

Royal Greenwich

# Early Years & Childcare Professionals e-bulletin

12 September 2025

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

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## Early years and childcare webpage

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### 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 updates

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### NEW Greenwich Learning Partnership

There is now a dedicated webpage for all Early Years and Childcare (including wraparound) providers on the GLP website. Here is a link and password for Greenwich providers to access up to date information and resources.



Access route:

1. Main GLP website <https://www.greenwichlearningpartnership.org.uk/>
2. Navigate to "resources" in top bar and choose drop down "resource bank"
3. Select Early Years and Childcare Providers
4. Enter password "earlyyears2526"

Quick route

1. Direct link to resource bank <https://www.greenwichlearningpartnership.org.uk/resource-bank>
2. Select Early Years and Childcare Providers
3. Enter password "earlyyears2526"

## Best Start in Life



Childcare choices website has now been removed and the Best Start in Life has all of the new links to the childcare entitlements as well as support and advice across many areas of child and family life.

- [Best start in life](#)
- [Up to 30 hours](#)
- [Breakfast clubs & wraparound childcare](#)
- [Tax Free Childcare](#)
- [Universal Credit Childcare](#)
- [School readiness](#)
- [Learning to talk](#)
- [Baby & toddler teeth](#)
- [Parent Hub](#)

## Funding claims & new system for Spring

For your Autumn headcount, you will **use Synergy as usual**.

Training for the new system will be in Autumn. In Spring term, you will need to start using the new system, Impulse Provider Portal for the Spring estimate, census and payments.

In person provider training dates have been set up – you only need to attend **one session** – either twilight or evening. The best people to attend are those who administrate the funding claims and book training. There will be follow up user guides, bitesize videos and 1:1 guidance where needed. We apologise for the changes in date as the system provider is going to transfer all of the Autumn headcount data to save you uploading information again.

**Thurs 13 Nov 16:00 – 18:00 or 19:00 – 21:00 or**

**Tues 18 Nov 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    | Thurs | 13 Nov | 16:00 | 18:00  |
| 2    | Thurs | 13 Nov | 19:00 | 21:00  |
| 3    | Tues  | 18 Nov | 16:00 | 18:00  |
| 4    | Tues  | 18 Nov | 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](mailto: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** (optional for schools)
- **support visits** (except schools)
- **early years entitlements compliance audits** (all providers)

## DFE & Ofsted Updates

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Revised EYFS published – 1 Sept 2025

Statutory guidance

### **Early years foundation stage (EYFS) statutory framework**

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

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The new version of 'EYFS statutory framework for childminders' and 'EYFS statutory framework group and school-based providers' have now been published. The new versions are effective from 1 September 2025.

#### **Early years foundation stage statutory framework**

**For childminders**

**Setting the standards for learning,  
development and care for children  
from birth to five**

**Dated: 14 July 2025**

**Effective: 01 September 2025**

[EYFS for Childminders](#)

#### **Early years foundation stage statutory framework**

**For group and school-based providers**

**Setting the standards for learning,  
development and care for children from  
birth to five**

**Dated: 14 July 2025**

**Effective: 01 September 2025**

[EYFS for Group & School Based Providers](#)

## Ofsted Renewed Inspection Framework – effective from 10 November 2025

- [Education inspection framework](#)
- [Early years inspection toolkit](#)
- [School inspection toolkit](#)
- [Independent schools inspection toolkit](#)

## Ofsted Education inspection framework: engagement programme

Details of Ofsted's programme of webinars to help familiarise providers with the November 2025 education inspection framework changes.

- [Education inspection framework engagement programme](#)
- [How to book onto an event](#)
- [Early years: renewed inspection framework webinars](#)
- [Schools: renewed inspection framework webinars](#)

## Early Years Qualifications Requirements & Standards

### Statutory guidance

## **Early years qualification requirements and standards**

The qualifications that staff must hold to be included in the specified staff:child ratios at levels 2, 3 and 6 of the early years foundation stage (EYFS).

<https://www.gov.uk/government/publications/early-years-qualification-requirements-and-standards>

The qualifications that staff must hold to be included in the specified staff: child ratios at levels 2, 3 and 6 of the early years foundation stage (EYFS). Effective from 1 September 2025

## Best Start in Life Strategy

### [The Best Start in Life strategy](#)

‘Giving every child the best start in life’ outlines how the government will improve child development and ensure that all children have the chance to achieve and thrive.

This will be achieved by:

- improving family services, providing high quality support to parents and children from pregnancy to age 5



- making it easier and cheaper for families to access early education and care
- improving the quality of education and care that children receive in:
  - early years settings
  - childminders
  - reception classes

Read the [Best Start in Life](#) paper





## Call for Evidence, Safeguarding in Out-of-School Settings



Out-of-school activities form a vital part of community life, with millions of children and young people participating regularly in everything from sports, music and arts to tutoring and youth groups. This vibrant sector is supported by approximately 4.5 million adults who work or volunteer in these settings.

The DfE's Out-Of-School Settings Safeguarding Call for Evidence (CfE) is a chance to share your views on how we can make these settings as safe as possible. Help the DfE build a clearer picture of what's working and where more support could help.

