



Royal Greenwich

Early Years & Childcare Professionals E-bulletin

7 July 2025

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

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Early years and childcare webpage



Support for early years and childcare providers

Find resources, training programme, templates, weblinks and previous issues of the e-bulletin

<https://www.royalgreenwich.gov.uk/children-young-people-and-families/early-years-and-childcare/support-early-years-and-childcare>

Local news



“Grace Neighbourhood Nursery is saying goodbye to Karen Stephens who is so passionate about her work with Children.

Karen has been the Manager since 2005 under the Neighbourhood Nursery Initiative.

She has served Royal Greenwich and Parents/Carers for 20 years with about 1,394 children passing through the Nursery all those years.

Thank you for all your hard work and we wish you all the best during your retirement journey, we will miss you.”

New Provider Portal

Royal Greenwich Children's Services have commissioned a new system which will be 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)

Making Tax Digital – Income Tax for Sole Traders

Childminder Business Support

Those of you that attend the Childminder Network meetings will be aware that sole traders need to prepare for “Making tax digital for income tax”.

The EYC service have produced a childminding accounts workbook for childminders that are able to use the simplified method of accounting (cash basis) as set out in the agreement with HMRC and PACEY.

The workbook has not been set up yet for going digital and will only work in the same way as simplified accounting systems, although it may be helpful for those of you that keep paper accounts or may have been used to using the PACEY account books.

Using the Childminder Accounts book may support you into a routine of using a computer to do your accounting in a similar way that may be required when you need to move over to Making Tax Digital.

If you would like to trial the account workbook, online sessions will be offered and which you will receive your own copy of the Account workbook.

There will NO links to the Excel workbook once it has been sent to you and you are under no obligation to use it. It has been produced as a useful business tool for Greenwich childminders who would like some extra help in this area. It is your tool and only you will have access to it.

I have attached a copy of what the workbook looks like and a link to making tax digital for income tax as well as the link from HMRC on PACEY agreed childminder expenses.

If you would like to trial the accounts workbook to assist in keeping your accounts, please email childcare-support@royalgreenwich.gov.uk as soon as possible.

You can read more about <https://www.gov.uk/guidance/use-making-tax-digital-for-income-tax/introduction>
[Making Tax Digital for Income Tax introduction](#)

HMRC internal manual- [Business Income Manual for Childminders](#)

Household Support Grant

Through the Government’s Household Support Grant, Royal Greenwich are continuing targeted payments to support low-income families. Thank you as ever for your work to support this scheme.

2025/26 academic year – scheme changes

Next academic year (2025/26) the scheme will change. We will give a single £50 payment for the Christmas holiday, with no payments for other school holidays.

We know these payments are important to families. However, a 12% funding cut from central government means we’ve had to make this change to keep the scheme—and other support funded through the Household Support Grant—sustainable.

GREENWICH EARLY YEARS HOUSEHOLD GRANT



Royal Greenwich are supporting some families with some extra money during the Summer school holidays. Parents/carers of eligible children under age 5 registered with a Children's Centre or attending an early years setting, will receive a cash payment of £50 for each eligible child.

Eligible children under age 5 include those

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

A code will be sent directly to mobile phones to be redeemed at the post office. So we need your help to collect up to date email and phone numbers or newly eligible children. Please use the form provided and return by

Thursday 10 July

GREENWICH EARLY YEARS HOUSEHOLD GRANT



Royal Greenwich are supporting some families with children under 5 with some extra money during the Summer school holidays.

You might be entitled to £50 for each eligible child if you are on low income and your child has

- healthy start vouchers
- Together for Twos place (even if you haven't taken up the offer)
- Early Years Pupil Premium
- an older sibling on free school meals

The cash payment will be made through the post office. Share your email and mobile phone number with your childminder, early years' setting or Children's Centre NOW (before **Weds 9 July**) or call Families Information Service on 020 8921 6921

HEALTHY START





Working Parent Entitlements

Parent queries about eligibility, please 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 & Ofsted Updates



Official Statistics

Main findings: childcare providers and inspections as at 31 March 2025

Published 27 June 2025

<https://www.gov.uk/government/statistics/childcare-providers-and-inspections-as-at-31-march-2025/main-findings-childcare-providers-and-inspections-as-at-31-march-2025>

Ofsted's latest [statistics](#) on providers and outcomes reveal a net loss of 339 providers on the early years register between 31 August 2024 and 31 March 2025.

According to the figures, the fall in providers is largely due to a continuing decline in the number of childminders, with more leaving the sector than joining over the seven-month period. This is in contrast to nurseries where more opened than closed.

As of 31 March 2025, there were 23,708 childminders on the early years register, providing 153,441 places.

As childminders tend to look after fewer children than other early years providers, the number of childcare places has not fallen but has increased.

As of August 2024, there were 1,275,264 childcare places across all providers on the early years register, rising to 1,285,544 at the end of March this year - 1,127,012 of these places are provided by nurseries.

The Ofsted statistics also include inspection outcomes between 1 September 2024 and 31 March 2025, they reveal of the 5,660 full inspections of providers on the early years register:

- 91 per cent achieved a judgement of 'good' or 'outstanding' - an increase of less than 1 percentage point since 31 March 2024.
- 5 per cent were judged as 'requires improvement'.
- 4 per cent were found to be 'inadequate'.
- 1,460 (26 per cent) were first inspections, and 490 (9 per cent) were inspections of providers previously judged 'requires improvement' or 'inadequate'.

Speech

Martyn Oliver's speech at the Festival of Education

Sir Martyn Oliver, Ofsted's Chief Inspector, spoke at the 2025 Festival of Education.

<https://www.gov.uk/government/speeches/martyn-olivers-speech-at-the-festival-of-education>

Key themes from the speech

“Optimism, inclusion and Ian Dury

I'm starting with that cliché because I want to strike an optimistic note this morning – which is not always a natural position for people in our profession to adopt. Things are always tough in education; there are always challenges to overcome. There are new expectations put on all of us – and it's not lost on me that you're waiting to read about Ofsted's revised inspection model in September. There's never enough money to go around. Doing 'more with less' is another cliché – as old as it is tiresome – but still a reality that we need to accommodate.

But even so, I still believe there are plenty of reasons to be cheerful and reasons to be optimistic. And those reasons are rooted in schools. These transformative institutions that have shaped lives for centuries and will, I hope, shape them for centuries to come.

Schooling shapes lives

I had stand-out, individual teachers – people who I really connected with and who helped shape my life. ...

Relationships with teachers – teachers who went above and beyond, teachers who I placed trust in and who I knew had my best interests at heart.

It was the place I built friendships.

Generational shifts

The quality of education has most definitely changed for the better. There are lots of reasons for that – including better training and development for teachers – the greater professionalisation of the sector in general. And you would expect me to make an argument that the introduction of Ofsted 30-odd years ago had a real impact in improving consistency in education and driving improvements.

But alongside rising standards, schools have also changed to fit the needs and expectations of each generation... They have adapted to new qualifications, crafted new curriculums, embraced new subjects. ... schools have responded to the advance of new technology.

