

Royal Greenwich

Early Years & Childcare Professionals e-bulletin

2 February 2026



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020 8921 3877

Contents

Early years and childcare webpage	2
Greenwich Learning Partnership	2
New Funded Early Learning Entitlement Posters and Banners for Collection	3
Childminder Network	5
Wraparound Network	6
Valentine's Day	7
Funding Claims & New Provider Portal	9
Childminders	9
EY CENSUS	9
Section 11 Safeguarding Practice Audit	10
DFE & Ofsted Updates	0
National Year of Reading 2026	0
Best Start in Life	3
Continual Professional Development	4
London South Childminder Conference	4
NDNA Maths Champions	5
Childminder's 'Lunch and Learn' Network	6
Makaton	7
Measuring Impact of Makaton in Early Years settings in Greenwich	7
Equity, Diversity & Inclusion	8
Mayor of London: Inclusion Charter	8
Shrove Tuesday (Pancake Day)	10
Health and Wellbeing	13
Supervised Toothbrushing Programme	13
Children's Mental Health Week	15
Training Schedule	17
Paediatric First Aid dates	18
Keeping Children Safe	19
NSPCC Case Reviews	22
Useful Safeguarding Contacts	28

Early years and childcare webpage



Royal Greenwich website
[Support for early years and childcare providers](#)

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

Greenwich Learning Partnership

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



Greenwich
Learning
Partnership

Fastest route to Early Years and
Childcare website section!



[GLP Early Years and Childcare](#)

Enter password **earlyyears2526**

Access 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"

New Funded Early Learning Entitlement Posters and Banners for Collection

Following feedback from providers, we have re-designed and re-branded the early years entitlements and changed from free to “funded early years and childcare”

You can collect your free banner and A4 and/or A3 posters from The Woolwich Centre, 35 Wellington St, Woolwich, SE18 6HQ at the times below. If you have multiple settings, you can collect for each setting. You can park next door in Tesco’s car park for up to 3 hours for free. The banner is rolled up and is lightweight (about 1kg).

Tuesday 10 February 2pm – 4pm

Thursday 12 February 10am -12pm

Tuesday 3 February 7pm – 9pm at the Childminder Network

If you cannot attend these days, please contact childcare-support@royalgreenwich.gov.uk

Weatherproof banners are 2m x 1m and can be attached externally to fences / railings



Royal Greenwich Funded
EARLY YEARS
& CHILDCARE

Free learning for your child, funded childcare for you.

To find out what it means for your family, ask inside
or contact our Families Information Service on
020 8921 6921 / fis@royalgreenwich.gov.uk





Royal Greenwich Funded EARLY YEARS & CHILDCARE

Free learning for your child, funded childcare for you.

What does it mean for my family?

2 year olds	9 month to 4 year olds	3 and 4 year olds
Together for Twos	30 hours	Universal 15 hours
For some families receiving financial support: <ul style="list-style-type: none">Up to 15 hours a week for 38 weeks term timeHours may be stretched over the year	For some working families: <ul style="list-style-type: none">Up to 30 hours for 38 weeks term timeHours may be stretched over the year	For all families: <ul style="list-style-type: none">Up to 15 hours a week for 38 weeks term timeHours may be stretched over the year

Is it for my child?

Ask inside or visit beststartinlife.gov.uk

How do I find a funded early learning place?

Ask inside or contact Families Information Service

royalgreenwich.gov.uk/fis | Email: fis@royalgreenwich.gov.uk | Tel: 020 8921 6921



GREENWICH NETWORK

Day	Date	Start	Finish
Tues	3 Feb	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



CHILD MINDER

Forum Outline:

This in person forum provides a termly opportunity for childminders and childminding assistants to come together for

- peer-to-peer networking & support
- receive updates
- share best practice
- Supervised Toothbrushing Programme - training & kits provided for participating childminders
- other themes - funding & Ofsted

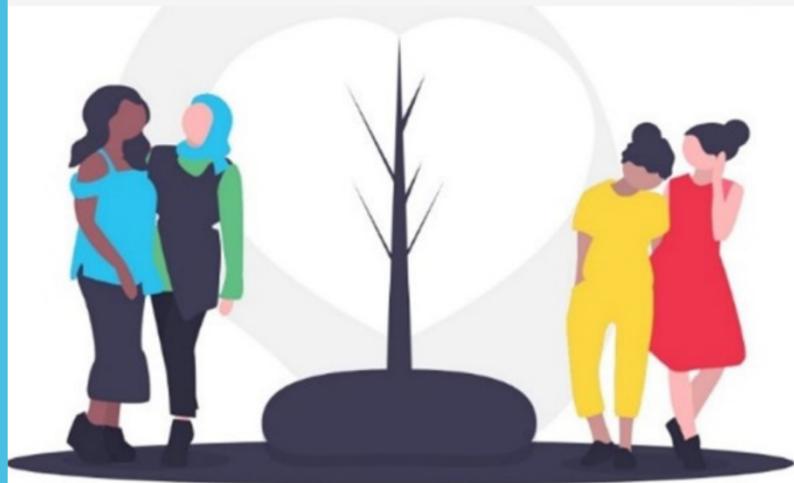
Light refreshments are provided

Forum Aims: This forum equips participants with knowledge & skills to

- share best practice policies & procedures
- maintain high professional standards
- keep children at the heart of practice

Target Participants:

- Childminders
- Childminding Assistants



WRAPAROUND PROVISION NETWORK

Day	Date	Start	Finish
Thurs	5 Feb	13:00	14:30
Thurs	5 Feb	19:00	20:30

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



Forum Outline:

This online forum via Zoom provides a termly opportunity for out of school providers to come together

- peer-to-peer networking & support
- receive updates from the local authority Wraparound Lead
- themes - SEND Training, Out of School Alliance membership & revenue grant Round 3

Forum Aims: This forum equips participants with knowledge & skills to

- share best practice policies & procedures
- maintain high professional standards
- keep children at the heart of practice

Target Participants:

- before/after school providers (on non domestic premises)
- holiday club providers
- primary schools delivering wraparound care including breakfast clubs
- youth & community clubs

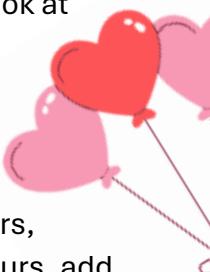


Valentine's Day



Long before Valentine's Day was a celebration of romance, ancient Romans held a mid-February festival called Lupercalia. It was a lively event arranged to welcome the spring, encourage good fortune and bring communities together. It was not at all romantic in the modern-day sense; however, it set the start of a mid-February tradition. The name Valentine came from a Christian figure who lived during the Roman Empire. Stories vary, but many early tales describe Valentine as someone who cared deeply for others and showed kindness and warmth, even in difficult time. This has shaped the idea of Valentine's Day as a day of affection and good will.

Valentine's day can be a wonderful time to explore kindness, friendship and simply joy with babies and young children. At this age, it's about connection, play and gentle learning. Let's have a look at some activity ideas to enjoy the celebration of love.



