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What's in the March edition

- ⚙ Winter Grant – Monday 21 March
- ⚙ Healthy Start Training
- ⚙ Equality & Equity Charter

Keeping Children Safe

- ⚙ Child Trafficking
- ⚙ Domestic Abuse & Modern Slavery
- ⚙ Counter Extremism
- ⚙ 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 \(royalgreenwich.gov.uk\)](#)

RBG Children's Services : Our Values



Children, young people and families are at the heart of everything we do.



We are honest, compassionate and respectful.



We listen, learn and do things better.



We promote diversity, celebrate difference, challenge discrimination and oppression.



We work together, with children, young people, families, carers and our partners to bring about lasting change.

GREENWICH EARLY YEARS TOGETHER FOR WINTER



ACTION

Royal Greenwich are planning to make the 2nd winter payment of £50 each in March for children under 5 who:

- are eligible for or in receipt of Healthy Start vouchers (from birth to 4)
- are eligible for or are in a 2 year old in a funded Together for Twos place
- are 3 or 4 year old and are eligible for or in receipt of an Early Years pupil premium
- have an older sibling who is in receipt of free school meals

If parents and carers missed out for the January payment of £50, it's not too late. We will be collecting another list of parents for **Monday 21 March**

Keep adding eligible families to the blank Excel form sent or your previous running list. They will then get a back dated payment so they receive the full £100

These payments will offer some extra help during the cold winter months and will be welcomed by eligible families whose financial circumstances may not always be apparent to you. Please use your sensitive discretion. The payments will be made directly to parents via a code to their mobile phone which can be redeemed for the cash sum at the local post office. There is a flyer attached.

This will also help increase take up of healthy start vouchers and Together for Twos places.

In order to make these payments, you will need to identify and confirm all of the children who meet any of the above criteria and confirm parent contact details – please use the forms you already have and send them in

Childminders – complete and return the blank Excel template you have been sent

Groupcare – check, update and add new children to the password protected pre-populated Excel form you have been sent

Please can you return the form **no later than 10am Monday 21 March** so families can be sure to get their 2nd or total payment by the March without delay.

If you have any questions, please contact childcare-support@royalgreenwich.gov.uk

GREENWICH EARLY YEARS TOGETHER FOR WINTER



Royal Greenwich are supporting some families during the winter with some extra money.

Parents/carers of eligible children under age 5 registered with a Children's Centre or attending an early years setting, will receive a total payment of £100 (if they missed out in January, they can be included now!)

Eligible children under age 5 include those

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

A code will be sent directly to mobile phones to be redeemed at the post office. So we need your help to collect contact details. Please use the form already provided and return by **Monday 21 March** so payment can be made on time

GREENWICH EARLY YEARS TOGETHER FOR WINTER



Royal Greenwich are supporting some families with children under 5 during the winter with some extra money.

If you are on low income and your child is eligible for healthy start vouchers, a Together for Twos place (even if you haven't taken up the offer) or Early Years Pupil Premium , you may be eligible to receive a cash payment for £100 through the post office.

Please contact your local Children's Centre NOW and register to find out more or call Families Information Service on 020 8921 6921

HEALTHY START





What is Healthy Start?

Anyone who is pregnant, or families with children under 4 and in receipt of qualifying benefits, may be entitled to get help to buy fresh food and milk and receive free, good-quality vitamins.

Healthy Start is going digital!

You can now apply online for the NHS Healthy Start scheme to get the new prepaid card. The paper voucher scheme will end on 31st March 2022.

- Anyone who is eligible, and those already in receipt of paper vouchers, can apply online on the [NHS Healthy Start](https://www.healthystart.nhs.uk) website.
- The current uptake of Healthy Start in Greenwich is 62% which means there are ~1,500 families and young children missing out on free healthy food and milk.
- Greenwich Public Health will be hosting weekly information sessions about the changes to the new digital scheme and how we can promote the scheme locally.
- If you would like to attend one of the information sessions below, please e-mail healthystart@royalgreenwich.gov.uk to register.

Date	Time
9 th February	11:30am – 12:30pm
15 th February	2:00pm – 3:00pm
23 rd February	1:00pm – 2:00pm
2 nd March	1:00pm – 2:00pm
10 th March	11:30am – 12:30pm
16 th March	11:00am – 12:00pm
22 nd March	2:00pm – 3:00pm
31 st March	10:00am – 11:00am

<https://www.healthystart.nhs.uk/how-to-apply/>



Together we can achieve equality and equity for all.

Sign up to the Royal Greenwich

Equality and Equity Charter



#Greenwichequality

ROYAL borough of
GREENWICH

Dear Colleagues,

Adopt the principles of the Equality and Equity Charter

Royal Greenwich is a vibrant, dynamic borough and home to many diverse communities – which is one of our greatest strengths. However, this diversity also presents challenges and inequalities which need to be addressed to make sure our borough is a place where everyone can succeed and prosper, no matter what your background.

We have launched an Equality and Equity Charter which sets out pledges to promote the values of equality, diversity, and inclusion. We have a key role in shaping what life is like in Royal Greenwich, but we cannot do this alone.

We are encouraging all residents and organisations to adopt the values and principles in the charter in everything that they do, so that we can unlock opportunities for all people across our borough.

As a funded organisation we would like all our partners to sign up to the Equality and Equity Charter – Please follow the link <https://www.royalgreenwich.gov.uk/equalitycharter>

Kind regards,

Cllr Adel Khairah

Labour Councillor for Glyndon Ward

Cabinet Member for Culture, Communities and Equalities

Sign the Royal Borough of Greenwich Equality and Equity Charter

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

We are inviting local providers to demonstrate their commitment to making Royal Greenwich a fairer, safer, more accessible borough for all. By doing so, you are agreeing to eight pledges that your organisation will follow.

We now have 190 signatories from a wide range of community, business, sport, arts and faith organisations in Greenwich, including 24 educational settings - we would love more of childcare and educational establishments to sign the Charter in order to send out a clear message of commitment to equality to local children, parents and the wider community.

It takes only 2 minutes to sign and childcare providers registered on Families Services Directory website will be able to add a kite mark to signify – let us know when you have signed at childcare-support@royalgreenwich.gov.uk and we will organise the kite mark


The person signing the charter should be a director, childminder, business partner or other senior manager authorised to make a public commitment on behalf of the whole organisation.

We are committed to making a real difference by:

- making Royal Greenwich a welcoming borough where everyone feels they belong
- inspiring trust and confidence in all the borough has to offer
- recognising, valuing and celebrating diversity
- listening to and understanding the diverse needs of all people
- building good relations and understanding between people
- creating a fairer borough through promoting inclusion, participation and equal access
- challenging discrimination, harassment, bullying, hate crime and victimisation
- eliminating barriers, encouraging a growth mind-set, raising aspirations and creating opportunities for growth beyond limit.

Our organisation pledges a commitment to equality:

- actively promote equality
- work with partners and the community to make our information, services and products more accessible and inclusive
- put equal opportunity at the heart of our recruitment, employee development and service delivery
- continually review the diversity of our workforce and ensure it's representative of our local community across all levels
- address all allegations of discrimination, harassment, bullying and victimisation
- promote good relations between people from different backgrounds
- share good equality practice with our partners
- measure and share our progress and success

Sign our Equality and Equity Charter 

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

Royal Borough of Greenwich Equality and Equity Charter

Everybody counts – a pledge for equality across Royal Greenwich

Royal Greenwich is a vibrant borough with a growing diverse population. We share an ambition to create a fairer, safer, accessible and inclusive borough where everyone feels they belong, has a voice and an equal opportunity to succeed and thrive.

We are committed to making a real difference by:

- making Royal Greenwich a welcoming borough where everyone feels they belong
- inspiring trust and confidence in all the borough has to offer
- recognising, valuing and celebrating diversity
- listening to and understanding the diverse needs of all people
- building good relations and understanding between people
- creating a fairer borough through promoting inclusion, participation and equal access
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As an organisation we will:

- actively promote equality
- work with partners and the community to make our information, services and products more accessible and inclusive
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- address all allegations of discrimination, harassment, bullying and victimisation
- promote good relations between people from different backgrounds
- share good equality practice with our partners
- measure and share our progress and success.



Age

2

15 HOURS FREE CHILDCARE

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

Early Years & Childcare Training Events

APRIL – JULY TRAINING PROGRAMME COMING SOON!

Area of EYFS	Training Courses and Workshops	Day	Dates	Start	End
Paediatric First Aid	Paediatric First Aid – blended course	Saturday	05 March 2022	08:45	16:00
		Wednesday	16 March 2022	08:45	16:00
Safeguarding & Welfare	Designated Safeguarding Person – Level 3	Thursday	03 March 2022	13:30	17:00
	Domestic Abuse Awareness	Thursday	10 March 2022	14:00	17:00
Ofsted Readiness	Potential Childminder Briefing	Monday	21 March 2022	19:00	21:00

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 [Courses \(royalgreenwich.gov.uk\)](https://courses.royalgreenwich.gov.uk)

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



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. The minimum notification of any cancellations/changes **MUST** be at least **24 working hours** in advance.

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 bookings will be accepted until this charge or any previous invoices are settled.

Meeting the Needs of Every Child

Online | 16 Mar 2022 (18:00 - 20:00)



nasen will be delivering DfE funded webinar, 'Meeting the Needs of Every Child', for Early Years practitioners and childminders.