Artificial intelligence

We've recently [published a piece of research commissioned by the DfE](#) which looks at early AI adopters in education. The research found that AI is beginning to have real benefits in terms of staff workload – particularly in areas like lesson planning; and that leaders are clear that they are prioritising safe, ethical and responsible uses of AI.

Right now, many children live much of their lives online. Socially, they are never 'off' and always in touch with their friends. And they increasingly receive life lessons from influencers or AI-generated summaries. I would argue that the place of learning, real learning, classroom learning – with human interactions – has never been more important...

They need broad, balanced, considered and above all challenging information to help them learn and to help them grow. ..

In a way there's something cloistered about living one's life in a curated online environment. You may be able to find 'the best that has been thought or said' if you go looking for it. But who's guiding you through it? Where's the human connection? And of course, where's the protection?

Community, relationships and learning

Schools have never just been places of learning. They were, and are places of safety, even refuge. Places of community and connection. Places of friendship and humanity. They are citadels of childhood: communities within communities looking after their own and helping children develop into well-rounded adults – capable of looking after others in turn.

Safeguarding is an absolutely fundamental part of what we look at on inspection. Its principles are described over nearly 200 pages of guidance in Keeping Children Safe in Education. Safeguarding is something that all of us involved in education prioritise perhaps above everything else – and it's a human process, not paperwork. People working together to safeguard children.

Good teachers, good head teachers know their pupils. They know which children are having a tough time in their life. They know which children are experiencing vulnerability for one reason or another. Perhaps it's part of their life story – they are a child in care, or a child with special educational needs, or a child growing up in poverty. But really great teachers understand too that children will experience short-term difficulties – because childhood is full of challenges. Well-being issues, mental health issues, family issues, financial issues. It's the ebb and flow of growing up for so many children and the really great schools get that.

Opening doors

Every subject we teach our children opens doors for them. So, the rounded classroom experience: a broad and rich curriculum, structured carefully by expert teachers and taught within a safe and welcoming environment, is fundamental to the intellectual growth of individuals and the development of society.

The classroom experience is based on human relationships and a sense of belonging. I spoke about the first priority for schools being the safety of children. Well, children feel safe when they know somebody cares. When they know that their teachers will show up and keep showing up day after day to make sure they've learned what they were taught yesterday and are ready to learn something new today. We can't outsource human contact. Teachers are, and must always remain, the heart of education.

Inclusion

As you'll all be aware Ofsted will publish the full details of our revised education inspection framework in early September. We're taking time to analyse and consider all of the feedback we were given in the public consultation this spring. There will be some changes from the proposals we published back in February. But I don't think I'm jumping the gun to say that inclusion will remain a central tenet – perhaps the central tenet in our new approach.

...Asserting repeatedly that if schools get it right for the most vulnerable and disadvantaged among their pupils, they will get it right for all of their pupils.

... inclusion is about making sure that all pupils feel that they belong – no matter their personal talents or aptitudes, or the barriers and obstacles they need to overcome to feel that sense of belonging.

And it is about putting disadvantaged and vulnerable children at the heart of what you do – as they will be at the heart of what we do as an inspectorate.

And just as the term 'inclusion' can be a little hard to pin down, it's also not easy to define what we mean by vulnerable. I think we all instinctively have a better understanding of disadvantage. There are clearer definitions. I'm sure everybody here who works in a school will be aware of how many of their children attract pupil premium for example. I'm sure many of you could reel off names.

The concept of vulnerability is a little looser. Statutory responsibilities point us to formal designations: children with SEND, children who are looked after by the state. It's absolutely right that we all maintain a laser-like focus on those children. But what about others who are experiencing vulnerability?

I recently met with groups of young carers. Listening to their experiences and perspectives was both interesting and humbling. They feel a bit forgotten. All too often they are not included in our headline definitions of vulnerable children. And yet they are vulnerable. They don't have the care structures that so many of us took for granted during our own childhoods. Instead, they themselves are the care structures for the adults in their lives. That has a huge impact on the way they view themselves, the way they view their potential and the way they think about their future.

This week [we published a piece of work that we commissioned from the National Children's Bureau](#). We asked the NCB to consider how we might better define vulnerability in the context of our work.

Their report is entitled 'from trait to state' and the definition of vulnerability that it puts forward leans into the idea that children move into and out of various degrees of vulnerability throughout their childhood.

This describes vulnerability less as an immutable trait and more of a fluid state. It's an interesting, and a logical concept, speaking to the importance of relationships that I've addressed in my comments today. Of course, it doesn't detract from the responsibility that we all have to the children with SEND, those in care and children supported through pupil premium funding.

Aspiration and optimism

Education should be aspirational. And it should be aspirational for every child...

That is as true for children with SEND as it is for those without; it's as true for the poorest children as it is for the wealthiest. That's not to deny the existence of barriers, but rather to flag a determination to overcome them.

And if we are aspirational for all children, it stands to reason that we should be aspirational for all schools."

Independent report

From trait to state: how Ofsted might consider conceptualising vulnerability for inspection and regulation

Findings from research on conceptualising vulnerability commissioned by Ofsted and carried out by Research in Practice at the National Children's Bureau (NCB).

<https://www.gov.uk/government/publications/from-trait-to-state-how-ofsted-might-consider-conceptualising-vulnerability-for-inspection-and-regulation>

Ofsted does not currently have a definition of vulnerability to help identify these children and learners and wanted to explore these questions:

- how is vulnerability understood in the education, childcare and children's social care sectors? What are the strengths and limitations of how vulnerability is currently understood?
- what should Ofsted consider in conceptualising vulnerability, covering a spectrum of needs, for assessing and evaluating inclusive practice in the inspection and regulation of the education, childcare and children's social care sectors?

A proposed definition of vulnerability

Vulnerability is about how likely someone is to experience negative outcomes.

It is a state not a trait.

Many things contribute to vulnerability, including:

- big systems and structures (like government or services, poverty, prejudice and discrimination)
- things about a local area like how safe it is, how easy it is to get a good job, or whether a person has a sense of belonging to the community
- relationships with family and friends, and professionals
- individual circumstances (age, income, health, home, and identity).

People experience vulnerability in different ways. This can change over time, even if an issue causing vulnerability is a permanent part of our lives. Experiencing vulnerability may lead to more negative experiences. Lots of things can help to avoid this happening.

The things that help us are called 'protective factors', and just like the things that can make us vulnerable, these protective factors can happen at different levels, from individual things within us and around us (like feeling confident and cared for) through to things that society and government can do to make life easier (like tackling discrimination and ensuring our neighbourhoods and homes are enjoyable to live in).

While everyone can experience vulnerability, it's important that the needs of children and young people experiencing the greatest vulnerability continue to be prioritised by settings and services.

