



Royal Greenwich

Early Years & Childcare Professionals E-bulletin

11 June 2025

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Missed an e-bulletin?



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

Local news



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 Autumn term. For your Autumn headcount, you will use Synergy as usual. But you will need to start using the new system, Impulse Provider Portal from October for the Spring estimate, census and payments.

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

Weds 24 Sept 16:00 – 18:00 or 19:00 – 21:00

or

Tues 30 Sept 16:00 – 18:00 or 19:00 – 21:00

MANDATORY TRAINING NEW PROVIDER PORTAL

IN PERSON TRAINING

AT THE WOOLWICH CENTRE, SE18 6HQ

REQUIRED: ONE PERSON MUST ATTEND ONE OF THE SLOTS OFFERED

OPTIONAL: BRING YOUR ELECTRONIC DEVICE IF AVAILABLE



Slot	Day	Date	Start	Finish
1	Weds	24 Sept	16:00	18:00
2	Weds	24 Sept	19:00	21:00
3	Tues	30 Sept	16:00	18:00
4	Tues	30 Sept	19:00	21:00



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

**Essential training workshop on how to use NEW Provider Portal (Impulse) from
Autumn & Spring term for**

- **eligibility checks for Working Parents/Families entitlements, Together for Twos, EYPP and DAF** (all providers)
- **accurate and timely funding submission claims and termly census** (all providers except funding claims for 3 & 4 year olds in schools)
- **booking training** (except schools)
- **support visits** (except schools)
- **compliance audits** (except schools)

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

Parent queries about eligibility, pls direct them to www.childcarechoices.gov.uk and they can call **HMRC on 0300 123 4097** in the first instance.

Strictly 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 Synergy here [Provider Portal](#) and
- the child meets age criteria i.e. **term after** they turn 9 months old, 2 years old or 3 years old
- Children cannot take up a new place in the grace period

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 for opting out 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.

Download flyers here [30 hours flyers link](#)

DFE Updates



- Sign up for DfE Providers newsletter
[Provider guidance and resources | Childcare Choices](#)
- Access DfE Childcare Choices Digital leaflet to reflect changes
[English: Digital Childcare Choices leaflet | Childcare Choices](#)
- Look out for Do Something Big – Work with Small Children campaign
Find [Recruitment resources - Early Years Careers](#) and post vacancies on DWP list

EYPP – allocate main provider using Parental Declaration

There has been an update to [Early years entitlements expansion: system guidance - GOV.UK](#). This updates the section on splitting EYPP which now reads:

"There may be circumstances where a child is taking up the working parent entitlement, is eligible for EYPP and is splitting their provision across two or more settings. For these children, local authorities and providers may wish to **use the parental declaration form to enable parents to indicate at which provider they are taking their EYPP entitlement and, where appropriate, pass this information onto the provider or local authorities.** This is comparable to the position that exists for 3-and-4-year-olds as this information is used to determine a 'main' provider where the child will continuously benefit from provision for their first (universal) 15-hour entitlement"

In Greenwich, please use the Parental Declaration to allocate main provider to receive EYPP

Early Years Census from 2026-27

The DfE have informed local authorities that they are changing the Early Years census from an annual to a termly collection from financial year 2026-27.

This will improve the accuracy of funding allocations based on actual children in attendance in census week. As part of this change, we will introduce a termly Early Years census to collect data for both the new and the established early years entitlements. This means they will increase the frequency of the Early Years census from an annual spring collection to a termly collection, beginning in May 2026, following the usual January 2026 Early Years census. The Early Years census records children taking up the entitlements predominantly in private, voluntary and independent childcare settings and the school census records children from school-based settings.

Strengthened guidance on unregistered schools and out-of-school settings published

Guidance

Unregistered independent schools and out-of-school settings

DfE has published strengthened guidance to support local authorities to fully utilise their existing legal powers, alongside those of multi-agency partners, to identify and intervene in settings of concern.

It explains what unregistered independent schools and out-of-school settings (OOSS) are, and outlines steps local authorities can take to:

- safeguard children in OOSS
- identify settings of concern
- intervene when you have concerns

It also explains how local authorities' duties and powers are relevant to this work. Here is the [link](#) to the relevant statutory guidance and legislation, where these duties and powers are defined.

Out-of-School Settings Safeguarding: Call for evidence

[Call for Evidence on safeguarding in OOSS](#)

Closes 21 Aug 2025

The Department for Education is calling for evidence to help shape future safeguarding policy for the Out-of-School Settings (OOSS) sector. This diverse sector includes providers such as tuition centres, sports and arts clubs, youth groups (e.g. Scouts and Brownies), holiday camps/activity centres, and faith-based education settings.

Why your views matter

It seeks your input on:

- Existing safeguarding practices in OOSS
- Potential options to strengthen safeguarding across the sector
-

To support future policy development, this call for evidence also seeks insights into:

- How parents, carers, and organisations currently assure themselves
- Challenges to providing consistent safeguarding practices
- Further support or action needed to improve safety in OOSS

Your input will help inform reforms to improve safeguarding in OOSS, help ensure that children attend safe and trusted settings, and give parents and carers confidence that they are choosing safe settings for their children

Early Years Foundation Stage (EYFS) space requirements consultation open



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”.

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 ➔



Refugee Week 16 - 22 June 2025



Community is the incredible every day. Ordinary and extraordinary. Simple acts of shared generosity. Kindness multiplied to become an unstoppable force!

“We can begin the process of making community wherever we are. We can begin by sharing a smile, a warm greeting, a bit of conversation; by doing a kind deed or by acknowledging kindness offered to us.”- bell hooks

Communities can bring people together. Bridging divides and offering support. Spaces of resilience and places for healing.

This Refugee Week everyone is invited to spend time with friends and build new connections in and beyond our neighbourhoods. From communal meals and open-air film screenings, to football matches and music making, let's share the feelings of welcome and belonging. Listening, learning, laughing together.

It's amazing what we can do when we move together towards a shared goal. So, let's redefine and rediscover our collective power to shape hopeful futures and begin by practicing, celebrating and rehearsing it every day.

Join us for Refugee Week, 16–22 June 2025, and together let's unleash the superpower of community.

#RefugeeWeek #SimpleActs

Download all of this year's free resources here:

- [Resource Packs](#) (inc. Children & Young People, Event Organiser Pack and Neighbourhoods Pack)
- [Social Media Pack](#) & [Public Marketing Folder](#)
- [Simple Acts](#) (illustrated by Moomin Characters) for younger children (see overleaf)

A Day of Welcome - Friday 13 June 2025



[A Day of Welcome](#) is an annual day of solidarity and learning in schools that aims to build a culture of welcome and understanding for people seeking sanctuary. Celebrated by over 520 schools in 2024, it's designed to support teachers in kickstarting Refugee Week by providing free live events, resources and activities for pupils of all ages.

A Day of Welcome will support you to:

- Build a culture of welcome, belonging and solidarity in your school for those seeking sanctuary
- Share stories of refugee migration, local and global, past and present, with your pupils
- Better educate and support your refugee pupils and their families.

[Register for fully-funded live events – for schools and for families](#)

[Download the Teachers' Guide for 2025](#) to see what to expect in 2025 and to support your planning – resources, events, suggestions and guidance. [Register here](#)

See attached - Moominhouse activities for setting and at home

- Read the Practitioner Toolkit for Art based on Moominhouse and adapt for age of the children at your provision
- Share home activities to try



COMMUNITY AS A SUPERPOWER

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SIMPLE ACTS



Simple Acts are everyday actions we
can all do to stand with refugees and
make new connections in our communities.

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SIMPLE
ACTS

SHARE



A MEAL

© Moomin Characters™



SIMPLE
ACTS

SHARE A



FILM

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SIMPLE
ACTS

READ
AND



LISTEN

© Moomin Characters™



SIMPLE
ACTS

JOIN
THE



MOVEMENT

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SIMPLE
ACTS

MEET
YOUR



NEIGHBOURS

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SIMPLE
ACTS

LEARN SOME-
THING



NEW



© Moomin Characters™



SIMPLE
ACTS

GET CREATIVE



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SIMPLE
ACTS

GET



ACTIVE

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SIMPLE
ACTS

EXPLORE OUTDOORS



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COMMUNITY AS A SUPERPOWER

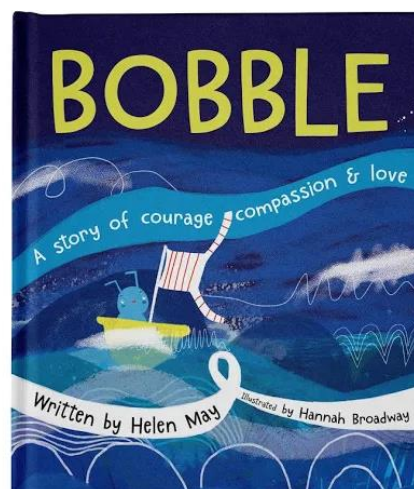
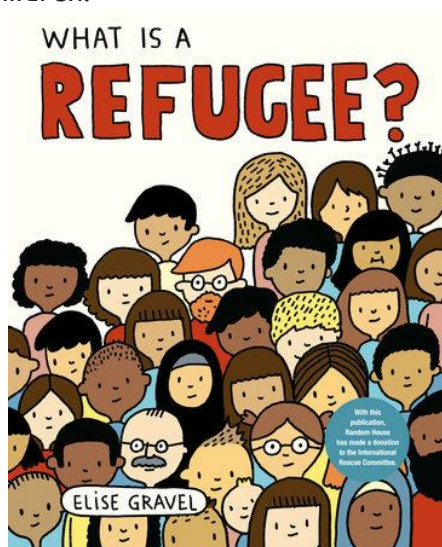
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Books for children about Refugees

For under 7s

What is a Refugee? by Elise Gravel

This accessible picture book explains the term refugee and the experiences of displacement to young children.

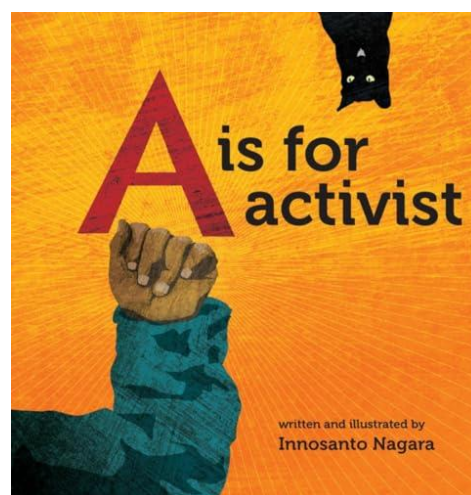
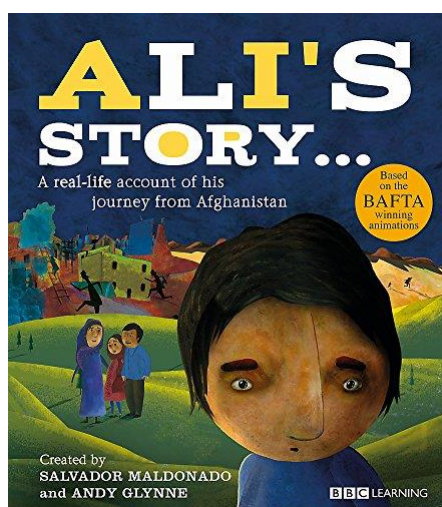


Bobbie by Helen May

This fable, beautifully illustrated by Hannah Broadway, is designed to make big conversations about migration a little easier. An accessible way to connect with refugees and asylum seekers, and educate ourselves and those around us about the needs of those experiencing displacement.

