

Royal Greenwich

Early Years & Childcare Professionals e-bulletin

12 June 2026



Royal Greenwich Funded
**EARLY YEARS
& CHILDCARE**

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020 8921 3877

Table of Contents

Early years and childcare webpage	3
Important Funding Claims Information	3
Funded Working Parent Entitlement Flyer – Autumn Term	5
Training Focus - Attuned & Reflective Play Therapy Principles Training	8
DFE & Ofsted Updates	9
Effective Climate Action Planning in Early Years settings	10
Early years qualifications list: UK only	12
Banned Dog Breeds in the UK	13
Father’s Day and All Caregivers	14
Best Start in Life	17
Continual Professional Development	21
A Celebration of Great Practice	21
Early Years SENCo Level 3	22
Maths Champion	23
London South Early Years Stronger Practice Hub	24
Equity, Diversity & Inclusion	25
Celebrating Windrush Day	25
June Pride Month	28
Creating an inclusive Early Years Environment	29
LGBTQ+ Pride Activities for Children	30
Health and Wellbeing	33
Product Safety Update	33
The Emotional Impact of Allergies	34
Diabetes Week	36
Child Accident Prevention	39
Training Schedule	43
Training Portal Link	43
Paediatric First Aid dates	44
Keeping Children Safe	45
Level 2 & 3 Safeguarding	46
NSPCC Learning	47
Safeguarding children with special educational needs and disabilities (SEND)	47
Current awareness for policy, practice and research	48
NSPCC Case Reviews – May 2026	52
Useful Safeguarding Contacts	58

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

Important Funding Claims Information

30 Hour Working Parent Eligibility Codes

Please check that all codes for Autumn term are dated no later than **31 August 2026** at the latest. You will also need to check end date as well as grace period dates and remind parents/carers to renew their codes where they are due to expire. There is no flexibility or discretion to fund any out of date or expired codes beyond the grace period. It is your responsibility to remind parents and ensure you have seen an updated HMRC screenshot and send a request for the LA to verify continued eligibility via the 30-hour eligibility codes Excel form that you should already have.

Eligibility for funding has several conditions

1. A **current positive determination** of eligibility (ie economic criteria has been met) by HMRC with a **start date from the preceding term** ie term before
2. Funding starts **the term after the positive determination start date** ie if the start date states 31/08/2026 or earlier then the child will be funded from the Autumn term and if it states 01/09/2026 or later then the child will be funded from the Spring term.
3. The child has met **age eligibility ie the term after** they have turned 9 months, 2 years or 3 years for the working parent
4. **Reconfirmation** of code has taken place **by the date due and before the end of the grace period** which is the end of the term ie 31 March, 31 August or 31 December. If the grace period has already expired then the start date will be re-set to the date when parents re-confirm . In that case, funded entitlement will re-set to the start of the following term ie the term after the positive determination. This means that providers will not be funded for that child so you must **remind parents in good time** – with at least 5 working days’ notice to reconfirm the codes on the due date and by end of the grace period at the latest. Providers should **keep a record of reminders to parents** and notify parents that funding will be withdrawn unless they renew their codes on time. This will avoid you as a provider losing funding as it is your responsibility to check and remind parents.
5. A **new funded entitlement cannot be taken up during the grace period** if parents already have a code that they have been using at another provider or if they applied too early and the reconfirmation due date has passed.

To minimise financial risk and liability, providers are advised to ensure that start dates, reconfirmation dates and grace period end dates are recorded and monitored with either targeted reminders to parents or generic reminders to all at the start, midway and end of term.

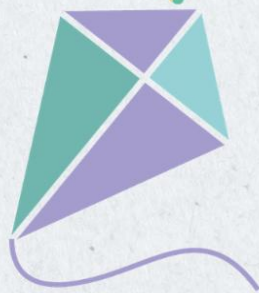
If parents have missed their reconfirmation date and the grace period has expired, signpost them to contact HMRC on **0300 123 4097** or links below to appeal

- [Challenge a Childcare Service application decision](#)
- [Claim compensation for Childcare service issues](#)

Please do **not signpost** to Early Years and Childcare funding officers as their role is to work directly with providers and they cannot change HMRC issued start dates. Please do not share emails or phone numbers to avoid parental disappointment.

If parents would like advice on who and how to contact HMRC or would like more information about their child's funded entitlements, please signpost to **Families Information Service** on **020 8921 6921**

If you need any help completing the Excel form, please contact EYC-Funding@royalgreenwich.gov.uk



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Are you a working parent eligible for a funded place for your 9 month old to 4 year old from September in the Autumn term?

Apply for or renew your code
before 31 August 2026



Take your code to your setting **NOW** so they can double check your code with the local authority as soon as possible and **before your child can be offered or take up their funded place.** You may need to pay a refundable deposit.

You must also **reconfirm your code on time** every 3 months to keep the funded place.

Contact HMRC on 0300 123 4097 or
FIS@royalgreenwich.gov.uk or 020 8921 6921



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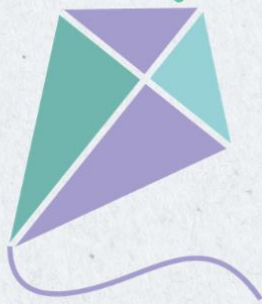


Are you eligible* for a funded working parents 30 hours place for your child aged between 9 months and 4 years?

*If you are a working parent (including working foster parents) and your child is aged 9 months and over before 31st August 2026, you may be eligible depending on your income and if you have received a valid eligibility code.

- Check before 31 August 2026 if you are eligible and remember to **reconfirm your code every 3 months** to keep your funded place
- Set up or go to your Childcare Account www.beststartinlife.gov.uk
- Your code must be dated no later than 31 August 2026
- Take your eligibility code to your early years' setting or school as soon as you can or if your setting is closed, contact FIS. **The code must be checked before your child can be offered or take up a funded place in the Autumn term.** All codes must be double checked with the local authority as soon as possible.
- Your child must also be age eligible i.e. the term after they have turned 9 months
- You may be asked to pay a **refundable** deposit to hold your place and until your provider receives funding from the local authority
- You must reconfirm and renew your code every 3 months on the due date and before the end of the grace period. It is **your responsibility to reconfirm on time**, otherwise funding will be withdrawn, your child may lose their place or you will need to pay. HMRC and your provider will remind you.
- If you have any queries, contact HMRC on **0300 123 4097**

fis@royalgreenwich.gov.uk
or 020 8921 6921

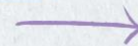


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EARLY YEARS & CHILDCARE

Are you a working parent eligible for a funded place for your 9 month old to 4 year old from September in the Autumn term?

Apply for or renew your code
before 31 August 2026



Bring the code to us in good time before term finishes in July 2026 to help us double check your code with the local authority and allocate a place for your child – you may need to pay a refundable deposit.

If you already have a funded place with us, don't forget to **reconfirm your code every 3 months** to keep the funding.

Then we're all set for a September start!

Contact HMRC on 0300 123 4097 or
FIS@royalgreenwich.gov.uk or 020 8921 6921

ATTUNED & REFLECTIVE PLAY THERAPY PRINCIPLES



Day	Date	Start	Finish
Sat	13 June	9:30	12:30
Sat	04 July	9:30	12:30

Course Outline:

This in person classroom based training by Play & Creative Arts Therapist / Accredited PCAP Practitioner, Elaine Bhalla, is a unique opportunity to learn play therapy techniques.

Please note that this is a 6 hour course delivered over two Saturdays - to get your certificate, you need to attend both. The cost is £20pp in total for both sessions.

Course Aims: This course equips participants with knowledge & skills to

- to reflect on the importance and value of play in its own right in children's development
- explore our play styles and how they may influence the way we play with children in our care
- hands-on activities to connect with our enjoyment of play and so deepen our understanding of the meaning of play to children

Target Participants:

- Leaders & Managers
- Setting SENCO
- Childminders
- Practitioners
- Playworkers



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





Letter from the Secretary of State for Education to the CEO of the Competition and Markets

The Government has asked the Competition and Markets Authority (CMA) to review how the childcare market is working in England to understand whether it is benefiting children and families and whether providers can operate sustainably.

This follows concerns about additional charges on top of funded childcare places, such as deposits and fees for items like meals, nappies and sun cream, which mean that many families are still paying significant costs despite the offer of funded hours.

The CMA is expected to look at how these charges are used, whether there are enough childcare places in different areas, how funding levels affect providers, and how easy it is for parents to understand costs and access suitable provision. The review highlights ongoing challenges across the sector, with parents continuing to face affordability pressures while providers report that current funding levels do not fully cover the costs of delivering places. The CMA will now consider this request and decide whether to carry out a full review, with further updates expected later this year.

Read full correspondence here: <https://www.gov.uk/government/publications/letter-from-the-secretary-of-state-for-education-to-the-ceo-of-the-competition-and-markets-authority>



Sustainability leadership and climate action plans in education

The Department for Education's (DfE) sustainability leadership and climate action plans initiative.