Research findings

Research findings include suggestions about how the proposed definition of vulnerability might be used by settings and services across childcare, education and social care, and what Ofsted might wish to consider in how it uses the definition to inform thinking about inclusion in inspection and regulation. These findings are summarised here:

- There was broad support for a more nuanced understanding of vulnerability using a bioecological or social model. Focus group participants believed this would help them to identify children and learners experiencing vulnerability who were not already known.
- Education colleagues supported the continued use of existing lists of children and learners identified as vulnerable or disadvantaged to ensure that the most vulnerable receive support.
- Many settings and services already recognise and respond to a wide group of children and learners experiencing vulnerability, going beyond the existing lists, and examples of promising practice are included in this report.
- Settings and services asked that their work to support children and learners experiencing vulnerability be recognised in inspection reports, particularly if they were making progress in this area, but may not be meeting other requirements.
- Focus group participants understood that vulnerability can be caused or worsened by systemic issues that they may not be able to address. However, they recognised that a shared understanding of vulnerability across services and settings might provide the evidence base to support changes in service provision in local areas which might reduce vulnerability or provide earlier support.
- Professionals, parents, carers and learners called for the voices of parents, carers, children and learners to be central to inspection activities. This is already underway, with Ofsted engaged in further activity to explore this.

Conclusion

The compassionate, curious practice necessary to identify children and learners who may be experiencing hidden vulnerability, or multiple vulnerabilities, was evident in the focus group discussions, with many examples provided of creative solutions to the complex problem of systemic vulnerability. Throughout the discussions, focus group participants were keen to hear how Ofsted was going to continue to think about vulnerability in relation to inclusion in inspection and regulation, and willing to be involved in further discussions to share their experiences and thinking. While the sample of participants involved in this research was self-selecting, their positive views about the proposed definition provide a hopeful basis on which further development of Ofsted's thinking about vulnerability can be situated.

Early Years Foundation Stage (EYFS) safeguarding reforms – Frequently Asked Questions (FAQs)

Early Years Foundation Stage (EYFS) Safeguarding Reforms September 2025



Local Authority Frequently Asked Questions

On 17 October 2024, the Department for Education published its [official response to the consultation](#) on proposals to strengthen safeguarding requirements in the statutory EYFS framework. These reforms are set to be implemented from September 2025 subject to parliamentary procedure.

The DfE produced some FAQs in regard to the new safeguarding reforms in response to LA questions.

Early Years Foundation Stage (EYFS) space requirements consultation open

Open consultation

Space requirements in early years childcare settings in England

As more children get ready for school at age 5, the DfE 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. 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.

On 12 May, the government launched its "space requirements in early years childcare settings" consultation, which runs until **11 July** and is available at: [Space requirements in early years childcare settings in England - GOV.UK](#) 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".

This consultation has been launched because early years providers expressed a desire for these rules to be updated. To meet forecasted demands for the expanded entitlements, the DfE estimate an additional 60,000 new places are required between September 2024 and September 2025, and one of the barriers to expanding childcare is physical space. In the department's [Pulse surveys of childcare and early years providers, November 2023](#), 70% of providers who responded said they would make better use of their outdoor space if more flexibility was introduced.

The DfE want to hear from as many people as possible to inform a decision on what to do next.

Do Something Big Campaign Advertising vacancies on 'Find A Job'

Recruitment resources

Looking to boost your recruitment?

The summer wave of the [Do Something Big campaign](#) is running until 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.

The [campaign website](#) also directs thousands of 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.

Please see attached 'DWP Find a Job instructions' to help you create an account and post any current or upcoming jobs in your setting.

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



Study of early education and development (SEED)

Research and analysis

Early education use and child outcomes at key stage 2

The impact of early education at ages 2 to 11 on child outcomes as part of the study of early education and development (SEED).

<https://www.gov.uk/government/publications/early-education-use-and-child-outcomes-at-key-stage-2>

This research is part of the longitudinal study of early education and development (SEED).

The impact report:

- explores whether factors captured in children's early years by the SEED surveys are associated with their attainment and socio-emotional outcomes upon their completion of key stage 2 (KS2) at year 6
- considers how these outcomes are associated with children's experience of early childhood education and care (ECEC), including the amount of time spent in care, the age they started receiving care, and the quality of childcare
- investigates the impact of the home environment, parenting, and the quality of the parent and child relationship at KS2

The expected financial returns report estimates the expected economic and non-economic benefits for children that may result from additional hours of formal ECEC in a child's early years.

Key points

- Increased hours of ECEC in formal group settings (nursery classes, nursery schools, or playgroups) was associated with a slight improvement in meeting expected standards in reading, writing, and maths (combined) and reading at KS2.
- An additional 10 hours per week in formal group childcare during early years increased the likelihood of achieving the expected standards in reading, writing, and maths (combined) by approximately 3 percentage points.
- The likelihood of achieving the higher standard in reading, writing and maths (combined) also increased slightly with increased hours spent in formal group settings: the odds increase by 2% with each additional hour a week the child attended.
- Increased hours of ECEC in a formal domestic setting (such as from childminders) was positively associated with achieving the expected standard in science at KS2, whilst increased hours in informal settings (such as from relatives, friends, neighbours) was associated with improved attainment in maths.
- Children from financially disadvantaged families show a more pronounced benefit from increased formal group ECEC attendance. For children who joined the SEED study in the most financially disadvantaged 20% of families, each additional hour of formal childcare per week during their early years was associated with a 4.5% increase in the odds of achieving the expected standard in reading, writing and maths (combined). This improvement is around twice as large as for children overall.
- The positive effects of childcare for financially disadvantaged children was also established at KS1 (Melhuish and Gardner, 2021) and have persisted throughout primary school. Combined, these findings indicate that early years childcare is likely of particular importance for children from disadvantaged backgrounds in helping them to succeed academically.
- A better Home Learning Environment (HLE) index score was linked to a slightly higher likelihood of meeting expected standards in reading, writing, and maths (combined) at KS2.
- An authoritative parenting style, characterised by high responsiveness and high levels of psychological control, and clearer parental limit setting was also found to have a positive impact on KS2 attainment.
- Home environment factors, both in early childhood and later in primary school, were also strongly associated with socio-emotional outcomes at KS2 and able to explain a greater share of children's socio-emotional outcomes than early years childcare experiences.
- In particular, parental psychological distress, a chaotic home life, a more invasive relationship between mother and child (reflecting issues such as the mother feeling in conflict with or annoyed by her child) were all associated with poorer socio-emotional outcomes at KS2. Associations between these elements of the home environment and poorer outcomes was also found at KS1 (Melhuish & Gardiner, 2020).

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 →



<https://birthto5matters.org.uk/inclusive-practice-and-equalities/>

Birth to 5 Matters : Inclusive practice and equalities

A commitment to valuing and respecting the diversity of individuals, families and communities must sit at the heart of early years practice. Inequalities persist in society, with far-reaching effects on children's education, health and life chances. Early years settings have a vital role to play in explicitly addressing all forms of discrimination and prejudice. In doing so, we will meet the Equality Act 2010 requirement that no child or family is discriminated against in terms of the protected characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

Key points

Equalities and inclusion apply to all children and families.

Equity requires more than treating everyone the same.

Talking about race is a first step in countering racism.

Building awareness through first-hand experiences has lasting impact.

Ensure children can see themselves and their families reflected in the environment.

