sugars
Swap sugary drinks for water or plain milk to prevent tooth decay





[Children's Oral Health: healthcare e-learning](#), NHS e-learning for Health, the Royal College of Surgeons of England and University College London, have produced a free, easy access module giving children's oral health care advice for all. This is highly recommended. You can do the training without registering unless you want to have a record

[e-LfH Hub](#)

Scroll down to Children's Oral Health and then double click to open free training module

- ▶  Child Health (PWP)
- ▶  Child Sexual Abuse Awareness (CSAA)
- ▶  Child Sexual Exploitation (CSE)
- ▶  Child Vision Screening (CVS)
- ▶  Children's Emotional and Additional Health Needs (CPN)
- ▶  Children's Oral Health Advice (COH)
- ▶  Cleaning for Confidence (CFC)



-  **Children's Oral Health Advice for All**
-  **Delivering Better Oral Health**
-  **Behaviour Change Conversations**

Select each of the teeth below to learn about the DBOH fluoride advice for 0 to 6 year olds.



Who is a high risk child or child giving concern?

This not only includes children who are at higher risk of dental disease, but also those for whom dental disease, or its management would provide a significant challenge.

This may include children who:

- consumes a sugary diet or have siblings who do so
- have tooth decay or have siblings with tooth decay
- have parents or carers with poor oral health or live in areas of social disadvantage:
 - have had treatment under general anaesthetic or sedation, or whose siblings have done so
- with physical and or learning disabilities or who are medically compromised
- are at additional risk of disease in specific teeth for example hypoplasia

[Oral Health Foundation: early years foundation stage](#), how children can keep their mouth healthy and the best way to brush your teeth.

[Improving oral health in early years](#): National Institute for Health and Care Excellence Pathways.

[Delivering oral health from Public Health England](#), includes a quick guide to healthy mouths in children.

Guidance

Delivering better oral health: an evidence-based toolkit for prevention

This is an evidence based toolkit to support dental teams in improving their patient's oral and general health.

[Change4life children's centre toolkit](#) from Public Health England, for promoting healthy eating and dental health.



<https://youtu.be/owbp5F0K45c>



<https://youtu.be/IOE4xxk1r5g>

Articles

[How to prevent tooth decay in Pacey Childcare Professional](#)

Early years oral health blog from Public Health England's Jenny Godson



[Looking after your children's teeth](#) – a factsheet from Institute of Health Visiting that can be downloaded free and shared with parents

[Dental Buddy | Oral Health Foundation \(dentalhealth.org\)](#)

The Dental Buddy programme hosts a series of educational resources for Early Years' Education Key Stage One and Key State Two. It includes activity sheets, lesson plans and interactive presentations.

[Dental Helpline | Oral Health Foundation \(dentalhealth.org\)](#)

If you need any help or advice, the Oral Health Foundation has a team of fully trained experts who can help

[Early Years Archives - Dental HealthCare \(dentalhealthcareoe.nhs.uk\)](#)

 **Dental
Helpline**
01788 539780
Oral Health Foundation
Better oral health for all

Activities for Children



Top tips for teeth

change
4life



Be sugar smart

Avoid sugary food and drink before bedtime. They should be consumed less often and only at mealtimes. Try sugar free, diet or no added sugar drinks. Remember, plain water or lower fat milks are best.



See the dentist

It's free for kids under 18 to visit NHS dentists, so make sure you take them regularly.



Brushing twice is nice

Make sure your kids clean their teeth twice a day with a fluoride toothpaste. Help them brush once before bed and once at any other time that suits you and your family.



Ask your dentist for more top tips.

Download the Change4Life Food Scanner app to find out what's in your food and drink.



Thames Tiddlers Nursery – Oral Health in the revised EYFS

Recently at Thames Tiddlers, we have been discussing healthy ways to look after our bodies and one of the key points we have been discussing is our oral health and how we look after our teeth. In May, we set up a dentist session looking at all the different instruments/tools that you may find at the dentist. During the session we used mirrors to look at our teeth, we discussed what the dentist may do and how the children may feel about this.

Meet Charlie

Charlie - "I need to get the bad teeth out so it will stop hurting"

Karly - "Well done Charlie they do"



So firstly we explored what is unhealthy for your teeth,

Karly - "What can make your teeth go bad?"

