



Royal Greenwich

Early Years & Childcare Professionals E- bulletin

22 April 2025

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Missed an e-bulletin?



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

Local news

Janet Retires

After many years of long service, we say a fond farewell to Janet, our Funding Officer, who retired just before the Easter holidays. You will all know that she was salt of the earth and had an incredible work ethic.

She will be missed by all of us – although her garden will now enjoy her attention. She plans to go to the theatre, meet friends for lunch and go on holiday in the sun!

We have Nichola who has been ably trained by Jan and she will soon be joined by a new recruit.

For any funding queries, please email

EYC-Funding@royalgreenwich.gov.uk



Safeguarding Children Partnerships Yearly Reports Analysis 2023-2024

Summary report, March 2025

**Authors: Evie Cogley, Marzieh Azarbadegan,
Dr Jessica Ozan, Professor Michelle McManus**

Recognition for Children's Services Good Practice

The Department of Education has published its [Safeguarding partners yearly reports analysis](#) 2023 to 2024 and Royal Greenwich Children's Services have been included as examples of good practice in the areas of training and development and partnership working.

[Read the report](#)

Working Parent Codes

From 1 April parents have been able to apply for codes for children turning the relevant age by 31 August in order to claim a funded childcare place for the term that begins on 1 September.

Parents who apply for their code early may need to reconfirm their code before their child takes up their place in September – there must be a valid code (not one in the grace period) to take up a place.

Eligible children will be entitled to 30 hours a week from 1 September.

A child's existing code can continue to be used as before, and parents do not need to apply for a new or additional code to take up a 30 hour place from September. Parents with an existing code will need to reconfirm at the normal time to maintain the validity of their child's code.

New Provider Portal

Royal Greenwich Children's Services have commissioned a new system which will across multiple departments and services. Early years and childcare service will be moving functions of headcount, funding and training across to the new system from the end of the Summer term in readiness for the Autumn term. At present, the service is being trained in the admin of new system. In person provider training dates have been set up – you only need to attend one session – either twilight or evening. The best people to attend are those who administrate the funding claims and book training. To book, head to Direct Services to Schools

Tuesday 10 June 16:00 – 18:00 19:00 – 21:00 The Woolwich Centre

Thursday 19 June 16:00 – 18:00 19:00 – 21:00 The Woolwich Centre

There will be follow up user guides, bitesize videos and 1:1 guidance where needed.

New Training Programme

You will note that training will no longer be included the e-bulletin (except those we wish to draw your attention to in particular). The training programme is attached to the email. For training related queries, please email Katie on eyc.training@royalgreenwich.gov.uk

Business Rates

The Business Rates team in Royal Greenwich have provided an important update as there have been some instances of non-payment resulting in some serious consequences for providers including with Ofsted and Early Years and Childcare funding.

You can find out more about business rates here

https://www.royalgreenwich.gov.uk/info/200210/business_rates

What are Business Rates?

Business Rates are how businesses contribute towards the costs of local services. If you **occupy** a commercial premises within the Borough, you are liable to pay Business Rates for it. This is regardless of whether you are an individual/sole trader, a Limited Company, a Partnership, a Charity or any other organisation.

How are Business Rates calculated?

Business Rates are a **daily charge** which is calculated using the Rateable Value (RV) of the property and the Government Multiplier.

The rateable value (RV)

A property's rateable value represents the yearly rent it would receive on the open market and is determined by the Valuation Office Agency (VOA). The VOA re-value all commercial properties every three years.

Multiplier

The government changes multipliers each year in line with inflation. There is one multiplier for small businesses and one for all others.

What happens if you don't pay your Business Rates?

If you don't pay, or fail to agree a revised payment schedule, Royal Greenwich will take the following steps:

1. As soon as you miss a payment, you will be sent a Reminder Notice
2. If you don't bring your instalments up to date within seven days of receiving the Reminder Notice, you'll lose the right to pay by instalments
3. If you pay the amount requested on the Reminder Notice, no further action will be taken
4. If you fall behind again, you will be sent a Final Notice that'll cancel your right to pay by instalments.

Summons and court order

If you still fail to pay, we'll issue a Summons through the Magistrates' Court. We'll add the cost of issuing this summons to your account. If the debt isn't settled in full by the time of the court hearing, we'll get a Liability Order for the outstanding balance. We'll then charge you the costs.

We can enforce the Liability Order in a variety of ways, all involving extra costs for you. These include:

- having Enforcement Agents seize your assets
- starting Bankruptcy or Winding Up proceedings against you
- charging you for wilful non-payment, which can carry a prison sentence.

Making an agreement

If you make an agreement with Royal Greenwich before the Court hearing date, you'll not have to go to court.

Even if you arrange to pay the outstanding debt before the Court hearing date, you will still get a Liability Order against you. As long as you keep to your agreement with Royal Greenwich, no further enforcement action will be taken.

How can I contact the Business Rates Team?

The team can be contacted

Email Business-rates@royalgreenwich.gov.uk

By Post
BUSINESS RATES TEAM
The Woolwich Centre
35 Wellington Street
SE18 6HQ

Please note, all written correspondence Business Rates team aim to respond to within 21 working days.

By Telephone on 0208 921 5221 during opening hours Monday – Thursday 9am to 5pm or Friday 9am – 4.30pm.

Please note, the Business Rates Team answer all calls directly and do not use a Contact Centre Facility.

DFE Updates



Update to Early Years and Childcare Statutory Guidance

Statutory guidance

Early education and childcare (effective from 1 April 2025)

Updated 21 February 2025

<https://www.gov.uk/government/publications/early-education-and-childcare--2/early-education-and-childcare-effective-from-1-april-2025>

It has also updated the [model agreement template and the parental declaration form](#) which form the basis of local authority service level agreement for the funded early education entitlements. The documents may vary from local authority to local authority depending on their local processes and procedures.

Royal Greenwich are seeking representative volunteers to contribute to our new updated Service Level Agreement from September 2025.

Please also ask parents/carers at your settings to volunteer for parent focus group so that we can capture their views. There is image/ flyer attached that you could share with them. We will not be asking them to state the name of their setting.

If you or parents would like to volunteer to join a focus group, scan the QR code below or click on this link <https://tinyurl.com/Greenwich-SLA>

New Service Level Agreement - Royal Greenwich and Early Years & Childcare Providers



To receive a link to the recent Provider Forum discussing some of the changes, please email eyc.training@royalgreenwich.gov.uk



Royal Greenwich Provider Forum - Spring 2025

EYFS Reforms from September 2025

You can read more

<https://www.foundationyears.org.uk/2024/10/changes-to-early-years-foundation-stage-eyfs-safeguarding-requirements-september-2025>

Here is a link to a summary sheet

<https://www.foundationyears.org.uk/files/2024/10/Summary-of-EYFS-changes-for-publication-PDF.pdf>

There is also a DfE vodcast which explores the upcoming Early Years Foundation Stage safeguarding reforms that have been made after the recent consultation on proposals to strengthen safeguarding requirements for Early Years settings.

<https://www.youtube.com/watch?v=Bj7VHZWI3ZU>





Changes to the EYFS safeguarding requirements from September 2025

If you work in a setting required to follow the EYFS, there are changes happening from September 2025 that you need to be aware of.

The changes will ensure that early years educators have the knowledge and support they need to keep children as safe as possible.

To find out more visit:
<https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-safeguarding>





Department
for Education



Changes to the EYFS safeguarding requirements from September 2025

From September 2025 the EYFS safeguarding requirements will be strengthened. Below are some of the changes you need to be aware of for your settings:

- Amendments to promote **safer recruitment**, including: new expectations to provide references, requirements to obtain references and a requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.
- New requirements for providers to follow up if a **child is absent** for a prolonged period of time and amendments to ensure providers hold additional emergency contact details.
- New requirements to ensure **safer eating**.
- Creation of a **safeguarding training** criteria annex and a requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place.
- Amendments to ensure that early years students and trainees are required to have **paediatric first aid (PFA) training** in order for them to be included in ratios at the level below their level of study.
- New requirements to support **whistleblowing**.
- Amendments to ensure that **children's privacy** during nappy changing and toileting is considered and balanced with safeguarding considerations.
- A small number of **other minor changes** to the structure and wording of the safeguarding requirements to improve clarity.

EYFS REFORMS: SAFEGUARDING REQs

13:00 - 14:00
or 19:00 - 20:00
Tues 20 May
Online via Zoom

Please book your spot to receive
handout, recording link and
certificate

Join this free live webinar to hear
about EYFS safeguarding changes,
how to implement them and
ask questions.

- safeguarding training criteria
- safer recruitment
- Designated Safeguarding Lead
- whistleblowing

To book via training portal
click here on [Training Portal](#) or scan
QR code - choose Early Years &
Childcare in course dropdown

To book by email
eyc.training@royalgreenwich.gov.uk



EYFS REFORMS: WELFARE REQS

To book via training portal
click here on [Training Portal](#) or scan
QR code - choose Early Years &
Childcare in course dropdown

To book by email
eyc.training@royalgreenwich.gov.uk



13:00 - 14:00
or 19:00 - 20:00
Tues 3 Jun
Online via Zoom

Please book your spot to receive
handout, recording link and certificate

Join this free live webinar to hear about
EYFS welfare changes, how to implement
them and ask questions

- Child attendance & absence
- Safer eating
- Toileting & privacy
- Paediatric First Aid

Maximising existing marketing and promotional materials

A resource for providers and schools

Marketing and promotion are important tasks for all providers, especially as the expansion of early education and wraparound childcare continues.