Focus on the child at the centre.

Practitioners working with children with Special Educational Needs and Disabilities (SEND) acknowledge and value each child, emphasising what they can do through a strengths-based perspective on disability.

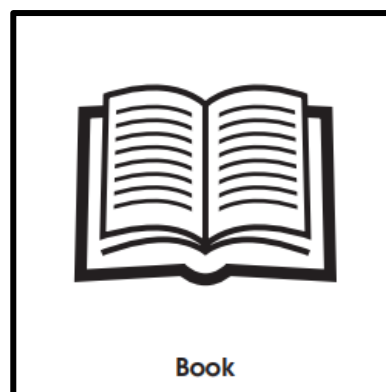
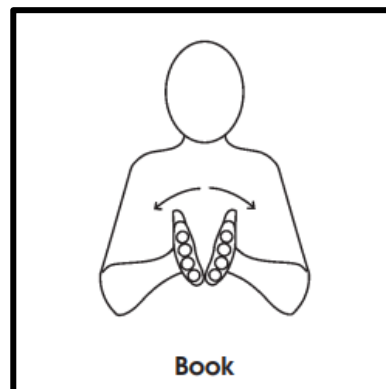
Read the advice and guidance about inclusive practice [here](#)



What is Makaton?

Talking does not just involve speaking. We use hand movements, facial expression, eye contact and body language to communicate. Makaton uses speech with signs (gestures) and symbols (pictures) to help people communicate. We also use facial expression, eye contact and body language to give as much information as possible. Makaton symbols and signs are used as a language tool to aid communication. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

Being able to communicate is one of the most important skills we need in life. Almost everything we do involves communication; everyday tasks such as learning at school, asking for food and drink, sorting out problems, making friends and having fun. These all rely on our ability to communicate with each other.



Who can use Makaton?

Using signs can help people who have no speech or whose speech is unclear. This helps provide extra clues about what someone is saying. Using printed or drawn symbols can help people who have limited speech and those who cannot sign or prefer not to sign. Research has shown that signs and gestures are easier to learn than spoken words. Children and adults can use Makaton to let others know what they want, make choices, share information and understand more. This helps build and develop important communication and language skills.

Symbols can be used to support communication in many different ways. Using symbols can help people who have limited speech and those who cannot or prefer not to sign. Makaton has been shown to be useful for all sorts of people including those who struggle with understanding concepts, those who have poor literacy skills, those with special educational needs, and those with English as an Additional Language. By using Makaton, children and adults can take a more active part in life, because communication and language are the key to everything we do and learn.

When you're using Makaton in your setting, make sure to use only a few signs and symbols to start with – these should be the most relevant and important signs. It is important to remember to always speak when you sign. Makaton is designed to be used alongside speech.

Think about how you implement Makaton in your setting. Have a go at playing Makaton Twister!

What you'll need:

- 1x Twister spinner (colours only)
- Coloured card (make sure the coloured card matches the colours on the spinner)



How to play:

- Cut large circles out of the coloured card
- On each circle, add a Makaton symbol
- Spin the spinner.
- When the hand lands on a colour, ask a child to step on a Makaton symbol in the same colour.
- Then challenge the child to sign and say the word!

Messy Play

Messy Play

Messy play is also known as sensory play.

It's a way of playing that uses your child's 5 senses (touch, taste, smell, sound and sight).

Messy play lets your child explore lots of different materials, textures and objects. It will also help develop your child's creative and cognitive skills.



The importance of messy play

Messy play helps with your child's development in lots of different ways. It can help:

Physical skills.

Messy play encourages your child to play with smaller objects. They will be able to feel, hold and mould objects and materials. This builds their coordination and hand skills, also known as fine motor skills.

Cognitive skills.

It helps the development of important cognitive skills such as how your child thinks, learns, explores and solves problems.

Understanding their senses.

As your child plays, they will be using a lot of their senses. The most used sense during messy play will be touch and sight. They can explore new textures and sensory experiences.

Social skills.

Messy play can be a social group activity. They can also learn important skills like sharing and turn taking by playing with other children during messy play.

Imagination.

It gives your child an opportunity to try new things and experiment in a safe environment.

Self-esteem and self-expression.

It can help your child feel safe to experiment more as they play as they know there is no right or wrong way to play.

Tips for parents

Preparing for messy play

Some messy play activities are messier than others. Ways to prepare your environment, your child and yourself for messy play:



- Wear old clothes
- Try to keep hair tied back and out of you and your child's face
- Set up in places that are easier to clean up such as outside, on the kitchen floor or in the bathtub
- Depending on the activity, put down newspaper or a plastic tablecloth to reduce the cleanup
- Depending on the activity, keep some towels and wipes nearby for clean-up.

Arts and Crafts

There are lots of fun messy activities you can do with arts and crafts that you can do at home. Some of these can be very messy. You can also change the arts and crafts by using different textures of papers like corrugated cardboard or tissue paper.

Making prints using various parts of your child's body.

You can make prints using your child's hands and feet. You can do this by your child dipping their hands or feet into paint and placing them on paper.

Finger painting.

You can encourage your child to use their finger to paint instead of using a paintbrush. Finger painting is a fun way for your child to improve their hand skills and coordination.



Sensory paint bags. You can use zip-lock plastic freezer bags with paint.

Once the paint bag has been set up, your child can explore mixing colours together. To set up the bag, squeeze 2 to 3 colours of paint into the bag. Zip the bag up and spread the paint using your hands. Try not to mix the colours up before your child can. Put tape on the edges to prevent the paint from leaking.

Bath time

Bath time is great for messy play. Most of the activities will be contained within the bath itself and makes less mess. We would advise keeping a towel nearby to mop up any spills.



Bubbles.

Bubbles are fun for children to play with, especially when having a bubble bath. They can create little bubble sculptures or give themselves beards.

Different cloths, sponges and brushes.

These all provide different textures and experiences for your child when they play with them.

Plastic bottles, bowls, cups and spoons.

You don't have to buy bath toys for your child to have fun in the bath. Using containers like plastic bottles and bowls can be used to hold and pour water.

Food

Mealtimes are a great time to messy play. Your child can play with the food in their hands or their mouths. This gives them another sense to explore.

If you are concerned about food waste, you can give your child leftover food to play with.

Exploring different textures. Use foods with a variety of textures such as broccoli, jelly, tomatoes, rice or different pasta shapes (bows, spirals and tubes).

Helping with baking and food preparation. You can let your child help with food preparation such as rolling out dough and using cookie cutters to cut out shapes. Avoid giving your child sharp objects like knives.



For more information on other sensory based activities, please visit

<https://cambspborochildrenshealth.nhs.uk/child-development-and-growing-up/hand-skills/messy-play/>

and for more ideas, visit

[Messy play for babies and toddlers: Edible messy play ideas - BBC Tiny Happy People](#)

Messy play has to be introduced gradually. We need to be very aware of the different children's reactions to different textures. This is to make sure that the child does not come across textures they don't like, which may lead them to resisting and becoming more sensitive to texture. It is also important that you show the child that you enjoy messy play and this will encourage the child to enjoy it too. Be allergy aware!