Submit your views and experience by 21<sup>st</sup> September 2025 here: [Out-of-School Settings Safeguarding: Call for evidence - Department for Education - Citizen Space](#)

Share your experiences, share this message, and help shape the future of these important 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.

The DfE have extended the call for evidence until 21 September 2025, to give even more people time to share their views.

# 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 →



## Understanding the World - Diverse World



Access expert advice on help for providers about how to reflect diversity of age, culture, disabilities, ethnicity, gender, religion and sexual orientation in the early years.

- [Why diverse world is important](#)
- [Video](#)
- [What the EYFS framework says](#)
- [What this means in practice](#)
- [Suggested activities](#)
- [Other activities](#)
- [What other nurseries and childminders are doing](#)
- [Summary](#)
- [Next steps](#)

## Makaton



# BACK TO SCHOOL



School

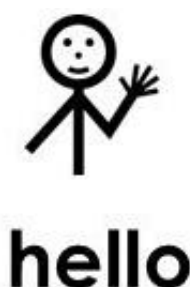
Children learn in a number of ways depending on their age, interests and the point they are at in their educational journey. Within your provision, you can support children's learning and build their confidence by being optimistic about learning and demonstrating your interest in learning new things.

In Early Years settings, creating a nurturing and inclusive environment lays the foundation for every child's development. **Using Makaton in your setting can support all children to feel included, empowered, and confident to participate in daily activities. This inclusive approach helps all children, of different ages and stages, to build communication skills, confidence, and friendships — all while having fun!**

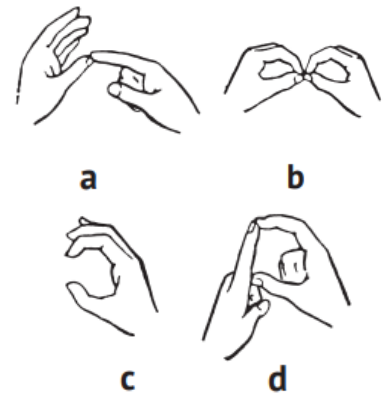
### Think about how you use Makaton in your setting...

#### Daily routine:

- Do you greet the children using Makaton signs?



- Could children sign in by recognising the Makaton sign for their initial?



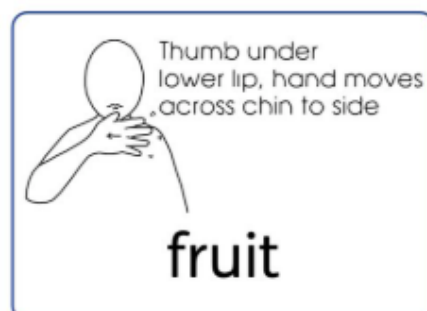
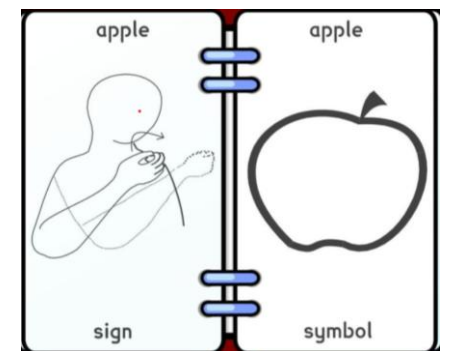
## Enabling Environments:

- Include Makaton symbols in key areas in your setting to enable all children to navigate their play and make independent choices.



Snack time:

- Do you know the signs and symbols for the snacks you offer? Encourage children to choose their snack using Makaton!





## Storytime:

- Use Makaton signs and symbols during story time, giving all children the opportunity to join in and enjoy exploring books.



## Queen Elizabeth Hospital Art Exhibition

# Art Exhibition

## The Painted Ceiling Reimagined

'The Painted Ceiling Re-imagined' is a piece of creative art produced as part of a collaboration of work produced by the talented young people who worked with Queen Elizabeth-Newhaven Hospital School Room, The Old Royal Naval College, The Anchor SEND Friendly Independent School, Charlton Park Academy and the Marjorie McClure School. It celebrates the artistic interpretations of their young people

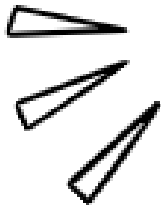


On Monday the 30 June, the participating settings came together to showcase their incredible works of art. The exhibition featured creations from a diverse group of artists across various age groups, all inspired by the art within The Painted Hall. This initiative has provided young artists with the opportunity to create a vibrant collection of engaging artworks, concluding in a collaborative piece that brings the Greenwich community together.





Drawing from the original ceiling's intricate depictions of animals and creatures, they crafted their own imaginative collage, showcasing their personal artistic interpretations and bringing new life to this historic piece. Take a moment to admire some of the pieces – enjoy the remarkable detail and craftsmanship, a true testament to the time, skill, and dedication the children poured into each piece!