This summary document for providers and schools contains:

- The [Early Years](#) and [Wraparound](#) toolkits and the marketing sections of the Early Years and Wraparound Toolkits
- The series of [marketing recordings](#)
- [Childcare Choices](#) and government support

Click here <https://childcareworks.org.uk/maximising-marketing-provider/>



**Have you seen the new
Early Years Toolkit?**

A new **free resource** to help you
start, grow and sustain your
early years provision:

[Childcareworks.org.uk/early-years-toolkit](https://childcareworks.org.uk/early-years-toolkit)

**childcare
works**

Click here <https://childcareworks.org.uk/early-years-toolkit/>

Do you provide Wraparound Childcare?

Take a look at the new free **Wraparound Toolkit** created to help you develop your childcare business:

[Childcareworks.org.uk/wraparound-toolkit/](https://childcareworks.org.uk/wraparound-toolkit/)



Click here <https://childcareworks.org.uk/wraparound-toolkit/>

Are you a nursery or childminder looking to develop your **SEND** expertise? Find free expert guidance about offering meaningful inclusion.

Explore the free HUB:
[Childcareworks.org.uk](https://childcareworks.org.uk)



Department
for Education



Click here <https://childcareworks.org.uk/hub-for-providers/hub-early-years/send/>

Early years experts and mentors programme evaluation

This report outlines the findings from the evaluation of the early years experts and mentors programme and the childminder mentor programme.



The early years experts and mentors programme was piloted between April and July 2022 and rolled out nationally from September 2022 to July 2024.

The childminder mentor programme ran from April 2023 to July 2024.

This evaluation included:

- a process evaluation of the pilot programme
- a feasibility of impact assessment for the programme's roll out
- a robust impact, process and value for money evaluation of the programme, subject to the outcome of the feasibility assessment
- a small-scale evaluation of the childminder mentor programme

Evaluation of the Early Years Experts and Mentors programme

Research report

March 2025

Ecorys UK with Professor Kathy Sylva



Key Evaluation Findings:

- A positive, statistically significant impact of the programme on practitioners' confidence in supporting children's personal, social and emotional development
- Strong evidence that the programme had a positive impact on practitioners' confidence in supporting children's communication and language development, but this was not wholly conclusive.
- The positive impact on both primary outcomes was larger among practitioners working in settings with higher levels of disadvantage.
- Experts, mentors and area leads reported a range of improved outcomes including enhanced professional development and creating new networks.
- Setting leaders and staff reported improved skills and knowledge and greater confidence.

Read report here <https://www.gov.uk/government/publications/early-years-experts-and-mentors-programme-evaluation>

Early Years Foundation Stage (EYFS) nutrition guidance changes from September 2025

The Department for Education is committed to ensuring that all children in early years settings have the best possible start in life. As part of this, we are introducing new nutrition guidance in the EYFS statutory framework, which will replace the 'Examples menus for early years settings in England' guidance from September 2025.

The new guidance has been developed with nutrition and sector experts. It will help early years providers understand how to meet the existing EYFS requirement: *'Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious'*

Good nutrition in the early years is crucial for setting the foundations for a lifetime of good health. From September 2025, providers will be required to have regard to the new nutrition guidance, meaning they must take it into account and should follow it unless there is good reason not to.

To read the new nutrition guidance, visit [Early Years Foundation Stage Nutrition](#)

FREE Six early years packs from Food – a fact of life!



Each pack is based on a food theme, combining learning about healthy eating (and activity), cooking or where food comes from, with an early years' curriculum area, such as numeracy, literacy or physical development.

A guide to running the session and a presentation containing colourful images, games and an activity to try at home, is available for each of the six packs:

- Amazing allotments
- Awesome activity
- Beautiful bread
- Delicious dairy
- Marvellous meals
- Perfect picnic

<https://www.foodafactoflife.org.uk/3-5-years/activity-packs-3-5-years/six-early-years-activity-packs/>

Answering your questions on the Experience-Based Route for Early Years

- The Government has introduced an experience-based route for early years staff. This route allows suitable early years staff without an approved qualification to be included in the staff: child ratios at level 3 following a period of supervised practice.
- This route can now be started by eligible providers and staff. Please see the full guidance for any further information: [Experience-based route for early years staff - GOV.UK](#)
- **DfE wants to hear your questions about how the experience-based route works.** This will help them to understand what further information and support would be helpful for providers to get the most out of this process.
- **They are also interested in knowing if you are using, or plan to use, this route in your setting and for how many staff.**
- Please submit any questions you have, or information on your use of the experience-based route so far, to foundationyears@beginbright.com for **Friday 25th April**



The Experience-Based Route for Early Years

Non-Statutory guidance for Early Years providers, managers, and staff using the Experience-Based Route

Date: March 2025

Ofsted Updates



Improving the way Ofsted inspects education

Consultation overview

Ofsted want to know what you think about their proposed plans for inspecting settings where children learn. In summary, they are proposing:

- **Report cards** – these would give parents and carers more detailed information than the current reports, including a new 5-point grading scale to evaluate more areas of a provider's work and short summaries of what inspectors found.
- **Education inspection toolkits** – this tool shows providers and inspectors the evaluation areas that they'll focus inspections on and how they'll assess and grade providers
- **Inspection methodology** – changes to how they carry out inspection.
- **Full inspections and monitoring inspections, state-funded schools** – they plan to end ungraded inspections of state-funded schools and change their monitoring programmes so that they can check that timely action is taken to raise standards.
- **Identifying state-funded schools causing concern** – a new approach to how they'll place a school into a category of concern.

Watch a video here https://youtu.be/WqK_sQHxYOQ

Read more here <https://www.gov.uk/government/consultations/improving-the-way-ofsted-inspects-education>

Summary

We're asking parents, carers, professionals and learners what they think about our proposals to improve education inspections and our new report cards for providers.

This consultation closes at
11:59pm on 28 April 2025



FAIRER SAFER ACCESSIBLE INCLUSIVE

Equity, Diversity & Inclusion

Have you signed up yet to the Equality and Equity Charter? Sign up now on link or scan QR code with your phone camera

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

Sign our Equality and Equity Charter →



Sign up for the Women's Safety Charter

What is the Women's Safety Charter?

Royal Greenwich's Women's Safety Charter sends a clear message to anyone who lives, works, studies or visits the borough that the safety of all women and girls is a priority. It also helps women and girls feel safer in spaces accessed by the public.

Why you should sign up

Anyone who lives, studies, visits or works in the borough should be free to do so without fear of sexual harassment, intimidation or violence.

We work in close partnership with our local communities, businesses and organisations to take a zero tolerance approach to sexual harassment, making sure that Royal Greenwich is safe for everyone. With your support, we can achieve this.

Reasons to sign up include:

- No-one wants sexual harassment, intimidation and violence at their setting. By signing up, it will discourage those harassing others from doing so
- With your agreement, Royal Greenwich will promote the fact that you have signed up to the Women's Safety Charter, attracting positive attention and publicity
- Empowering your staff and local community to take a zero tolerance approach to sexual harassment.

Pledge

The Charter consists of a pledge agreeing to uphold its principles and display it on their premises.

The principles of the Pledge are to:

- promote a culture that does not tolerate or accept harmful language, behaviour and attitudes towards women and girls
- take any reports and disclosures of sexual harassment, violence or intimidation seriously and take appropriate action

- do everything they can to provide an environment for women and girls that is equal, inclusive and safe
- proudly support Royal Greenwich's movement towards being a safe place for all women and girls.

How to sign up

Settings and schools can sign up. Signing up involves:

- identifying a lead from your organisation who Royal Greenwich can liaise with
- signing the Pledge, agreeing to uphold its principles and to display it on your premises
- displaying posters to raise awareness of sexual harassment, coercive control and drink spiking
- meeting with one of our officers to receive information on the Charter, relevant signposting information and brief advice on sexual harassment
- re-signing the Pledge annually.

You will get:

- laminated copies of the Pledge
- posters
- advice and guidance documents
- ongoing support from our officers
- the opportunity to opt in to [Welfare and Vulnerability Engagement \(WAVE\) training](#).

https://www.royalgreenwich.gov.uk/info/200202/community_safety/2023/sign_up_for_the_womens_safety_charter

To find out more information, and to sign up, contact the Safer Communities Team.

Contact Safer Communities Team

Email: community-safety@royalgreenwich.gov.uk

There is also a version of the Charter for individual which you can sign up as a Childminder. By signing the Pledge, you agree to:

- Not tolerate or accept harmful language, behaviour and attitudes towards women and girls
- Never commit, excuse or remain silent about violence against women and girls
- Do everything you can to make sure women and girls feel safe, included, represented and equal
- In the workplace, to take any reports and disclosures of sexual harassment, violence or intimidation seriously and take appropriate action
- Proudly support Royal Greenwich's movement towards being a safe place for all women and girls

[Sign the individual Women's Safety Pledge now.](#)

Celebrating Good Practice

A beautiful celebration of mothers at East Greenwich Children's Centres – here's a message from Lisa Walsh celebrating International Women's Day:



On International Women's Day, we took a moment to honour the incredible mothers from our Children's Centres, many of whom face tremendous challenges every day, and the overwhelming task of parenting in the face of adversity. Despite these obstacles, they continue to show extraordinary resilience and love for their children.