Seeking Refuge series by Andy Glynne and various collaborators

This important series deploys the voices and words of refugee children living through different experiences of crossing borders and cultures, to offer new perspectives on the experience of displacement from a child's perspective.

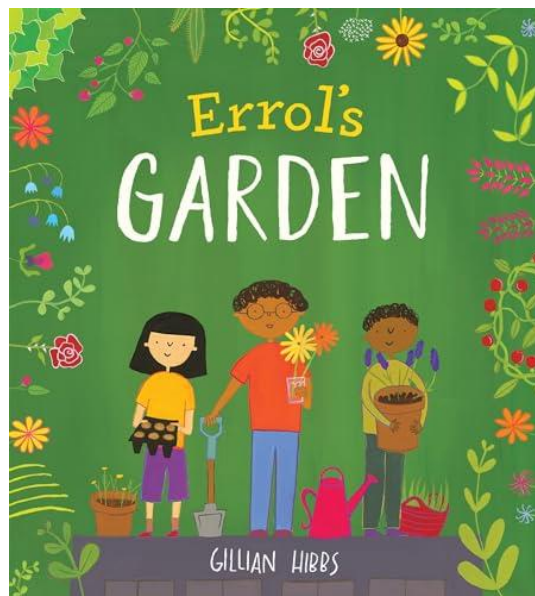
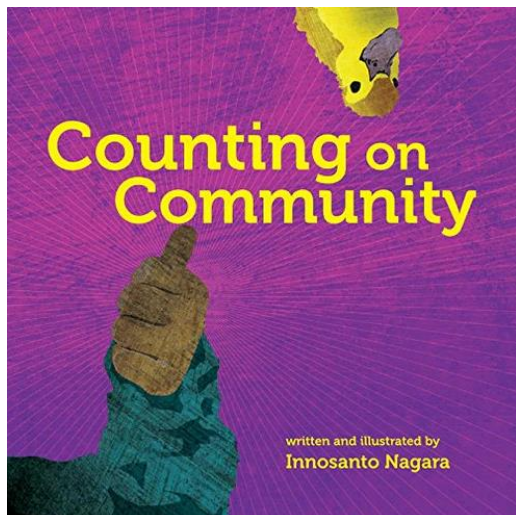


A Is for Activist by Innosanto Nagara

An ABC board book to allow families to explain the importance of political engagement and activism to younger members. It shows the value of speaking out and of taking action around environmental justice, civil rights, LGBTQ+ rights, social issues, inequality and poverty. An indispensable guide for anyone wanting to teach their children social responsibility and good citizenship.

Counting on Community by Innosanto Nagara

This book shows the power in community organising and the value of the individual as part of a wider group or network, underlining the importance of community as a force for progressive social change.

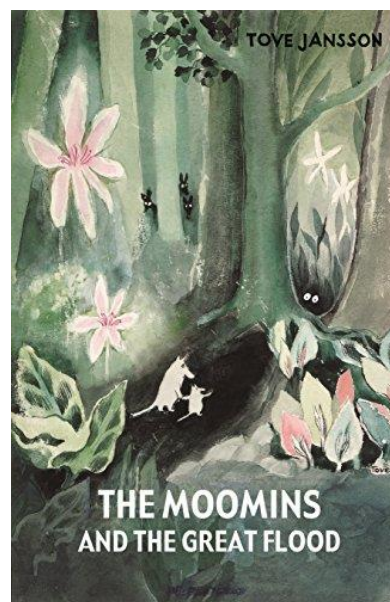
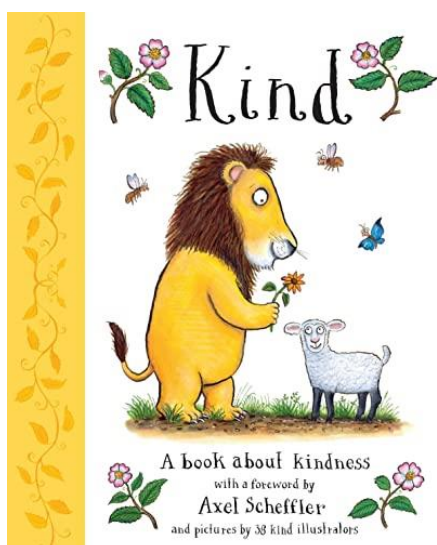


Errol's Garden by Gillian Hibbs

A heartwarming tale of a community brought together by a love of gardening and plants. Errol longs for an outdoor space of his own but he realises the power of working with others and brings a diverse and inspiring community together on a shared project.

Kind by Axel Scheffler

A beautiful series of illustrations by artists from across the world, including Axel Scheffler, showing how children can bring kindness into the world. Profits from book sales go to the Three Peas charity supporting displaced people.

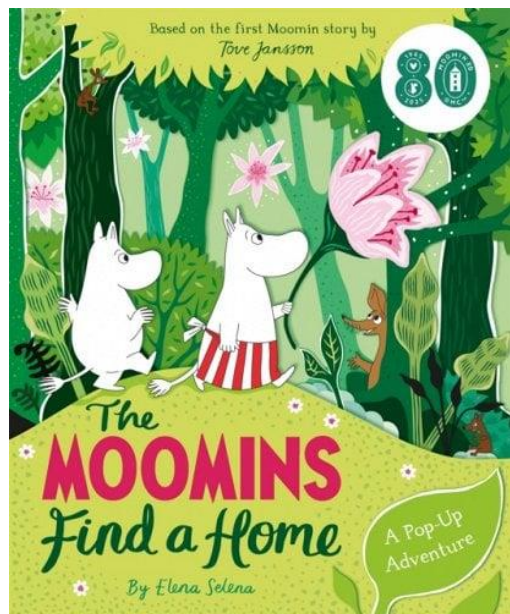


The Moomins and the Great Flood by Tove Jansson

Written in 1945, this book first introduced readers to the Moomins and their magical world. Celebrating its 80th anniversary this year, the story still speaks to our troubled times and the experiences of displacement faced by thousands of families every year.

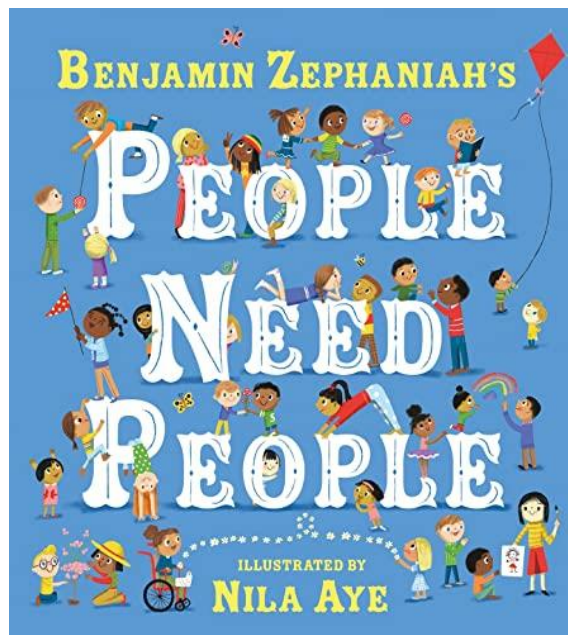
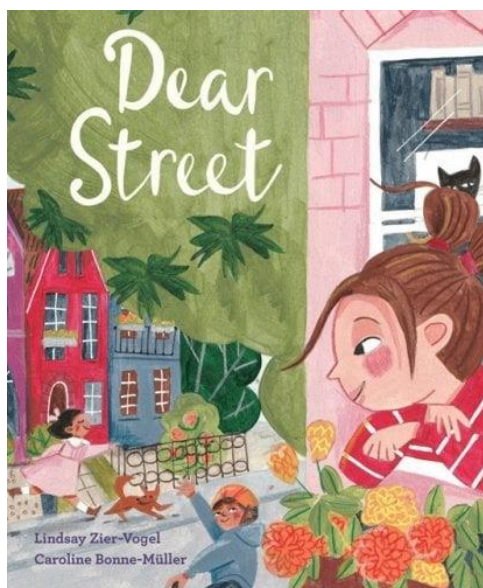
The Moomins Find a Home: A Pop-Up Adventure by Tove Jansson

This beautiful pop-up book helps bring the Moomins' Great Flood story together in a beautiful visual extravaganza. Imaginatively packaged and presented to celebrate 80 years since the story's first publication, this never-seen-before peek at the Moomin world is a must for aficionados and new fans alike.



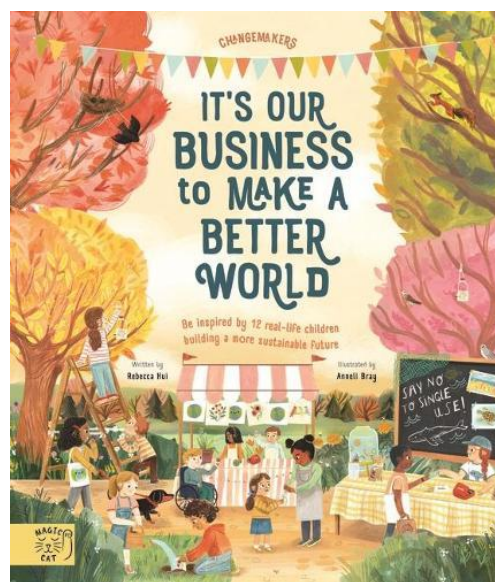
Dear Street by Lindsay Zier-Vogel and Caroline Bonne-Müller

A delightful picture book which tells the story of how one person's small acts can affect a whole community. Alice is a little girl who helps her friends and neighbours to see and appreciate the wonder of the everyday.



People Need People by Benjamin Zephaniah

This powerful verse from one of Britain's best loved poets explores our need for connection and love in all shapes and forms. Beautifully illustrated by Nila Aye, showing people and cultures from across the globe.

