



Royal Greenwich

Early Years & Childcare Professionals E-bulletin

29 May 2025

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

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Missed an e-bulletin?



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

Local news

New Provider Portal

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

Look out for dates coming soon!

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

New SLA

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

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

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

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



Working Parent Entitlements

NEW APPLICATIONS: Eligible working parents of babies aged 9 – 23 months, 2-year-olds and 3 and 4 - year-olds codes to take up a place from 1 September 2025 must be dated no later than 31 August 2025. All codes must be verified before a child is offered or takes up a place. Pls do not wait until headcount date. If an eligible child is already taking up a working parent 15 hours expanded place, they can switch to an extended 30 hours without needing a new code as long as their code has been updated as usual within 3 months. Children cannot take up a place in the grace period (including extended hours). When you receive a code, you can validate on Synergy here [Provider Portal](#).

If you need to be set up, please childcare-support@royalgreenwich.gov.uk with your request
If you receive queries from parents regarding their eligibility, you direct them to



www.childcarechoices.gov.uk and they can call **HMRC on 0300 123 4097**

in the first instance. This is the parent-facing website which helps parents understand what entitlements they may be able to receive.

CHILDCARE APPLICATIONS FOR WORKING PARENTS

By 31 August for Autumn

Children can only take up a place and be funded in the Autumn term if

- the code is dated before 31 August 2025 (or has been renewed within 3-month period) and
- has been verified on the Provider Portal or with Families Information Service and
- the child meets age criteria i.e. **term after** they turn 9 months old, 2 years old or 3 years old

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

Please also note that your charging policy and additional fees must be within the terms of the statutory guidance for delivering early years entitlements. You are not able to make additional charges to parents/carers to deliver the EYFS eg staff, space, EYFS resources, top up fees, registration fees and deposits must be fully refundable. You may charge for meals, other consumables, additional hours or additional services as long as they are not a condition of taking up a funded place and parents are provided with reasonable alternatives where they choose to opt out– explore reasons with the parent through your positive parent partnerships. You can seek advice from Early Years and Childcare service if you are unsure of best way to proceed. You must also be mindful of impact on low income or disadvantaged families around additional charges.



Apply NOW
before 31
August to
get your
30 hour
code for
funded
childcare

Here to help you juggle family life

From September, eligible working parents can get up to 30 funded hours childcare for children aged 9 month until they start reception at school

Visit childcarechoices.gov.uk to find out more or talk to your early years provider

Families Information Service can also advise, call 020 8921 6921

Childcare
Choices


ROYAL borough of
GREENWICH



Here to help you juggle family life

From September, eligible working parents can get up to 30 funded hours childcare for children aged 9 months until they start reception at school

You can apply NOW to get your code

What you need to know

- Your child can start the term after they turn 9 months
- Apply in good time before 31 August
- You must renew every 3 months when you get a reminder
- Charges may apply to extra hours, activities or consumables

Visit childcarechoices.gov.uk to find out more or talk to your early years provider. Families Information Service can also

Childcare
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advise, call 020 8921 6921


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DFE Updates



Early Years SENCO Level 3 – last date to apply 1 June

As part of the government's plan to break down barriers to opportunity, improving outcomes for children in early years education, the Department for Education is very pleased to announce that Best Practice Network (BPN) has been selected as our delivery partner to provide 1000 SENCO training places in financial year 2025-26.

The key aim of the programme is to increase the number of qualified SENCOs available to children in group-based settings and childminder settings, who have the knowledge and skills to properly fulfil the role of a SENCO described in the [code of practice and in the role description](#).

Training is available across England and is open to Early Years educators currently working as, or due to start working as, a Special Educational Needs Coordinator in their setting.

Applicants from group-based private, voluntary or independent (PVI) settings must hold a full and relevant level 3 Early Years qualification. Childminder applicants must hold either a full and relevant Early Years level 3 qualification or have a level 2 Early Years qualification but have fully completed at least one level 3 Early Years training module and have significant experience of working in Early Years.

Training will commence from June 2025 and recruitment is open now. For further information, and to complete your application, please see [Early Years SENCO - Level 3 | Best Practice Network](#).

Limited funding available

Final chance to apply for our July EY SENCO cohort!

Apply by June 1 for the best chance of securing a place!

Do Something Big campaign – advertising vacancies on Find A Job

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 next wave of the [Do Something Big campaign](#) will run from 19 May-14 September 2025, encouraging more people to explore a fulfilling career in early years and childcare. New adverts include 15-second social videos that challenge common barriers to joining the sector, alongside new content specifically designed to encourage more men to consider working in early years roles. The campaign will be across TV, radio, digital, social media, billboards, and the rail network.

Recruitment resources

Looking to boost your recruitment?

Use the [available resources](#) in your own recruitment activity.

The [campaign website](#) also directs potential applicants to [Find A Job](#) every week and providers can advertise roles on there for free, which will ensure they are seen by a large pool of candidates.

Providers should use the term 'early years' in the title of the job adverts and select 'Education and childcare jobs' for the job category.

Early Years Foundation Stage (EYFS) space requirements consultation launch



Open consultation

Space requirements in early years childcare settings in England

As we get more children ready for school at age 5, we are exploring new ways to help providers offer more high-quality childcare places for families, that include access to outdoor space. Evidence shows the huge benefits of outdoor play to children from improved problem solving to mental and physical health.

Yet currently, the government's early years framework requires provision of outdoor play but only formally recognises indoor space in its requirements for how many children nurseries and childcare providers can take on at any one time.

