

Royal Greenwich

Early Years & Childcare Professionals e-bulletin

14 July 2026



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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 There is no flexibility or discretion to fund any out of date or expired codes beyond the grace period.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 Providers should **keep a record of reminders to parents** and notify parents that funding will be withdrawn unless they renew their codes on time.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



Royal Greenwich Funded 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



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



Royal Greenwich Funded

EARLY YEARS
& CHILDCARE



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

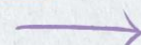


Royal Greenwich Funded

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



Royal Greenwich Together: Holiday Food and Fun!

We are pleased to let you know that our [Holiday Food and Fun programme](#) is now open for bookings! This is Greenwich's Holiday Activities and Food Programme, funded by the Department for Education. Eligible families have received codes to book, choosing from over 22,000 spaces providing sports, arts and exciting trips.

When? 20th July to 28th August 2026. Every provider offers 4 hours per day x 16 days.

Where? Community venues across Greenwich. View the map [here](#).

What? 26 organisations offering 43 programmes, from sports, to crafts, trips and creativity! All programmes include physical activity, healthy eating, signposting and a nutritious meal. View what's on [here](#). Just under 2,000 spaces are reserved for children with specialist SEND needs.

Eligibility? Children aged 4-16 who live or attend school in Greenwich and are eligible for benefits-related free school meals (BRFSM). *Note that there are 15% of places reserved for children in need of holiday support that are not eligible for benefits-related free school meals.*

Booking? Parents, carers and professionals can book on our new Plinth booking system, signposted from royalgreenwich.gov.uk/holidayfoodandfun

They will need an eligibility code. Those eligible for BRFSM will have been sent one. Those not eligible but in need can use a special eligibility code, accessed by contacting

holiday-programmes@royalgreenwich.gov.uk See 'Referrals' below.

Next Steps

Please help us promote the programme through your channels and networks. We have flyers you can share if you are visiting a centre (get in touch to request). You can also find suggested copy to share below.

Social media example post

☀️ Join our summer holiday club!

We're offering free holiday club places for children eligible for free school meals this summer through the Greenwich Holiday Food and Fun (HAF) programme. Expect:

🏠 Fun activities every day

🍏 Healthy meals provided

😊 A safe, friendly environment

📍 At locations across the borough

📅 21 July to 28 August 2026

👉 Book your place: royalgreenwich.gov.uk/holiday-and-fun-activities-2026

[Where possible always include: Part of the Greenwich Holiday Food and Fun programme and tag @Royal Borough of Greenwich] If there isn't space, make sure you include the hashtag we will be using #HAFGreenwich

Referrals

Want to refer a family that may not be eligible? 15% of places can be allocated for children who are not eligible for benefits-related free school meals but are in need of support, e.g.

- ***receiving support from social care***
- ***young carers***
- ***highlighted by their school as being in need of support***
- ***from low-income families***
- ***have other vulnerabilities that mean the programme would be of benefit***

Contact us at holiday-programme@royalgreenwich.gov.uk and we can provide the code to enable families to book.



Working or volunteering in regulated activity with children

Guidance
Regulated activity: removal of the supervision exemption (comes into force 1 September 2026)
Updated 29 June 2026

[Working or volunteering in regulated activity with children - GOV.UK](#)

Guidance on the checks needed for workers and volunteers engaging in regulated activity with children.

This document provides guidance for schools, colleges and childcare settings to understand what they need to do to comply with the change to regulated activity that will come into force on 1 September 2026. This is due to changes made by the Crime and Policing Act 2026.

The Act changes the definition of regulated activity by removing the supervision exemption. Under that exemption, unpaid activities such as teaching, training, instructing, or caring for or supervising children were not classed as regulated activity if supervised by someone who was in regulated activity (for example, a class teacher).

This means that all such activity is now considered to be regulated activity if it is carried out frequently, or if it meets the period condition. The period condition means:

- on more than 3 days in a 30-day period
- overnight

All volunteers engaging in regulated activity will need to have an enhanced Disclosure and Barring Service (DBS) check with children's barred list information. **This change will come into force on 1 September 2026.**

What this means in practice

All paid staff who have contact with children are already in regulated activity – this has not changed.

The main group affected by the change is volunteers. Volunteers may not previously have been in regulated activity if they were supervised by a member of staff. From 1 September 2026, volunteers engaging in regulated activity will need to have **an enhanced DBS check with children's barred list** information.

It is an offence for:

- a barred person to engage in regulated activity

- someone to permit a barred person to engage in regulated activity

Schools and colleges need to ensure that any volunteer who is now in regulated activity is not barred from working with children.

People who volunteer in multiple settings

Where a person volunteers in multiple settings, each instance of teaching, training, instructing, caring for or supervising a child counts towards the 'on more than 3 days in a 30-day period' period condition.

If they volunteer for 4 days a month, even if each of the 4 days in that month is in a different school, then they are considered to be in regulated activity.

We encourage schools to work together to decide who should apply for the DBS check. The volunteer can provide details of the check to each school.

At the point of applying for an enhanced DBS check with barred list information, the volunteer should also consider joining the [DBS Update Service](#).

This is free for volunteers and means that:

- applicants can keep their check updated
- employers can check their certificate without applying for a new check

The effect on volunteer roles

If a person is barred from working with children and currently volunteers in a supervised role, they will not be able to continue working in regulated activity – people are placed on the children's barred list because they pose a risk of harm to children.

Any barred person who is volunteering in a supervised role affected by this change, would need to inform their school, college or childcare setting and immediately cease volunteering in regulated activity.

This change will increase children's safety. Those who pose a risk of harm to children will not be able to work regularly with them in any role.

Volunteers Most Affected

The change primarily affects:

- Regular classroom volunteers.
- Volunteers supporting wraparound provision.
- Volunteers who supervise or care for children regularly.
- Volunteers accompanying **overnight residential trips**.

There is **no change** for paid staff, who are already classed as undertaking regulated activity.

Occasional Volunteers

Parents and carers who volunteer occasionally, such as:

- Supporting a PTA event.
- Assisting on a day trip (non-residential).

will generally **not require a barred list check**, provided they do not meet the frequency or overnight criteria.

Additional Information

- DBS checks for volunteers remain **free of charge**.
- Volunteering across multiple schools or settings counts towards the frequency threshold.
- Volunteers are encouraged to register for the **DBS Update Service** to allow DBS status to be checked without the need for repeated applications.

What Next

Schools and childcare settings should:

1. Review volunteer roles and identify those that meet the new definition of regulated activity.
2. Ensure affected volunteers obtain an Enhanced DBS check with Children's Barred List information **before** 1 September 2026.
3. Update safeguarding and volunteer recruitment procedures accordingly.
4. Inform current and prospective volunteers of these changes.



4 June 2026

Dear Safeguarding Partners,

Multi agency information sharing- Information Sharing Duty

You will all recognise poor information sharing has been a contributory factor to serious child safeguarding incidents for too long. Whilst there are multiple barriers hindering effective information sharing – practitioner confidence, leadership and culture play a leading role.

To address this longstanding system challenge, the Children’s Wellbeing and Schools Act introduces a new statutory Information Sharing Duty, coming into force on 30 September 2026. The duty responds directly to practitioner feedback and places a clear legal obligation on organisations listed under section 11 of the Children Act 2004, those delivering safeguarding and welfare functions on their behalf, and designated childcare and education agencies, to share information with one another where it is relevant to safeguarding and promoting the welfare of children. This includes information relating to emerging needs and prevention and is not limited to circumstances where the statutory threshold for child protection intervention has been met.