The 2-hour webinar will include:

- ★ Responsibilities of a PVI setting towards children with SEND
- ★ The importance of the early identification of SEND
- ★ What effective inclusive practice looks like in a PVI setting
- ★ Developing positive relationships with parents

<https://nasen.org.uk/events/meeting-needs-every-child-10>



free webinars

[Trends In Ofsted Inspection](#)

Tuesday 8th March, 6-7pm

[Revisiting Effective Staff Management through Supervision & Appraisal](#)

Tuesday 1st March, 4-5pm

[An Introduction to Digital Marketing](#)

Wednesday 2nd March, 4-5pm

[Creating a Culture of Safeguarding](#)

Tuesday 8th March, 4.30-5.30pm

[Supporting Staff to Fulfil Their Role](#)

Thursday 17th March, 4.30-5.30pm



An Inspector Calls



[Early years inspection handbook](#)

[Ofsted education inspection framework \(EIF\) inspections and the early years foundation stage \(EYFS\)](#)

Guidance

First aid in schools, early years and further education

Updated 14 February 2022

<https://www.gov.uk/government/publications/first-aid-in-schools>

Introduction

Early years education providers, including schools, must meet the paediatric first aid requirements set out in the statutory framework for the early years foundation stage (EYFS). This includes arrangements for off-site activities involving young children such as educational visits.

The [EYFS](#) requires that at least one person who has a current paediatric first aid (PFA) certificate should be on the premises and available at all times when children are present and should accompany children on outings. The certificate must be for a full course consistent with the criteria set out in annex A in the EYFS.

All staff who obtained a level 2 or level 3 qualification on or after 30 June 2016 must also have either a full PFA or an emergency PFA certificate within 3 months of starting work in order to be included in the required staff to child ratios at level 2 or level 3 in an early years setting.

Childminders, and any assistant who might be in sole charge of the children for any period, should hold a current paediatric first aid certificate.

Paediatric first aid training must be renewed every 3 years and should be relevant for workers caring for young children and where relevant, babies. Employers should take into account, via their first aid needs assessment, the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

Training – Royal Greenwich offer quality assured and subsidised PFA

Employers are responsible for identifying and selecting a competent training provider to deliver their PFA training.

Equipment

Providers should ensure there is always a first aid box accessible with appropriate content for use with children.



Recording and reporting

In addition to any statutory reporting requirements employers should keep a written record of accidents or injuries and first aid treatment.

Good quality record should be readily accessible, and details recorded should include:

- date, time and place of incident
- name of injured or ill person
- details of the injury or illness
- details of what first aid was given
- what happened immediately after the incident (for example, went home, went back to class, went to hospital)
- name and signature of first aider or person dealing with the incident

Employers should inform parents or carers of any accident or injury sustained by the child on the same day, or as soon as reasonably practicable, of any first aid treatment given.

Registered providers should notify Ofsted or the childminder agency with which they are registered of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken. Notification should be made as soon as is reasonably practicable, but in any event within 14 days of the incident occurring. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Employers should notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and should act on any advice from those agencies.

Further help

[Resources provided by HSE](#)

[School and college safety advice provided by Royal Society for the Prevention of Accidents \(RoSPA\)](#)

[A teaching guide developed by the British Red Cross](#)

[St John Ambulance first aid advice including guidance on how to deal with various illnesses such as allergic reactions](#)

[Resuscitation Council UK information on CPR in schools](#)

[HSE advice on first aid requirements for swimming pools](#)

Outdoor Education Advisers' Panel (OEAP) guidance for outdoor learning and off-site visits, including about [first aid provision](#), and [medication](#)



EYFS framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Early Years Providers

<https://help-for-early-years-providers.education.gov.uk>

Development Matters

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

What to expect

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>



Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive

relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social and Emotional Development

EYFS Statutory Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.





Birth to three – babies, toddlers and young children will be learning to:

Express preferences and decisions. They also try new things and start establishing their autonomy.

Engage with others through gestures, gaze and talk.

Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

Find ways of managing transitions, for example from their parent to their key person.

Thrive as they develop self-assurance.

Examples of how to support this:

Be positive and interested in what babies do as they develop their confidence in trying new things.

Help toddlers and young children to make informed choices from a limited range of options. Suggestion: enable children to choose which song to sing from a set of four song cards, by pointing. Enable children to choose whether they want milk or water at snack time.

Support children as they find their own different ways to manage feelings of sadness when their parents leave them. Some children might need to hold onto a special object from home to feel strong and confident in the setting. Some might need to snuggle in and be comforted by their key person. Some might get busy straight away in their favourite play or with another child they feel close to.

Young children need to feel secure as they manage difficult emotions. Provide consistent and predictable routines, with flexibility when needed.

Provide consistent, warm and responsive care. At first, centre this on the key person. In time, children can develop positive relationships with other adults.

When the key person is not available, make sure that someone familiar provides comfort and support, and carries out intimate care routines.



Birth to three – babies, toddlers and young children will be learning to:

Find ways to calm themselves, through being calmed and comforted by their key person.

Establish their sense of self.

Examples of how to support this:

When settling a baby or toddler into nursery, the top priority is for the key person to develop a strong and loving relationship with the young child.

Learn from the family about what they do to soothe their child and what to look out for – for example, a baby who scratches at their head when they are getting tired.

Find out what calms a baby – rocking, cuddling or singing.

Make sure babies and toddlers can get hold of their comfort object when they need it.

Explain to parents that once babies establish 'object permanence', they become more aware of the presence or absence of their parents. Object permanence means knowing that something continues to exist even when out of sight. This can make separations much more distressing and difficult between 6–24 months.

Babies develop a sense of self by interacting with others, and by exploring their bodies and objects around them, inside and outdoors.

Respond and build on babies' expressions and gestures, playfully exploring the idea of self/other. Suggestion: point to your own nose/eyes/mouth, point to the baby's.



Birth to three – babies, toddlers and young children will be learning to:

Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.

Examples of how to support this:

Acknowledge babies' and toddlers' brief need for reassurance as they move away from their key person. Encourage babies and toddlers to explore, indoors and outside. Help them to become more independent by smiling and looking encouraging, for example when a baby keeps crawling towards a rattle.

Arrange resources inside and outdoors to encourage children's independence and growing self-confidence. Suggestion: Treasure Basket play allows babies who can sit up to choose what to play with.

Store resources so that children can access them freely, without needing help.



Birth to three – babies, toddlers and young children will be learning to:

Feel strong enough to express a range of emotions.

Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.

Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Be increasingly able to talk about and manage their emotions.

Examples of how to support this:

Help children to feel emotionally safe with a key person and, gradually, with other members of staff.

Show warmth and affection, combined with clear and appropriate boundaries and routines. Develop a spirit of friendly co-operation amongst children and adults.

Encourage children to express their feelings through words like ‘sad’, ‘upset’ or ‘angry’. Toddlers and young children may have periods of time when their favourite word is ‘no’ and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable.

Offer supervision or work discussion sessions to staff. Staff will need to talk about the strong feelings that children may express. How are practitioners feeling about these and developing their understanding of the children’s feelings?

When appropriate, notice and talk about children’s feelings. For example: “I can see it’s hard to wait, just a minute and then it’s your turn to go down the slide.”

Model useful phrases like “Can I have a turn?” or “My turn next.”



Birth to three – babies, toddlers and young children will be learning to:

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.

Develop friendships with other children.

Safely explore emotions beyond their normal range through play and stories.

Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.

Examples of how to support this:

Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion.

Help all children to feel that they are valued, and they belong.

Support children to find ways into the play and friendship groups of others. For example, encourage them to stand and watch from the side with you. Talk about what you see, and suggest ways for the child to join in.

Story times with props can engage children in a range of emotions. They can feel the family’s fear as the bear chases them at the end of ‘We’re Going on a Bear Hunt’. They can feel relief when the Gruffalo is scared away by the mouse.

Recognise, talk about and expand on children’s emotions. For example, you might say: “Sara is smiling. She really wanted a turn with the truck.”



Birth to three – babies, toddlers and young children will be learning to:

Examples of how to support this:

Observational Checkpoint

Around 7 months, does the baby respond to their name and respond to the emotions in your voice?

Around 12 months, does the baby start to be shy around strangers and show preferences for certain people and toys?

Around 18 months, is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?

Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.





3 and 4-year-olds will be learning to:

Examples of how to support this:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Respond to children's increasing independence and sense of responsibility. As the year proceeds, increase the range of resources and challenges, outdoors and inside. One example of this might be starting the year with light hammers, plastic golf tees and playdough. This equipment will offer children a safe experience of hammering. Wait until the children are ready to follow instructions and use tools safely. Then you could introduce hammers with short handles, nails with large heads, and soft blocks of wood.

Widen the range of activities that children feel confident to take part in, outdoors and inside. Model inviting new activities that encourage children to come over and join in, such as folding paper to make animals, sewing or weaving.

Develop their sense of responsibility and membership of a community.

Give children appropriate tasks to carry out.

Suggestion: they can fetch milk cartons or fruit. They can wash up their own plates after their snack.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Invite trusted people into the setting to talk about and show the work they do.

Show more confidence in new social situations.

Take children out on short walks around the neighbourhood. When ready, take them on trips to interesting places like a local museum, theatre or place of worship.



3 and 4-year-olds will be learning to:

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Examples of how to support this:

Involve children in making decisions about room layout and resources. Suggestion: you could set up a special role-play area in response to children's fascination with space. Support children to carry out decisions, respecting the wishes of the rest of the group.

Further resource and enrich children's play, based on their interests. Suggestion: children often like to talk about their trips to hairdressers and barbers. You could provide items that reflect different ethnicities, such as combs and brushes etc. to stimulate pretend play around their interests.

Notice children who find it difficult to play. They may need extra help to share and manage conflicts. You could set up play opportunities in quiet spaces for them, with just one or two other children. You may need to model positive play and co-operation.

Teach children ways of solving conflicts. Suggestion: model how to listen to someone else and agree a compromise.

Explain why we have rules and display a small number of necessary rules visually as reminders. Suggestion: display a photo showing a child taking just one piece of fruit at the snack table.



