



Welcome to the November e-bulletin for early years and childcare professionals



Missed a copy of the e-bulletin?

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

Contacts

Parents 020 8921 6921 FIS@royalgreenwich.gov.uk

Providers 020 8921 3877 Childcare-support@royalgreenwich.gov.uk

CHILDCARE APPLICATIONS FOR WORKING PARENTS

By 31 December for Spring

Children can only take up a place and be funded in the Spring term if the code is dated before 31 December 2024 AND has been verified via Synergy or with Families Information Service AND the child meets age criteria ie **term after** they turn 9 months old, 2 years old or 3 years old

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

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Childcare Sufficiency Assessment



IMPORTANT ACTION – By 22 November

It is that time of year for Royal Greenwich annual Childcare Sufficiency Assessment. This year it is a shorter assessment with an online survey only.

As you know, it is important, during times of policy change, that we collect up to date data and evidence to help us forward plan sufficiency of places, capacity of provision, support and advice for early years, childcare and schools sector around the educational needs of children and the childcare needs of parents/carers.

There are two short surveys

1. one for you as a provider of early years, childcare and/or school places. These questions are around early years expansion of entitlements, wraparound provision, occupancy rates, fees (where applicable), SEND focus and workforce challenges.
2. second survey is for parents/carers to help us all better understand their childcare and school needs and future intentions around take up.

1. Provider Survey

The survey for early years, childcare and school providers to complete is here

<https://tinyurl.com/CSA-2024-Provider-Survey>

2. Parent/Carer Survey

The survey for parents/carers is below with an attached flyer and social media post with suggested text for you to share – either through your parent app, parent newsletter or your social media page.

Parents can click on link below or scan QR code

<https://tinyurl.com/CSA2024-Parent-Survey>



If you would like to know more about the CSA in 2023, you may read the report [here](#).

[Royal Greenwich Childcare Sufficiency Report | Royal Borough of Greenwich](#)

GREENWICH PARENTS & CARERS TELL US ABOUT YOUR CHILDCARE NEEDS

FILL OUT SHORT ONLINE SURVEY - SCAN QR CODE OR
CLICK/COPY URL LINK

<https://tinyurl.com/CSA2024-Parent-Survey>



**SURVEY OPEN
UNTIL FRI 22 NOV**

FIS@royalgreenwich.gov.uk
or 020 8921 6921



Working Parent Entitlements



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

NEW APPLICATIONS: Eligible working parents of babies aged 9 – 23 months, 2-year-olds and 3 year olds codes to take up a place from 1 January 2025 must be dated no later than 31 December 2024. All codes must be verified before a child is offered or takes up a place. Pls do not wait until headcount date.

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

Home Forms Funding Sufficiency

Summary Estimates Actuals Adjustments Eligibility Checker Registered Interests

Eligibility Checker

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

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

Working Parents EY Entitlements

Working Parents EY Entitlements

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

Eligibility Code*

Child Date of Birth*

Parent/Carer Forename

Parent/Carer Surname

Parent/Carer NI Number*

Consent must be given for this ☐ Eligibility Check

Partner Forename

Partner Surname

Partner NI Number

*denotes mandatory fields

Submit

Cancel

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

DFE Updates



School-based nurseries funding

School-based nurseries plan kicks off with £15 million funding

First round of funding launches for up to 300 school-based nurseries - part of government's opportunity mission to give every child the best start in life.

Announcement Rt Hon Bridget Phillipson MP, 17 October 2024 below. Royal Greenwich Children's Service will be shortly announcing local process for approval of any proposed new places in line place planning.



“[Primary schools can now apply for up to £150,000](#) of £15 million capital funding, with the first stage of the plan set to support up to 300 [new or expanded nurseries](#) across England subject to local approval processes.

This comes as 321,462 [additional children are now accessing 15 hours](#) of government-funded early education per week, since the government delivered on the promises made to parents for the second phase of the childcare rollout last month.

The work forms part of the government's Opportunity Mission, which will break the unfair link between background and opportunity – starting with giving every child the best start in life and resetting the relationship with the early years sector to boost life chances for children and work choices for parents.

The delivery of this phase has been in no small part due to the brilliant joined-up efforts of local authorities and providers. The Secretary of State has promised a new era of child-centred government and will work alongside the sector to deliver meaningful long-term reform of early years, whilst building the places and workforce that are required for the next more challenging phase.

Importantly, this will be done in a way that makes the hours accessible and affordable for all families that need them. That's why the government is taking action to tackle reported instances of parents facing very high additional charges on top of the funded entitlement hours.

These could include mandatory extra charges for nappies, lunch or other ‘consumables’ – and should not be made a condition of accessing a funded place.

In the coming months, the government will be engaging with local authorities and providers to clarify our statutory guidance on charging, including on so-called ‘top up fees’ and consider how we better support local authorities to protect parents from overcharging.

“All children should have the opportunity of a brilliant early education, no matter who they are, where they’re from or how much their parents earn.

Our new school-based nurseries will provide thousands of additional places where they are needed most, plugging historic gaps and making sure geography is no barrier to high quality childcare.

Whilst some parents may not get their first-choice place next September, I’m determined that every parent is able to access and afford the hours that they are entitled to.” Education Secretary, Bridget Phillipson MP

According to the Department for Education’s latest projections, around 70,000 additional places and 35,000 early years educators will still be needed to deliver the expansion to 30 hours next September, with some of the most disadvantaged areas in need of the largest uplifts.

Published for the first time, [the projections show that around half of local areas need to increase their capacity](#) by between 10% and 20% to meet demand for September. Some need an uplift of more than 20% - with areas that see traditionally lower household incomes including Northumberland, Plymouth and Rotherham all in this group.

That’s why the government is taking action now, and providing schools, private providers and local authorities a clear picture of the department’s understanding of demand, and where there are gaps in supply.

Providers and schools are urged to consider the latest data in their bids for the school-based nurseries programme, and work closely with local authorities to outline how proposals will respond to local need and subsequently contribute to the government’s plan for an early years system that breaks down barriers to opportunity for children across the country.

While all parts of the sector are valuable to delivering the quality care that our children need, schools are at the heart of our communities. Proportionally, school-based nurseries currently look after more children with special educational needs and offer a higher number of places in the most deprived areas.

School-based nurseries currently have lower turnover and the option to use some staff more flexibly between reception and early primary, and the government is working with the early years sector through our expanded recruitment campaign to attract more people to a career in early years.

To make sure the programme is delivered in a way that continues to support our most vulnerable children and builds on the important offers of the existing market, the school-based nursery funding will be available to projects that are school-run or delivered by private and voluntary providers or childminders.

So that the government can ensure new provision is in the right places and meets the needs of parents, children and schools, schools who are interested in expanding but are not currently ready to apply will be able to register an interest for future phases of the programme.

We expect funding to be allocated to successful schools in spring 2025 to support delivery for the first cohort of places for the September rollout.”

'Do Something BIG' campaign advertising vacancies on Find A Job



GOV.UK

Early Years Careers

Be part of something big

Working with small children is a big deal. It's a job that makes a difference by helping to give children the best start in life.



The Department for Education's [Do Something BIG](#) recruitment campaign is continuing to highlight the huge difference early years educators make to young children and how rewarding working in the sector can be. On average, **DFE are seeing over 46,000 visits to the campaign website each week**, which directs potential applicants to use DWP's [Find a Job](#) vacancy platform to search for early years roles in their area.

Listing early years vacancies on Find a Job - which is free to use - is a cost-effective way of ensuring they are seen by a large pool of candidates and will help connect more job seekers with the opportunities they're looking for.

[Do something big - Early Years Careers](#)

See attached DFE Find a Job instructions in setting up an employer account

Supporting Wraparound Provision

Wraparound childcare is provided by childminders, schools (either fully or partially), or private providers working on-site or locally to their school.

PVI providers and childminders make up a large part of the childcare market and with this they bring a wealth of expertise, resources, and experience to this field. They deliver childcare that support the needs of parents and are essential to providing the availability of wraparound childcare either on or off school sites.

The DfE National Wraparound Childcare Programme is for new or existing childcare providers and schools to set up or expand their wraparound childcare places and to be made available to parents by September 2025 at the latest.

Providers therefore have an important role in sharing information of this programme with their existing parents or carers with whom they have a working relationship. It is also essential that providers work in collaboration with the local authority to build connections and form strong working partnerships with their local schools. This collaboration will enable providers to explore opportunities of working with local schools and help ensure the sustainability of wraparound childcare services.

Marketing your Wraparound Provision (on and off school site)

- **Defining your target market** – If your wraparound provision is being delivered within a school, your primary audience is the parents and carers of children already attending. This offers a major advantage, as you are promoting your wraparound services for children who are already familiar and comfortable in that environment.
- **Informing parents of your club** - Schools can help promote your wraparound services by organising a meeting with parents, allowing providers to share information about the out-of-school club and to answer any questions. Consider your objective and what are your aims i.e will you provide help with homework and other learning activities, how will your club support children with SEN. Provision should also be inclusive and accessible for all children, including those with special educational needs and disabilities.
- **Promoting your club via school** – meeting with the headteacher to discuss announcing your wraparound services in the school newsletter as well as adding your services to school's website. Ask if your wraparound provision could be included in the school prospectus? Consider providing an information pack with a registration form for new and existing parents to complete. Offering parents a taster session before their child starts to attend.
- **Childminders** –Try reaching out to your local school to explore advertising your services to parents. You could also connect with a network of childminders serving the nearby school to offer spaces if they're at capacity.
- Providers operating off-site and working in partnership with a local school, it's important to inform parents about how children will be safely transported to the wraparound provision and where they can be picked up.

Safeguarding children – it is both the school's and providers responsibility to ensure that children are kept safe by following the health and safety guidance and continuing to adhere to 'Keeping children safe in education'. Providers must also work in accordance with the schools safeguarding practices and procedures.

Consider how you could encourage parents to use your services and how you could work in collaboration with other providers to offer all year-round care. What features could you be offered to make a parents life easier.

- Opening for longer hours
- Being able to collect children after other school activities
- Working with other surrounding schools
- Offering sibling discounts
- Would you offer a discount if a child is attending your provision 5 days per week

It is important to remember that parents can use childcare vouchers to pay for wraparound care

<https://www.childcarechoices.gov.uk/childcare-expansion/wraparound-childcare>

Starting out

Building a business and increasing demand takes time, so be patient as parents may need to decide whether to switch from their current arrangements to your services. If you launched your business this term, it's unlikely that reception-aged children will join right away, as they are still adjusting to their new environment.

If the headteacher approves, continue promoting your services and activities in the school's newsletter. Additionally, contact RBG Family Information Services to add your club to the community directory, and consider distributing leaflets or putting up a banner to advertise your offerings. Lastly, make sure that the children who attend have such an enjoyable experience that they're excited to encourage their friends to join as well.

Below are links to resources that will support you to starting and growing your wraparound business. Register with them to ensure that you are kept up to date with the delivery of the DfE Wraparound Programme and on ideas of how to sustain a successful business.

<https://childcareworks.org.uk/hub-for-providers/introduction/>

<https://outofschoolalliance.co.uk/marketing-your-club>

Ofsted Updates



Early years foundation stage (EYFS) statutory framework

The standards that school and childcare providers must meet for the learning, development and care of children from birth to 5.

DFE have clarified that the 'Childminder EYFS Framework' applies to childminders both with, and without, domestic premises. They have also confirmed that childminders who are registered without domestic premises need to inform parents and carers that they cannot provide any provision from domestic premises (unless they hold a separate domestic premises registration for the specific premises). On the 'EYFS statutory framework for group and school-based providers' they have clarified the qualification requirements for staff counting in the level 6 staff: child ratios in early years settings. Minor changes to both frameworks include clarifications to existing policy, spelling and grammar.