## Health and Wellbeing

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### Supervised Toothbrushing Programme coming this term

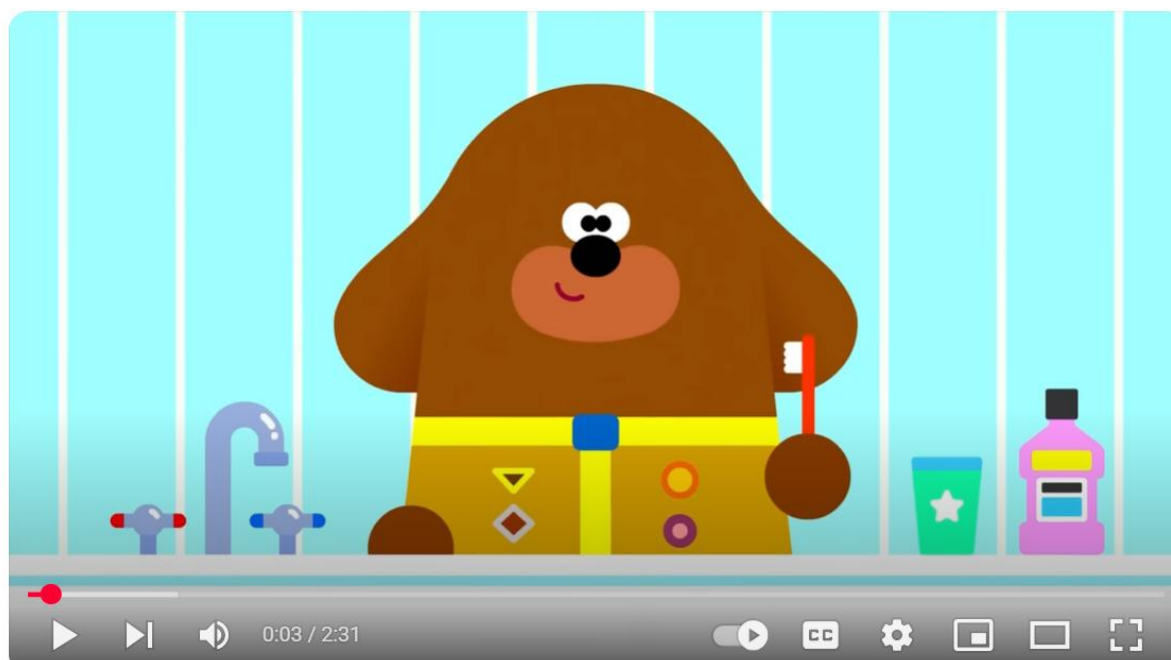
Daily supervised toothbrushing with a fluoride toothpaste in early years settings (nurseries, childminders and schools) is effective at reducing tooth decay, especially in children at greatest risk and is cost effective too. In Royal Greenwich, there will be targeted programme for 3,500 children in 147 settings starting in the Autumn term. In the meanwhile, read more below

- <https://www.gov.uk/government/news/supervised-toothbrushing-for-children-to-prevent-tooth-decay>
- <https://www.gov.uk/government/publications/improving-oral-health-supervised-tooth-brushing-programme-toolkit>

### Hey Duggee – The Tooth Brushing Song

Brush along with the song

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



## The Barnsley Toothbrushing Club

Here is a video of a school in Barnsley, showcasing the Supervised Toothbrushing Club in action. This video was created by Joseph Locke Primary School and the Children and Young People's Public Health team.

WATCH <https://www.youtube.com/watch?v=ZR9yDoriNp4>



Teachers supervising toothbrushing

WATCH <https://www.youtube.com/watch?v=85IMLrgjCPk>





Supervised Toothbrushing Scheme  
for 3–5 year olds



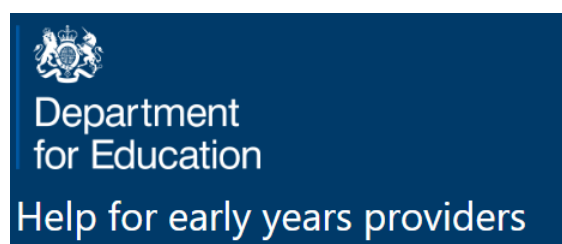
## Toothbrushing Programme coming soon!

A targeted programme of supervised  
toothbrushing for 3,500 Greenwich children  
Look out for more details in the Autumn term

Find out more [www.supervisedtoothbrushing.com](http://www.supervisedtoothbrushing.com)



## Food Safety



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

Help for early years providers direct links

- [Why is food safety so important for young children?](#)
- [What it says in the EYFS framework](#)
- [Food safety advice for children age 5 and under](#)
- [Food and drinks to avoid](#)
- [Safe weaning](#)
- [How to prepare infant formula bottles](#)
- [Allergies](#)
- [Hygiene](#)

## Food Safety Advice

The criteria for effective Paediatric First Aid (PFA) training can be found in the [Statutory framework for the early years foundation stage](#), Annex A.