The current EYFS statutory framework is mandatory for all early years providers in England, and includes the following indoor space requirements where indoor activity in a building(s) forms the main part of (or is integral to) the provision:

- o Children under two years: 3.5m² per child.
- o Two-year-olds: 2.5m² per child.
- o Children aged three to five years: 2.3m² per child

On 12 May, the government launched its “space requirements in early years childcare settings” consultation, which **runs until 11 July** and is available

<https://consult.education.gov.uk/early-years-places-and-workforce-expansion-team/early-years-childcare-settings-space-requirements/>

The consultation is seeking views on whether to introduce flexibility into the EYFS that will allow free-flow outdoor space to be included in the indoor space requirements, with a possible cap on the number of additional places that can be offered. The government is also seeking feedback on the proposed definition of “free flow”.

Coram PACEY

PACEY - formerly the Professional Association for Childcare and Early Years – has transferred into the Coram Group and will be known as Coram PACEY. Coram PACEY is the professional association dedicated to supporting home-based child carers, including childminders and nannies, to provide high quality services, information and advice to children, their families and carers. Coram PACEY represents more than 50% of childminders registered in England and Wales, supporting them and the nearly 100,000 children that they care for to thrive.

Coram PACEY will maintain all existing services and continue to work with members, childcare and early years providers, stakeholders, and the wider childcare and early years sector, and pursue its key mission to reverse the decline of childminder numbers.

Transparency data

Breakfast clubs early adopters: schools in the scheme

Breakfast clubs early adopters: schools in the scheme

The breakfast clubs early adopters scheme is designed to break down barriers to opportunity, as well as tackle the impact of child poverty.

Schools that become early adopters will get early access to government funding to deliver free and universal breakfast clubs from the first day of summer term 2025. Greenwich schools selected to take part in the breakfast clubs early adopter scheme are: -

- Fossdene Primary School
- Saint Mary Magdalene Church of England All Through School
- St Peter's Catholic Primary School

<https://www.gov.uk/government/publications/breakfast-clubs-early-adopters-schools-in-the-scheme>

Guidance

Universal Credit childcare costs

Universal Credit childcare costs

Information for parents/carers and practitioners who pay for childcare while they go to work. Universal Credit can pay some of childcare costs. This includes holiday clubs, after-school clubs and breakfast clubs. If living with a partner, both need to be working, unless partner cannot look after the children.

Childcare costs have to be paid for up front and then reported to Universal Credit, and Universal Credit pays some of the money back. Up to 85% of childcare costs can be paid back. The maximum amount for each assessment period is £1,031.88 for one child or £1,768.94 for 2 or more children.

<https://www.gov.uk/guidance/universal-credit-childcare-costs>

EYFS REFORMS: WELFARE REQS

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

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



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

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

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

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

Ofsted Updates



Ofsted Inspector training videos



These videos share the training that early years Ofsted inspectors receive. Ofsted are making them available as part of their commitment to be a more transparent organisation.

<https://www.gotostage.com/channel/ofsted-early-years-inspector-training-videos>

They also run regular webinars aimed at staff working in the sectors which you can find recordings at www.youtube.com/@Ofstednews



Ofstednews

@Ofstednews · 13.9K subscribers · 243 videos

Welcome to Ofsted's official YouTube Channel. Ofsted is the Office for Standards in Educa...more

gov.uk/ofsted and 4 more links

Subscribe

Big Listen update

Corporate report

Big Listen action monitoring report: April 2025

Updated 15 May 2025

[Big Listen monitoring report: April 2025](#)

Ofsted's monitoring reports on commitments made in the Big Listen and its response to Dame Christine Gilbert's independent learning review.

FAIRER SAFER ACCESSIBLE INCLUSIVE

Equity, Diversity & Inclusion

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

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

Sign our Equality and Equity Charter →



Supporting Black mothers facing perinatal mental health challenges

An intersectional approach to mental health during pregnancy and the first year following childbirth

Mental health difficulties can have a big impact on parents' ability to provide responsive care for their babies, especially if parents aren't getting the support they need. Black mothers are disproportionately affected by mental health difficulties and are less likely to receive adequate perinatal mental health support.¹

In January 2025, Alexis Golden and Chi Mumbi from the NSPCC's Pregnancy in Mind service spoke to Sandra Igwe Founder and Chief Executive at The Motherhood Group about the experiences of Black mothers and the importance of providing inclusive support for maternal mental health.

Their discussion covered:

- what perinatal mental health means and the link to infant mental health
- why Black mothers are more likely to experience perinatal mental health issues
- how The Motherhood Group supports Black mothers and professionals working with Black mothers
- what culturally appropriate care should look like
- how Pregnancy in Mind provides inclusive support to mothers, their families and supporters.

[Listen to the Podcast](#)

[Listen on YouTube](#)

Summary of the Child Safeguarding Practice Review Panel's report on race, racism and safeguarding children

This thematic review was commissioned by England's Child Safeguarding Practice Review Panel to explore how race, racism and racial bias influence how professionals identify, understand and respond to the safeguarding needs of Black, Asian and Mixed Heritage children and their families.

The report's findings and recommendations are taken from an analysis of a sample of 40 rapid reviews and 14 Local Child Safeguarding Practice Reviews (LCSPRs) of incidents that took place between January 2022 and March 2024 and involved Black, Asian and Mixed Heritage children.

The CASPAR briefing summarises the findings from the report, including:

- there is a silence in reviews on the role of racism in service and practice responses to Black, Asian and Mixed Heritage children and families
- reviews do not consistently explore the ways in which race, ethnicity and culture may influence practice responses to Black, Asian and Mixed Heritage children
- the unique risks that may be experienced by children from Black, Asian and Mixed Heritage backgrounds are not adequately considered
- local safeguarding partnerships need to review local strategies and approaches to addressing race, racism and bias in their work with Black, Asian and Mixed Heritage children.



[Read the Briefing](#)

Health & Wellbeing



Supporting children's mental health in early years

We all have mental health, just as we have physical health. In the same way that we can be more or less physically healthy from time to time, we can also be more or less mentally healthy from time to time too.