Charlie - "Bad food like sugar"

Karly - "How can we help our teeth?"

Charlie - "We have to keep them clean"

Karly - "How can we do that Charlie?"

Charlie - "We need to brush them"

Karly - "What will happen if you do not take care of them?"

Charlie - "They will go bad"

Karly - "Will they grow back?"

Charlie - "They grow back but you have to take care of them"

Charlie explored the materials well; he took care when checking the teeth and would describe what he was doing and the reason why

Charlie would also share his knowledge with his peers throughout the session.

Karly - "Do you know how many teeth you have?"

Charlie - "About 56 I think"

Karly - "Wow that is a lot. Why do we need some many teeth?"

Charlie - "For eating fish fingers"

Karly - "What do you think teeth are made of?"

Charlie - "They made of material like brick"

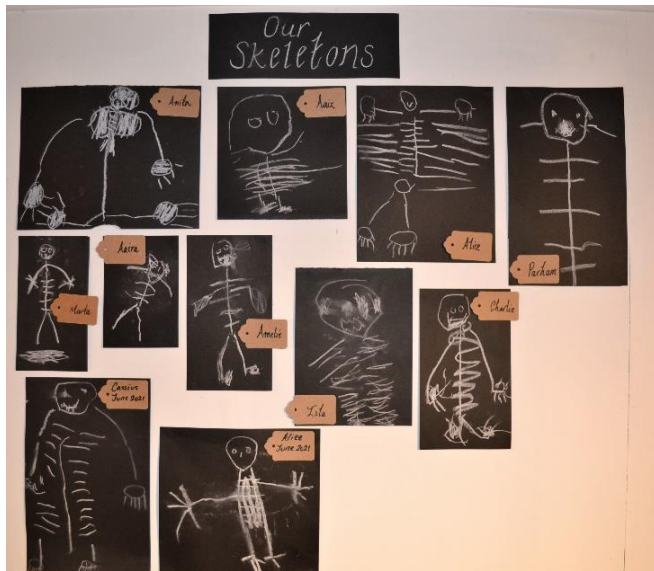
Another child makes a comment,

Anton - "Oh no the tooth has a hole in it"

Charlie - "What can we do?"

Anton - "It's too damaged"

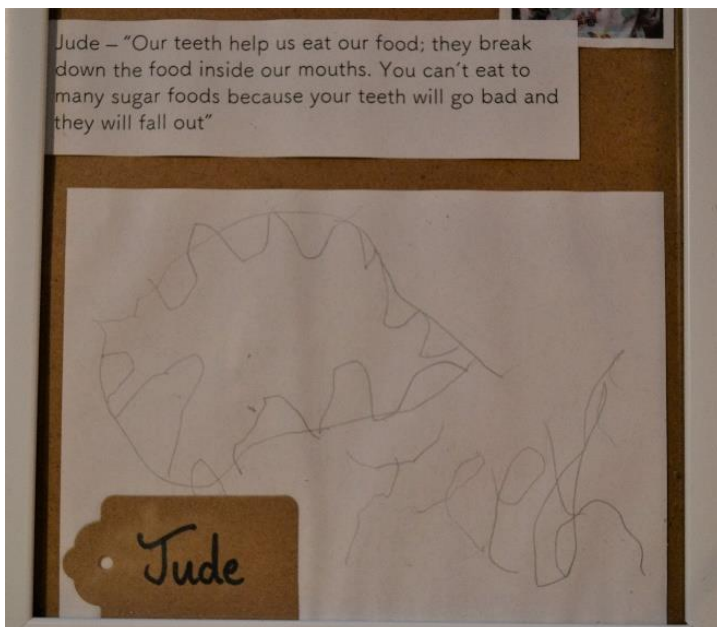
Charlie - "I need to make his teeth all clean and healthy again"



At Thames Tiddlers Nursery, the children and educators also took part in a project that explored different functions of the human body with a particular interest to 'Our mouths and teeth'.

Leading on from the project, and with the implementation of promoting good oral hygiene in the new Statutory Early Years Foundation stage, Thames Tiddlers created little packs to promote the importance of oral health during the children's time at home.