- [Early years choking hazards poster and table \(foundationyears.org.uk\)](#)
- [Early Start Nutrition - Preparing food safely for young children \(video\)](#)
- [Choking hazards in the home and how to avoid them \(rospa.com\)](#)

## Food and drinks to avoid

- [Foods to avoid giving babies and young children - NHS \(www.nhs.uk\)](#)
- [What to feed young children - NHS \(www.nhs.uk\)](#)
- [Baby and toddler meal ideas - NHS \(www.nhs.uk\)](#)
- [Example menus for early years settings in England - Part 1: Guidance](#)



- [Example menus for early years settings in England - Part 2: Recipes](#)

## Safe weaning

- [Your baby's first solid foods - NHS \(www.nhs.uk\)](#)
- [Help your baby enjoy new foods - NHS \(www.nhs.uk\)](#)
- [Drinks and cups for babies and young children - NHS \(www.nhs.uk\)](#)
- [How to make up baby formula - NHS \(www.nhs.uk\)](#)

## Allergies

- [Food allergies in babies and young children - NHS \(www.nhs.uk\)](#)
- [Food allergy - NHS](#)
- [Allergy UK National Charity Free Allergy Support & Resources](#)
- [Allergen guidance for food businesses - Food Standards Agency](#)

## Hygiene

- [Children's food: safety and hygiene - NHS \(www.nhs.uk\)](#)
- [Safer food, better business \(SFBB\) Food Standards Agency](#)
- [Safer food, better business for childminders Food Standards Agency](#)

## Choking hazards

Care givers and parents should be familiar with how to respond to a choking incident in line with guidance on first aid for children:

How to stop a child from choking: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/first-aid/how-to-stop-a-child-from-choking/>

How to resuscitate a child: <https://www.nhs.uk/conditions/baby/first-aid-and-safety/firstaid/how-to-resuscitate-a-child/>



# Early years choking hazards food safety advice

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**For babies and young children, food can be a choking hazard, especially when they do not chew their food well or they try to swallow it whole.**

Choking can happen with any foods, but 'firm foods', bones and small round foods that can easily get stuck in the throat present a higher risk. Therefore, care givers should follow these five essential steps:

- 1** Make sure food is **suitably prepared and served** for babies and children under 5 years old. For suitable foods, see <https://www.nhs.uk/start4life/weaning/> Introduce babies to solid foods from around 6 months of age.
- 2** **Think about size, shape and texture of food.** Cut food into narrow batons, avoid round shapes and firm foods. Firm fruit & vegetables can be softened by cooking.
- 3** Ensure that babies and young children are **alert and seated safely upright** in a highchair or appropriately sized low chair whilst eating.
- 4** **Babies and young children should be supervised at all times** while eating. You will be able to identify the early signs of choking and prevent harm.
- 5** **Encourage babies and young children to chew food well.** Teach children how to chew and swallow food properly, and ensure they take their time during meals. This will reduce their risk of choking.

# Early years food choking hazards

Below is a table of advice on key foods for care givers who are involved with preparing and serving food for babies and young children (under 5 years old)

| Vegetable and fruits         | Advice   |
|------------------------------|--|
| Pips or stones in fruit      | Always check beforehand and remove hard pips or stones from fruit.   |
| Small fruits                 | Cut small round fruits like grapes, cherries, berries, strawberries and cherry tomatoes, into small pieces: cut lengthways and then again cut them in halves (quarters).   |
| Large fruits and firm fruits | Cut large fruits like melon and firm fruits like apple into slices instead of small chunks. For very young children, consider grating or mashing firm fruits, or softening them up by steaming or simmering.                               |
| Vegetables                   | Cut vegetables like carrots, cucumber and celery into narrow batons. For very young children consider grating or mashing firm vegetables and legumes like butter beans, chickpeas and tofu, or softening them up by steaming or simmering. |
| Skin on fruit and vegetables | Consider removing the skin from fruit and vegetables, especially for very young children. Peeled fruit and vegetables can be swallowed more easily.  |
| Cooking fruit and vegetables | Consider softening firm fruit and vegetables (such as carrots, broccoli, yam and apples) by steaming or simmering until soft. Serve cut into slices or narrow batons.  |



| Meat and fish                  | Advice  |
|--------------------------------|---|
| Sausages and hot dogs          | Cut sausages and hot dogs into short strips. Cut them in half and then lengthways or as thinly as possible. Peeling the skin off the sausages helps them to be swallowed more easily.   |
| Meat or fish                   | Remove bones from meat or fish. Cut meat into strips as thinly as possible. Remove skin and fat from meat and fish, it will help the food pass smoothly down the throat.  |
| Cheese                         | Advice  |
| Grate or cut cheese            | Grate or cut cheese into short strips. Cut lumps of cheese as narrow as possible.   |
| Nuts and seeds                 | Advice  |
| Chop or flake whole nuts       | Chop or flake whole nuts, peanuts and seeds. Whole nuts should not be given to children under five years old.   |
| Bread                          | Advice  |
| White bread and other breads   | White bread can form a ball shape with a dough-like texture at the back of a child's throat, if not chewed properly. Brown bread or toasted white bread are good alternatives. Cut bread, chapatis, naan bread and other breads into narrow strips. |
| Snacks and other foods         | Advice  |
| Popcorn                        | Do not give babies and young children popcorn.  |
| Chewing gum and marshmallows   | Do not give babies and young children chewing gum or marshmallows.  |
| Peanut butter                  | Do not give babies and young children peanut butter on its own, only use as a spread.   |
| Jelly cubes                    | Do not give babies and young children raw jelly cubes.  |
| Boiled sweets and ice cubes    | Do not give babies and young children boiled, hard, gooey, sticky or cough sweets, or ice cubes.  |
| Raisins and other dried fruits | Do not give babies under the age of 1 whole raisins or dried fruits. Cut them into small pieces.  |

## Greenwich & Bromley Health Visiting Newsletters and Website

Please find below the links to the Greenwich HV website.