The term 'mental health' for babies and young children describes their wellbeing in terms of their social and emotional development.

Each baby or child will have different experiences with their mental health. Many factors can influence their social and emotional development and wellbeing. This includes things like the quality of their relationship with their parents and carers, nutrition and their experiences in the womb.

Identifying when children need extra support

Some emotional and behavioural changes in children can be quite normal. They may be due to regular developmental growth periods like teething and growth spurts. A child may also behave differently when they feel unwell.

However, some changes may be caused by:

- developmental delay
- an educational support need
- a trauma or bereavement
- high levels of stress at home
- difficulties in relationships with parents or caregivers
- a mental health problem
- abuse, neglect or both
- physical illness
- abuse, neglect or both



Self-regulation and co-regulation

Self-regulation is our ability to adapt, adjust and control our emotions, actions and thoughts.

It plays an essential role in mental health. Self-regulation helps us to:

- persevere in challenging situations
- ignore distractions
- think before acting

Children are not born with the ability to self-regulate. These skills are shaped by their temperament and their experiences in the womb and in early childhood. These skills must be developed over time.

Children need to continually learn and develop their self-regulation skills throughout the Early Years Foundation Stage (EYFS). To do this they need responsive, sensitive care from the adults around them.

Emotional and behavioural support strategies



As a practitioner, you can put emotional and behavioural support strategies in place to help the children in your setting. For most children, if these strategies are also being implemented at home, this will be enough to address these challenges.

- Talk to them in a slow and calm way – this can help them co-regulate their emotional responses.
- Offer them a hug – a hug can soothe, calm and make a child feel safe. They may be feeling alarmed by their own behaviour. However, bear in mind that not all children may be ready for physical contact until they are calmer.
- Let them know that you understand how they are feeling. For example, you can say “I know that you feel angry when someone snatches your toy.”
- Encourage them to do something physical to release the energy, like run outside, dance or stamp.
- Find a distraction – try to distract the child by pointing to something in the room or by switching to a topic you know they are interested in.
- Use simple relaxation techniques – Encourage the child to take 3 deep, slow breaths, breathing in for a count of 3 and out for 3.
- Use activities like role play, stories and creative play to help them express and make sense of their feelings.
- Reassure them and help them find solutions – once you have listened to how the child is thinking and feeling, you could suggest a different way of looking at a worry. You can also offer potential solutions to help.

Wellbeing support for practitioners and staff

There are available two recorded training sessions which focus on wellbeing which can be accessed below. The forums are also an opportunity to come together for peer support including the termly Childminder Network and Wraparound Network. Your advisors are also available to talk through any challenges you are experiencing and can support you. You can contact your advisor by emailing

childcare-support@royalgreenwich.gov.uk or calling 020 8921 3877

Videos of training to watch:

[Staff Wellbeing](#)

[Introduction to Compassionate Mind](#)

[Supporting staff wellbeing in early years settings](#)

Here are some useful web resources



Department
for Education
Help for early years providers

Early years practitioner wellbeing support

[Early years practitioner wellbeing support](#)



Anna Freud

Early years staff wellbeing: a resource for managers and teams

[Early years staff wellbeing: a resource for managers and teams](#)



early years alliance **Happy staff, happy setting**

[Happy staff, happy setting](#)

Local resources



[Live Well Greenwich](#) or call FREE on 0800 470 4831

Try something new - Forest “bathing” / Shinrin-Yoku

A senior counsellor from MIND is offering a free introductory session to local residents – open local practitioners or staff (not for children)



Forest Bathing Taster

- Are you seeking the calm of nature & mindfulness?
- Are you curious about how mindful time in nature can benefit your wellbeing?
- Are you interested in experiencing the therapeutic relaxation practice of Forest Bathing (Shinrin-Yoku) for yourself or your community group?

I'm looking for **10–12 volunteers** (willing to offer feedback) to join me for a **free, introductory session** with a gentle, guided walk lasting around 2.5 hours, focusing on slowing down, connecting with nature, and finding a sense of calm.

3pm - 6:30pm
Sat 7 June
Bostall Heath & Woods
Bostall Hill
SE2 ORB

To book, find out more or let me know how I can help make forest bathing accessible and supportive of your needs, email
Libbyagate.naturestherapy@gmail.com

Children's mental health services 2023-24



A report published by the Children's Commissioner "to shine a spotlight on the state of children's mental health services".

"Black children and ethnic minority children are less likely overall to be accessing mental health services, and when they do come to the attention of services, they are often in crisis – well past the point of prevention, only treatment. We are talking about children who are in acute distress, and are at serious risk of harm, and even death.

I remain deeply concerned about the clear health inequalities that exist for children across the country highlighted in this report.

Every child has a right to a safe, healthy childhood – but this means not sitting on a list waiting for treatment. This report shows children who were yet to get support by the end of 2023-24 waited on average nearly six months for treatment to begin, with almost a third of these children waiting over a year. That's years of brief and precious childhoods wasted. Months of lost learning, of social development, of wellbeing that can come with a heavy cost in every aspect of a child's life.

Children are crying out for our help so they can get on with their lives, and we must listen. When I ask children what is making them unhappy, their answers are clear and consistent: families struggling to afford food; feeling unsafe in their neighbourhoods or at home; being misunderstood at school; feeling isolated, unseen, disconnected.

Even the most skilled mental health and wellbeing practitioners cannot provide the antidote to these challenges alone: they are collective problems that require collective solutions with all the agencies in a child's life working together, across education, health and social care.



These issues need to be understood in the round, not just as personal challenges—they are societal ones. If we look at children's mental health in isolation, we risk placing the burden of change on children themselves.

We need a new vision for childhood—one that doesn't silo mental health away from education, care, or physical wellbeing. We need a system that works together to nurture, support, and empower every child from the start."