Alongside commencement of the duty, we will publish statutory guidance, co-created with multi-agency practitioners and relevant government departments. The guidance is intended to support a decisive shift in practice by making clear that the law both enables and requires relevant information to be shared in order to safeguard and promote children’s welfare. It also clarifies that whilst data protection laws still apply in how information is shared i.e. it is relevant and proportionate; consent is not required. Guidance aligns with Working Together 2026 and reinforces the role of multi-agency safeguarding arrangements (MASA) in setting clear local expectations, supporting confidence, and providing consistency for practitioners across the system.

We have launched a six-week public consultation on the draft statutory guidance and data sharing agreement (DSA) closing on 14 July. This consultation is a critical opportunity to ensure that the guidance is clear, workable and effective across sectors, and that it supports the cultural and operational change needed to improve information sharing locally and nationally.

A call to action for safeguarding partners

As safeguarding partners, you have a central leadership role in preparing your local systems for the new duty. We are therefore asking you to take action now by:

- Engaging with the consultation, please encourage your teams to review and comment - bringing together systemwide perspectives to inform a collective response; and
- Preparing for commencement, following Royal Assent of the Children’s Wellbeing and Schools Act, the duty will commence in September 2026.

The draft guidance and DSA template are being consulted on at a formative stage and may change in light of feedback. Please take the time to consider the draft and provide comments through the consultation: Information sharing duty statutory guidance - GOV.UK.

The legal duty, established by s16LA of the Children Act 2004, will be commenced on 30 September 2026. Safeguarding partnerships should ensure they review and refresh local agreements so that they are ready for the change. This includes:

- Considering how they will adapt for the Information Sharing Duty in practice, including through workforce development, and clear messaging with practitioners, children and families about what the new duty means and how it will operate;
- Ensuring that all relevant agencies, including education providers and childcare settings, are involved in shaping local adaptations;
- Determining what training they need to build practitioner confidence around information sharing; and
- Updating their information governance locally, including whether changes are needed to what or how information is shared.

This collective work is essential to establishing a consistent, system wide understanding of information sharing expectations, reducing variation between agencies, and ensuring practitioners are supported by clear strategic agreements that enable confident and proportionate sharing.

As a reminder, from the specific commencement date, local areas will be required to meet the new statutory Information Sharing Duty. This will be the point at which the Government begins monitoring implementation.

We will write again following the conclusion of the consultation, ahead of commencement of the duty, to confirm final arrangements and share further implementation materials, including resources for children and families.

We thank you for your leadership and continued commitment to strengthening multi-agency safeguarding practice.

Yours sincerely,



Josh MacAlister OBE MP, Minister for Children and Families, Department for Education



Sharon Hodgson MP, Minister for Public Health and Prevention, Department of Health and Social Care



Natalie Fleet MP, Minister for Safeguarding and Violence Against Women and Girls, Home Office

Why your views matter

The Department for Education are seeking views on draft statutory guidance, including a data sharing agreement template. These are designed to:

- set out the new information sharing duty, and who it's for
- help organisations and practitioners to interpret and apply the legislation in practice

The duty will apply from September 2026.

The statutory guidance is intended to:

- promote consistent implementation
- support a cultural shift in how information sharing is understood and practised across sectors

It will replace the [Department for Education's existing guidance on information sharing](#). The statutory guidance on [working together to safeguard children](#) will still apply.

The DfE are seeking responses from safeguarding organisations and their practitioners.

If for exceptional reasons, you are unable to use the online system, for example because you use specialist accessibility software that is not compatible with the system, you may request an alternative format of the form. You may also arrange to respond via email or post. Please contact us at: ISD.CONULTATION@education.gov.uk

To support your response to this consultation, we are hosting a number of national webinars on the information sharing duty to provide more information, foster discussion and answer any questions. Please find the links below.

[Statutory guidance for information sharing duty - Page 1 of 8 - Department for Education - Citizen Space](#)



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.

This annual release contains statistics on serious incidents involving children that local authorities have notified to the [Child Safeguarding Practice Review Panel](#).

Notifiable serious incidents are those that involve death or serious harm to a child where abuse or neglect is known or suspected, and any death of a looked-after child.

Headline facts and figures



In the year to 31 March 2026, the total number of notifications rose from a year earlier, following falls in the previous two years; this was driven by an increase in notifications relating to serious harm. Notifications relating to child death fell slightly to the lowest level since DfE became responsible for producing and publishing these statistics in 2019.

DfE is aware that, in some instances, not all incidents that meet the definition for a serious incident are notified. It is not possible to ascertain whether the rise in 2026 reflects an increase in serious incidents or whether more notifications were reported compared with the previous year.

DfE will continue to work with the Panel and local authorities to encourage the notification of serious incidents that meet the criteria as set out in [Working Together to Safeguard Children 2026 \(opens in new tab\)](#).

DfE is aware that, in some instances, not all incidents that meet the definition for a serious incident are notified. It is not possible to ascertain whether the rise in 2026 reflects an increase in serious incidents or whether more notifications were reported compared with the previous year.

Figures on serious incident notifications between 2015 and 2018 are based on [Ofsted published data \(opens in new tab\)](#) and from 2019 onwards are based on DfE data.

The rate (of notifications per total child population) in this section was calculated based on the [2024 mid-year ONS population estimates for England \(opens in new tab\)](#) as they were the latest available estimates at the time of publication.



Sustainability leadership and climate action plans in education

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

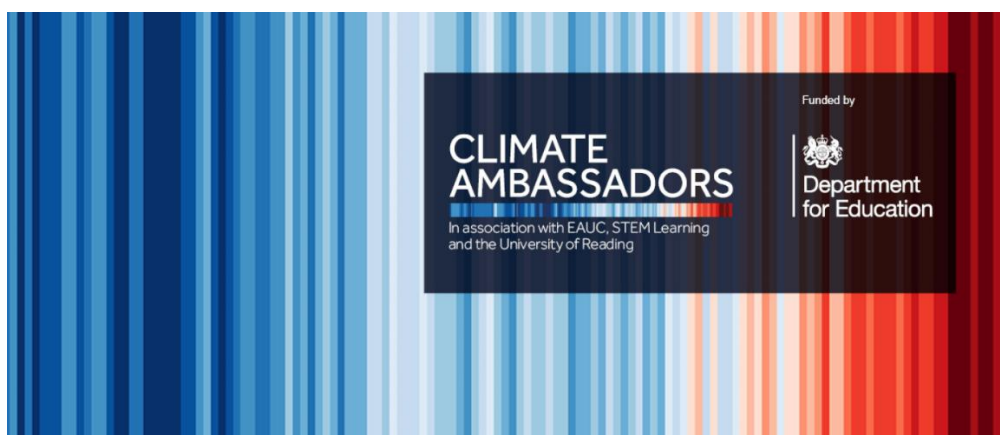
The [sustainability and climate change strategy for education](#) states: “By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan”.

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](#)



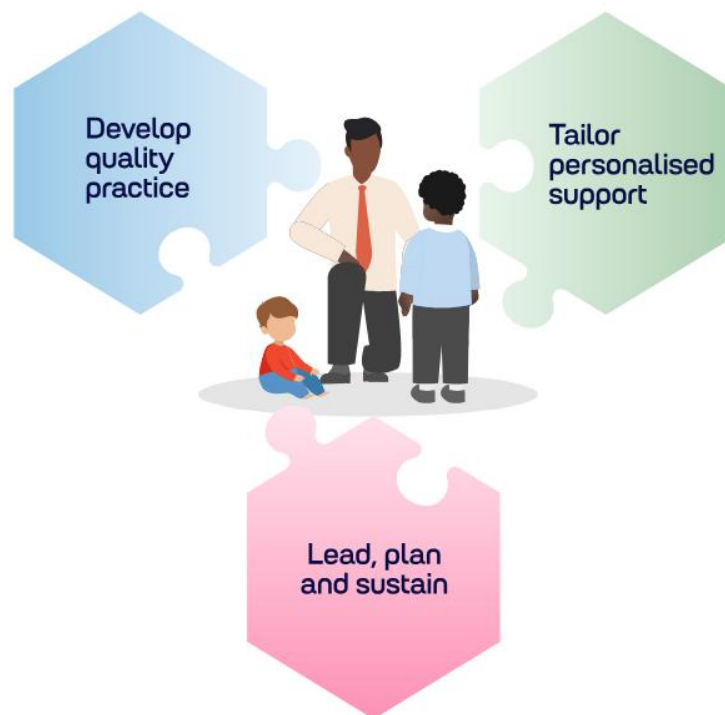


Within nurseries, one question comes up time and again: how can we use Early Years Pupil Premium (EYPP) funding in a way that genuinely closes learning gaps?