3 and 4-year-olds will be learning to:

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Examples of how to support this:

Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them.

Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves. If adults are excessively challenging or controlling, children can become more aggressive in the group. They may increasingly 'act out' their feelings. For example, when they feel sad, they might hit another child to make that child feel sad as well.

Help children explore situations from different points of view. Talk together about how others might be feeling. Bring these ideas into children's pretend play: "I wonder how the chicken is feeling, now the fox is creeping up on her?"



3 and 4-year-olds will be learning to:

Examples of how to support this:

Observational Checkpoint

Around the age of 3

Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?

Can the child settle to some activities for a while?

Around the age of 4

Does the child play alongside others or do they always want to play alone?

Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)

Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Special Educational Needs and Disabilities (SEND) Local Offer

LOCAL OFFER NEWSLETTER: FOCUS ON THE PARENT CARER NETWORK

The Local Offer is a great source of information for families and young people with SEND to find out more about what is available to them in the Local Area... It's also a great place for providers to find out about local resources and services.

We will be trying to get this out as far and wide as we can but are asking providers to make sure a copy goes in the book bag of every child with SEND and /or put as an attachment to digital newsletters that already go out to families. Please disseminate any other way and also to try out some of the links and see what's available. We have co-produced this with the Greenwich Parent Carer Forum.

Feel free to print off as an A3 poster and put up in key areas/notice boards, newsletters too

[Local Offer Newsletter](#)

[Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

Royal Greenwich Provider Network for peer-to-peer support



Join your Provider Network for peer-to-peer support

email childcare-support@royalgreenwich.gov.uk

New Charlton Community Childminders



COME TO OUR PLAYGROUP!

Wednesdays
9.30 – 11.30

New Charlton Community Hall
217 Maryon Road
Charlton SE7 8DB

Crafts
Stories & singing
Toys
Healthy snacks

Support & advice
Friendship
Inspiration
Tea & coffee

For Ofsted Registered Childminders and Nannies



We charge £3 per week which covers
snacks, craft materials, tea & coffee and hire of the hall.
For more information, please message our
Facebook page: Charlton Childcare.



<https://www.worldbookday.com/schoolsandnurseries/>

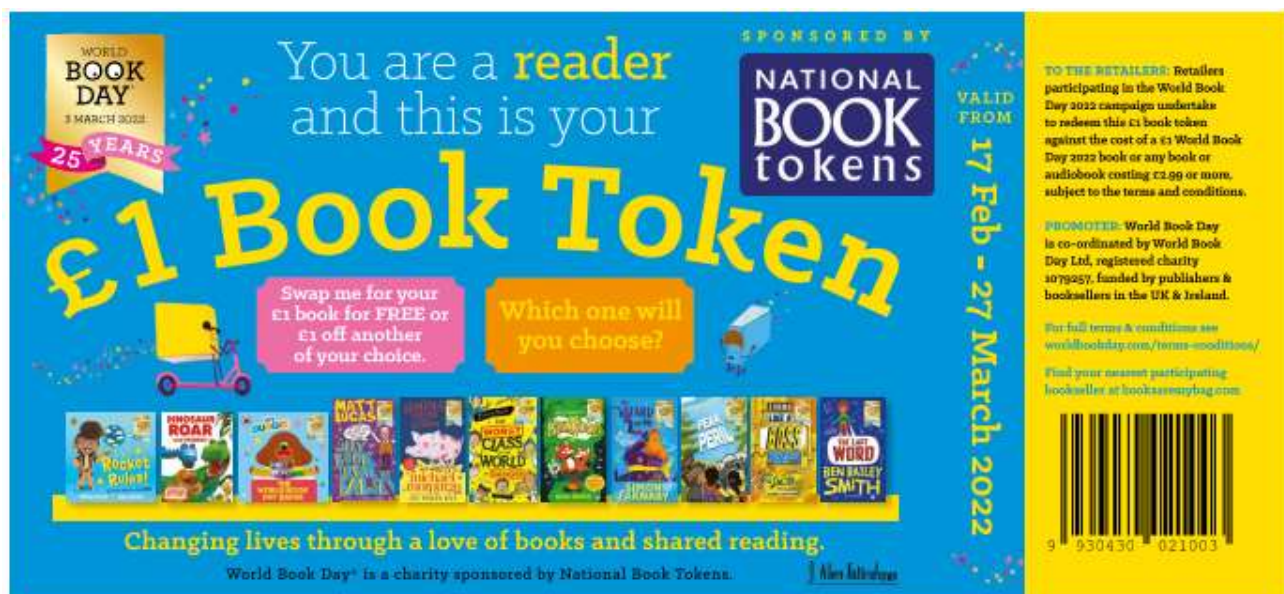
World Book Day book tokens will be valid from **Thursday 17 February – Sunday 27 March 2022**.

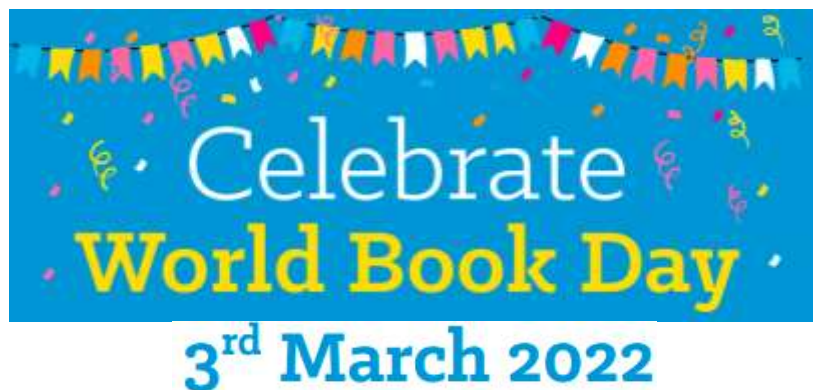
We want to see more children, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life chances this brings them. The [evidence base](#) shows there are 6 building elements which support a child to read for pleasure

- ★ Being read to regularly
- ★ Access to books at home
- ★ The ability for children to choose what they want to read
- ★ Having trusted adults and peers sharing and recommending books
- ★ The reading experience being enjoyable
- ★ Designated time to read



See attached digital token to download and print for your parents or alternatively email to them





Calling all
parents and
children!



Digital World Book Day £1 token is in the attached flyer,
please print and take to your local bookshop

There is a fantastic selection of brand new and exclusive
£1 books for 2022 that children and young people can get
for FREE with their token or get money off a book of their
choice

<https://www.worldbookday.com/books/>

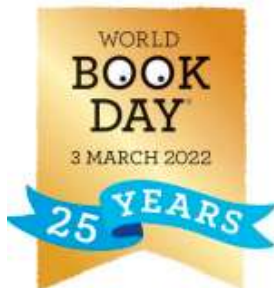
Just ten minutes
of sharing stories
daily makes a huge
difference to a child's
future success.



World Book Day book tokens will be valid from

Thursday 17 February – Sunday 27 March 2022.

WORLD BOOK DAY 2022 @ GREENWICH LIBRARIES



CELEBRATE STORIES
LOVE READING.



THURSDAY 3 MARCH – ‘You Are A Reader’

Come along & join us in the library for fun, free & interactive sessions to
celebrate 25 years of World Book Day with your favourite characters and stories!

Blackheath Library

Favourite Character Fun Story Time | 11-11.30am
Fancy dress Baby Rhyme Time | 2-2.30pm

Eltham Library

Favourite Character Fun Story Time | 11-11.30am
World Book Day Messy Morning | 11.30am-12noon
World Book Day Crafts | 3.45-4.45pm age 5-11

New Eltham Library

Favourite Character Baby Rhyme Time | 10.30-11am

Plumstead Library

Favourite Character Fun Story Time | 10-10.30am
World Book Day Messy Morning | 10.30-11.30am
World Book Day Quiz | 4pm age 6+

West Greenwich Library

World Book Day Messy Morning | 10.30-11.30am

Woolwich Centre Library

Favourite Character Baby Rhyme Time | 10-10.30am & 11-11.30am
Class Visit with author Matt Wainwright
& St. Peter's School
Class Visit with Plumcroft School
Stories and Songs in Spanish | 2-2.30pm
World Book Day RASCALS Club crafts | 4-4.30pm

Online Read-a-long – @greenwichlibs ALL DAY



Burton is a registered trademark and trading name of GLL (Greenwich Leisure Limited), a charitable social enterprise and registered society under the Co-operative & Community Benefits & Societies Act 2014 (registration no. 277938). Registered office: Middlegate House, The Royal Arsenal, London, SE18 6XK. Standard Revenue Charity no. X043398

BETTER
the feel good place


ROYAL borough of
GREENWICH

World Book Day Costume Ideas

The Rainbow Fish



What you need: Tissue Paper, Scissors, Card, Colouring Pens

The Mr Men - Mr Happy or Mr Tickle



What you need: Cardboard box, Paint, Scissors



Extension:

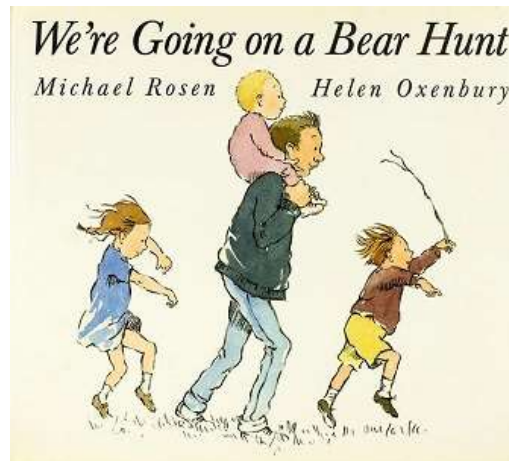
- ☀ Take a moment to think about a book you have read together or you love and think or google some quick ideas to create them
- ☀ You will not only be creative but will be making memories together

Going on a bear hunt



What you need: Binoculars or create your own ones from card, T- Shirt, Pens

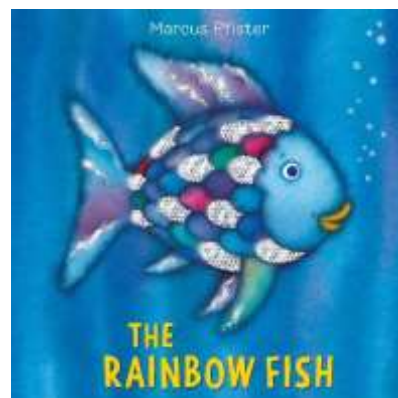
Why not listen to the story online...