[Read full report](#)

Keeping Children Safe

Contact Children's Services

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

Referral team: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

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

Early Years & Childcare



020 8921 3877



childcare-support@royalgreenwich.gov.uk



020 8921 4477



safeguardingchildren@royalgreenwich.gov.uk

LADO



020 8921 3930



childrens-LADO@royalgreenwich.gov.uk

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

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

DBSRegionaloutreach@dbb.gov.uk



Prevent Team 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.

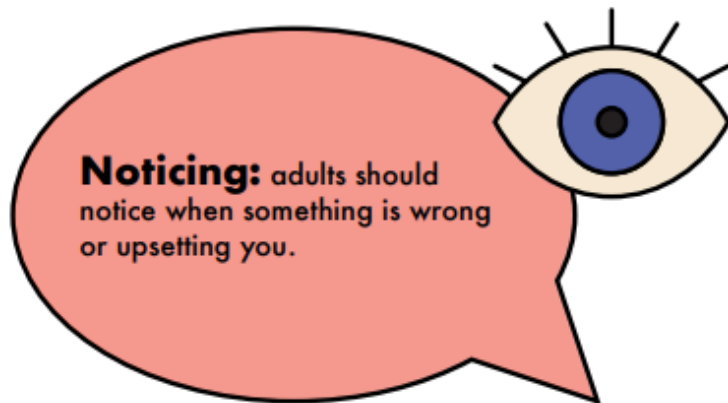
Working Together to safeguard children – tools for children and young people

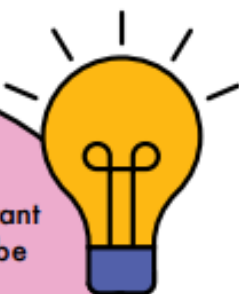


[Read and share the illustrated guide](#)

What children said they need

When we've asked children what they need most when it comes to help and support, you said:






Being informed and involved:

you want to know what's happening, be part of decisions about your life, and understand any plans that affect you.




Clear explanations:

you want to be told about decisions, why they were made, and what will happen next—especially if things don't go the way you hoped.




Support:

you need help as an individual, as well as being part of a family.



Someone to speak up for you:

sometimes you might need someone to help you share your thoughts and make sure your voice is heard.

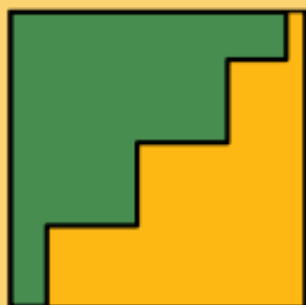


Protection:

you should always be kept safe from harm, abuse, and poor treatment by anyone, whether that happens inside or outside of your home.



Working Together includes some principles for how everyone should help and support you and your family. Principles means ways of doing things. These include:



Building positive relationships

Practitioners build strong, respectful and supportive relationships with families by listening, focusing on strengths, being sensitive to different needs, and adapting help to fit each family's unique challenges.



Clear and respectful communication

Practitioners should make sure information is easy to understand, free of complicated words and provided in ways that suit different needs, such as translations or sign language.



Giving families a say

Parents and carers are involved in decisions by being told about meetings, given time and information to prepare, and encouraged to be supported by people they trust.