Education Endowment Foundation (EEF) explains why a strong focus on pedagogy and practice is essential to improving outcomes for children from lower income backgrounds.

Making plans for a balanced approach

Using the key principles of a balanced approach, EEF collaborated across their three nurseries to develop their EYPP strategy, informed by findings from high-quality research.



Developing quality practice Children from lower-income backgrounds benefit from high-quality education and care. To strengthen quality, EEF needed to develop the knowledge, skills and practice of our whole team.

Planning, designing and delivering their own professional development Evidence-informed professional development is a well-proven way to improve quality and benefit eligible children. EEF used the Early Years Evidence Store to support our planning and design, focusing on approaches most likely to improve outcomes.

Reflecting on past, current and future EYPP spending choices EEF had previously invested in high-quality resources, but they asked themselves whether these were being used effectively. Were educators using them to provide better interactions, experiences and scaffolding for children from lower-income backgrounds? Or were they simply new additions to the environment without a clear strategy behind them?

This reflection helped to recognise that resources alone were unlikely to close learning gaps without a strong focus on pedagogy and practice.

Assessments showed that many of the children from lower-income backgrounds needed additional support with communication and language. This became a clear priority for the EYPP strategy.

Missed opportunities identified were within daily story times for educators to develop children's communication and language skills.

Following this, the nurseries decided to implement the evidence-informed approach of **interactive reading**, supporting educators to 'upgrade' story times so that children were less passive and more actively involved in shared reading with an adult.

This approach has reinforced that EYPP funding can have the greatest impact when it is used as part of a balanced, evidence-informed strategy.

By focusing on quality, professional development and purposeful use of resources, providers are better placed to support children from lower-income backgrounds and improve outcomes across our settings.

Read the full article here:

[Why strategy is more important than resources when using the... | EEF](#)

More useful information can be found here:

[Early Years Pupil Premium | EEF](#)

[Guide to Effective Professional Development in the Early Years | EEF](#)



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](#)

Family Hub Support Services feedback



Did you receive early language support services for your child born between April 2021 and March 2023? If yes, we want to hear from you!

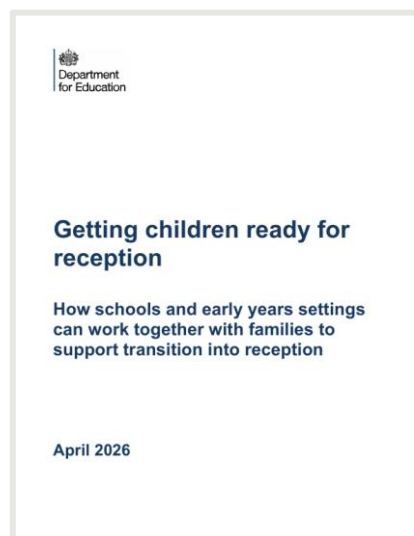
Tell us about your views and experiences of the family hubs' support services, so we can learn what helps and what could be better for families like yours. Your feedback will contribute to research conducted on behalf of the Department for Education and will be used to improve services to better support families like yours. Take part in a short survey to share your views and for the chance to win £100, before 17 July 2026 using this link or scanning this QR code 🖱️



<https://ipsos.uk/LA23GN4H>

Reception Transition Guidance

The Department for Education has published [new reception transition guidance](#) to support children starting school and strengthen transition practice across early years and primary settings.



With September reception cohorts now confirmed, this is a key time for schools and early years educators to plan and deliver effective reception transition activities. The guidance sets out practical approaches to working in partnership with families, nurseries, childminders and schools.

It supports early identification of children's needs and promotes high quality transition activities which will help children feel confident and ready to learn from the start of reception. Schools, trusts and early years settings are encouraged to use this resource now to review and strengthen their transition arrangements, ensuring more children have a strong start in reception. This guidance complements existing early years support and strengthens practice across the system

Want to find out more?

There are lots of free resources and local services to help you and your child.

- Find flexible, friendly ideas to support your child's development in a way that works for your family on the [Starting Reception website](#), including guidance for children with SEND and advice on potty training.
- From April 2026, Best Start Family Hubs are rolling out across England, offering free, joined-up support for families from pregnancy through early childhood. [Find your local Family Hub](#).
- Find ideas, easy tips and activities you can do together with your child to support their development on the [NHS Best Start in Life website](#).
- The Department for Education has published [new reception transition guidance](#) to support children starting school and strengthen transition practice across early years and primary settings.



Continual Professional Development

A Celebration of Great Practice



More2Nurseries - MumsAid

Tiny feet take big steps: Greenwich Babies and toddlers raise more than £1,200 for MumsAid
Babies, toddlers and preschoolers from [More2Nurseries](#) in Greenwich and Kidbrooke swapped story time for stepping time as they completed a special **1,001 metre sponsored walk**, raising an incredible **£1,200 and counting** for maternal mental health charity MumsAid.

More than **150 children under five**, joined by staff, volunteers and family members, took part in the challenge, with over **200 people** walking together to support families during the earliest years of a child's life.

The youngest participants travelled in buggies, while toddlers and preschoolers proudly walked, skipped and marched their way to the finish line, proving that you're never too small to make a big difference.

The event took place during Infant Mental Health Awareness Week and highlighted the importance of building healthy habits from an early age. The 1,001 metre distance symbolised the first 1,001 days of life – from pregnancy to age two – that charity MumsAid offer therapy and professional help to mothers, a period recognised as crucial for children's development and wellbeing.

Eve Daniels, Co-owner of More2Nurseries, said:

"Watching babies, toddlers and preschool children complete this challenge was incredibly special. Some of our youngest children took their very first sponsored steps, while others encouraged their friends along the way. It was a wonderful celebration of movement, wellbeing and community spirit."

"Physical activity is such an important part of childhood and a strong ethos in our nursery curriculum. We want children to discover that being active is fun, helping them build healthy habits that can last a lifetime. To have raised more than £1,200 at the same time for our charity partners, MumsAid, makes us immensely proud."



The walk also reflected the nursery group's focus on the **Five Steps to Wellbeing** – Connect, Be Active, Take Notice, Keep Learning and Give – helping children understand that looking after ourselves and supporting others go hand in hand.

A huge thank you goes to MumsAid and their volunteers, along with local supporters including Ginkgo Financial, Loopy Parties and Greenwich University who provided a space to rest and the many parents and families who gave up their time to cheer the children on, hand out bubbles and celebrate each child's achievement with a medal at the finish line.

Fundraising remains open, with the total continuing to grow.

Eve added:

"In a world where many of us spend more time indoors and on screens, it was wonderful to see hundreds of little legs moving, exploring and enjoying being active together. The children had enormous smiles on their faces and reminded us all that exercise, fresh air and community connection can be simple, joyful and powerful."





Celebrate EY SENCO Day & attend the London edition of our **Early Years SEND Conference** hosted by Best Practice Network - **free for everyone involved in EY & childcare!**

Join the Best Practice Network at The Minster Building in the heart of London, UK for an exciting event focused on special educational needs in early childhood. This in-person conference will bring together educators, parents and professionals to share insights, strategies, and resources to support children with SEND.