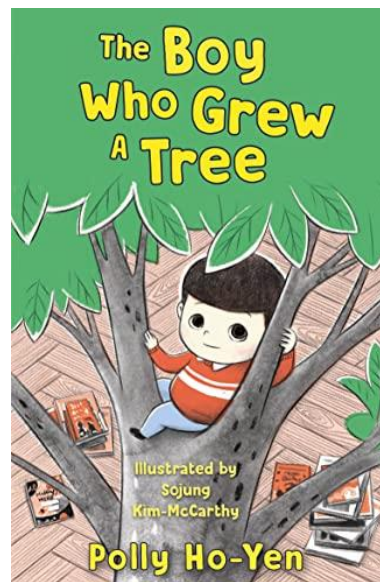


It's Our Business to Make a Better World by Rebecca Hui and Anneli Bray

This nonfiction picture book foregrounds the voices of young people to explain the importance of activism and social responsibility – for the people and for the planet. Written with kids, for kids, it offers an inspiring guide to making a difference and taking steps toward a better world.

The Boy Who Grew a Tree by Polly Ho-Yen

Nature-loving Timi is unsettled by the arrival of a new sibling and turns to tending a tree growing in his local library. But there is something magical about the tree and it is growing fast. Meanwhile the library is set to close. Can Timi save the library and his tree, and maybe bring his community closer together along the way?



For ages 7–11

The Power of Welcome by Ada Jusic and others

This graphic novel features true stories of displacement from people across the world, including Ukraine, Somalia, Bosnia, Syria and Afghanistan. The accessible format offers a wide-ranging perspective on a truly global phenomenon.

You Don't Know What War Is: The diary of a young girl from Ukraine by Yeva Skalietska

“Until you’ve been there, you don’t know what war is,” declares 12-year-old Yeva Skalietska as she tells the story of her own experiences of conflict in the Ukrainian war. Set over just 12 days, this diarised tale makes compelling reading for children and adults.

Inside Out and Back Again by Thanh Hà Lai

This enticing and lyrical free-verse story follows a young girl caught up in the Vietnam war. It tells the story of leaving her father behind to travel with her mother and brothers to Alabama after the fall of Saigon and the experiences of loss, homesickness and nostalgia that characterise refugee experience.

On the Move by Michael Rosen

Explores migration and displacement through poems about Rosen’s childhood, the Holocaust, war and global migration. The anthology combines charm and heartbreak with a powerful message: “You can only do something now.”

Modrić (Ultimate Football Heroes series) by Matt and Tom Oldfield

Real Madrid superstar Luka Modrić had to flee his home in Croatia during the Yugoslav wars in the 1990s, honing his football skills playing in carparks while living in a series of hotels in the city of Zadar. A story full of hope of a refugee who has played for some of the top clubs in the world, as well as his national team and won the Fifa award for best men’s player.

Who Are Refugees and Migrants? by Michael Rosen and Annemarie Young

Why do refugees leave their homes to go elsewhere? What barriers might they face? This book seeks to frame the idea of the refugee historically for a young audience, making clear where the category of refugee comes from, without divesting it of its human impacts and origins. Also makes clear the distinction between refugees and migrants. Useful, informative reading for young people.

The Waiting Place by Dina Nayeri

Through photographs and reflections, The Waiting Place tells the stories of 10 young refugees in Greece’s Katsikas camp, capturing their resilience and dreams while urging a shift in how we understand community, home and safety.

Everyday Action, Everyday Change by Natalie and Naomi Evans

The founders of the Everyday Racism platform help young readers to understand some of the racism, sexism, homophobia and ableism they face daily and how to combat it with easy, achievable actions to influence and change minds.

101 Small Ways to Change the World by Aubre Andrus

Practical, creative and fun routes to create change in your community, your family and even your friendship group. It offers simple tools to help make a difference, every day.

Front Desk series by Kelly Yang

Brilliant (and, crucially, entertaining) stories for helping children understand experiences different from their own and generating empathy for those who need to make a life in a new country. They follow Mia Tang, whose family has moved from China to California. What children perhaps may love most about the books is that Mia is such a strong character with real agency – she helps run the family hotel businesses, operating and succeeding in an adult world, innovating in her company and taking on big corporations.

For ages 11–14

The Crossing by Manjeet Mann

Told in verse form, intertwining the lives of two teenagers. A devastating book that doesn't shy away from the brutal experience of forced migration – but it is told through such beautiful and powerful language it's impossible to stop reading or look away.

Wild East by Ashley Hickson-Lovence

About a young writer finding their voice, it confronts the experience of being black in a predominantly white city while exploring social issues around class, race and deprivation.

The Jungle by Pooja Puri

While its focus is on the now-defunct Jungle shanty at Calais, this story encapsulates the heady and unpredictable world of a refugee encampment, through a child's eyes. The hardships faced in the Jungle emphasise the struggles of those seeking a better life, and demonstrate that fleeing hardship is not a choice but often the last desperate option for refugees and their families.

You Think You Know Me by Ayaan Mohamud

Hanan, a quiet Somali girl from a refugee background, stays silent to avoid conflict until a tragedy forces her to find the courage to speak out.

Persepolis by Marjane Satrapi

A courageous girl grows up during the Iranian revolution whose story follows her experiences growing up in Vienna after her family is forced to leave.

Asylum Speakers collated by Jaz O'Hara

Asylum Speakers is a collection of 31 migration stories from the voices behind the headlines. From Syria to Venezuela, it shares the experiences of those fleeing their homes and those helping them, transcending borders and connecting us all.

Hope Not Fear by Hassan Akkad

Since seeking asylum in the UK, Akkad has used his experiences as a refugee, Covid ward cleaner and documentary filmmaker to raise awareness. His advocacy bridges divides, and his story offers hope in challenging times.

Fight Back by AM Dassu

Can a young girl and her friends come together to fight prejudice and hatred in their community? Yes, they can. The inspiring story of Aaliyah, who – alongside her friends – challenges racism, sexism and bullying and start to learn the value of friendship, honesty and courage in standing up for what you believe in.

June Pride Month



Kidbrooke Community Hub are hosting an LGBTQIA+ event on 19 July 2025.

There will be arts and crafts, face painting, a bouncy castle, drag and dance performances, a DJ, advice hub with local services, street food and more.

Just turn up on the day.

<https://www.royalgreenwich.gov.uk/events/kidbrooke-pride-event-2025>

LGBTQ+ Pride Activities for Children

What is Pride Month?

Pride Month is all about celebrating LGBTQ+ culture as well as looking back on the struggles and rights of LGBTQ+ people.

It's a vital topic, with only 58% of LGBTQ+ pupils reporting that they feel safe at school on a daily basis, compared to 73% of non-LGBTQ+ students (Stonewall's 2022 School Report).

When is Pride Month UK?

Pride Month 2025 takes place in June.

Why is it important to celebrate Pride Month?

Even if you are not a member of the LGBTQ+ community, you can still take part in Pride month celebrations. You can use it as an opportunity for your children to learn more about the movement and how to become allies. Educators can introduce ideas of love, kindness and acceptance through rainbow art, dance, songs and talking about diverse families.

Is your setting as inclusive as possible? It is good practice to conduct an audit of your setting every now and then

- Making sure discussions about family include all families and all parents /carers
- Avoid dividing activities along gender and try to use gender-neutral resources to avoid reinforcing stereotypes

Rainbow Arts & Crafts

These can be used as a great talking point for all things Pride and what the rainbow represents.



Paint in a Ziplock bag to squish



Rainbow clouds



Rainbow sparkler



Rainbow musical shakers



Make easy musical shakers for a parade

How to make a percussion stick, paper plate shakers and a rainstick. For this recycled musical instrument, use a plastic bottle and some plastic and card drinks cups.



You'll need to decide which ingredients to add inside your shakers – check allergies and make sure everything is securely taped and glued. Always supervise children closely!

You could try depending on ages of children

- dried rice
- different sized pasta shapes
- lentils
- corn
- dried chickpeas
- dried beans
- shells
- pebbles
- bells

Place some of your ingredients inside your bottle or cup and give it a shake. Which noises do you like the best? Do you want to stick with just one sound, or combine ingredients to make a more complex one? You could make several shakers with different fillings in each. And make some quiet ones and some really noisy ones.

Plastic bottle - The easiest way to make a musical shaker is to use a plastic bottle with a lid securely fastened on. You can use a hot glue gun or super glue inside the lid to hold it firmly in place.

Paper plate - Fold your paper plate in half and place your chosen noise maker inside. If you fold it with the waxy finish inside, and the plainer paper finish outside, you'll find it easier to decorate later. Then you'll need to stick the two halves of your paper plate together to hold your ingredients inside. There are different ways to do this, so decide what's best for the child, depending on how old they are and which items you've chosen to place inside. Consider the size of the item inside, whether it's edible, whether it poses a choking risk for the child, and how robust the instrument needs to be for the child to handle it.

Use larger pasta shapers and used a hot glue gun to fasten the paper place together, leaving no gaps for the rice to escape – you can add a layer of masking tape to the edges.

Rainstick - To make a rainstick you'll need a thick cardboard tube. The inner piece of a roll of kitchen foil is perfect. Fill with choice of item and securely close each end with a strong fabric.

To add some colour - use circles of rainbow tissue paper, paint or coloured fabric scraps.

Create a Pride self portrait

Help children to develop a sense of self-awareness – what do you love and like about yourself? Make sure to provide children with an array of different materials to use rather than restricting them to the same medium to allow them to express their creativity. Once complete, children can compare their self-portraits to identify similarities and differences between themselves and engage in positive discussions.

I am proud because...