Stage one – general play using hard and dry textures

This involves giving the child opportunities to investigate materials that are hard and dry. This stage is comfortable for most children as many have experienced these textures around them already.

Some materials you could use are:

- ★ dry rice
- ★ dry pasta
- ★ beans (not kidney beans) dried peas, pulses or lentils
- ★ sand
- ★ tinsel
- ★ shredded paper
- ★ scrunched up paper
- ★ chalk
- ★ sequins
- ★ pebbles or stones
- ★ crayons, pencils or pens
- ★ sawdust
- ★ cereal or dry oats

Stage two – play using soft textures

This is play that uses materials with a soft texture. Wet materials can be put into zip lock bags (sensory bags) or covered with cling film to reduce the effect of the materials and make it easier for children who are sensitive to new textures to start handling them. Make sure these bags are sealed and do not leak. You could also use sensory bottles.

Some materials you could use for soft texture play are:

- ★ cooked pasta, including spaghetti
- ★ bread dough
- ★ play dough
- ★ wet sand
- ★ squishy balls
- ★ soft materials(for example, fur or velvet)
- ★ sponges
- ★ balloons

Stage three – messy play using soft and wet textures

This is messy play that involves materials that are soft, wet and really messy. Children may take some time to work up to this stage. You may need to ease your child into these types of activities and be aware of them resisting or becoming sensitive towards certain textures. Always show your child that you are enjoying the experience of handling the materials even if difficult for you.

Some materials you could use are:

- ★ paint
- ★ cornflour
- ★ water
- ★ shaving foam
- ★ baby oil or baby lotion
- ★ wet mud
- ★ bubbles
- ★ papier mâché
- ★ jelly
- ★ food

Health & Wellbeing



<https://www.youtube.com/watch?v=DxIDKZHW3-E>

Sun Safety

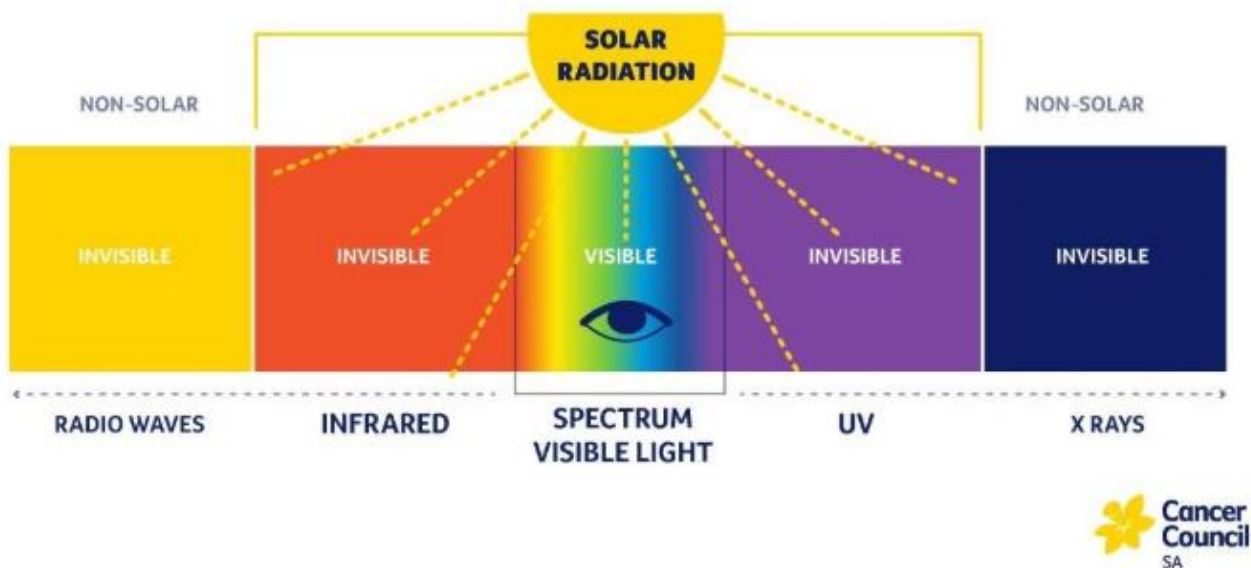
Sun Safety, Protecting Skin & Hydration

Skin should be protected when the UV radiation level is 3 and above.

UV radiation is a high- energy part of the electromagnetic spectrum emitted from the sun and is responsible for causing skin damage, premature ageing and skin cancer.

UV radiation can't be seen, and, unlike infrared radiation (heat), we cannot feel it either. UV levels are not related to air temperature and high levels of UV radiation also occur on cool days. Therefore, weather should not be used to determine the need for sun protection.

Ultraviolet radiation vs infrared radiation.



Take extra care to protect babies and children. Their skin is much more sensitive than adult skin, and damage caused by repeated exposure to sunlight could lead to skin cancer developing in later life.

Children aged under 6 months should be kept out of direct strong sunlight.

From March to October in the UK, children should:

- cover up with suitable clothing
- spend time in the shade, particularly from 11am to 3pm
- wear at least SPF30 sunscreen

Apply sunscreen to areas not protected by clothing, such as the face, ears, feet and backs of hands.

To ensure they get enough vitamin D, all children under 5 are advised to take vitamin D supplements.

When UV levels reach three and above, it is recommended that you protect your skin in five ways for maximum protection try this Australian advice —Slip, Slop, Slap, Seek and Slide:

- Slip on clothing that covers as much skin as possible; it's one of the best barriers between skin and the sun.
- Slop on a SPF 30 or higher, broad-spectrum sunscreen 20 minutes before going outdoors, and reapply regularly.
- Slap on a hat that provides protection to face, neck and ears.
- Seek shade when outdoors. Staying under a tree and umbrella can reduce your overall exposure to UV radiation.
- Slide on some sunglasses that are close fitting, wraparound and cover as much of the eye area as possible.



SLIP



SLOP



SLAP



SEEK



SLIDE

Types of Hats

Wear a hat that provides plenty of shade to the face, neck and ears; these are common sites for skin damage, sunburn and skin cancer.

Choose a hat with closely woven fabric in one of the three recommended styles for good protection.

Choose between:

- a broad brimmed hat with a brim width of at least 7.5 cm
- a legionnaire style hat where the back flap meets the side of the front peak
- a bucket hat with a deep crown that sits low on the head and has an angled brim, which is at least 6 cm wide, so it provides shade for the face



NHS Advice for adults and children on sunscreen and sun safety in the UK and abroad.