Changes to Overall Effectiveness Outcomes

Amendments following removal of Overall Effectiveness judgements from maintained schools and academies

For maintained schools and academies inspected after 2nd September 2024, for which Ofsted will not have awarded an OE judgement, the DFE intend to bring forward amendments to the regulations in late autumn 2024 and to amend the statutory guidance in the new year. Where a school does not receive an OE judgement, they intend to:

- replace the current references to the 'inadequate' OE judgement with the Ofsted categories of concern of 'requires significant improvement' or 'special measures',
- replace the current references to the 'requires improvement' OE judgement with a reference to 'requires improvement' for the early years provision judgement.

There are no changes to Ofsted grades for childminders or Private, Voluntary and Independent providers at this stage. As now, the regulations and statutory guidance will continue to refer to OE judgements for these providers, and for all schools whose most recent inspection report includes an OE judgement. DfE and Ofsted will work in partnership with the childminder and PVI sector over the next year to develop alternative reporting arrangements.

Early Years Foundation Stage – safeguarding reforms

Early Years Foundation Stage safeguarding reforms

Government consultation response

<https://www.gov.uk/government/consultations/early-years-foundation-stage-eyfs-safeguarding>

This is the government's response to the consultation on proposed changes to strengthen EYFS safeguarding requirements, which ran from 22 April 2024 to 17 June 2024.

Based on consultation responses the government will proceed with implementing:

- all of the safeguarding changes that were consulted on, with minor changes to the wording of some for additional clarity
- 2 new changes on whistleblowing and providing employment references

This document provides further detail on each of the safeguarding changes individually, setting out the responses to the consultation and the reasons behind the decisions made.

It is the government's intention to proceed with statutory national implementation of the EYFS safeguarding reforms from 1 September 2025.

Changes to promote safer recruitment

The EYFS safeguarding changes include:

- Requirements to obtain employment references.
- Expectations to provide employment references.
- A requirement for safeguarding policies to include procedures to help ensure that only suitable individuals are recruited.

Changes on child absences

The EYFS safeguarding changes include:

- Requirements for providers to follow up if a child is absent for a prolonged period of time.
- Requirements for having an attendance policy.
- Amendments to ensure providers hold additional emergency contact details.

Changes to promote safer eating

The EYFS safeguarding changes include:

- A new 'safer eating' section, including new requirements around allergies and anaphylaxis, introduction of solid foods and choking prevention.

Changes to safeguarding training

The EYFS safeguarding changes include:

- A new annex setting out minimum requirements for effective safeguarding training.
- A safeguarding training renewal period of every two years.
- A requirement for safeguarding policies to include details of how safeguarding training is delivered, including how practitioners are supported to put it into place.

Changes to paediatric first aid (PFA) training

The EYFS safeguarding changes include:

- Amendments to ensure that early years students and trainees are required to have PFA training in order for them to be included in ratios at the level below their level of study.

Changes to support whistleblowing

The EYFS safeguarding changes include:

- New whistleblowing requirements to make it clearer when and how to escalate safeguarding concerns and support practitioner confidence with regards to whistleblowing.

Changes on toileting and privacy

The EYFS safeguarding changes include:

- Amendments to ensure that children's privacy during nappy changing and toileting is considered and balanced with safeguarding considerations.

Changes for Childminders

News story

Ofsted opens registrations for new childcare provider type

Ofsted has today begun accepting applications for a new category of childcare provider, as part of a series of changes the Department for Education has introduced to give the early years and childcare sector more flexibility.

<https://www.gov.uk/government/news/ofsted-opens-registrations-for-new-childcare-provider-type>

Childcare providers now have the option to register as childminders without domestic premises, meaning they can work solely from somewhere other than a home, such as a village hall.

Previously, childminders had to register on domestic premises and spend at least 50% of their time working from a home address. The government has now removed this limit, but those registered to provide care at someone's home will still have to spend some of their time on domestic premises. It will be up to individual providers to decide how best to split this between settings.

The total number of people who can work together under a childminder's registration has also increased from 3 to 4, allowing providers more flexibility to work with others, such as co-childminders and childminding assistants.

New guidance explains how these changes will impact on childcare providers and how to register under the new provider type.

Read the guidance on how to '[Register as a childminder without domestic premises](#)'.

Providers already registered as childcare on domestic premises can continue to operate with a minimum of 4 people working together, but from 1 November 2024 new applications for this type of provision will need a minimum of 5 people.

If you are already a registered childcare provider and don't want to change the way you operate, you don't need to do anything.



Watch video about changes <https://youtu.be/A-p0fFaTZ6M>

Guidance

Register as a childminder without domestic premises

Application guidance for childminders who provide care solely from somewhere other than a home.

<https://www.gov.uk/guidance/register-as-a-childminder-without-domestic-premises>

1. [Introduction](#)
2. [Joining an Ofsted register](#)
3. [Where you can provide childcare](#)
4. [Training requirements for the different Ofsted registers](#)
5. [Who you must tell Ofsted about](#)
6. [Current or previous registrations with Ofsted](#)
7. [DBS checks you will need](#)
8. [Registration costs](#)
9. [How to register](#)
10. [Register as a childminder without domestic premises](#)
11. [After you send us your application](#)



Ofsted Research Review: *The Best Start in Life*

Ofsted Research - The Best Start in Life



[Home](#) > [Education, training and skills](#) > [School curriculum](#) > [Early years curriculum](#)

Research and analysis

Best start in life: a research review for early years

A three-part subject-based curriculum research review
focused on early years education.

Last month, Ofsted published the last section of a three-part subject-based curriculum research review focused on early years education. Titled, *The Best Start in Life*, the series outlines key principles and practices to ensure high-quality early childhood education, aiming for effective development, care, and learning for children.

Part 1 explores the elements that contribute to delivering a high-quality education, examining the context of early childhood, staffing within the sector, and the curriculum and teaching approaches used. Additionally, it highlights the foundational principles guiding the research review series. Part 2 delves into the factors that support children's progress in the three core areas of learning within the Early Years Foundation Stage (EYFS). And part 3, released on the 8th of October looks at the specific areas of learning, looking at curriculum design and delivery and what it means to make progress in the four specific areas of learning.



The Best Start in Life

Report Summary and Conclusions

From: <https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning>

The first 4 years of a child's life are a vital part of their education and prepare them for all later learning. However, young children do not all get the same start in life. The reasons for this include the following:

- Early education is not compulsory for children before the Reception Year. Children have different patterns of attendance: some may attend full time, every day, year-round; others just three mornings in term time.
- Pre-school settings are not all funded in the same way and so some have more money than others.
- Some children will experience less of the curriculum than their peers because they are registered to attend fewer sessions.
- Some children get more help at home than others.

The research is clear: early education is too important to be left to chance. With this in mind, we suggest the following points as crucial elements of an effective early education.

It is important to consider curriculum content carefully: knowing what to teach and when to teach it.

- Curriculum matters. It defines the knowledge and experiences that children will receive beyond their home environment. Practitioners need to be choosy about what they include in the curriculum. This is particularly important for children who only attend limited sessions.
- Communication is a priority; otherwise, children cannot learn important knowledge and skills.
- By considering the key knowledge that they intend for all children to learn, practitioners can make the best use of the available time.

Knowledge is sticky: children learn new things by making links with things they already know.

- Children integrate new concepts into their existing store of knowledge by making connections. Their brains connect one thing to the next, a bit like a spider's web.

Children need to encounter and think about a new concept repeatedly to remember and learn it. Their learning is often urged on by their interests. We can help young children to learn by connecting a new concept to an experience that is personally meaningful to them.

- As children think about their learning, or talk about it with another person, they deepen their understanding of new concepts. Deeper understanding prepares children for what they will be learning next. For example, once a child knows about different kinds of dinosaurs, it is easier for them to learn that the pigeons, finches, sparrows and blackbirds they notice are all types of bird.
- Creative and critical thinking requires having things to think about: it cannot exist in a vacuum.

Different areas of learning require different ways of thinking about the curriculum.

- In some areas of learning, like mathematics, there are specific concepts that children need to understand first. This ensures that they will be successful in the next step of their learning. If a child cannot count accurately to 5, it is not helpful to move on to bigger numbers.



- In other areas, different approaches to sequencing the curriculum will be valid. Children might learn about planting seeds before they experiment with magnets to learn about forces. The reverse sequence would work just as well.

Developing executive function is crucial for all children.

Three core areas that children need to develop are:

- focusing attention on what matters, and screening out anything that is not relevant
- holding information in mind to work on it
- being able to focus on a goal and work out when it is necessary to change approaches to achieve that goal.



- Executive function skills do not just develop of their own accord. Children's learning needs to become more and more challenging over time, to strengthen their executive function. This happens in the same way that adults need to increase their activity in the gym to become stronger and fitter
- Nursery rhymes and games can help children to develop executive function skills. For example, to play 'Simon Says' or 'Musical Statues', children must listen to instructions, follow actions, and start and stop.
- Executive function is one of the best predictors of a child's later success in the crucial areas of reading and mathematics. Strong executive function skills are also linked to better emotional well-being and better behaviour in school.



The development of these important skills cannot be left to chance: some children will need more help than others.

High-quality interactions with adults are vital.

- These include caring interactions, and interactions that promote children's thinking.
- Older children in the EYFS benefit from more complex language forms, including language that goes beyond the here and now. These interactions might include recalling past events, developing narratives, wondering and questioning, and thinking out loud together.
- The most effective settings are those that see cognitive and social development as equally important.



Interacting with children, to find out what they know and can do, is more useful than standing back and doing observations.

- Ongoing assessment can take place while practitioners are playing with children and teaching them new things.
- Children have different levels of experience and knowledge. It is important that every child is challenged as they play and learn.
- Teaching needs to be just ahead of children's current levels of knowledge and skills. This builds their understanding and supports their developing executive function through challenge.

Activities alone are not enough.

- If we want all children to learn important knowledge, then merely setting out what they might 'experience' is not adequate. This will not make the best use of the available time.



- For example, all children benefit from regular shared book reading in small groups of 2 or 3, especially those with less-developed language. Leaving this to chance might mean that only those children who choose to spend time in the book corner will benefit.

Practitioners should make it as easy as possible for children to learn.

- Play-based learning and direct instruction are both important for young children. Sometimes, play-based learning is the best approach. Other times, children need an adult to show or teach them something new.
- Research suggests that the most effective settings combine both approaches.

Practitioners should avoid making tasks too complicated.

- Children, like all of us, can only hold a few things in mind at any one time. This is why it is so difficult for children to learn to count accurately. They have to know the names and order of numbers. They have to remember to say one count word for each object. They have to remember that the last number they say tells them how many items are in the set.
- When there is too much going on around them, children's working memories are quickly overloaded. That can happen when there are too many different things to look at, or too much adult language for them to listen to.
- When children's working memory is overwhelmed, they can suffer a calamitous loss of all the information they were trying to work with. This has a particularly negative effect on children who are struggling to learn.
- It is important to minimise distracting resources, noise and over-stimulating environments.

High-quality early education benefits all children.

It particularly benefits the most vulnerable. It is too important to be left to chance.

Check out the full report here!

Part 1: <https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-1-setting-the-scene>

Part 2: <https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-2-the-3-prime-areas-of-learning>

Part 3: <https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning>

Equity, Diversity & Inclusion

FAIRER SAFER ACCESSIBLE INCLUSIVE

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 →



Many of you will have been deeply shocked and disappointed that a childminder, now de-registered, expressed abhorrent views inciting hate crime during the racial violence earlier in the Summer.

<https://www.bbc.co.uk/news/articles/cp3wkzgpjxvo>

If you have been a victim of hate crime, please contact Community Safety Unit

https://www.royalgreenwich.gov.uk/info/200202/community_safety/225/hate_crime/2

Support for dealing with hate crime

If you want to talk about a problem you are having with hate crime or harassment, you can contact the local police Community Safety Unit.

They have a specialist unit of police officers who have been trained to respond to hate crime, including racist, homophobic and disability harassment.

Where to get help and advice

Stop Hate UK is a charity commissioned by the council to provide a confidential reporting phone line for anyone experiencing any form of hate crime. At any time, you can contact Stop Hate UK to report an incident or get support.

With your consent, they can refer your case on to local specialist organisations who can help you. They can also discuss the option of **reporting it to the police and give the details to the police for you, if this is what you want.** [Find out more about Stop Hate UK](#)

Race and Faith related crime

The Greenwich Inclusion Project (GrIP) will help you if you have experienced hate crime that you believe is motivated by your race, faith or nationality.