I am

P R O U D

of me

→

NAME:

Rainbow Scavenger Hunt

Share the Pride flag by encouraging children to complete their own scavenger hunt? Task children with trying to find items matching the colours. This is a great opportunity to discuss the meaning of each colour:

- red: life
- orange: healing
- yellow: sunlight
- green: nature
- blue: harmony
- purple: spirit
- brown & black: diversity and inclusion



Discuss Different Families

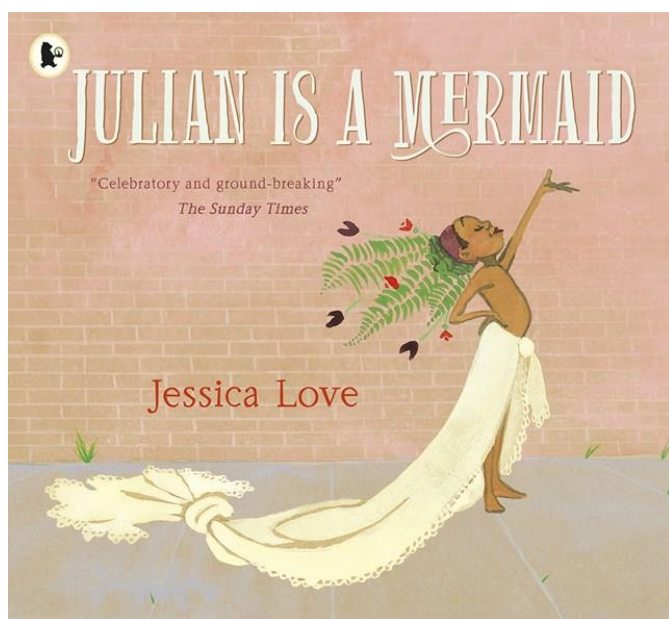
Every family is different so help children celebrate the diversity of families. Use pictures or small world characters to mix and match to create each unique family. Similarly, using craft family lollipop sticks could be a great way for each child in your setting to create their own family and then compare similarities and differences to get a better understanding of the diverse world we live in.





https://www.stonewall.org.uk/system/files/different_families_same_love_pack-2021.pdf

Read a diverse and inclusive books

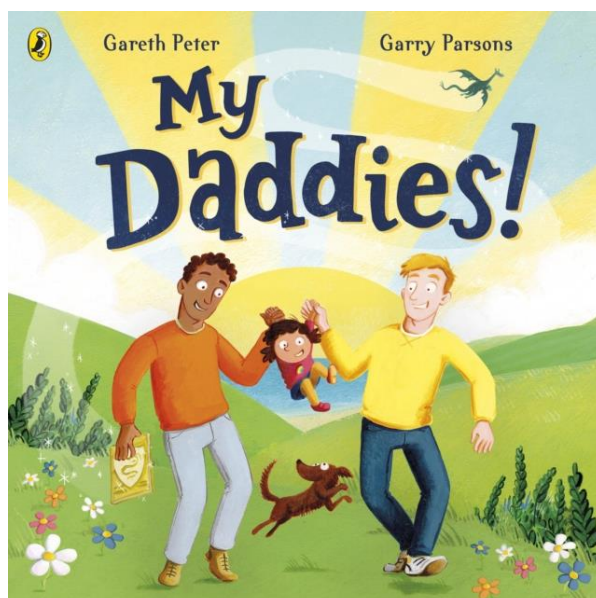


Julían is a Mermaid by Jessica Love

While riding the subway home with his Nana one day, Julian notices three women spectacularly dressed up. Their hair billows in brilliant hues, their dresses end in fishtails, and their joy fills the train carriage. When Julian gets home, daydreaming of the magic he's seen, all he can think about is dressing up just like the ladies and making his own fabulous mermaid costume. But what will Nana think about the mess he makes - and even more importantly - what will she think about how Julian sees himself?

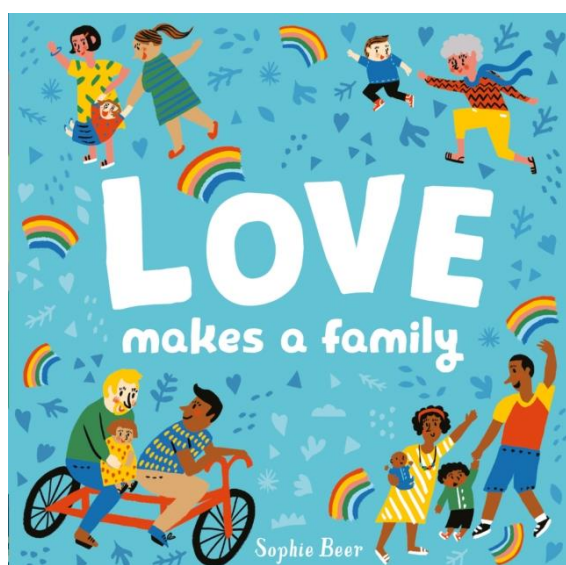
My Daddies by Gareth Peter and Garry Parsons

This funny picture-book celebrates same-sex parents and is perfect for introducing children to the different kinds of family in the world today. Set off on a series of incredible adventures with an adorable family as the stories they read burst into colourful life. Battle dragons, dodge deadly dinosaurs, zoom to the moon and explore the world in a hot air balloon, before winding down in a wonderfully cosy bedtime ending.



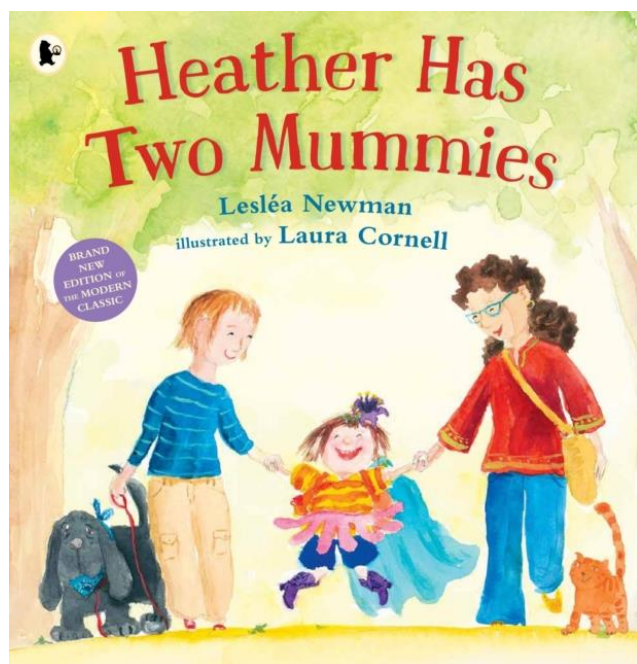
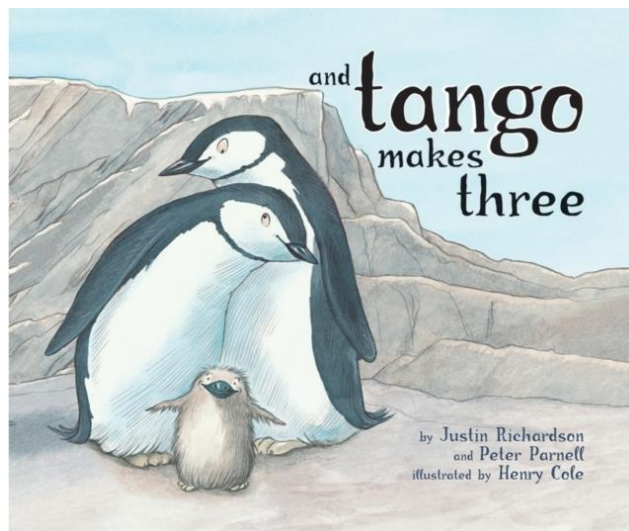
Love Makes a Family by Sophie Beer

Love is baking a special cake. Love is lending a helping hand. Love is reading one more book. Whether a child has two mums, two dads, one parent, or one of each, this simple book shows that what's most important in each family's life is the love the family members share.



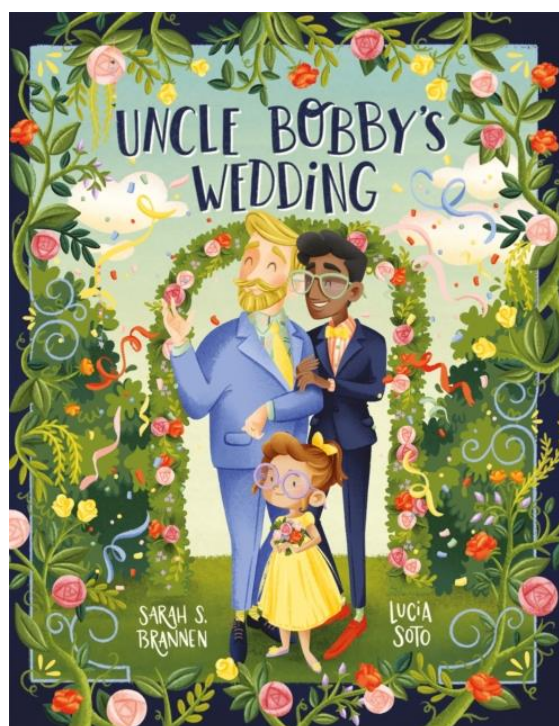
And Tango Makes Three by Justin Richardson

Roy and Silo are just like the other penguin couples at the zoo - they bow to each other, walk together and swim together. But Roy and Silo are a little bit different - they're both boys. Then, one day, when Mr Gramzay the zookeeper finds them trying to hatch a stone, he realises that it may be time for Roy and Silo to become parents for real.



Heather Has Two Mummies by Lesléa Newman and Laura Cornell

Heather's favourite number is two – she has two arms, two legs, two pets and two lovely mummies. But when Heather goes to school for the first time, someone asks her about her daddy – and Heather doesn't have a daddy! But then the class all draw portraits of their families, and not one single drawing is the same. Heather and her classmates realize, it doesn't matter *who* makes up a family, the most important thing is that all the people in it love one another very much.

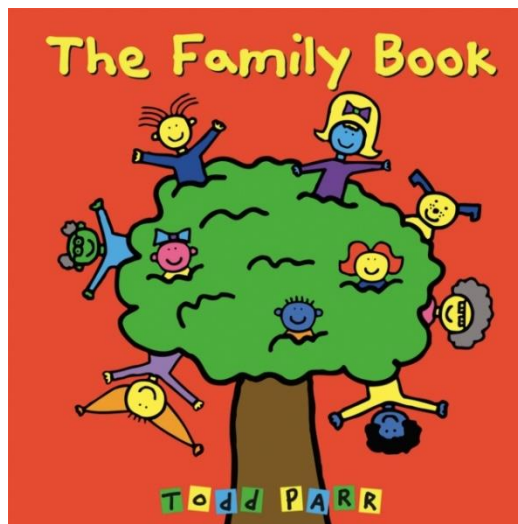


Uncle Bobby's Wedding by Sarah Brannen and Lucia Soto

Bobby and Jamie are getting married, but Bobby's niece Chloe is worried that she won't be his favourite person anymore. Will Uncle Bobby still think she is special?

The Family Book by Todd Parr

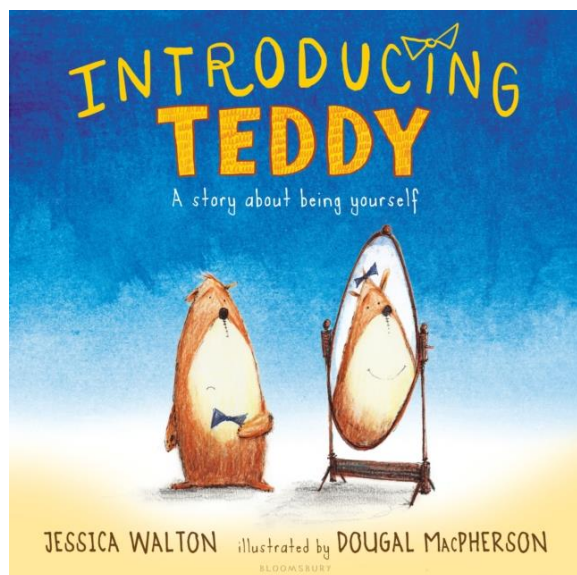
This book celebrates the love we feel for our families and all the different varieties they come in. Whether you have two mothers or two dads, a big family or a small family, a clean family or a messy one, *The Family Book* assures readers that no matter what kind of family you have, every family is special in its own unique way.