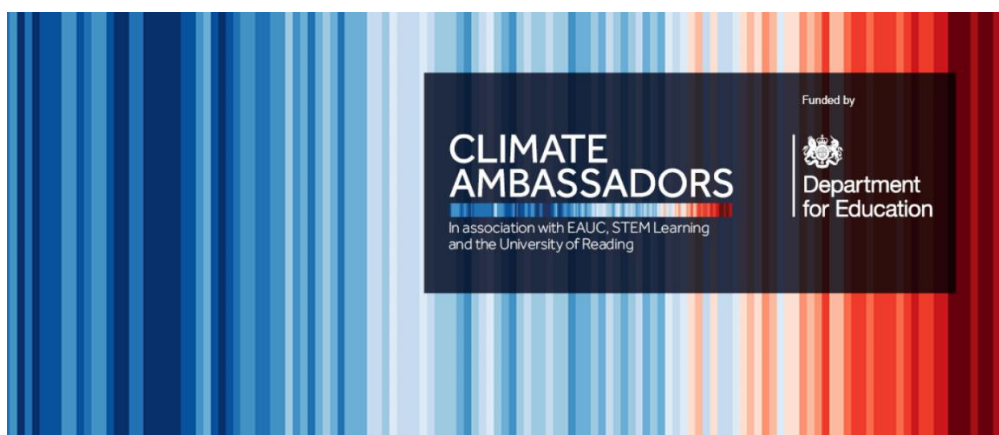
The [sustainability and climate change strategy for education](#) states: “By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan”.

This includes non-domestic early years settings, schools, multi-academy trusts, colleges, and universities. To ensure that the momentum and benefits already seen continue beyond 2025, [DfE Estate Management Standards](#) now include the requirement for a sustainability lead and climate action plan.

Wherever you are on your sustainability journey, this non-statutory guidance and the support available can help you get started or take the next step.

Support is available to nurseries, schools and colleges and is provided by DfE through:

- [Sustainability Support for Education](#): provides resources, services and tools to help you identify appropriate action to develop, or build on, your climate action plan
- [Climate Ambassador Programme](#): provides access to on-the-ground volunteer climate ambassadors and regional networks to support the development and delivery of impactful climate action plans, working in partnership with [Let's Go Zero Climate Action Advisors](#)
- [The National Education Nature Park](#): provides curriculum-linked resources and practical activities to connect children and young people with nature and engage them in improvement of their local environment. Participation in the Nature Park is a great way to add meaningful education, skills and biodiversity action to your plan



Read the full guidance here: [Sustainability leadership and climate action plans in education - GOV.UK](#)

Developing and storing your climate action plans

A climate action plan is a detailed plan to enable your education setting, or trust, to progress or commence sustainability initiatives.

Creating a climate action plan will allow you to take a structured and strategic route toward ensuring your setting or trust is acting toward, and educating about, sustainability. You may choose to have a climate action plan that sits within an individual setting, across a trust, or both.

While the format may vary, all climate action plans should include the following 4 key pillars:

- adaptation and resilience: how the setting is preparing for and responding to the impacts of climate change
- biodiversity and nature: efforts to protect and enhance nature and wildlife within the setting and its surroundings
- climate education and green skills: how learners are supported to understand climate change, sustainability, and develop relevant skills
- decarbonisation and net zero: actions to measure and reduce greenhouse gas emissions, working towards net zero

Early Years Advisors from Royal Borough of Greenwich are teaming up with the UCL Climate Action Unit, offering support to EY settings to write meaningful but manageable climate action plans (CAPs).

Please complete the Sustainability & Climate Change Audit, designed to assist you in evaluating your current practice around tackling climate change and determine goals that are achievable (groupcare settings only).

Please complete the audit form here: [Sustainability & Climate Change Audit for Early Years – Fill in form](#)





Guidance

Early years qualifications list: UK only

UK qualifications that meet Department for Education (DfE) criteria for counting in the early years foundation stage statutory framework staff : child ratios.

Use the digital service to check qualifications

Early years managers can [check an early years qualification](#) using the digital service, which:

- is easy to use
- contains the same information as the spreadsheet on this page

Use the spreadsheet to check qualifications

The spreadsheet lists all UK qualifications that are approved by DfE as full and relevant. Holders of these qualifications can work within the staff : child ratios in early years settings in England.

When checking qualifications, use the course start date, rather than the course completion date. The course start date is essential, as it determines which DfE criteria the qualification aligns with.

Separate guidance is available for people with [early years qualifications achieved outside the UK](#).

Documents

[Early years qualifications achieved in the UK: checklist](#)

Early Years Qualifications List (EYQL)

Please use the tabs on these spreadsheets to check whether qualifications meet the DfE criteria so that qualification holders can count towards the EYF5 staff:child ratios.

[Check an early years qualification](#)

Early years managers and practitioners can use the new Check an early years qualification service to:
- check if an early years qualification achieved in England is approved as full and relevant by the Department for Education (DfE)
- confirm if someone who holds this qualification can count in staff:child ratios at level 2, 3 or 6 in an early years setting in England
[Check an early years qualification](#)

Please tell us what you think about the new service by filling in the feedback form in the service.
You can also help us make the service better for everyone by signing up to take part in user research.

[Register to user research on early years qualifications](#)

Individuals can still continue to use this EYQL spreadsheet to check the approval status of UK qualifications.

How to use this document

*** Use the dropdown at the top of each column to set the value required, e.g. qualification level. This will filter the information shown and make it easier for you to check the details you need.
*** We suggest you work from left to right across the columns.

The spreadsheets

Tab 1 - details Full and Relevant Qualifications started before 1 September 2014
Tab 2 - details Full and Relevant Qualifications started post 1 September 2014

Tab 3 - please read the following guidance: If you start your qualification on or after 1 September 2024 and before 1 September 2025, then it must be listed on either the post-Sept 2024 tab or the post-Sept 2024 tab, to count as full and relevant. If you start your qualification on or after 1 September 2025, then it must be listed on the post-Sept 2024 tab to count as full and relevant.

Approved or "Full and Relevant" qualifications

*** If a qualification is listed, any individual holding that qualification counts towards the ratio requirements at the appropriate level.
*** Qualifications labelled as "Various" in the Awarding Organisation Title column were awarded by a number of different awarding organisations, they are all treated equally.
*** All lists show the qualification level - this does not designate the ratio requirements.
*** Please note any additional conditions in the final column - the qualification is not 'full and relevant' unless these have also been met.

Qualifications that are not approved or "Not full and relevant"

*** If a qualification is not listed on this spreadsheet or does not meet the requirements set out on this spreadsheet, then it is Not Full and Relevant and the member of staff cannot be used to meet the ratio requirements.
*** Please note that the title of the qualification has to match exactly the title of the qualification shown on the qualification certificate. If it does not, it is not considered Full and Relevant.

Assessed Performance

Where we indicate that a qualification needs an element of 'assessed performance', a person's course must have included an activity or combination of activities marked by a qualified assessor or expert, including:
*** direct observation of the learner's performance in the workplace
*** documented accounts of the learner's performance
*** professional discussion recorded oral or written questions relating to the learner's performance



In March 2026, Minister Bailey wrote a letter informing early years settings in England of amendments that the Department intends to make to the [Early Years Foundation Stage \(EYFS\) statutory frameworks](#) later this year. The letter mainly focused on safer sleep but also referred to potential changes to ensure that children are suitably protected from banned dog breeds in childcare settings.

A targeted stakeholder consultation was then led by the Department for Education with early years and childcare experts, Ofsted, CMAs and animal welfare organisations. The targeted consultation involved

consideration of potential different options. Most organisations felt the safest thing to do for children was to ensure banned breed dogs were not kept or present at childcare settings. As efforts to keep children and banned breed dogs separated on the same premises were considered too risky due to risk of error / misinterpretation / misunderstanding and concerns on how this would be robustly managed at all times.

Following the targeted consultation, the decision has been made to **prohibit the provision of registered childcare from any premises where a banned dog breed is present or kept.**

To do so, the Department will look to make changes to:

- the EYFS frameworks – for childminders and for group-based settings
- the regulations governing registration requirements and welfare requirements applicable to Early Years and Later Years providers and voluntarily registered providers (with an exception for nannies).

This means that this would apply to registered providers on the Early Years and General Childcare Registers (except nannies).

Banned dog breeds are those to which section 1 of the [Dangerous Dogs Act 1991](#) applies and includes the [XL Bully type](#). The Department for Education is clear that banned dog breeds are not compatible with the environment of a childcare setting. The requirement makes sure that children in registered childcare settings will be suitably protected from the risks associated with banned dog breeds by ensuring that such breeds are not kept or otherwise present at the same premises as childcare.

This change will come into force in England from 1 September 2026, subject to parliamentary and legislative process. Further communications on this will be issued by the Department for Education in Summer 2026.



Father's Day

and celebrating all caregivers

This year, Father's Day will be held on **Sunday 21 June 2026**. Father's Day in early year focuses on celebrating special caregivers through, child-led, sensory, and creative activities that promote fine motor skills and emotional understanding. These activities will support children to express love and appreciation for their Fathers, Grandfathers, or guardians. However, before we share some ideas, it is important to recognise that this celebration must be approached with some thought, consideration and empathy for children with different circumstances or whose families may have a different structure.

This [foundation forum article](#) recognises that as part of our reflective practice, we often need to think about *why we're doing what we're doing*. Why do we store the wooden blocks next to the small world animals? Why do we have a rolling snack time? Why do we do register time like this? Asking 'why' helps us to focus – is this supporting children's learning and development, are we providing for every child, do we need to do it this way, can we do it differently (and better)? This is all relevant when also thinking about why we celebrate Father's Day? Like any other activity or celebration, we encourage you to think about what the intent is behind Father's Day which is appropriate for your children and setting.

As you think about what the intent is, it is important to think about all of your children and their unique experiences. A child may live with their single Mum or have two Mummies. There may be a child who is living with their foster family. Or a child's Daddy may have died, or perhaps their Mother or Father's Dad – their Grandfather – has passed away and this is a painful time for the whole family. Perhaps an older sibling is a child carer, looking after everyone in the home. Or there may not be the caring relationships at home that we would hope every child would experience, but we know do not know. No matter what the child's family story is, it is important that you have an understanding of this, before deciding on the intent which may vary for children within your setting.