[Find out more about the Greenwich Inclusion Project](#)

Hate crime reporting events

In partnership with Stop Hate UK, GrIP organises events to promote awareness of hate crime reporting. [Visit the GrIP website](#) or [GrIP Facebook page](#) to find out more.

Hate crime information leaflets

- [Guidance for victims of hate crime: collecting evidence](#)
- [Guidance for victims of hate crime: the role of organisations and individual rights](#)
- [Increasing levels of trust and confidence for victims of hate crime](#)

Celebrating Festivals - Diwali



Diwali



Diwali is the Hindu Festival of Lights, which takes place between October and November. This year Diwali will be celebrated on either Thursday 31st October 2024 or Friday 1st November 2024.

Diwali is an important religious festival originating in India and is celebrated by Hindus, Sikhs and Jains all around the World. Diwali takes place annually and lasts for five days, marking the start of the Hindu New Year. The exact dates change each year and are determined by the position of the moon.

It is a time for families to get together, give presents and decorate their houses with bright lights.

[10 fabulous facts about Diwali! - National Geographic Kids](#)

The word **Diwali** (or **Deepavali** as it's sometimes called) means "**row of lights**" in an Ancient language of India, called **Sanskrit**. During this festival, people decorate their homes with lights and oil lamps, called **diyas**.

For many people, Diwali honours the Hindu goddess of wealth, **Lakshmi**. The lights and lamps are said to help Lakshmi find her way into peoples' homes, bringing prosperity in the year to come!

It's also a celebration of **good triumphing over evil**, and different legends based on this theme are associated with Diwali. In northern India, Hindus celebrate the return of the deities (gods) **Rama** and **Sita** to the city of **Ayodhya**, after defeating the evil king **Ravana**!

In the region of **Bengal** people worship the goddess **Kali**, the destroyer of evil forces, during Diwali. And in Nepal (a country bordering north-east India), people celebrate **Lord Krishna**'s victory over the wicked king **Narakaasura**.



But it's not just about lights and legends — Diwali is a time to have fun with friends and family! People exchange gifts and sweets, enjoy delicious feasts, watch firework displays and wear new clothes. It's a time to clean and decorate your home, too.



Rangoli is a popular Diwali tradition — beautiful patterns made using colourful powders and flowers. People draw rangoli on the floor by the entrance of their homes to welcome the gods and bring good luck!

Diwali activity ideas



Diya Lamps



The story behind Diya lamps is about good overcoming bad. Lamps were lit to guide Rama and Sita home after being saved by the monkey god, Hanuman.

Children could make their own Diya lamps out of clay or salt dough that is decorated using various materials such as colourful paint, glitter (mixed into PVA glue so it is safe for children to use) or even colourful beads as seen in the photo.

Rangoli patterns

Children could have a go at making their own Rangoli patterns. There are many ways that children can experiment making these beautiful patterns using a range of materials. You could provide different dried beans and lentils for children to stick into playdough as seen in the first photo. The second photo shows use of different coloured and shaped pasta pieces. Children could also try simply mark making different patterns using paint or chalk in a large tuff tray.



Learning traditional Indian dance steps

Big parties, family get-togethers, firework displays music and dancing are all a big part of the Hindu Festival of Light - Diwali.

Here is a video of six-year-old Aishwarya and her mum who is a dance teacher that can help you and the children learn some traditional Indian dance steps.

[Diwali: Learn some traditional Indian dance steps - BBC Newsround](#)



Celebrating Pedagogies – Curiosity Approach



Celebrating Pedagogies



In continuing our series to celebrate and share about different pedagogies (learning approaches) to hopefully inspire and give you ideas of what could be implemented within your settings, this month we will be looking at an element of 'The Curiosity Approach'.

Definition of Pedagogy

Pedagogy relates to the “how”, or practice of educating. It refers to, “that set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment” (Siraj-Blatchford et al. 2002). It concerns the “how” of adult and child interaction, whilst recognising that how children learn and develop at this stage is not just subject to what is intended to be taught, but it is also of particular importance how it is facilitated.

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/pedagogy-in-early-childhood-education-and-care-ecec-an-international-comparative-study-of-approaches-and-policies-research-brief-july-2015.pdf)



Pedagogy in early childhood education and care (ECEC): an international comparative study of approaches and policies

Research brief

July 2015

Stephanie Wall, consultant
Ineke Litjens, OECD
Miho Taguma, OECD

This DfE Pedagogy in early childhood education and care (ECEC) 2015 document, support and promotes the use of using pedagogical approaches in conjunction with each other to enhance children's learning and development further.

“In practice, settings can employ a combination of pedagogical approaches”.

[Pedagogy in early childhood education and care \(ECEC\): an international comparative study of approaches and policies \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444444/pedagogy-in-early-childhood-education-and-care-ecec-an-international-comparative-study-of-approaches-and-policies-research-brief-july-2015.pdf)



Curiosity approach



What Is the Curiosity Approach?

The Curiosity Approach was founded by Stephanie Barrett and Lyndsey Heller who have 50 years' experience in childcare between them. The clue is in the name – to ignite a child's natural curiosity to explore the world around them. Instead of directing children, and telling them what to do, the curiosity approach is based on child-led learning. Therefore, children make their own choices, and figure things out for themselves which leads to enhanced confidence, critical thinking, and problem-solving skills. The approach draws ideas from other philosophies of early education including Reggio Emilia, Montessori, Pikler, and Steiner. It aims to create children who are 'thinkers and doers' instead of passive learners who simply follow the direction of an adult. By creating active learners, children are more engaged in their environment and have a lot more fun. They are in charge of their own development and choose activities which play to their own interests.

[What Is The Curiosity Approach and Why Is It Important? \(learningjournals.co.uk\)](https://learningjournals.co.uk)

Nurseries and providers who adopt the approach replicate a child's home environment, rather than that of a typical school. Settings should be nurturing safe spaces, where children feel loved and at ease. These learning environments are fundamental within all aspects of a child's social, emotional, and academic development. To make the children feel comfortable and relaxed, fill your spaces with pictures of the children and their families and pets in unique frames. (Remember to follow your setting's safeguarding policies, and UK GDPR regulations when doing so.)



Overstimulating environments can be distracting to some children with SEND and can cause feelings of upset and anger. The Curiosity Approach, therefore, favours calm and tranquil spaces, rather than the more traditional, bright and busy early years environments. Developing a sense of belonging and safety are also key values of the approach. Hellyn and Bennett took inspiration from Te Whariki, the early childhood curriculum of New Zealand, when creating The Curiosity Approach. Te Whariki advocates the benefit of creating a personalised and safe environment for children, where respect and diversity are valued. When children feel loved and secure, they are much more likely to excel.

[Curiosity Approach in Early Years | Benefits, Meaning & Ideas \(highspeedtraining.co.uk\)](https://highspeedtraining.co.uk)

The Curiosity Approach draws inspiration from many of the great pioneers of Early childhood Education and stand on the shoulders of giants. If we look to the incredible work of the McMillan sisters' their timeless wisdom resonates with us today as they proclaimed that "the richest classroom is roofed only by the sky." This quote recognises the boundless potential of the natural world as a source of inspiration, wonder, and learning for young children.

Exposure to nature has been shown to improve children's concentration, creativity, and problem-solving skills, as well as promote physical health and well-being. Additionally, cultivating a biophilic environment can instil in children a sense of respect for the natural world and a desire to protect and preserve it for future generations. So here are some ideas of how you can include the outdoors into your indoor provision.

Incorporate natural materials such as wood, stones, shells, and pinecones into play areas to stimulate sensory exploration and creativity.



Natural resources are wondrous loose parts and can be used throughout the Early Childhood provision. At The Curiosity Approach® we step beyond the catalogue and commercialised resources, we recognise that at every opportunity nature offers such incredible multi-sensory resources that offer a wealth of learning potential. As mentioned before "there can be no replacement for nature' Look here to this sorting activity below. Nature will offer the opportunity to seek similarities and differences, sorting into sets and being curious investigators whose are now exploring using all senses. Plastic feels the same and smells the same. Want to save money? Get outside and seek Mother Earth's treasures.

Encourage children to create art using materials found in nature, such as leaves, flowers, and branches, fostering a connection between creativity and the environment.





Provide a space within your environment where children can display the natural treasures collected on their journey to your setting or when exploring the great outdoors at home. These shelves or baskets become filled with natural treasures like feathers, acorns, and bark, inviting children to engage their senses and explore textures, shapes, and colours.

Introduce potted plants and indoor gardens to provide children with opportunities to care for living organisms, observe growth and changes, and learn about the natural world.

By incorporating plants into early years childcare environments and implementing appropriate risk assessments, educators can create nurturing spaces that promote children's health, well-being, learning, and connection with the natural world.

thecuriosityapproach.com/blog/bringing-nature-into-early-childhood-classrooms



Health & Wellbeing



The Daily Mile



The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children – regardless of age, ability or personal circumstances.

The Daily Mile is a social physical activity, with children running, jogging, wheeling or walking – at their own pace – in the fresh air with friends for 15 minutes. We want every child to have the opportunity to do The Daily Mile in Early Learning and Childcare (ELC) settings.

Sign up here <https://thedailymile.co.uk/the-daily-mile-in-early-years-settings/>

Daily Mile principles can be summarised as ‘every child, every day’, based on the ‘Four Fs’: fun, friendship, fresh air and freedom.

Key elements include:

- Children running/jogging/wheeling/walking/toddling for 15 minutes a day outside in the fresh air as part of a daily focus on health and wellbeing and physical activity. There is no requirement to complete a mile.
- Children taking responsibility and ownership for their Daily Mile, which means going at their own pace and deciding on whether to, and when to, run, jog, wheel or walk (or, in the case of many two year olds, toddle)
- The teacher or other ELC practitioner/manager chooses when to do The Daily Mile, depending on what else is happening that day
- The Daily Mile is physical activity and health and well-being in a social, outdoors context. It is not active play, physical education (PE) or outdoor learning, although participating in The Daily Mile can encourage curiosity and interest in outdoor environments in keeping with wider outdoor learning opportunities

The Daily Mile Core Principles

1 QUICK

It takes just 15 minutes with no time spent changing, setting up or tidying up. Transitions between class and route should be slick.

2 FUN

The Daily Mile is physical activity in a social setting and must be fun for the children. They can chat to their friends as they run/jog/wheel/walk/toddle along enjoying the experience together.

3 100%

It's always fully inclusive – every child, every day. They should all be out together in the fresh air. Children with mobility difficulties should be supported to take part.

4 WEATHER

Treat the weather as a benefit, not a barrier. Children enjoy being outside in the different types of weather, connecting with nature and being aware of the seasons.

5 ROUTE

Ideally, your Daily Mile route should have a firm and mud-free surface – most schools use the playground or an existing path. Incorporating child-pleasing loops and squiggles works well.

6 RISK

Risk assess the route in order to ensure The Daily Mile is a safe activity. Please see a sample risk assessment, [here](#).

7 WHEN TO GO

The Daily Mile should happen during curricular time, at least 3 times a week. Ideally, the class teacher should decide when to go out – they know their class and can respond flexibly to their needs.

8 CLOTHES

The children run in their school clothes without changing into kit, putting jackets on if it's cold or damp and taking sweatshirts off if it's warm.

9 OWN PACE

The children go at their own pace. Done properly, it's not a walk – able-bodied children should aim to run, jog, wheel, walk for the full 15 minutes with only occasional stops to catch their breath, if necessary.

