

Royal Greenwich

Early Years & Childcare Professionals e-bulletin

24 September 2026



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A message of thanks from Kallie Schut

"To be held in another's mind is a precious thing. Equally precious is to hold another in one's own" Jeree Pawl



Dear Colleagues and Friends

I have loved being the Early Years and Childcare Team Leader for the last 10 years. Meeting so many of you and visiting your settings has taught me so much about how to love, care and inspire the next generation. I have huge amounts of respect and admiration for the quality of care and education you provide for all of Greenwich children – often in challenging and changing times. To me, you are heroes for the work that you do and the incredible difference you make. I am so proud of how Greenwich childminders, nurseries, wraparound providers and schools are beacons of excellent practice.

Very recently, a secondment opportunity has arisen for me to work in a more senior role in Children's Services (still here in Royal Greenwich) – and it is chance for me to take all that I have learnt from you and our children and young people and their parents and continue in our shared work of improving the lives of Greenwich children and families.

I will really miss you all. I won't be too far away so will always be happy to hear from you! Your amazing Early Years and Childcare team will continue to support and advise you - they can be contacted on childcare-support@royalgreenwich.gov.uk or 020 8921 3877 and as soon as someone has been appointed to cover me, they will reach out to you.

With gratitude and appreciation

Kallie

"If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow." Alfie Kohn



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 There is no flexibility or discretion to fund any out of date or expired codes beyond the grace period.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



Early years qualifications list: UK only

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

The early years qualifications list (EYQL) will shortly move to an improved [online webview format](#) on GOV.UK, replacing the current spreadsheet version. You can start using the webview now.

The new format allows users to:

- search qualification information online
- view qualification details, additional requirements and notes more easily
- access information without downloading a spreadsheet
- find full and relevant qualifications to study

For users who wish to work offline, the full EYQL spreadsheet will remain available to download.

Use the digital service to check qualifications

Early years managers and practitioners 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

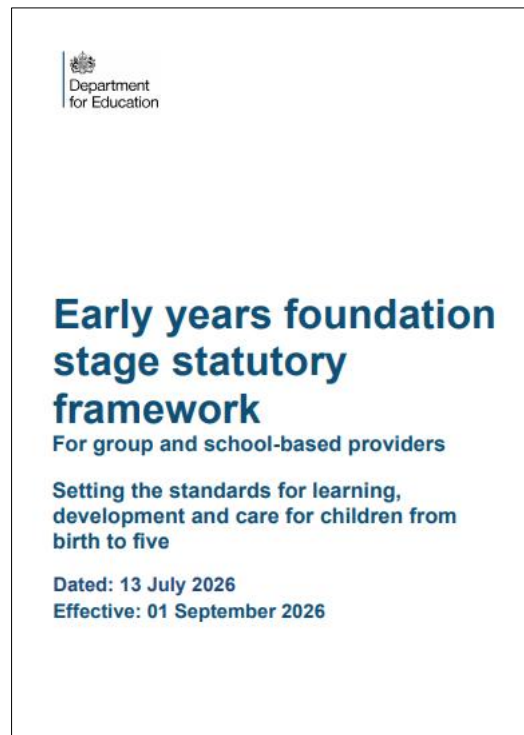
Use the spreadsheet to check qualifications

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](#).

Changes to the EYFS framework effective from 1 September 2026



As you are all aware there have been some key EYFS updates starting this term. The early years foundation stage (EYFS) statutory framework is mandatory for all early years settings. It sets the standards that all early years providers must meet to ensure that children learn and develop well, and are kept healthy and safe. Here is a quick recap of the changes you will need to adhere to.