Valentine's Day Activities - Sensory Play

Valentine's Day sensory play is a fantastic way to explore the fun theme. Think textures, colours, scents and simple cause and effect ideas. You could use dyed rice using Valentine's Day colours, add scoops heart shaped pots, cupcake moulds or cases, pom-poms and foam hearts. Create sensory ice hearts with heart shaped moulds and add to coloured water. Use measuring jugs, sponges cut into shapes and perhaps some bubbles to create sensory ice and water exploration which is great for fine motor development and scientific thinking.

You could use red food colouring, a little red squash with water, rice, cake moulds, cupcake cases, different sized containers, sponges, pipettes.



Valentine's Day Activities – Treasure Baskets

Create a Valentine's Day treasure basket and allow the children to explore what's inside, feeling the different textures and shapes. Treasure baskets are made of real-life objects, real textures, they offer open ended discovery. Calming tactile baskets for the babies and toddlers will encourage sensory regulation, grasping, and exploring contrasting textures. Perhaps you could add some shiny sparkly items for tracking and curiosity.

Practitioners can support the exploration by modelling key words such as “red” “love” “rough”, “smooth”, “fluffy” and “soft” to help develop children’s language.

You could use cuddly teddies, family figures, ribbons, scarves, non- glass mirrors sparkly materials, tins, books, pillows, cosy blankets, jewellery boxes, flowers, wooden spoons, scoops, bells and tambourines.



Valentine's Day Activities – Outdoor Heart Hunt

Bringing Valentine's theme into the great outdoors and create your very own movement trail. Hide laminated hearts around the outdoor area, each heart has a movement prompt. One heart may say ‘hop like a bunny’ or ‘tiptoe to the next heart’ or ‘do 5 star jumps and find your heartbeat’. This activity encourages whole body movement, communication and listening skills, counting, following instructions, special awareness and working collaboratively.

You could use cardboard shaped cut out hearts, edible glitter, flowers and ribbons for decoration



Childminders

Thank you to all of the childminders who have submitted the Spring headcount claim and EY Census forms. If you are childminder and have not previously claimed funding but have funded children this term, please contact childcare-support@royalgreenwich.gov.uk as soon as possible.

If you have not yet submitted your headcount claim, pls **submit immediately**

If you have any late starters, we will let you know how to claim funding for them after headcount is complete.

EY CENSUS

All providers will have received a partially pre-populated Early Years Census form. This is a **statutory duty** for all providers who have any early years children to complete by the Department for Education. Based on these numbers, the DFE allocate funding for early years.

It is important that you check that all the information is correct.

- Confirm how many actual weeks of the year you are open to children
- Check your total staff numbers. The total number of staff available to work with children under 5 must include any qualified and unqualified staff you have including apprentices (but not volunteers). Childminder must include themself and any assistants
- Specify numbers of staff who have EY qualifications, level 2 or level 3 or higher. Only count staff once against their highest qualification, ie staff with Level 3 will also have a Level 2 - so you add them in Level 3 box only.
- Add numbers of all children by age- whether they are funded or not funded - this number should either be the same as or higher than children you have claimed or will claim funding for via headcount in Spring 2026.

Once you have checked and added information, return your EY Census form to

childcare-support@royalgreenwich.gov.uk

Important deadlines for EY Census – NOW!

Section 11 Safeguarding Practice Audit



As part of safeguarding partners, we are all responsible for ensuring that we are meeting our statutory responsibilities to safeguard children and young people as outlined in The Children's Act 2004.

The Delegated Safeguarding Partners (local authority, police and health) are also responsible for ensuring that agencies are meeting their statutory responsibilities to safeguarding children and young people, as outlined in the guidance in Chapter 4 of Working Together to Safeguard Children 2023 (from p.106).

To achieve this assurance, Greenwich Safeguarding Children Partnership are asking all practitioners and professionals to complete a survey. Please can you circulate amongst your staff teams and assistants as well as completing it yourself.

Please encourage as many responses as possible. The questionnaire has been designed to be quick, it shouldn't take longer than 10 minutes, we know professionals are busy, but we appreciate you taking the time to complete this

[**Safeguarding Practice Audit 25/26 \(Section 11 - Children's Act 2004\) RBG – Fill out form**](#)

The deadline for completion is **Friday 27 February 2026**



Thank you so much for all that you do to keep children and young people safe in Greenwich

Safeguarding Practice Audit (Section 11 – Children’s Act 2004)

The safeguarding partners are responsible for ensuring that agencies are meeting their statutory responsibilities to safeguarding children and young people, as outlined in **The Children’s Act 2004**. To achieve this, we are asking all practitioners and professionals to complete a survey.

The questionnaire has been designed to be quick, it shouldn’t take longer than 10 minutes, we know you’re busy but appreciate you taking the time to complete this.

The deadline for completion is **Friday 27 February 2026**.



**Safeguarding Practice Audit 25/26
(Section 11 - Children's Act 2004)**





National Year of Reading 2026

[Premier League and literary greats back National Year of Reading - GOV.UK](#)

A black rectangular poster for the National Year of Reading 2026. At the top, in small yellow capital letters, is "NATIONAL YEAR OF READING 2026". Below this, in large yellow bold letters, is the slogan "If you're into it, read into it". Underneath the slogan, in smaller yellow capital letters, is the text "Everyone knows reading expands worlds, sharpens minds, and fuels creativity. But fewer of us are making time for it." At the bottom, in white capital letters, is the call to action "It's time for the nation to Go All In.".

The Education Secretary and the National Literacy Trust launched the National Year of Reading on 13 January urging all ages to rediscover the power of reading for pleasure

The campaign '[Go All In](#)' aims to tackle the worrying decline in reading for pleasure, especially among young people which has dropped to its lowest level since 2005, with just one in three 8- to 18-year-olds saying they enjoy reading in their spare time and teenage boys affected the most – in 2025, just 25% of boys aged 8-18 said they enjoy reading, compared to 39% of girls.

The year aims to address this challenge head on bringing together everyone from families, nurseries, childminders and schools, to libraries, to connect people of all ages with the joy – and varied benefits – of reading for pleasure. The campaign is calling on everyone to make time to Go All In and read about the everyday things they love – from playlists and football to films, food and family time – in whatever way that works for them, whether reading a novel, an e-reader, a comic, or an online blog.

Women's Super League star Leah Williamson, authors Cressida Cowell, George the Poet, Michael Morpurgo and Julia Donaldson, as well as social media star Jack Edwards alongside Richard Osman and Joe Wicks are just some of the ambassadors who will use their voices and platforms to encourage the nation to get reading.

Reading is linked to a range of benefits including stronger writing skills, improved wellbeing and confidence, as well as increased creativity and imagination, but there are still too many children being held back from achieving their full potential with over a quarter leaving primary school not reaching the reading age of an 11 year old. This grows to 40% and 59% respectively for children from white-working class backgrounds and those with special educational needs.

The launch follows the government confirming **plans to develop the first-ever early years screen time guidance to help parents make informed and confident choices about how screens fit into family life**, encouraging a healthy balance that leaves space for shared reading and conversation that support children's early development and help to build strong language and literacy skills.