10 SIMPLE

Keep it simple. Resist the temptation to over complicate it. It should always be social and fun. From time-to-time, you may wish to connect it to the curriculum or do something seasonal

Downloadable Resources

[I Spy Picture Sheet](#)

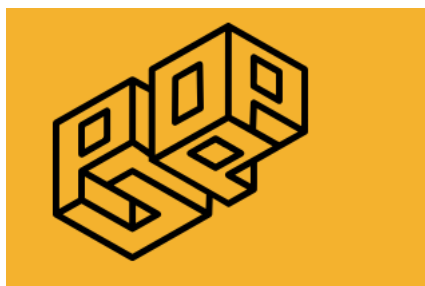
[New Bingo Sheet](#)

[Welcome Pack](#)

[Core Principles](#)

[Setting Up Guidance](#)

Children for Change free e-book

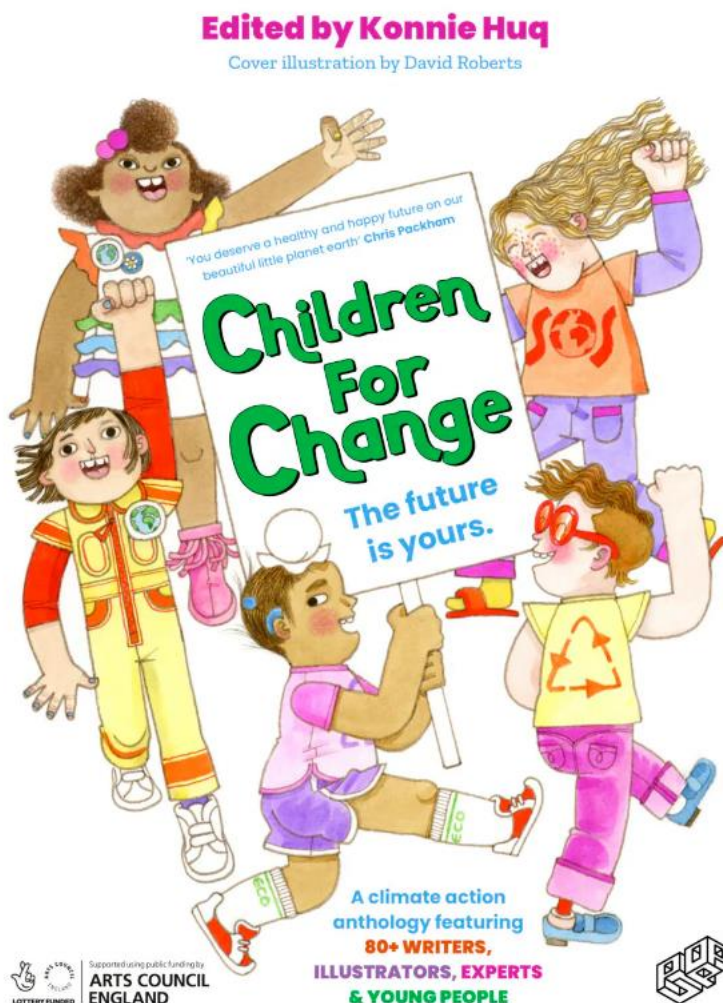


<https://pop-up.org.uk/childrenforchange/>

Climate change is a concern and cause of anxiety for children in the UK, with 70% worried about the world they will inherit (Save The Children, 2022).

But the good news is, children can make a difference!

Children For Change is a new e-book collection of stories, illustrations and features from over 80 of UK's greatest writers and illustrators, emerging illustrators and young writers inspiring young readers to 'take an action' – big or small, local or global – to protect our environments.



Children For Change is a new e-book inspiring 8–12-year-olds to take action to tackle climate change. Curated and annotated by author and broadcaster Konnie Huq, it features a dazzling line-up including former Waterstones Children's Laureate, Joseph Coelho, *The Gruffalo* illustrator, Axel Scheffler, award-winning author of *Boy, Everywhere*, A.M. Dassu, *Draw with Rob* creator, Rob Biddulph, and Young Bond author, Charlie Higson.

Not only is this ground-breaking e-book FREE to access for EVERY primary school in the UK – we're asking schools to send it home FREE to EVERY parent and guardian, too!

Business Support – Autumn Budget

Policy paper

Autumn Budget 2024

This is the full Autumn Budget 2024 with supporting and related documents.

<https://www.gov.uk/government/publications/autumn-budget-2024>

The Chancellor of the Exchequer presented her Autumn Budget to Parliament on Wednesday 30 October 2024.

Documents here set out the estimated impact of changes to tax, welfare and public service spending policy that carry a direct, quantifiable impact on households. It also presents estimates of the overall level of tax paid and public spending received by households.

What does the Budget 2024 mean for education?



<https://educationhub.blog.gov.uk/2024/10/31/budget-2024-education-send-childcare-private-schools-vat/>

The Education Hub blog explains what this year's Budget means for [early years](#) providers and [schools](#)

“Was funding for early years included in the Budget?

The Budget included investment of an extra £1.8billion into the early years in 2025-26, so the government will be spending over £8billion in total.

This money will mean the government can continue the expanded roll out of [funded childcare hours for parents of children from 9-months-old](#), up to 3- and 4-year-olds.

There is also £15million to begin delivery of [3,000 school-based nurseries](#). Schools can bid for up to £150,000 to expand existing nurseries or open a new one.

The money is expected to mean 300 new or expanded nurseries open by September 2025.

Is there more money for schools in the Budget?

[Funding for schools](#) will rise by £2.3billion next year.

£1 billion of that funding is for high needs, recognising the immense need in the sector. The government is continuing to develop plans to transform England's [Special Education Needs and Disabilities \(SEND\)](#) system and improve outcomes for young people.

This remaining increase to the schools budget will continue to fully fund this summer's [5.5% pay award for teachers](#), and help cover pay awards in 2025-26.

Despite the investment, there will still be difficult decisions to take on how money is spent right across the public sector - including in schools.

We will support schools to use their money more efficiently wherever possible.

Will there be new investment in fixing school and college buildings?

For schools, government has committed an additional £1.4 billion to make sure the [School Rebuilding Programme](#) can continue, which means 100 rebuilding projects starting next year and keeps us on track to rebuild 518 schools in total.

A further £2.1 billion is being allocated to maintain and improve school buildings, which is an increase of £300 million compared to last year.

Colleges will receive a further £300 million to invest in the further education estate, providing certainty for colleges to plan improvements to their facilities.

Will further education receive more funding?

We're committed to making sure young people have the skills the country needs. That's why the Budget allocated an additional £300 million to further education. We'll set out in due course how the funds are to be distributed.

We're also taking steps to transform the Apprenticeship Levy into a more flexible Growth and Skills Levy by investing £40 million to help deliver new foundation and shorter apprenticeships in key sectors.

Is there anything else for education in the Budget?

To support parents, particularly those from disadvantaged backgrounds, we're significantly increasing investment in breakfast clubs to over £30 million, to help ensure children are ready to learn at the start of the school day, and helping drive improvements to behaviour, attendance and attainment.

The investment will both support the existing DfE school breakfast programme, used by around 2,700 schools, and support the roll out of our new [free breakfast clubs](#), with the first 750 schools set to be up and running in the spring.

The Chancellor also set out changes to employer National Insurance Contributions.

Alongside this, there will be funding made available for the public sector – including schools and colleges – to support them with the additional associated cost. We will confirm funding allocations in due course.

There is also £44 million for children's social care, to support kinship and foster carers.

The funding will support the trialling a [new kinship allowance](#) in up to 10 local authorities to test whether payment to cover certain costs – like supporting a child to settle into a new home with relatives – can help increase the number of children taken in by family members and friends.

The funding will also be used to help recruit more foster parents by ensuring that every local authority has access to a regional recruitment hub.

The government has confirmed its commitment to further reforms to children's social care in future spending reviews to make sure every child, irrespective of background, has the best start in life."

**Employers
For Childcare**

Working For Parents



<https://www.employersforchildcare.org/news-item/how-does-the-autumn-budget-impact-on-parents-and-the-childcare-sector/>

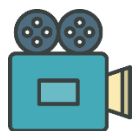
How does the Autumn Budget impact on parents and the childcare sector?

Uplift in the National Living and Minimum Wages

From April 2025 the National Living Wage, paid to those 21 years old and over, will increase by 6.7%, from £11.44 to £12.21 per hour. Employees under 21 will benefit from a greater increase, for 18-20 year olds the National Minimum Wage will increase by 16.3% from £8.60 to £10.00 per hour, and for 16 and 17 year olds and Apprentices the increase will be 18%, from £6.40 to £7.55 per hour.

Employer National Insurance Contributions

Also taking effect in April 2025 is an increase to the rate of Employers National Insurance Contributions (NIC) will rise from 13.8% to 15% with a reduction to the threshold of when it starts to be paid. However, many small businesses are able to receive a rebate through the which will be rising from £5,000 to £10,500, meaning that more employers will not have to pay any NIC at all next year.



Bitesize Webinars and Online Trainings



Make use of the currently free series webinars produced by our Early Years & Childcare Advisors to share key messages about important themes. You may use these for your staff training and inductions. You will need to register each individual person so they can receive their certificate and we can track demand.



Please complete evaluation to receive a copy of the presentation/certificate.

State name of training



To receive link and watch, email eyc.training@royalgreenwich.gov.uk
Pls do not share the link with anyone else and remember to complete evaluation to receive certificates and handouts.


- Ofsted Trends
- Staff Wellbeing
- Child Safety
- Having Difficult Conversations with Parents
- Mental Health Awareness
- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief
- Provider Forum – CSA & Expansion
- Welfare Rights for the Self Employed – openly available
- Childcare Sufficiency Briefing
- Synergy – Funding Portal User Guide – openly available
- Compassion Mind Training

Area	Training Courses/Webinars	Day	Date	Start	End	Cost
Safeguarding & Welfare	Intermediate Safeguarding	Saturday	16 November 2024	09:30	13:00	£45
Learning & Development	Equality Diversity & Inclusion	TBC	Expressions of interest	09:30	12:00	£30
Safeguarding & Welfare	Domestic Abuse Awareness	Tuesday	26 November 2024	19:00	21:00	£30
Safeguarding & Welfare	Designated Safeguarding Person	Thursday	05 December 2024	09:30	17:00	£60

Cancellation Policy Must be made in writing by e-mail at least 14 working days before the course
eyc.training@royalgreenwich.gov.uk

Where cancellation is not received, or it is received too late to be able to fill the place, and you do not attend the training you will be charged the full amount – where courses are free, you will be charged an admin fee of £10.



 Book via Direct Services to Schools below or the attached QR code

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

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

Paediatric First Aid Training Dates



Day	Dates	Start	Finish	
Saturday	09 November 2024	08:45	16:30	£55.00
Wednesday	20 November 2024	08:45	16:30	£55.00
Saturday	07 December 2024	08:45	16:30	£55.00



IMPORTANT NOTICE

You must complete the online part of PFA before you attend the in-person date. You will be sent a link in advance of the in-person date.

You **must arrive on time** so leave good time for your journey. If you are late, you will not be permitted entry and will still be charged. This is to ensure you complete the hours required for certification.

There is an exam which you must pass before receiving your certificate on the day.

If you do not pass, you will need to do the course again to safely embed your knowledge and practice. You will have to re-book and pay for the course again.

DFE training support

Help for early years providers

Guidance for people who work in early years, from the Department for Education.

The [Help for early years providers](#) has a wealth of information that can help. For example, there's useful advice on [reducing paperwork](#) so you have more time to focus on areas such as [sensory food education](#).

Early years child development training



This training:

- is free for childminders and nurseries
- combines theory with practical tips and ideas to use in your setting
- includes opportunities to reflect on your practice
- reinforces your understanding through learning check questions and tests
- links to additional resources
- offers the opportunity to download certificates of completion
- has been developed by expert practitioners
- 7 modules can be completed in any order and at any time (with another one coming soon!)

1 Understanding child development and the EYFS

2 Brain development & how children learn

3 Supporting children's personal, social & emotional development

4 Supporting language development in the early years

5 Supporting physical development in the early years

6 Mathematics

7 Effective curriculum & assessment

8 Supporting individual needs & differences

[Early years child development training : Home page \(education.gov.uk\)](#)



Solihull Online Training

This is free online for any parent or professional in Greenwich.

- **Parent carers** can also access courses via registration at

www.inourplace.co.uk

Using the code **RBGFAMILY** and entering a Greenwich postcode.