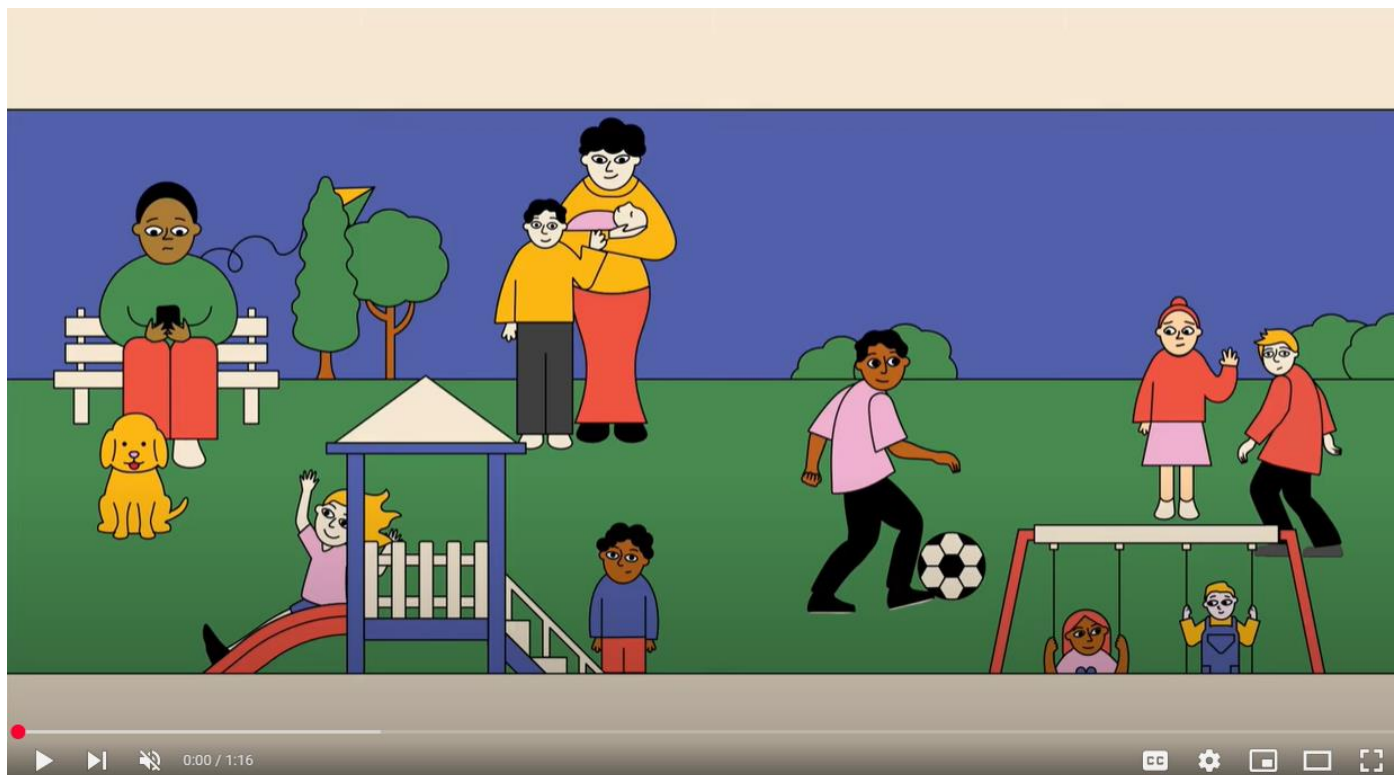
Listening to families and communities

Practitioners understand that it's important for families and communities to be involved in creating better services. They regularly ask for feedback to improve how they work.

If you're ever unsure about the role of these people, or want to understand more about what's happening, it's okay to ask questions. It's their job to help you and your family understand how they will support you.

[Watch the animated video](#)

This is a short, animated version of this guidance for children and young people which explains how people who help them work together and what they can expect when they ask for help.



The guidance was updated in 2023, with a focus on:

- strengthening multi-agency working across the whole system of help, support and protection for children and their families
- keeping a child-centred approach while bringing a whole-family focus
- embedding strong, effective and consistent multi-agency child protection practice

The update includes:

- principles for working with parents and carers that centre the importance of building positive, trusting and co-operative relationships to deliver tailored support to families
- expectations for multi-agency working that apply to all individuals, agencies and organisations working with children and their families across a range of roles and activities
- new national multi-agency child protection standards that set out actions, considerations and behaviours for improved child protection practice and better outcomes for children

You can read key documents for providers and practitioners below

- [Working together to safeguard children 2023: statutory guidance](#)
- [Working together to safeguard children 2023: summary of changes](#)
- [Working together to safeguard children 2023: statutory framework](#)

Providing safe wraparound care for children

All organisations providing childcare or activities for children and young people need effective safeguarding policies and procedures, as well as confident staff and volunteers.

What is wraparound care?

Wraparound care is childcare for primary school-aged children provided before and after the regular school day. It can also refer to care offered during the school holidays.

It is different from extra-curricular clubs and activities that schools may offer which are less frequent or a one-off.

Wraparound care is designed to be regular and dependable for various reasons, including:

- enabling parents to work or study
- supporting vulnerable children
- offering enriching activities that children enjoy
- supporting a soft start to the school day and attendance.

What wraparound care looks like should reflect the needs of the children and families in the local community.

Parents should not be required to pick up or drop off their children between the end of the regular school day and any wraparound care provision.

How is wraparound care provided?

There are several potential wraparound care providers. These include:

- primary schools
- private providers
- voluntary providers
- independent providers
- childminders
- early years settings
- community organisations.

Wraparound care can be provided:

- on a school site (run in-house by the school or in partnership with a provider)
- at a nearby school or private, voluntary or independent (PVI) provider
- where children from multiple schools attend provision on the same site

How to provide safe wraparound care

Wraparound settings should be a safe and happy place for children. Parents, carers and families should feel confident that their child is well looked after and that robust safeguarding arrangements are in place.

Wraparound care providers have a duty under the [Equality Act 2010](#) to make reasonable adjustments so that children who have special educational needs and disabilities (SEND) can access wraparound care provision.

Wraparound care providers should follow the relevant safeguarding guidance for the children they are working with and the activities they are providing.

All providers should:

- make sure all staff receive [safeguarding training](#)
- have a named designated safeguarding lead and ensure all staff and service users know how to contact them
- ensure vetting, disclosure and barring checks have been carried out for all staff, including volunteers
- make sure appropriate policies and procedures are in place to identify and deal with safeguarding incidents quickly.

Providers of wraparound care

- on a school site must follow [Keeping children safe in education \(KCSIE\) 2024](#)
- caring for children in reception year or younger must follow the safeguarding and welfare requirements within the [Early Years Foundation Stage \(EYFS\) statutory framework](#)
- who are not required to register with Ofsted should follow the safeguarding guidance for out-of-school settings [After-school clubs, community activities and tuition: safeguarding guidance for providers.](#)

Wraparound care that is not directly managed by a school

Even when wraparound care isn't directly supervised or managed by a school, the school is still responsible for making sure that the individual or organisation providing the care has appropriate safeguarding and child protection policies and procedures in place.

Schools must make sure there are arrangements in place for the wraparound care provider to liaise with them on safeguarding matters where appropriate, as providers may care for children from multiple schools at the same time.

Anyone working on the delivery of the wraparound care must be familiar with the [Working together to safeguard children](#) statutory guidance.

Guidance

After-school clubs, community activities and tuition: safeguarding guidance for providers

[Safeguarding guidance for providers of activities, after-school clubs, tuition and other out-of-school settings.](#)



Department
for Education



After-school clubs, community activities, and tuition

Safeguarding guidance for providers



[Afterschool clubs, community activities and tuition: safeguarding guidance for providers](#)



Department
for Education



Keeping children safe during clubs, tuition and activities

Summary leaflet for providers
running out-of-school settings



Start on the path to running a safer club, study group or activity for children by completing these 7 easy steps:



- ☐ I have a child protection policy and safeguarding procedures in place.
- ☐ I have appointed a person who has lead responsibility for safeguarding children in the setting (a designated safeguarding lead).
- ☐ I have undertaken appropriate safeguarding training.
- ☐ I know the referral routes to use when I have a concern.
- ☐ I do appropriate pre and post-recruitment checks on staff and volunteers, such as identity and DBS checks.
- ☐ I have assessed the health and safety risks and have taken steps to reduce them.
- ☐ I have more than one emergency contact number for each child.