Each mother is a reminder of the power of perseverance, the importance of community, and the profound impact of their love and care, we wanted to ensure that they know their efforts are valued, their voices are heard, and their strength is admired.

They are role models of courage and determination, showing us that even in the most challenging times, there is an incredible power within each of them and every day, we stand with them.

Congratulations to Crafty Wizards Avery Hill for the front cover page on NDNA Nursery News with a delightful photograph!



SPRING 2025

***Brighter thinking
for early years**

NURSERY NEWS

Your membership magazine

www.ndna.org.uk



Looking to the future

This striking image of Nylah and Finley looking through a hedgehog run was the worthy winner of our Nursery News cover photo competition. It captures their curiosity and is beautifully composed.

Well done to Lynn Backler, Leader of Wise Wizards at Crafty Wizards in Avery Hill Park, Greenwich for capturing this moment. Lynn said: "They absolutely love exploring these grounds at nearby Greenwich University which includes the hedgehog trail, beehives, an allotment and meadow to run in."

Thank you to all the nurseries who submitted photos – we had 60 to choose from! The standard was very high so we

hope to use many of the photos over the next few editions. We have also been sharing them on our social media platforms. We hope to showcase our runner-up images from Gable House Nursery in Bridlington and Johnston Nursery in Kirkcudbright in our next two editions.

The photo competition was to promote our 2025 Healthy Body Happy Me campaign, which this year is Busy Bodies. During the last week of March we highlight activities to support children's balance and co-ordination, strength, flexibility and nutrition with a different theme each day from Magnificent Muscles on Monday to Fearless and Flexible on Friday. Check out the resources at ndna.org.uk/HBHM

Celebrating Festivals – Springtime for Parents

TINY HAPPY PEOPLE

Springtime things to do with babies and toddlers



Spring is a great time to go outside and talk about everything you see with children.

As flowers and trees begin to spring into life there are lots of new things to look at and name and repeating words will eventually help children to name things for themselves. And if it's rainy, the colours and wildlife of springtime can still inspire plenty of fun indoor games too.

Speech and language therapist Janet Cooper has given Tiny Happy People all sorts of ideas for springtime fun for you to try with little ones and some ideas for how you can chat through playtime and help them to learn.

Treasure hunt



This classic activity is a great way to introduce words that describe places, like 'over', 'under' 'next to' and 'on top of'.

- Take a selection of items to hide around the house or garden. If you've been on a nature walk you could use the items you collected, otherwise you could use chocolate Easter eggs or anything you like really.
- Show your child what you are going to hide. Talk about them, name them, and if they are starting to say words, encourage your child to name them too.
- When your child isn't looking, hide your objects around the house or garden, then give them a bag to collect the different things in.
- Help them look for the hidden items. Use phrases like 'look under the chair' and offer plenty of encouragement, 'wow you found it next to the flowers!'.

Egg box treasures



This is a springtime take on our **'What's in the bag?' game**. You will need 3 empty egg boxes and some small toys or objects that can fit inside (but be careful to choose things big enough for your baby not to choke on them). You could use things like a small spoon, a toy car, a ball, or a balled up baby sock.

- Hide a toy or object in each egg box.
- Put the egg boxes in a row. Ask your baby to choose a box. Say the words 'Ready, steady... go' before you open the box together. This builds up anticipation and gets your child interested let them explore what is hidden in the box.
- Describe and name the item to your baby to help them learn the words.
- If your child is a little older, see if they can guess what is in each box. You could also try and make it into a memory game – try shuffling the boxes around and see if they can remember which item is in which.

Spring picture



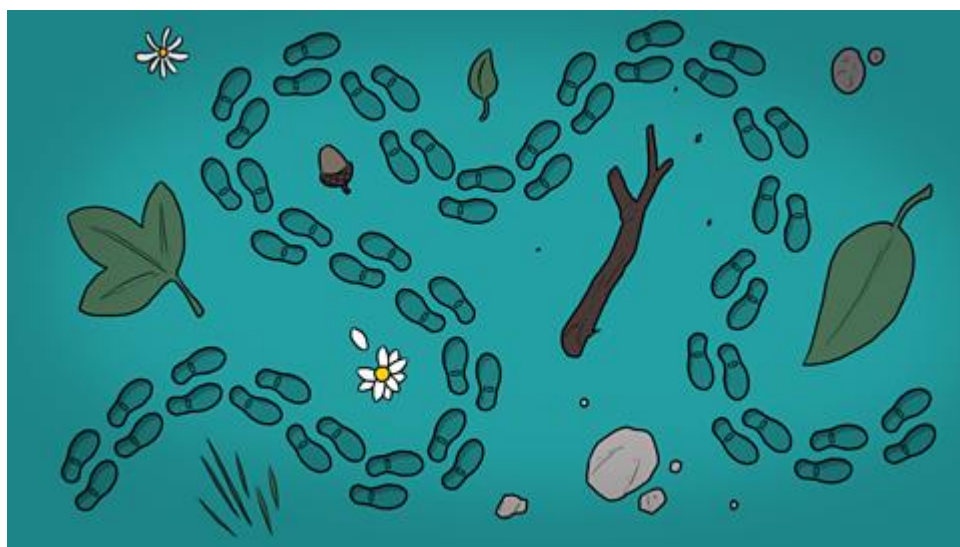
Why not create your own picture of spring? For this you will need some washable children's paint and some paper (left over wall paper is great for this), as well as a plate or plastic tray (you could use a takeaway carton).

- Roll up baby's sleeves and help them to dip their hand into the paint so that it covers the palm of their hand. Then help them to press their painted hand onto the paper. Talk about what you are both doing as you are printing- 'ooh the paint is slimey! It feels cold. Which colour do you want - yellow or red?'. You might want to make your own prints too for different sized flowers.
- Wash your hands and let the pictures dry.
- Draw on stems to make the handprints look like flowers.

You could cut out the flowers and stick them together to make a bunch of spring flowers. These will look great on the fridge and brighten up any rainy days.

Pictures like this are also lovely to keep as a reminder of how small your baby's hands were when they were young.

Nature walk



Try going on a **nature walk** in your garden or even just around the block:

- Take a small bag with you to collect things that you see - it might be a leaf, a flower, a colourful stone or anything natural you find as you are going along.
- Name the items as you find them - encourage your baby to put them into the bag. When you get home, sit together and look through all the items you've found.
- Help your baby feel the textures of the items and describe them, for example 'wow, that's a smooth stone' or 'that pink flower is really pretty!'.
- When you have finished, you can put them away in a 'special treasure hunt box' (this could be an empty cereal packet or a biscuit tin), so your child can look at them and feel the different textures again.

Celebrating Festivals – Springtime for Practitioners

Spring Activities



As spring flowers bloom and Easter festivities approach, it's the perfect time to infuse your early years setting with a burst of energy and creativity. Incorporating these Easter-themed activities into your setting can provide a fun and engaging way for children to learn and develop their skills. Early Years Practitioners can link activities to the EYFS framework, ensuring teachable moments that support children's learning and development.

Spring Nature Walk

Spring offers the perfect opportunity for early years children to get outside and engage in outdoor learning. With the world as their classroom, children can explore nature, learn about the environment, and engage in a wide range of educational activities that are fun, engaging, and highly beneficial. By spending time outside, outdoor learning provides children with opportunities to develop social skills, improve their physical health and muscular strength, explore a range of sensory experiences and use their senses to explore and investigate the natural world. Remember to conduct a risk assessment, considering potential hazards such as uneven terrain, water features, and wildlife.



Clay eggs

Arts and crafts activities are a great way to encourage children's creativity and imagination, they also support the development of their fine motor skills. Moulding clay requires children to use the small muscles in their hands, helping them to develop dexterity and strength in their fingers. These skills are a huge benefit as they contribute towards later tasks such as writing, eating and tending to their self care needs. Exploring and experimenting with art and craft also encourages children to use independent thought and imagination. Thus equipping them with critical thinking skills that are important for later success in both school and life.

Inclusive open-end discovery play

Creating a sensory Easter basket is a fun, inclusive activity that can be adapted to suit the needs of all children. Early Years Practitioners can create an Easter basket filled with different textures and objects, such as soft toys, scented items, and musical toys. Encourage children to explore the basket using their senses, and provide support and guidance as needed.

You can also adapt the activity by using objects with different levels of complexity, to cater to the different needs and abilities of the children in your care. By adding inclusive activities like this into your Easter programme, you can ensure that all children, including those with special educational needs, can participate in Easter themed fun.



Easter Sensory Eggs for babies and toddlers

Sensory play is an essential aspect of the EYFS framework as it encourages children to explore and learn through their senses. Easter Sensory Eggs are brilliant size and shape for little hands to safely hold, mouth and explore by rolling, shaking and tapping. The beads, buttons, sequins, glittery eggs and shredded paper made a range of sounds when shaken. All items tumble and turn when rolled and shaken, providing interest to watch as shapes and colours moved around. Encourage children to touch, feel, and explore the different textures, colours, and shapes of the eggs.



Health & Wellbeing



New toilet training guidance for early years educators



Using the toilet is a new skill that children need to learn. Early years educators can play an important role in supporting children and their parents/carers with toilet training.