There are [two versions of the EYFS framework](#) for:

childminders

group and school-based providers

Key Links

[Changes from 1 September 2026](#)

[Children's screen use in early years settings](#)

[Other changes to the EYFS](#)

[Changes to registration requirements in relation to banned dog breeds](#)

[Early years qualifications requirements and standards](#)

[Find further support](#)

Summary of Key Changes from 1 September 2026

Strengthened welfare and safeguarding requirements

Both new EYFS frameworks include updates which:

bring explicit wording on the safer sleep requirements into the main body of the EYFS, so that providers do not need to refer out to separate guidance

prohibit the provision of registered childcare from any premises where a [banned dog breed](#) is kept or is present

require providers to inform Ofsted or their childminder agency (CMA) of allegations of ‘harm’ (instead of ‘serious harm’) by anyone living, working, or looking after children at the premises

require enhanced criminal records checks for volunteers (including those who are supervised) and prevent new employees from commencing employment before receiving their check

amend the requirements for what providers must tell staff they have to disclose, as part of information that may affect their suitability to work with children

The group and school-based version also requires providers of childcare on domestic premises to notify Ofsted or their CMA of changes to persons aged 16 or over living or working at the premises. This aligns with existing requirements for childminders.

Children’s screen use in early years settings

Both new frameworks also require providers to have regard to [screen use guidance for early years settings](#). The screen use guidance builds on the guidance for parents published in March 2026 and has been produced with contributions from sector experts including the Digital Standards Early Years Action Group and Early Years Screen Time Advisory Group.

Other changes to the EYFS

Other minor clarificatory changes have been made to both new frameworks. These are mainly to make the existing requirements clearer for providers.

Changes to registration requirements - in relation to banned dog breeds

In addition to the changes to the EYFS frameworks outlined above, the department has also updated registration requirements for early years settings as follows:

nannies will be prohibited from taking a banned dog breed onto a premises where they are providing childcare, and will be required to take reasonable steps to avoid banned dog breeds being present

all other voluntarily registered, early years and later years providers will be prohibited from providing registered childcare from any premises where a banned dog breed is kept or present

Early years qualifications requirements and standards

The [Early years qualifications requirements and standards document](#) will also be updated from 1 September 2026, to clarify the Level 2 English requirements.

Sustainability leadership and climate action plans in education

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

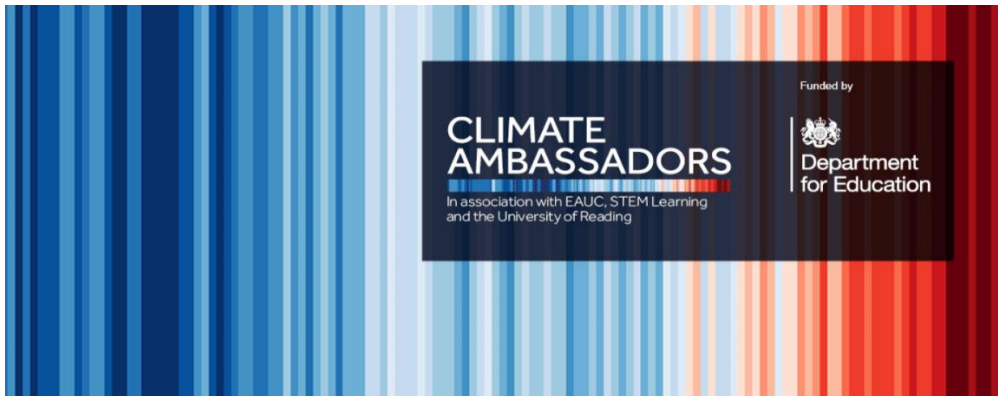
The [sustainability and climate change strategy for education](#) states: “By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan”.

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](https://www.gov.uk/government/publications/sustainability-leadership-and-climate-action-plans-in-education)

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](#)





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](#)

As Early Years practitioners, you know that strong parent partnerships are key to supporting every child's development. Do encourage your parents to sign up for the one stop parenting hub which brings together NHS health guidance and practical support for the early years.

What should parents expect in the emails?