Here are some [NDNA](#) tips on how to manage these celebrations, with inclusivity and with sensitivity. This link was also shared in relation to Mother's Day.

1. Allocate time to get to know your families and the special people that are in their child's lives
2. Be careful not to make assumptions about family dynamics
3. Ask families who else they might like to include during special events
4. Find out about special days or events in a family's calendar and include them into your annual plans, enabling you to share new traditions and experiences
5. Open up special days, e.g. Mother's Day/Father's Day/grandparent's day – invite 'anyone who is a mother/father/grandparent figure in a child's life' rather than just suggesting 'Mothers, Fathers or Grandparents'

6. Be mindful that naming special activities, such as Mother's/Father's Day cards may not include all your family groups. Think about what you name the events so that they are inclusive, for example, creating a card for someone special to you.
7. Review your environment to ensure your resources reflect the range of families that attend your setting, e.g. same sex parents, foster parents, kinship care, single parent families.

Activity ideas



Group time discussion

You can open a discussion with children about how they feel about the special people in their lives. What do these special people do for them? what can we do to show these people that we care about them or love them?



'People who help me grow' display

This discussion could lead into this lovely activity, to create a 'people who help me grow' display. This can be in the structure of a family tree, however, is focused on all the special people in a child's life. This allows a space for all children to be able to celebrate the people in their lives that look after and love them, no matter what their family story is.

Making a special card

Encourage children to use their own ideas and creativity to make special cards for their Dad or other important people in their lives. A simple and engaging starting point is to use the child's handprint as the base of the card. Children can create their handprint using paint or drawing around their hand, which forms the main feature of the design.

From there, children can decorate their cards in any way they choose, allowing for individual expression and imagination. They might turn their handprint into different shapes or characters, such as:

- A superhero hand with a drawn face and cape
- A bouquet of flowers using each finger as a stem
- An animal (e.g. a lion, fish, or bird)
- A tree with leaves and added decorations
- A "high-five" message with kind words written around it

Provide a variety of resources such as coloured paper, pens, crayons, stickers, glitter, and collage materials to support their creative choices. Adults can support by modelling ideas, encouraging children to talk about who they are making the card for, and helping them to write or dictate a personal message inside.

This open-ended activity supports creativity, fine motor skills, and emotional expression, while helping children to think about and celebrate special relationships in their lives.



The “I love you because...” jar

Start a collection of jam/pickle jars that parents can help contribute to. You will then fill the jars with notes of reasons why children love their Dad or special person

“He gives me cuddles”

“They tickle me which makes me laugh”

“She reads me bedtime stories”

Add these special notes to the jar, and allow children to decorate their jars to make it even more special.



Keyring handprint/fingerprint

For this, you will need a laminating sheet and laminator. Have children print their hand or finger with paint in between the laminating sheet. Pop it through the laminating machine, cut around, leaving extra space at the top to be able to hole punch through. Then use string or metal rings to create the keyring which is a lovely keepsake.

Planting seeds – ‘Thank you for helping me grow’

Another gift idea could be to allow children to plant seeds in a pot, to gift to their loved one. This is a lovely symbol to say, ‘thank you for helping me grow’.





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](#)

Preparing for school – Advice for parents

Starting school is an exciting milestone – The latest Best Start in life Guidance on how everyday moments at home can help children feel confident and prepared, whatever stage they're at!

Every child is different

Children develop at different rates and in different ways but all children will benefit from support and preparation.

If your child has special education needs or disabilities (SEND), preparing for school can feel like a particularly emotional time and it's important to know that you don't have to navigate it alone. Schools are experienced at supporting children with a wide range of needs and will work with you to put the right support in place from the start.

If you have any concerns about your child's development, your health visitor, GP or the school's Special Educational Needs Coordinator (SENCO) will be happy to help. You can also contact your local SENDIAS service (Special Educational Needs and Disabilities Information, Advice and Support) for free, impartial guidance, or visit your local Best Start Family Hub.

[Find support for children with SEND](#)

What does preparing for school mean?

Preparing for school – sometimes called school readiness – isn't about knowing the alphabet or being able to count to ten. It's about your child building the confidence, skills and habits that will help them to feel like they belong, make friends and get the most out of their learning opportunities.

The [Starting Reception website](#) has a wealth of information and advice to support parents to help their children prepare for school. This includes hints and tips that will help with:

- **Communication** – skills that will help them communicate their needs and experiences, in whatever way works for them, and being able to listen and follow simple instructions.
- **Independence** – skills to help children take care of themselves, like using the toilet, with a little help where needed.
- **Social and emotional skills** – beginning to understand their own feelings and those of others, and to play and share with other children.
- **Physical development** – developing strength and skills through activity such as running, climbing, jumping, crawling or moving parts of their body. This could be with support for children with limited mobility.
- **Healthy routines** – Building healthy routines that will help children stay healthy, such as limiting screen time to an hour a day or less for 2 to 5 year olds, brushing teeth twice a day and going to bed around the same time each night.

Watch MC Grammar's 'Steps for School' song with your children for a fun way to start to practise everyday skills together.



<https://youtu.be/yfSNhFiVgT8>

Steps for School: skills to practise together

Here are some examples of the kinds of things that can help your child feel more comfortable and confident at school. Every child is different – these are suggestions, not a checklist, and there is plenty more helpful advice on the [Starting Reception website](#).

Using the toilet and washing their hands

It's best for children's bowel and bladder health to be out of nappies by 18-30 months, unless they have a diagnosed medical need such as a bowel or bladder condition. Using the toilet independently and washing their hands afterwards encourages self-care skills during the school day and helps them stay healthy.

Tips to try at home: Practise the routine together – wash hands after the loo, before meals and after playing outside. Make it fun with a short song while they wash.

Working on toilet training? Find guidance and practical tips on supporting your child with [The Potty Training Guide – Starting Reception](#).

Getting dressed

Putting on and taking off their coat and shoes helps children during playtime, PE or through the school day. It helps your child to establish routines and learn independence.

Tips to try at home: Try to give your child time to try and dress themselves in the morning rather than rushing to help. Velcro shoes and zip-up coats can make things easier while they're building confidence.

Eating independently

Eating their lunch independently helps children to make choices about their food and develop fine motor skills which help with lots of different activities.

Tips to try at home: Give your child plenty of chances to feed themselves during mealtimes, using whatever tools work for them – a spoon, fork, chopsticks or anything else that suits your family's food and routine. If your child is likely to have a packed lunch at school, practise opening their lunchbox and unwrapping packaging at home. Encouraging independence at the table is what matters most.

Communicating their wants and needs

Letting an adult know if they need help, feel unwell, are thirsty or need the toilet is really important for your child's wellbeing at school.

Tips to try at home: Help your child practise expressing their needs in the way that works for them – whether that's saying or signing "I need a drink", pointing to a picture card, or using a communication device. You can also help them begin to express how they're feeling: 'Are you feeling thirsty? Tired? Scared?' – again, in whatever way feels natural for your child.

Remember: Every child communicates differently, verbal or non-verbal. Some children use signs, symbols, pictures or devices – whatever works for your child is brilliant. Let their school know what works best so they can support them from day one.

Listening to and following simple instructions

Listening to an adult and following a simple instruction – like 'put your bag on the peg' is a really useful skill for your child to develop.

Tips to try at home: Play games where you ask them to copy your actions: ‘Can you touch your toes?’, or give your child one or two instructions as part of a daily routine: ‘Can you get your shoes and wait by the door?’ Praise them when they listen well, however that looks for your child.

Remember: Some children find processing instructions tricky, or may respond better to visual cues, gestures or a gentle touch alongside words. Whatever helps your child understand and feel confident is the right approach.

Interacting happily with others

Feeling at ease around other children and adults helps your child settle into school life and begin to form friendships.

Tips to try at home: Give your child opportunities to spend time with other children – at playgroups, the park or with family friends. Don’t worry if they aren’t talking to other children; just being around others and playing alongside them builds confidence over time. Follow their lead.

Remember: Some children take longer to feel comfortable interacting with unfamiliar adults or children, and that’s completely normal. Let their school know how your child tends to approach new situations so staff can support them gently from day one.

Paying attention for short periods of time

Focusing on an activity or listening to a story for a short time helps children begin to engage with learning at school.

Tips to try at home: Build short, focused activities into your routines – reading together, doing a simple puzzle, or playing a calm game. Little and often works well. Don’t worry if their attention wanders; that’s normal at this age.

Sharing and taking turns

Beginning to share and take turns helps children play with others, understand the need to wait for instructions and feel part of a group.

Tips to try at home: Look for natural opportunities during play – board games, building together, or passing a ball back and forth. Keep it light and playful. Learning to wait and share takes time, and it’s a skill that develops gradually.

Beginning to recognise and talk about feelings

Starting to recognise their own feelings – and notice that others have feelings too – helps children start to manage their emotions, build friendships and develop empathy for others.

Tips to try at home: Use everyday moments to talk about feelings: “You look a bit worried – how are you feeling?” Books and stories are great for this too – “How do you think that character might be feeling?” There’s no need to have all the answers; just talking openly helps.

Find article here: <https://beststartinlife.gov.uk/preparing-for-school/>



Morden Mount After School Club

We are thrilled to celebrate the success of Morden Mount After School Club, a newly registered wraparound provider that has already made a fantastic impact.

Following their first full inspection, the setting achieved the expected standard across all areas – a brilliant outcome that reflects the hard work, commitment, and passion of the team. The report highlights not only strong practice, but also the positive, joyful experiences children have each day at the club.