<https://www.youtube.com/watch?v=0gyl6ykDwds>



<https://www.youtube.com/watch?v=gPC3MmdTb-E>



<https://www.youtube.com/watch?v=QFORvXhub28>

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

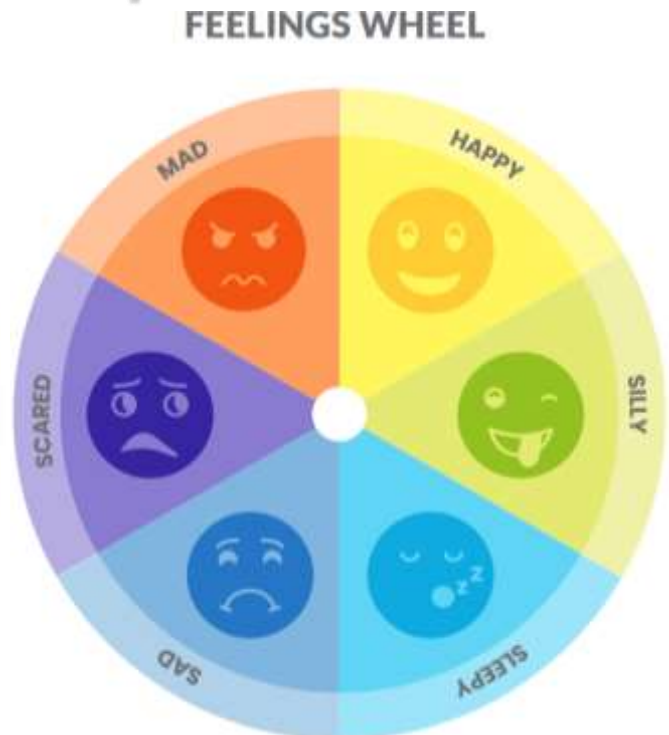
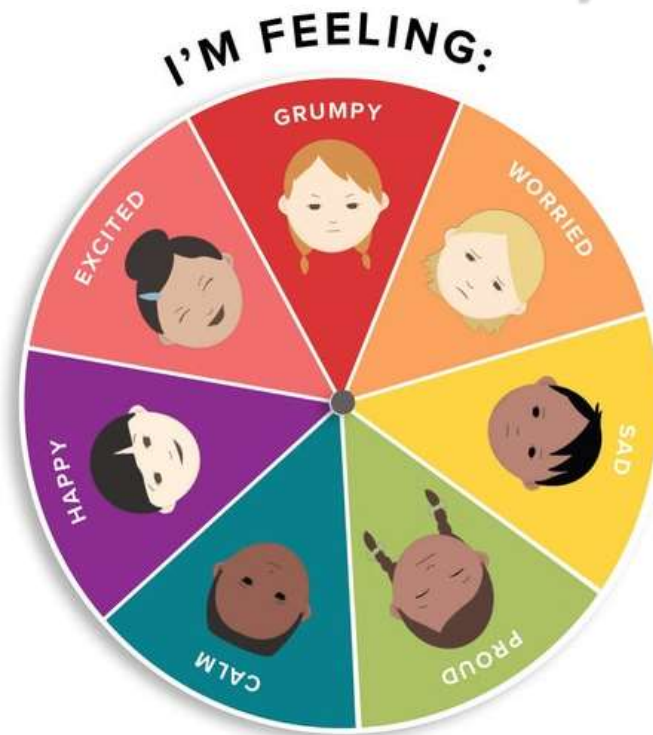


Free Multicultural Songs 🎵

Celebrating Diversity and Inclusion

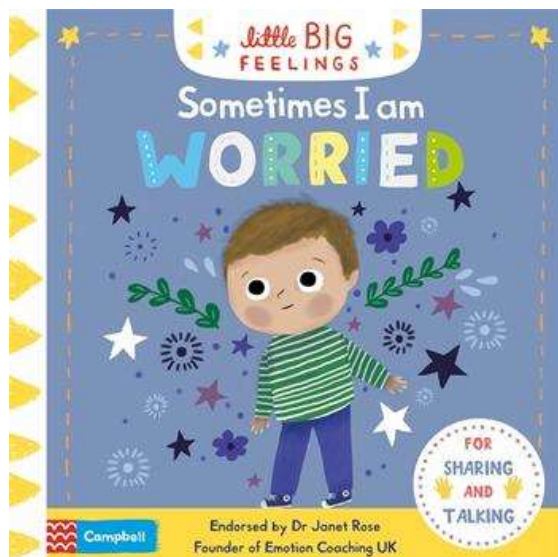
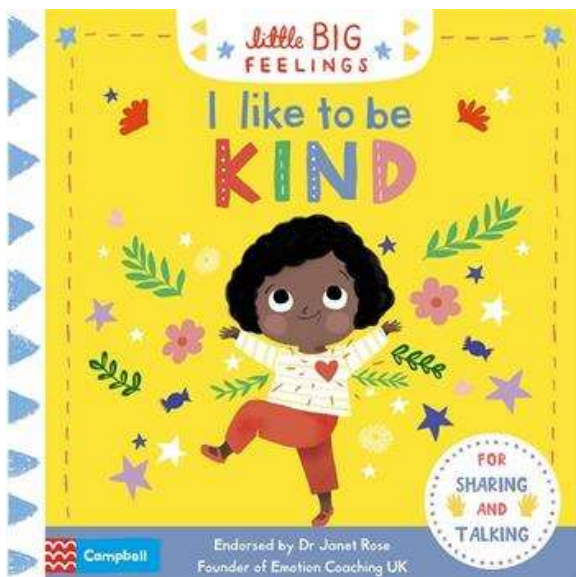
[Free Multicultural Songs Celebrating Diversity and Inclusion {Character Education Resources} - Bits of Positivity](#)

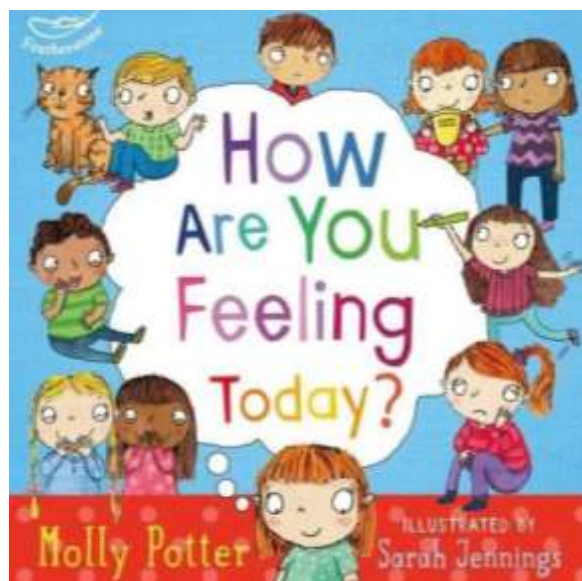
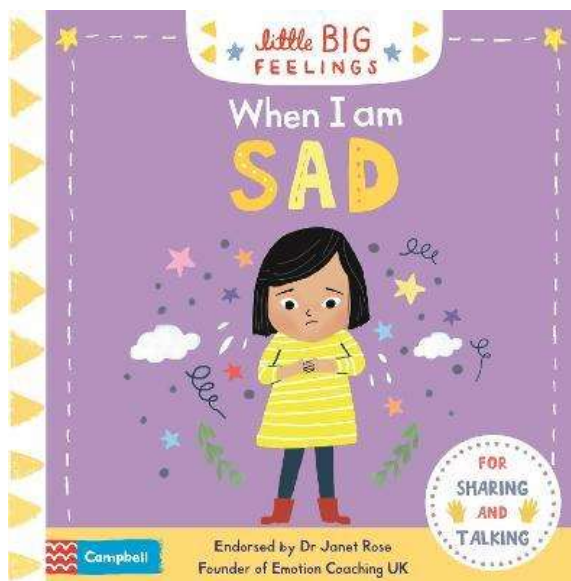
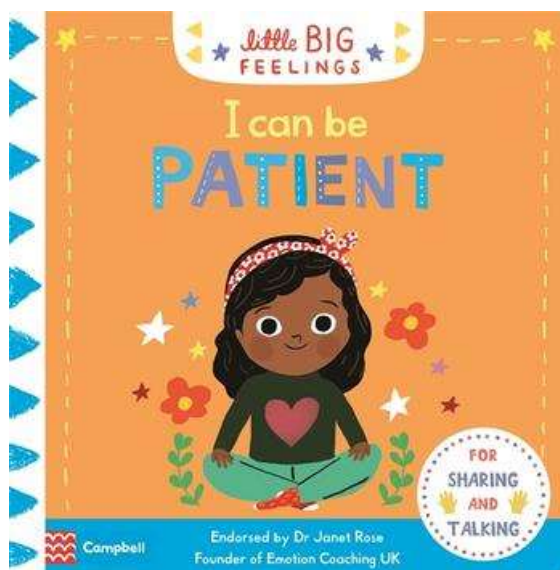
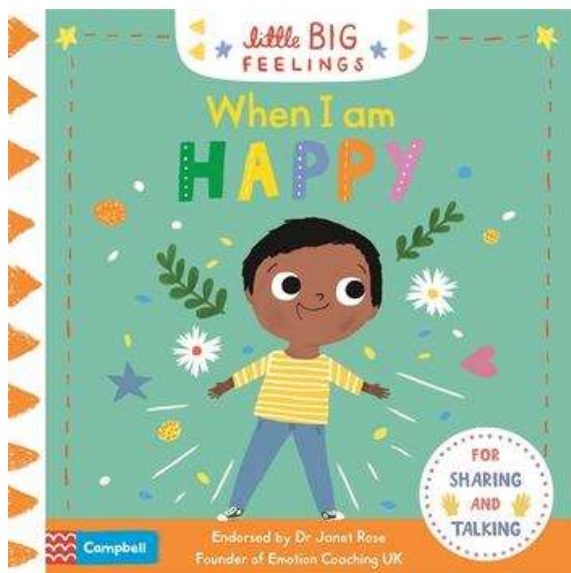
Healthy Early Years