During pregnancy

Weekly emails will keep parents posted with baby's development and the changes in your body, plus tips and advice on:

- labour and birth
- finding antenatal classes
- what foods to eat (and avoid) during pregnancy
- exercising safely
- bonding with baby

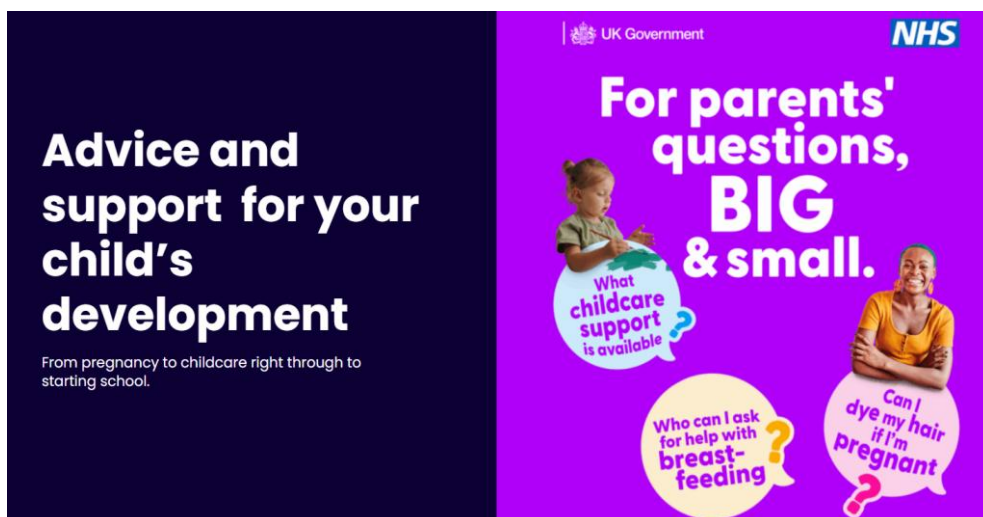
After the baby is born

The emails are tailored to the child's age and include advice on:

- baby's development
- breast and bottle feeding
- coping with tiredness
- weaning baby onto solid foods
- looking after mental wellbeing

By sharing the link through your newsletters and parent communications you can help parents access reliable guidance to ensure your children get the best possible start.

<https://beststartinlife.gov.uk/weekly-email/>



A WARM WELCOME TO SEPTEMBER

As we begin a new academic year, September is a time of new opportunities, fresh beginnings and positive relationships. Many of the children will be starting at a nursery or with a childminder for the very first time or perhaps a child will be moving into a new room getting to know new adults and friends. Whatever it be, let's try our very best to ensure we are creating a warm, nurturing, inclusive environment, allowing the children to feel safe secure and ready for learning! The Early Years and Childcare Team wish you a positive and successful start to the new term. Here are some playful creative ideas to inspire practitioners for the September start.

Autumn Sensory Bin: filled with conkers, acorns, pinecones, and dried leaves is a highly effective way to support early development. It targets multiple areas of the Early Years Foundation Stage framework through hands-on, open-ended play. Children build fine motor skills and hand-eye coordination as they use tools like scoops, spoons, and tongs to pick up small acorns or large pine cones. Pouring materials between containers strengthens hand muscles needed for future writing. Children learn words related to texture (*rough, smooth, prickly, crunchy*), size (*big, small, heavy, light*), and actions (*scoop, pour, dump, crunch*). It also sparks conversations about what they are finding.

Resources: Pine cones, conkers, leaves, containers, scoopers, scales, oranges, pipets, magnifying glasses, spoons, tongs.



Me in the box: Instead of a traditional flat paper self-portrait, this activity turns each child's unique identity, preferences, and physical features into a 3D, inside a simple shoebox or small cardboard tray. Children fill the inside of the box with items that represent their favourite things, family, and interests. They can add a favourite toy from the classroom, drawings of their family, a piece of fabric in their favourite colour, or photos. Children build a strong sense of self-identity and self-worth by deciding what makes them special. Walking others through their box builds confidence, while looking at peers' boxes teaches them to respect and value differences in others.