<https://help-for-early-years-providers.education.gov.uk/health-and-wellbeing/toilet-training>

The Department for Education has published new toilet training guidance on the Help for Early Years Providers website. This will help educators understand how to support babies and young children with toilet training in early years settings. The guidance includes information and resources on

- [When to start toilet training](#)
- [How to toilet train](#)
- [Toilet training challenges](#)
- [Support children with Special Educational Needs and Disabilities \(SEND\)](#)
- [Working in partnership](#)

You can read the guidance here: [Help for early years providers : Toilet training](#)

Early Years Foundation Stage nutrition

This guidance is a **MUST READ** for early years providers in England who are caring for early years children aged 0 to 5 years.

It supports providers in meeting the Early Years Foundation Stage (EYFS) statutory framework requirement 'Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious'.

From September 2025, the EYFS statutory framework will include a safeguarding and welfare requirement that asks providers to follow this nutrition guidance unless there is good reason not to. We are working with Public Health to offer specific training – look out for invites!



Department
for Education

Early Years Foundation Stage nutrition guidance

Guidance for group and school-based
providers and childminders in England

April 2025

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

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Childcare Choices



HELP PAYING FOR YOUR CHILDCARE



An online application is quick and easy.

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



Access the online portal.

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



**Childcare
Calculator**



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

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



**Apply
now**



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

<https://www.gov.uk/free-childcare-if-working/apply-for-free-childcare-if-youre-working>

Childcare
Choices

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

Working Parent Entitlements



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

NEW APPLICATIONS: Eligible working parents of babies aged 9 – 23 months, 2-year-olds and 3-year-olds codes to take up a place from 1 April 2025 must be dated no later than 31 March 2025. All codes must be verified before a child is offered or takes up a place. Pls do not wait until headcount date. For the Autumn term, all codes must be applied for by 31 August 2025. If an eligible child is already taking up a working parent 15 hours expanded place, they can switch to 30 hours without needing a new code as long as their code has been updated as usual within 3 months. Children cannot take up a place in the grace period (including extended hours).

When you receive a code, you can validate on Synergy here [Provider Portal](#). If you need to be set up, please childcare-support@royalgreenwich.gov.uk with your request

[Home](#)
[Forms](#)
[Funding](#)
[Sufficiency](#)

[Summary](#)
[Estimates](#)
[Actuals](#)
[Adjustments](#)
[Eligibility Checker](#)
[Registered Interests](#)

Eligibility Checker

Use this area to check if a child is eligible for Working Parents EY Entitlements. Please click the button below and provide the details as required.

Data Protection Notice - a record of the check is maintained for monitoring purposes. The information supplied is NOT stored by the system.

Working Parents EY Entitlements

Working Parents EY Entitlements

Please enter a valid Eligibility Code and Child Date of Birth, together with Parent/Carer Details. Partner Details are optional but if entered then all fields, except Forename, must be filled in.

Eligibility Code*

Child Date of Birth*

Parent/Carer Forename

Parent/Carer Surname

Parent/Carer NI Number*

Consent must be given for this ☐ Eligibility Check

Partner Forename

Partner Surname

Partner NI Number

*denotes mandatory fields

If you receive queries from parents regarding their eligibility, you direct them to <https://www.childcarechoices.gov.uk/> and they can call **HMRC on 0300 123 4097** in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive.

CHILDCARE APPLICATIONS FOR WORKING PARENTS

By 31 March for Summer and by 31 August for Autumn

Children can only take up a place and be funded in the Summer term if the code is dated before 31 March 2025 AND has been verified via Synergy or with Families Information Service AND the child meets age criteria ie **term after** they turn 9 months old, 2 years old or 3 years old

Children can only take up a place and be funded in the Autumn term if the code is dated before 31 August 2025 AND has been verified on the new Portal or with Families Information Service AND the child meets age criteria ie **term after** they turn 9 months old, 2 years old or 3 years old.

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

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

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



GREENWICH
**Safeguarding
Children**
PARTNERSHIP



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@db.gov.uk

DBSRegionaloutreach@db.gov.uk



Prevent Team 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: info_gdva@h4w.co.uk

All children in Royal Greenwich, regardless of their background and circumstances, should have a happy and fulfilled childhood where they enjoy school and family life, learn, belong, grow and achieve so that they enter adulthood ready, willing and able to achieve their highest potential.

Safeguarding reviews silent on Black, Asian and Mixed Heritage children

A new report about race and racism in child safeguarding reveals local areas are failing to address the safeguarding needs of Black, Asian and Mixed Heritage children.

The Child Safeguarding Practice Review Panel has today (11th March 2025) published a report about 53 children from Black, Asian and Mixed Heritage backgrounds who died or were seriously harmed between January 2022 and March 2024. These children were subject to horrific abuse, including sexual abuse, fatal assault and neglect, with 27 children dying as a result.

The report sought to understand the specific safeguarding needs of children from these specific ethnic backgrounds and how agencies helped to protect them before it was too late. It has revealed a significant silence in talking about race and racism in child safeguarding, with many local areas failing to acknowledge the impact of race, ethnicity and culture.

The key findings include:

- **Limited Attention to Race and Ethnicity:** the analysis reveals a concerning lack of focus on race, ethnicity, and culture in both safeguarding practice and reviews. This oversight has resulted in insufficient critical analysis and reflection on how racial bias impacts decision-making and service offers to children.
- **Silence on Racism:** the report identifies a pervasive silence and hesitancy to address racism and its manifestations. This silence renders the safeguarding needs of Black, Asian, and Mixed Heritage children invisible, both in practice and in the system for learning from reviews.
- **Missed Opportunities:** in failing to acknowledge race, racial bias and racism, the current system misses many opportunities to learn from incidents where Black, Asian, and Mixed Heritage children have been seriously harmed or died. This failure to see the totality of children's lives or to scrutinise how racial bias may have affected decision-making leaves children vulnerable and at risk of harm, without the necessary support and protection.

Risk-assessment and decision-making is a common theme across all safeguarding reviews, but this analysis has highlighted specific issues in relation to race. For example, in 19 reviews risk had been at least partially recognised, but this had not translated into action. This included several examples about girls from Asian and Mixed Asian Heritages who made disclosures about sexual abuse, but these appeared either to have been disregarded as untrue or were not carefully followed up.

In one review family members had vocalised that they perceived practitioners to be racist. However, the review appeared to distance itself from any possibility of racism by noting that practitioners had been mindful of the ethnicity of the family. The review then concluded these accusations were groundless, but did not provide evidence about whether the claims had been investigated or provide any detail about how this judgement had been made.

The Panel's report contains a number of recommendations for local areas so they can better protect Black, Asian and Mixed Heritage children who are at risk of harm. The lead recommendations include:

- **Acknowledging and Challenging Racism:** local leaders should ensure that appropriate internal structures are in place to support practitioners to recognise, discuss and challenge internal and institutional racism.
- **Empowering Practitioners:** creating conditions that empower practitioners to have conversations with children and families about race and identity. This includes building skills and confidence and

ensuring there are safe opportunities for self-reflection within teams and in supervision to acknowledge their own biases.

- **Reviewing Local Strategies:** Child Safeguarding Partnerships should review their local strategies and approaches to addressing race, racism, and racial bias in their work with Black, Asian, and Mixed Heritage children.

These recommendations are a crucial step towards creating a more inclusive and effective safeguarding system that recognises and addresses the unique challenges faced by Black, Asian, and Mixed Heritage children.

Annie Hudson, Chair of the Child Safeguarding Practice Review Panel said:

“Racism is insidious, pervasive and deeply embedded in society. The recognition of racism and racial bias as a societal issue is a crucial step in reflecting on, and learning more about, how Black, Asian and Mixed Heritage children are protected from abuse and neglect.

“The Panel recognises the important work being undertaken in some safeguarding partnerships to address race and racism and to develop anti-racist practice approaches. However, evidence from this analysis indicates that too often critical questions are avoided, evaded and sidestepped.

“As part of the analysis, the Panel examined its own role and biases in our work with safeguarding partnerships and in national reviews. We are clear we have more to do and want this report to contribute to local and national discussions, building collective knowledge and understanding.

“This is essential if we are to ensure that Black, Asian and Mixed Heritage children are safeguarded and receive the help and support they need to thrive and have happy and safe lives.”

Jahnine Davis, Panel lead for the report, said:

“The silence around race and racism in child safeguarding practice is deeply concerning.

“Ensuring that Black, Asian, and Mixed Heritage children are safeguarded requires a collective effort to build knowledge and understanding at both local and national levels.

“This means challenging current policies, practices and how services are designed and delivered, recognising how racism and racial bias impact our work to protect children.

“We must recognise racism as a child safeguarding issue, whether it underlies the harm caused to children, or hinders professionals from acting accordingly to protect them.

“This report is a call to action for all safeguarding professionals. We need to be more willing, reflective, critical, and committed to addressing the impact of race and racism in our work. The silence must end now.”

Minister for Children and Families, Janet Daby said:

“Racism and racial bias are completely abhorrent and should never be barriers to keeping children safe and families getting the help they need.

“I’m grateful for the Child Safeguarding Practice Review Panel’s work to bring these injustices to light and I urge frontline professionals to challenge biases that could put children in harm’s way.

“More widely, this government’s Plan for Change is prioritising significant reform of the children’s social care system, driving better child protection and information sharing between education, health and social workers to stop vulnerable children falling through the cracks.”