Introducing Teddy by Jessica Walton and Dougal MacPherson

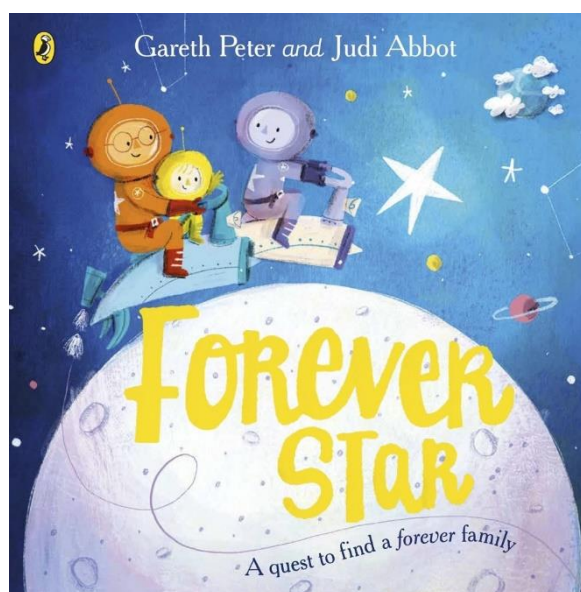
One sunny day, Errol finds that Thomas the Teddy is sad, and Errol can't figure out why. Then Thomas the Teddy finally tells Errol what Teddy has been afraid to say: 'In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly.' And Errol says, 'I don't care if you're a girl teddy or a boy teddy! What matters is that you are my friend.'

A sweet and gentle story about being true to yourself and being a good friend, *Introducing Teddy* can also help children understand gender identity.



Forever Star by Gareth Peter & Judi Abbot

This beautiful story follows Tim and Tim on their journey to find their forever family with themes such as adoption, same-sex parenting and diverse families.



JACOB'S NEW DRESS



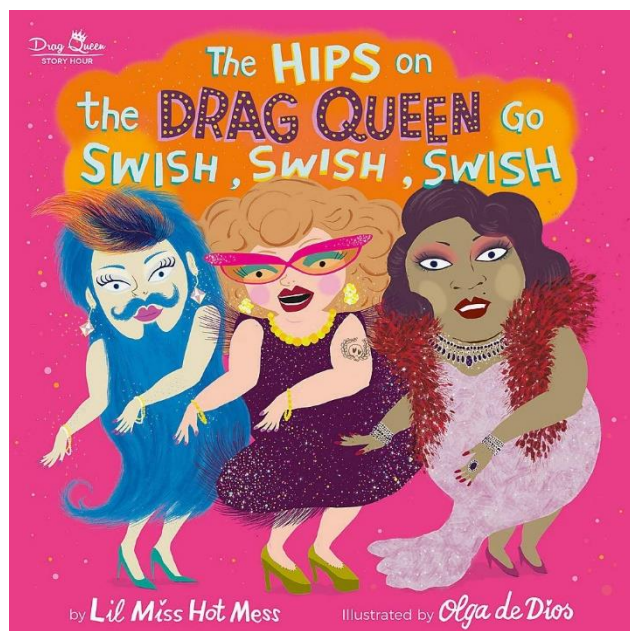
Jacob's New Dress by Sarah and Ian Hoffman & Chris Case

Young Jacob enjoys playing dress up and despite his parent's concerns at first and the teasing he gets from other children, he does his best to continue doing what he loves. As well as issues such as gender stereotypes, the heartwarming story also touches on topics such as image, the trans umbrella, diversity and inclusion, anti-bullying, unconditional family love, and acceptance.

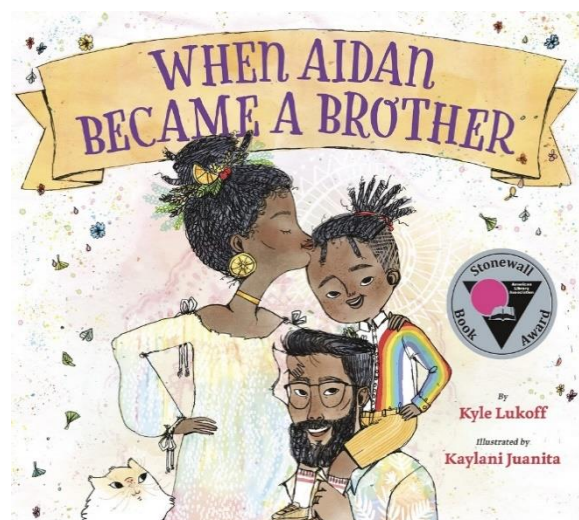
The Hips on the Drag Queen Go Swish, Swish, Swish by Lil Miss Hot Mess & Olga de Dios

Based on the classic nursery rhymes The Wheels on the Bus, the story follows a drag queen who performs her routine for the audience and readers complete with dazzling illustrations.

You can also tie this in with LGBT+ History Month and how drag queens and trans people were at the forefront of helping to change history and rights for LGBT+ people.



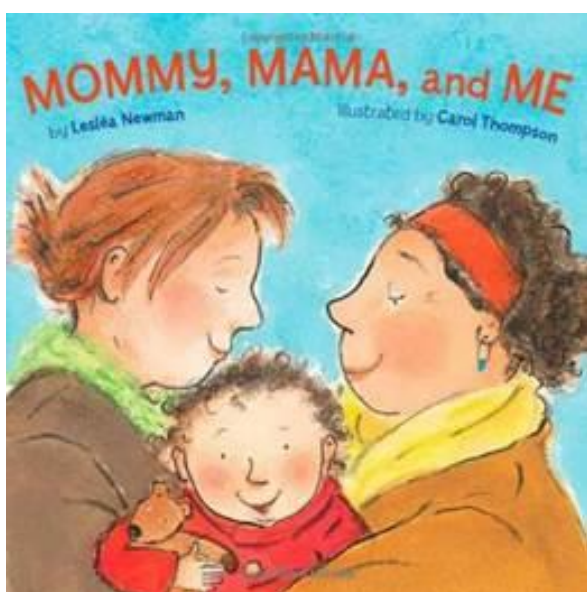
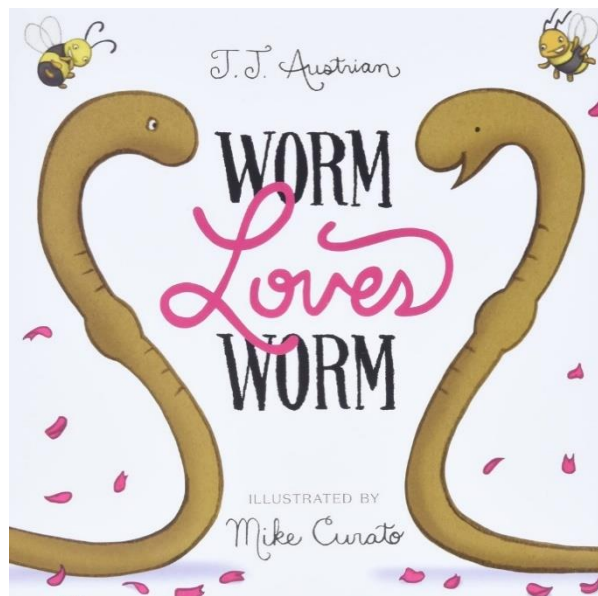
When Aidan Became a Brother by Kyle Lukoff & Kaylani Juanita



An award-winning book about trans children and how families can support their children – and not just those in the Early Years – during times they need it most. Born in the body of a girl, Aidan grows up realising he is actually a boy and fixes that with the help of his loving parents. When he is due to be an older brother, Aidan wonders how he can help welcome his new sibling into the world.

Worm Loves Worm by J.J. Austrian and Mike Curato

A warming LGBT+ inclusive story celebrating love in all forms and marriage equality. Gender is not important in this tale because the only important thing about it is to know that love is love



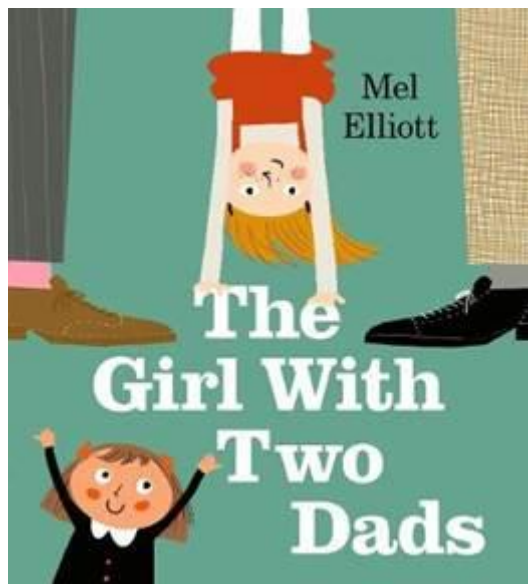
Mommy, Mama and Me by Leslea Newman & Carol Thompson

A warm and adorably illustrated board book about a loving family which just happens to have two mums in it.

The Best Mum by Penny Harrison & Sharon Davey

A little girl compares her mum to the other mums she knows: why isn't her mum as good at making dress up costumes as Katie's mums? Why isn't she as good at rollerskating as Scout's mum? And when Mum starts singing opera on the bus, it's SO EMBARRASSING! Yet, despite Mum's dubious cooking skills and tenuous grip on timekeeping, she's still by far the best mum in the world and gives the best cuddles.





The Girl With Two Dads by Meg Elliott

Pearl is really excited: there's going to be a new girl in her class, and she can't wait to be the first to make friends. So, when Matilda shoots her a big grin as she's saying goodbye to her dad in the playground, Pearl knows they're going to get along great. Yet, the next day, Pearl sees Matilda saying goodbye to a different dad. What's going on?