Every child who currently attends the setting, received little Oral hygiene gift packs. Every child who starts Thames Tiddlers will also be gifted a pack when they start.



The packs include an information sheet for parents, a bamboo toothbrush and a tube of age appropriate toothpaste.



Contributors to the Thames Tiddlers

Teeth packs were:

Danni Robertson – Company Director

Rachel Heaver-Robertson – Manager

Samantha Neville – Deputy Manager

Karly Cooper – Acting Deputy



Well done Thames Tiddlers and thank you for sharing this brilliant work with us!

Home Learning Environment



Communication

Giving instructions

What to do:

Explain that your child will be making an obstacle course for members of your household. Talk about the different equipment you might use and collect it together.

Look at what you have collected and talk about how you might use it, where the course will begin and end and what sorts of different obstacles might be fun.

Work together to set up the course, letting your child take the lead and discussing any safety issues as you go. Encourage your child to test out each obstacle as it is assembled. Encourage them to talk about what users must do.

Assemble the players and ask your child to introduce the course, instructing them what to do for each part. They will enjoy coaching people through each obstacle.

What you need:

Things that can be used to make different obstacles in the course:



e.g. hula hoop, cones, chalk drawn shapes on ground, cuddly toys, dress up clothes, furniture, blankets, outdoor toys



Extension:

Take the course through your home and into the garden if possible. Arm your child with a timer. Who is the fastest? Name the different obstacles, e.g. Chair Scramble Create some medals/certificates and award to players showing most skill, best effort, funniest face etc.

Questions to ask:

What is an obstacle course?
What could we use to make one?
Where will it begin/end?
How will players know what to do?
What will help to encourage the players?

Make a box of happy things

What to do:

Talk about things that make us happy. Include people, places, food, activities, and experiences.

Explain that this box is a happy box and we can fill it with things which remind us of happy things.

Draw and/or write some of these and fold, putting into the box (e.g. picture of Grandma, birthday cake, pet, friends, beach, football, balloons, sun, flowers, etc.)

At any time, you can put a hand in and pull out a happy thing to talk about.

Extension:

Decorate the box with happy colours. Continue to add happy things to the box whenever you like. Make and post some happy things for someone else.

Questions to ask:

What does being happy feel like?
What makes you happy?
Can you draw a picture of your bike?
Why does a kite make you happy?
What does this picture remind you of?
What could make Grandad happy?

What you need:

A small box/container Paper cut into foldable notes and a pencil

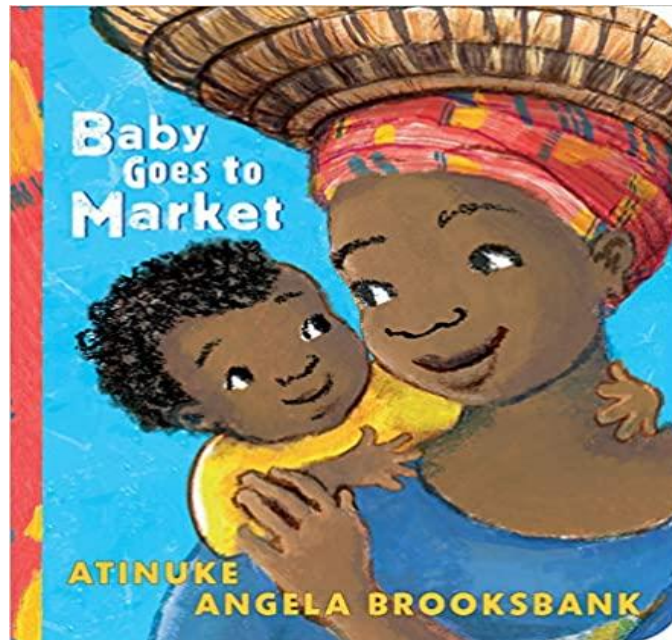


Learn and perform an action song

What you need Some action songs*

e.g. Heads, Shoulders, Knees and Toes There's a Tiny Caterpillar The Penguin Song One Finger One Thumb Bananas of the World Unite

* Songs to Try The Penguin Song <https://www.youtube.com/watch?v=FEPjHvtdc>
There's a Tiny Caterpillar <https://www.youtube.com/watch?v=LI2Wo2rRWqM>
One Finger One Thumb <https://www.youtube.com/watch?v=X5Y586cF0SY>
Bananas of the World Unite <https://www.youtube.com/watch?v=k93Yunycm28&t=1s>



Join Baby and his doting mama at a bustling southwest Nigerian marketplace for a bright, bouncy read-aloud offering a gentle introduction to numbers.