You'll see four boxes on the page, and you can choose whichever area of support you need at the time.

### [Special Educational Needs and Disabilities :: Greenwich 0 to 4](#)



These are their latest newsletters

[Your SEND guide to preparing for the festive season](#)

[Your September/October issue of the tri-borough SEND newsletter.](#)

## Training Schedule

### QUICK GLANCE TRAINING

SEPT-OCT 2025

## AUTUMN TERM

| Training Course                        | Day      | Date              | Start | End   | Cost |
|--|----------|-------------------|-------|-------|------|
| Childminding Network                   | Thursday | 11 September 2025 | 19:00 | 21:00 | Free |
| Designated Safeguarding Lead           | Saturday | 13 September 2025 | 09:30 | 16:30 | £60  |
| Looking Ahead to Ofsted Inspections    | Thursday | 18 September 2025 | 19:00 | 21:00 | Free |
| SEND: Building blocks of behaviour     | Saturday | 20 September 2025 | 09:30 | 12:30 | £30  |
| Wraparound Provider Network            | Thursday | 25 September 2025 | 13:00 | 14:30 | Free |
| Wraparound Provider Network            | Thursday | 25 September 2025 | 19:00 | 20:30 | Free |
| Intermediate Safeguarding              | Saturday | 04 October 2025   | 09:30 | 15:00 | £45  |
| Curriculum & Teaching                  | Tuesday  | 07 October 2025   | 09:30 | 13:00 | £30  |
| Safer Recruitment                      | Tuesday  | 09 October 2025   | 09:30 | 13:00 | £20  |
| Early Talk Boost Part 1 - Childminders | Thursday | 09 October 2025   | 19:00 | 21:00 | Free |
| Early Talk Boost Part 2 - Childminders | Tuesday  | 14 October 2025   | 19:00 | 21:00 | Free |
| Early Talk Boost Full Day - Groupcare  | Thursday | 16 October 2025   | 10:00 | 15:00 | Free |
| Safeguarding Forum                     | Thursday | 16 October 2025   | 19:00 | 20:30 | Free |
| Introduction to Safeguarding           | Saturday | 18 October 2025   | 09:30 | 11:30 | £20  |
| Schemas                                | Thursday | 23 October 2025   | 09:30 | 13:30 | £20  |

Click on this link [Training Portal](#) or  
scan QR code and choose  
**Early Years & Childcare** in  
course dropdown



[Training Portal link](#)

## QUICK GLANCE TRAINING

NOV-DEC 2025

## AUTUMN TERM

| Training Course                    | Day      | Date             | Start | End   | Cost |
|------------------------------------|----------|------------------|-------|-------|------|
| Playwork for Wraparound: Part 1    | Friday   | 7 November 2025  | 09:30 | 12:30 | Free |
| SEND: Diverse Pathways to Learning | Saturday | 08 November 2025 | 09:30 | 12:30 | £30  |
| Intermediate Safeguarding          | Thursday | 13 November 2025 | 10:00 | 15:30 | £45  |
| Playwork for Wraparound: Part 2    | Friday   | 14 November 2025 | 09:30 | 12:30 | Free |
| Brilliant Babies & Baby Room       | Saturday | 15 November 2025 | 09:30 | 13:30 | £20  |
| NEW Provider Portal - Essential    | Thursday | 13 November 2025 | 16:00 | 18:00 | Free |
| NEW Provider Portal - Essential    | Thursday | 13 November 2025 | 19:00 | 21:00 | Free |
| NEW Provider Portal - Essential    | Tuesday  | 18 November 2025 | 16:00 | 18:00 | Free |
| NEW Provider Portal - Essential    | Tuesday  | 18 November 2025 | 19:00 | 21:00 | Free |
| Playwork for Wraparound: Part 3    | Friday   | 21 November 2025 | 09:30 | 12:30 | Free |
| Domestic Abuse Awareness           | Thursday | 27 November 2025 | 19:00 | 21:00 | £20  |
| Makaton Level 2: Part 1 TBC        | Saturday | 29 November 2025 | 10:00 | 15:00 | £55* |
| Designated Safeguarding Lead       | Thursday | 04 December 2025 | 10:00 | 17:00 | £60  |
| Being Two & Toddler Room           | Saturday | 06 December 2025 | 09:30 | 13:30 | £20  |
| Makaton Level 2: Part 2 TBC        | Saturday | 06 December 2025 | 10:00 | 15:00 | £55* |

Click on this link [Training Portal](#) or  
scan QR code and choose  
**Early Years & Childcare** in  
course dropdown



[Training Portal link](#)