The Spectacular Suit by Kat Patrick & Hayley Wells

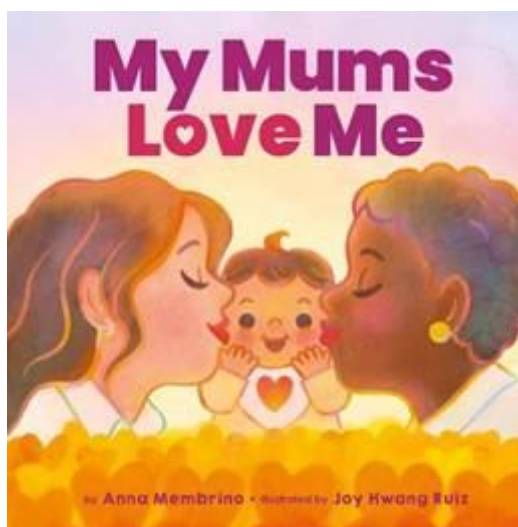
Frankie is having a big party and she's really excited about it: there's a tent, bunting, lights and a big blue cake. But on the day before the party, Frankie realises that she doesn't want to wear any of the dresses her mum suggests, and not even her favourite jumper will fit the bill.

Luckily, Mum finds Frankie's drawing and makes Frankie the spectacular suit of her dreams, meaning that she looks just as wonderful at her party as she feels inside.

My Mums Love Me by Anna Membrino & Joy Hwang Ruiz

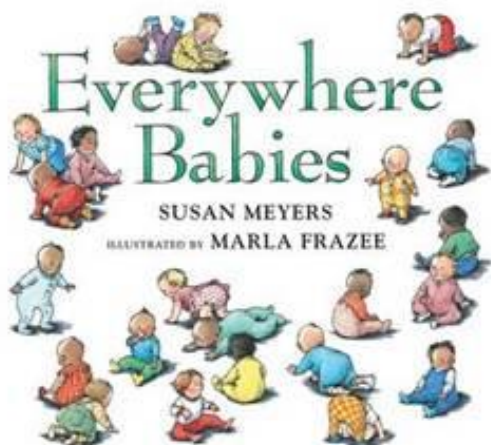
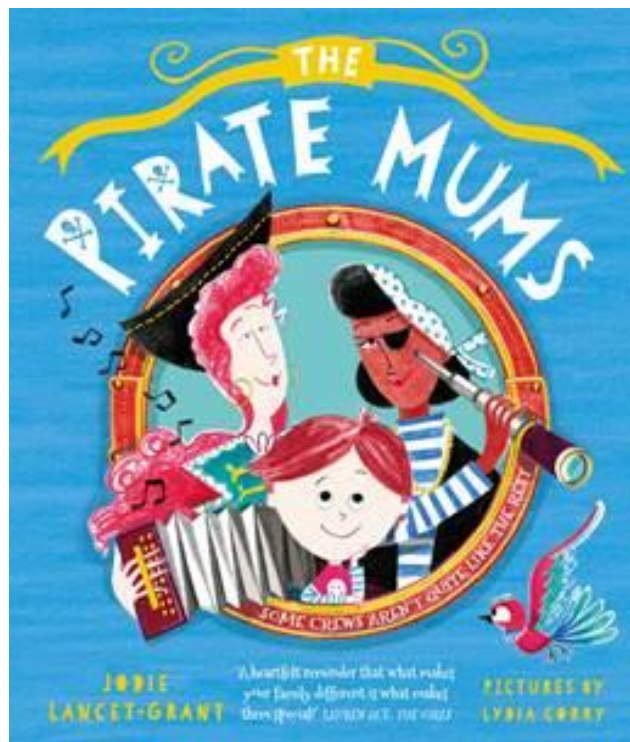
A hug from Mummy warm and tight: A squeeze from Mama feels just right.

A baby – not defined as either boy or girl - describes the way that they interact with their two mums over the course of a day, from feeding time with Mummy to a bubbly bath with Mama, and plenty of hugs and cuddles all day long. At the end of the day, it's story time with Mama and Mummy, and time to snuggle up in a glowy, dreamy bedtime.



The Pirate Mums by Jodie Lancet-Grant & Lydia Corry

Billy's family isn't like everyone else's, because his two mums are PIRATES! They're always doing pirate-y things like singing sea shanties and decorating their house with anchors, which Billy finds MORTIFYING. So when Mummy and Mama volunteer to help on a class trip to the seaside, Billy is super embarrassed and makes them promise to be normal. Yet when lightning hits their ship and all the other adults don't know what to do, Billy's mums come to the rescue with their ingenious pirate know-how and steer the ship safely home.



Everywhere Babies by Susan Meyers & Marla Frazee

This gorgeous board book follows all sorts of babies – 'small babies, tall babies, winter and spring babies' – over the course of a year. Read along as they are cuddled and carried, make friends and learn to crawl or walk. It's a true celebration of babies and the joy and giggles they bring.

Baby's First Words by Tessa Strickland and Kate DePalma

Designed by a child development expert so it supports the way babies naturally learn language, this book is full of warm colours and down-to-earth glimpses of family life.



For older children up to 8

***A Little Bit Different* by Claire Alexander**

Meet the ploofers. The ploofers have been practicing something special which they all want to do at the exact same time - but wait! What's that? One of them does something different! When one little ploofer goes against the usual flow of things, the rest of them turn their backs on him. But all it takes is for one person to recognise the beauty in being different to spark a change in attitude of everyone.

***Plenty of Hugs* by Fran Manushkin and Kate Alizadeh**

The toddler and mummies take a morning bike ride to a farm stand, they visit a zoo in the afternoon, and in the evening there's the bath and storybook routine before the child is tucked cozily into bed.

There are seas for ships and kisses for lips, so we can whisper I love you!

***Peanut Goes for Gold* by Johnathan Van Ness**

Peanut is a gender nonbinary guinea pig who does everything with their own personal flare. Whether it's cartwheeling during basketball practice or cutting their own hair, this little guinea pig puts their own special twist on life. So when Peanut decides to be a rhythmic gymnast, they come up with a routine that they know is absolutely perfect, because it is absolutely, one hundred percent Peanut.

***Prince & Knight* by Daniel Haack and Stevie Lewis**

Once upon a time there lived a charming prince. His parents knew he couldn't rule the kingdom alone, so the three of them set out on a long journey across the land, to find him a suitable bride. But it soon became clear that the Prince was looking for something very special, and none of the princesses were right for him. Then, when a terrible dragon threatens the kingdom, the Prince meets a brave knight. Could this be the Prince's one true love?

***BunnyBear* by Andrea J. Loney and Carmen Saldaña**

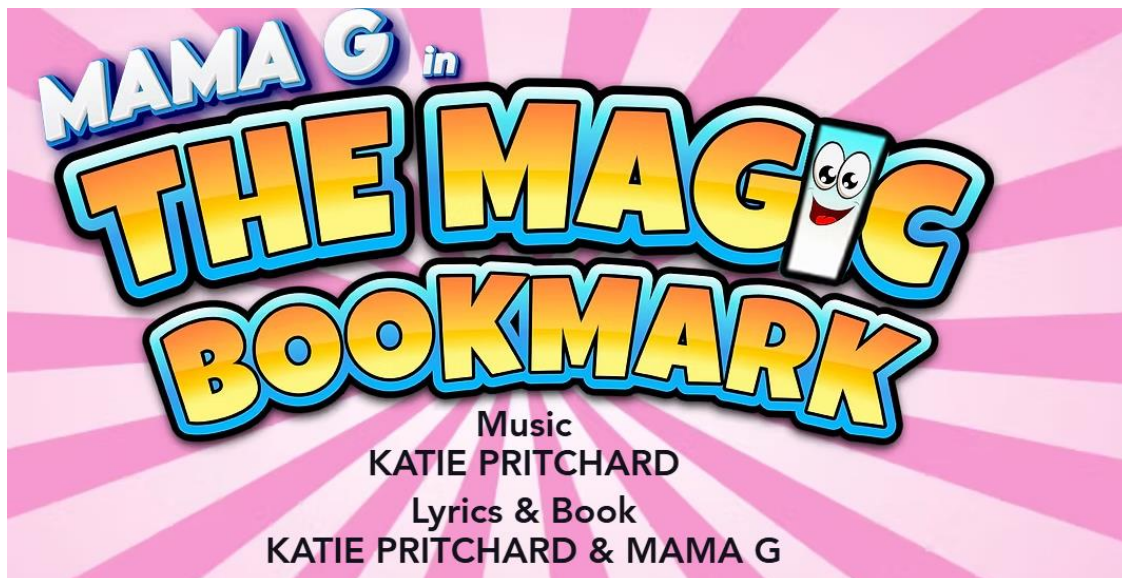
Although Bunnybear was born a bear, he feels more like a bunny. He prefers bouncing in the thicket to tramping in the forest, and in his heart he's fluffy and tiny, like a rabbit, instead of burly and loud, like a bear. The other bears don't understand him, and neither do the bunnies. Will Bunnybear ever find a friend who likes him just the way he is?

***Be Amazing: A History of Pride* by Desmond Napoles, illustrated by Dylan Glynn**

Find out about the courageous people throughout history who have paved the way for a safer, more inclusive society for LGBTQ individuals, and it's thanks to them that people just like Desmond can be free to be who they really are.

***Harriet Gets Carried Away* by Jessie Sima**

Harriet loves costumes. Her dads are throwing her a party and she's wearing her special penguin costume to run errands. Harriet can't believe it when she finds real penguins! She may look like a penguin, but she's not so sure she belongs in the arctic. Can Harriet find her way back to her dads in time for her party?



Mama G Panto – Woolwich Library 21 June

Audiences are invited to join "everyone's favourite pantomime dame!" (Metro) and Britain's Got Talent semi-finalist Mama G on a brand-new panto adventure for the whole family!

It all starts when the evil Book Worm decides that reading gives people too much knowledge and makes all the books from Mama G's library disappear. Before the world can turn to chaos, Mama G vows to save the day by finding three books that will help make the world a better place. Of course, she can't do it alone and that's when she discovers the mysterious and wonderful Magic Bookmark...

Families are sure to love this storytelling show full of panto fun, interaction, song and dance, puppetry, and some of the finest picture books currently on the market!

June 21st

Woolwich Centre Library @ 6:30pm

BOOK IN PERSON AT THE LIBRARY £2 PP



<https://www.petitepantos.com/themagicbookmarkontour>

Health & Wellbeing



Infant Mental Health Awareness Week

The theme this year is, 'Who is holding the baby?'. Highlighting that not everyone bonds easily with their baby, and that parents who are overwhelmed by trauma, or struggling with mental or physical health difficulties, need support.

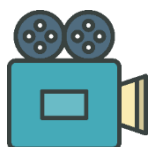
A baby's brain develops rapidly during pregnancy and through the first years of life. What happens during this time lays the foundations for future health and happiness. Possibly the most influential factor in early development is the care that babies receive and the relationships they have with their parents or carers.

Who is
holding
the baby?

#IMHAW2025

When there are severe and persistent difficulties in early relationships, this can have a pervasive impact on early development with consequences that can be felt across the life course.

Parent-infant teams play a vital role in ensuring that families who need it receive support to strengthen and repair early relationships. They do this by providing direct therapeutic support to families with the highest levels of need, and through providing training, supervision and consultation to enable practitioners in other services to support babies and parent-infant relationships.