A summary

The Department for Education (DfE) published non-statutory guidance on ensuring the safety of children in out of school settings in England in 2020.

An update to this guidance was published in September 2023 to reflect new legislation, including changes to what constitutes a position of trust, and changes to statutory guidance, including Keeping children safe in education.

The guidance is aimed at providers of tuition, community activities, or other clubs for children without parent or carer supervision.

The briefing sets out key points from the guidance on best practice around:

- safeguarding and child protection
- suitability of staff and volunteers
- health and safety
- governance

[Read the Briefing](#)



Child Safeguarding Practice Review Panel – Learning Support

Independent report

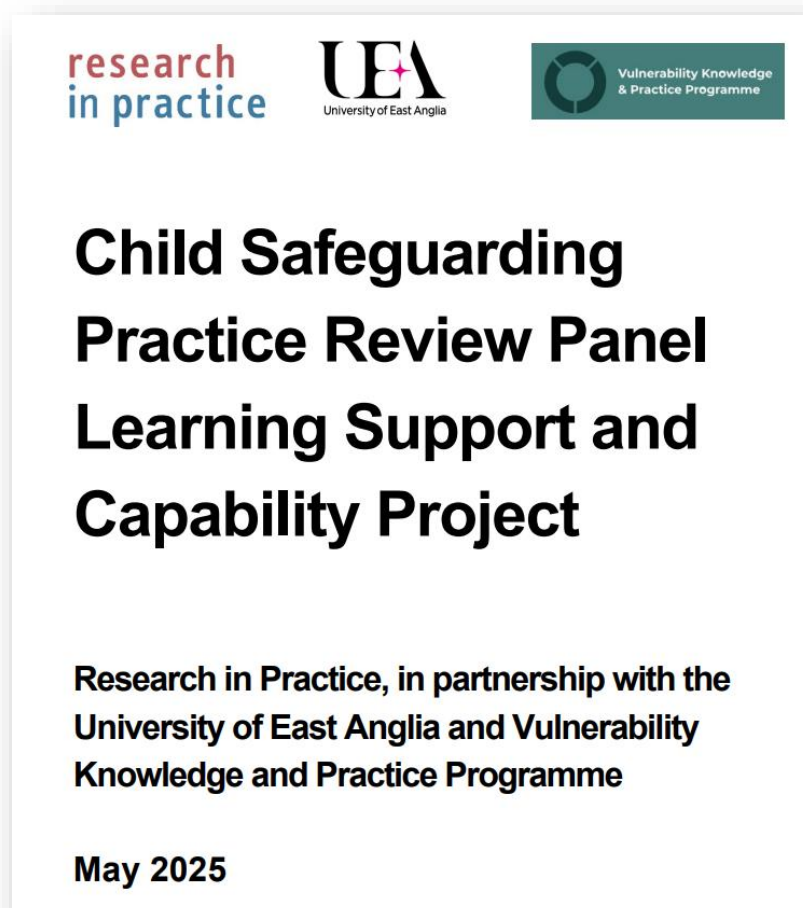
Child Safeguarding Learning Support and Capability Project

Commissioned by the Child Safeguarding Practice Review Panel, this report is about learning from incidents where children have died or been seriously harmed because of abuse or neglect.

Undertaken by Research in Practice, the University of East Anglia, and the Vulnerability Knowledge and Practice Programme, the project explored learning and improvement from serious child safeguarding incidents and the local child safeguarding practice review process.

The report makes recommendations for the panel and government on how to improve the system of learning from serious child safeguarding incidents.

[Read the Report](#)



Why language matters: how we talk about sibling sexual behaviour and abuse

NSPCC Learning has published a Why language matters blog exploring how we talk about sibling sexual behaviour and abuse. The blog highlights that a range of different terms are used to describe sibling sexual behaviour, and these terms can be misused or misinterpreted. This can lead to professionals responding disproportionately to cases of sexual behaviour between siblings. The blog outlines why it's important to accurately describe the behaviour, the context and the sibling dynamic when discussing sibling sexual behaviour and abuse.

[Read the blog](#)

Targeting girls online

How online services enable the abuse and harassment of girls

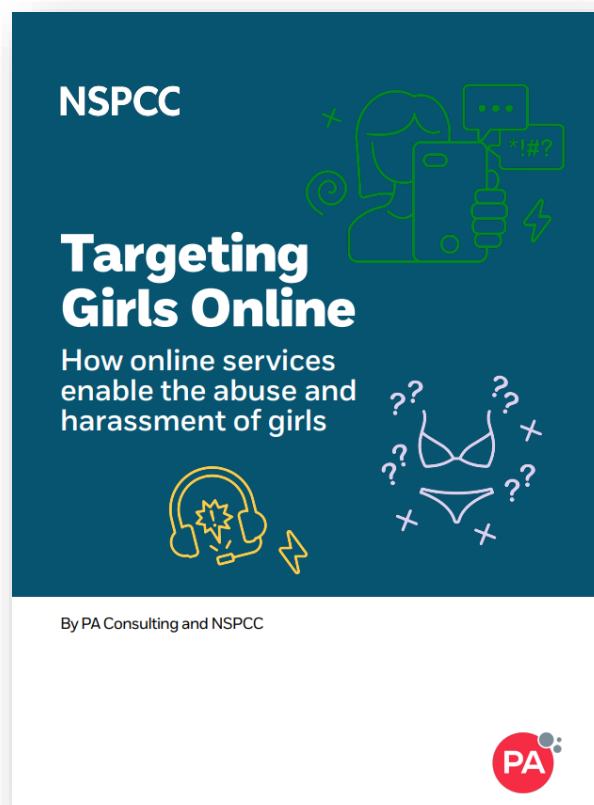
New research by the NSPCC examines the design features of online platforms that can facilitate or promote abusive communications with young female users. The research explored the design of ten video-sharing, social media, gaming and messaging platforms, using fake accounts for a fictitious 14-year-old girl; interviews with experts; and user journey mapping.