Professionals/Family Hub Staff working in Greenwich can access them by going to:

<https://solihullapproachparenting.com/online-courses-prf-greenwich/>

Entering the access code **RBGFAMILY_PRF** and a Greenwich postcode (work or home) when registering

The content includes all courses for Parents online plus

- Understanding Brain Development
- Understanding Attachment
- Understanding Trauma

Maths Champions – Free EY Maths Training

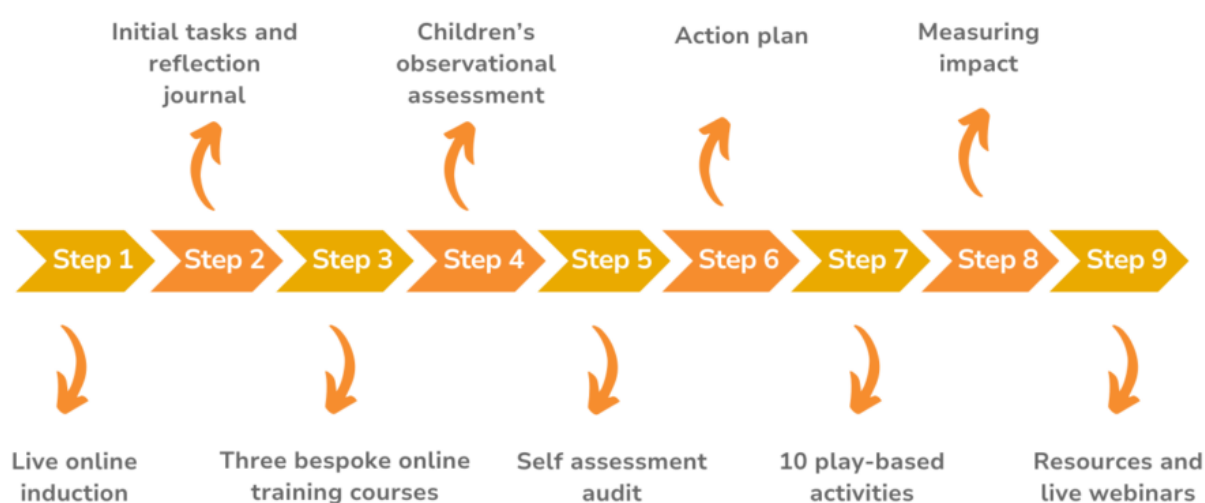
FREE Early Years Maths Training for Greenwich Settings

Improving outcomes for children by embedding maths into play and activities.

Maths Champions is an online professional development programme with 12 months access. The aim of this innovative programme is to improve children's maths outcomes by providing access to a range of bespoke online training, evaluative tools and resources which can all be used to develop the knowledge, skills and confidence of practitioners working in your setting.

As a Greenwich registered setting, this training is FREE to you. It normally costs £1,148.

Nine steps to Maths Champions success!



<https://youtu.be/TEPEBjgIA-w>



<https://ndna.org.uk/champions-programmes/maths-champions-early-years-maths-training/>

To register your interest please follow the link to complete the short Expression of Interest form. If you meet the criteria, you will then be sent the full registration materials.

[Mercers Champions Expression of Interest \(zohopublic.eu\)](https://zohopublic.eu)



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/apply-30-hours-free-childcare>

Childcare
Choices

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

Here is the link to some videos from Childcare Choices which you can share on your social media

<https://www.childcarechoices.gov.uk/providers/guidance-and-resources/social-media/short-films-2022/>



HM Government

How to use Tax-Free Childcare

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

HOW MANY HOURS OF CHILDCARE CAN YOU GET PER WEEK?

Age
3-4
years

ALL PARENTS

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

30 HOURS	30 HOURS	30 HOURS	30 HOURS
Now	APR 2024	SEP 2024	SEP 2025

Age
2
years

FAMILIES RECEIVING SOME ADDITIONAL FORMS OF GOVERNMENT SUPPORT

15 HOURS	15 HOURS	15 HOURS	15 HOURS
Now	APR 2024	SEP 2024	SEP 2025

WORKING FAMILIES

15 HOURS	15 HOURS	30 HOURS
APR 2024	SEP 2024	SEP 2025

Age
9-23
months

WORKING FAMILIES

15 HOURS	30 HOURS
SEP 2024	SEP 2025

Over 38 weeks a year

Providers may apply additional charges.

Sign up on Childcare Choices for updates [Upcoming changes to childcare support](#) | [Childcare choices](#)

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@dbs.gov.uk

DBSRegionaloutreach@dbs.gov.uk



Prevent Team 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: info_gdva@h4w.co.uk

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

Free Safeguarding Training



Free Safeguarding Bitesize Webinars



Please complete evaluation to receive a copy of the presentation/certificate.

State name of training



<https://tinyurl.com/EYC-Evaluation>

If you missed the free webinars, email eyc.training@royalgreenwich.gov.uk for your link. You cannot share this link with anyone else except people who have registered.

You will have 21 days to watch the video and complete the evaluation for your certificate and any handouts.

The QR code will be in the video and in the YouTube notes

- Female Genital Mutilation
- LADO Managing Allegations
- Emergency Planning
- Child Exploitation
- Fabricated Illness
- Child Abuse Linked to Faith & Belief

GSCP Learning Neglect

Neglect is a form of Significant Harm which involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Greenwich Guidance

Neglect is the most prevalent child maltreatment issue in Royal Greenwich. Tackling neglect is a key Greenwich Safeguarding Children Partnership priority. Neglect affects children of all ages.

- [Download Practice Guidance – Preventing and Safeguarding Children from Neglect](#)

GSCP Annual Conference

Identifying and Responding to Neglect

Thursday 21st November 2024, 9:15-16:30, Charlton Athletic Football Club



[GSCP Annual Conference](#) 2024 is taking place on Thursday 21 November at Charlton Athletic FC. The theme this year is “Identifying and Responding to Neglect”.

There will be a keynote speech from Caroline Walsh, former social worker and Ofsted Inspector as well as the opportunity to take part in workshops looking at Greenwich case studies.

Tickets are £55 and include breakfast, lunch and refreshments. If you would like to attend, please complete the booking form: <https://www.surveymonkey.com/r/GSCP2024>

Any questions, please get in touch with GSCP@royalgreenwich.gov.uk.



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

Protecting children from neglect

Neglect is not meeting a child's basic physical and psychological needs (Department for Education, 2023; Department of Health, 2017)

It is a form of child abuse that can have serious and long-lasting impacts on a child's life - it can cause serious harm and even death.

The four main types of neglect are:

- **physical neglect:** not meeting a child's basic needs, such as food, clothing or shelter; not supervising a child adequately or providing for their safety
- **educational neglect:** not making sure a child receives an education
- **emotional neglect:** not meeting a child's needs for nurture and stimulation, for example by ignoring, humiliating, intimidating or isolating them
- **medical neglect:** not providing appropriate health care (including dental care), refusing care or ignoring medical recommendations (Horwath, 2007).

Neglect can happen at any age, sometimes even before a child is born. If a mother has mental health problems or misuses substances during pregnancy, for example, she may neglect her own health and this can damage a baby's development in the womb (Haynes et al, 2015).

> [Find out more about parental substance misuse](#)

> [Find out more about parental mental health problems](#)

Impact of child neglect

"I am at home on my own a lot. Things are difficult at home and mum is really struggling - she gets stressed and angry a lot. I have to do a lot of the house work and help with chores. I feel lonely and have not got anyone to talk to."

Childline counselling session with a girl aged 10

Children can experience neglect at any age – from pre-birth to adolescence. Neglect can cause a range of short- and long-term effects which may vary depending on the age of the child.

Brain development

Brain development starts at conception and continues throughout a child's life. The early years are a time of rapid development (Department for Health and Social Care, 2021). How the brain grows and develops depends, at least in part, on how it is used (Burton and Reid, 2018).

If a child has little interaction with their caregiver, it can change how emotional and verbal pathways develop and impact their ability to learn. If a baby is malnourished, neural cells can become weak or damaged, and this can cause lowered brain function. This may have consequences for brain functioning in later life.

> [Read more about how neglect can impact child brain development and how you can encourage healthy brain growth](#)

Physical health and development

Neglect can be particularly damaging to a child's physical development in the first years of their life (Department for Education, (DfE), 2014).

A baby's development in the womb can be negatively impacted if their parent neglects their own health during pregnancy, such as through problem substance use (DfE, 2023).

> [Find out more about the impact of problem substance use](#)

Parents and carers also need to help young children to develop gross motor skills. If they are being neglected, or if parents don't know how to stimulate their child, this process may not happen effectively and the child's development may be delayed (Horwath, 2013).

A child's health can also be neglected if they aren't given enough of the right nutritious food. They can immediately experience hunger and discomfort and may have trouble concentrating.

Longer-term malnourishment will also affect their physical health and development. Having an unhealthy diet can also lead to obesity-related health problems.

Poor health, dental decay and in some circumstances, death can occur if a child doesn't receive appropriate medical care.

Mental health

Children who have experienced neglect are more likely to experience mental health problems, including:

- depression
- post-traumatic stress disorder (PTSD)
- dissociative disorders
- memory impairments
- panic disorder

(Child Welfare Information Gateway, 2015).

Relationships and attachment

Children who don't get the love and care they need may develop problems with attachment. They may struggle with forming attachments or may not develop a secure attachment style. This can lead to a child becoming isolated and affect their ability to maintain healthy relationships with others later in life (including their own children).

> Find out more about child attachment and how to support parents and carers in building positive relationships with their children

Behaviour

Experiencing neglect can impact children's and young people's behaviour.

Children who are neglected might be exposed to more risks, have a lack of supervision and guidance and develop low self-esteem.

These factors can all contribute to changes in behaviour, such as:

- running away from home
- breaking the law
- abusing drugs or alcohol
- becoming involved in unhealthy or abusive relationships.

Safety

If children and young people aren't being supervised appropriately by their parents and carers they may have accidents which can cause injury, illness, disfigurement, disability or even death.

Recognising child neglect

Signs and indicators

There's often no single indicator that a child is being neglected. You may notice more than one sign and your concerns might become more frequent if problems are mounting up. This could indicate that a child and their family need support.

Children of all ages who are neglected may:

- live in an unsuitable home environment, for example in a house that isn't heated throughout winter
- have a lack of, or inappropriate, stimulation, activities or toys
- not have enough sleep or a sleep routine
- be left alone for a long time
- struggle with personal hygiene and washing
- struggle with poor oral and dental health
- wear clothing that hasn't been washed or is inadequate (for example, not having a winter coat)
- seem particularly hungry, seem not to have eaten breakfast or have no packed lunch or lunch money

- not be brought to medical appointments such as vaccinations or check-ups
- not be given the prescribed medication, treatment or adaptations needed for a diagnosed illness, disability or condition.

They may suffer from poor health, including:

- untreated injuries
- medical and dental issues
- repeated accidental injuries due to lack of supervision
- untreated or recurring illnesses or infections
- long term or recurring skin sores, rashes, flea bites, scabies or ringworm
- anaemia.

Signs in babies and young children

Babies and very young children are more likely to experience severe harm from neglect due to their vulnerability (Department for Education, (DfE), 2014).

It can be difficult to identify neglect in very young children, which can lead to a delay in recognition and intervention (Naughton, 2013).

Signs that babies and very young children may be experiencing neglect include:

- interacting with their caregiver in a passive, withdrawn, angry or avoidant way
- not seeking comfort from their caregivers
- becoming angry when performing problem-solving tasks
- having poor working memory abilities
- having frequent and untreated nappy rash
- failing to thrive (not reaching developmental milestones or not growing at an appropriate rate for their age)

(Cardiff University, 2022; Demeusy, 2018; DfE, 2014; Naughton, 2013).

If developmental delay is suspected, it is important to have a formal development assessment carried out by a specially qualified professional.

Signs in older children

Neglect can have an ongoing effect on children's development and can cause changes in behaviour. You may notice or become aware that a child:

- has poor language, communication or social skills
- withdraws suddenly or seems depressed
- appears anxious
- wants to be constantly close to their caregiver or trusted adult
- is aggressive
- displays obsessive behaviour

- shows signs of self-harm
- is particularly tired
- has changes in eating habits
- finds it hard to concentrate or participate in activities
- misses school
- starts using drugs or alcohol.