Watch [Parent Infant Foundation videos here about the First 1001 Days](#)



Who is holding the baby?

The development of parent-infant teams in the UK

Authors:

Wook Hamilton
Tamora Langley
Dr Ben Yeo

June 2025

With thanks to the Barbara and Stanley Fink Foundation for supporting the production of this report.



Download [Full Report here](#)

Organisations in Greenwich that provide perinatal and infant mental health help and support

Children's Centres

- [Brookhill Children's Centre](#)
- [Charlton Family Centre](#)
- [Eglinton Children's Centre](#)
- [Eltham Children's Centre](#)
- [Mulberry Park Children's Centre](#)
- [Quaggy Children's Centre](#)
- [Slade Children's Centre](#)
- [Storkway Children's Centre](#)
- [Vista Field Children's Centre](#)
- [Waterways Children's Centre](#)

Children's Centre websites or social media links

Central Area



[Homestart Greenwich](#)

West Area



[Greenwich West Children's Centres](#)

South Area



[Better Children's Centres South Greenwich](#)

East Area



[Abbeywood and Thamesmead's Children's Centres](#)

Groups and activities for 0-4 and perinatal and infant mental health

[Akwaaba - global majority and black mums perinatal mental health group and counselling](#)

Woolwich, SE18 5LP

Akwaaba is a transformative initiative aimed at addressing the critical gaps in mental health care for Black and global majority mothers during pregnancy and after birth. Research shows that this...

[Baby Massage at Waterways Children's Centre](#)

Thamesmead, SE28 8EZ

A course to learn massage techniques for babies aged 3 months to crawling. It is especially good for relaxation of baby and bonding opportunities between carer and baby. Please call...

[Being Dad Group](#)

Lewisham, SE4 1LB

Get help navigating fatherhood from other men with their own experience of looking after themselves as dads or male caregivers. Greenwich Being Dad groups are free for men who live...

[Caring Connections](#)

Thamesmead, SE28 8EZ

As part of Family Hubs Perinatal mental health support, go on a journaling journey with Colette, this six-week course is aimed at mums-to-be and mums with children under 2 years...

[Caring connections](#)

Greenwich, SE13 7QZ

A six week course to explore the changes that motherhood brings. The aim of this course is to promote and increase the bonding between mother and child. Suitable for pregnant...

[Caring Connections at Mulberry Park](#)

Abbey Wood, SE2 9JP

As part of Family Hubs Perinatal mental health support, come on a journaling journey with Colette. This six-week course is aimed at mums-to-be and mums with children under 2 years...

[Caring Connections at Vista Field Children's Centre](#)

Eltham, SE9 5SD

As part of Family Hubs Perinatal mental health support, come on a journaling journey with Colette. This six-week course is aimed at mums-to-be and mums with children under 2 years...

[Dads' Space at Storkway Children's Centre](#)

Eltham, SE3 9QX

Let's talk about men's mental health one walk at a time. As part of Family Hubs Perinatal mental health support this group is for expectant male parents or those with...

[Early Communication Together at Vista Field Children's Centre](#)

Eltham, SE9 5SD

The Early Communication Together Team will provide support and guidance to families of children who have been identified by the Speech and Language team as likely to benefit from carefully...

[Extra help for you - perinatal parenting](#)

Multiple locations

Supporting your well-being during your pregnancy, childbirth and early childhood. Improve the health and development of your baby through parenting education. Successfully adjust to life as a new parent.

[Extra Help For you - Young parenthood](#)

Shooters Hill, SE18 3QA

This is for parent under 25, expecting your first child, or have a baby under the age of two, We're welcoming mums and dads to workshops that will cover the...

[Future Dads](#)

Woolwich, SE18 4QH

As part of Family Hubs Perinatal mental health support, Future Dads is a course for new and expectant dads, that demonstrates practical and emotional approaches to taking care of themselves...

[Greenlights: In home behavioral support](#)

Support for families experiencing behavioural issues with a child with additional needs. The support aims to improve child wellbeing, reduce challenging behaviour and encourage positive expression. By increasing involvement in...

[Greenwich Breastfeeding Network Support Group](#)

Charlton, SE7 7EL

Do you live in Greenwich with a new baby, toddler or are you pregnant? If you would like to chat about feeding your baby join us at our support group...

[Greenwich Maternity Voice Partnership](#)

A group of mums, dads, midwives, doctors, children centres and charities that are working together to improve maternity services. The group meets once every 2 months and provides a creche.

[Hair Braiding for Beginners/Intermediate at Brookhill](#)

Woolwich, SE18 6BD

Learn new skills and techniques whilst meeting other parents. Limited Creche spaces available. Term time only.

[Hair Braiding for Dad's](#)

Woolwich, SE18 6BD

A course for dads to learn the art of braiding hair whilst meeting other dads. Term time only.

[Mighty Acorns for disabled children under 3](#)

Woolwich, SE18 6HQ

Weekly group sessions, family support, counselling and advocacy for parents and carers of babies aged 0 to 2 with medical conditions or disabilities. The Mighty Acorns group provide adaptive support...

[Mindful Mums Wellbeing Group at Waterways Children's Centre](#)

Thamesmead, SE28 8EZ

A supportive, five-week space for mothers of babies 0 to 12 months old. The group offers emotional and wellbeing support and the opportunity to connect with other new mums in...

[Mum's Aid Counselling for expectant mums and those with babies up to 2 years](#)

Struggling with a new baby or toddler? Pregnant and worried? At MumsAid we know that the early years of parenthood can be the hardest. That is why we provide free...

[Mummas Together Support Group](#)

Thamesmead, SE28 8EZ

Are you a mother who lives in the Borough of Greenwich? Are you a black mother? Then this is the perfect group for you. A group for you run by...

[MumsAid Postnatal Counselling at Storkway Children's Centre](#)

Eltham, SE3 9QX

Free postnatal counselling for mothers with a baby under 2 years old. For women experiencing emotional difficulties during pregnancy and after having a baby. Self-referral via info@mums-aid.org

[Solihull Approach - understanding your child at Vista Field Children's Centre](#)

Eltham, SE9 5SD

A free course offering advice and practical tips to boost your confidence as a parent, help you navigate family life and strengthen your relationships. For mums, dads, foster parents and...

[Solihull Parenting Group to Understand Your Child's Behaviour](#)

Greenwich, SE13 7QZ

A free course offering advice and practical tips to boost your confidence as a parent, help you navigate family life and strengthen your relationships. Whether you are a mum, dad...

[Support for pregnant women and their families](#)

Get advice on topics relating to maternity rights and other topics that promote the health and wellbeing of pregnant people and their families. They provide advice on topics including: rights...

[The Art of Self Expression at Waterways Children's Centre](#)

Thamesmead, SE28 8EZ

6-week course, the art of self expression workshop for mums and pregnant women in the Greenwich Borough. Discover the power of your creativity, realise the potential of your imagination and...

[Young MumsAid for parents 21 and under](#)

As part of Family Hubs Perinatal mental health support, get pregnancy support if you're aged up to 21 and are pregnant or recently became a parent. You can access home...

Science in the Early Years

Science in Early Years



Getting children excited by science and engaged from a young age is vital for their development. Early Years Foundation Stage (EYFS) science activities focus on engaging young learners in exploration and investigation of the natural world through simple experiments and observations. These activities help children develop their understanding of the world, their senses, and their ability to ask questions.

Science education in the EYFS offers numerous benefits, fostering children's curiosity, developing critical thinking skills, and enhancing their understanding of the world. Science activities for early years tap into their curiosity and develop the desire to explore and experiment. This ultimately strengthens their problem-solving abilities, analytical skills and social-emotional development.

EYFS Science experiments and activities

Dancing Milk

What you'll need: tray, milk, food colouring, cotton buds, dish soap, small cups

Directions: Pour some room temperature milk in the tray. Invite the children to squeeze drops of food colouring into the milk. Squeeze a drop of liquid dish soap into a small cup. Give each child a cotton bud and dip the tip of the cotton bud into the soap and then dip it into the food colouring and milk. The children will be delighted to see the food colouring started moving in all different directions, like it's dancing!



What's inside your body?



What you'll need: Large sheets of paper, crayons, felt tips, post-it notes

Directions: Lay the paper on the floor. Invite the children to lie, face up, on the paper. Allow the children to draw around their friends – some younger children may need support with this. Once the outline has been drawn, use post-it notes to draw and label body parts! Extend this activity by using playdough to model body parts.

Animal Sorting Venn Diagram

What you'll need: green, blue and yellow pieces of paper, scissors, variety of small world animals

Directions: Trace a large circular object on the green and blue sheets of paper. Tape them so that they overlap. Place the yellow sheet over the middle of the two sheets and trace the inside curve of each on the yellow paper. Cut out the inner portion of the Venn diagram from the yellow paper, then glue it to the centre. Lay the animal toys next to the Venn diagram.

Explained that the blue paper represents water, the green paper represents land and that the yellow is for animals that spend a lot of time on land and in water. Encourage the children to have a go at completing this Venn diagram activity, as a hands-on way to learn about animal habitats while developing maths skills!



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.

Disguised Compliance

Summary of risk factors and learning for improved practice around families and disguised compliance



Disguised compliance is a term used to describe the behaviour of parents or carers who appear to co-operate with professionals in order to allay concerns and stop professional engagement.

This briefing looks at learning from published case reviews from 2022-2023 that involve practice issues relating to disguised compliance.

Case reviews highlight that the term 'disguised compliance' is used by professionals to describe a wide range of behaviours. Sometimes the term is used without reflection on what might be causing the behaviour or what can be done to address it.

Concerns around caregiver engagement and patterns of behaviour can divert professional attention away from potential concerns for a child's wellbeing. This can lead to cases drifting and risks increasing or prolonging harm.

Learning from these case reviews highlights the importance of:

- maintaining professional curiosity and reflective thinking
- staying child-centred
- sharing information and working together

[Download the briefing](#)

Early Years Sector: Learning From Case Reviews

Summary of risk factors and learning for improved practice around working in the early years sector



Case reviews published since 2017 highlight that practitioners don't always have the right training to recognise and respond to child protection concerns or know what to do if they do have concerns.

Organisations might not also have appropriate safeguarding and child protection procedures in place.

Learning from these case reviews emphasises that:

- practitioners need to be able to identify indicators of child abuse, apply professional curiosity and take the child's lived experience into consideration
- all staff working in an early years setting should have regular and ongoing safeguarding and child protection training
- early years settings should share information with other agencies.

[Download 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 – June 2025

Child H local child safeguarding practice review.