Read the report here

<https://www.gov.uk/government/publications/child-safeguarding-practice-review-panel-annual-report-2023-to-2024>



Annual Report 2023 to 2024

Patterns in practice, key messages
and 2024 to 2025 work programme

Child Safeguarding Practice Review Panel

NSPCC Learning has published a two-part podcast episode about the work of the Child Safeguarding Practice Review Panel. The episode features Annie Hudson, the Chair of the Panel, and Jenny Coles, a Panel member, talking about what the Panel's reports mean for people working with children and young people in England. Discussion points cover: the Panel's core roles; how learning is shared locally and nationally; and the national review into child sexual abuse within the family environment and the Panel's annual report.

Listen to the podcast: [The work of the Child Safeguarding Practice Review Panel](#)

Watch part one on YouTube: [The work of the Child Safeguarding Practice Review Panel – part one](#)

Watch part two on YouTube: [The work of the Child Safeguarding Practice Review Panel – part two](#)

Resources launch to tackle racism in the youth justice system

Anti-racism resources released as part of a YJB-funded initiative have launched to raise awareness of adultification in the youth justice system.

A ground-breaking animation and deep-dive podcast shine a light on adultification bias – the harmful practice of perceiving and treating certain children as adults, particularly Black and Mixed heritage children.



The adultification animation has been written and narrated by [Jahnine Davis](#), director and co-founder of [Listen Up](#), an organisation established to amplify lesser heard voices in child safeguarding practice, policy and research.

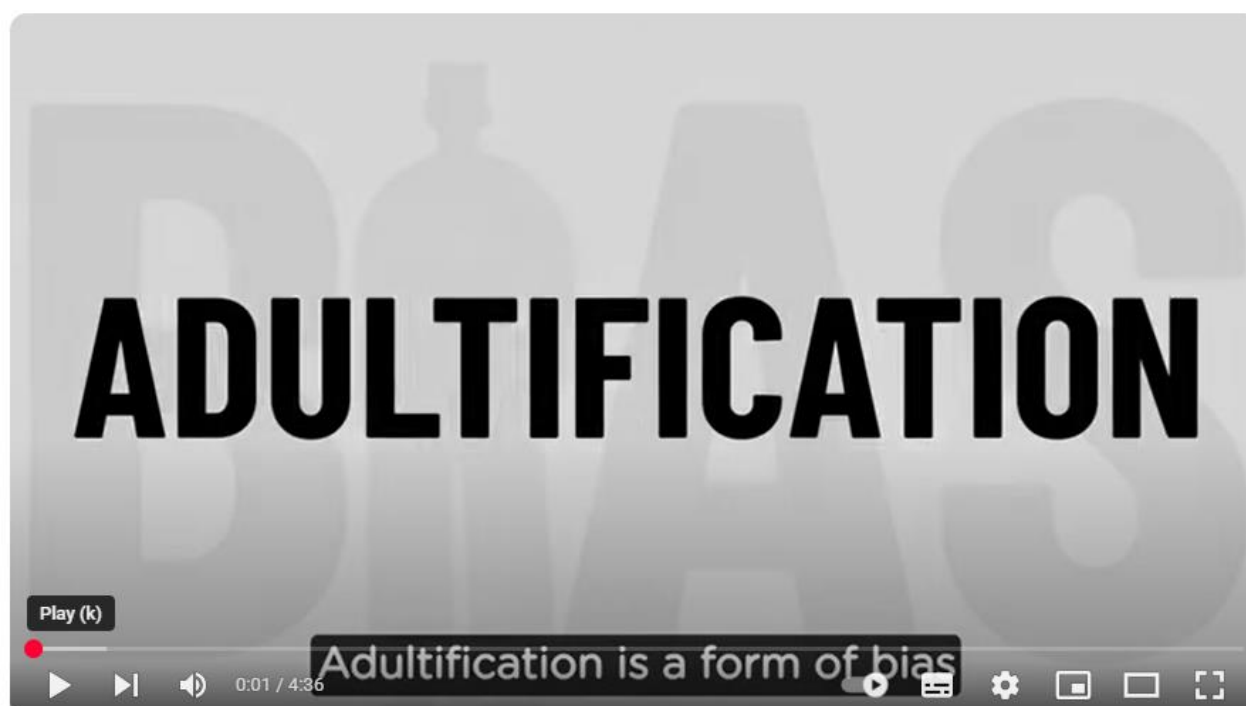
The animation is designed to raise awareness and deepen understanding of adultification bias among professionals working in the youth justice system.

Adultification bias denies the childhood experiences and vulnerabilities of certain children, often leading to their behaviours being judged as more mature or intentional than they are.

Jahnine's expertise and extensive research has been translated into engaging visuals and compelling audio, to enable professionals to identify adultification in their own thinking and behaviour, fostering better practices that ultimately lead to more positive outcomes for children.

Watch the animation to help challenge systemic bias and create a fairer youth justice system for all children.

[Constructive Resettlement - Adultification Animation](#)



To support the animation launch, a podcast has also launched, airing an insightful discussion between Jahnine and Stephanie Roberts-Bibby, Chief Executive of the Youth Justice Board. You can listen to the podcast on the [Constructive Resettlement website](#).



The podcast discusses some of the drivers and repercussions of adultification bias and what this means for children who fall victim to the harmful practice when entering the justice system.

YJB statistics show that Black and Mixed heritage children are over-represented in all areas of youth justice. It is one of the YJB's strategic objectives to reduce persistent racial disparities in the youth justice system.

The YJB's Chief Executive, Stephanie Roberts Bibby says:

Adultification bias is a manifestation of racism. The unique needs of children—such as developmental and emotional factors— cannot be overlooked or dismissed. It is our goal to eradicate this from the youth justice system and this animation is another critical step forward towards this.

Our research shows, Black and Mixed Heritage boys are frequently subjected to 'adultification bias', causing them to be viewed as older, less innocent, and more responsible for their actions than children of other ethnicities. This can result in harsher treatment and outcomes within the justice system.

Understanding and addressing adultification is a crucial step in tackling racial disparities. By challenging these deeply ingrained biases, we can move closer to creating a fairer and more equitable system for all children, which will reduce offending and lead to fewer victims and safer communities.

Jahnine Davis, director and co-founder of ListenUp, says:

These resources highlight the challenges that Black and minoritised young people can face within the youth justice system and other services. The animation addresses adultification and its harmful effects on these groups of children by explaining how interpretations, assumptions, and biases can influence how professionals and services interact with them.

I urge everyone to engage with the resources for learning and reflection, and to ensure that they are adopting a child-first approach by understanding more about adultification and the challenges it can create for children in the youth justice system. We must remember that all children are inherently vulnerable, and assumptions, particularly related to racial stereotypes, should not lead our thinking or interventions.

Keith Fraser, Chair of the YJB Board, says:

Public awareness of adultification is essential to supporting policies and practices that reduce racial disparities and promote fairness in the youth justice system. By encouraging better awareness and understanding, resources such as this animation will help to prevent the over-representation of Black and Mixed Heritage children in the youth justice system, ultimately leading to more positive outcomes.

This animation serves as an important tool to complement training and induction materials for professionals across policing, courts, youth justice, education, health, and other key sectors, and we will be writing to our partners across the sector to ask them to include this in their training and inductions for new and existing professionals in their sectors.

Both the animation and podcast have been produced by [Starbots Creative](#).

YJB Annual Statistics 2022-2023

1. Black children account for 6% of all children aged between 10 and 17-years-old, and yet our most recent annual statistics tell us:
2. Black children account for 26% of the youth custody population.
3. A third of children on remand in youth custody are Black children (33%), with almost two thirds of children on remand receiving a non-custodial sentence.
4. Black children account for 11% of all children cautioned or sentenced.
5. The number of Mixed Heritage children increased by 12% compared with the previous year.
6. Mixed Heritage children accounted for 16% of those remanded in youth custody in the latest year, which is a slight increase on the previous year and five percentage points higher than 10 years ago (11%)
7. The proportion of Mixed Heritage children in custody has increased the most out of all ethnicities, from 9% to 15% over the last 10 years.

Working Together to Safeguard Children

Statutory guidance on multi-agency working to help, protect and promote the welfare of children. It applies to all education providers and childcare settings. Statutory guidance is issued by law. You must follow it unless there's a good reason not to.



Working Together to Safeguard Children 2023

**A guide to multi-agency working
to help, protect and promote the welfare
of children**

December 2023

Read all relevant documents here

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

NSPCC Learning

Bullying

The Anti-Bullying Alliance has updated its bullying information toolkit aimed at parents and carers. The toolkit provides information on handling school-related bullying incidents and outlines the legal responsibilities that schools have.

[Launching our updated bullying information toolkit for parents and carers](#)

Wraparound care

NSPCC Learning has published a blog post looking at the provision of safe wraparound care for primary-school aged children. The blog explores the safeguarding responsibilities of wraparound care providers across the UK who provide regular childcare before and after school. It also discusses schools' safeguarding responsibilities in England when wraparound care is not directly managed by the school.

[Providing safe wraparound care for children](#)

Child sexual abuse

The Home Office has published a progress update on the Government's work to tackle child sexual abuse in the UK. In a speech made by Jess Phillips, the Safeguarding Minister, the Government has also outlined steps being taken to act on the recommendations from the Independent Inquiry into Child Sexual Abuse (IICSA). In addition to measures already announced by the Government, plans include: the creation of a new Child Protection Authority for England; a joint thematic review of child abuse in family settings; and the development of specialist child sexual abuse and exploitation training for social workers and other key members of the children's services workforce.