Risk and vulnerability factors

Any child can suffer neglect, but research shows that some children are more vulnerable including those who:

- have a disability
- are born prematurely or with a low birth weight
- have complex health needs
- are care experienced
- are experiencing poverty (DfE 2014).

> [Find out more about children in care](#)

> [Find out more about safeguarding d/Deaf children and children who have disabilities](#)

All families come under pressure from time to time. Although many parents are able to provide loving care for their children during difficult periods, increased or continued stress can affect how well a parent can look after their child.

Research shows that parents with a low income, or who are living in more deprived neighbourhoods, are more likely to feel chronically stressed than other parents (Jütte et al, 2014); and parents who are facing complex problems such as domestic abuse or substance misuse can struggle to meet their children's needs (Haynes et al, 2015).

If parents are feeling particularly isolated, this can make it harder for them to ask for help and increases the risk of child abuse or neglect (Jütte et al, 2014).

Preventing child neglect

By identifying circumstances that put parents and carers under stress and getting them the right help at the right time, people who work with children can protect them from possible neglect.

Protective factors that can reduce the risks to children's wellbeing include:

- a strong social support network for the family
- income support, benefits and advice
- good community services and facilities (Cleaver, Unell and Aldgate, 2011).

Early preventative support

Practitioners have a key role to play in providing early support, before a problem escalates, and empowering parents and carers to look after their families. This includes:

- developing long-term positive relationships with parents and carers
- encouraging parents and carers to seek help when problems first emerge
- talking to a child and their parents or carers to understand what support they need
- sharing information about a child and their family with relevant agencies
- identifying which services are best placed to help a family such as Children Centres, Family Hubs
- monitoring a child's situation
- providing direct practical and emotional support to a child and their parents or carers
- signposting families to other specialist services where necessary. Successful early intervention can improve the attachment bond a child has with their caregivers, reduce harm and help children form positive relationships in adulthood (Howe, 2011).

Too little, too late: A multi-agency response to identifying and tackling neglect

Research and recommendations for England, August 2024

Neglect is the form of abuse most often listed as the initial category of abuse on child protection plans in England.¹ This report explores the scale of the problem and examines the barriers and challenges that professionals face when identifying and tackling neglect.

The report draws on three strands of qualitative and quantitative research:

- a YouGov poll in which 700 multi-agency safeguarding professionals were asked about their confidence in identifying and responding to neglect
- a series of online focus groups with 15 multi-agency professionals, including social workers, teachers, police and healthcare professionals
- insights gathered from the NSPCC Helpline between April 2023 and March 2024 regarding contacts relating to neglect.



The report outlines the challenges facing the multi-agency workforce and highlights the need for an ambitious policy vision to tackle neglect. It provides the government with a series of recommendations on what this vision should include.

Key findings

Neglect is becoming increasingly pervasive

Over half (54%) of respondents said they'd seen an increase in neglect cases during their professional lives, with the majority (90%) of these respondents saying they believed this increase was being driven by poverty rates and the rising cost of living.

Professionals feel confident in identifying neglect

Over 90% of multi-agency safeguarding professionals reported feeling confident in identifying the signs of neglect.

Professionals often feel powerless due to a lack of services and resources

The majority (83%) of respondents said there are not enough local services to support children and families experiencing neglect. 44% of those working in healthcare and 22% of those working in social care reported usually feeling like they couldn't directly help a child who is being neglected.

The multi-agency response to neglect is slow

Over half (52%) of teachers said that children's social care took too long to conduct an initial assessment after a neglect referral, and 43% reported feeling that intervention following the assessment was slow.

Recommendations for government

Introduce a national neglect strategy and improved guidance for tackling neglect

The government should develop a national strategy that draws together the latest best practice, learning and evidence on what works in tackling neglect. The strategy should also set out how the government will improve training opportunities for all safeguarding partner agencies.

Ensure the new Family Help model effectively addresses neglect

The new Family Help model set out in the Independent review of children's social care² should provide the best possible opportunity for the multi-agency workforce to identify and respond to neglect as early as possible.

Make sure neglect is considered as part of plans to eradicate child poverty

Neglect is a distinct form of harm that must be distinguished from poverty, but poverty is a risk factor for neglect. The government should consider neglect as part of their strategy to tackle child poverty.

Set out plans for how to make education the fourth safeguarding partner

Teachers and schools play a significant role in identifying and responding to cases of neglect. The government should recognise this significance and set out plans for how to make education the fourth safeguarding partner, alongside healthcare, local authorities and the police.

“We understand the pressure all agencies are under. It comes down to the fact that demand outstrips the resources... we can make all the referrals we want but those neglect concerns have to go somewhere.” *Police Officer*

Neglect: learning from case reviews

Summary of risk factors and learning for improved practice around neglect, December 2022

Neglect is a serious form of harm. Both families and professionals can become overwhelmed and demoralised by issues of neglect. Children may experience repeated attempts by professionals to try and improve the situation.

Published case reviews highlight that professionals face a big challenge in identifying and taking timely action on neglect.

The learning from these reviews highlights that professionals from all agencies must be able to:

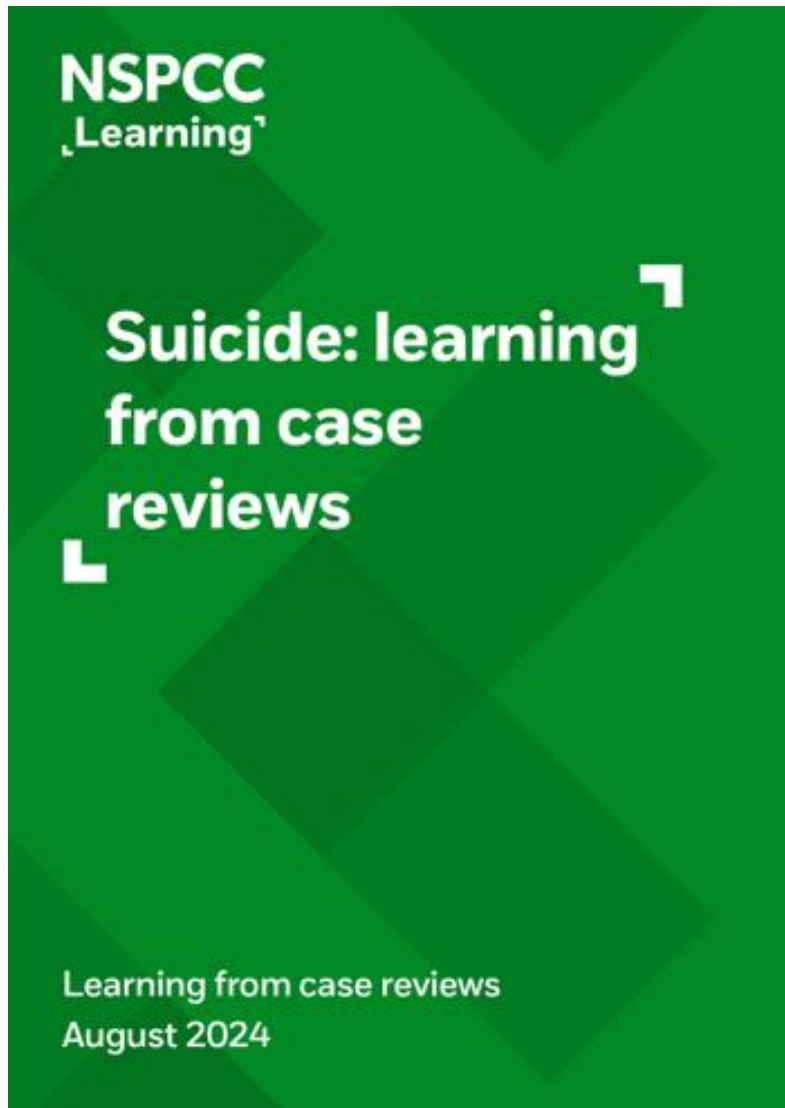
- recognise physical, emotional, medical and educational neglect
- understand the cumulative and long term impact of neglect
- take timely action to safeguard children.



Suicide: learning from case reviews

Summary of risk factors and learning for improved practice around suicide, August 2024

<https://learning.nspcc.org.uk/media/xlcg334c/suicide-learning-from-case-review-briefing.pdf>



Suicide in young people often follows the accumulation of different vulnerabilities and adversities over time. Risk factors can include:

- abuse or neglect, including non-recent abuse
- mental health problems
- conflict within key relationships
- drug or alcohol use
- bullying
- lack of stable or consistent care
- social isolation.

Case reviews highlighted how professionals didn't always recognise and connect different risk factors or look for opportunities to hear the child's voice.

Learning from case reviews underlines the importance of understanding the cumulative effect of different risk factors, speaking to children about their world and promoting positive, trusting relationships in children's lives.

Child Safeguarding Practice Reviews

Case Reviews August 2024

Thematic safeguarding practice review: Child suicide or death through undetermined intent

[Cheshire West and Chester Safeguarding Children Partnership](#) (2024)

The children considered as part of this review all died as a result of a deliberate act of self-harm. Some deaths have been concluded as suicide or undetermined intent. Themes include: recognition of bullying; think family in blended families; child's voice: how could a child present so differently between school and home; child to parent violence: adult issues versus the focus on the child, and multi-agency communication and consent as a barrier. Recommendations include: undertake scrutiny of how consent for information sharing is addressed by agencies to ensure that the best interests of children are maintained; when there are concerns about violence or behaviour that is challenging to the parents, professionals must be able to explore why the child is behaving in a particular way and develop an action plan based on this knowledge; policy must be able to make a difference to children across all localities to reduce inequalities of access to therapeutic support; ensure that local policy and procedures emphasise the need for assessments, including school admission, to incorporate any parent or carer, especially biological fathers, male carers, and male partners, this should include the requirement to record the status of the adult in the child's life, parental responsibility, and how they are involved in the care of the child; and undertake an audit of cases which are at the level of early help or team around the family, and explore the views of children and young people in relation to sharing information.

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

Operation ACORNE key findings and actions.

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

Operation ACORNE was a large scale and complex multi-agency investigation into child sexual abuse. It was initiated in June 2017 in response to concerns about the behaviour of multiple children. The case in question developed over several years and encompassed multiple children and adults from four families within a tightly controlled family network, including close family friends. Recommendations include: highlight the findings of this and other relevant reviews with regard to sexual abuse; highlight to the Department for Education (DfE) the lack of guidance for staff managing sexually harmful behaviour in primary schools, "peer on peer abuse" is not appropriate for children of this age group; develop local guidance for practitioners in all agencies in managing sexually harmful behaviour; identify appropriate assessment tools for children demonstrating sexualised behaviour; ensure that working with sexual abuse and harmful sexualised behaviour are part of the inter-agency safeguarding training programme; local guidance regarding complex abuse inquiries to be clarified to explicitly state that all relevant agencies should be represented at a senior level from the outset; the constabulary and children's services should review the numbers of achieving best evidence trained staff and commission new training programmes to train new staff and refresh those who may have undertaken the training some time ago; review how both strategy meetings and child protection medicals are carried out more rigorously and holistically; undertake a thematic review of cases where there has been concerns about sexual abuse; review how cases are managed when there are concerns about both children and vulnerable adults; and undertake a review of

how cases where children are subject to child protection plans are "stepped down" and reassert the rigour with which children in need plans need to be managed.

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

Local child safeguarding practice review: Child G.

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

Death of a 1-year-old infant in October 2022. Child G had a cardiac arrest after being left unattended in bath water. There were concerns around Child G's mother's mental health and lack of engagement with services. Learning considers: when to refer or signpost parents to agencies or services; vulnerable babies hidden from or missed by services; the impact of COVID-19 on new parents; and encouraging parental engagement in universal services. Recommendations include: the partnership to ensure that commissioned services are represented in its work to increase an understanding of safeguarding across the system and assure itself that health visitor providers and commissioners work closely together to ensure that case information is actioned during transition periods; the partnership to continue to promote information about home safety and water safety; and health visiting services to ensure home safety information is circulated when one-year checks are cancelled or delayed.