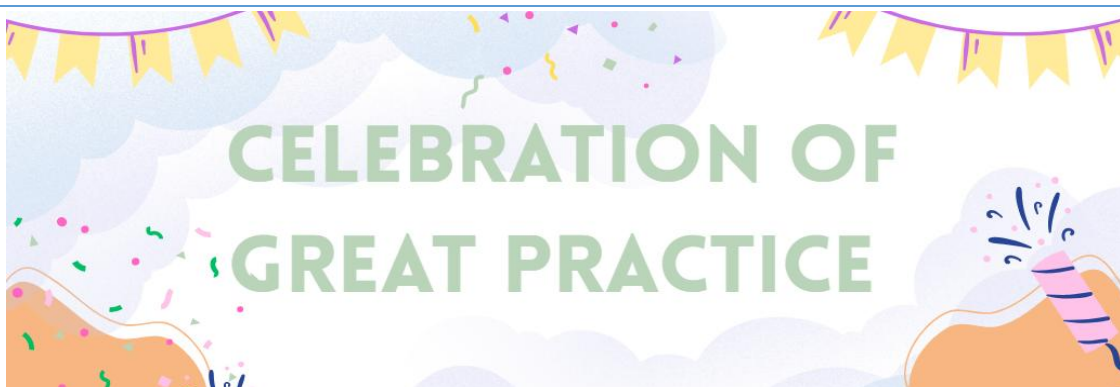
Resources : Provide a variety of diverse materials to represent different skin tones and hair textures, such as clay, playdough, wool, textured paper, buttons, and a small safety mirror.



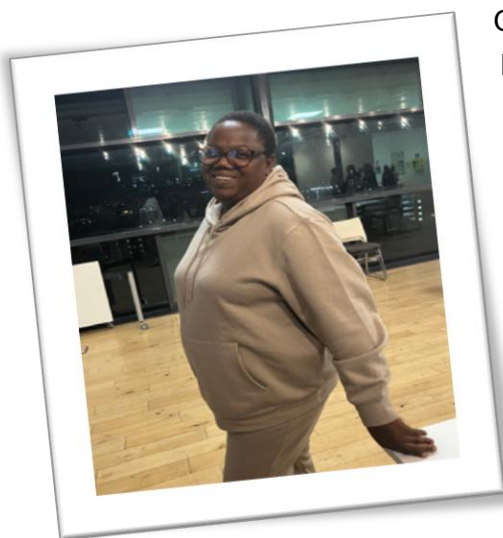
Hedgehog counting: Provide balls of brown playdough or clay, a basket of twigs/pine needles, and a set of "Number Cards" (1–10) featuring both the numeral and a ten-frame representation. Children roll the dough to make a hedgehog body. They roll a dice or choose a number card, then stick the corresponding number of "spikes" (twigs) into their hedgehog. Introduce "More or Less" by giving them two hedgehogs. "Harry Hedgehog has 4 spikes. Harriet Hedgehog has 6. Who has more? How many more spikes does Harriet need to match Harry?"

Resources: Flour, salt, cream of tartar, water, vegetable oil, optional food colouring or coco powder, sticks, lolly sticks, pasta, googly eyes





Congratulations to Victoria on her recent Ofsted Inspection!



Congratulations to Victoria on the successful outcome of her recent Ofsted inspection, where she achieved Strong Standards in four areas and Expected Standards in two areas. This is a great accomplishment and testament to her dedication, professionalism, and commitment to providing high-quality childcare.

Since becoming a registered childminder in 2023, Victoria has consistently demonstrated a passion for continuous improvement and professional development.

Her journey includes the completion of her SENCo training in 2025, which has further strengthened her ability to meet the diverse needs of the children in her care. Through the knowledge and skills gained from this training, Victoria effectively supports individual learning styles and creates opportunities for every child to thrive. Victoria recognises and celebrates each child's uniqueness, nurturing their development at a pace that suits their individual needs. Her positive and child-centred approach helps children build confidence, develop a love of learning, and achieve their full potential.