From national moments to local reading activities, the year will offer events and celebrations reaching into every corner of society. Highlights include national storytelling week, creative writing competitions, parent and baby community sessions, and 'In conversation' events with bestselling authors like Celia Rees, with more to be announced throughout the year.



Read more about the '**Go All In**' campaign here: [Early years settings | National Year of Reading 2026](#)

More useful links:

[The importance of sharing books and stories with children for their development | National Literacy Trust](#)

[Schools And Early Years Settings Offer Toolkit & Resources | National Year Of Reading | National Literacy Trust](#)

[Official Early Years Settings Offer - National Year of Reading 2026](#)



GO ALL IN.

The 25-year-old sixth best forward and who joined an Italian club in the summer of

1366 101

The move would place him among the most expensive players in his position, reflecting both his recent form and the growth



HOW TO REALLY UNLOCK THE KRAK

The Kraken Submarine cheat lets you dive deep into the corner of the ocean — or rescue yourself far from shore. To unlock it, you'll first need to complete the Wildlife Photography Challenge. Once Kraken will become available for use in Survival mode. Each main character also

GO ALL IN.

large, skip this. up of tea house."

Mr Owl's tree, but the quick fox.





Best Start in Life has links to the early years and childcare funded 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](#)



Advice and support for your child's development

From pregnancy to childcare right through to starting school.

For parents' questions, BIG & small.







<https://beststartinlife.gov.uk/>

Continual Professional Development

London South Childminder Conference



[London South Childminder Conference Feb 7th 2026 · 09:30-3.00 | Stronger Practice Hubs](#)

Join the London South Early Years Stronger Practice Hub for their 3rd FULLY FUNDED in person exclusive childminder conference. Expect a fun and engaging day packed with useful tips, inspiring talks, and great networking opportunities. Whether you're an experienced childminder or just starting out, this event is the perfect place to connect, learn, and grow with fellow childcare experts. Don't miss out on the chance to boost your skills and share your passion for looking after our youngest learners!

Date: Saturday 7 February 2026

Location: LSBU Croydon Campus

Time: 9:30am – 3pm

For more information and to register for this event, click here: [London South Childminder Conference Tickets, Sat 7 Feb 2026 at 09:30 | Eventbrite](#)



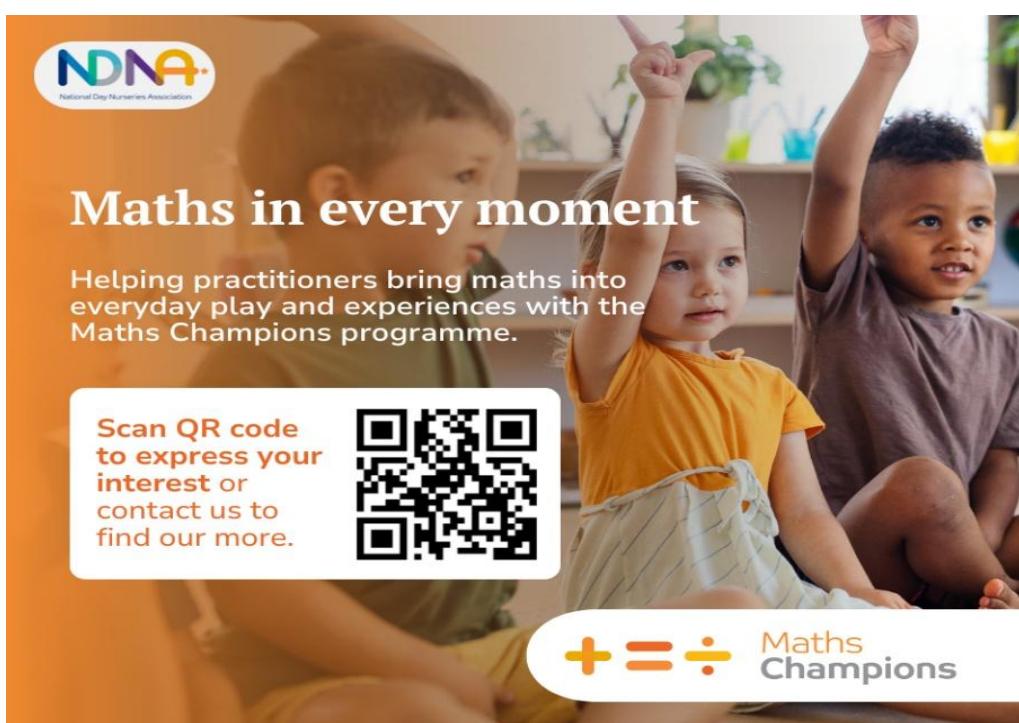
[NDNA Maths Champions | Stronger Practice Hubs](#)

The programme aims to improve maths attainment of children in an early years setting by training a Maths Champion and Deputy Maths Champion (MC and DMC) in key mathematical concepts and increasing staff confidence. After completing a live induction and online training modules the MC will lead on completing a staff confidence and nursery environment audit and action plan to improve the mathematical learning environment and confidence of all staff. They will also lead on implementing 10 or more core activities with children that build on the key areas of maths learning. MCs will then be able to revisit their audits and review the outcomes of the core activities. Throughout the 12 months the MC and DMC will have access to ongoing one-to-one support from an Early Years Expert as well as regular webinars on arising topics.

As part of this DfE-funded scaled delivery, the programme will be available at no cost to participating settings.

To take part in the programme you must:

- Be a private, voluntary, or independent (PVI) nursery, maintained nursery school or children's centre, or state funded school-based nursery with children accessing 3- and 4-year-old places attending for at least 15 hours per week.
- Be able to nominate a level 3 practitioner to be the Maths Champion, who will run the programme in your setting and nominate another level 3 practitioner to be the Deputy Maths Champion, who will support the Maths Champion.
- Not currently be using the NDNA Maths Champions programme or have taken part in the programme in the last two years.
- Be committed to completing the mandatory steps of the programme over the 12-month period to the best of your ability.
- Have onsite access to a computer with internet connection.
- Be based in England.
- Be ready to begin on programme between February and June 2026.



Childminder's 'Lunch and Learn' Network

[Childminder's 'Lunch and Learn' Network | Stronger Practice Hubs](#)

An event by **A Brighter Start: East London's Early Years Stronger Practice Hub**

Lunch & Learn for Term-Time Childminders!

Grab your lunch, join and chat with other childminders.

This offers an opportunity for childminders to share ideas, discuss challenges — all while connecting with people who get it!

- Friday 13 February 2026 - 1:00pm to 2:00pm (online)
 - Friday 13 March 2026- 1:00-2:00pm (online)

Childminders will receive a certificate of attendance

Book here: [Childminder Network Growth Series!](#)



Measuring Impact of Makaton in Early Years settings in Greenwich

We are exploring the role of Makaton in supporting communication and language development in early years settings. This short survey aims to gather feedback from practitioners about their experiences with Makaton, including its benefits and any challenges. Your responses will help us understand how Makaton is being used and its impact on children's learning and engagement. The information collected may contribute to a case study for wider consideration by The Department for Education. Please take a few minutes to share your honest views, your feedback is valuable in shaping future approaches to communication support for children and families.

Thank you for your participation!