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

Child safeguarding practice review: a thematic review examining the quality of child protection investigations in Bristol.

[Keeping Bristol Safe Partnership](#) (2024)

Death of a 4-month-old child in December 2022 which was determined not to be the result of abuse or neglect. The family had previous periods of agency contact including early help, child in need and child protection involvement with the older siblings. Explores key barriers and system pressures that impact on consistently achieving good quality child protection investigations. Learning includes: professionals involved in the initial stages of child protection investigations want to work together more efficiently and more effectively; chairing of strategy discussions is seen as critical to the initial stages of achieving consistently good quality child protection investigations; a call for greater knowledge and skills about how to conduct multi-agency child protection investigations; a need for mapping and explaining the different agency roles and responsibilities; and the development of quality standards, or descriptors relating to the child protection process could be helpful to the multi-agency network. Recommendations include: seek assurance that there is information and data available which supports the regular review of the quality and standard of child protection investigations; the development of a three to five year workforce strategy specifically for those professionals involved in child protection work; compile a selection of analysis tools to support practitioners and managers achieve stronger analysis for use from the point of strategy discussions onwards; and develop a resource, which easily explains the different agency roles, responsibilities and expectations.

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

Learning lessons review: Child J1.

[Rochdale Borough Safeguarding Children Partnership \(2024\)](#)

The collapse of a boy in school in 2022 having ingested a bag of white powder, one of nine that he had brought into school in a kinder egg. He was transported to hospital where he was found to have cocaine in his system. He and sibling were removed from mother's care. Learning themes include: the importance of understanding and using history to inform practice; there was an over reliance on self-report by mother; there was a lack of professional curiosity; child and family assessments lacked breadth and depth; fathers and the wider family were not included; information was not triangulated; practice standards were not adhered to, leading to flawed assessments of risk; managerial oversight was not sufficiently robust to identify and challenge frontline practice; child in need / child protection plans were not robust; the voice of mother overshadowed the voice of the child; opportunities to gain a greater understanding of the child and siblings lived experience were missed; processes and tools designed to assist practitioners to keep children safe were not used effectively; and agencies were not working in true partnership, leading to disagreements that allowed mother to deflect and deceive some practitioners. Recommendations are embedded in the learning.

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

Child safeguarding practice review: learning identified from considering Willow.

[Southampton Safeguarding Children's Partnership \(2023\)](#)

In January 2023, a 16-year-old made a number of non-recent reports of sexual assault and rape against adult males. All of these reported incidents took place whilst Willow was in care. Learning explores: the reporting and review of missing child episodes, including appropriate use of the Philomena protocol, the grading of missing episodes, and use of the '3 in 90' procedure; the use and grading of the Child Exploitation Risk Assessment Framework (CERAF) tool; listening to the voice of the child or young person; the convening of strategy discussions and compliance with Working Together to Safeguard Children 2023; and the support and training of carers with regards to the Risks Outside The Home (ROTH) for vulnerable children or young people. Recommendations include: assurance from statutory partners of compliance with Working Together to Safeguard Children 2023 to ensure that the appropriate professionals are invited to and are attending strategy discussions; allocated social workers and supervising social workers to ensure that alongside generic training for carers, each young person has a package of support in place tailored to their individual needs; assurance that the language used in respect of children, young people and their families is appropriate and not derogatory or victim blaming; and asks the relevant partner agencies to provide assurance regarding what is being done to prevent school exclusion for children who are at risk of exploitation.

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

Child practice review report: concise child practice review: re: CVSB CPR05/2019.

[Cardiff and Vale Safeguarding Board](#) (2023)

Fatal stabbing of a 17-year-old boy in August 2019. Four individuals were subsequently convicted of murder, and three individuals were found guilty of manslaughter. Prior to his death there had been numerous safeguarding concerns around Toby's involvement in and continued risk of child criminal exploitation (CCE). Learning themes include: safeguarding during adolescence; information sharing and early intervention; reporting concerns, challenging decision making and escalating when required; young person's disengagement from education, employment and training; and public protection notices submission and sharing. Recommendations to Cardiff and Vale Safeguarding Board include: develop training to include guidance on safeguarding concerns that arise during adolescence, and how a young person develops to understand risk and consequences; children's services must consider the impact of exploitation on siblings as part of referral and assessment; review current support available for young people at risk of exploitation; education must always be part of safeguarding considerations, particularly where a young person is educated outside of mainstream school placements; all agencies must ensure appropriate follow up when they make a referral in relation to a young person at risk and consider appropriate professional challenge if they do not agree with the decision making; all agencies involved in meetings considering young people at risk of CCE must consider relevant historical information, mapping of associations and identified escalations in concerning behaviours held by their own agencies which must then be considered jointly by all involved agencies.

Read review online: www.cardiffandvalersb.co.uk/children/professionals-and-employers/child-practice-reviews/

Local child safeguarding practice review: 'Iman': executive summary report.

[Kent Safeguarding Children Multi-Agency Partnership](#) (2024)

Suspected non-accidental injuries to an 8-month-old boy. Iman was admitted to hospital with seizures at the age of 8 months following rolling off the bed. The criminal proceedings process concluded in February 2024 with no charge as it was decided non accidental injury could not be proved beyond reasonable doubt. Learning themes include: risk assessment and decision making; accommodation for care leavers; cultural competence; and cross boundary communication. Recommendations to the Partnerships include: consider the availability of support/advocacy services for all parents following removal of their children and during care proceedings; review the effectiveness of the current processes for sharing background information on families with universal services when the decision is to close the case to Children's Social Care following a Children and Families assessment; ensure practitioner's understanding of trauma informed practice and the risk of specialist services not being taken up by a parent, as well as the impact of chronic pain on a parent are factored into risk assessments; ensure that practitioners are supported/challenged and have sufficient skill and understanding of trauma informed practice, sexual abuse, physical ill health and cultural competence factored into their direct work and assessments; raise with the National Child Safeguarding Practice Review Panel the national issue of the fragility of legislative support and local housing practice to support care leavers as they move into independence; ensure that universal service practitioners are confident in their understanding of cultural competence; ensure that practitioners are encouraged and supported to escalate concerns where children are placed in another local authority area.

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

Case Reviews September 2024

Child safeguarding practice review: BSCP 2019-20/01.

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

Death of a 3-month-old baby in May 2019. The baby was found deceased, and it was apparent that death had occurred significantly earlier. Both parents were arrested on suspicion of neglect. Key learning points include: practitioners, including those working with adults, should be familiar with expectations and requirements in respect of information-sharing in line with 'Right Help, Right Time' guidance; there should be arrangements in place for effective communication between HMP offender managers, sex offender managers, and all other relevant agencies on the release of a prisoner who may pose a risk to children; all agencies working with men need to consider whether those men have children in their lives, or a pregnant partner, and the strengths and risks the individual may present to those children to inform what action should follow; probation are a key partner within MASH to help facilitate effective information-sharing and co-ordination of support; the exchange of information within MASH should receive prompt responses from all agencies to enable professionals to make timely and proportionate decisions; the Early Help and Support arrangements should highlight the importance of the lead professional role in coordinating the work of agencies involved with the child and the family; the quality of referrals should be consistent with sufficient understanding of the 'Resolution and Escalation Protocol'; all professionals working with children and their families need to have some understanding of substance misuse and the barriers for parents/carers being honest about their drug use; and children and their families must be a priority for housing providers.

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

Child practice review report: concise child practice review: re: CPR 03/2019.

[Cardiff and Vale Safeguarding Board](#) (2024)

Infant girl was admitted to hospital in April 2019 with bruising to her neck and jaw area with an initial medical assessment of acute, severe hypoxic ischaemic brain injury, with CT imaging showing features of physical abuse. The child survived the injuries but is likely to live with the effects of lifelong brain damage as a result. Recommendations include: assurance that practitioners and relevant partners, understand their duty to report children at risk, by confirmation that the referral documentation is fit for purpose by ensuring that all known relevant information regarding the child and the family is provided with sufficient detail to enable the receiving team to consider the impact on the child/ren; practitioners reviewing a referral into Children Services should consider the current referral within the wider family context, including previous referrals/assessments and case notes as well as actuarial risk factors; practitioners are aware of their duty to request specialist medical examination of all injuries of a non-mobile child and that clear referral pathways are maintained to avoid delay; practitioners understand the association between domestic abuse and child abuse and are aware of their organisation's policies and procedures in relation to domestic abuse; understand the association between parental non-engagement and unwarranted lack of consent and child abuse and review their organisation's policies and procedures in relation to working with families with such risk factors; understand the association between the parent's vulnerabilities and child abuse and review their organisation's policies to ensure such vulnerabilities are considered as part of the assessment process; and develop guidance for practitioners on describing and recording home conditions that pose a potential threat of harm to children.

Read review online: www.cardiffandvalersb.co.uk/children/professionals-and-employers/child-practice-reviews/

Briefing: local child safeguarding practice review (LCSPR): 'Patricia'.

[Leicester Safeguarding Children Partnership Board](#) (2024)

Sexual assault of a 13-year-old girl by an adult in the community in April 2020. Patricia was living in a children's home at the time, having experienced a number of placement moves since entering care and over the course of the review period. The local authority initiated legal proceedings in respect of Patricia when she was aged 10-years-old. Learning explores: trauma-informed approaches; personalising moves from one place to another for children; addressing factors that create placement instability; paperwork; and partnership working. Recommendations explore: supporting training and development around the use of trauma informed language; developing personalised, child and behavioural specific care plans to support children, and carers in meeting their needs; a process enabling better consideration of a child or young person's experiences and histories, and how this can be taken forwards to inform any planning around future placements; developing a child friendly Looked After Child Care Plan; and consideration of the network around the child.

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

A combined local child safeguarding practice and domestic homicide review concerning the deaths of Bethany and Darren in May 2021.

[Lincolnshire Safeguarding Children Partnership and Safer Lincolnshire Partnership](#) (2024)

Murder of a 26-year-old woman and her 9-year-old son by her former partner in May 2021, following a period of physical and psychological abuse. The perpetrator had a history of violence, including a conviction for domestic assault on a former partner. Learning considers: a child's lived experience of domestic abuse; recognising key indicators of domestic abuse escalation to inform risk assessments and safety planning; how domestic abuse perpetrator history is transferred between areas, made accessible to those working to safeguard children, and used to inform current assessments of risk; policies and procedures for domestic abuse and safeguarding; and professional curiosity. Recommendations include: partnership use and knowledge of the domestic violence disclosure scheme, domestic violence protection notices and domestic violence protection orders processes; partnership understanding of stalking, harassment and coercive controlling behaviour; partnership understanding that domestic abuse is always harmful to children; engagement by agencies to ensure they have strategies to interact effectively with reluctant and vulnerable victims; understanding and reducing the risks of perpetrators to victims and their children of domestic abuse, including a greater understanding of the homicide timeline; improvements to local child in need processes and inclusion of multi-agency partners, in particular those delivering adult services; and improvements to multi-agency information sharing to also include the voluntary sector information.

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

Thematic review – executive summary: Child N, Child R and Child S.

[North Yorkshire Safeguarding Children Partnership](#) (2024)

Concerns three similar cases of non-accidental injury to non-mobile infants from different families. Child R presented with a swelling to the thigh aged 4-weeks-old, Child S with breathing difficulties aged 7-weeks-old, and Child N with unexplained seizures aged 3-months-old. Learning themes include: developing professional skills to work collaboratively with families and colleagues and to formulate a holistic assessment; management of the 'unsettled infant', including perceived feeding difficulties and crying behaviour; and pathways to support parents with mental health difficulties. Recommendations for the partnership include: reinvigoration of the ICON work on coping with crying behaviour to encourage practitioners to tailor this to individual need; development of guidelines for the management of the 'unsettled infant' to reflect both potential feeding problems, as well as normal infant crying patterns, and sources of help and support for practitioners and families; development of a resource which describes how to assess the impact of parental mental health on parenting; and resources available to support parents who are experiencing emotional or mental health problems, with particular consideration given to available sources of support for men.