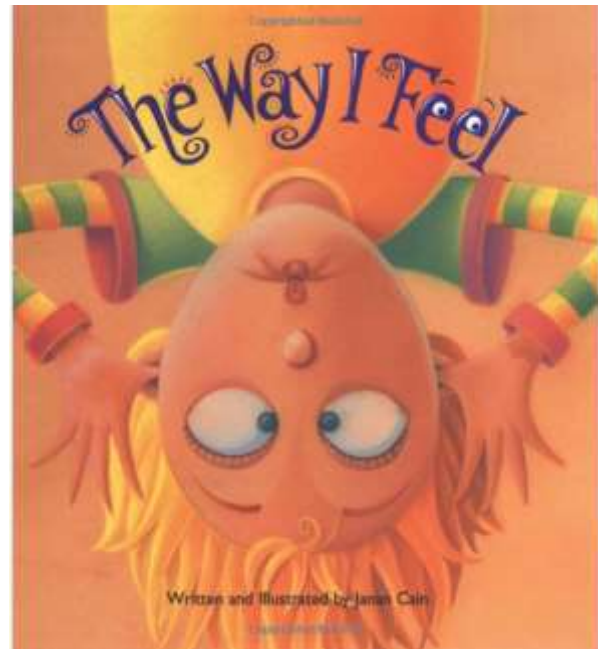


If children can start naming their emotions (even these simple ones) when they are young, they will be set up for better emotional health when they are older. There are so many benefits like **decreased anxiety**, **increased self-awareness** around what brings them comfort, and **greater empathy**. And of course, it helps adults more effectively because you can work through the emotion, not ignore, dismiss or disregard it.

FEELINGS BOOKS

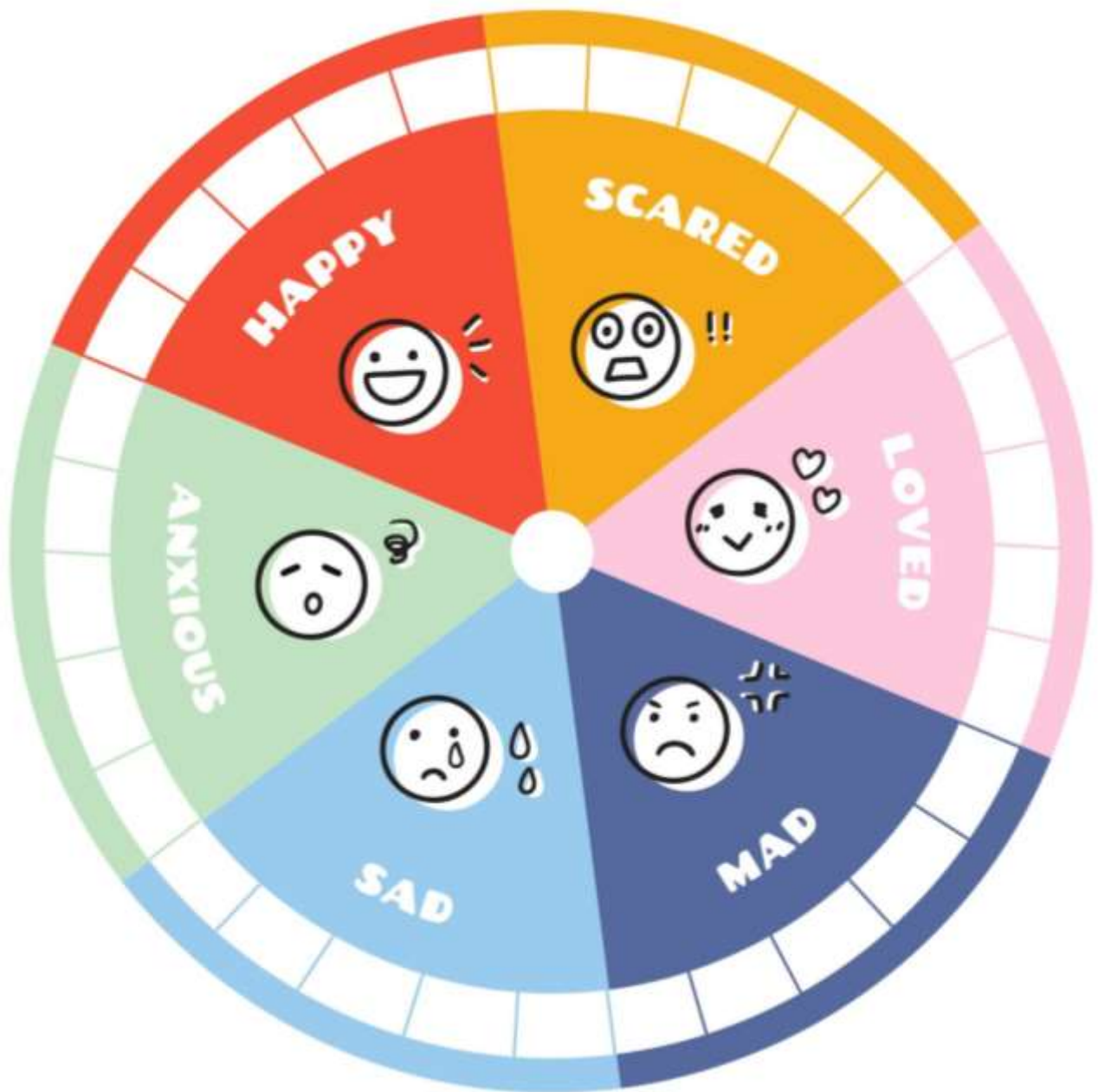






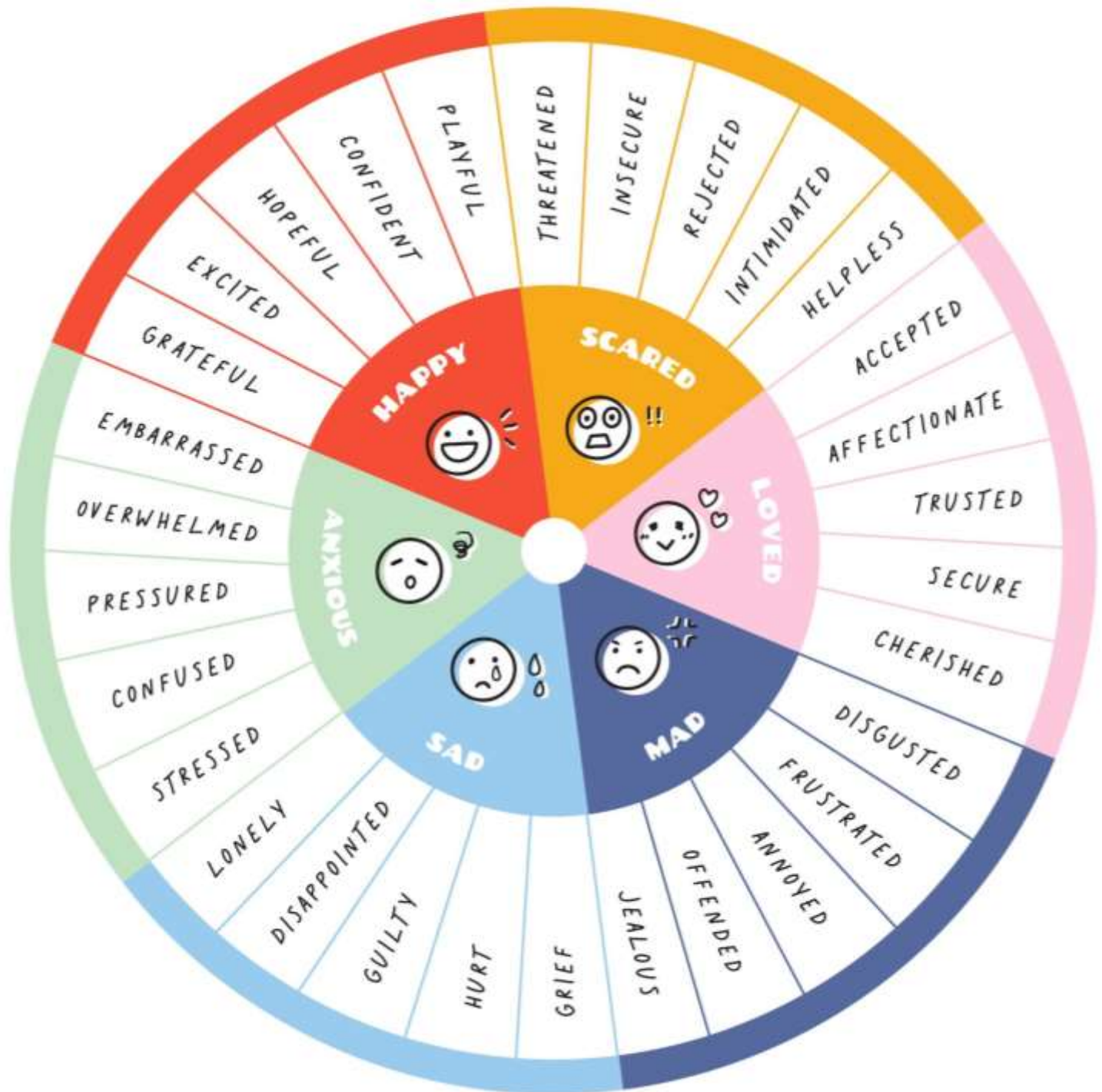
the Feel Wheel

ages 1-4



the Feel Wheel

ages 5-12



Home Learning Environment

Naming Emotions & Feelings



Child as scientist trying to understand the world

1. Recognise - Fear of being out-of-control. Recognise age-appropriate. Be aware of your own feelings and manage your behaviour.
2. Name - Parental role as “interpreter”/ “translator”/ “explainer”
3. Comfort - Make sure your child is safe **and feels safe**. Avoid exposing them to fear through arguments
4. Solve / train your child as a problem solver by asking questions / don't take over!