# PAEDIATRIC FIRST AID

## AUTUMN TERM

| Training Course      | Day       | Date              | Start | End   | Cost |
|----------------------|-----------|-------------------|-------|-------|------|
| Paediatric First Aid | Tuesday   | 09 September 2025 | 08:45 | 16:30 | £55  |
| Paediatric First Aid | Saturday  | 20 September 2025 | 08:45 | 16:30 | £55  |
| Paediatric First Aid | Wednesday | 08 October 2025   | 08:45 | 16:30 | £55  |
| Paediatric First Aid | Saturday  | 18 October 2025   | 08:45 | 16:30 | £55  |
| Paediatric First Aid | Wednesday | 12 November 2025  | 08:45 | 16:30 | £55  |
| Paediatric First Aid | Saturday  | 29 November 2025  | 08:45 | 16:30 | £55  |
| Paediatric First Aid | Wednesday | 10 December 2025  | 08:45 | 16:30 | £55  |

## SPRING TERM

|                      |           |                  |       |       |     |
|----------------------|-----------|------------------|-------|-------|-----|
| Paediatric First Aid | Wednesday | 14 January 2026  | 08:45 | 16:30 | £55 |
| Paediatric First Aid | Saturday  | 31 January 2026  | 08:45 | 16:30 | £55 |
| Paediatric First Aid | Wednesday | 11 February 2026 | 08:45 | 16:30 | £55 |
| Paediatric First Aid | Saturday  | 28 February 2026 | 08:45 | 16:30 | £55 |
| Paediatric First Aid | Wednesday | 11 March 2026    | 08:45 | 16:30 | £55 |
| Paediatric First Aid | Saturday  | 21 March 2026    | 08:45 | 16:30 | £55 |



[Training Portal link](#)

## 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](mailto: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](mailto:childcare-support@royalgreenwich.gov.uk)



020 8921 4477



[safeguardingchildren@royalgreenwich.gov.uk](mailto:safeguardingchildren@royalgreenwich.gov.uk)

#### LADO



020 8921 3930

[childrens-LADO@royalgreenwich.gov.uk](mailto:childrens-LADO@royalgreenwich.gov.uk)

Ofsted: 0300 123 4666 / [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

DBS Regional Office: 0300 105 3081 / [Kiranpreet.rehal@dbs.gov.uk](mailto:Kiranpreet.rehal@dbs.gov.uk)

[DBSRegionaloutreach@dbs.gov.uk](mailto:DBSRegionaloutreach@dbs.gov.uk)



Prevent Team 020 8921 8340



[prevent@royalgreenwich.gov.uk](mailto:prevent@royalgreenwich.gov.uk)

This is the Greenwich Domestic Violence and Abuse Service.



Telephone: 020 8317 8273



Email: [info\\_gdva@h4w.co.uk](mailto:info_gdva@h4w.co.uk)



## Safeguarding updates

Keeping children safe in education (KCSIE) 2025

### Statutory guidance

## Keeping children safe in education

Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

### [Keeping children safe in education 2025](#)

This guidance sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.

Regulated activity in relation to children

[Regulated activity in relation to children: scope Factual note by HM Government](#)

## Case Reviews August 2025

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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.

### 2025 - Cambridgeshire and Peterborough - Gabriel

**Death of a 17-year-old boy in November 2022. Gabriel died during an altercation with two young people, one of whom later pleaded guilty to manslaughter. Gabriel had been subject to substantial agency involvement between 2016 and 2022. Gabriel was sentenced in 2022 for offences committed around three years earlier, when he was 13-years-old.**

**Learning** themes include: the voice of the child; the impact of ethnicity, culture and religion; identifying young people at risk; the assessment of risk; providing support to parents; and the impact of coronavirus.



**Recommendations** include: emphasise the importance of holistic family assessment as the basis for effective early intervention with families with complex needs; ensure processes are in place for escalating and resolving professional differences, in particular regarding threshold criteria and levels of need; ensure up-to-date case summaries and histories are provided when a case transfers to another local authority; in training on work with vulnerable adolescents, highlight the ease with which risks travel across local boundaries; continue to prioritise the integration and co-ordination of multi-agency arrangements to combat child exploitation and serious youth violence; review processes that involve the application of risk gradings for young people at risk of exploitation and serious youth violence; support professionals in recognising the significance of young people's experience at school; support professionals in delivering relationship-based work with young people; and ensure frameworks and approaches to whole family work are in place across the partnership.

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

## 2025 – Lancashire - Child Alice

**Death of a 7-month-old infant girl in September 2019. The investigation into the circumstances continues at the time of writing. Before Alice was born, concerns were expressed by safeguarding professionals for her and her older (11-month-old) sibling, due to a history of domestic abuse from mother's former partner.**

**Learning** explores: decision-making; home visiting; needs assessments; cross border working; restraining orders; and professional disagreement.

**Recommendations** include: home visiting policies should include a risk assessment highlighting the importance of staff welfare, and an expectation for the visit to include seeing the children; consider if staff are aware of steps to be taken if a restraining order is breached, including where to record it, how to secure evidence and which agencies need informing; children and family assessments, strategy meetings and section 47 enquiries should include an understanding of significant prior relationships and children from other relationships to assist decision making; discharge planning meetings should consider vulnerable children who have been part of child in need (CiN) or child protection (CP) plans; when a supported family transfers to another local authority, especially for short periods, policies should be in line with the 'Transfer of children subject of child protection plans across local authority boundaries procedure'; safeguarding leads should review the policy and procedure around information sharing and reporting a crime, ensuring that relevant staff have received sufficient training and are confident around the importance of when and how to share information; and consider issuing advice on the length of time it takes to get care proceedings to the family court.