This achievement is another great example of the growing demand for high-quality wraparound provision across Greenwich, and the vital role providers play in supporting children and families.

Following the receipt of wraparound grant funding, the provider has transformed one of the rooms into a dedicated SEND-friendly space, as shown below.

With a strong focus on inclusion, this space provides children with a safe and supportive environment where they can regulate their emotions or access a range of appropriate sensory resources. This adaptation demonstrates a clear commitment to meeting the diverse needs of children and promoting their wellbeing within the provision.

✦ Interested in developing your own wraparound provision?

Morden Mount After School Club has generously offered to host visits from other schools and providers, providing a valuable opportunity to see a successful provision in action, share ideas, and build confidence in delivering high-quality care.





Early Years SENCo Level 3

Early Years SENCos play a key role in identifying and supporting children with special educational needs and disabilities (SEND). They work closely with families and professionals to make sure children receive the right support, helping to secure the best possible outcomes in their early development and learning.

AT A GLANCE



Fully funded by the DfE



Online & flexible training



6 month course duration



Tailored individual support from tutors



NCFE L3 Award for Special Educational Needs Coordinators in Early Years Settings

WHO IS IT FOR?

- Level 3 practitioners working in private, voluntary or independent Early Years settings
- Ofsted registered childminders and childminder agencies that hold a level 3 qualification

ENTRY REQUIREMENTS

For setting practitioners

- Full and relevant Early Years Level 3 qualification
- Working in a Private, Voluntary or Independent (PVI) setting

For childminders

- Ofsted-registered or registered with a Childminding Agency
- Level 2 Early Years qualification with at least one completed Level 3 module.

You can check to see if your qualification is full and relevant here: www.check-an-early-years-qualification.service.gov.uk

THE PROGRAMME

- Learn to actively engage with children and their families using the Assess, Plan, Do, Review process
- Accredited and fully funded by the Department for Education, limited places available based on DfE eligibility criteria
- Understand what an effective support plan should include and why clear outcomes are important
- Gain the and techniques to identify SEND at the earliest point
- Learn through online study units



Learn more and apply at:

bestpracticenet.co.uk/EYSENCO



BPN offered outstanding support and information, particularly in the 1-2-1 mentoring sessions. My tutor was amazing and everyone was extremely informative, efficient and helpful.

- EYSENCo Graduate



NDNA
National Day Nurseries Association

Fully funded places now available



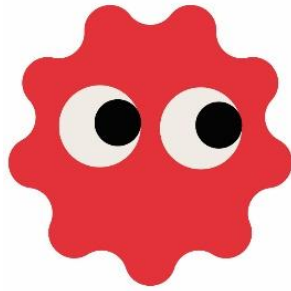
Worth £1205 the Maths Champions programme is FREE for nurseries in England

Secure your funded place today!

+ **=** **÷** Maths Champions

Maths Champions- there are still places available on this programme- PVI's and school based nurseries only! Use this flyer to scan the code.

Alternatively, complete the Maths Champion Expression of Interest form here: [Maths Champions Expression of Interest](#)



London South Early Years Stronger Practice Hub

LSEYSPH SEND Support Network (EHCP support group)

9/6/26@12.30pm or 9/6/26@7pm

Join LSEYSPH online if you are a SENCO, room leader, key worker in an early years setting and need support and signposting to help your children with additional needs in your setting.

- This network meeting will have a focus on sharing SEND support plans and examples of evidence to send for an Inclusion fund/EHCP request
- Led by Luke Page-executive headteacher of Lambeth Nurseries Federation/London South EYSPH partner
- 9/6/26@12.30pm-1.30pm
- Contact us at 020 7407 1769 ext. 216 or email EYSPH@londonsouthtsh.org
- To join this network meeting fill in the form [here](#)



11 June 2026 Maths Network

Cardinality and Counting - a closer look at this strand of mathematics.

Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents .

Join us to look at engaging and playful ways to teach this skill to our youngest learners.

Contact us at 020 7407 1769 ext. 216 or email EYSPH@londonsouthtsh.org

- To join us fill in the form [here](#)

<https://www.strongerpracticehubs.org.uk/hubs/ldn/ldn-s-eysph>

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 →



Celebrating Windrush Day



In 1948, the ship *Empire Windrush* arrived in the UK carrying people from several Caribbean countries. They had been invited to help rebuild Britain following the Second World War, when there was a shortage of workers. This group of people became known as the Windrush generation.

Members of the Windrush generation made significant contributions to British society, working in areas such as transport, healthcare and other public services. They also enriched the UK by bringing their culture, traditions, food and talents, many of which are now an important part of British life.

Despite their valuable contributions, many individuals from the Windrush generation experienced serious difficulties, including unfair detention and the threat of being sent back to countries they had left many years earlier.

Some people were wrongly deported, while others were detained or had their legal documents taken away, even though they had the right to live in the UK. Many of those affected were members of the Windrush generation or their families.



The story of Windrush is an important part of British history. It highlights the importance of fairness, respect and equality, reminding us that everyone deserves to be treated with dignity, regardless of their background. Windrush Day is an opportunity to recognise and celebrate the achievements and contributions of the Windrush generation. It is observed each year on 22 June, marking the arrival of the *Empire Windrush* in the UK.

The Windrush experience helps children begin to understand that:

- People come from different countries and cultures
- Britain is a diverse, multicultural society
- People have different experiences and backgrounds

This supports children to explore similarities and differences, which is a key expectation in EYFS Understanding the World.

The Windrush story shows:

- Everyone has a story about where they come from
- People move to new places and build new lives
- All children and families belong in the setting

Teaching this helps children feel:

- Valued
 - Included
 - Proud of their own identity
- It also reinforces that every child's background has a place in the curriculum.**

ENJOY LEARNING ABOUT WINDRUSH LOCALLY HERE IN GREENWICH!

Windrush Day 2026

A day of creative workshops, informative talks and discussion to explore the significance of the arrival of HMT Empire Windrush and the legacies of the Windrush generation

Suitable for all ages

National Maritime Museum

Date and times Saturday 20 June 2026 | 11am-4pm



Windrush Food Culture exhibition

Visit this free exhibition exploring Windrush food culture and its impact on Britain through the decades: from the margins to the mainstream

National Maritime Museum

Date and times Open Tuesday - Saturday until 30 July 2026 | 11am-4pm



Tracing your ancestors: Caribbean Family History Workshop

Caird Library at the National Maritime Museum | 11am-3pm

Join renowned genealogist Carlston Walters in the Caird Library and Archive, where you can begin your search for your family history. Using the passenger lists digitised on Ancestry, and various records from parish churches in the Caribbean, searching for Crew lists and Merchant Navy records, staff will also provide suggestions to find family history records in archives across the UK.

Saturday 20 June 2026



Games without wires and dominoes

11am-3pm | Figurehead Space of the National Maritime Museum

Try out a variety of board games, big and small, with the Caribbean Social Forum

Saturday 20 June 2026



Pride is celebrated in the month of June, as that was the month when the Stonewall riots took place. The Stonewall riots were important protests that took place in 1969 in the US, that changed gay rights for a lot of people in America and around the world.

Pride is a celebration of people coming together in love and friendship, to show how far LGBTQ+ rights have come, and how in some places there's still work to be done.

During Pride month there are usually colourful parades, concerts and marches.

The suggestion to call the movement 'Pride' came from L. Craig Schoonmaker who in 2015 said:

“A lot of people were very repressed, they were conflicted internally and didn't know how to come out and be proud. That's how the movement was most useful, because they thought, 'Maybe I should be proud.’”

Since June 28 1970, Pride events have grown bigger, bolder and well... more proud!

Why is it important to celebrate Pride Month?

Pride Month is a time to celebrate identity, love, inclusion and the diversity of people and families within our communities.

In early years education, Pride is not about teaching complex adult themes. Instead, it is about introducing values such as kindness, respect, acceptance, and belonging in age-appropriate ways.

Children in EYFS are naturally curious about the world around them. Introducing Pride helps them understand that everyone is different — and that difference should be celebrated.



Creating an inclusive Early Years environment

Before introducing Pride-themed activities, it is important to ensure your setting reflects inclusive practice all year round.

Key considerations include:

- Using inclusive language such as “families” or “grown-ups” instead of assuming “mums and dads”, making sure discussions about family include all families and all parents /carers
- Avoiding gender stereotypes in resources and activities
- Providing diverse books, posters and images
- Ensuring children see representation of different families and identities
- Regularly reviewing your environment for inclusion (room audit approach)

An inclusive setting should reflect the real world children live in and help every child feel seen and valued.

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

Why introduce Pride in Early Years settings?

Including Pride and LGBTQ+ awareness in early years practice supports several key areas of development:

- Building empathy and emotional understanding
- Supporting communication and language through discussion
- Encouraging respect for different families and identities
- Promoting self-esteem and belonging
- Supporting the EYFS “Understanding the World” topic

Children may already notice that families look different, or that people express themselves in different ways. Early years settings have an important role in shaping how children understand and respond to those differences.

LGBTQ+ Pride Activities for Children

How to introduce Pride in EYFS (age-appropriate approaches)

Pride can be explored in simple, meaningful and play-based ways. The focus should always remain on kindness, love and inclusion.

Rainbow-themed learning and discussion

Rainbows are often used as a visual representation of Pride and can be a useful starting point for conversation.

Activities could include:

- Rainbow painting or collage work
- Colour mixing investigations
- Rainbow water play or sensory trays
- Ribbon dancing and movement activities



Exploring identity through self-portraits

Self-portrait activities are a powerful way for children to build self-awareness and confidence.