Findings show:

- online service design can be exploited to identify, target and abuse girls
- risky design features are built into the entire user journey
- and platforms place the onus on girls to protect themselves online

The report proposes solutions and urges the Government and technology companies to put measures in place to mitigate unsafe design features and protect girls on digital platforms.

[Read the Report](#)



Housing: learning from case reviews

Housing can have a significant impact on children's safety and welfare. Housing services and providers often have a wealth of information about the families they support, including any potential safeguarding or child protection concerns.

This briefing sets out learning from a sample of case reviews published by local safeguarding partnerships between 2020 and 2023 where practice issues related to housing were identified.

Case reviews highlighted that housing professionals sometimes struggled to identify safeguarding concerns and recognise how families' living circumstances can interact with other harms children may be experiencing. They also identified that the role of housing was sometimes overlooked in multi-agency conversations.

The learning from these reviews highlights that housing professionals should be able to:

- understand their responsibility to recognise and respond to safeguarding and child protection concerns, even if the accommodation itself poses no issues
- work effectively with other agencies and actively share their knowledge about families
- consider the needs of the whole family and the role of the local area in meeting those needs.



[Read the Briefing](#)

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

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

Case Reviews – May 2025

A thematic review concerning Adrian, Henry and Sam.

[Bradford District Safeguarding Children Partnership \(2025\)](#)

Incident involving three adolescent boys. The details of the incident are not included in the review. Adrian, Henry and Sam had all been known to services for several years due to concerns including parenting capacity, disrupted education, and child criminal exploitation.

Learning themes include: the adultification of children involved in criminal activity; the vulnerability to criminal exploitation of children missing education; the impact of child neglect and exposure to domestic abuse; the voice of the child; child development and the impact of brain injuries; risk assessments in families where there are known offending histories; information sharing between and within agencies; protective planning and interventions; engagement with children when familial consent is not given; and the impact of professional hierarchies.

Recommendations to the Partnership include: raise awareness of adultification bias; embed cultural competency into case oversight and reflective learning; ensure age and developmental stage are considered in child assessments; promote understanding of adolescent neglect; implement information sharing mechanisms for identifying and monitoring vulnerable children who are missing from school; provide professional learning and development which focuses on adolescent development and neglect; promote the use of chronologies to aid decision-making; ensure the link between a child being exposed to domestic violence and their own offending and risk-taking behaviour is understood; encourage professional curiosity; deliver comprehensive professional development and training on child criminal exploitation; ensure the supervision policies and frameworks of all agencies are regularly reviewed; and promote a culture of mutual respect and professional challenge across all agencies.

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

Child safeguarding practice thematic review: non-accidental injury and neglect children under 1 yr.

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

Considers four significant incidents involving infants aged 7-10-weeks-old. Children A, B, C and D are from different families. Criminal investigations and care proceedings are ongoing regarding the abuse of Children A and B and the neglect of Child D. Child C was returned to parental care after court proceedings determined their injuries were accidental. Similar themes about multi-agency service provision emerged from the four rapid reviews. Outlines learning identified during the rapid reviews and how this learning has been progressed.

Learning themes include: the use of partnership policies, including the pre-birth and bruising in babies protocols; responding to pressures on new parents not previously known to agencies; exploring and responding to the impact of parental learning difficulties, physical disabilities, mental ill-health, and isolation; exploring and responding to the impact of a traumatic birth; exploring and responding to the impact of infant behaviour, including feeding difficulties and crying; child protection medical assessments; the use of skeletal surveys; and health representation at strategy meetings.

Recommendations to the partnership include review and evidence the impact of the pathway between midwifery and health visiting services; monitor and consider the revised healthy child programme workforce model; and identify and share good practice examples of identifying and working with fathers.

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

Local child safeguarding practice review: Child N.

[Cheshire West and Chester Safeguarding Children Partnership](#) (2025)

Disclosure from a girl of sexual abuse by her stepfather in October 2022. Child N has ADHD and received educational and primary care support for cognition and learning difficulties. She and her family had been known to services for a number of years due to concerns including physical and sexual abuse, neglect, domestic abuse, alcohol and substance misuse, and a historic criminal investigation of child sexual abuse by N's stepfather.

Learning themes include: the assessment of risk, need, and parental capacity; communication between and within agencies; the voice of the child; intervention threshold criteria; and identifying and responding to intrafamilial child sexual abuse.

Recommendations to the partnership include: ensure statutory assessments by children's social care consider information from all agencies who know the family and the nature of the concerns; clarify the pathway when a child is not brought to medical appointments; ensure flagging systems are understood across all agencies; seek assurance that in cases of domestic abuse, all agencies can add a flag to the record of the person who has harmed; ensure all strategy discussions meet statutory guidance and include all relevant partners; seek and obtain children's voices through methods appropriate to their age and level of understanding; ensure children's voices are given weight and consideration alongside those of adults; ensure all agencies understand the partnership escalation policy; and promote best practice in cases where a child has suffered or is at risk of suffering sexual abuse.

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

Local child safeguarding practice review 'William' for Kent safeguarding children multi-agency partnership.

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

Serious injuries to a 22-month-old boy in March 2022 whilst at home with his family. His mother and her partner were arrested after the incident. There was a history of domestic abuse and contact with services in the wider maternal family.

Learning themes include early identification and referral; consideration of family history; understanding the lived experience of children in the family; assessment practice - understanding risk in the family, including domestic abuse and parental mental illness; multi-agency collaboration and communication; and the practice of flagging hazards on case management systems to identify perceived safeguarding risks.