[Tackling child sexual abuse: progress update](#)

[Tackling child sexual abuse and exploitation: update](#)

Childlight has published a new report in its Searchlight series examining child sexual exploitation and abuse. The report looks at eight Childlight studies, exploring three key areas: profitability and who benefits from child sexual exploitation and abuse; hidden at-risk populations; and accountability, including an analysis of legal challenges in tackling AI-generated child sexual abuse material across the UK. Findings highlight the links between child sexual exploitation and organised crime groups, but also how mainstream technology providers can benefit, with advertising revenue increasing when platforms attract high volumes of traffic, including traffic generated by online child sexual abuse and exploitation. The report calls for global leaders to come together to provide a comprehensive public health response to tackle child sexual exploitation and abuse.

[Searchlight 2025: Who benefits? Shining a light on the business of child sexual exploitation and abuse \(PDF\)](#)

[Searchlight 2025](#)

Talking about child sexual abuse

NSPCC Learning has published a Why language matters blog exploring how professionals can struggle with understanding, talking about and responding to child sexual abuse. The blog is in response to the Child Safeguarding Practice Review Panel's National review into child sexual abuse in the family environment. The blog discusses why it can be difficult for children to share their concerns and how professionals can approach conversations about concerns of child sexual abuse with children and with other professionals.

[Why language matters: why professionals need to talk about child sexual abuse](#)

[Summary of the National review into child sexual abuse within the family environment – “I wanted them all to notice”](#)

Responding to child sexual abuse concerns

The Centre of Expertise on Child Sexual Abuse (CSA Centre) has updated its guidance on communicating with children who have or may have been sexually abused. The guide has been designed to help professionals to listen, understand and provide support to children and young people when there are concerns about sexual abuse.

[Communicating with children : a guide for those working with children who have or may have been sexually abused](#)

Infant care proceedings

The Nuffield Family Justice Observatory has published an updated briefing on the number of newborn babies in England and Wales subject to care proceedings, now including ethnicity data for babies in England. The briefing includes data from 2015 to 2023. Findings show the number of babies in care proceedings in England and Wales has fallen. For England, the updated briefing indicates that babies with mixed or multiple ethnicities are over-represented in care proceedings.

[Newborn babies in urgent care proceedings in England and Wales: an update](#)

Case Reviews – reading case reviews to recognise patterns and emerging themes is useful for Designated Safeguarding Leads. However, it can be very distressing, and you are encouraged to practice self-care – perhaps taking a break afterwards, taking through at supervision how you are impacted, attending the Safeguarding Forum for peer support. You also have the MASH consultation line to call and talk through if you are worried about a child or young person or call and speak to your EYC advisor for a debrief or talk through what you're thinking.

The work you do is vital in keeping children safe – but remember the advice about putting on your own oxygen mask first.

Case Reviews – March 2025

Child safeguarding practice review: Mikoto.

[Staffordshire Safeguarding Children Partnership](#)

Fatal stabbing of a 16-year-old boy in 2023. Mikoto was arrested with a weapon and drugs a few weeks before he was killed. There were concerns around school exclusion, exploitation and serious youth violence.

Learning includes: the importance of relationships between professionals and the child and their parent/s; the need for robust multi-agency responses to 'critical moments'; the impact of school exclusion; professional and system awareness and consideration of intersectionality and adultification; improving contextual safeguarding and the wider local strategic picture; the complexity of cross border working; and neurodiversity and exploitation.

Recommendations to the partnership include: ask the local violence reduction alliance and public health to work with the partnership to review and streamline preventative workstreams, including how to evidence the impact on multi-agency frontline interventions to tackle serious youth violence and child criminal exploitation for individual children and their families; work with other partnerships regionally to develop a protocol which ensures that children living in one area but receiving services in other areas receive needs led services and joint working that is not determined by the child's postcode; ensure that practice demonstrates the importance of identifying, recognising and challenging intersectionalism and adultification, including training across agencies and a review of processes; and instruct that partner agencies review their processes and training to ensure that staff have the tools to work with children who present with autism, ADHD or neurodiverse characteristics.

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

Child safeguarding practice review: Isabella.

[Central Bedfordshire Safeguarding Children Partnership](#) (2025)

Death of a 2-year-old girl in June 2023. Isabella had suffered significant non-accidental injuries. Isabella's mother's partner was found guilty of Isabella's murder and Isabella's mother pleaded guilty to causing or allowing her death. Isabella, her mother and her mother's partner were known to agencies due to concerns including domestic abuse, mental ill health, and homelessness.

Learning themes include: risk assessments pre- and post-birth; risk assessments when a family moves local authority areas; unknown information about a parent's partner; the response to alleged domestic abuse when children are in a household; information sharing between local authority areas; housing when homeless and young children are involved; intersectionality; and the impact of Covid.

Recommendations to the Partnership include: ensure that the voice and lived experience of children, including those who are unable to fully communicate verbally, are always included in agencies' actions and assessments; ensure that assessments and interactions with families consider the role, presence and history of partners living in or associated with a household; support professionals in understanding the options available in cases involving domestic abuse and neglect, and where children are impacted by homelessness or living in unsuitable accommodation; ensure that the local neglect strategy identifies unsuitable accommodation and rough sleeping as risk factors of neglect; deliver training and guidance to raise professionals' awareness, knowledge and understanding of domestic abuse and neglect, including how to recognise coercive control; promote the use of multi-agency meetings; promote cross-border information-sharing, risk-assessment and decision-making; and ensure agencies consider individual learning needs and make reasonable adjustments.

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

Child safeguarding practice review - Devon and Lancashire: a child-centred review of learning, barriers and challenges following a review of the significant harm suffered by Child Sydney (full report).

[Devon Safeguarding Children Partnership](#) (2024)

Serious incident involving a 13-year-old-girl in April 2023. Sydney and a friend went missing from their placement and were located by police five days later. They disclosed that during this time they had been drinking, taking drugs and were sexually assaulted by several older males. Sydney has a history of trauma, mental health difficulties and repeated missing episodes.

Learning explores: ASD assessment delays; missed opportunities for risk assessments; and responding to contextual safeguarding risks for vulnerable children.

Recommendations to Devon Children's Services include: raise awareness of the 'out of area placements policy' to ensure that all relevant information is shared with the host local authority (LA) at the earliest opportunity; ensure that health records and notifications can be shared with the receiving Integrated Care Board; ensure that risk assessments are regularly reviewed and updated; equip all children in care with a safety plan in the event of a missing episode; ensure that the new version of the Safer Me Assessment is embedded within the electronic recording system as a matter of priority; provide further guidance to practitioners regarding timely applications to court to protect vulnerable children; develop practice guidance in relation to the matching of children within placements and matching to their allocated social worker; when challenging health or additional needs are identified, discussions should include CAMHS/health services; ensure that a manager has oversight of any missing episode that reflects safeguarding concerns and there is a direct conversation between both LAs to agree responsibility; and the Partnership should work with health providers to resolve drift and delay in completing ASD or ADHD assessments.

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

Child safeguarding practice review: YPW: summary of learning.

[Kingston & Richmond Safeguarding Children Partnership](#) (2024)

Disclosure of abuse and neglect within the foster home by a young person in July 2022. Young Person W developed a functional illness while in this placement, from which they recovered shortly after moving to alternative foster carers.

Learning themes include: the difficulty for children of trusting professionals involved in their removal from their birth family; foster carers acting as the voice of the child; the need to share and act on concerns about foster carers' behaviours; functional illness as a response to anxiety or trauma; the need for communication and a coordinated approach across education, health, mental health and social care services; the relationship between foster carers and local authority children's services providers; and agencies' actions following a disclosure.

Recommendations to the Partnership and local children's services provider include: develop guidance and training on hearing the voice of child; examine barriers preventing the escalation of concerns regarding foster carer behaviour; work with the Metropolitan Police to ensure that officers attending domestic abuse incidents take a proactive approach to establishing the occupation of people in the home, and to explore adding an alert to police records where adults are registered foster carers; when a child in care is diagnosed with a functional illness, review their care plan with practitioners with specialist understanding of possible underlying causes and effective treatments; include professionals from both local authorities in education and health care planning for a child placed out of borough; support professionals in knowing how to respond to allegations against a trusted person; and encourage collaborative partnership working.

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

Child safeguarding practice review: executive summary: child Bm.

[Northamptonshire Safeguarding Children Partnership](#) (2024)

Case of child sexual exploitation (CSE). No details included. Learning includes: how professionals understood, recognised and responded to signs of CSE; the quality of strategy discussion and the Child and Family Assessment; how professionals understood Child Bm's lived experience and heard their voice; how agencies worked together to safeguard Child Bm from harm; how professionals identified and assessed protective factors; how personal student information was transferred when Child Bm changed school; and whether there were any missed opportunities.

Recommends that the Partnership develops an action plan for improvements to systems and practice including: seek assurance that professionals from all agencies understand the referral processes into the new multi-agency Child Exploitation team and the benefits of seeking guidance and advice from the team when a referral cannot be made; ensure that strategy minutes and actions are being communicated to, and received by, all agencies (including GPs) involved with the child and family; be assured by partner agencies that section 47 checks are identifying wider professional and familial sources who can support risk assessment and intervention; the Healthcare Foundation Trust (on behalf of the Multi-Agency Safeguarding Hub) and the Integrated Care Board should work together with GPs in their area to gain an understanding of GP's knowledge and experience of safeguarding practice, and how this can influence their support with Multi-Agency Safeguarding Hub process; and develop training for schools around the importance of recording conversations within records so that pupils records include robust documentation of safeguarding discussions and plans. [Read practice review \(PDF\)](#)

Jake summary of case and learning.