[Newham Local Safeguarding Children Board](#) (2024)

Death of an 11-year-old girl. The postmortem linked H's death to her life-long health condition and poor control of this. This finding has been challenged by the team treating H. On the day of H's death, her home environment was found to be very poor and unclean. The other children in the house were removed and the adults arrested on suspicion of child neglect, but no charges have been brought.

Learning themes include: illness and death of a parent; managing a child's health needs; kinship care and parental responsibility; home environment; physical and mental health needs of adult family members; and intersectionality.

Recommendations to the Partnership include: offer support to families of children with serious health conditions in a way that mitigates barriers to accessing help and understanding information; develop public health messaging which encourages families to seek support when a child is diagnosed with a serious health condition; provide appropriate training to all family members involved in delivering a child's health care plan; review the cultural competence of bereavement support services; support professionals in helping families to access bereavement support services and in responding when this support is refused; ensure information about informal kinship care arrangements is shared with families in an accessible way that they fully understand; review the circumstances and thresholds for home visits from relevant agencies; ensure training and guidance for housing staff includes responding to home conditions that could be harmful to children; and ensure intersectionality and anti-discrimination are embedded in training and practice.

Keywords: child deaths, childhood illness, home environment, intersectionality, neglect identification, parental illness

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

Local child safeguarding practice review: "Henry".

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

Hospitalisation of a 3-year-old boy with life-threatening injuries in December 2022. Henry's mother and her partner pleaded guilty to causing or allowing serious injury to a child in Autumn 2024. Henry's mother had been known to services for several years due to concerns including her own childhood emotional, physical and sexual abuse. Henry was subject to a supervision order, child arrangement order and child in need plan between 2020 and 2021.

Learning themes include: the impact of adverse childhood experiences on parenting and relationships; trauma-informed practice; parental engagement with services; unseen men; domestic abuse; assessing the risk of child physical abuse and neglect; safeguarding children when a sibling has already been removed from parental care; cross-border cooperation; missing children; and information sharing.

Recommendations to the Partnership include: promote awareness and understanding across all agencies on areas including effective case handover, the impact of parental eating disorders, signs of parental disengagement, and the impact of a Traveller or Roma background and families' transience; ensure children's social care assessments fully include partners who live at or visit a child's home; review any child protection plans and support after a domestic abuse event takes place; ensure case closure is discussed with all relevant agencies and professionals; ensure parents can fully understand all documents provided to them; ensure intensive visiting when a child is first returned to their parent's care; include contact details for all relevant professionals on nursery registration forms; and review local arrangements for the public to make anonymous child protection referrals.

Keywords: adults abused as children, children in violent families, domestic abuse, non-accidental head injuries, pre-school children, transient families

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

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

Child U LCSPR executive summary.

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

Death of a pre-school aged child from traumatic head injuries in May 2020. Child U was a child of Asian nationality and came to England in 2019 with someone who claimed to be their adoptive mother. Child U lived with, who they considered to be, their two older siblings, mother and father, none of whom were biologically related to them. A new baby was born three days before Child U died. The family were known to several agencies, including a local GP, local community health visiting service, acute midwifery service, a school, a nursery, a mental health charity and the British Red Cross (BRC).

Learning themes include: domestic abuse and its impact on children; cultural competence; working together, services' capacity, and demand; father inclusive practice; establishing parental responsibility; and the impact of COVID-19. Highlights action already taken by the Partnership since the incident.

Further recommendations include: create an easy reference document, with links to training and guidance on key issues identified within the learning; and share the new multi-agency risk assessment conference (MARAC) process to all agencies once the dedicated MARAC launch edition newsletter has been published.

Keywords: Asian people, domestic abuse, child deaths, non-accidental head injuries, physical abuse, refugees

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

Mara child safeguarding practice review: summary report.

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

Suspected child sexual exploitation (CSE) of a 15-year-old girl in November 2022. Mara was found with two adult males after going missing from foster care. Mara also alleged physical and sexual assault from her foster carers. Mara has a genetic condition, atypical autism and additional needs.

Learning themes include: information sharing and multiagency response, including delays, strategy meetings, record-keeping, escalation, cross-jurisdictional issues, and specialist expertise; professional curiosity and voice of the child; interventions and support around child exploitation, sexual assault, personal and cultural identity, and life story work; input from adult services; deprivation of liberty and restrictions; risk assessments; transition planning; and placement sufficiency.

Recommendations include: develop multiagency guidance and a workplace development offer regarding effective strategy meetings and S47 investigations; develop an inter-agency escalation monitoring and thematic learning framework; develop a multiagency workforce development offer to enable recognition of when children may be experiencing deprivation of liberty and raise awareness of need to seek legal advice; develop regional safeguarding pathways and practice guidance to support children who are neurodiverse and/or with additional needs and at risk of CSE; implement a multiagency workforce development offer to increase awareness of independent sexual violence advisor support services; undertake targeted practice review activity to provide assurance of enhanced independent reviewing officer (IRO) oversight, support and challenge of direct work and life story plans for children; and develop guidance to ensure involvement of adult mental health services in supporting children in care who have contact with parents that are receiving mental health support.

Keywords: child sexual exploitation, adolescents who go missing, autism spectrum disorder, children in care, information sharing, life story work

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

Local child safeguarding practice review (LCSPR) about Kyle and siblings.

[Manchester Safeguarding Partnership](#) (2025)

Death of a 1-year-old boy in October 2020. Kyle drowned when he was left in the bath with his sisters (aged 5 and 2-years-old) without adult supervision. The parents were convicted of neglect. 17 referrals of concerns were made by professionals and people in the community about siblings Rea and Lena, and for Kyle when he was born.

Learning themes include: responding to referrals of concern including those made by people in the community; addressing child neglect; the response to domestic abuse; invisible men and the extended family; and recognising a child's lived experience.

Recommendations to the Partnership include: seek assurance from the Advice and Guidance Service (AGS) that records of decisions and outcomes are always sent to referrer in a timely way; ensure professionals understand and operate within the AGS model, and understand the escalation process; ensure that AGS are making decisions based on an understanding of family history, repeat referrals in a short time frame, evidence of cumulative harm and lack of change; review the extent to which AGS professionals rely on self-reporting from parents in making decisions; seek to understand any barriers to use of the Graded Care Profile in practice; ensure that all professionals are aware of the importance of discussing domestic abuse with victims/survivors in safe and appropriate ways; remind social workers of the importance of using family group conferences, especially in the context of an early help response and child in need processes;

ensure professionals always document children's lived experience; and devise guidance to share public health messages regarding water safety for children.

Keywords: child neglect, domestic abuse, drowning, infant deaths, parents with a mental health problem, voice of the child

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

Extended child practice review report: CYSUR 6/2021 (Child X and Child Y).

[Mid and West Wales Safeguarding Children Board](#) (2025)

Sexual abuse of two adolescent boys by their foster carer (Adult Z). Child Y disclosed the abuse in April 2020. Child X disclosed the abuse in March 2021. Adult Z was found guilty of the sexual assault of Child Y, but not guilty of the charges in respect to Child X. Both children had been subject to significant adverse childhood experiences prior to their placements with Adult Z.

Learning themes include: child vulnerability, especially that of children in care; the risks of developing a narrative about/around a child; children's wishes, feelings and lived experiences; placement planning and matching; monitoring and reviewing a child's placement; the assessment of suitability to foster; the supervision of foster carers; alcohol use by children and foster carers; use of technology; identifying and responding to concerns of harm; people in positions of trust; the parental responsibility and role of foster carers; and abuse disclosure.

Recommendations to the Partnership include: review policies and processes around the recruitment, review and supervision of foster carers, focusing particularly on foster carer supervision and record keeping, managing allegations against foster carers, and placement planning and matching; ensure the voice of the child is captured in placement supervisions and annual reviews; review the content and availability of safeguarding training for all Partnership staff; ensure training for fostering services includes how to manage allegations and concerns about people in positions of trust; and review the thresholds for information sharing when police have attended an incident at a fostering household.

Keywords: assessment [social work], child behaviour problems, child sexual abuse, foster parents, placement, voice of the child

Read review online: cysur.wales/child-practice-reviews/published-child-practice-reviews/

Local child safeguarding practice review: Child WS.

[Sandwell Children's Safeguarding Partnership](#) (2025)

Death of a 6-year-old-boy in summer 2020. The child's father plead guilty to gross negligence manslaughter in 2025. Child WS had numerous complex medical needs and significant developmental delays. His family had been known to services due to concerns including parental mental health issues, use of physical punishment, and domestic abuse.

Learning themes include: hearing the voice of and safeguarding a child with complex disabilities; understanding the culture and parenting practices of minority ethnic families; building relationships with parents, including exploring parents' history of trauma; working together to support children with disabilities; information sharing between and within agencies; understanding the role of men in a child's life; responding to families who do not engage with services after a child protection plan has been stepped down; and including housing in child protection cases.

Recommendations to the Partnership include: ensure all relevant agencies contribute their assessments and recommendations to education health and care needs assessments and reviews; share occupational therapy assessments pertaining to children with disabilities with parents and all relevant agencies; develop a joint protocol between occupational therapy, housing, and children with disabilities services regarding assessments of children with disabilities; issue multi-agency guidance for escalating concerns following a step down from child protection plans; ensure steps are outlined for responding to increased risk or parental disengagement after a child protection plan has been stepped down; and consider extending partnership training on cultural competency, including building relationships and trust with families from minoritised ethnic backgrounds, and on the safeguarding needs of children with disabilities.

Keywords: Black people, child deaths, children who have disabilities, parent-professional relationships, physical punishment, racism

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

Local safeguarding children practice review report Finley.

[Wigan Safeguarding Children's Partnership](#) (2025)

At the end of 2021, police attended the home after receiving a 999 call from a family member reporting that Finley's father appeared to be suicidal and had said that he had killed his 5-year-old son. Finley was found and taken into police protection and placed with foster carers. Finley experienced emotional harm and neglect over a long period in the care of his father.

Learning includes: the practice in the case sometimes lacked sufficient focus on Finley; there was an over-focus on the father's needs; there was a need for more focus on the quality of Finley's lived experience and on father's lack of openness and cooperation; identified risks to Finley were not always fully investigated or considered; there was not a robust multi-agency approach in practice or in the child protection processes; lack of assessment, planning and action.

Recommendations include: joint guidance should be commissioned to direct how children's and adult mental health services work together; all child protection conferences must be formally minuted; there must be robust evidence for ending a Child Protection Plan and that all agencies attending the child protection conference are in agreement with this; when children move from pre-school to primary school, there should be a system in place for ensuring that the safeguarding records of each child are transferred with them and shared with the school; and there is need for all agencies to ensure that when children have suffered significant harm, all evidence is collated in a timely way.

Keywords: child neglect, emotional abuse, parents with a mental health problem, substance misuse, parental behaviour, risk management

[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