[Measuring Impact of Makaton in Early Years Settings in Greenwich](#)



Equity, Diversity & Inclusion

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

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

Sign our Equality and Equity Charter 



Mayor of London: Inclusion Charter

London's Inclusion Charter



Read the charter

Informed by young people, schools, parents and carers, local authorities and education specialists.

[Download London's Inclusion Charter](#)

[Read about the Inclusion Charter and Strategic Guides here](#)

The Inclusion Charter

- Prioritises education that is fully inclusive, fair and available to all.
- Promotes and invests in inclusive practices. Children's rights and the experience of teachers are at its heart.
- Seeks to tackle the rise in suspensions and absenteeism through a set of agreed guiding principles around inclusion.
- Shines a light on promising practice and celebrates inclusion already flourishing.

Four guiding principles

- Embedding Equity and Diversity
- Students as Active Citizens
- Being Adaptable and Reflective
- Beyond Academic Achievement



Read the Strategic Guides

The guides are for education leaders, both within schools and in Local Authorities.

[Download London's Inclusion Charter Strategic Guides](#)

Strategic Guides for education leaders

[The Strategic Guides](#) are designed to be used as part of our shared commitment to support young people in education to feel that they are safe, that they belong, and ultimately that they are in a place where they can thrive.

Shrove Tuesday (Pancake Day)

Shrove Tuesday (Pancake Day) in 2026 is on **February 17th**. It falls the day before Ash Wednesday, marking the start of the 40-day Lenten period.

What Is Shrove Tuesday?

Shrove Tuesday is the last day before the fasting period of Lent in Western Christian churches. On Shrove Monday and Shrove Tuesday, people in many countries celebrate Carnival, bake pancakes, and prepare themselves for 40 days of fasting before the most important festival in the Christian Church: Easter.

What Does Shrove Mean?

The word shrove means **being absolved from sin** through confession and penance.

Shrove Tuesday is the time for Christians to prepare for absolution by **confessing** to their priest and by fasting or **renouncing comforts** for the 40 days of Lent, starting on Ash Wednesday.

Pancake Day

Shrove Tuesday is known in the UK as Pancake Day. Pancake Day is an age-old day of feasting before the start of Lent on Ash Wednesday. Traditionally it was a time to **use up all the rich ingredients** in the home including eggs, butter and milk, and pancakes are a yummy way to do so.

Before the Lenten fasting, people traditionally use up ingredients they are not allowed to eat during the next 40 days—especially **ingredients that will spoil**, like eggs and milk.

A great way to use up these ingredients is making pancakes and waffles. That is how Shrove Tuesday, the last day before Lent, became known as Pancake Day or Fat Tuesday (*Mardi Gras* in French).

Pancake Day activities:

- Baking pancakes
- Colouring and decorating pancake templates
- Pancake tuff tray
- Counting pancakes and toppings
- Decorating edible pancakes



Learning and Exploring Through Play

PANCAKE

Recipe Card

Follow our 3 step guide on how to cook delicious pancakes

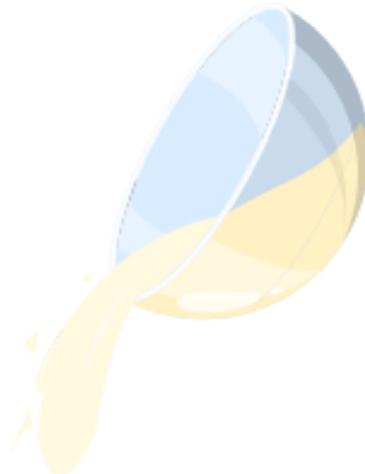
Ingredients (makes 6 pancakes)

100g plain flour
2 large eggs
300ml milk
1 tbsp sunflower or vegetable oil, plus a little extra for frying



STEP 1

Put all the ingredients into a bowl or large jug, then whisk to a smooth batter.



STEP 2

Set a medium frying pan with a small amount of oil over a medium heat and carefully add 50ml of the mixture



STEP 3

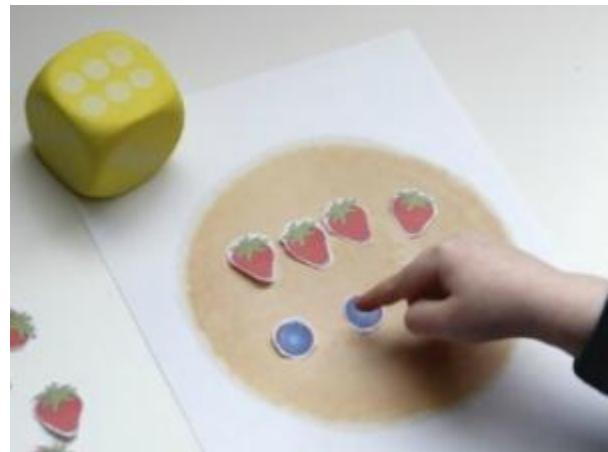
When hot, cook your pancakes for 1 min on each side until golden.

More Pancake Day activity ideas...



Encourage the children to engage in messy play, helping them to develop their senses, explore different textures and learn through hands-on exploration and experimentation. This helps build neural connections in the brain and can help children with sensory processing difficulties become more comfortable with different textures.

Unstructured messy play encourages critical thinking, curiosity, and decision-making as children experiment with cause and effect, mix colours, and figure out how materials work.



Incorporate maths into your pancake day activities. Give children opportunities to count pancake toppings, measure ingredients and experiment with creating shapes on different surfaces. Maths is important in early years as receiving a good foundation in maths is essential for life skills.

Maths activities help with developing skills such as problem-solving, understanding and using shapes and measures and developing spatial awareness. Using maths in 'real life' contexts like mealtimes, routines, outings and daily interactions support children to make sense of the world around them and provides opportunities to deepen their knowledge and apply this across a range of different situations.