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

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

## 2025 - Oldham - Child W

**Death of a 5-year-old child in 2021 whilst in the care of his mother. Child W had significant bruising to face and body, and toxicology revealed a fatal dose of antidepressant medication in**

**his system. Child W's mother was subsequently convicted of murder. Child W had been subject to child in need planning as an infant due to concerns around lack of parental supervision. There were also concerns around developmental delay, failure to thrive and conditions in the family home.**

**Learning** considers: child in need planning including step-down; perception of anonymous referrals; quality of assessment; professional curiosity, challenge and support; and the impact of Covid-19.

**Recommendations** include: review and refresh guidance on responding to anonymous referrals and ensure this is part of the MASH operating procedures; the partnership create a challenge event which requires partners to review and identify ways to improve the engagement of all parents in exercising their parental responsibility; and ensure that professionals develop strong critical thinking skills as a foundation to supporting professional curiosity and robust judgement.

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

## **2025 - Redcar and Cleveland - Elizabeth**

**Elizabeth was found deceased at her home address in late 2019. Elizabeth's partner of two years, John, was arrested and charged with her murder. Elizabeth was the mother to six children, five of whom lived with her. John was the father to the two youngest children. Elizabeth and her children were known to children's social care from 2013. Concerns were linked to domestic abuse, alcohol misuse and Elizabeth's mental health.**

**Learning** themes include: information sharing between agencies; accurate recording and verifying of household members; and awareness of domestic abuse, including coercive control.

**Recommendations** include: all agencies should provide evidence that accurate information, including exact details of disclosures and the voice of the child are being shared between agencies where safeguarding concerns are known; all agencies should provide evidence that professionals are adopting a 'trust but verify' approach when working with families, which includes the accurate recording and verification of all household members and significant others to inform assessment and risk planning; all agencies should provide evidence that professionals are aware of the full extent of the definition of domestic abuse, in terms of 'family members' and are implementing safeguarding policies where incidents of domestic abuse are known; and ensure that the domestic abuse strategy details how it will respond to the cultural acceptance of domestic abuse and improve the confidence of victims and witnesses to report abuse. Also details all single agency recommendations.

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

## 2025 - South Tees - Aiden

**Suicide of a 16-year-old boy. The family were involved with universal services and learning disability (LD) CAMHS at the time. There had been periods of intervention and support at early help, child in need (CIN), and threshold for child protection.**

**Learning** themes include: lived experiences of cumulative neglect and its impact; multi-agency working including thresholds and decision making; and recognising and responding to suicidal ideation.

**Recommendations** include: seek assurance that multi-agency assessment, history, and analysis directly inform decision-making about the threshold for intervention where neglect is a key feature; ensure practitioners are supported in developing critical thinking by providing space and time to access case information to help them understand the family history; ensure that multi-agency practitioners and managers have strengthened knowledge and guidance about adolescent self-harm and suicide in relation to the coexistence of neurodiversity, learning disability and neglect and that there are effective pathways for identifying vulnerable adolescents with risk factors; ensure partners promote leadership that models critical thinking and safe, professional challenge across the multi-agency space; promote and seek assurance that cross-boundary systems and practices across the partnership footprint are collaborative and meet the needs of vulnerable children and families; seek assurance from CAMHS that information they hold about children's mental well-being and progress is shared with key professionals to inform risk assessment and support; share and regularly update safety planning for children with suicidal ideation with the family and the wider professional network; and listen to the views of parents/carers to strengthen service and practice improvements with regards to communication and support.

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

## 2025 - Waltham Forest - Children L

**Neglect of a sibling group by their parents in the context of a perplexing situation. Children L became subject to child protection planning processes in August 2020 and were placed into foster care in February 2023. From a few months old, Children L all followed the same trajectory with reports of developmental delay, a range of confusing physical and psychological health presentations and poor school and/or nursery attendance.**

**Learning** themes include: understanding a child's world in situations of neglect; assessment - working out perplexing presentations and measuring the quality of care; 'Think family' - understanding causal factors and helping parents; effective plans which show impact for children; and escalation and challenge across partnerships.

**Recommendations** include: the partnership to develop a multi-agency neglect strategy and framework, which includes a published toolkit to support professionals when assessing situations of neglect at all levels of need and a communication strategy to consider how the

strategy/framework/toolkit is rolled out to agencies; and multi-agency professionals from the partnership to work together to develop and embed a localised multi-agency perplexing presentation pathway to enable effective and timely escalation of situations of concern and to include a definition of the role of the responsible clinician.

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

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.