Encourage children to:

- Draw or paint themselves using a variety of materials
- Talk about what makes them special
- Share similarities and differences with peers in a positive way

Celebrating different families

A key message in EYFS Pride learning is that all families are different.

You can support this through:

- Drawing or collage activities showing “my family”
- Using small world figures to represent different households
- Storytelling about different types of families

This helps children understand that love and care come in many forms.



Inclusive storytime and books

Books are one of the most effective ways to introduce diversity in Early Years settings.

Choose stories that reflect:

- Different family structures
- A range of identities and experiences
- Messages of kindness and acceptance

Examples often used in EYFS settings include:

- stories about diverse families
- books celebrating individuality - for example Elmer or the Rainbow Fish
- narratives that focus on friendship and belonging

Story discussions can naturally lead to questions about differences in a safe and simple way.

Rainbow scavenger hunt activity

A rainbow scavenger hunt is a fun way to combine movement, exploration and learning.

Children can:

- Find objects matching rainbow colours
- Sort items into colour groups
- Discuss what each colour represents

You can also extend learning by exploring ideas such as, life, nature, harmony and diversity. This encourages early symbolic thinking in a gentle, accessible way.



Extending learning: building continuous provision

To deepen learning beyond Pride Month, consider embedding inclusion into continuous provision:

- Role play areas with diverse family representation
- Books available all year round featuring inclusive stories
- Small world resources representing different communities
- Visual prompts that reflect diversity in society

This ensures inclusion is not a “one-off theme” but part of everyday practice.

Working with parents and carers

Open communication helps build trust and consistency between home and setting.

You may wish to:

- Share planned activities in advance
- Explain that learning focuses on kindness and inclusion
- Provide book recommendations for home use
- Encourage families to share their own experiences of inclusion

This helps reinforce positive messages across environments.

Pride Month is a wonderful opportunity for LGBTQ+ families to celebrate love, diversity, and equality. By engaging in family activities, you can not only show your support for the LGBTQ+ community but also help your children to learn about the importance of acceptance and inclusion.

More resources and activity ideas here: [Introducing Pride in Early Years Settings: Inclusive EYFS Activities, Ideas & Guidance - Early Years Resources](#)

Pride Month book list for 0-5 year olds: [LGBTQ+ book list for children in the early years. | Words for Life](#)

You can also find our list collated list attach in the email.



Product Safety Update

Product Safety Update: Sand Products Recall



The Office for Product Safety and Standards (OPSS) has recalled some sand products because they may contain asbestos.

More than 30 children's toys have been recalled in the UK after the *Guardian* revealed that play sand sold by a well-known craft company was contaminated with asbestos.

Early years providers are advised to check the official list of affected products. If any are found in your setting, please follow the guidance on safe disposal available on Gov.uk.

This recall follows a report that play sand sold by a major retailer was found to be contaminated.

If you have questions about a specific product, you should contact the retailer directly.

Guardian Article:

<https://www.theguardian.com/money/2026/apr/27/dozens-of-toys-recalled-in-the-uk-after-asbestos-found-in-play-sand>

Government Guidance:

<https://www.gov.uk/guidance/asbestos-in-consumer-products>

Product Safety Recalls:

https://www.gov.uk/product-safety-alerts-reports-recalls?keywords=asbestos&product_alert_type%5B%5D=product-recall&product_recall_alert_date%5Bfrom%5D=01/01/2026



Anaphylaxis (pronounced ana-fil-ax-is) is a serious whole-body allergic reaction. It happens when someone is exposed to something they are allergic to (known as an allergen). Reactions usually begin within minutes and rapidly progress but can occur up to 2-3 hours later.

Anaphylaxis is potentially life threatening and always requires immediate treatment with a medicine called adrenaline (also known as epinephrine).

Anaphylaxis can happen to anyone, even if they have never had a serious allergic reaction before, which is why it is crucial to understand the symptoms, how to respond in an emergency, and how to manage the risks.

While the physical and medical aspects of serious allergies are well understood, the emotional and psychological impact is only beginning to be recognised. Anaphylaxis UK are continuing to explore the emotional realities of living with allergies and practical ways to support those affected.

Anaphylaxis UK has partnered with University of Surrey to better understand the emotional and mental health impact of living with serious allergies. The project is part of Innovate UK Knowledge Transfer Partnerships (KTPs), which bring organisations and academic experts together to turn innovative ideas into meaningful real-world support.

Together, Anaphylaxis UK and Innovate Knowledge Transfer Partnership (KTP) have developed a first-of-its-kind, evidence-based tool designed to support the mental health of the allergy community, helping people effectively manage allergy-related anxiety, making Anaphylaxis UK **the first charity to offer scientifically backed support focused on allergy-related anxieties**. They also explore the emotional impact of allergies in their latest podcast episode, where experts share insights and lived experiences.

In addition, Anaphylaxis UK have announced new dates for support groups, offering more opportunities for people to connect, share, and feel supported.

Listen to the podcast here: [The emotional impact of allergies and new UK support groups](#)

Anaphylaxis fact sheet: [Anaphylaxis-V8-1-2.pdf](#)

Join an Anaphylaxis UK support group: [Anaphylaxis UK Support Groups | Anaphylaxis UK](#)

SELF HELP

Be proactive! Explore available resources: Utilise books, podcasts, apps [e.g. Headspace, Calm], support groups and therapists for support and information.



MINDFULNESS

Practice self care in spare moments to shift your focus away from anxiety. **Use sensory focus:** notice what you hear, see, feel and smell. Take deep breaths.



COMMUNICATION

Share your worries and feelings honestly with your friends or family. Bottling up emotions can increase anxiety. Let them know how they can help.



THE HIDDEN BATTLE WITH ALLERGIES

TIPS FOR DEALING WITH ALLERGY RELATED ANXIETY

THINK POSITIVE

Make an effort to replace negative thoughts with positive ones. Try writing a list of the things you're grateful for. Think of these when you start to feel anxious.



PRE - PLAN

Being prepared can reduce anxiety. Knowing that you have a plan in place can offer a sense of control, enabling you to enjoy social outings with greater ease. **Call ahead!**



SPOT SYMPTOMS

Identifying triggers of your anxiety allows for early intervention. Then use coping strategies, like deep breathing, and reminding yourself you have a plan in place and are in control of the situation.



FOR PARENTS WITH ALLERGIC CHILDREN:

Manage your own anxiety: By recognising and addressing your own anxiety, you will be better able to support your child.



www.anaphylaxis.org.uk

Anaphylaxis UK, a charity registered in England and Wales [1085527] and in Scotland – charity number: SC051390
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anaphylaxis UK

A brighter future for people with serious allergies

Diabetes Week

Diabetes is a serious condition where your blood glucose level is too high. It can happen when your body doesn't produce enough insulin or the insulin it produces isn't effective.

Watch our two-minute video link which explains diabetes:

<https://www.youtube.com/watch?v=ZLOjD5IfUyU&t=15s>

DIABETES WEEK

8–14 June 2026



There are two main types of diabetes: type 1 and type 2.

When you've got type 1 diabetes, you can't make any insulin at all. If you've got type 2 diabetes, which is the most common, it's a bit different. The insulin you make either can't work effectively, or you can't produce enough of it. They're different conditions, but they're both serious.

There are lots of other types of diabetes. They include gestational diabetes, which some women may go on to develop during pregnancy, type 3c, MODY and Latent Autoimmune Diabetes in Adults (LADA).

In all types of diabetes, glucose can't get into your cells properly, so it begins to build up in your blood. And too much glucose in your blood causes a lot of different problems. To begin with, it may lead to diabetes symptoms.

What causes diabetes?

The causes of diabetes depend on the type of diabetes you have.

What all types of diabetes have in common is that they cause people to have too much glucose (sugar) in their blood. But we all need some glucose. It's what gives us energy. We get glucose when

our bodies break down the carbohydrates that we eat or drink. And that glucose is released into our blood.

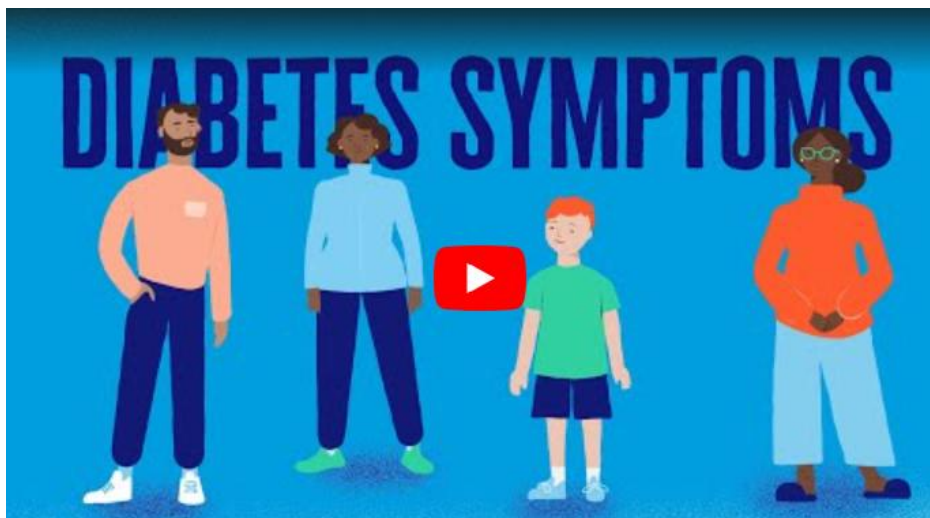
We also need a hormone called insulin. It's made by our pancreas, and it's insulin that allows the glucose in our blood to enter our cells and fuel our bodies.