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

Local child safeguarding practice review: 'Tristan'.

[Swindon Safeguarding Partnership](#) (2024)

Hospitalisation of a 17-year-old boy in 2023 due to a very low BMI and a decline in his physical and mental health. In 2022 Tristan disclosed physical and emotional abuse by his father to school staff. Concerns escalated around Tristan's weight, mental health and school attendance. Learning themes include: response of agencies to poor school attendance, weight management and physical health needs, mental health needs and concerns around self-neglect, and support for young carers; parenting capacity, parental health and adopting a whole family approach; risk assessment in relation to health and appropriate use of escalation procedures; and the application of the Mental Capacity Act 2005, adultification, and transition planning for adulthood. Recommendations include: children's services to consider how to promote understanding of the needs and rights of young carers; the partnership to develop an adolescent safeguarding framework, to support practitioners to recognise and assess the harm experienced by older children; the local integrated care board to review the commissioning arrangements for young people with avoidant restrictive eating disorder (ARFID); the partnership to ensure that learning from this case is used to educate the professional network in respect of recognising and responding to the needs of boys with disordered eating; the partnership to review how the inter-agency escalation policy is being used and whether this is resulting in timely resolution on areas of dispute between agencies; and in complex cases, practitioners should collaborate to formulate a shared analysis of how the individual's cognition function is impacted in different circumstances, to support frontline practitioners in undertaking mental capacity assessments that are decision and time specific.

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

Local child safeguarding practice review: 'Rachel, Andy and Dean'.

[Wandsworth Safeguarding Children Partnership](#) (2022)

Removal of three children, Rachel (7), Andy (10), and Dean (3), from their mother's care in April 2020, following concerns that they were at risk of sexual abuse. At the time of their removal the children had suffered significant neglect. Key findings include: despite professional concerns, there was limited understanding of the children's day-to-day lived experiences, and an apparent lack of curiosity from professionals to understand what the children's presentation and behaviour may be communicating; professionals in universal services commonly do not know how they should engage with either the parent/carers or the children when concerns arise; the emotional harm of mixed heritage children is often unaddressed because of an unconscious bias of professionals that limits recognition of racist treatment of mixed-heritage children by family members; and there is no consistent training to enable professionals to recognise and address the impact of unresolved multi-generational trauma on parents and children. Considerations for the Partnership include: ensure that practice across the children's workforce identifies multi-generational child abuse and neglect; ensure first line management provide supervision, supporting and encouraging curiosity by asking the right questions which seek to identify historical concerns; ensure professionals are confident in having respectful, robust conversation with families, colleagues, and partners when they are concerned about neglect and abuse and discover what prevents them from talking directly to a child or parents; ensure that safeguarding practice proactively identifies, assesses, challenges, and responds to racism within the family in the context of harm and abuse; set priorities around anti-discriminatory practice; and embed a trauma informed approach across the system.

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

Case Reviews October 2024

Children B and C: child safeguarding practice review.

[Bradford District Safeguarding Children Partnership](#) (2024)

Officers were so concerned about the presentation of Child B and poor home conditions that they exercised their powers of protection and took the children to hospital. Child B was found to be severely dehydrated and malnourished. It was subsequently discovered that he had an extremely rare and undiagnosed chronic health condition. Learning themes include: parental consent; stepping cases up and down between early help and children's services; the recognition of neglect; working with parents and carers who are resistant to accepting services and working with professionals; educational neglect; issues around monitoring the health of young children and distinguishing when medical concerns become safeguarding concerns. Recommendations to the partnership include: undertake further work to overcome the barriers in sharing information about parents and carers as well as children in the 'Integrated front door' screening process; consider how to further promote the use of genograms and chronologies by all agencies; review how much detail about referrals is shared by social workers with other agencies in the screening process and when assessments are completed to ensure that professionals working with a child are fully aware of the risks and needs reported; assure itself of the take up and implementation of the neglect toolkit in practice and to include educational neglect in more detail when it updates the neglect strategy; and implement a strategy to improve take up of training (particularly by social workers).

[Read practice review](#)

Child safeguarding practice review: overview report and addendum: Child Aiden.

[Lancashire Children's Safeguarding Assurance Partnership](#) (2024)

Suicide of a 17-year-old boy in May 2020. Aiden was not in education at the time of his death and had a history of suffering with mental illness. He had been diagnosed with treatment resistant unidentified schizophrenia, psychosis, and depression. He was twice detained under the Mental Health Act and had been an inpatient at a specialist mental health inpatient unit for young people. Learning themes include: consideration of a parent's ability to care for a child with severe mental health problems; capacity and parental consent; specialist mental health inpatient care; home leave planning; and discharge planning. Recommendations to the Children's Safeguarding Assurance Panel (CSAP) include: ensure that decisions concerning the welfare of children takes account of the ability of those with responsibility to care for them, including any effects on the wider family; make sure that a process is in place to plan to manage patients' periods of home leave including a clear process to ensure effective communication; make sure that discharge planning is robust, involves all relevant agencies, and documents risk plans; ensure that the 'Resolving professional disagreements procedure' is understood and used by professionals from all agencies; and ensure that staff have been trained and feel confident to raise any concerns that they have.

[Read practice review](#)

Local child safeguarding practice review (LCSPR): 'Child C and D'.

[Leicester Safeguarding Children Partnership Board](#) (2024)

Sexual abuse of two girls by one of their foster carers. Child C was a teenager at the time of the allegations and Child D was of junior school age. Learning themes explore: children's voice and disclosing abuse; recognising and addressing children's vulnerability to sexual abuse; assessment of foster carers, support, monitoring and matching; management of incidents, concerns, complaints and allegations about foster carers; and support for the children. Recommendations include: that the partnership involves looked after children in a wide-ranging "help me tell you anything" initiative to support children recognising and expressing concerns to practitioners; that the partnership updates its sexual abuse procedure to "think the unthinkable" and remind staff that abusers can include foster carers; that the partnership seeks reassurance from fostering services that arrangements are in place so that essential activities to minimise risk of abuse are monitored and any deficits addressed; and that the partnership seeks reassurance from fostering services that any professionals' meetings convened to discuss emerging concerns are multi-agency.

[Read practice review](#)

Local child safeguarding practice review: Edie.

[Pan-Dorset Safeguarding Children Partnership](#) (2024)

Death of a 15-year-old girl who was electrocuted when walking home via a train track late at night in March 2023. Prior to her death, Edie was repeatedly missing from home and briefly from care, and was considered on four occasions at strategy discussions due to thresholds of significant harm including child criminal exploitation. Edie was considered to have mental health and neurodiversity needs. Learning themes include: understanding adolescent contexts; relational practice to understand a child's world; working with parental barriers; holistic approaches to intra- and extra-familial harm; trauma informed

services and interventions; education provisions for children with a complexity of needs; responding to critical incidents involving children; keeping children safe in their local communities; and working with marginalised young people. Recommendations to the partnership include: the National Child Safeguarding Practice Review Panel and Department for Education should consider arm's length-bodies such as Network Rail being included within the statutory 'Working together guidance'; ensure all children's social care staff are trained in motivational interviewing techniques and this continues to be embedded to support practitioners when there is resistance from parents; continue to support statutory agencies in developing trauma informed approaches; ensure specific work is undertaken by relevant statutory partners on the safety of railway tracks, with a targeted approach towards marginalised or vulnerable children and young people; and children's services lead on further targeted outreach work with groups of marginalised young people to hear their views and ensure their participation to address extra-familial harms, and consider how to address drug and alcohol issues and non-school engagement.

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

Child safeguarding practice review: children exposed to serious youth violence.

[South Gloucestershire Children's Partnership](#) (2024)

Fatal stabbing of an adolescent boy in 2023, resulting in a conviction for murder for one boy and manslaughter for another two. Learning includes: the importance of identifying and sharing 'intelligence' about children who have a history of serious youth violence, and recognising that there may still be a risk without evidence of involvement; the need to engage with all family members; effectiveness of responses to national referral mechanism; monitoring a child's drill music; difficulty in knowing and understanding the child's lived experience; and the need for a clear serious incident response. Recommendations to the partnership include: develop a critical incident plan with other partnerships in the local area; change the current status and terminology of multi-agency risk management plan (MARM) to child protection plan - risk outside of the home (CP-ROTH) to provide clarity that these children are subjects of statutory child protection planning; seek assurance about the outcome of the partnership intelligence management meetings (PIMM) review, to include an update on capacity, membership, remit, and focus; request that partner agencies consider how they will support staff to ensure that child victims of exploitation are prevented from being 'criminalised', including improved promotion of and uptake of relevant training; seek assurance around the work of the violence reduction partnership (VRP) in the local area, including consideration to how information on specific children, and perpetrators is shared regularly as well as the impact of the Online Safety Bill 2023 across the system. Also recommends that the national panel requests that government considers the need for a national standard operational procedure for responding to a critical incident.

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

Serious case management review: Family K: redacted report.

[Isle of Man Safeguarding Board](#) (2022)

Homicide of Mrs K and serious assault of Mr K by their son. Mark was mentally ill at the time of the incident. He was convicted for the manslaughter of his mother and remains in secure care. In the weeks leading up to the homicide, Mrs K and a friend of Mark's had contacted mental health services on five occasions with concerns about his behaviour. Learning themes include: the context of adult family violence;

mental health issues; substance misuse issues; caring relationships; instability, dependence, and social isolation; the lack of a clearly defined 'primary' victim; absence of 'visible' high risk and lack of engagement; the role of GPs in safeguarding adults and children; and responding to domestic abuse in the Isle of Man. Recommendations include: The Isle of Man Safeguarding Board should ensure that there are robust measures in place for responding to incidents of domestic abuse, which consider the risks and vulnerabilities of all people within the household, particularly children and young people; Manx Care Social Care should lead an awareness raising campaign about being a young carer which provides information on the impact of being a young carer and tools and aids to help agencies generate support plans and signpost to support services; DHSC and Manx Care should assure there are robust processes in place to correctly identify the adult/child's registered GP; assurance should be sought that GP's are involved as key multi-agency partners in responses to safeguarding and domestic abuse concerns and that information is shared in line with policies and professional guidance.

Read review online: www.safeguardingboard.im/learning-from-reviews/manx-learning/

Local child safeguarding practice review: 'Alvah'.

[Wandsworth Safeguarding Children Partnership](#) (2022)

Presentation of a 3-month-old boy at a hospital in August 2020. Alvah was brought to the hospital by his mother, due to swelling in his left leg. Examination revealed facial bruising and fractures to the tibia and foot. Professionals concluded that the injuries were possibly caused by non-accidental injury. Alvah, and his 20-month-old brother Rafa, were immediately subject to Child Protection procedures and placed in foster care. Key findings include: safeguarding professionals struggle to hold babies in mind when identifying vulnerabilities and risks, particularly those who are non-mobile and too young to speak for themselves; there is no standardised approach to information sharing between urgent care and primary/community services, and to primary care triage of the information as it comes in; and the history of the family can be lost when situations change, particularly when a family is mobile between boroughs. Considerations for the partnership include: seek assurance that practitioners know what to do in response to a pre-mobile baby with injuries; primary and urgent health care processes for identifying children who may have been abused; is there the need for a standardised liaison process from hospitals to GP and HV services?; is there is a robust process for triaging information coming into GP practices that will identify and flag injuries in non-mobiles babies?; do health information systems and processes support robust information sharing when vulnerability is identified in pregnancy, and settings or situations change?; and the impact and implication for new ways of working implemented during the Covid-19 pandemic.

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

Royal Greenwich Children's Services 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	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 Service Leader	
childrens-LADO@royalgreenwich.gov.uk	020 8921 3930
Sadie Bates – 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
Greenwich 0 to 4 Health Visiting Service bromh.greenwich0to4@nhs.net	0300 330 5777
Greenwich Local Labour & Business (GLLaB) apprenticeships@royalgreenwich.gov.uk gllab-jobs@royalgreenwich.gov.uk	0208 921 2440
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