Victoria continuously promotes inclusive practice, working closely with parents to share strategies and approaches that support children's learning and development both at home and within her setting. This partnership contributes to achieving the best possible outcomes for the children and families she supports. Looking ahead, Victoria is preparing to begin her Forest School training, an exciting next step that will further enhance the outdoor learning experiences she provides. Given the children's enthusiasm for exploring and learning outdoors, this additional expertise will be an asset to her provision. We wish Victoria every success as she continues her professional learning journey. Her dedication to developing new skills and maintaining an inclusive, nurturing environment ensures that all children attending her setting receive the very best care and opportunities to flourish. Well done, Victoria, on this outstanding achievement and your ongoing commitment to developing your provision.



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 →



Changes to Area SENCo support through EYIS

Information on the upcoming change to the way Area SENCo support is delivered through the Early Years Inclusion Service (EYIS).

This change forms part of a wider review of our service offer to ensure support for children with SEND remains timely, equitable, and aligned with national SEND reforms, while continuing to meet the needs of early years providers across the borough.

Why are we making this change?

The Early Years Inclusion Service already provides a comprehensive SEND offer, including:

- SEND consultation and advice
- SEND Consultation Forums
- Termly SEND Planning and Monitoring (P&M) support
- In-setting and virtual SEND training
- Transition support
- Clear referral pathways for children with emerging or complex needs

Following our review, we are strengthening this offer through the introduction of "**Greenwich Experts at Hand (EAH) model for the Early Years**" (*click on the link for a brief summary*). This approach focuses on building SEND capacity within settings, enabling practitioners to access expertise more readily while developing confidence and sustainable inclusive practice.

The service will continue to provide support for children whose needs fall within the Targeted Plus and Specialist levels of need, as defined by SEND reform: putting children and young people first, part 2 & 3.

What is changing?

From September 2026, Area SENCoS will work within one of two distinct roles:

Area SENCo - Experts at Hand

Supporting children and settings at **Universal** and **Targeted** levels of need.

Area SENCo - Specialist Support

Supporting children with **Targeted Plus** and **Specialist** needs.

Implementation Timeline

September 2026 to January 2027 - Pilot Phase

A pilot will be undertaken across two clusters. The settings involved have already been contacted.

During this phase:

- Universal and Targeted SEND support, including SEND Planning and Monitoring visits, will be delivered by the Experts at Hand Area SENCoS:
 - Heather Truluck
 - Sarah Wright
- Children with more complex needs in pilot settings will be supported by Specialist Area SENCoS:
 - Libby Eastman
 - Nicola Hunt

January 2027 onwards - Phased Rollout

The Experts at Hand model will be gradually extended to all providers.

During the transition period, it may be necessary to allocate or reallocate settings and children to different Area SENCoS while the new model is established. We appreciate your patience and understanding as these arrangements are implemented.

Where changes are made, providers and parents will be kept informed and provided with appropriate contact details. Formal notification will be issued where an Area SENCo allocation changes.

Universal and Targeted Support through the Experts at Hand model

Area SENCoS, alongside partner professionals such as Speech and Language Therapists (SaLT), Occupational Therapists (OT), and Educational Psychologists (EP), will be more accessible through an enhanced Experts at Hand offer.

This will include:

- SEND advice and consultation
- SEND Planning and Monitoring support
- An expanded and more responsive SEND training programme
- Strengthened universal SEND practice

The model aims to:

- Increase confidence and independence among SENCOs and practitioners

- Build sustainable SEND systems within settings
- Reduce reliance on named professionals for individual children where appropriate
- Improve access to specialist knowledge and guidance

Specialist Support through the Early Years Inclusion Service

Area SENCOs within the Specialist Team will maintain oversight of all children with more complex SEND within a setting.

Rather than operating a traditional case-holding model for PVI-based children, Specialist Area SENCOs will:

- Provide a prompt initial consultation for children newly allocated to their caseload.
- Undertake termly review meetings with settings for each child on their caseload.
- Offer oversight and support coordination for children with more complex SEND.