Market is very crowded. Mama is very busy. Baby is very curious. When Baby and Mama go to the market, Baby is so adorable that the banana seller gives him six bananas.

You tube link (remember to always have adult supervision when accessing YouTube)

<https://www.youtube.com/watch?v=B-dScJvccsk>



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

Immersive lights, fantastic flames, tasty treats and Christmas carolling is set to take place across five nights in Maryon Park. From 1 to 5 December, the Royal Borough of Greenwich brings back its famous Sparkle in the Park event that proved a big hit with residents last year. This free and ticketless event will run every day from 4pm to 9pm, apart from on 3 December when the event will open one hour later at 5pm.

Healthy Early Years

Guidance

Antibiotic awareness: toolkit for healthcare professionals in England

How to use antibiotic awareness resources to support the Antibiotic Guardian campaign and local initiatives.

Ahead of [World Antibiotic Awareness Week](#) (WAAW) was 18 to 24 November, there are a selection of Keep Antibiotics Working campaign resources for you to download including posters and digital screens from the [Campaign Resource Centre](#) (CRC).



Antibiotic resistance remains one of the biggest threats facing us today.

Why it is relevant to you: without effective antibiotics many routine treatments will become increasingly dangerous. Setting broken bones, basic operations, even chemotherapy and animal health all rely on access to antibiotics that work.

What we want you to do: It is important to remember that antibiotics do not treat or prevent viruses, including the one that causes COVID19

To slow resistance we need to cut the unnecessary use of antibiotics. We invite the public, students and educators, farmers, the veterinary and medical communities and professional organisations, to become Antibiotic Guardians.

Call to action: Choose one simple pledge about how you'll make better use of antibiotics and help save these vital medicines from becoming obsolete.



<https://youtu.be/HN5ultN7JaM>



Highly recommended free online training

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

Sustainability & Climate Change

A draft strategy for the education & children's services systems

Vision: The United Kingdom is the world-leading education sector in sustainability and climate change by 2030.

Strategic Aims

- Excellence in education and skills for a changing world
- Net zero
- Resilient to climate change
- A better environment for future generations

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031454/SCC_DRAFT_Strategy.pdf

The strategy by the Department for Education highlights plans to embed sustainability across all education sectors, including early years, with suggestions such as climate awards for children and engagement on a virtual National Education Nature Park, helping children gain skills for the 21st century.

Keeping Children Safe



GREENWICH
**Safeguarding
Children**
PARTNERSHIP

 020 8921 4477

 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

LADO : 020 8921 3930 / childrens-LADO@royalgreenwich.gov.uk

Early Years & Childcare : 020 8921 3877 / childcare-support@royalgreenwich.gov.uk

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


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


DBSRegionaloutreach@dbb.gov.uk

Prevent Team 0208 921 8340 or 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.

Contact GDVA

This is the Greenwich Domestic Violence and Abuse Service.

 Telephone: 020 8317 8273

 Email: info_gdva@h4w.co.uk

Physical Chastisement: the Law, Attitudes and Behaviours

There is **no justification** for inflicting pain or harm on a child as a parent or any other adult caregiver.

Any form of physical punishment that leaves a mark on a child is considered an assault and is illegal under the Section 58 of the Children Act 2004.

The Crown Prosecution Service (CPS) provides guidance on prosecuting child abuse in **England and Wales** (CPS, 2020). It sets out that the charge should be actual bodily harm (where the defence of reasonable punishment does not apply) "unless the injury is transient and trifling and amounted to no more than temporary reddening of the skin".

In cases of common assault, legal professionals are expected to judge for each individual case, whether the punishment was "reasonable and moderate", taking into account factors such as the age of the child. This means they're making subjective decisions on the severity of a child's physical injuries and the pain they've experienced, and there could be variations in the extent to which children are protected from assault.