What can I do to help?

You can recognise these behaviours in your child with and name what emotions you think are behind the actions. Once you have named the emotion and the child has understood what that means you can show the child more helpful ways of demonstrating how they feel.

For example, you could say, "I can see you are getting very frustrated with that toy – it's not working properly is it? Let's see if a cuddle might help and we can look at it together".

- ☀ Parent recognises the emotion.
- ☀ Parent names the emotion for the child.
- ☀ Parent provides some comfort.
- ☀ Parent offers a solution.

This four stage approach shows the child that emotions are valid, recognisable, and understood by adults around them and there are other ways to manage them. By repeating this pattern every day the child can also learn to do it themselves.

You can start this pattern with babies. For example, you could respond to a baby crying by saying, "Something has upset you. I wonder if you have a pain in your tummy. Let's see if a rub on the back over my shoulder might help". Rather than saying, "Oh you're crying again. What's the matter? Do you want another feed already? OK I'll get you a bottle."

BUILDING SELF ESTEEM

What you can do:

- ☀ **Delight in your child's discoveries** as he explores. This lets him know he is interesting, important and loved. (*You are pushing the pedals so hard to make the tricycle go! Wow, you are so strong. Look, it's moving—little by little.* This sends a very different message to your child than saying, *Mommy is so proud of you!* First, it lets your child know that you are proud of her efforts. She learns that she doesn't have to succeed to be loved and valued by you. And, focusing on persistence and effort motivates children to learn new skills because it makes them feel good about themselves, not because they desire praise from others. This is called "internal motivation" and it is a powerful force in later school achievement.
- ☀ **Give your child support in trying new things.** This tells him you believe he is smart and capable.
- ☀ **Be specific about what tasks you want your child to help with** *Please pick up your blocks,* instead of, *Let's clean up the room.* Keep the task fairly small and within your child's skills. Manage your own expectations about how the task is completed. If you ask your child to match socks, expect some mismatches. If you ask your child to put the blocks away, you may still find some "strays." This is developmentally normal and just part of the learning process.
- ☀ **Recognise and be specific about what your child accomplished:** *You counted out all 4 spoons and put them on the table. Well done. Now we can eat.* This emphasizes to your child what an important contribution he is making. Learning to help out will also help him later when he is asked to perform many "jobs".
- ☀ **Join in** pretend play (recognise need to process feelings)
- ☀ **Help understanding of complex situations and talk through solutions** (I know you are sad that Marco didn't play with you at the park today. He was already playing ball with another child. But I know he still likes you and is your friend. How about if we invite him over to play this weekend?)
- ☀ **Demonstrate your coping mechanisms** – talk the thought! Demonstrate needing help sometimes – none of us is self sufficient

BUILDING SELF CONFIDENCE

What you can do:

- ☀ **Give your child lots of chances to do "real" jobs.** Preparing meals—tossing lettuce into a bowl, pouring milk into cereal, breaking eggs—offers many opportunities for your child to take on responsibility and feel successful. Your toddler can help you with chores like doing laundry and gardening. He can match socks or separate shirts from pants, or water plants in the garden outside.

☀ **Encourage friendships.** Making and keeping friends nurtures a toddler's growing self-confidence and self-esteem. Create plenty of opportunities to meet and play with children her age. Always be close by so you can help your child learn to share and work out problems that will surely come up. This will help her feel confident that she can deal with the challenges that are part of building healthy relationships as she grows.

☀ **Help your child use words to work through challenges.** *You tried to pour your own juice. Good for you. Some juice is in the cup. Some spilled. When that happens, you can tell mummy and ask for help cleaning it up. Then we can do it together.* Giving your child the words he needs makes it more likely that he will ask for help. It will also help her understand what happened, and what steps are involved in completing a task successfully.

Early on for babies

- ☀ **Help to feel calm and comforted**
- ☀ **Daily routines to feel safe and in control**
- ☀ **Tune in to baby's nature**

Later on with toddlers

- ☀ Stop the behaviour - firmly but not angrily.
- ☀ Label your child's feelings. This makes her feel understood and helps her calm down.
- ☀ Offer an appropriate way to express feelings. Show her what she *can* do to express her angry feelings, like jump up and down or stomp her feet.
- ☀ Help her solve the problem. For example, go to Ranjit together and ask for the toy back. Use a kitchen timer to help your child learn to wait and take turns.
- ☀ Stand and think about: *What is she struggling with? (For example, is she tired, hungry, overwhelmed, scared, frustrated, angry, and why.) How can I help her cope with these feelings? What do I want her to learn from this situation? What am I feeling and reacting to?* Giving yourself the time to think through what's going on for both you and your child will help you respond in a calm and effective way.
- ☀ Be a role model for showing children healthy ways to cope with strong feelings.
- ☀ Create a safe space in your home where children can go when they need a break - soothing and positive, not punishment. When your child needs to, he can go there to calm down and regroup. You can explain that it is okay to be angry, sad, frustrated, but that it is not okay to yell, hit, scream
- ☀ Help children learn to soothe themselves. When a child breaks down, he is telling you that he is having trouble coping. When you comfort him, you help him learn how to soothe himself—an important life skill. This is not spoiling or giving in. It is helping him learn how to deal with disappointment and frustration

A little older

- ☀ Be consistent
- ☀ Use visuals to help waiting or persevering
- ☀ Don't just stop behaviour – find alternatives (Don't throw stones, but try screwed up newspaper.)



4 Ways to Wellbeing

It's okay not to be okay, but there are some things you can do to fix that. If you're feeling stressed or overwhelmed try these top tips for positive mental health.



Keep in touch

Communicating and creating meaningful relationships is an essential step to having a healthier state of mind. Keeping lines of communication open can also help reduce stress.



Stay active

Step outside, Stretch, take a walk or do some sort of activity. Staying active also helps reduce stress and increases your physical and mental energy.



Take some time out

Take a break, disconnect from your phone, and relax. Do something you like and take some time to focus on yourself until you are in a better head-space.



Reach out for help

Everyone needs someone to lean on sometimes. You don't have to get through everything alone. Reach out to someone and tell them how you're feeling, they may be able to help you find a solution.

Download a calendar of activities and encouragement for staff wellbeing

https://www.yesfutures.org/_files/ugd/15874d_8226e9e17c4b4aa9868006e265f43a30.pdf

Ask parents to look out for the postcard through the door if they have school age children in receipt of free school meals!



The Royal Borough of Greenwich is funding free places at holiday activity clubs for children who receive or are eligible for free school meals, including those with Special Educational Needs and/or Disabilities.

All our clubs offer great activities and include healthy lunches every day too!

Find all the information you need at
royalgreenwich.gov.uk/holidayfoodandfun



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Royal Greenwich Together

HOLIDAY FOOD *and* FUN

Children who receive free school meals can get a free holiday club place in Royal Greenwich.

With Holiday Food and Fun there are activity clubs across the borough ready to provide everything from football to arts and crafts, at no cost to parents.

No need to worry about what to do with the kids outside of school – sign up now!

royalgreenwich.gov.uk/holidayfoodandfun



Department
for Education

ROYAL *borough of*
GREENWICH

The Cookery Clubs are back!

Eat well for less, meet new people, learn fresh skills!

GCDA runs FREE 5-week face to face cooking sessions showing you how to make small changes that can make a big difference to your health and your pocket! Join us in person with our incredible tutors who will show you how to prepare delicious, mouth-watering and healthy meals.

Where: Charlton Athletic, Valley Central, Floyd Rd, Charlton, SE7 8BL

When: Every Monday for 5 weeks, starting 28th February – 28th March

Time: 10.30am – 1.00pm

Where: Abbey Wood Community Centre, 4 Knee Hill, SE2 0YS

When: Every Monday for 5 weeks, starting 28th February – 28th March **Time:** 10.30am – 1.00pm

Where: Trinity Church, 265 Burrage Road, Plumstead, SE18 7JW

When: Every Tuesday, for 5 weeks, starting 1st March – 31st March

Time: 10.30am – 1.00pm

Where: Eltham Green Community Church, 542 Westhorpe Avenue, SE9 6DH

When: Every Thursday, for 5 weeks starting 3rd March – 31st March

Time: 10.30am – 1.00pm

Where: Jubilee Community Centre, Lytton Strachey Path, off Titmuss Avenue (behind 85 Titmuss Avenue), Thamesmead, SE28 8DJ

When: Every Thursday for 5 weeks, starting 3rd March – 31st March **Time:** 10.30am – 1.00pm

Where: Clockhouse Community Centre, Defiance Walk, Woolwich Dockyard, SE18 5QL

When: Every Saturday for 5 weeks starting 4th March – 1st April

Time: 12.30pm – 3.00pm

For more info or to book, please call 0800 470 4831 and ask for cookery clubs or email cookeryclubs@gcda.org.uk

Please watch our [short promotional video](#) to give you a flavour of what to expect!