Health and Wellbeing

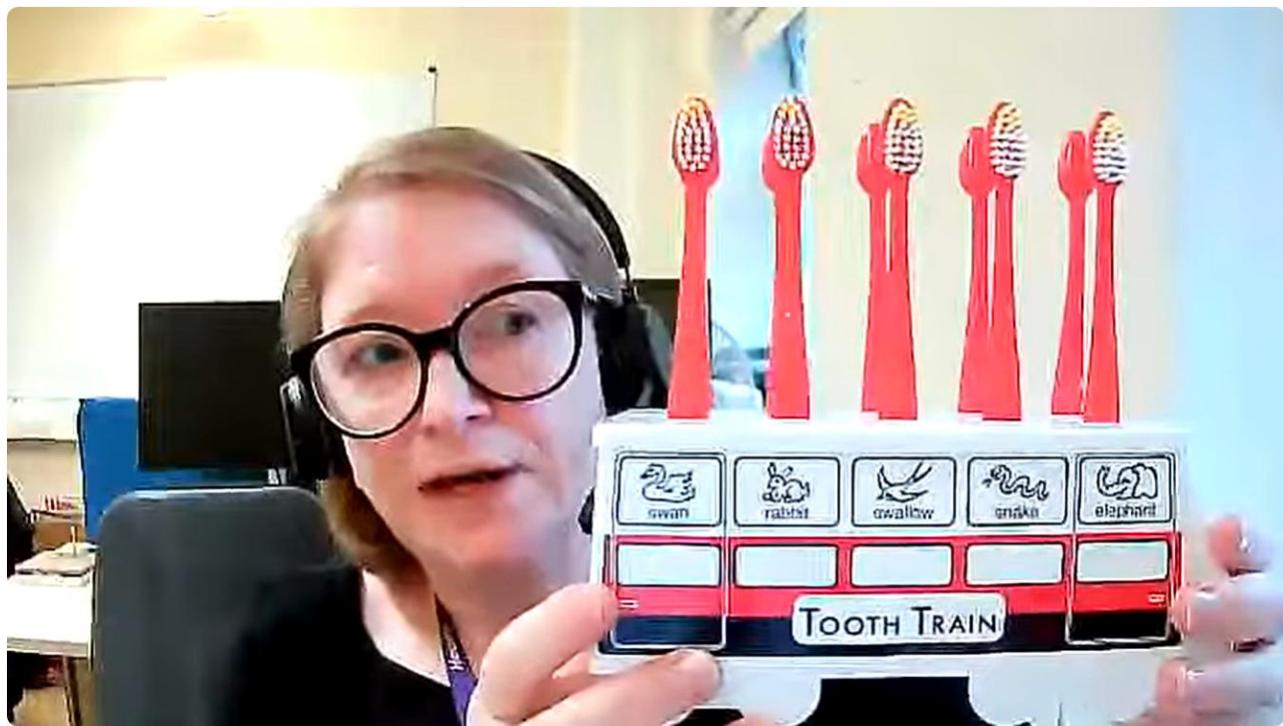
Supervised Toothbrushing Programme

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 is a targeted programme for 3,500 children in 147 settings which started in the Spring term. If you received an email requesting an expression of interest, pls do take the time to watch the webinar and fill out the form if you would like to participate.

[Supervised Toothbrushing Programme – Fill in form.](#)

Watch the webinar by Lucy Hill, our Oral Health Promotion Lead about [Royal Greenwich Supervised Toothbrushing Programme](#)



RBG Supervised Toothbrushing Programme

WATCH: [Supervised toothbrushing session](#) by a teacher



Supervised toothbrushing session

[Resources for early years available here](#)

Department for Education

Help for early years providers Home Support for practitioners Areas of learning Health and wellbeing

Home > Health and wellbeing > Supervised toothbrushing

Supervised toothbrushing

How to run a supervised toothbrushing scheme in your early years setting.

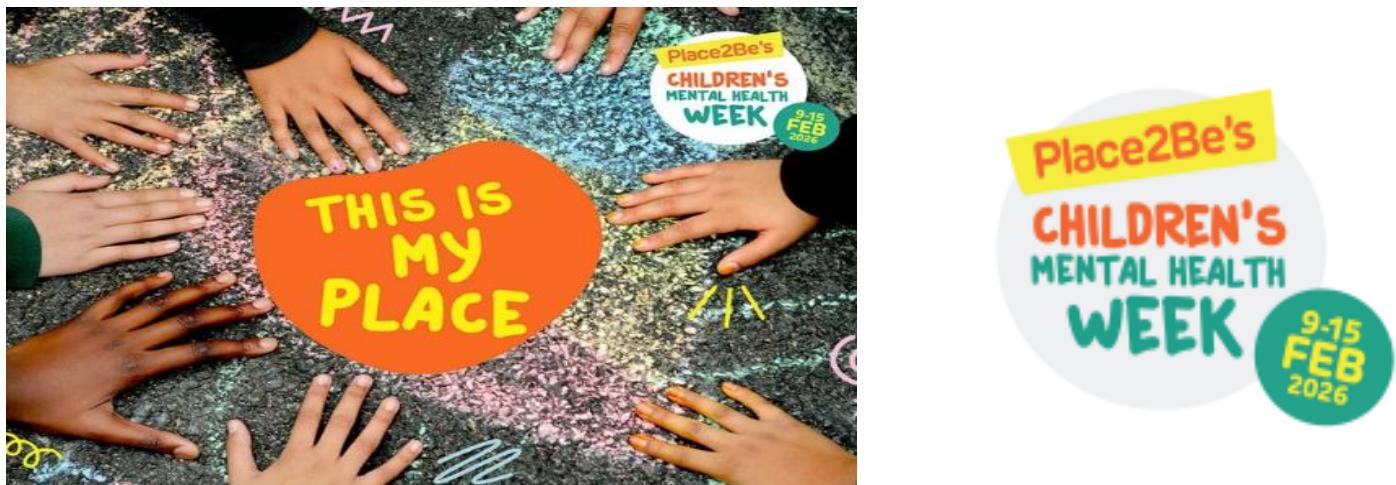
Contents on this page

- [What is a supervised toothbrushing scheme?](#)
- [The benefits of supervised toothbrushing schemes in early years settings](#)
- [Government funded supervised toothbrushing programme](#)
- [How do early years settings take part?](#)
- [Supporting children with SEND](#)
- [Case study: Tinsley Meadows Primary Academy](#)
- [Resources](#)

More information can be found here: [Help for early years providers : Supervised toothbrushing](#)

Children's Mental Health Week

Place2be Children's Mental Health Week



Place2Be has announced that the theme for Children's Mental Health Week 2026 (taking place from 9-15 February) will be This is My Place.

This year's theme explores the vital role of **belonging** in our mental health and wellbeing.

A sense of belonging – whether in our families, nurseries, childminders, schools, peer groups, or wider communities – is a fundamental human need. It helps us feel secure, supported, and ready to learn and grow. When children feel they truly belong, they are more likely to have positive mental health, build healthy relationships, and believe in their ability to make a difference.

For Children's Mental Health Week 2026, Place2Be is encouraging settings, families, and communities to come together to create inclusive and nurturing spaces where every child feels they belong.

For this theme, they have worked with schools across the UK to understand the concerns children and young people are facing. Many responses focused on feeling included, able to feel accepted and be a part of something helped with their sense of belonging.

Check out the website for free ideas and resources that can be adapted to your setting

No matter who you are, you can get involved in Children's Mental Health Week. Childminders, nurseries, schools, workplaces, families, community groups and fundraisers can all take part by:

1. [downloading official packs and resources](#) - every year, Place2Be experts develop lots of fantastic resources from assembly slides and activities for schools, to art activities to do at home and lots more
2. [adding yourself to our Children's Mental Health Week map](#) - take a look at who's taking part in the week so far (please note: don't add your personal address here)