Discover innovative approaches, engage in interactive panel discussions and connect with like-minded individuals passionate about inclusive education.

The event is free to attend for everyone involved in early years education and childcare. Spaces are limited so book your free ticket now.

It promises to be a day jam-packed with SEND CPD, talks, networking and conversations which will support your career in the Early Years, while you explore our latest programmes & access expert advice.

Featuring:

Keynote speakers with Q&A

EYSENCO Day celebrations

Line up to be announced.

PLUS: Awards, refreshments, lunch, certificate of attendance for CPD

Click here for more information on the event and booking details: [Early Years SENCO Day & Conference - London Tickets, Friday 9 October • 9:30 AM - 4 PM | Eventbrite](#)

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 →



Royal Greenwich SEND Local Offer Newsletter – Summer Edition



Please see below the RBG SEND Local Offer Newsletter – Summer addition. This edition includes a wide range of information, opportunities and activities for children and young people with SEND and their families, including:

- Local SEND events and inclusive activities
- Short Breaks information and access details
- Children's Centre activities over the summer
- Community events such as the SEND Fire Station Event and family fun days
- An important **Local Offer user survey**, giving families a chance to share their experiences and shape future provision

Ensuring families are aware of the Local Offer and the support available is essential, and your role in sharing this information is key!



Ask-SEND is a reflective thinking space for parents and carers of children aged 2–5 years with special educational needs and disabilities.

Families can book a telephone consultation to talk through concerns, ask questions, and explore next steps by scanning the QR code and completing the short form.





Royal Greenwich SEND Local Offer Newsletter

Issue 21

For parents and young people



[Visit the Local Offer
website today](#)



[Take a look at past
Newsletters](#)

July 2026

Inside this Edition:

Greenwich SEND Voice Fun Day
Local Offer survey
Fire Station SEND Event
Holiday Food and Fun
London Transport Museum
Short Breaks
What's on at Children's Centres?
The Not Back to School Picnic!



Local Offer User Survey

We want to know what your experience is
of using the website and receiving our
Newsletter



Please take 5 mins to complete the survey
as your opinion is important to us

Scan the QR code or click the link below

[Local Offer user survey – Fill in form](#)

GSV SEND Summer Family and Fun day



**GREENWICH
SEND VOICE**
Parent Carer Forum

Presents our Summer

SEND FAMILY FUN & INFO DAY

SATURDAY 8th AUG - FREE

10am to 12:30pm



Connect with Greenwich
SEND Voice, Royal Borough
of Greenwich SEND Services,
Health Services and Support
Organisations in Greenwich!

Events & Activities

- Mr Bubble Man
- Sensory Space
- Giant Games
- Arts & Crafts
- Face Painting
- Soft Play
- Head & Neck Massage
- Refreshments & more

Location

**Woolwich Works,
The Fireworks Factory
SE18 6HD**



ROYAL *borough of*
GREENWICH

NHS
Oxleas
NHS Foundation Trust

www.greenwichsendvoice.co.uk

info@greenwichsendvoice.co.uk

SEND Event August 22 2026



Scan Me

East Greenwich Fire Station—This is a free event, but all children under 16 will need a ticket

This event includes messy play, sensory areas, quiet rooms, and water play (**so bring a spare change of clothes!**).

Reserve your spot to avoid disappointment



[Click her or scan the QR code to find out more](#)

Royal Greenwich Together 2026



Scan Me

Your child must be:

- Of compulsory school age (4 to 16 years)
- Attending a Greenwich School or living in the borough
- In receipt of Free School Meals.

[To get started, create an account, register your child/children and browse our activities.](#)



Depot Open Days



Scan Me



SEND-friendly hour—
Saturday 4 July 10:00 - 11:00

These sessions are especially for our visitors with additional needs, including visitors with special educational needs and disabled visitors.

[Click her or scan the QR code to find out more](#)

Greenwich Short Breaks

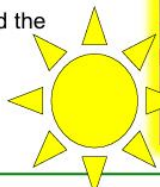
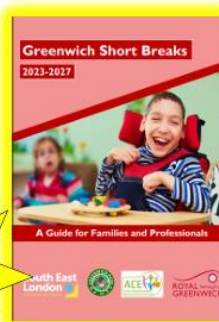


Scan Me

Who can access? Anyone aged 5-17 who lives in Greenwich and has an Education, Health, and Care (EHC) plan, or aged 18+ who has been assessed as eligible for support under the Care Act 2014 can access Short Breaks.

To register, contact the Short Breaks team, or download the registration forms on the Local Offer website.

[Click her or scan the QR code to find out more](#)



What's on at your local Children's Centre?



There's lots going on throughout the summer break for all of the family.

[Click her or scan the QR code to find out more](#)



Scan Me

The Not Back to School Picnic!

For: Home educating and unschooling families with Neurodivergent children and teens.

When? Wednesday September 9th 12-3pm

Where? We will be in the play/ picnic area in the space opposite the Maze Hill entrance to Greenwich Park.



Please contact Emma on

autisticinclusivemeets@gmail.com

or phone **07464 614 137** for more details



Disclaimer

Whilst every effort has been made to ensure the accuracy of the information provided in this Newsletter we do not accept any responsibility or liability for any errors that have occurred.

It is recommended that you always check with providers that their service or organisation meets your requirements. We offer an impartial service and we cannot recommend or endorse any providers listed.

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.



Safeguarding and child protection

All schools and early years providers in the UK should have a safeguarding and child protection policy and procedures which set out how they will keep children safe.

Schools and early years providers need to be aware of the additional vulnerabilities of some children, including children with special educational needs and disabilities (SEND), and your policies and procedures should ensure that all children get the support they need.

Your setting's safeguarding and child protection procedures should also set out how those with responsibility for supporting children with SEND will work with the [nominated child protection lead](#) if there are concerns about a child with SEND.

In the UK, statutory guidance for safeguarding and child protection in schools sets out considerations for keeping children with disabilities safe.

Empowering children

Social attitudes and assumptions about disability can have an impact on children's self-confidence.

Getting to know a child or young person with SEND and finding the best way to communicate with them is a positive way of building a child's self-esteem. This can show the child that there is someone

they can trust and communicate with and help them feel confident about letting someone know if they experience something that makes them feel uncomfortable.

Help empower children with SEND by:

- providing them with communication support and opportunities to express themselves
- helping them to build a supportive relationship with a trusted person
- consulting them on their views and wishes about their life and care in order to meet their needs
- providing accessible education on topics such as keeping safe, sex and relationships and online safety
- providing information in accessible formats
- providing opportunities for peer support and social activities
- giving them opportunities to express themselves creatively through activities like art and music
- giving them access to advocacy services.

Useful links:

[Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)

[Writing safeguarding policies and procedures | NSPCC Learning](#)

[Safeguarding and child protection self-assessment tool | NSPCC Learning](#)



Asbestos in consumer products



Guidance for consumers and businesses on consumer products containing asbestos.

The Office for Product Safety and Standards (OPSS), UK Health Security Agency (UKHSA) and the Health and Safety Executive (HSE) have shared a joint statement regarding potential asbestos contamination in sand-containing consumer products and product recalls.

This statement outlines the risks relating to asbestos exposure, and the zero-tolerance approach to asbestos in consumer products taken in the UK.

Joint Statement from OPSS, UKHSA and HSE

To advise the public about the level of risk from any contact they may have had with recalled products, OPSS, UKHSA and HSE have published a [joint statement](#). The statement also reinforces the zero-tolerance approach to asbestos in consumer products and the requirement for businesses to recall any products found to contain asbestos.