Settings will also be able to request targeted bespoke support from their allocated Specialist Area SENCO for children on the caseload.

The purpose of this support is to:

- Strengthen and enhance the setting's inclusive SEND practice
- Build staff confidence and expertise
- Support ongoing SEND professional development

Examples of bespoke support may include supporting the setting with:

- Modelling professional meetings
- Supporting Team Around the Child (TAC) meetings
- Transition planning meetings
- Completing specific SEND documentation, such as profiles and target-setting records
- Advising on specific interventions

Requests for bespoke support will be made following consultation with the Area SENCO via a short Microsoft Form.

Please note that settings will continue to hold overall responsibility for SEND processes and the delivery of the Graduated Approach, including target reviews, SEN Inclusion Fund applications, and day-to-day implementation of SEND support.

What will remain the same?

We would like to reassure providers that; the Early Years Inclusion Service will continue to provide:

- SEND consultation and advice
- SEND Consultation Forums
- Termly SEND Planning and Monitoring (P&M) support
- In-setting and virtual SEND training
- Transition support

- Clear referral pathways for children with emerging or complex needs
- Children with complex needs will continue to receive support through:
 - The Early Years Coordination Team (EYCT)
 - SEND Keyworkers
 - Specialist services, including Educational Psychology, Speech and Language Therapy, and Occupational Therapy
- Clear referral pathways for specialist support will remain in place.
- Support with transitions, SEN Inclusion Fund applications, SEND planning, and documentation will continue through the bespoke support offer where appropriate.

This change does not reduce the level of SEND support available to children or settings.

Benefits for settings and children, the revised model will provide:

- Faster access to SEND expertise and advice
- Increased confidence and SEND capability within settings
- Greater consistency of support across all providers
- Stronger early identification and intervention
- Enhanced inclusive practice and SEND leadership

By shifting specialist capacity towards workforce development and SEND leadership, Area SENCos will be able to support more settings and children effectively while maintaining specialist support for those with the most complex needs.

Next Steps

Further information will be shared in due course, including:

- SENCo Training dates and SEND Early Years Consultation Forum opportunities
- Clarification of referral pathways where additional support is required

If you have any questions or would like to discuss these changes, please contact the Early Years Inclusion Service through the usual consultation routes.

Thank you for your continued commitment to inclusive early years practice and for working in partnership with us to support children with SEND.



Public Health
England

September Update: Public Health exclusion periods in children and young people's settings

The updated guide is for staff in early years and education settings which include nurseries, childminders, preschools and schools.

Find out:

- if an individual or group needs to stay away from the setting and for how long (public health exclusion period)
- when you need to contact your local [health protection team](#)

Where there's no public health exclusion period, infected people can come to the setting and interact with others as usual.

If a child shows signs of harm or risk

If a child shows signs of harm or risk, especially if they are under 13, you should follow local rules and make a safeguarding referral. This is particularly relevant if they present with chlamydia, genital herpes, gonorrhoea, hepatitis B, hepatitis C or HIV.

The NHS website has a [useful resource](#) to share with parents.

Infection	Public health exclusion period	When to contact your local health protection team
Athlete's foot	No exclusion required	You do not need to contact your health protection team
Chickenpox	Infected people should stay away from the setting until 5 days after the rash first appears	Only contact your local health protection team if scarlet fever and chickenpox are circulating at your setting at the same time within the same group
Chlamydia	No exclusion required	You do not need to contact your health protection team
Cold sores	No exclusion required	You do not need to contact your health protection team
Conjunctivitis (pink eye)	No exclusion required	You do not need to contact your health protection team
COVID-19	Infected people should stay away from the setting if they have more than mild symptoms, for example, a high temperature	Only contact your local health protection team if there's an unusually high number of absences, or if someone is admitted to hospital because of COVID-19
Cryptosporidiosis	Infected people should stay away from the setting until 2 days after diarrhoea and vomiting has stopped	Only contact your local health protection team if there are 2 or more cases at your setting with similar symptoms who are linked
Diarrhoea and vomiting	Infected people should stay away from the setting until 2 days after diarrhoea and vomiting has stopped	Only contact your local health protection team if you need further specialist advice
Diphtheria	Infected people should stay away from the setting until it's been confirmed safe to return by their healthcare professional	Contact your local health protection team
E. coli (STEC)	Infected people should stay away from the setting for 2 days,	Contact your local health protection team