[Suffolk Safeguarding Partnership](#) (2024)

Death of a 17-year-old boy from diabetic ketoacidosis, hyperglycaemia, diabetes mellitus and bronchopneumonia. It has been confirmed by the paediatrician that Jake's death would have been prevented if health care had been sought over the weekend that he was ill. Jake was a vulnerable young person with unmet learning needs.

Learning and recommendations include: schools should always pay specific attention to children with vulnerabilities and learning disabilities and consider that these children will require additional or specific support and services; deeper consideration should have been given to the rationale behind Jake's threatening and challenging behaviour; the number and extent of the concerns across the four school's recording systems should have prompted referrals to Customer First and MASH and at the same time, led to the completion of an Education, Health and Care Plan (EHCP); schools should always contact and communicate with parents when they have multiple and serious concerns regarding children's behaviour and prior to implementing an exclusion; schools should give greater consideration to the implications of excluded children with vulnerabilities and challenging behaviour becoming invisible to services and effectively 'going under the radar'; and social care should have 'noticed' the other children in the house and considered the risks and concerns for them and the implications of poor parenting and parenting capacity.

[Read learning summary \(PDF\)](#)

Extended child practice review re: WG S65 2023 (Child A).

[West Glamorgan Safeguarding Children Board](#) (2024)

Significant drug overdose leading to the hospitalisation of a 17-year-old male and the death of a 28-year-old female in September 2022. Child A had contact with multiple agencies from 2021, due to concerns including untreated seizures, epilepsy, use of illegal substances, lack of parental care, his relationship with Adult B, and child criminal exploitation. He was placed on the child protection register under the category of neglect in October 2021.

Learning themes include: the role of gender bias; recognising and responding to the risk of exploitation; professional curiosity; disguised compliance; the impact of COVID-19; engagement with professionals; medical non-attendance; referral processes; trauma; and the importance of partnership working.

Recommendations to the Partnership include: support practitioners and supervisors in better understanding what child sexual exploitation (CSE) looks like, including cases involving adult females and adolescent males; ensure all agencies recognise and act upon CSE as a modern slavery/human trafficking offence; re-issue Partnership practice guidance on professional curiosity to all agencies; ensure all practitioners are aware of and follow the actions to be taken when children under safeguarding processes are not brought to health appointments; ensure a multi-agency approach is used to engage with children and families; ensure statutory timescales are met by all agencies; remind practitioners of the importance of checking records for accurate information; ensure all relevant agencies are included in practice review panels; consider incidents in context, and take a trauma-informed approach in responding; ensure practitioners receive enough support and supervision; and further agencies' understanding of vicarious trauma.

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

Case Reviews – April 2025

Local child safeguarding practice review: 'Ava': overview report.

[Cambridgeshire and Peterborough Safeguarding Children Partnership](#) (2025)

A 2-year-old girl and her 8-year-old sibling were discovered in a neglected condition in March 2022 by police who had been asked to undertake a welfare visit.

Learning is embedded in the recommendations. Recommendations include: agencies providing ante-natal care and health visiting services should ensure that there is clear communication between the services, this should include significant events; children's social care should ensure that child and family assessments consider and address all areas of concern and fully consider the relevant history of a case; agencies should ensure that there is in place effective management oversight, which is recorded with clear timescales and where appropriate escalation; ensure that the necessity for timely strategy discussions is re-enforced within their agencies; ensure that the significance of third-party information is recognised in protocols on receiving information, and should audit the theme of cases involving 'anonymous' referral to understand how this information was managed; prioritise across its membership the learning from recent reviews which highlight the need to understand and be professionally curious about changes in relationships; and develop a partnership staff induction pack (sway), which includes recent key learning from reviews.

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

Local child safeguarding practice review: children 'F'.

[Camden Safeguarding Children Partnership](#) (2025)

Removal of four children aged 2, 5, 8 and 10-years-old into police protection in September 2022 following allegations by Child 3 of sexual abuse by their father and physical abuse by their father and mother. Care and criminal proceedings are ongoing.

Learning explores: working with children with additional needs; elective home schooling and safeguarding vulnerable children; working with vulnerable parents; record keeping; and the impact of intersectional identities and unconscious bias on professional understanding and decision making.

Recommendations for the partnership include: ensure the lived experience of the child is better integrated into practice; ensure professionals understand that adultification of very young Black children where intent is attributed can lead to a failure to recognise their safeguarding needs; strengthen the expectation that all agencies, especially schools, access and routinely use reflective spaces to discuss concerns about children; work with practitioners to develop and build confidence both in challenging parents and each other; consider how agencies can be supported to liaise with each other about children or families they have in common; set standards and expectations regarding record keeping; consider a review of the child sexual abuse strategy to ensure that children with disabilities or SEN are fully considered; seek reassurance that SEN children are being appropriately safeguarded through an audit across a sample of schools; work with practitioners to further understand the barriers to working more effectively with parents who have learning disabilities or mental ill health; and consider developing explicit guidance for professionals to draw on when the parents' wishes conflict with the needs of the children.

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

Local child safeguarding practice review: Child J.

[Darlington Safeguarding Partnership](#) (2025)

Death of a 2-year-old boy in January 2024. Child J had stopped breathing at home in the care of his mother's partner and was subsequently found to have died from a head trauma consistent with a non-accidental injury. The family were involved with services at the time of the incident. There had been previous statutory involvement with all of mother's children with issues relating to maternal mental health problems and neglect.

Learning themes include: the children's lived experiences; parental mental health difficulties and their impact on parenting and family functioning; multi-agency working providing help support and protection; and unseen men/caregivers.

Recommendations to the partnership include: strengthen knowledge and understanding across the multi-agency workforce of the impact of adverse childhood experiences (ACEs) and what can help and parental mental health difficulties on parenting, family functioning and its impact upon children; update its multi-agency practice guidance about neglect and provide a good level of knowledge and expertise to support the identification of neglect and pathways of support and intervention; have clear systems in place to support collaboration across adult support services and children's services where there are parental mental health difficulties; ensure the neglect strategy reflects the research and understanding about ACEs and building resilience for families through multi-component programmes, family-based interventions, trauma-informed approaches, and prevention strategies; provide leadership and guidance about developing a child-centred approach within a whole family focus, that supports the needs of all family members; and ensure that all adults associated with the family and their roles are identified and considered within their services.

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

Local child safeguarding practice review: Child Z.

[East Sussex Safeguarding Children Partnership](#) (2025)

Death of an 18-month-old child in 2020 from a head injury, whilst in the care of his father's partner (Adult A). Child Z and his family were known to services due to a history of domestic abuse. Adult A had a history of childhood abuse, substance misuse, and domestic abuse, with care proceedings underway regarding her child.

Learning considers: the legacy of relationships characterised by domestic abuse; information sharing; the importance of assessing background information; and assessing risk to children from risky adults outside of the family home.

Recommendations to the partnership include: commission a multi-agency task and finish group to develop a framework about how and in what circumstances details of individuals and the risk they may pose, can be shared with parents; review their training strategy to ensure practitioners are confident when dealing with families where domestic abuse is a factor - this should include acknowledging the increased risk to women and children when parents separate, the need to keep contact arrangements under review, the importance of not solely relying on victims of domestic abuse to put measures in place to protect children against their domestic abuse perpetrators, and the need for practitioners to consider ongoing therapeutic support for victims of domestic abuse; and ensure that practice is in place whereby fathers are engaged in any risk assessment of their children to protect them from adults who pose a risk.

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

Local child safeguarding practice review: "George and Oliver".

[Kent Safeguarding Children Multi-Agency Partnership](#) (2025)

Life-threatening incident at a family home involving two siblings, both under 13-years-old, in July 2023. George and Oliver were treated for minor injuries. Their father was found responsible for the incident is now serving a lengthy prison sentence. George and Oliver are now in foster care. The family had been known to agencies since 2012 due to concerns including domestic abuse, the mental health of George and Oliver's mother, and parental contact arrangements.

Learning themes include: working with families where there is domestic abuse, coercive control and alienating behaviours; assessing parental mental health in the context of private law proceedings; practitioners' understanding of private law proceedings and their impact on children; risk assessment in relation to changing circumstances which may impact the safety of children; and assessing children's lived experiences.

Recommendations to the Partnership include: review training and guidance to support all practitioners in working with families where coercive control and alienating behaviours is or has been a factor; ensure guidance on domestic abuse highlights the importance of exercising professional curiosity about all relationships, exploring potential ongoing risks when parents separate, considering history when assessing risk, and continuing to review ongoing contact arrangements; enhance training and guidance on private law proceedings, including practitioners' roles and responsibilities in supporting children who are subject to them; and support practitioners in understanding intersectionality and considering this as a factor when assessing and managing risks to children and families who experience multiple oppressions and disadvantages.

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

Extended child practice review: 2022/2.