The Office for Product Safety and Standards (OPSS) is aware of consumer products available in the UK containing sand contaminated with asbestos. These products have been recalled by the businesses that have sold them, and OPSS also expects any further asbestos-contaminated products to be recalled. To ensure their safe disposal, consumers and businesses should follow the advice below.

Consumer advice

Contaminated products that have been identified and are subject to recalls are [listed on this OPSS Product Safety Alerts, Reports and Recalls page](#).

If you have purchased a product on this page, please check the recall notice for the business's advice on returning or disposing of the product safely. For further information, or questions, contact the

retailer you purchased the product from. If you have concerns about a product that you think might contain asbestos but has not been recalled [contact the Citizens Advice consumer service](#).

Schools and early years providers are asked to follow the guidance for consumers above on identifying affected products and the correct disposal guidance for their setting.

Health information

There is no safe level of asbestos in consumer products, though asbestos that is bound within intact products is less harmful than asbestos fibres that are airborne and are small enough to be breathed in. Where asbestos is identified, a product recall is appropriate.

If you or your family have used one of the products containing asbestos [listed on the OPSS Product Safety Alerts, Reports and Recalls page](#), stop using it immediately, as this is the most important step to prevent any ongoing exposure, and follow the recall advice.

Any products that have been found to contain asbestos are subject to a [recall](#). To date, no asbestos has been identified in supplies of playpit sand, but several products with play sand, such as arts and crafts products, are affected. Although the risks to health are expected to be low, it is recommended that settings review this and the OPSS [guidance](#) regarding asbestos in consumer products, including how to dispose of recalled products.

Read the full article here: [Asbestos in consumer products - GOV.UK](#)

Further information can be found here: [Asbestos: general information](#).



Child Safety Week happened in June – but please raise the safety concerns and share the free download. Child Accident Prevention Trust (CAPT) is making prevention possible by offering free resources to prevent devastating accidents.

CAPT has a comprehensive library of resources, freely available to support teams and avoid any duplication of effort. The charity also offers a wide range of safety advice.

You can equip local public health and community contacts with tools to engage families before tragedy strikes. Or find resources for your own use during the review process.

There are resources for display and to give to parents - please also share these to relevant professionals in your own networks.

[Parents' pack](#) – top tips to share with families. Includes all CAPT's fact sheets on the most serious accident risks in one place.

[Display pack](#) – all that's needed for a colourful, engaging display covering essential prevention messages.

Stay informed

Stay in the know about emerging risks across the UK and hear about new free resources added throughout the year – simply [sign up](#) for CAPT alerts and [follow CAPT on socials](#).

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

Safety advice: [Child Safety Advice | Practical tips and free resources](#)



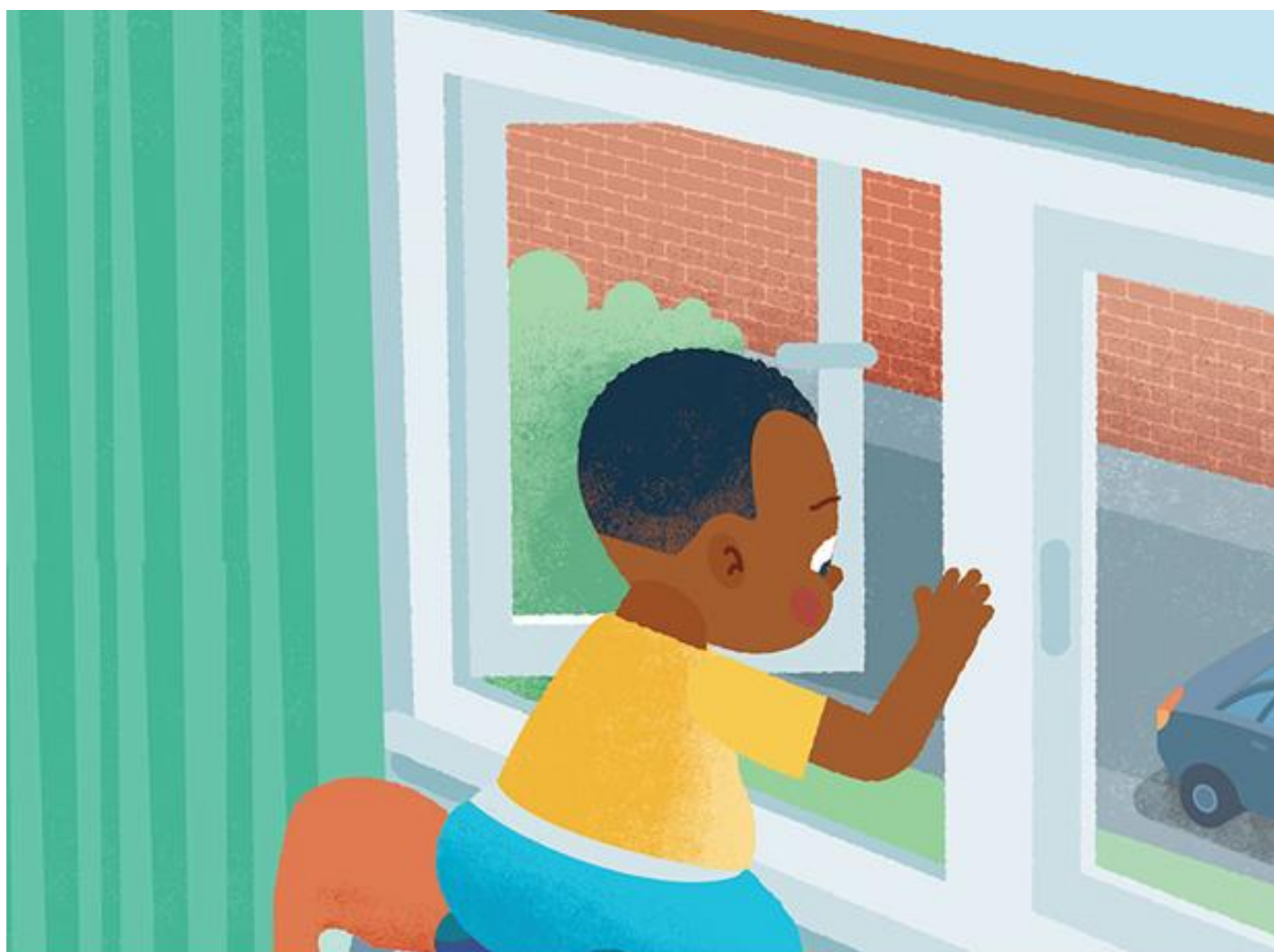
Child Safety Week

**1st to 7th
June 2026**



**Making
prevention
possible**





Open windows warning

-  **Keep low furniture away from open windows so that children can't climb up and fall out**
-  **Install window catches (to limit how far they can open) and locks if you can**
-  **If you opt for a lock keep the keys somewhere you can find them in case of emergencies**



 capt.org.uk

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

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


child accident
prevention trust

Emergency Planning & Lockdown Procedures

Some primary schools and early years settings have reported phone calls causing concern. These calls have included threats towards the settings.

If your setting receives a call of this nature:

- Do not engage with the caller.
- End the call immediately.
- Contact the police as soon as possible to report the incident.

The police may advise your setting to implement its lockdown procedure and restrict all entry to and exit from the premises until officers arrive. Depending on the circumstances, the police may also advise that the setting closes early for safety reasons. We recommend that any such incident is reported to Ofsted as a significant event. Please also notify us, as this enables us to provide support and keep other settings informed of any emerging concerns.

In response to these incidents, we are recirculating our lockdown guidance to support settings in reviewing their procedures and ensuring that appropriate measures are clearly reflected within their policies and procedures.

Please ensure that all staff are aware of this information and are familiar with your setting's lockdown arrangements.