Equal protection from physical assault

The United Nations Convention on the Rights of the Child states that children should be protected from physical and mental violence, including physical punishment (United Nations, 1990 and 2006). But in England and Northern Ireland, children are the only group of people who are **not** fully protected from physical assault.

- It is unlawful for a parent or carer to smack, hit, slap or carry out any form of physical chastisement towards their child. There is however a defence available to a parent or person acting in loco parentis where the smack amounts to "reasonable punishment" to justify hitting a child (Section 58. [Children Act 2004](#)).
- The fact there is a defence in law does not mean that a crime has not been committed.
- Whether physical chastisement amounts to reasonable punishment will depend on the circumstances of each case taking into consideration factors like the age of the child and the nature of the smack.
- Physical punishment will be considered 'unreasonable' if it leaves a mark or a visible injury on the child or if the child is hit with a fist/closed hand or an implement such as a cane, slipper or a belt or the use of prolonged physical stress positions (This is where children are placed in a position of discomfort for a long period of time as a form of punishment)
- It would also be deemed unreasonable if physical chastisement became any more than an isolated incident.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment

Section 58

Section 58 of the Children Act 2004 limits the use of the defence of reasonable punishment so that it can no longer be used when people are charged with the offences against a child of wounding, actual or grievous bodily harm or cruelty. Therefore, any injury sustained by a child which is serious enough to warrant a charge of assault occasioning actual bodily harm cannot be considered to be as the result of reasonable punishment.

A parent can be charged with a criminal offence if they harm their child under the following certain offences: This also includes any other person that is a carer or works with children:

- an offence under Section 18 and 20 of the Offences against the Person Act 1861 (wounding and causing grievous bodily harm)
- an offence under [Section 47](#) of that act (assault occasioning actual bodily harm)

- an offence under Section 1 of the Children and Young Persons Act 1933 (cruelty to persons under 16)

Stress positions

Include where child made to stand on one foot, finger in ear, lean over touch floor with one hand and other leg in air, crouch down, arms out at height. Restrained and made to stay in one place (where no danger that child may hurt themselves otherwise).

Stress positions cause physical and mental harm – even if the adult is not touching child. There is no time limit – any amount of time that causes distress or harm to child.

Detrimental impact

Physical punishment or chastisement of children can have a very detrimental effect on their physical, mental and emotional wellbeing.

Physical punishment, such as smacking, slapping, pushing or hitting with an implement, stress positions can cause:

- Direct physical harm or injury such as bruises, cuts, reddening of the skin, scratches, swelling or even broken bones
- Mental harm such as anxiety, isolation, feeling victimised, damage to self-esteem, or a reduction in confidence
- Increased risk of anti-social behaviour from the child
- Increased aggression and bullying in children including fighting with siblings, friends and using violence to seek attention
- Increased violent and criminalised behaviour in adulthood
- An acceptance that violence is OK, and it is fine to use force to get your own way, if you are annoyed with someone or if they have hurt you
- Breakdown in family relationships, with resentment and anger that could affect the relationship between parents and children into their adulthood
- Teaches the child to avoid the adult rather than the behaviour

Type of smacking	Planned smacking	Impulsive smacking	Angry Smacking
Description	Your child is told that certain misbehaviours will result in a smack. It is the least dangerous of all smackings but emphasises negative rather than positive parenting strategies.	This is where slaps are used to frequently stop children touching things, experimenting, bickering etc. Smacking is used so often that it becomes meaningless and ineffective.	Smacking in anger teaches children to fear their parent. It is very dangerous, especially for young children as the parent has usually lost control and could get so carried away that the child is seriously hurt.
What children learn	There is a risk that smacking overrides positive strategies and children learn that hitting is acceptable.	Children learn that hitting is a normal part of life and often hit or slap others.	Children learn to hit out when angry. They may also learn to intimidate others.

Sal Sevens (2002)

Disciplining Your Children

A Guide For Parents



Child Protection — What's it got to do with you?

Parents and carers want the best for their children. They help their children by giving clear and consistent messages about their behaviour.

Discipline is important to help our children grow into well-balanced and responsible people.