We also offer bespoke cookery clubs to community organisations, watch promotional video here [Cookery clubs film.mp4](#). If you would like further information please get in touch on 0208 269 4886 or contact Fay Livingstone email fayl@gcda.org.uk

Register for Street Tag

Join now, learn how to play and recruit participants now in preparation for Season 3.



**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**

Prizes to be won!

Season 1 Winners

- Haimo Primary School is the Schools Leaderboard winner with 8,011,220 points.
Harrey (Pupil) “I’ve really enjoyed playing Street Tag, I play it most days with friends and family and I love that my points have helped my school win season 1”
- 2nd place runner-up is Cardwell Primary School with 7,640,655 points.
- 3rd place team is Bannockburn Primary School with 4,760,565 points.
- 4th place team is Boxgrove Primary School with 4,237,045 points.

NEW SEASON BEGAN 6th JANUARY 2022

Sign up if you haven’t already for a chance to win prizes for the top 3 and monthly draws. Join the other providers already registered and compete for the ‘Most Active Street Tag’ banner.

Already registered?

Get more families, staff and parents involved to move up the Leaderboard. A team can have up to 250 players. More players, More physical activity, More points! Once you hit a mark of 100 participants, contact the Street Tag team to claim 10K points via support@streettag.co.uk

The Street Tag app is designed to help people easily access physical activity and develop an active lifestyle. Street Tag will be used to engage and incentivise schools and residents to be more active in the borough. Players collect points which can be turned into prizes.

Street Tag is entertaining and highly competitive, with the opportunity for people to engage in a variety of activities and competitions using their phones, with a Schools’ Leaderboard and a Community Leaderboard. Find out how you can play – and win prizes for yourself or your school – with Street Tag at www.royalgreenwich.gov.uk/streettag or email meenakshi@streettag.co.uk



Shooters Hill Sixth Form Sport tasters

As part of an ongoing projects with Shooters Hill sixth form campus, Royal Greenwich are working to increase the coaching opportunities for the young people across Greenwich.

We looking to run some FREE multi-sport activity mornings at either your own site, venues, local park/leisure centre or at the college.

We are planning to run a circuit style sports days and can cater for a group between 60 – 100 depending on space. Each year group would be separated into small groups (6-8 children and young people) and work with 2 college students for around 20 minutes. The small groups then rotate around the young leaders for the durations of the allocated time.

We pretty flexible but students are generally timetabled on Monday or Tuesday morning available from 9.30- 11.30. The students will be fully supervised by college staff throughout the duration and given feedback throughout. We also welcome your feedback to help us grow and support the sixth-form students who are the first steps into the coaching journey.

We are working together to increase the opportunities available and build the experiences for our future sport coaches/teachers or instructors within Greenwich.

Stephanie Turner

Sport Development Officer

Stephanie.Turner@royalgreenwich.gov.uk

<https://greenwichgetactive.com>



Infection rates: infection rates have continued to fall across the country. There is a clear downwards trend across the country including London and locally in Greenwich.

- The 7-day infection rate for England yesterday was 332/100,000
- The 7-day rate for London in yesterday's data was 332/100,000
- Yesterday's 7-day case rate in Greenwich was 313/100,000
- Lowest case rates are in the 0-10s and 80+ age groups
- There have been very few outbreaks notified in the last week, which is a significant change from January and February when there were outbreaks in nurseries, schools, prisons and care homes

- Updated local flowchart for providers (please do not share with parents - send them links directly to the government guidance where there are queries)
- Updated notification form - although there is no longer a duty to notify the DFE or Ofsted specifically, the local authority is expected to continue monitor positive cases and outbreaks. Please notify us as usual via the updated form attached as this will help us to meet our Public Health responsibilities

If you are not clear about any of the guidance, please contact your Early Years & Childcare Advisor or Public Health team directly. Please note there will be further update on 1 April from the government on lifting requirements

As of 21 February 2022

For adults with symptoms / positive test

Although there is no mandatory requirement to self-isolate the advice continues to emphasise staying at home and avoiding contact

5 day isolation and then from 5th day 2 consecutive tests which are negative ends isolation as long as no high temperature

For adults who are close contact

Although no longer legally required to self isolate, advice states that if live or stay with someone overnight who has Covid, work from home if able to do so, limit contacts with other people outside of household and/or take extra precautions (see below) - however please seek advice from Public Health

For children who have symptoms / positive test

Children who are infectious should stay at home

5 day isolation and then from 5th day 2 consecutive tests which are negative ends isolation as long as no high temperature

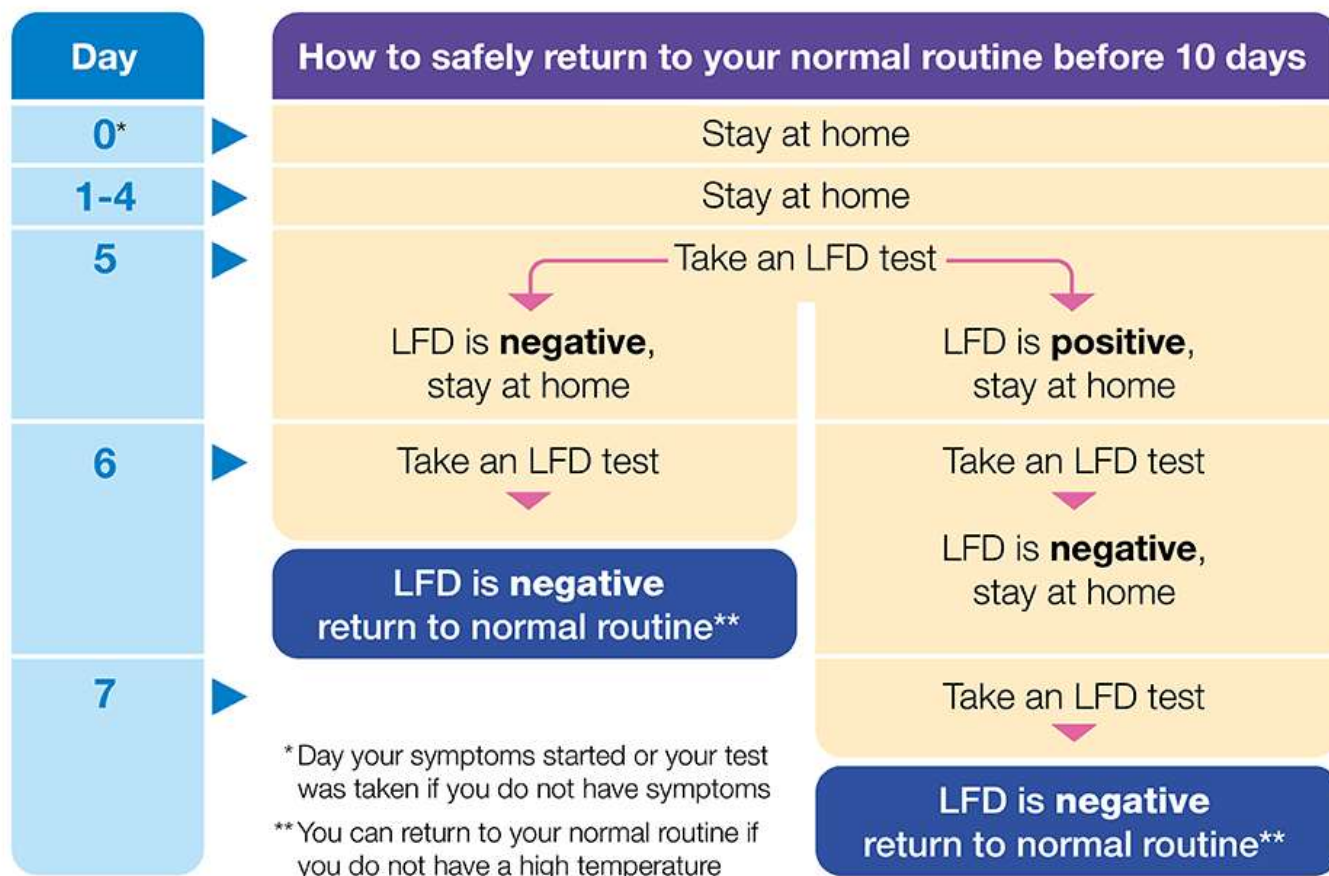
For children who are close contacts

They can continue to attend their educational setting as normal - however please seek advice from Public Health

Guidance

<https://www.gov.uk/government/publications/covid-19-people-with-covid-19-and-their-contacts>

Many people will no longer be infectious to others **after 5 days**. You may choose to take an LFD test from 5 days after your symptoms started (or the day your test was taken if you did not have symptoms) followed by another LFD test the next day. If both these test results are **negative**, and you **do not have a high temperature**, the risk that you are still infectious is much lower and you can safely return to your normal routine.



If your day 5 LFD test result is positive, you can continue taking LFD tests until you receive 2 consecutive negative test results.

Children and young people with COVID-19 should not attend their education setting while they are infectious. They should take an LFD test from 5 days after their symptoms started (or the day their test was taken if they did not have symptoms) followed by another one the next day. If both these tests results are negative, they should return to their educational setting if they normally attend one, as long as they feel well enough to do so and do not have a temperature. They should follow the guidance for their educational setting.