If you don't have diabetes, your pancreas senses when glucose has entered your bloodstream and releases the right amount of insulin, so the glucose can get into your cells. But if you have diabetes, this system doesn't work.

Symptoms of diabetes

The symptoms can depend on the type of diabetes you have. But the common symptoms of diabetes include:

<https://www.diabetes.org.uk/about-diabetes/symptoms>



- ⇒ Going to the toilet a lot, especially at night
- ⇒ Being really thirsty
- ⇒ Feeling more tired than usual
- ⇒ Losing weight without trying to
- ⇒ Genital itching or thrush
- ⇒ Cuts and wounds take longer to heal
- ⇒ Blurred vision

Symptoms of diabetes in children

Type 1 diabetes symptoms in children

- Going to the toilet a lot to pass urine, bed wetting by a previously dry child or heavier nappies in babies. Getting up in the night to go to the toilet.
- Being really thirsty and not being able to quench the thirst. Your child may ask for a drink more often, finish drinks very quickly or you may notice they generally drink more.
- Feeling more tired than usual. Having less energy than normal, not playing as often, less energy for sports.

- Losing weight or looking thinner than usual.

These symptoms can be remembered as the 4Ts: Toilet, Thirsty, Tired and Thinner

You may also notice your child getting more infections than usual. There may also be changes in your child's behaviour like irritability.

The symptoms of type 1 diabetes tend to come on within a matter of days or weeks and you should get urgent medical help if you notice any of these symptoms.

The most common type of diabetes in children is type 1 diabetes. But children can also develop type 2 diabetes or [another type of diabetes](#).

Type 2 diabetes symptoms in children

The symptoms of type 2 diabetes in children are the same as they are for type 1 diabetes, but they may be less obvious and develop more slowly, for example over weeks or months.

But you may still notice some of the symptoms listed above.

Symptoms of diabetes in children are the same as they are for adults but they may present differently such as a child not wanting to play games as often due to having less energy. Find out what [other symptoms](#) your child may display if they have diabetes.

Research has shown that there are several [risk factors](#) for developing type 2 diabetes. These include ethnicity, genetics, and lifestyle. In some cases type 2 diabetes can be prevented, unlike type 1 diabetes.

What to do if you think your child has diabetes

If your child has any of the above signs or symptoms of diabetes, you should take them straight to the doctor and insist on a blood glucose test. If a quick and simple finger prick test indicates high blood sugar, your GP will refer your child to a specialist diabetes team or hospital and the test will be sent to the lab to diagnose diabetes.

If symptoms of diabetes in children are missed

Too many children and young people are not diagnosed with type 1 diabetes until they are in [diabetic ketoacidosis](#) (DKA) a life-threatening condition that requires urgent medical attention.

If a child has type 2 diabetes and it isn't diagnosed for a long time or they also become unwell with an infection, they may be at risk of something called [hyperosmolar hyperglycaemic state](#) (HHS) or DKA. And high blood sugar can start to damage parts of their body. If your child is diagnosed with diabetes, we're here to support you. We have lots of information and if you have any questions, you can speak to one of our trained advisors on the [helpline](#)



The Child Accident Prevention Trust (CAPT) is the only UK charity to focus on preventing death and serious injury to children from avoidable accidents. CAPT's vision is a safer world for all our children.

CAPT focus on the three pillars of accident prevention: empowerment, education and influence.

- Enable parents to make sense of safety advice and nurture happy, healthy families.
- Provide educational resources, advice and training for everyone working with children and families.
- Use expertise to advise businesses and government.

The Child Accident Prevention Trust provide a trusted, expert voice on a complex issue, working with the NHS and public sector, companies, trade associations, standards bodies and government, raising the profile of child accident prevention and using our specialist knowledge to secure positive changes to services, products and the ways products are sold.

Please see a variety of useful poster you can display in your setting below. Providers can also find more free educational resources to help keep children safe in their online free catalogue.

More information on CAPT: [About us | Child Accident Prevention Trust](#)

CAPT resource centre: [Free educational resources | Child Accident Prevention Trust](#)

Display pack: [Child Safety Week display pack | Child Accident Prevention Trust](#)

Summer Water Safety tips: [Summer water safety: Top tips for keeping children safe](#)

Safety at the Park tips [Safety at the park: Top tips for keeping children safe](#)



What do sausages and grapes have in common?



capt.org.uk/choking



capt.org.uk
[@ChildAccidentPreventionTrust](https://www.facebook.com/ChildAccidentPreventionTrust)
[@capt_charity](https://www.instagram.com/capt_charity)

child accident
prevention trust



capt.org.uk
[@ChildAccidentPreventionTrust](https://www.facebook.com/ChildAccidentPreventionTrust)
[@capt_charity](https://www.instagram.com/capt_charity)

child accident
prevention trust

Chemicals in cleaning products can cause serious harm



Keep cleaning products out of reach



 capt.org.uk

 [@ChildAccidentPreventionTrust](https://www.facebook.com/ChildAccidentPreventionTrust)

 [@capt_charity](https://www.instagram.com/capt_charity)


child accident
prevention trust

child accident
prevention trust



**Child safety
alerts and top
tips for parents
and carers**



capt.org.uk/sign-up

Training Schedule

[Training Portal Link](#)

QUICK GLANCE TRAINING PROGRAMME

SUMMER TERM



Training Course	Day	Date	Start	End	Cost
Greenwich Childminder Network	Thursday	16 April 2026	19:00	21:00	Free
Designated Safeguarding Lead	Saturday	25 April 2026	09:30	16:30	£60
Looking Ahead to Ofsted	Thursday	07 May 2026	19:00	21:00	Free
Intermediate Safeguarding	Thursday	14 May 2026	10:00	15:30	£45
Being Two & Toddler Room	Saturday	16 May 2026	09:30	13:00	£30
Wraparound Provider Network	Thursday	02 June 2026	12:30	14:00	Free
Wraparound Provider Network	Thursday	02 June 2026	19:00	20:30	Free
Climate Action Planning	Thursday	04 June 2026	12:00	13:00	Free
Safeguarding Forum	Thursday	04 June 2026	19:00	20:30	Free
Brilliant Babies & Baby Room	Saturday	06 June 2026	09:30	15:00	£20
Designated Safeguarding Lead for Childminders	Saturday	13 June 2026	09:30	16:30	£60
Part 1: Attuned & Reflective Play Therapy	Saturday	13 June 2026	09:30	12:30	£20*
Safer Recruitment	Tuesday	16 June 2026	09:30	13:00	£45
Intermediate Safeguarding	Saturday	27 June 2026	09:30	15:00	£45
Introduction to Safeguarding	Saturday	04 July 2026	09:30	12:30	£20
Part 2: Attuned & Reflective Play Therapy	Saturday	04 July 2026	09:30	12:30	£20*
Domestic Abuse Awareness	Thursday	02 July 2026	19:00	21:00	£20
Designated Safeguarding Lead	Thursday	09 July 2026	10:00	17:00	£60

Email EYC.training@royalgreenwich.gov.uk to book

PAEDIATRIC FIRST AID

SUMMER TERM

Paediatric First Aid	Saturday	09 May 2026	08:45	16:30	£55
Paediatric First Aid	Wednesday	03 June 2026	08:45	16:30	£55
Paediatric First Aid	Saturday	20 June 2026	08:45	16:30	£55
Paediatric First Aid	Wednesday	08 July 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



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



GREENWICH
**Safeguarding
Children**
PARTNERSHIP



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

LEVEL 2 & 3 SAFEGUARDING:

SAFER RECRUITMENT

Day	Date	Start	Finish
Thurs	16 June	9:30	13:00

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



Course Outline:

This online live training is essential for any one in the role of a leader or manager who is responsible for undertaking recruitment and ensuring that staff and assistants employed are suitable.

Course Aims: This course equips participants with knowledge & skills to understand and implement

- safer recruitment procedures and policies
- robust probationary and induction periods
- effective team meetings
- effective 1:1s / supervisions
- conducting an appraisal
- having difficult conversations
- adherence to codes of professional conduct
- managing expectations and balancing staff needs
- staff wellbeing and workloads

Target Participants:

- Leaders & Managers
- Childminders
- Lead & Deputy Designated Safeguarding Persons
- Nominated Individuals
- Key Members of the Governing Bodies

Cost: £45pp includes training, certificate & handouts

Safeguarding children with special educational needs and disabilities (SEND)

Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.



Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

Protecting d/Deaf children and children who have disabilities from abuse

Every child has a right to protection from harm. And every group or organisation that works, volunteers or comes into contact with children has a responsibility to keep them safe.

Children and young people who are d/Deaf or have a disability are at an increased risk of being abused compared with their peers.^{1,2} They are also less likely to receive the protection and support they need when they have been abused.

Professionals sometimes have difficulty identifying safeguarding concerns when working with d/Deaf children and children who have disabilities.³ It is vital that everyone who works with d/Deaf children and children who have disabilities understands how to protect them against people who would take advantage of their increased vulnerability.

A child having a disability, being d/Deaf or needing additional support should never stop someone acting on child protection concerns

Why are d/Deaf children and children who have disabilities at greater risk of abuse?

d/Deaf children and children who have disabilities are not a homogenous group. As with all children, the environment and circumstances a child is raised in can impact their wellbeing and everyday lives. The child's specific disability, condition or identity may also affect the types of risks they are exposed to. However, there are several overarching factors that contribute to d/Deaf children and children who have disabilities being at greater risk of abuse.