Sometimes parents can respond too harshly to situations and a child might suffer an injury or emotional harm as a result of the methods used.

In some circumstances this may result in a referral to Children's Social Care and Police who may be called to investigate.

This results in great stress for the whole family.

The aim of this leaflet is to support parents and carers to feel able to manage their children's behaviour and to seek advice if they are having difficulties.

Boundaries

We all know that children test our limits at times. We set 'boundaries' about what we expect of our children and family. If these boundaries are too loose and parents are inconsistent, children can become confused. If they are too harsh, then children do not develop their own sense of responsibility.

Think about the rules in your house and explain these to your children. Give them a chance to discuss the rules and to know when things might change. For instance, during school days you may expect a fixed bedtime but at weekends this could be later or negotiated.

Consistency

It is important that children have routine and predictability. They need to know that there are consequences for how they behave. Rewarding positive behaviour is generally more effective than punishing challenging behaviour. Praise and encouragement are powerful tools for developing good habits.

However challenging your child's behaviour is, it is important to be as consistent and fair as possible.

The Law — How it applies to you

UK law protects every child up to the age of 18 years from cruel and abusive treatment by their parents and carers.

- It is against the law for a parent to use physical punishment on their child that causes marks.
- It is illegal to use an implement to hit a child.
- Parents who cause deliberate harm to their child could face criminal prosecution.
- It is against the law for anyone who is not the child's parent to use ANY form of physical punishment.

Positive Parenting

Ten Key Points:

- Have clear, simple, consistent rules and limits
- Listen to your child
- Lead by your own example
- Praise and reward good behaviour
- Ignore behaviour you do not want repeated
- Criticise behaviour you do not like, NOT your child
- Reason and discuss matters with your child
- Show your child as much love and support as possible
- Do ask for help before you feel overwhelmed

Diversity

The rich cultural diversity in our community is reflected in the way families bring up their children. Approaches to being a parent can vary within families, ethnic groups and communities.

British society acknowledges and affirms cultural diversity but children, whatever their cultural background, always have a right to be protected.

Anything that causes harm to a child, whether part of a cultural or faith tradition, is never acceptable.

Some practices that may be culturally acceptable in some countries are **banned by law** in the United Kingdom.

If you would like information about parenting support or childcare please contact the Families Information & Outreach Service on 0208 921 6921.

For more information please see:

- AFRUCA's Manual on Child Protection for Parents in the UK available at: www.afruca.org
- NSPCC's Encouraging Better Behaviour available at: www.nspcc.org.uk