[Sunscreen and sun safety - NHS \(www.nhs.uk\)](https://www.nhs.uk)



A national accreditation programme providing nursery and pre-school settings with free resources to assist them in their duty of care to safeguard children against UV and prevent skin cancer through education

[Register with Sun Safe Nurseries](#)

An Australian site with helpful information on protecting skin

[Protecting my skin - Cancer Council \(cancersa.org.au\)](https://cancersa.org.au)



10 practical tips for parents/carers when applying sunscreen to children

- With squirmly children who are eager to get out into the sun, it can be easy to miss patches when applying sunscreen. Don't forget to check easy-to-miss areas such as the ears, tops of feet and hands.
- Get creative with sunscreen application; giving your kids novel ways to apply their sunscreen will make it more of a fun activity rather than a chore.
- Trial different types of sunscreens and see which works best for your child. You may find they are more receptive to a sunscreen spray or applying it themselves with a sunscreen stick.
- If you're going out for the day, you'll likely find it much easier to get your child to apply sunscreen before you leave for the day, or else they are likely to want to run straight into the water! This also allows the sunscreen to fully dry and be as effective as possible (application 15 to 30 minutes before sun exposure is best).
- Distracting children whilst applying their sunscreen could be a useful way of getting them protected. Something as simple as putting on their favourite TV programme or song could give you the opportunity to apply sunscreen.
- Applying a second coat of sunscreen about 15 minutes after the first helps cover any patches you may have missed the first time
- Try writing a word as you squeeze the sunscreen onto their skin, maybe one letter on each limb, torso etc.
- Alternatively, ask them to guess what picture you are drawing (a flower, smiley face) as you squeeze it on, and then tell them they can help 'rub it out' (i.e. spread it onto the skin)
- Do a 'join the dots' with the sunscreen, letting them spread the cream from one dot to the next.
- Coloured sunscreen makes it easier to spot if you've missed an area when initially applying sunscreen but will then fade.

Sun safety song - Sun safety songs help children understand the importance of staying safe in the sun. These songs can be used as part of your routine to help the children get ready for outdoor play.

[Slip Slop Slap Seek Slide - Sid the Seagull - YouTube](#)



[Tips for staying safe in the sun - CBeebies - BBC](#)

It is important to remain hydrated throughout the day. The amount children need to drink depends on their age, size and how much exercise you do.

For children under 8 years, they will need to drink at least 4 – 6 glasses of water a day. For children older than 8 years, they will need to drink at least 6 – 8 glasses of water a day. If children are engaging in active play, they will need to drink more.

During hot weather, it's important to encourage children to drink water regularly—ideally every 30 minutes.

Make sure water jugs, bottles, or beakers are refilled often and kept accessible throughout the day. To support independence, store them at the child's height whenever possible.

For younger children, however, it may not always be hygienic to leave beakers within easy reach due to the risk of cross-contamination. In such cases, consider placing a water sign at the child's level. This allows them to point or signal when they want a drink, while you continue to offer their water beaker at regular intervals.

Water and milk are the best drinks for children as they do not contain sugar and will not harm their teeth. However, if children refuse to drink plain water or milk, you can consider with parental consent, adding some no-added sugar squash or fruit juice to prevent children from becoming unwell from dehydration.

These fruits and vegetables are also great for keeping children hydrated:

- Watermelon
- Strawberries
- Cucumber
- Celery



More information about staying hydrated

<https://compass-uk.org/help-and-support/children/children-health/stay-hydrated/>

Water Safety

Water Safety



accidents don't have to happen



Lifeboats



<https://www.rospa.com/water-safety>

The summer months are the perfect time to enjoy our beautiful beaches, rivers, lakes and lochs. Swimming and playing in water are great for our wellbeing - and perfect for cooling off on hot days.

But water accidents don't stop for the summer. Around half of all drowning deaths happen in June, July and August. So it's vital to be vigilant - even when the sun's shining and the water has never looked more inviting.

Water Safety Code

The Water Safety Code gives you essential and easy-to-remember information about how to stay safe in or near water. It helps you to

- Plan for your activity (whether that's swimming or other water sports or simply being near water)
- Know what to do in an emergency.

Whether you're by the sea, a lake, loch, river, canal, pool, pond or quarry, water can be very dangerous. You may be a good swimmer in a warm, indoor pool. But if you're in cold water, you may not be able to swim so well – especially if you've entered the water unexpectedly.

Below are four steps of the Water Safety Code:

Water Safety Code



**Stop and
think** – spot
the dangers



**Stay
together**



In an
emergency:
Float



Call
999 or 112

Stop and think. Spot the dangers

There are many different dangers in the water:

- It can be very cold
- There may be hidden currents
- It can be difficult to get out (steep slippery banks)
- It can be deep, and it is difficult to estimate depth
- There may be hidden rubbish like shopping trolleys and broken glass
- There may be no lifeguards

Stay together

- Don't go to the water alone - take a friend or family member with you
- Children should always go near water with an adult
- An adult can point out dangers or help if somebody gets into trouble

Float to Live

If you find yourself struggling in the water, would you know what to do?

Your gut instinct may tell you to swim to safety. But if your body has gone into [cold water shock](#), you could be panicking and gasping for air. Breathing in just a small amount of water could cause you to drown.

So instead of trying to swim, try to remember three important words: Float to Live.

There are two simple skills you should know that could save a life:

- If you find yourself in difficulty in the water, [float to increase your chances of survival](#).
- If you see someone else in trouble in the water, **call 999 or 112**.

[Float to Live](#)

1. Tilt your head back, ears submerged.
2. Relax and try to breathe normally.
3. Move your hands to help you stay afloat.
4. It's OK if your legs sink, we all float differently.
5. Spread your arms and legs to improve stability.

Float to Live



◀ 1

Tilt your head back

submerging your ears.

2 ▶



Relax

and control your breathing.



◀ 3

Move your hands and legs

to help you afloat.

4 ▶



Your legs may sink - that's OK

everyone floats differently.



◀ 5

Practise floating

at a supervised location like a swimming pool.



The RNLI want to ensure children and young people learn vital water safety messages, helping to keep them safe now and in the future.

Teach the children how to stay safe in, on and around the water using the [RNLI's free educational resources](#).

From ages 3-18, a range of [educational materials](#) are curriculum linked and tailored covering a variety of different subjects. You can download, print and share them to help teach the young people in your care how to stay safe in, on and around water.

[Multi-lingual resources](#)

Language shouldn't be a barrier to getting RNLI safety messages out to the diverse communities