Welcoming children back to the setting

In most cases, parents and carers will agree that a child with the key symptoms of COVID-19 should not attend the setting, given the potential risk to others. If a parent or carer insists on a child attending your setting where they have a confirmed or suspected case of COVID-19, **you can take the decision to refuse the child if, in your reasonable judgement, it is necessary to protect other children and staff from possible infection with COVID-19.**

Child / staff member 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 to isolate pending result

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

Staff – close contact

Work from home if able, limit contacts with other people, take extra precautions, *PCR & 7 days LFD*, seek advice from health protection

Childminders – not to work from own home unless separate area
If symptomatic at any time, take PCR and self isolate

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

POSITIVE Advice to self isolate for 10 days or while infectious – on day 5 & 6, if consecutive negative LFT and normal temperature – may end if

Children – close contact, children may attend setting but seek advice from health protection. Self isolating parents with Covid 19 advice to stay at home

You must IMMEDIATELY NOTIFY

1. 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
2. Ofsted – only if setting closes for more than 3 days or there is a serious incident <https://www.gov.uk/guidance/report-a-serious-childcare-incident>

Managing Outbreak* in Setting – Staff *Outbreak - if 2 or more cases(10%), check + follow Public Health advice- it may include some of the below

- consult your risk assessment and contingency plan
- PCR then 7 days LFD before coming into work, or if had a positive PCR* in previous 90 days, just 7 days LFD each day
- mask wearing in all areas, staggering breaks, social distancing in rest rooms, bubbles if possible
- hand and respiratory hygiene and increased cleaning regime, checking ventilation
- advice on car sharing (so if have to, passenger sit in back with window open and wear a mask)
- remote learning and consider needs of vulnerable and critical worker children

SECTOR GUIDANCE

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

Page summary:

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

Change made:

Updated the guidance to reflect new public health guidance tracing close contacts, isolation and when someone has symptoms or a positive test.

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

Page summary:

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.

Change made:

Updated the guidance to reflect new public health guidance tracing close contacts, isolation and when someone has symptoms or a positive test.

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

Page summary:

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

Change made:

Updated the guidance to reflect new public health guidance tracing close contacts, isolation and when someone has symptoms or a positive test.

[Actions for schools during the coronavirus outbreak](#)

Page summary:

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

Change made:

Updated the guidance to reflect new public health guidance tracing close contacts, isolation and when someone has symptoms or a positive test.

[Managing coronavirus \(COVID-19\) in education and childcare settings](#)

Page summary:

What measures education and childcare settings should be prepared to introduce to manage coronavirus (COVID-19).

Change made:

Updated the guidance to reflect new public health guidance on tracing close contacts, isolation and when someone has symptoms or a positive test.

Additional actions for childminders during the coronavirus (COVID-19) pandemic

Page summary:

What childminders should do when someone they live with has COVID-19 symptoms, tested positive, or is self-isolating as a close contact.

Change made:

Updated the guidance to reflect new public health guidance on tracing close contacts, isolation and when someone has symptoms or a positive test.

When someone who lives with you has COVID-19 symptoms or has tested positive

You should not childmind in your home when someone living there has:

- any of the main symptoms of COVID-19
- a positive test

You should not childmind children in your home until everyone living with you who has symptoms, or a positive test result, is no longer advised to stay at home and avoid contact with other people.

Alternative childminding options when you should not childmind at home

You may wish to consider the following options to continue childminding, as long as you have not tested positive yourself and do not have COVID-19 symptoms, and you:

- discuss and agree any option you might choose with parents and carers in advance of such an event
- check you have adequate public liability insurance for the temporary change
- follow the [additional actions to take when someone you live with has tested positive or has COVID-19 symptoms](#)

There are a number of options of working away from your own home (you will need to notify Ofsted and the local authority)

- another registered CM's premises
- relative's home (adults over 16 to be checked for suitability)
- child's own home ((adults over 16 to be checked for suitability)
- non domestic premises for 50% of your time
- activities in public places - ie park/library without going into your home
- suitable outbuilding/extension with separate facilities

Step up and get protected Book vaccinations and boosters

If you're 16 and over you can now get your booster jab in Royal Greenwich at your local walk-in or by booking online.

It is never too late to get your first or second vaccination – please step forward now to keep yourself and others safe.

The majority of people in hospital with COVID-19 are unvaccinated. The best thing you can do to avoid spending the start of 2022 in intensive care is to get vaccinated.

Find out how to [book your vaccine](#), or [access a walk-in clinic](#) near you.

Walk -in clinics across Greenwich

- Woolwich Late Night Pharmacy (SE18 6AB)
- First Care Pharmacy (SE28 0NY)
- Plumstead Health Centre (SE18 1BH)
- Queen Elizabeth Hospital (SE18 4QH)
- Amal Pharmacy (SE10 0EL)
- Mangal Pharmacy (SE9 6SN, SE9 6ER, SE9 6SZ, SE10 0PE)

🔗 More info and opening times: www.selondonccg.nhs.uk/popupclinics

Keeping Children Safe

Contact Children's Services

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

Referral team: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

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

Early Years & Childcare



020 8921 3877



childcare-support@royalgreenwich.gov.uk



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk

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

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

DBSRegionaloutreach@dbb.gov.uk

Prevent Team 0208 921 8340 or prevent@royalgreenwich.gov.uk

(PREVENT 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

Child trafficking

Source: Independent Anti-Slavery Commissioner

The Independent Anti-Slavery Commissioner and ECPAT UK (Every Child Protected Against Trafficking) have launched a report providing an outline of child trafficking in the UK between October 2020 and October 2021. The report provides the latest data, policy developments and examples of both promising practice and challenges faced by practitioners. Recommendations include: police and prosecutors should ensure that officers and staff are equipped to identify potential child victims of modern slavery at the earliest opportunity; the Department for Education should no longer use unregulated accommodation for children due to well evidenced links between this type of accommodation and exploitation; and the Home Office should commence a full national roll-out of the Independent Child Trafficking Guardian Service across England and Wales as soon as possible.

Read the press release: [Launch: IASC and ECPAT UK report on child trafficking](#)

Download the report: [Child trafficking in the UK 2021: a snapshot \(PDF\)](#)

[Protecting children from trafficking and modern slavery](#)

Domestic abuse

Source: UK Government

The UK Government has announced new measures targeted at keeping women and girls safer in England and Wales that will be added to the Police, Crime, Sentencing and Courts Bill. The measures include: victims of domestic abuse will be allowed more time to report incidents of common assault or battery against them; the overall time limit to commence prosecutions for common assault and battery will be increased to within two years of the offence; and taking non-consensual photographs or video recordings of breastfeeding mothers will be a specific offence punishable by up to two years in prison. The government also intends to build on plans to increase sentences for sexual offences.

Read the press release: [Domestic abuse victims in England and Wales to be given more time to report assaults](#)

[Protecting children from domestic abuse](#)

Domestic abuse and modern slavery

Source: Centre for Social Justice

The Centre for Social Justice has published a report exploring the experiences of individuals in the UK who have limited or no access to public funds due to their immigration status and have been subjected to modern slavery or domestic abuse. Concerns highlighted include: barriers to public funding often prevent vulnerable families from reporting crimes and accessing the support they need to escape abuse and exploitation; and in some instances, children have been placed with an abusive parent despite safeguarding risks because they have access to public funding, secure accommodation and income. Recommendations include: create a central safeguarding fund for local authorities enabling them to support those who have experienced domestic abuse or modern slavery and cannot access public funding; extend access to legal aid for all individuals who have experienced domestic violence; and provide ongoing support and temporary leave to remain for individuals who have been subjected to modern slavery.

Read the press release: [Out from the shadows](#)

Download the report: [Out from the shadows: transforming support for victims of modern slavery and domestic abuse with no recourse to public funds \(PDF\)](#)

COUNTER-EXTREMISM PREVENTING RADICALISATION IN SCHOOLS

[Counter-Extremism \(lgfl.org.uk\)](http://lgfl.org.uk)



Please watch with caution, away from young children due to language and violence displayed.

Extremists

A back street brawl between two young men with extreme and opposing views - men who would never take the time to talk, to listen, to understand each other. And yet... a conversation begins. This provocative film reveals some challenging truths about prejudice, extremism and radicalisation, and shows that the best way to understand these

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



http://counterextremism.lgfl.org.uk/section_3.html

Are primary children really at risk and how can we spot children are being radicalised?

http://counterextremism.lgfl.org.uk/section_1.html

Are SEND learners vulnerable?

http://counterextremism.lgfl.org.uk/section_4.html

What happens at a Channel Panel?

Royal Greenwich Children's Services

Useful Safeguarding Contacts 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
Rachel Walker – DO PVI's/ CMs Laura Lhumbis –DO Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
Adam Browne – Prevent Co-ordinator	020 8921 8321/ 8340
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries, complaints, investigation and enforcement	0300 123 1231
Royal Greenwich Early Years	
Early Years & Childcare	020 8921 3877
Families Information Service	020 8921 6921
Support, Advice & Signposting	
NSPCC	0808 800 5000/ 0800 136 663
Childline	0800 1111
Samaritans	08457 909090
Family Lives - Parentline	0808 800 2222
Young Minds – Parent Helpline	0808 802 5544
CAMHS	0203 260 5211
Children with Disabilities	
Disabled Children's Social Work & Occupational Therapy	020 8921 2599
Disabled Children's Keyworker Team	020 8921 4939
SEND Assessment & Review Service	020 8921 8029
SEND Outreach Support Services	020 8921 3311



GREENWICH
Safeguarding
Children
PARTNERSHIP

free early
learning

ROYAL borough of
GREENWICH

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

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

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>