www.greenwichsafeguardingchildren.org.uk

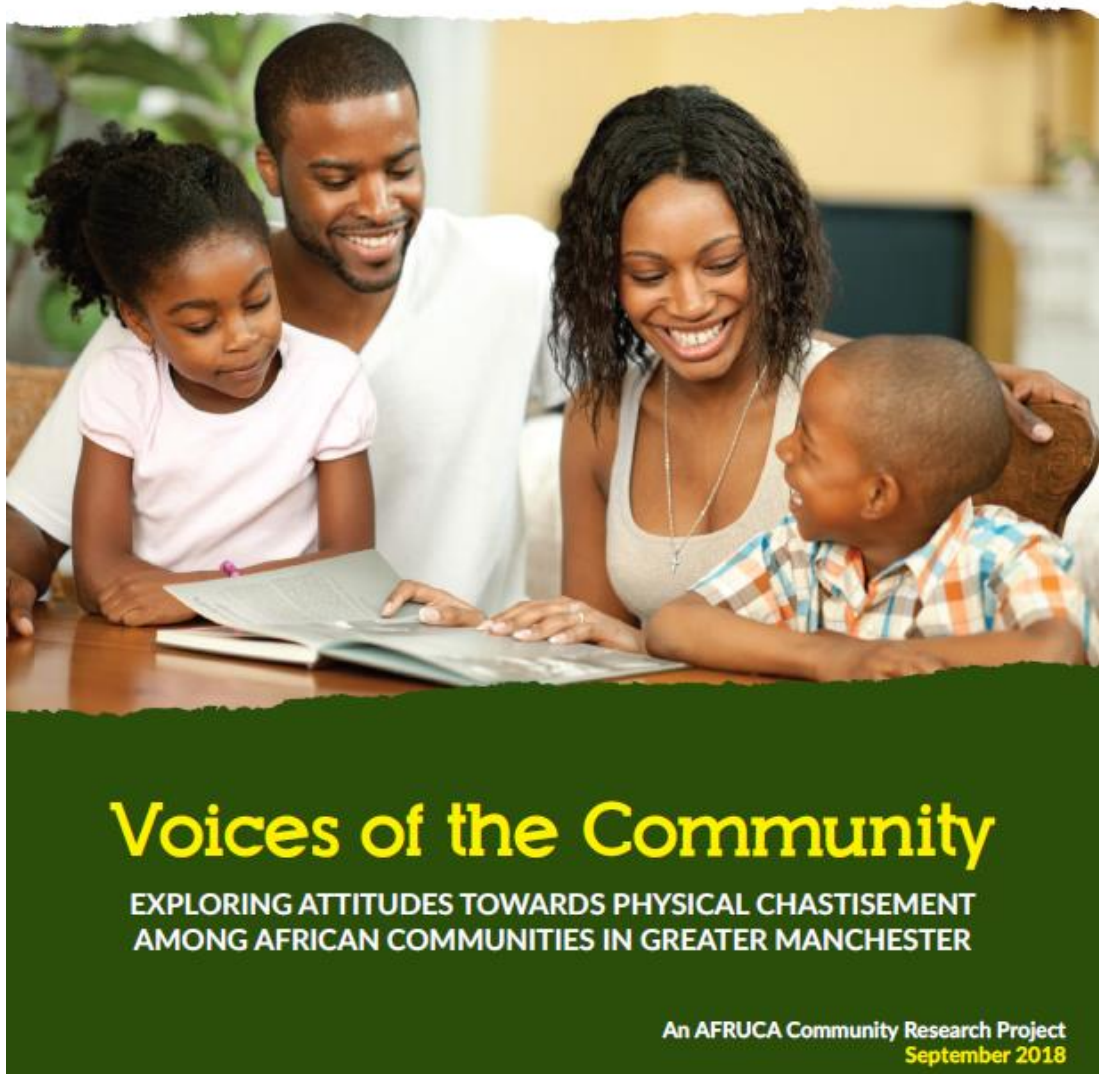


Some practitioners report that they lack understanding around community attitudes to physical chastisement.

Parents from any social, ethnic, faith or cultural group who use physical chastisement are breaking the law.

This is a very useful research study carried out by AFRUCA in Greater Manchester tackling cultural sensitivities around having conversations about physical chastisement and can help to grow your cultural intelligence.

<https://afruca.org/our-work/afruca-in-the-uk/>



<https://www.afruca.org/wp-content/uploads/2018/09/AFRUCA-BOOKLET-V2.pdf>

Royal Greenwich Children's Services

Useful Contact and Telephone Numbers

Children's Services Front Door (Safeguarding, Social Care & Early Help)	
'Multi Agency Safeguarding Hub' (MASH) MASH-referrals@royalgreenwich.gov.uk	020 8921 3172
Safeguarding Consultation Line	020 8921 2267
Social Care and Safeguarding Emergency Duty Team Childrens-Out-Of-Hours@royalgreenwich.gov.uk	020 8854 8888
Local Authority Designated Officer_Winsome Collins Manager	
childrens-LADO@royalgreenwich.gov.uk	020 8921 3930
Sharon Pearson / Rachel Walker – DO PVIs/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk/site/index.php	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
NSPCC	0808 800 5000
ChildLine	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Children with Disabilities	
Disabled Children's Social Work & Occupational Therapy Team	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311



GREENWICH
**Safeguarding
Children**
PARTNERSHIP

free early
learning

ROYAL borough of
GREENWICH

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 \(www.gov.uk\)](#)

[Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\) www.gov.uk](#)

[Protective measures for holiday and after-school clubs, and other out-of-school settings during the coronavirus \(COVID-19\) outbreak - GOV.UK \(www.gov.uk\)](#)

[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>

New EYFS 2021

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/100423/4/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 \(foundationyears.org.uk\)](#)

Ofsted Education Inspection Framework

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://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>