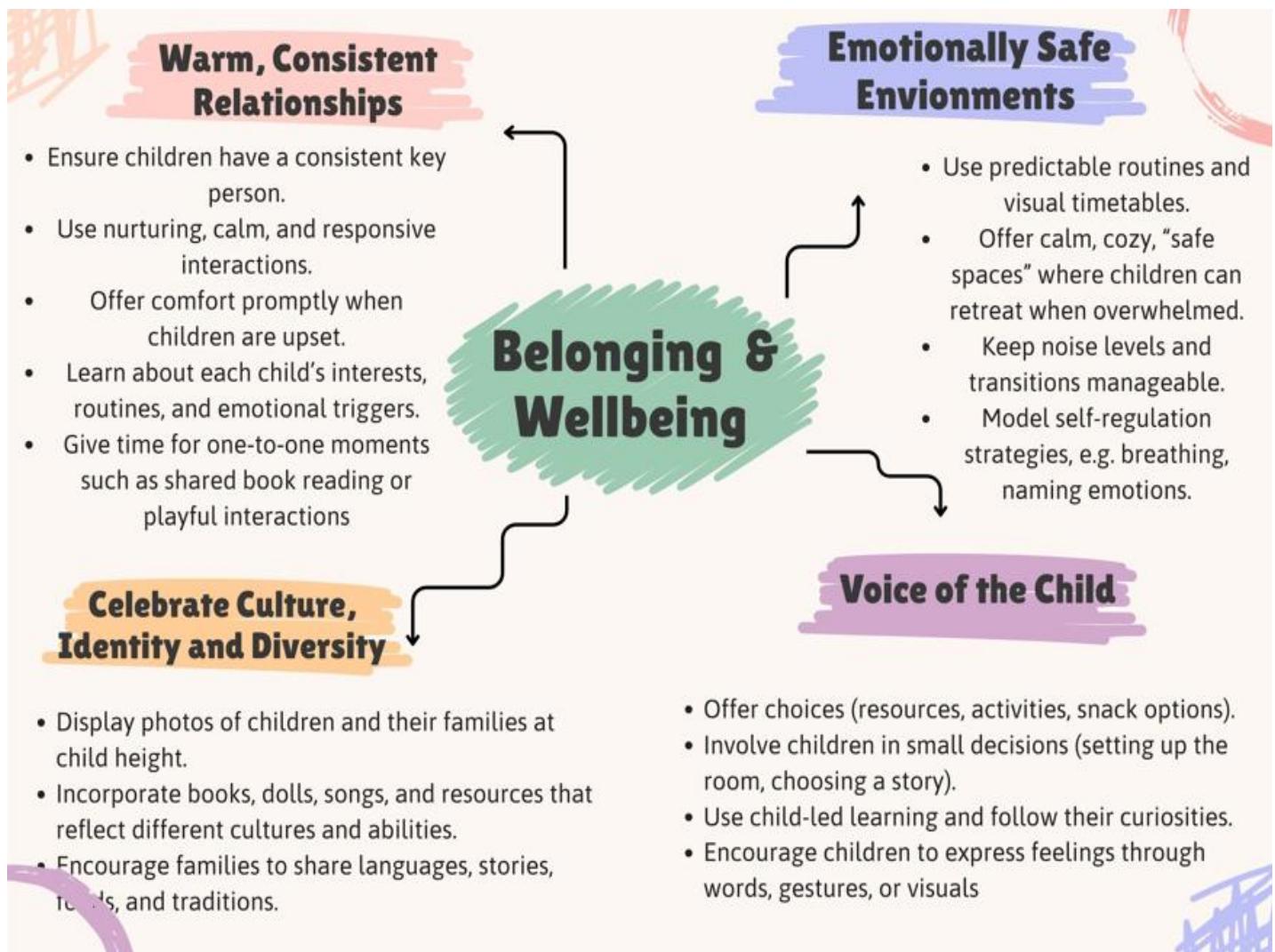
Mental health in the early years is one of the powerful foundations for lifelong wellbeing. As the first years of life are so crucial in shaping the architecture of the developing brain, setting the stage for emotional resilience, learning and social connection. Experiences during this period nurturing or harmful can become embedded, influencing how children learn and relate to others and manage stress throughout their lives. It is vital that we form secure relationships allow children to express their feelings and emotions and explore the world confidently.

Exploring belonging and wellbeing in your setting

Creating a sense of belonging in an early year's setting is about the frequent, consistent experiences that tell a child

“You are safe here, you belong here, you matter here”

Here are our top tips for creating a sense of belonging and supporting mental health and wellbeing in your setting



Training Schedule

QUICK GLANCE TRAINING PROGRAMME

SPRING TERM



Training Course	Day	Date	Start	End	Cost
New Portal Support drop-in	Tuesday	6 January 2026	16:30	21:00	Free
New Portal Support drop-in	Thursday	8 January 2026	16:30	20:00	Free
Supervised Toothbrushing Programme	Tuesday	13 January 2026	13:00	13:45	Free
SEND: Diversifying Communication & Interaction	Friday	16 January 2026	09:30	12:30	£30
Designated Safeguarding Lead	Saturday	17 January 2026	09:30	16:30	£60
Introduction to Makaton	Wednesday	21 January 2026	19:00	21:00	£10
Unconscious Bias & Race in Safeguarding	Thursday	22 January 2026	09:30	16:30	GSCP
Childminder Network	Thursday	22 January 2026	19:00	21:00	Free
Looking Ahead to Ofsted (online)	Thursday	29 January 2026	19:00	21:00	Free
Designated Safeguarding Lead	Saturday	31 January 2026	09:30	16:30	£60
Childminder Network	Tuesday	03 February 2026	19:00	21:00	Free
Intermediate Safeguarding	Thursday	05 February 2026	10:00	15:30	£45
Wraparound Provider Network	Thursday	05 February 2026	13:00	14:30	Free
Wraparound Provider Network	Thursday	05 February 2026	19:00	20:30	Free
Curriculum & Teaching	Saturday	07 February 2026	09:30	13:00	£30
Safer Recruitment	Thursday	26 February 2026	09:30	13:00	£45
Schemas	Saturday	28 February 2026	09:30	12:30	£20
Child Abuse linked to Faith or Belief	Tuesday	03 March 2026	10:00	14:00	GSCP
Introduction to Makaton	Wednesday	04 March 2026	19:00	21:00	£10
Makaton Level 1: Day 1	Saturday	07 March 2026	10:00	15:00	£55*
Makaton Level 1: Day 2	Saturday	14 March 2026	10:00	15:00	*
SEND: Neurodiversity Affirming Environments	Saturday	07 March 2026	09:30	12:30	£30
Designated Safeguarding Lead	Thursday	12 March 2026	10:00	17:00	£60
Safeguarding Forum	Thursday	12 March 2026	19:00	20:30	Free
Introduction to Safeguarding	Saturday	14 March 2026	09:30	12:30	£20
Domestic Abuse Awareness	Tuesday	17 March 2026	19:00	21:00	£20
Intermediate Safeguarding	Saturday	21 March 2026	09:30	15:00	£45
SEND: Building Blocks of Behaviour	Thursday	26 March 2026	09:30	12:30	£30

[Training Portal link](#)

PAEDIATRIC FIRST AID

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

To book, click on this link [Training Portal](#) or
scan QR code and choose
Early Years & Childcare in
course dropdown



[Training Portal link](#)

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@dbs.gov.uk

DBSRegionaloutreach@dbs.gov.uk



Prevent Team 020 8921 8340



prevent@royalgreenwich.gov.uk

This is the Greenwich Domestic Violence and Abuse Service.