## Useful Safeguarding Contacts

| Children's Services Front Door (Safeguarding, Social Care & FaASS previously Early Help)  |               |
|---|---------------|
| 'Multi Agency Safeguarding Hub' (MASH)<br><a href="mailto:MASH-referrals@royalgreenwich.gov.uk">MASH-referrals@royalgreenwich.gov.uk</a><br><a href="#">Inter-Agency Referral Form</a>  | 020 8921 3172 |
| Safeguarding Consultation Line (MASH) Monday to Friday  | 020 8921 2267 |
| Social Care and Safeguarding Emergency Duty Team<br><a href="mailto:Childrens-Out-Of-Hours@royalgreenwich.gov.uk">Childrens-Out-Of-Hours@royalgreenwich.gov.uk</a>  | 020 8854 8888 |
| Local Authority Designated Officer - Winsome Collins Service Leader   |               |
| <a href="mailto:childrens-LADO@royalgreenwich.gov.uk">childrens-LADO@royalgreenwich.gov.uk</a>  | 020 8921 3930 |
| Sadie Bates & Laura Lhumbis –DO PVLs, CMs & Schools   | 020 8921 3930 |
| Greenwich Safeguarding Children Partnership   |               |
| Greenwich Safeguarding Children Partnership website<br><a href="http://www.greenwichsafeguardingchildren.org.uk">http://www.greenwichsafeguardingchildren.org.uk</a>  | 020 8921 4477 |
| Prevent   |               |
| <a href="mailto:prevent@royalgreenwich.gov.uk">prevent@royalgreenwich.gov.uk</a>  |               |
| RBG Community Safety – <a href="#">Report suspected terrorism</a>   | 020 8921 6826 |
| Confidential Anti-Terrorist Hotline   | 0800 789 321  |
| Police 999  |               |
| CAIT - Child Abuse Investigation Team   | 0207 230 3705 |
| Ofsted  |               |
| Ofsted enquiries: <a href="https://contact.ofsted.gov.uk/contact-form">https://contact.ofsted.gov.uk/contact-form</a>   | 0300 123 1231 |
| Report a serious incident:<br><a href="https://www.gov.uk/guidance/report-a-serious-childcare-incident">https://www.gov.uk/guidance/report-a-serious-childcare-incident</a>   | 0300 123 4666 |
| Make a complaint <a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a>   |               |
| Information Commissioners' Office (ICO)   |               |
| <a href="https://ico.org.uk/">https://ico.org.uk/</a><br><a href="https://ico.org.uk/for-organisations/data-protection-fee/#">https://ico.org.uk/for-organisations/data-protection-fee/#</a>  | 0303 123 1113 |
| Royal Greenwich Early Years & Childcare   |               |
| Early Years & Childcare<br><a href="mailto:Childcare-support@royalgreenwich.gov.uk">Childcare-support@royalgreenwich.gov.uk</a><br><a href="mailto:eyc.training@royalgreenwich.gov.uk">eyc.training@royalgreenwich.gov.uk</a><br><a href="mailto:EYC-Funding@royalgreenwich.gov.uk">EYC-Funding@royalgreenwich.gov.uk</a> | 020 8921 3877 |
| Families Information Service <a href="mailto:fis@royalgreenwich.gov.uk">fis@royalgreenwich.gov.uk</a>   | 020 8921 6921 |
| DBS Regional Office   |               |
| Kiranpreet Rehal <a href="mailto:DBSRegionaloutreach@dbs.gov.uk">DBSRegionaloutreach@dbs.gov.uk</a>   | 0300 105 3081 |

|   |                               |
|---|-------------------------------|
| <b>Support, Advice, &amp; Signposting</b>   |                               |
| NSPCC <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>  | 0808 800 5000                 |
| Childline <a href="http://www.childline.org.uk">www.childline.org.uk</a>  | 0800 1111                     |
| Samaritans  | 08457 909090                  |
| Family Lives <a href="http://www.familylives.org.uk">www.familylives.org.uk</a> Parent line   | 0808 800 2222                 |
| Young Minds <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a> Parent Helpline  | 0808 802 5544                 |
| <b>NHS Information &amp; Referrals</b>  |                               |
| CAMHS <a href="#">Referral Form</a>   | 0203 260 5211                 |
| Oxleas Integrated Children Therapies (OT, Physio & SaLT)<br><a href="mailto:oxl-tr.childrenstherapies@nhs.net">oxl-tr.childrenstherapies@nhs.net</a><br><a href="#">Referral Form</a> | 020 8836 8621 (Opt1, Opt 2)   |
| <a href="#">Greenwich 0-4 Health Visiting Service</a><br><a href="mailto:bromh.greenwich0to4@nhs.net">bromh.greenwich0to4@nhs.net</a>   | 0300 330 5777                 |
| <b>Children with Special Educational Needs &amp; Disabilities</b>   |                               |
| <a href="#">Local Offer</a> for Children & Young People with additional needs   |                               |
| Disabled Children Social Work   | 020 8921 2599                 |
| Disabled Children's Occupational Therapy <a href="mailto:child-occupational-therapy@royalgreenwich.gov.uk">child-occupational-therapy@royalgreenwich.gov.uk</a>                       | 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 <a href="mailto:EPS@royalgreenwich.gov.uk">EPS@royalgreenwich.gov.uk</a>   | 020 8921 4819                 |
| <b>Greenwich Domestic Abuse Service</b>   |                               |
| Greenwich Domestic Violence & Abuse<br><a href="mailto:Info_gdva@h4w.co.uk">Info_gdva@h4w.co.uk</a>   | 020 8317 8273                 |
| The HER Centre <a href="mailto:info@hercentre.org">info@hercentre.org</a> and<br><a href="https://hercentre.org/">https://hercentre.org/</a>  | 020 3260 7772 / 020 3260 7715 |