Watch our Royal Borough of Greenwich Emergency Planning webinar here:

[RBG Bitesize Webinar - Emergency Planning](#)

The image is a screenshot of a webinar presentation. At the top, there is a logo for 'free early learning Royal Greenwich' with the tagline 'Free learning for your child, free childcare for you.' Below this, the main title 'Emergency Planning and Lockdown' is displayed in large, bold, black text. Underneath the title, it says 'Early Years & Childcare Service' and provides the email address 'childcare-support@royalgreenwich.gov.uk'. The phone number '020 8921 3877' is also listed. At the bottom, there are several logos: 'Emergency Planning Get ready for the unexpected', 'GREENWICH Safeguarding Children PARTNERSHIP', and 'free early learning Royal Greenwich'. A small video feed in the top right corner shows a person in a room.



LOCKDOWN PROCEDURE

WHAT TO CONSIDER:

1. Initiating the Lockdown:

- Establish a discreet and effective way to inform staff and children of a lockdown.
- For example, use a red laminated card with the word 'LOCKDOWN' printed on it.
- Avoid using loud noises to initiate a lockdown procedure, which could alert an intruder, such as an air horn.

2. Safe Area Designation:

- Identify a quiet room or area that can be locked or barricaded. Consider the location of windows and door entrances/exits.
- Plan for students and staff with disabilities or special needs.
- Ensure provisions for medical emergencies during a lockdown.

3. Final Sweep:

- Designate three specific people to perform a final check to ensure all children and staff have reached the lockdown assembly point safely (different from the fire assembly point).

4. Securing the Premises:

- Ensure all main doors are locked, blinds are drawn, and windows are closed and locked.



LOCKDOWN PROCEDURE

CONTINUED...

5. Keeping Calm:

- Keep children as quiet and calm as possible. If necessary, sing songs or play games quietly to keep occupied.

6. Communication:

- Establish a secure and quiet line of communication with other staff and parents. Use devices such as intercoms, iPads, walkie-talkies or mobile phones. Ensure devices are kept on silent.
- Use clear and concise instructions.
- Communicate via email and text messages to minimise noise.
- Contact the police as soon as it is safe to do so.

7. Access Control:

- Do not allow anyone to enter or exit the building until the lockdown is over and it is safe to do so.

8. Regular Drills:

- Practice the lockdown procedure monthly, just like fire evacuation drills.

Training Schedule

[Training Portal Link](#)

QUICK GLANCE TRAINING PROGRAMME

AUTUMN TERM



Training Course	Day	Date	Start	End	Cost
Greenwich Childminder Network	Thursday	10 Sept 2026	19:00	21:00	Free
Intermediate Safeguarding	Saturday	12 Sept 2026	09:30	15:00	£45
Looking ahead to Ofsted	Thursday	24 Sept 2026	19:00	21:00	Free
Intermediate Safeguarding	Thursday	01 Oct 2026	10:00	15:30	£45
Wraparound Provider Network	Thursday	01 Oct 2026	13:00	14:30	Free
Wraparound Provider Network	Thursday	01 Oct 2026	19:00	20:30	Free
Schemas	Saturday	10 Oct 2026	09:30	15:00	£20
Safeguarding Forum	Thursday	15 Oct 2026	19:00	20:30	Free
Designated Safeguarding Lead	Saturday	17 Oct 2026	09:30	16:30	£60
SEND Training: Building Blocks of Behaviour	Thursday	05 Nov 2026	09:30	12:30	£30
Domestic Abuse Awareness	Thursday	05 Nov 2026	19:00	21:00	£20
Introduction to Safeguarding	Saturday	07 Nov 2026	09:30	12:30	£20
Designated Safeguarding Lead for Childminders	Saturday	14 Nov 2026	09:30	16:30	£60
Designated Safeguarding Lead	Thursday	19 Nov 2026	10:00	17:00	£60
Playwork in Wraparound Provision 1	Friday	27 Nov 2026	09:30	12:30	£25*
Curriculum and Teaching	Saturday	28 Nov 2026	09:30	13:00	£30
Playwork in Wraparound Provision 2	Friday	04 Dec 2026	09:30	12:30	£25*
Playwork in Wraparound Provision 3	Friday	11 Dec 2026	09:30	12:30	£25*

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

PAEDIATRIC FIRST AID

AUTUMN TERM

Paediatric First Aid	Saturday	05 Sept 2026	08:45	16:30	£55
Paediatric First Aid	Wednesday	23 Sept 2026	08:45	16:30	£55
Paediatric First Aid	Saturday	10 Oct 2026	08:45	16:30	£55
Paediatric First Aid	Wednesday	11 Nov 2026	08:45	16:30	£55
Paediatric First Aid	Wednesday	05 Dec 2026	08:45	16:30	£55

To book, Please email eyc-training@royalgreenwich.gov.uk, whilst the new training platform is being finalised



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

Protecting children from sexual abuse

Child sexual abuse (CSA) is when a child is forced or persuaded to take part in sexual activities. This may involve physical contact or non-contact activities and can happen online or offline. (Department for Education, 2026; Department of Health 2017; Scottish Government, 2023; Wales Safeguarding Procedures Project Board, 2020).

Children and young people may not always understand that they are being sexually abused (IICSA, 2022).

Children and young people of any age, including very young children and babies, can experience sexual abuse.

Contact abuse involves activities where an abuser makes physical contact with a child. It includes:

- sexual touching of any part of the body, whether the child is wearing clothes or not
- forcing or encouraging a child to take part in sexual activity
- making a child take their clothes off or touch someone else's genitals
- rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.

Non-contact abuse involves activities where there is no physical contact. It includes:

- flashing at a child
- encouraging or forcing a child to watch or hear sexual acts
- not taking proper measures to prevent a child being exposed to sexual activities by others
- making a child masturbate while others watch
- persuading a child to make, view or distribute child abuse images (such as performing sexual acts over the internet, sexting or showing pornography to a child)
- making, viewing or distributing child abuse images
- allowing someone else to make, view or distribute child abuse images
- meeting a child following grooming with the intent of abusing them (even if abuse did not take place)
- sexually exploiting a child for money, power or status (child sexual exploitation).

Signs and indicators

The physical, behavioural and emotional signs of child sexual abuse can manifest differently at different ages. Infants and very young children may not be able to communicate what is happening to them. Older children may not have the language to describe what is happening to them or may not feel able to talk about their experience. They may not realise they are being sexually abused, particularly if they have been groomed (Allnock and Kiff, 2023).

It's important that people who work with children are able to recognise the physical, behavioural and emotional signs that may indicate a child has experienced sexual abuse.

Signs in babies and young children

It can be difficult to recognise and identify that a baby or very young child is experiencing sexual abuse. Children at these early developmental stages can't always communicate their experiences.

Children in their early years experiencing sexual abuse might display disruption or regression of normal development such as toilet training, eating and interacting with other children. They may also resist or become distressed with intimate care such as nappy changing.

Physical indicators include:

- bruising
- bleeding
- discharge
- pain or soreness in the genital or anal area
- wetting or soiling unrelated to toilet training
- sexually transmitted infections

Emotional and behavioural indicators include:

- displaying sexualised behaviour or having sexual knowledge that's inappropriate or problematic for their stage of development
- being afraid of or avoiding a particular person (including a family member or friend)
- changes in sleep such as difficulties sleeping or nightmares
- being withdrawn
- alluding to 'secrets'
- self-harming
- running away from home
- developing eating problems
- misusing drugs or alcohol

Who sexually abuses children?

Child sexual abuse is committed by men, women, teenagers and other children. Offenders come from all parts of society and all backgrounds. In many cases their friends, relatives and co-workers find it hard to believe that they have abused a child.

Responding to child sexual abuse - Reporting

If you think a child is in immediate danger, contact the police on **999**. If you're worried about a child but they are not in immediate danger, you should share your concerns.