Telephone: 020 8317 8273

Email: info_gdva@h4w.co.uk

Infants: learning from case reviews

Summary of risk factors and learning for improved practice around working with children aged two and under

This briefing looks at case reviews published between 2018 and 2022 which involved children aged two and under.

The large number of case reviews published during this period where children aged two and under were seriously harmed or died reflects the fact that this age group is particularly vulnerable. Infants are unable to communicate their needs verbally so professionals must identify safeguarding and child protection concerns through other means.

The learning from these reviews highlights that practitioners may need training and support to:

- identify and understand lived experience of very young children
- understand how parents' behaviour can affect a baby in the long term
- be confident in challenging parents if necessary.

Download briefing

[Red: A young girl's spiral into the world of serious violence](#)

Red is a reimagining of the fairytale Little Red Riding Hood, which follows a young girl who is groomed, coerced and pulled into serious violence by her own 'wolf'. A Royal Borough of Greenwich film, made in partnership with the Mayor's Violence Reduction Unit (VRU).

This film is based on lived experience and has themes of sexual exploitation and drug abuse.

[Watch the 30min film here](#)



Red: A young girl's spiral into the world of serious violence

Learn more about London's Violence Reduction Unit's programmes



Current awareness for policy, practice and research (CASPAR)

Perinatal support

NSPCC Learning has published four new case studies to help practitioners learn more about using the Graded Care Profile 2 Antenatal (GCP2A). GCP2A is an evidence-based assessment tool which helps professionals working with expectant and new parents to identify areas of parenting strength and areas where families may benefit from support. The case studies demonstrate how GCP2A can be used to: strengthen parenting capacity; support midwives to explore concerns; inform decision-making; and show parenting strengths.

Read the case studies: [Graded Care Profile 2 Antenatal \(GCP2A\)](#)

Puberty and learning disabilities

NSPCC Learning has updated its resources on navigating puberty and sexual development for children and young people who have a learning disability. The resources include a guide for parents on navigating puberty, and a series of symbolised booklets exploring bodies and behaviours. New content includes a guide for parents and carers on humping and thrusting behaviour to help them understand and respond to this behaviour in a supportive, non-shaming and proactive way.

Resources: [Navigating puberty and sexual development](#)

[Safeguarding children with special educational needs and disabilities \(SEND\)](#)

Online safety - Internet Matters

Internet Matters has published a briefing on the differences between girls' and boys' online experiences. The report draws on data from Internet Matters' annual UK survey of 1,000 9-to-16-year-olds and their parents. Key findings include: boys' and girls' online activity is becoming more similar, as they spend the same amount of time on activities including chatting to friends and browsing social media; both genders are broadly positive about their time online; 69% of girls and 66% of boys report having at least one negative online experience; girls are more likely to be contacted by strangers and to receive abusive and upsetting messages from people they know; and while girls are more likely to speak to someone when they experience harm online, boys are more likely to take steps on the platform on which harm is encountered. Recommendations to government include: mandate robust age assurance; and support schools and teachers in delivering media and digital literacy.

Read the report: [The gender gap: understanding and responding to girls' and boys' online experiences](#)

Children in care: mental health

The Guardian has published an article on the elevated risk of mental health problems amongst care-experienced young people. The article reports on data from 19,000 people born in the UK between 2000 and 2002, analysed by the UCL Centre for Longitudinal Studies. Key findings include: one in four 17-year-olds who have lived in foster or residential care have attempted to take their own life, compared with one in fourteen 17-year-olds with no experience of being in care; almost six in ten teenagers with experience of foster care have self-harmed, compared with under a quarter of those with no care experience; and teenagers with foster experience are more than twice as likely to report high levels of depression than those without care experience.

[News story: One in four UK teenagers in care have attempted to end their lives, study says](#)

NSPCC Case Reviews

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 though 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 - Birmingham – Thematic review on vulnerable babies

Reviews the death of several young babies under 12-weeks-old during and after the Covid-19 pandemic. Commonalties among the families include: involvement with children's social care in relation to older siblings and concerns around neglect and domestic abuse; children being subject to child in need and/or child protection planning; parental substance misuse and/or concerns about the impact of parental mental health; and concerns about home conditions.

Learning themes, incorporated from rapid reviews and two LCSPRs, include: inter-agency working between midwifery and general practice; perinatal mental health and post-natal working; family assessment and the impact of a newborn baby; child protection, child in need and step-down processes; safe sleeping advice; impact of parental mental health and substance misuse on children's safety; working with perceived or actual lack of parental engagement; delivery of universal health services in the context of risk; recognition of the cumulative effect of neglect and poverty on parenting; working with families in relation to their race and cultural needs; and the impact of early help, support, and intervention.

Recommendations include: evaluate the effect of the learning and development sub-group's offer to increase practitioners' understanding of the impact of drug and alcohol use by parents with small babies; the neglect operations group should continue to seek evidence of the impact of GCP2 on professional identification and response to children who may be living with neglect; and the learning from this review, rapid reviews and findings from the independent scrutiny should be disseminated to front-line practitioners and supervisors via a learning lessons briefing note and webinar.

Keywords: infant deaths, parents who have a mental health problem, substance misuse, child neglect, sleeping behaviour, coronavirus

[Read the overview report](#)

2025 – Bromley - Thomas

Suicide of a 16-year-old boy in November 2023. Thomas had received a range of statutory and private services since primary school for apparent neurodiversity and was diagnosed with autism spectrum disorder (ASD) aged 14-years-old. From summer 2023, concerns increased about his mental health and acute levels of distress, despair and suicidality.

Learning themes include: assessing risk of self-harm and suicide in young people with ASD; safety planning; use of emergency departments for the assessment of autistic children and young people in crisis; use of medication and its monitoring; responding to gender distress; online harm and its impact on vulnerable young people; suicide and self-harm prevention; availability of key workers; and coordination of multi-disciplinary services.

Recommendations include: the integrated care board (ICB) and the health and wellbeing board to review how partner agencies train and support practitioners to undertake assessments of self-harm, suicidality and mental capacity, including differences for neurodivergent young people, and to commission practice guidance on risk assessments and safety planning; the ICB and the child and adolescent mental health trust to review the resources available to neurodivergent young people in mental health crisis; the ICB and the mental health trust to review guidance for ensuring progress of patient treatment plans in the event of unexpected absence of key staff; when there is a high risk of self-harm or suicide by a child, there should be an assessment of the parents'/carers' capacity to manage the care of the child, including administering medication, and to offer a carers assessment if deemed beneficial; and the Child Safeguarding Practice Review Panel and the National Child Mortality Database should consider commissioning national learning into the impact of online providers which facilitate suicide or serious harm to children.

Keywords: suicide, autism spectrum disorder, prescription drugs, children who have a mental health problem, risk assessment, adolescent boys

[Read the overview report](#)

2025 – Buckinghamshire – Child CE

Presentation of a 5-year-old boy to accident and emergency in June 2023, with a fractured arm. A child protection medical concluded that the fracture should be treated as non-accidental. When examined, CE also had multiple areas of bruising, and there were concerns around his general hygiene and the health of his teeth. CE's mother and partner were arrested, and CE was placed in foster care.