[North Wales Safeguarding Children's Board](#) (2025)

Removal of a girl from parental care in September 2021 under the category of physical abuse, sexual abuse, and neglect. The child had lost sight in one eye due to the combined effects of a developmental condition and her continuously holding a hand over her eye. The family had been known to services since at least January 2020 due to concerns including poor living conditions, aggressive adult behaviour and relationships, drug and alcohol misuse, and anti-social behaviour. The child had been subject to a child protection plan, which focused on the need to maintain a safe home environment, for the child to not witness violence or abuse, and for the child's health needs to be met.

Learning themes include: sharing information about and responding to concerns; the voice and lived experience of the child; non-attendance at universal, education, and health services; medical neglect; and the response to safeguarding concerns. Details work already undertaken to improve systems and practice.

Further recommendations to the Partnership include: develop digital records to reduce reliance on paper records and promote effective information sharing; share the AWARE mnemonic device developed to help all agencies assess children's wellbeing and needs; establish principles and pathways across all agencies to respond to non-attendance; raise Partnership awareness of medical neglect and the importance of assessing parents' capacity to meet children's health needs; ensure all relevant professionals, including

medical practitioners, are present at case conferences; and promote a problem-solving approach to anti-social behaviour.

www.northwalessafeguardingboard.wales/practice-reviews/

Local child safeguarding practice review: Child Charlotte.

[Sefton Safeguarding Children Partnership](#) (2024)

Rape of a 17-year-old girl in January 2023. Charlotte had been known to agencies since 2007 due to concerns including domestic violence, alcohol abuse by Charlotte's mother, Charlotte's mental health, drug use by Charlotte, and previous reports of rape. Charlotte experienced 11 periods of support as a child in need, most recent to the incident between August 2022 and January 2023.

Learning themes include: the assessment and management of changing risk; a child's legal status under the Children's Act 1989; the management of continuing vulnerability, including episodes of missing from home, homelessness and self-harm; trauma-informed approaches; multi-agency safeguarding arrangements responsibilities; the management of rape allegations; support for children who are at risk of or suffering sexual exploitation; agencies' delivery of corporate parenting responsibilities; and enablers of timely agency responses to harm.

Recommendations to the Partnership include: ensure multi-agency engagement in cases of children in need; ensure comprehensive assessments of children in need which use child and family assessment tools and result in a timely multi-agency action plans; ensure professionals are aware of and use the practice tools available to them; deliver training to all agencies on the impact of early trauma on children; support all staff in understanding the significance of a child's legal status with respect to the management of missing from home episodes; and when reports of rape or sexual assault cannot be followed up through the criminal process, the police should consider what other support services might be helpful.

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

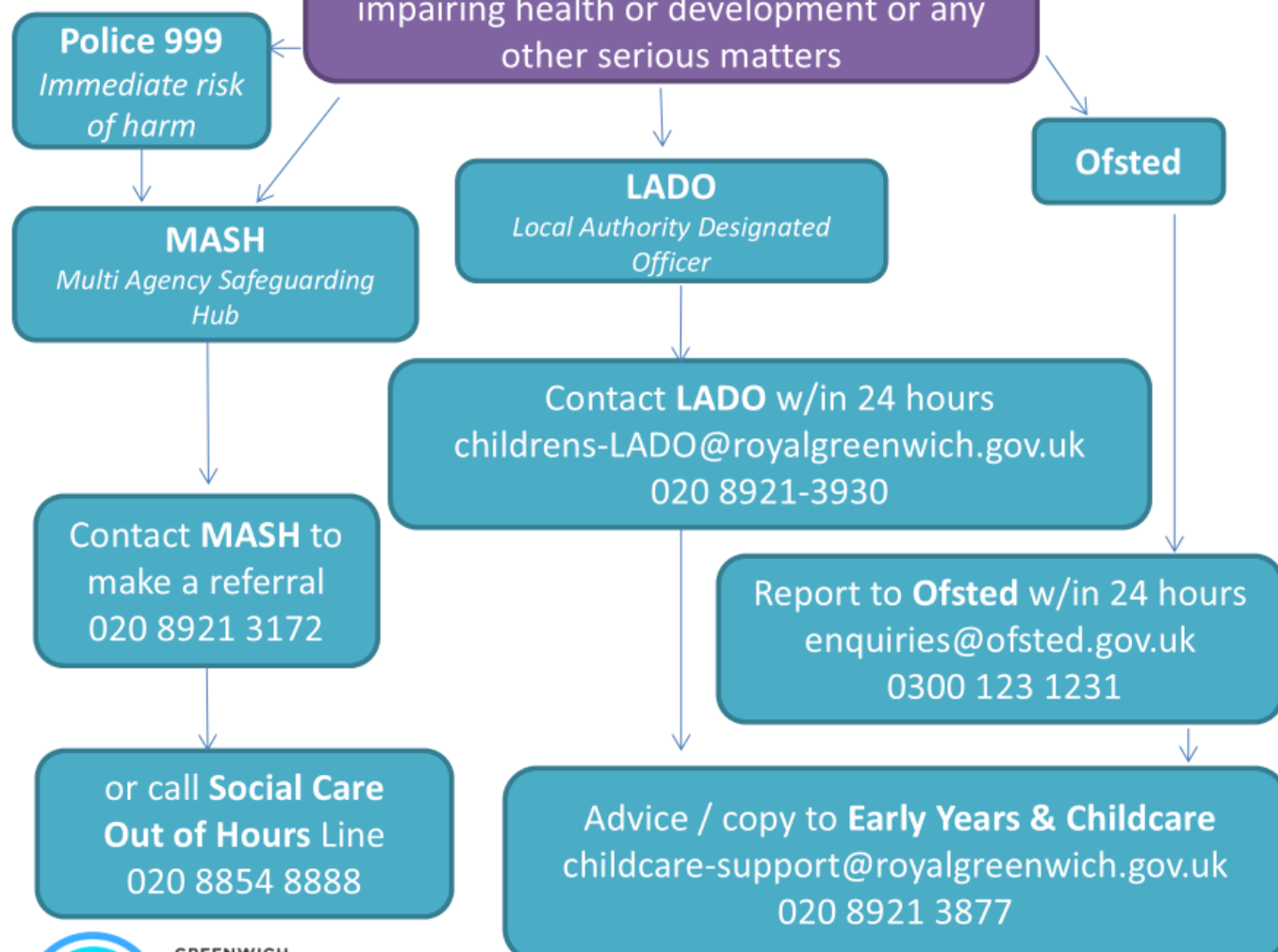
Allegations against Staff or Childminder

Safeguarding Concerns or Allegations about Staff Members or Associated Persons

Safeguarding concerns or allegations about
Manager or Childminder
Any staff member or Childminder Assistant
Childminders - Family members &
Any person living in same household

You **MUST** act immediately

These may include concerns about
significant harm or neglect to child that is
impairing health or development or any
other serious matters



Useful Safeguarding Contacts

Children's Services Front Door (Safeguarding, Social Care & FaASS previously Early Help)	
'Multi Agency Safeguarding Hub' (MASH) MASH-referrals@royalgreenwich.gov.uk Inter-Agency Referral Form	020 8921 3172
Safeguarding Consultation Line (MASH) Monday to Friday	020 8921 2267
Social Care and Safeguarding Emergency Duty Team Childrens-Out-Of-Hours@royalgreenwich.gov.uk	020 8854 8888
Local Authority Designated Officer - Winsome Collins Service Leader	
childrens-LADO@royalgreenwich.gov.uk	020 8921 3930
Sadie Bates & Laura Lhumbis –DO PVIs, CMs & Schools	020 8921 3930
Greenwich Safeguarding Children Partnership	
Greenwich Safeguarding Children Partnership website http://www.greenwichsafeguardingchildren.org.uk	020 8921 4477
Prevent	
prevent@royalgreenwich.gov.uk	
RBG Community Safety – Report suspected terrorism	020 8921 6826
Confidential Anti-Terrorist Hotline	0800 789 321
Police 999	
CAIT - Child Abuse Investigation Team	0207 230 3705
Ofsted	
Ofsted enquiries: https://contact.ofsted.gov.uk/contact-form	0300 123 1231
Report a serious indecent: https://www.gov.uk/guidance/report-a-serious-childcare-incident	
Make a complaint enquiries@ofsted.gov.uk	0300 123 4666
Information Commissioners' Office (ICO)	
https://ico.org.uk/ https://ico.org.uk/for-organisations/data-protection-fee/#	0303 123 1113
Royal Greenwich Early Years & Childcare	
Early Years & Childcare Childcare-support@royalgreenwich.gov.uk eyc.training@royalgreenwich.gov.uk EYC-Funding@royalgreenwich.gov.uk	020 8921 3877
Families Information Service fis@royalgreenwich.gov.uk	020 8921 6921
DBS Regional Office	
Kiranpreet Rehal DBSRegionaloutreach@dbi.gov.uk	0300 105 3081
Support, Advice, & Signposting	
NSPCC www.nspcc.org.uk	0808 800 5000
Childline www.childline.org.uk	0800 1111
Samaritans	08457 909090
Family Lives www.familylives.org.uk Parentline	0808 800 2222
Young Minds www.youngminds.org.uk Parent Helpline	0808 802 5544
NHS Information & Referrals	
CAMHS Referral Form	0203 260 5211
Oxleas Integrated Children Therapies (OT, Physio & SaLT) oxl-tr.childrenstherapies@nhs.net	020 8836 8621 (Opt1, Opt 2)

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