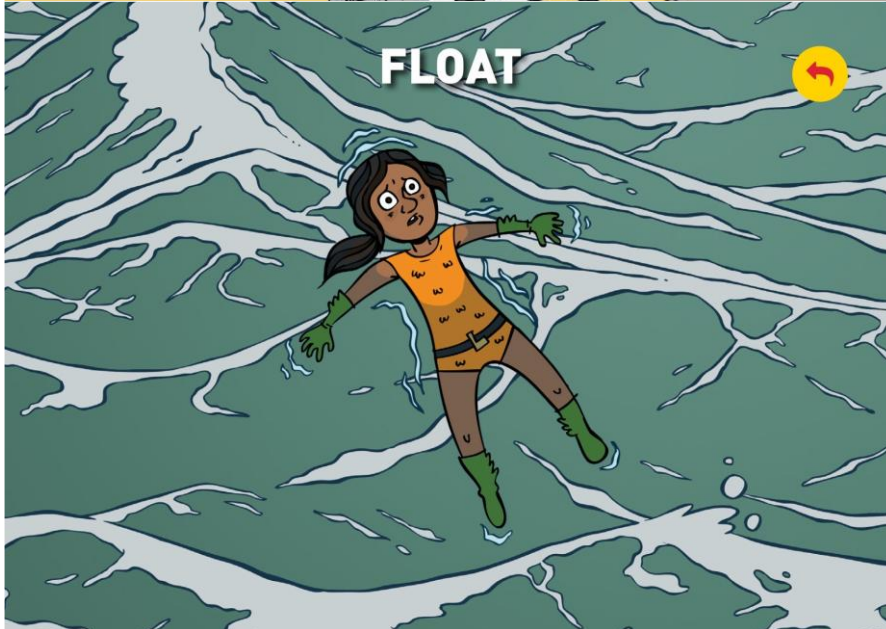
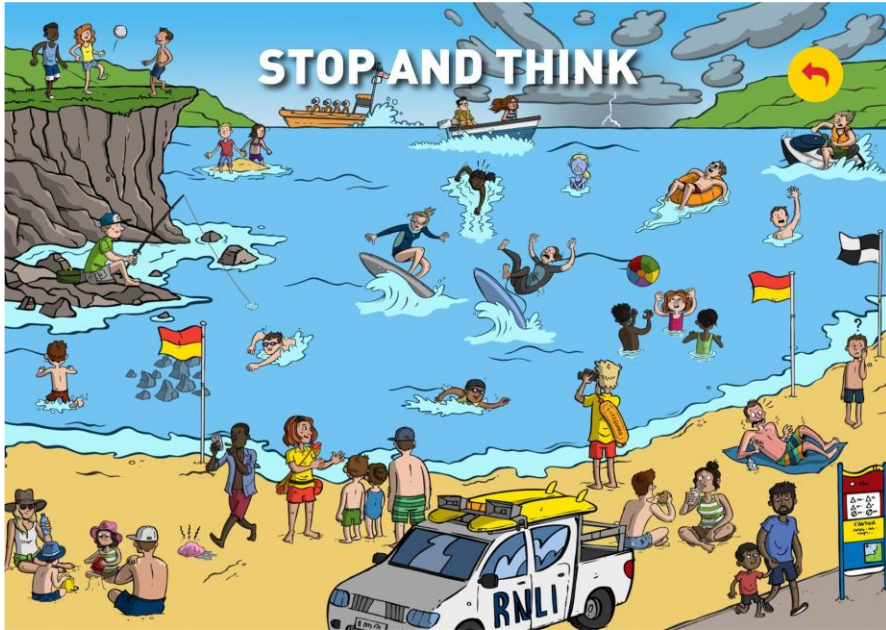
Is this Safe or Unsafe?

Get thinking about the safer and less safe ways to behave near the water.

This activity uses short video clips to demonstrate to children the right and wrong way to behave around different bodies of water.

It uses questions and answers, as well as some fun film clips to get them to consider whether the person in the video is behaving safely or unsafely – and why some behaviours are unsafe.





Free and low-cost things to do in the Summer

For summer 2025 in Greenwich, families can find various free and low-cost activities, including free holiday provision through the Royal Borough of Greenwich's scheme. The Greenwich and Docklands International Festival (GDIF) will feature free outdoor theatre, dance, and circus events from August 22nd to September 6th. Additionally, the Royal Museums Greenwich offers free access to galleries and the Queen's House, as well as free family activities and events.

Free Activities & Events:

- **Greenwich and Docklands International Festival (GDIF):** GDIF will be hosting free outdoor performances, including an all-female high-wire walk, on-water physical theatre, and a fusion of engineering and circus.
- **Royal Museums Greenwich:**
 - Explore the free galleries of the National Maritime Museum.
 - Visit the Queen's House and see the Armada portrait of Elizabeth I.
 - Enjoy Greenwich Park, including London's best view and riverside walks.
- **Character Encounters at the National Maritime Museum:** Enjoy character interactions and family-friendly activities.
- **Cutty Sark Characters:** Meet historical characters associated with the Cutty Sark.
- **Play Tuesdays:** Participate in family-friendly play sessions at the Royal Museums.
- **Ship Mates:** Join in on interactive programs for families at the museum.
- **Safe Harbour:** Enjoy sensory-friendly programs designed for families.
- **SENsory Sailors:** Participate in sensory-friendly activities for families.

Some highlights:

BME Volunteers: Greenwich Food Festival

Saturday 26 July, 12 noon to 6pm

Glyndon Community Centre and Green, Plumstead, SE18 7LB

A celebration of food, culture and community, with cooking competitions, food tastings, visual arts workshops and advice on support from local health and wellbeing initiatives.

Arc & You: Nigerian Cultural Finesse

Saturday 9 August, 12 noon to 6pm

The Middle Park at Middle Park Avenue, SE9 5SE

Enjoy an afternoon of cultural displays, dance, seminars, theatre, and the showcase of a new documentary on Nigerian and British culture.

Festival.org: Greenwich and Docklands International Festival (GDIF) Above and Beyond

Friday 22 August, 7pm

Beresford Square Woolwich, SE18 6AR

Opening the festival's 30th anniversary with a UK premiere, French parkour artists Cie Lézards Bleus (France) will give a performance of heart-stopping, roof hopping. Gaze up in awe as eight performers embark on a breathtaking journey across landmark buildings in Woolwich. With new music by Roma Yagnik and a finale set from Citizens of the World Choir.

Festival.org: Greenwich and Docklands International Festival (GDIF) Greenwich Fair

Saturday 23 and Sunday 24 August, 1pm to 7pm, various shows all day

General Wolfe Piazza, Observatory Hill, Greenwich Park, SE10 8XJ

Family-friendly Street theatre, circus, dance and games, in a packed programme of 12 raucous shows framed by the best view of London.

Festival.org: Greenwich and Docklands International Festival (GDIF) Turning Worlds

Saturday 30 and Sunday 31 August, various times

Design District Greenwich Peninsula, SE10 0SQ

This year's GDIF theme Above and Beyond is interpreted through a series of four trailblazing collaborations between engineering, technology and performance

Holiday Activities and Food (HAF)

Holiday Food and Fun is back! Free activities for young people in Royal Greenwich.

If a child is aged 4 to 16 and receiving benefit-related free school meals, they can get a free holiday club space. Each family can sign up to 4 sessions of free holiday provision through the scheme.

There are also lots of spaces available for children with special educational needs and disabilities (SEND).

Check Council's directory and contact preferred club to secure your space

[Find out more here](#)



Royal Greenwich Together

HOLIDAY FOOD *and* FUN

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

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

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

royalgreenwich.gov.uk/holidayfoodandfun



 Department for Education

 ROYAL borough of GREENWICH

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.

Safeguarding updates

Call for mandatory CCTV

Following a child death in a nursery and the conviction of a practitioner, the parents of baby Gigi Meehan have launched a campaign for mandatory CCTV in nursery settings.