Learning includes: child in need plans need to show clear targets, objectives, outcome measures and timescales; safeguarding partners need to fully understand the reasons behind why a parent may have passive or only occasional compliance with meeting the needs of a child; it is not appropriate to ask a child to provide an account of an injury to another child that they think they may have witnessed; and the financial, emotional and practical care impacts of suddenly becoming the sole carer should be explicit in child and family assessments.

Recommendations include: prioritise the development of a neglect strategy, including an assurance process to monitor completion and quality, from which updates can be provided to the partnership; seek evidence that there is an effective quality assurance process operating around child in need plans; and the partnership may wish to work with the commissioners of the services to see if there is a possibility of there being one continuous record, if this is not possible the situation needs to be outlined to all partners.

Keywords: child neglect, information sharing, parenting capacity, domestic abuse, nurseries

[Read the overview report](#)

2025 – Liverpool - David

Death of a 6-week-old baby in early 2024. David had been sleeping with his parents, and his 9-year-old half-sister in his parents' bed. David's family had many challenges and agencies had been involved with them intermittently over several years, mainly in response to concerns regarding the children's mother's experience of intra-familial physical and sexual abuse.

Learning themes include: information sharing arrangements; specialist assessments, tools and thresholds; professional knowledge and practice; working with families where there are multiple concerns including sexual abuse concerns; leadership and culture; and the wider service context.

Recommendations to the partnership include: ensure the threshold document identifies the 'level of need' by providing indicators for each level, and the service responses that can be expected; ensure the workforce are consistently using neglect assessment tools; review the pre-birth protocol and the pathways for information sharing, multi-agency working and pre-birth assessment to drive changes in practice; strengthen knowledge and skills in recognising different types of neglect, the effects of adverse childhood experiences on parenting, working with child sexual abuse risk and families with multiple and complex needs; re-issue the escalation procedure to professionals and agencies; perform a quality assurance audit relating to child in need work to ensure this is being undertaken at the right level, that risk to children is being managed effectively, there is not an over-reliance on

parental self-reporting, and there are SMART plans which promote outcomes for children; and the police should ensure that a family liaison officer is allocated where there has been a sudden unexpected death in childhood.

Keywords: adults sexually abused as children, infant deaths, child neglect, sleeping behaviour, supervision, threshold criteria

[Read the overview report](#)

2024 - Mid and West Wales - Child A

Death of a 7-year-old boy in January 2024. The police received a telephone call from Mrs X reporting that she had caused the death of her son, Child A.

Learning includes: complex safeguarding requires contextual analysis to help determine the likelihood of significant harm; the rights and responsibilities underpinning elective home education (EHE); children who are home educated have a right to be seen and heard; responding to the tension between parental autonomy and the responsibilities of the state; and the context of the local authority receiving the referral regarding Mrs X's mental health.

Recommendations include: promote the rights and wellbeing of electively home educated children and young people, through co-produced resources designed with and for children and their parents; review multi-agency safeguarding training to ensure practitioners and managers understand the contextual experiences of EHE children; review arrangements for submission of domestic incident notifications from the police into children's services; and assess and review the availability of support and training for practitioners receiving and responding to concerns regarding parental mental health.

Keywords: filicide, home education, parents who have a mental health problem, transient families, domestic abuse, child deaths

[Read the overview report](#)

2025 - Suffolk - Intra-familial child sexual abuse

Three cases of intra-familial child sexual abuse within a 12-month period. Considers these children's experiences together and identifies learning that has implications for many services and organisations across the Suffolk safeguarding system. All three children had early experiences of trauma including domestic abuse, parents who used substances, parents who had mental health challenges, neglect and young carer responsibilities. Family dysfunction and the need for statutory agency intervention to support and protect the children was apparent to varying degrees in the children's lives.

Learning themes include: adultification of children; consideration of the child's lived experience; investigative, responsive and collaborative practice; and risk prioritisation, escalation and decision making.

Next steps to be taken include: training workshops, podcasts, lunch and learn events, seven minute briefings and other learning to be made available across the safeguarding system; agency/team specific training on the identification, risk recognition, professional challenge and decision making with regards to intra-familial child sexual abuse; and parent/carer and child engagement practice improvement work, to include ensuring services have appropriate access to information about processes and concerns.

Keywords: adultification, decision-making, disclosure, escalation, intra-familial child sexual abuse, voice of the child

[Read the overview report](#)

2025 - Waltham Forest - Children M

Neglect experienced by six siblings over several years. Children M were aged between 4- and 19-years-old when they were removed from their parents' care in March 2024. All six children had been home educated. Three children had been assessed as having autism spectrum disorder, and five experienced significantly delayed communication and language development. Due to concerns regarding missed health appointments, the family were assessed by children services in 2018 and by the speech and language service in 2021. From 2023, reports from police and the housing agency detail concerns including neighbourhood disputes, anti-social behaviour, poor home conditions, and two incidents of a child being left alone in the street wearing only a nappy.

Learning themes include: the risk of children who are home educated becoming unseen by services; home education and children who are not brought to health appointments; information sharing regarding children who are home educated; and taking a whole family approach to assessment and intervention.

Recommendations for the partnership include: deliver a report on the impact and effectiveness of communication and information sharing arrangements between agencies regarding home educated children; consider increasing the EOTAS (education other than at school) service to offer a health review to all home educated children; increase parents' awareness of parental rights and obligations regarding home education; provide advice to parents on locally available support services and resources for home education; and explore the systems, practice and culture surrounding the barriers to escalating practice and system issues, including use of the professional escalation policy.

Keywords: autism spectrum disorder, child neglect, escalation, home education, language development, was not brought

[Read the executive summary](#)

2025 - Wigan - Liam

Death of a 15-year-old boy in April 2024. Liam was known to children's services since birth due to enduring parental issues involving drug dependency, poor mental health, and domestic abuse. Liam lived with his nan under a special guardianship order. Liam had been experiencing increasingly distressful episodes with his emotional wellbeing and mental health.

Learning explores: understanding adolescent worlds to ensure support and protection; relationship-based practice; assessments of need; education provisions for children with a complexity of needs; and responding to increasing risk for children with complex psychological needs.

Recommendations include: children's services should circulate a special guardianship briefing to all agencies involved in the review; the partnership should seek assurance from education services that a multi-agency process has been developed to ensure children missing education have an assessment of their needs in order to support identification and transition into an appropriate education setting; NHS Greater Manchester should develop a range of resources and support to offer children and young people who are awaiting assessment for autism and ADHD; a seven minute guide on working with adolescent boys which explains adultification bias and how to ensure work takes account of gender and identity factors should be added to the partnership website; and the partnership should host a multi-agency learning event on statutory levels of need and risk when working with adolescent children which includes joint protocol responses, escalation processes, working holistically with families in a trauma informed way, and intra and extra familial harms in adolescence.

Keywords: adolescent boys, child deaths, suicide, special guardianship orders, extra-familial harm, exclusion from school

[Read the overview report](#)

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 pPage 28 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.greenwicksafeguardingchildren.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/	0303 123 1113
https://ico.org.uk/for-organisations/data-protection-fee/#	
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@dbs.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 Referral Form	020 8836 8621 (Opt1, Opt 2)
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