- Communication barriers
- Misunderstanding the signs of abuse
- Lack of education on staying safe
- Increased isolation
- Dependency on others
- Lack of appropriate support for children and their families
- Lack of professional confidence or knowledge

Read the article here: [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

Current awareness for policy, practice and research (CASPAR) Updates

Online safety

The NSPCC has published a news story setting out three key changes that it believes could help to better protect children online. Following on from the government's recent consultation on the steps it might take to stop children being harmed online, the NSPCC is calling for: meaningfully enforced risk-based age limits, similar to film ratings, with tech companies using highly effective age assurance to protect children from using sites and platforms that aren't suitable for them; banning the use of addictive design techniques which aim to keep children watching, gaming and scrolling; and ensuring that safety is built into every device, platform and AI tool to prevent children seeing harmful content or illegal images. Read further: [How can we help make children safe online? Our next steps](#)

Online misogyny

Barnardo's has published a report exploring the impact of online misogyny on children and young people's attitudes and behaviours. The research aims to help ensure that children's voices about misogyny and masculinity are heard. Using data from a survey of 4,000 young people aged 13-20-years-old across the UK, findings include: around two thirds of young people reported seeing harmful gender expectations online; one in four girls reported being called degrading names online; one in seven young people aged 13-15-years-old had been asked to send a nude image of themselves; and a quarter of respondents reported seeing nude images that were originally shared privately and redistributed without consent. Young people said that they want tech companies to do more to prevent harm and have stronger protections in place. The report recommends that Ofcom's guidance is strengthened into a mandatory Violence Against Women and Girls (VAWG) code of practice requiring platforms to take proactive, preventative action by embedding safety into the design of their services. It also calls for education, prevention and work with young people to challenge harmful attitudes to sit alongside a suite of regulatory measures to tackle online misogyny.

Read the report: [The impact of online misogyny on children and young people's attitudes and behaviours](#)

Online harms and healthcare

The RCPCH has published a short report exploring the views of paediatricians on how online harms are impacting children in hospital clinics. An online survey of RCPCH members asked about the benefits and risks of children being online and using social media, and the impact on children's health services. Of the 60 responses received, nearly half of the paediatricians said that they spoke to children and young people often or very often in consultations about their online activity or social media use, with case studies and examples given most commonly linked to: self-harm and

suicidality; mental health presentations such as anxiety, depression and eating disorders; bullying and peer conflict; and safeguarding and exploitation concerns. The paper concludes that while being online can bring clear benefits and children have a right to those benefits, current social media environments pose significant risks to children's health and wellbeing. Recommendations for government include making online experiences suitable for different ages by mandating child-friendly principles and removing the commercial incentives for harmful digital design.

Read the report: [Evidence from paediatricians: online harms are impacting children in hospital clinics \(PDF\)](#)

Children's social care

Community Care has updated its guide to the Government's plans for reform of the children's social care system in England. The guide covers the key changes relevant to social work managers and practitioners in areas including: the merge of targeted early help and child in need provision into 'family help'; kinship care and family network involvement in care decisions; improvement to support for care leavers; and multi-agency child protection teams and the new role of lead child protection practitioner. The guide will be regularly updated with the most recent information on the changes.

Read the practice guidance: [Children's social care reforms](#)

Witchcraft accusation and harmful practices conference

This conference, organised by the Hydrant Programme, takes place on 22-23 June 2026 at Lancaster University and is free of charge.

This briefing summarises key learning from nine UK case reviews involving witchcraft, spirit possession and ritualistic practices linked to child abuse and neglect. It aims to support multi-agency practitioners in recognising risks and improving safeguarding responses.

All cases were identified via the NSPCC National Collection of Case Reviews (<https://learning.nspcc.org.uk/case-reviews>).

Read the full briefing here: [Hanson-2025-Organised-ritual-abuse-and-its-wider-context.-Hydrant-NPCC-NAPAC.pdf](#)

Find more information on CALFB here: [Witchcraft, Spirit Possession and Ritualistic Abuse: Understanding a Hidden and Under-Reported Harm | The Hydrant Programme](#)



Talk Relationships

NSPCC Learning has published new Talk Relationships resources to help schools engage parents and carers with the sex and relationships education (SRE) being taught, supporting them to talk to their children about healthy relationships. The resources include: a schools toolkit; an editable presentation; a guide; and five factsheets on specific SRE topics and how parents and carers can address them. NSPCC Learning has also published updated resources for a Whole-School Approach Framework, in line with the new Relationships, Sex and Health Education (RSHE) guidance for England.

Report : [Talk Relationships](#)

Place-based family support, NSPCC Learning

NSPCC Learning has published a research report examining safeguarding practices and multi-agency working within place-based family support settings in England. Key findings include: awareness of Family Hubs and consistency in their delivery needs to be improved; professional confidence and strong leadership are key to effective safeguarding; and current safeguarding systems don't reflect the preventative nature of early help and early years pathways. The report sets out recommendations to help inform the national rollout of the Best Start Family Hubs programme across England.

Read the report: [It takes a place: multi-agency safeguarding in Family Hubs](#)

Social media, source: NSPCC

The NSPCC has published a news story on risk-based age ratings and keeping children safe online. Two new polls commissioned by the NSPCC were carried out by YouGov and Savanta. YouGov's poll of 11- to 15-year-olds found that 74% would support age ratings on social media apps, like those used for movies and video games. Savanta interviewed adults and young people aged 16 and over and found that 92% supported an age-based classification system for social media apps and platforms. The news story highlights key actions that the NSPCC are calling on the government to take to ensure technology companies keep children safe online.

Read the news story: [Three quarters of children would support film-style age ratings on social media](#)

Children's social care, DfE

The Department for Education (DfE) has published an implementation plan for local partners that sets out the next steps for reform of the children's social care system in England. Following the passage of the Children's Wellbeing and Schools Act 2026, the plan outlines how local partners can: deliver improved early help, strengthen support for family networks and ensure stable, high quality placements for children in care. Under the plans: every local authority will deliver a single Family Help service; multi-agency child protection teams will be established by local safeguarding partners; support for kinship carers will be strengthened; foster care capacity will be increased; and care leavers will receive strengthened support.

Read the plan: [Delivering the children's social care reset](#)

[Child sexual abuse, CSA Centre](#)

The Centre of expertise on child sexual abuse (CSA Centre) has published a new guide to support professionals in England and Wales with information sharing in relation to child sexual abuse. The guide aims to help people working with children learn how to use and share the information they hold with other professionals to effectively safeguard the children they work with from sexual abuse. It covers finding, sharing and using information from different agencies and organisations, including when and how information should be shared.

Access the guide: [Sharing information – our new guide for professionals](#)

[Care leaver deaths, DfE and Guardian](#)

The Department for Education (DfE) has published statistics on the deaths of young people after leaving care in England. The data shows that in the year to April 2026 there were 106 reported deaths of care leavers aged 16- to 24, an increase from 91 reported deaths the previous year. The government will publish a review into the deaths of young people leaving the care system later in 2026.

Read the Guardian news story: [More than 100 young care leavers in England died in past year, data shows](#)

[Serious incident notifications, DfE](#)

The Department for Education (DfE) has released its annual statistics for England on serious incidents that involve death or serious harm to a child due to abuse or neglect, and any death of a looked-after child. The statistics are based on serious incidents involving children that local authorities have notified to the Child Safeguarding Practice Review Panel. For the year ending 31 March 2026, key findings include: the total number of notifications was 357, up 19 from 2025; 160 notifications related to child death; and 188 notifications related to serious harm.

Access the statistics: [Serious incident notifications: 2025 to 2026](#)

[Foster care, Foundations](#)

Foundations has produced a new practice guide on effective support for foster carers. Based on findings from a systematic review looking at interventions designed to strengthen foster carer and adoptive parents' wellbeing, confidence and skills, the guide presents eight key principles including: supporting foster carers' own needs, enables them to provide children with loving, stable care. The guide also includes recommendations summarising the best-evidenced support and training for improving outcomes for foster carers and the children in their care.

Read the press release: [New guide shows bespoke support for foster carers key to retention in the face of unprecedented challenge](#)

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.

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.

2026 – Barnet – Anna and David

Unrelated suicide and attempted suicide of two adolescents in late 2023. David then passed away in December 2024. Both Anna and David had experience of being in care and were 18-years-old at the time of their deaths.

Learning themes include: suitability of placement; transition from services for children to services for adults; safety planning; support for neurodivergent and gender diverse young people; and online harms.

Recommendations include: multi-agency partners working with children in care and leaving care should continually review their approaches to safety planning to ensure that they meet the needs of neurodivergent children and young people and that they are using contemporary, current tools and resources akin to what has been detailed within this review, such as autism adapted safety plans (pages 10-12); the partnership should contribute to revisions to the London safeguarding procedures by way of creating a standalone guidance section upon working with children and young people who are transgender, non-binary and gender questioning who may also be neurodivergent; all partners should commit to actions and recommendations identified in the separate and more detailed multi-agency audit upon the transitions of children to adult services; the partnership should ensure that the online harms component of the current training programme is contemporary and includes information and awareness of threats to children's welfare such as suicide promotion platforms; and disseminate further government guidance and policy as and when is possible, alongside key

developments from the NHS, upon supporting young people and their gender identity through access to regional gender identity clinics.

Keywords: adolescents, autism, children in care, gender identity, suicide, transition to adulthood

[Read the overview report](#)

2025 – Blackpool - Child A

Death of a 2-year-old boy in August 2023. The father of Child A was found guilty of his murder.

Learning themes explore: how effective parenting assessment processes are; how realistic professionals' expectations are of an individual's ability to parent when they have never had any involvement with a child; whether services have a good enough understanding of the role of the extended family in safeguarding and protecting children; if child in our care/child in need processes are sufficiently robust and if plans align effectively; and whether there are barriers to a family being honest with services.