- **Follow your organisational child protection procedures.** Organisations that work with children and families must have [safeguarding policies and procedures](#) in place.
- **Contact the NSPCC Helpline** on [0800 800 5000](tel:08008005000) or by emailing help@nspcc.org.uk. Our child protection specialists will talk through your concerns with you and give you expert advice.

- **Contact your local child protection services.** Their contact details can be found on the website for the local authority the child lives in.
- **Contact the police.**

Services will risk assess the situation and take action to protect the child as appropriate either through statutory involvement or other support. This may include making a referral to the local authority.

Read the full article here: [Protecting children from sexual abuse | NSPCC Learning](#)

Learn about Problematic and Harmful Sexual Behaviours here: [Harmful sexual behaviour \(HSB\) or peer-on-peer sexual abuse | NSPCC Learning](#)

Read the Child Sexual Abuse statistics briefing here: [Statistics on child sexual abuse | NSPCC Learning](#)



Child Exploitation

The exploitation of children can take several different forms where children and young people are subjected to multiple forms of abuse at the same time. Perpetrators will target children to engage in criminal activity which includes county lines and sexual activity.

Child criminal exploitation is when someone uses a child (under 18 years old) to commit crimes for them. The most common form of child criminal exploitation is 'county lines'. This refers to gangs and organised criminal networks involved in exporting illegal drugs around the UK using dedicated mobile phone lines or other forms of a 'deal line'. They are likely to exploit children and vulnerable adults to move and store drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons. www.gov.uk

Child criminal exploitation can involve intimidation, violence, bribery and threats. These harms can happen online through social media and gaming platforms, as well as through mobile phones.

Common characteristics of child exploitation

The most common characteristics of child exploitation are:

- control, coercion, intimidation, threats of violence, and violence
- associating with other children involved in exploitation
- suffering from changes in emotional well-being and/or behaviour
- misuse of drugs and alcohol
- appearing with unexplained gifts, money or new possessions
- going missing for periods of time or regularly coming home late
- regularly missing school or education, or not taking part in education

Some additional signs that may be present if a child is a victim of sexual exploitation:

- coercion, manipulation or deception into sexual activity
- having older romantic/sexual partners
- suffering from sexually transmitted infections, displaying sexual behaviours beyond their expected sexual development, or becoming pregnant

The Eight Practice Principles for responding to Child Exploitation.

In 2022, the Department for Education (DfE) asked the Tackling Child Exploitation (TCE) Support Programme to create a set of Practice Principles to guide local and national work on child exploitation and extra-familial harm.

In 2025, the DfE commissioned an update of these [Practice Principles for responding to Child Exploitation](#) to reflect new policy developments and emerging research. The updated package includes:

- a revised Research Summary,
- changes to the Practice Principles where new evidence requires it,
- case studies showing how local areas are using the Principles,
- and a new resource focused on Child Sexual Exploitation (CSE).

The Practice Principles are based on recognising that abuse is shaped by interconnected conditions. This means responses should consider:

- the needs of the child or young person,
- any actual or potential sources of harm,
- the protective structures around them,
- and wider contextual factors.

Because of this, the Practice Principles are designed for:

- all agencies in local safeguarding partnerships,
- professionals at every level from strategic leaders to frontline practitioners working with children, young people, parents and carers.

They may also help those supporting young adults who face exploitation, as many needs continue beyond age 18 even though legal frameworks differ.

The Principles apply to all children and young people, because any child can experience exploitation or extra-familial harm, often without professionals knowing. Children affected by these harms have the same rights as any other child, but the complexity of exploitation can sometimes lead to responses that unintentionally limit those rights.

There are eight Practice Principles, and together they help create a more complete, joined-up response to child exploitation and extra-familial harm. This response is defined by a holistic view of children's needs, risks, and the contexts around them.



The eight Practice Principles rely on each other. No single Principle is more important than the others, and none should be used on their own. They also do not belong to any one professional or role.

Each Principle explains what good practice looks like for everyone involved — people working directly with children and young people, operational managers, and strategic leaders across partnerships. Although the Principles are written for a multi-agency audience, some terms will feel more familiar to certain professions than others. Any specialist language is explained in the glossary at the end of the document.

With children and young people at the centre, each Principle is shaped around what it means for them and how it feels from their perspective when the Principles are put into practice effectively.

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.

2025 - East Sussex - Family D (Clare and Adam)

Homicide of a 47-year-old mother (Clare) by her 17-year-old son (Adam) in 2023. Adam and his family were known to multiple agencies over a 13-year period. Adam was diagnosed with autism at an early age and was exposed to domestic abuse. He experienced multiple placement moves and mental health issues, with professionals struggling to meet his complex needs.

Learning points address: early help and early identification; lifelong neurodivergent needs; children experiencing domestic abuse; trauma-informed practice; complex multi-agency involvement; parental advocacy; fixed narratives and unconscious bias; understanding of care, education, treatment and review (CETR), local area emergency protocol (LAEP) and the dynamic support register (DSR); multi-agency risk assessment: diagnostic overshadowing in health settings; child-to-parent abuse; transferring safeguarding information between settings; transitions from residential homes; a 'champion' for children with fractured family relationships; and legal frameworks for older children.

Recommendations include: local partnerships must ensure practitioners are trained and supported to recognise and respond to child-to-parent abuse, and address gaps in skills, guidance, or supervision; the partnership should obtain assurance that CETR/LAEP processes for under-18s are being used properly, covering attendance, information sharing, holistic risk assessments, contingency planning, challenge/escalation, and decision-making; a working group should review neurodivergent care pathways, ensuring staff understand how to navigate them and that information sharing is timely and focused on child safety; commissioners should explore integrating pathways for children with complex neurodivergent needs, mental health issues, and challenging behaviours; and

the partnership should conduct a multi-agency audit of children with the highest levels of concern.

Keywords: homicide, autism spectrum disorder, children who have a mental health problem, domestic abuse, abusive adolescents, interagency cooperation

[Read the overview report](#)

2025 – Enfield - Child LA

Admission to hospital of a child presenting with serious health and development concerns, including malnourishment. Child LA was a non-verbal autistic child who was electively home educated. They received services from a range of different health providers, including many non-NHS and some recorded outside the UK. Child LA lived at home with their parents, sibling, and grandmother.

Learning considers: the hidden harm and invisibility of the child; the voice and needs of a non-verbal autistic child; the impact of COVID-19 on the offer of services for hard to reach families; elective home education (EHE), educational provision and educational progress; use of private and alternative medical providers driven by parental choice and beliefs; medical neglect and/or fabricated or induced illness (FII); how working with families who are more affluent impacts upon professional curiosity; and the role and involvement of fathers and grandparents.

Recommendations include: the partnership to work with local statutory and voluntary organisations, who support parents, to raise awareness of the importance of the evidence base of interventions accessed for children who experience autism; partners to consider the development of a multiagency pathway for information sharing and oversight to ensure EHE children are known, their needs are understood and to promote safeguarding oversight; and the partnership to assure themselves of the effectiveness of their local systems relating to the safeguarding practice for children electively home educated.

Keywords: autism spectrum disorder, voice of the child, home education, medical care neglect, professional curiosity, non-verbal communication

[Read the overview report](#)

2025 – Haringey - Child River

Significant harm suffered by a 17-year-old boy following him spending six days in seclusion in an accident and emergency department of hospital. River had been discharged from a Tier 4 mental health unit three days earlier and had had multiple admissions to hospital over the previous year. River has been diagnosed with psychosis, ADHD, possible ASD, as well as having undiagnosed complex mental health conditions.

Learning themes include: the voice of the child; professional disagreement; responsibility,

accountability and ownership of care plans; thresholds for the provision of Tier 4 mental health care units for children; discharge arrangements in complex scenarios; intersectionality; and racism.