Read about the [Campaign](#)

Creative interventions

Coram has published a rapid evidence review evaluating the impact of creative interventions with care experienced children and young people and those experiencing broader disadvantage and exclusion. The report reviews UK research studies of non-therapeutic creative programmes, delivered outside of the national curriculum, featuring art, music, theatre and multimedia. Findings include: children and young people who took part in the programmes were observed to grow in confidence, self-esteem, social skills and communication skills; there was less evidence relating to longer-term outcomes such as education; and mentorship programmes were shown to be highly effective. Due to limitations with the existing research, no conclusions could be made about the most effective creative intervention, or preferential programme designs when working with children experiencing disadvantage. The report includes practice, policy and research recommendations, including calls for more investment in creative interventions.

Read the report [The efficacy of creative interventions with children and young people experiencing disadvantage](#)

Child mental health

A new research study looking at the links between addictive screen use and suicidal behaviours, suicidal ideation and mental health in US teenagers has been published in JAM. It includes data from a longitudinal study which followed 4,285 US teenagers from aged 9-10-years-old across a four-year period. Findings include that nearly one in three young people in the study reported increasingly addictive use of social media that ended with high addictive use; and those who showed signs of addiction to social media, mobile phones or video games were at greater risk of suicidal behaviour and emotional problems.

Read the study: [Addictive screen use trajectories and suicidal behaviours, suicidal ideation, and mental health in US youths](#)

Online pornography

The Children's Commissioner for England has been interviewed by the Naked Truth Project on concerns about children accessing pornography. The discussion explores the mental health impacts of pornography and social media exposure, and the role of tech companies, schools and parents. The Commissioner calls for: high-quality, age-appropriate Relationship, Sex and Health Education (RSHE); parents to talk to their children about what they are seeing online; and tech companies to design safer platforms.

Watch the interview [“We need you to protect us” – some hard truths about children’s access to pornography](#)

Harmful sexual behaviour

The Lucy Faithfull Foundation has published a new report on the Everyone's Safer project, a three-year project supporting schools across the UK to prevent harmful sexual behaviour (HSB). The Foundation worked with schools, including staff, students and parents, to identify strategies for tackling HSB and creating safer school environments. Key findings from schools involved in the project include: sexualised bullying and language were routine, especially in Years 8 to 10; online coercion and image sharing were major concerns; and students feared reporting due to shame, disbelief, or lack of action. Recommendations include the need for more training, resources and support for safeguarding leads to manage HSB and a whole-school, public health approach to prevention.

Read the report: [Keeping everyone safer in schools: what we've learnt from working with more than 240 schools to prevent harmful sexual behaviour](#)

Find out more about the project: [Everyone's Safer schools project](#)

Healthy relationships

The charity Anna Freud has developed a set of new classroom resources on healthy relationships for pupils aged 10 to 11-years-old. The toolkit and resources aim to help pupils explore healthy friendships, emotional wellbeing and conflict resolution. The full resource pack includes assembly and lesson materials and guidance documents designed to support effective delivery.

Access the toolkit: [Healthy relationships: a toolkit to support primary-aged pupils](#)

Generative AI

The Department for Education (DfE) has published a policy paper on the use of artificial intelligence (AI) in schools and colleges in England. It looks at the opportunities and challenges for schools and the education sector; using AI safely, responsibly and effectively; and the future of generative AI in education. The report outlines some of the potential uses of AI tools for schools and colleges but acknowledges that evidence is still emerging on the benefits and risks of pupils and students using generative AI themselves. It highlights that safety should be the top priority when deciding whether to use generative AI tools. While schools and colleges are free to make their own choices about AI use, they must still comply with their wider legal obligations, including those related to the statutory guidance 'Keeping children safe in education' and data protection law.

Read the news story: [Barriers leave care experienced children struggling to access right to education, says report](#)



Protective Preparedness for Education Settings Webinars - Martyn's Law

The Department for Education (DfE) in partnership with the National Counter Terrorism Security Office (NaCTSO) invite you to the 'Protective Preparedness for Education Settings' a webinar focussed on counter terrorism protective security and preparedness for education settings.

The DfE's 'Counter Terrorism Protect & Prepare Team' will provide you with an overview and update on the Terrorism (Protection of Premises) Act 2025 commonly known as, 'Martyn's Law', and its implications for the education sector. You can find more information about Martyn's Law by visiting - [GOV.UK](https://gov.uk)

NaCTSO will also provide a briefing on how to consider counter terrorism protection and preparedness across education settings. You can find out more about scalable counter terrorism preparedness by visiting [ProtectUK | Home](https://protectuk.gov.uk)

If you would like to learn more about how you can protect your education setting, staff and learners from terrorism, please click the links below where you can sign up and access further details. Links:

[Monday 7th July 2025 - 12:00 - 13:00](#)

[Tuesday 15th July 2025 - 12:00 - 13:00](#)

[Wednesday 16th July 2025 - 12:00 - 13:00](#)

[Wednesday 23rd July 2025 - 12:00 - 13:00](#)

Child sexual exploitation briefing

The Home Office has published an independent audit on group-based child sexual exploitation and abuse (CSEA) in England and Wales. The review, led by Baroness Casey, looks at the scale, nature and characteristics of group-based CSEA, drivers of this type of offending, and the local and national response. Reviewers assessed a range of national and local data and reports, as well as meeting with survivors, police, local authorities and other organisations and individuals. The report sets out 12 recommendations including changes to the law around rape and the launch of a national police operation and national inquiry into child sexual exploitation in England and Wales. A government response has been published accepting all 12 recommendations.

Read the report: [National audit on group-based child sexual exploitation and abuse](#)

Read the government's response: [Government response to the national audit on group-based child sexual exploitation and abuse report](#)

[Summary of the National audit on group-based child sexual exploitation and abuse \(Casey review\)](#)

This report was commissioned by the Prime Minister and Home Secretary to evaluate our understanding of the scale, nature and drivers of child sexual exploitation and abuse by 'grooming gangs' in England and Wales.

The audit was led by Baroness Casey and carried out in March, April and May 2025. Reviewers assessed a range of national and local data and reports, as well as meeting with survivors, police, local authorities and other organisations and individuals.

This briefing summarises the key findings from the report, including:

- what can be learnt about the scale of group-based child sexual exploitation (CSE)
- the nature of group-based CSE and the characteristics of victims and perpetrators
- the issues hampering efforts to protect children from 'grooming gangs'
- recommendations to government, including the government's response.



Child safeguarding incidents

The Child Safeguarding Practice Review Panel has published an independent report evaluating the impact of the Panel's work to support local safeguarding partners in England to learn from incidents where children have died or been seriously harmed because of abuse or neglect.

The research, carried out by IFF Research, looks at the Panel's activities and awareness of their functions among stakeholders. Strengths identified include the Panel's multi-agency representation and reputation; a culture of learning and support; and informing and influencing national practice. Areas for development include developing actionable recommendations in national reviews and greater transparency in the decision-making process.

Read the report [Child Safeguarding Practice Review Panel: Impact evaluation summary](#)



Child Safeguarding Practice Review Panel: Impact evaluation summary

Authors: IFF Research with recommendations from Research in Practice

June 2025

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 incident: 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 Parent line	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