Recommendations include: consideration should be given as to whether an "in-home" assessment would be more effective in assessing parents' ability to cope alone, rather than a residential assessment; plans and assessment frameworks should have built into them consideration as to exactly what the expectations of parents are and whether those expectations are realistic and achievable; the lead agency should ensure that all plans are coordinated and align effectively into a single, comprehensive, master plan; and agencies must have inbuilt into their systems the importance of robust and effective multi-agency working, whilst maintaining constant professional curiosity.

Keywords: child deaths, filicide, children in care, parenting capacity, family support services, foster care

[Read the overview report](#)

2026 – Brighton - Baby Aspen

Physical abuse and neglect of a baby. Videos were discovered and shared with the police depicting assault, neglect and distressing interactions involving Baby Aspen's mother and her partner. Baby Aspen's mother was placed in care as a child and experienced trauma and adverse childhood experiences. Baby Aspen was initially on a child in need plan, which ended at 4-months-old. There were ongoing concerns around parental mental health, domestic abuse, and housing instability.

Learning themes include: responding to complexity; power dynamics, language and impression management; parental mental health, survival mechanisms and indicators of harm; support networks and risky men; information loss and triangulation; weight given to and triangulation of referrals; and assumptions about professional remits and capacity.

Recommendations include: consider co-producing a corporate grandparent framework to ensure nurturing long-term support for care leaver parents and their children; partner agencies to explore developing an integrated chronology that documents historical and contextual information, significant events, and referrals and is accessible to safeguarding partners; agencies to review and clarify the role of personal advisers in supporting care leavers who are parents; agencies to explore ways of improving timely access to early interventions that support the wellbeing and mental health of children in care; agencies to strengthen the assessment and consideration of parental mental health, by exploring the involvement of qualified mental health professionals in relevant safeguarding assessments and encouraging training for frontline safeguarding staff; and the partnership to assess the impact of the current approaches to disseminating learning and workforce development in terms of achieving change in multi-agency practice and improving outcomes for babies and children.

Keywords: infants, physical abuse, child neglect, adults in care as children, intergenerational transmission of abuse, unknown men

[Read the overview report](#)

2026 - East Sussex - Child E

Death of a 14-year-old girl from suspected suicide. Child E lived with her mother and siblings following her parents' separation. Child E experienced mental health problems, including self-harming behaviour, and took a paracetamol overdose in 2022. Child E had also made two reports of sexual abuse against her father, of which the police decided to take no further action.

Learning considers: response to a child's mental health; response to parental mental health; hearing the child's voice; reports of child sexual abuse (CSA) within the context of an acrimonious separation; children in private law proceedings; the specific needs of electively home educated children; and working with middle class, professional families.

Recommendations include: professionals to be briefed about the local CSA pathway in order to clarify responsibilities if an allegation is made to them, and to enable professional challenge if the pathway is not followed; ensure that agencies understand the requirement to have a strategy meeting and a review strategy meeting after parts of a CSA investigation are completed; the partnership to share a statement outlining the expectation that professionals are aware of the need to challenge themselves and each other when there is a reliance on private law but a concern that a child may be suffering significant harm; the partnership to voice its commitment to ensuring that emotional harm is responded to in a timely and decisive way, asking agencies to ensure that staff are trained to work with all types of families where there is extreme parental acrimony; and the partnership to write to the Child Safeguarding Practice Review Panel and the Department of Health advocating the need for guidance on governance and clinical responsibility for risk management and shared care between NHS mental health providers and private providers delivering mental health interventions to children.

Keywords: suicide, child sexual abuse, child mental health services, separation, adolescent girls,

court proceedings

[Read the overview report](#)

2026 – Hillingdon – Safeguarding infants (Baby A and Baby B)

Review triggered by two separate incidents where babies suffered harm in a context of parental mental health difficulties. Whilst the specific circumstances vary and can be found in the full reviews linked to this one, there are shared themes in respect of working with affluent parents, risk assessment, the complexity of cross border working and the effectiveness of safeguarding processes. Both families were White British, and of affluent socioeconomic background with parents accessing private and public healthcare services. Prior to both pregnancies, there had been no history of contact with safeguarding services, nor awareness of the presence of mental health difficulties or substance misuse for parents as adults.

Learning includes: the need for clear and robust multi-agency pre-birth protocols, particularly for cases of late engagement, concealed pregnancy, or where mental health or domestic abuse are factors; improving joint working between adult and children’s services when parental mental health difficulties are a factor; strengthening guidance on realistic safety planning and multi-agency accountability; improving cross-border communication protocols and integration of private provider information into safeguarding processes; strengthening pathways to assess fathers’ capacity and risk, particularly where they present with mental health issues or a history of controlling behaviour; guarding against assumptions that affluence equates to safety or resilience; and the importance of formally recognising the presence of domestic abuse in shaping risk to unborn and newborn children.

Recommendations focus on: strengthening knowledge and skills; improving processes and pathways; and enhancing communication and accountability.

Keywords: cross border working, fathers, infants, maternal health services, parents who have a mental health problem, socioeconomic status

[Read the overview report](#)

2026 – Home Office – Southport Inquiry Phase 1

Phase 1 report of the inquiry into the circumstances surrounding the attack by 17-year-old Axel Rudakubana (AR) at a children’s dance club in Southport in July 2024. Aims to establish a definitive account of the events leading up to the attack and the attack itself, and to review the decision making and information sharing by agencies that came into contact with AR prior to the attack. Split into two volumes, volume 1 focuses on the events and consequences of the attack and volume 2 examines the roles and actions of the agencies involved.

Fundamental problems identified include: the failure of any organisation or multi-agency arrangement to take ownership of the risk; poor information management and information sharing

between and within agencies; excusing harmful behaviour on account of the presence of autism; limited oversight and intervention around online behaviour; and the role of parenting. Phase 2, to be published in 2027, is expected to assess the adequacy of multi-agency systems to address the public safety risk posed by young people who display a desire to commit acts of extreme violence.

Recommendations to inform Phase 2 include: consider what single agency or structure should be appointed to record, monitor and co-ordinate interventions for children and young people who present a high risk of serious harm; consider the development of a shared multi-agency risk-assessment tool that is clear, accessible and suitable for use across public sector services; and consider whether there should be a further ability to restrict or monitor access to the internet on the part of children and young people, if a significant threshold is passed concerning the risk they pose to others. Volume 2 contains 64 further recommendations relating to: the attack; weapons and poisons; online harms; policing; Prevent and counter terrorism policing; social care; AR's healthcare; education; and AR's family.

Keywords: adolescent boys, autism spectrum disorder, child deaths, homicide, parental responsibility, radicalisation

[Read the overview report](#)

2026 – Kent - Molly

Death of a 14-year-old girl in 2024 after ingesting medication at home. Molly had been registered as a young carer from 9-years-old and was home educated at the time of her death. It was later discovered that Molly had been displaying behaviours associated with an eating disorder and had previously taken an intentional overdose of medication. Prior to her death, Molly was known to have had suicidal thoughts and self-harmed.

Learning themes include: the need for a greater focus on young carers and young carers in transition; and the need for better information sharing across all services about young carers, the person they care for and their families.

Recommendations to the Department for Education (DfE) include: add an expectation in “Working together to safeguard children” that local authorities and integrated care boards should adopt “No wrong doors for young carers”; include ‘young carer’ as a characteristic in local registers of children not in school; and propose that “Working together to improve school attendance” guidance is amended to include young carers in the attendance data analysis and in the ‘groups of children to be particularly mindful of’ section.

Recommendations to NHS England include: review guidance on coding or flagging of young carers to promote a whole family approach; review guidance on structured medication to include consideration of the impact of long-term use of medication on dependants and young carers; and consider the gap in specialist psychological support for people with diabetes who have fears of weight gain from insulin and the potential impact on diabetes management. Also includes some local recommendations.

Keywords: children as carers, eating disorders, home education, parental illness and death, prescription drugs, suicide

[Read the overview report](#)

2026 – North Wales - NWSCB 2023/1

Death of a 14-month-old girl in December 2022, who was found unresponsive in her cot. A postmortem concluded cause of death was Invasive Group A Streptococcus infection. The child lived with her parents and older brother and there were concerns around housing issues, substance misuse, domestic violence, disputes with neighbours, the child's weight, the cleanliness of the children and home, and missed health appointments.

Learning considers: safeguarding reports and response and the threshold of significant harm; feedback from safeguarding reports; parental engagement with early preventative services; and escalation of concerns.

Recommendations for improvement to general safeguarding management and co-working arrangements include: review the 'Was not brought' standard operational procedure following publication of the All-Wales NHS 'Was not brought' guidance; and promote the use of the AWARE mnemonic (used to gather information about children) within response police officers and ensure this is reflected within the quality of CID 16s.

Recommendations to the local authority include: arrange multiagency sessions to raise awareness regarding the safeguarding thresholds and to promote better understanding around each agencies' professional language and terms; raise awareness of the process of escalating safeguarding concerns; and review their processes to relay the outcome of safeguarding reports to agencies that have made reports.

Keywords: infant deaths, threshold criteria, was not brought, escalation, home environment, child health

[Read the overview report](#)

Useful Safeguarding Contacts

Royal Greenwich Children's Services: Useful Contact and Telephone Numbers

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

Early Years & Childcare Childcare-support@royalgreenwich.gov.uk eyc.training@royalgreenwich.gov.uk EYC-Funding@royalgreenwich.gov.uk	020 8921 3877
Families Information Service fis@royalgreenwich.gov.uk	020 8921 6921
DBS Regional Office	
Kiranpreet Rehal DBSRegionaloutreach@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 Service	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