Recommendations to the partnership are embedded in the learning and include: disseminate learning through joint structured meetings, joint training sessions, or updated joint protocols between the respective agencies; develop a policy on managing high risk cases and mismatched expectations of respective agencies; advocate for the implementation of anti-racist practice standards for working with children and families and staff; ensure that operational staff involved in highly complex, challenging case work are given dedicated time to work together and develop effective professional relationships, and have 'Think Space' to allow for reflection on the impact of the work on individuals; the revised escalation and resolution policy should be communicated across the safeguarding system; provide training and development opportunities in cultural humility, conscious/unconscious bias and intersectionality; and children's social care and child and adolescent mental health teams should come together formally once every six months to discuss capacity, challenges and opportunities.

Keywords: adolescent boys, children who have a mental health problem, child mental health services, professional collaboration, residential treatment, voice of the child

[Read the executive summary](#)

2025 - Suffolk - Robin

Suicide of a 14-year-old child. Robin had previously attempted suicide earlier in the same year while in their mother's care. A safeguarding referral was not made by the hospital at the time, and Robin was not reviewed by mental health services at the hospital. Robin's father took Robin to the GP the following day, and a referral was made to the emotional wellbeing hub. Robin was assessed a few months later and placed on a waiting list for counselling, where they remained at the time of their death.

Learning themes include: waiting times for mental health assessment and support; referral and assessment processes; impact of maternal mental health; and information sharing and communication.

Recommendations to partnership agencies include: ensure timely and face-to-face mental health assessments; consider the need to reduce waiting times for mental health services and ensure appropriate safety plans or other avenues for support are in place while young people wait; improvement of the quality and quantity of inappropriate case referrals to early help and safeguarding (MASH) processes across agencies, through provision of training and supervision and guidance resources; emphasise the importance of a 'think family' approach to ensure holistic assessments and support packages for families; support practitioners to utilise tools for accurate recording of the family on electronic health records, genograms and ecomaps; support staff to recognise their responsibility to share information effectively when there are safeguarding concerns about a child;

and to understand the importance of data protection, confidentiality and consent and that these should not delay or be a barrier to sharing information about child safeguarding concerns.

Keywords: suicide, self-harm, child mental health services, child mental health, assessment of children, parents who have a mental health problem

[Read the overview report](#)

2025 - West Sussex - Serin

Suspected suicide of a 16-year-old girl in March 2022. At the time of her death Serin was an in-patient at a local hospital awaiting a tier 4 provision. Previously Serin had several long stay admissions to hospitals associated with mental health difficulties.

Learning themes include: the effectiveness of early interventions; special educational needs and provision of education; consideration of risk and safety planning; effective multi-agency working; and child sexual abuse (CSA) and the support available following disclosure.

Recommendations to the partnership include: review the work undertaken to improve mental health services for young people to measure progress; ensure the need to assess parents as carers when caring for children with additional needs is embedded in practice; develop practice guidance which details clear expectations in relation to how families with children experiencing mental health crises are supported by agencies, including recognising the disruption to family relationships because of long stay hospital admissions, clarity about who the lead professional is, joint working for s117 planning, and clearly communicating plans to parents; seek assurance that when a child leaves tier 4 provision there is continuity of care and support; review the current CSA pathway and undertake regular audits of practice in this area; and start developmental work in relation to best practice at strategy meetings to support early decision making and planning. Highlights two areas for the attention of the National Panel: the urgent situation regarding the national shortage of beds in tier 4 provision; and the growing pattern of CSPRs being perceived as a critical element in coroners' inquests and the impact of that on families and services.

Keywords: adolescent girls, child mental health services, disclosure, extra-familial child sexual abuse, residential treatment, suicide

[Read the overview report](#)

2026 – Anonymous - Barton Family

Serious incident in 2020 involving information that videos were circulating showing serious burns to an infant. Further indications of severe neglect arose from the visit undertaken in response. The Barton family includes seven children aged between 1-17-years-old at the time of the incident. The family have extensive history with services including from when the mother was a child. All the siblings had previously been on child protection plans.

Learning themes include: multiagency response to risk including information sharing, drift, and decision making; the impact of the intersections of race, gender, mental health and socio-economic status; bias and assumption; working with resistance; consent; and response to disclosure.

Recommendations to the partnership include: review escalation policy and processes; develop a strategy and action plan to ensure all agencies are sufficiently skilled and able to understand the lived experiences of children; ensure that the workforce is confident in understanding how racism and bias impact child protection responses to Black children and their families; provide practice guidance for staff working with large sibling groups with complex presenting issues; ensure children are visited in line with procedural expectations; ensure that staff understand when they can dispense with gaining parental consent, and the importance of approaching both parents where there are barriers; seek assurance that guidance on engaging with resistant families is known and used in decision making and planning; review the effectiveness and impact of the neglect strategy and toolkit; police should ensure frontline officers are equipped to recognise and respond to exploitation; and local authority housing should develop a process to facilitate swift moves for families fleeing risk.

Keywords: adultification, adults abused as children, child neglect, extrafamilial harm, intersectionality, racism and racial harassment

[Read the overview report](#)

2026 – Kent - Mira

Suspected non-accidental injuries to a 4-month-old girl. Mira was the only child to parents of Eastern European origin and there were conflicting reports regarding the amount of time that Mira's parents had been together.

Learning themes include: parental mental health; including fathers in assessments; cultural competence; language support; and domestic abuse.

Recommendations to the partnership include: ensure that interpreting guidance includes trigger points for where an interpreter should always be offered e.g. safeguarding and domestic abuse, and not to use family or friends unless in an emergency; record audits should have a field for evidence of use of interpreter; source training to ensure that the workforce understands the difference that cultural competence makes to working effectively with those from different cultures; create resources to increase cultural knowledge amongst professionals; develop a strapline for use in all training that recognises the need for professionals to be able to listen to parents but also talk to other

professionals such as ‘Listening to families is important; talking to other professionals is vital’; produce a 7-minute briefing to use in training regarding professional challenge and courageous conversations with families; seek to understand if there is any similar learning locally or work being undertaken by the Domestic Abuse Partnership Board regarding assurance that victims of domestic abuse do not have expectations on them to be the sole protector of their child/ren; develop a case study regarding Mira’s story to use in single and multi-agency training; and children’s services should consider reviewing support levels guidance and clarity of referral pathways at levels 2 to 4.

Keywords: domestic abuse, fathers, infants, injuries, parents who have a mental health problem, physical abuse

[Read the overview report](#)

2026 - North Wales - Child A

Serious injury and self-harm to an 18-year-old in April 2022. The local authority had periodic involvement with Child A and her family throughout her life. Following Child A’s disclosure of being a victim of sexual assault in October 2020, her wellbeing began to deteriorate noticeably. At the time of the critical incident, Child A had been a child looked after by the local authority since October 2021. Between October 2021 and April 2022, Child A was placed in unregulated, supported independent accommodation in Northwest England and hotels in North Wales.

Learning themes include: an integrated needs-led approach when there is recurrent presentation of distress and risk of significant harm through suicidal intent; and employee wellbeing, including lone working and post-critical incident support.

Recommendations to partnership agencies include: integrated and locally based care and support provision that provides intensive care and therapeutic support to meet the needs of adolescents with self-injurious and suicidal behaviours; children experiencing recurrent distress and suicidal thoughts and behaviours to receive multi-agency integrated care and risk support plan that meets their needs 24 hours a day; a review of how risk assessments are completed for employees working with children in receipt of an integrated care and risk support plan; interprofessional training for employees working with adolescents with self-injurious and suicidal behaviours, to build relationships and knowledge of multiagency practices; and improving effective communication with services in England for children with an integrated care and risk support plan.

Keywords: suicide, self-harm, child mental health services, children in care, extrafamilial child sexual abuse, homeless families

[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@dbb.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