Recommendations include: all agencies should ensure that available family records are reviewed at the point of referral and allocation to establish any known family history of risks or vulnerabilities; the partnership and partners should consider how best to re-engage GPs with other key professionals working with children and families in a meaningful relationship-based way, rather than relying solely upon the exchange of electronic information-sharing; guidance for improved multi-agency planning should be offered to all of those working alongside families; and partners should review arrangements across the different agencies for flagging safeguarding risks, and if required, devise a process for the sharing, flagging and reviewing and removal of risk identifiers to ensure that children are as safe from harm as possible.

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

The Manning Family child safeguarding practice review: summary report.

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

Serious incident in April 2023 involving a boy in possession of a phone with indecent and sexual abuse images of children. Oliver was one of six siblings aged between 7-19-years-old at the time of the incident. All children had additional needs.

Learning explores race, ethnicity, adultification and cultural considerations within professional decision making; understanding of, and response to, risk; voice of the child; acting on indicators of harm; drift and delay; and escalation.

Recommendations to the partnership include: ensure that all agencies adopt culturally competent, responsive, and sensitive practices in their assessments and interventions; ensure the professional inter-adultification model is implemented within individual agencies safeguarding training, supervision and assessment; undertake a joint SEND small sample audit with children with disabilities (CWD) and share learning within the services; collaborate with the Autism Resource Centre to develop a joint mental health protocol; review cases with CWD where chronic neglect is a concern to identify any that meet the significant harm threshold and require escalation; review the research and findings from the NSPCC 'Too little, too late' neglect report to devise an implementation plan; seek assurance from the police that victims and survivors of domestic abuse are provided with referrals to local specialist support services; with the housing association determine if there is a framework for the joint management of 'unseen' children and families and develop one if necessary; develop a 'Think family' guidance protocol and checklist; and provide joint multi-agency HSB and neurodiversity training to support professionals with identification and referral.

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

Report of the child safeguarding practice review regarding CII0, CII1 and CII2.

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

Death of a 3-month-old girl in April 2024 after being left asleep on the family sofa. Cause of death is believed to be sudden unexpected death of an infant (SUDI), however, further medical examinations identified healing fractures to CII0 and possible healing fractures to her twin, CII1. Both parents remain under investigation for grievous bodily harm.

Learning themes include understanding 'additional needs' when delivering safer sleeping advice and barriers to following this advice; assessing the strengths and potential risks from male carers; supporting care experienced parents; and responding to incidences of missed antenatal appointments and babies not being brought to appointments.

Recommendations to the partnership include: consider an expansion of the current 'prevent and protect' model to take in the 'additional needs' identified in the 'SUDI continuum of need' including the demands of caring for twins; seek assurance that closures of early help plans include contingency planning, and clear pathways are in place for families that may need to be re-referred into early help services; ensure practitioners are aware of the potential risks and vulnerabilities that could impact parenting for care experienced parents; review the current way that ICON information is delivered to parents and co-parents, especially those with additional vulnerabilities; consider adding the engagement and assessment of 'hidden males' as a business priority. Actions for the NHS Trust include ensure compliance with safer sleep advice is carried forward in any assessments regarding future pregnancies; ensure staff in delivery suites and assessment units ask routine domestic abuse enquiries; and consider amending local recording systems to ensure that missed appointments are flagged.

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

Extended child practice review: CVSB CPR 07/2018 (Child G).

[Cardiff and Vale Safeguarding Board](#) (2025)

Removal of a girl from parental care in September 2018 following extreme sexual behaviour in school and allegations of intrafamilial and extrafamilial child sexual abuse. Child G had been known to services since she was an infant due to concerns including domestic abuse, child sexual abuse, and poor home conditions. Concerns had also been raised about Child G's sexualised behaviour, distressed and disruptive behaviour, poor hygiene and poor nutrition since early 2017.

Learning themes include: the voice and lived experience of the child; professional curiosity; multi-agency working and information sharing; long term work with families; and record keeping and policy development.

Recommendations include: support professionals in understanding the daily experiences of children, including their family history and the role of adults in their lives; promote knowledge of how to recognise and respond to child sexual abuse; ensure that risk-assessment and decision-making considers factors including the wider family context and any previous referrals; support practitioners in identifying and responding to uncooperative behaviour when working with families; ensure information is shared using appropriate channels and all safeguarding concerns are appropriately reported; continue to review and promote protocols around escalation and resolution in cases of professional disagreement; continue to develop record keeping practices across the partnership, including producing a guidance document; and consider making analytical multi-agency chronologies available to individual agencies.

Read review online: cardiffandvalersb.co.uk/safeguarding-reviews/

Local child safeguarding practice review: Child V.

[City and Hackney Safeguarding Children Partnership](#) (2024)

Death of a 7-year-old girl unexpectedly in January 2023. Child V had complex health needs and disabilities and, in the years, preceding Child V's death, there had been significant contact with both health and social care practitioners. This related to the provision of support in meeting Child V's health needs and long-standing concerns about neglect.

Learning includes: insufficient focus on the cumulative harm that Child V was being exposed to meant that risk was never fully understood or agreed across the multi-agency network; insufficient management grip, knowledge deficits and the significant number of services involved with Child V meant there was an ambiguity about risk, case ownership, roles, responsibilities and communication; the main inhibitor to effective engagement in this case was Child V's father; the priority afforded to Child V's needs was diluted by repeated attempts to influence a change in parental behaviours; and care proceedings were neither timely nor effective in bringing about a material change for Child V.

Recommendations include: safeguarding partners should seek to strengthen their arrangements for how neglect is understood, identified, assessed and planned for across the partnership; the local authority and NHS should review the effectiveness of its arrangements governing multi-agency practice with children with disabilities and complex health needs; and the partnership should issue practice guidance and review its offer on delivering local multi-agency training aimed at working with parents/carers where their engagement is reluctant or sporadic.

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

Useful Safeguarding Contacts

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

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