Infection	Public health exclusion period	When to contact your local health protection team
	children under 6 should stay away until it's been confirmed safe to return by their healthcare professional	
Flu (influenza)	Infected people should stay away from the setting until they are better and no longer have a temperature	Only contact your local health protection team if there is increasing absence or serious illness
Food poisoning	Infected people should stay away until 2 days after diarrhoea and vomiting has stopped	Only contact your local health protection team if there are 2 or more people at your setting with similar symptoms who are linked
Genital herpes	No exclusion required	You do not need to contact your health protection team
Genital warts and human papillomavirus (HPV)	No exclusion required	You do not need to contact your health protection team
Giardiasis	Infected people should stay away from the setting until 2 days after their diarrhoea has stopped.	Only contact your local health protection team if there are 2 or more infected people at your setting who are linked
Glandular fever	No exclusion required	You do not need to contact your health protection team
Gonorrhoea	No exclusion required	You do not need to contact your health protection team
Group A strep (GAS) and invasive group A strep (iGAS)	Infected people should stay away from the setting until 24 hours after they started antibiotics treatment	Only contact your local health protection team if anyone has invasive group A strep
Hand, foot and mouth disease	No exclusion required	You do not need to contact your health protection team

Infection	Public health exclusion period	When to contact your local health protection team
Head lice (nits)	No exclusion required	You do not need to contact your health protection team
Hepatitis A	Infected people should stay away from the setting until 7 days after their symptoms started	Only contact your local health protection team if there are 2 or more infected people at your setting who are linked
Hepatitis B	No exclusion required	You do not need to contact your health protection team
Hepatitis C	No exclusion required	You do not need to contact your health protection team
HIV	No exclusion required	You do not need to contact your health protection team
Impetigo	Infected people should stay away from the setting until all blisters have formed scabs or 2 days after starting antibiotics	You do not need to contact your health protection team
Measles	Infected people should stay away from the setting until 4 days after their rash started	Contact your local health protection team
Meningitis and meningococcal meningitis	Infected people should stay away from the setting until they do not have symptoms	Contact your local health protection team
MRSA	No exclusion required	You do not need to contact your health protection team
Mpox	Infected people should stay away from the setting until their healthcare professional confirms its safe for them to return	Contact your local health protection team

Infection	Public health exclusion period	When to contact your local health protection team
Mumps	Infected people should stay away from the setting until 5 days after onset of swelling	Only contact your local health protection team if there's an outbreak at your setting
Norovirus	Infected people should stay away from the setting until 2 days after their diarrhoea and vomiting has stopped	Only contact your local health protection team if you need further specialist advice
PVL-SA	Infected people should stay away from the setting if they have any wounds that cannot be covered with a plaster or bandage	Only contact your local health protection team if there are 2 or more cases at your setting
Respiratory infections	Infected people should stay away from the setting if they have more than mild symptoms, for example, a high temperature	Only contact your local health protection team if there's an unusually high number of absences due to respiratory infections or there's a serious case at your setting
Respiratory syncytial virus (RSV)	Infected people should stay away from the setting if they have more than mild symptoms, for example, a high temperature	Only contact your local health protection team if there's an unusually high number of absences or there's a serious case at your setting
Ringworm	Infected people should stay away from the setting until they have started treatment	You do not need to contact your health protection team
Rotavirus	Infected people should stay away from the setting until 2 days after diarrhoea and vomiting has stopped	You do not need to contact your health protection team
Rubella	Infected people should stay away from the setting until 5 days after their rash started	You do not need to contact your health protection team

Infection	Public health exclusion period	When to contact your local health protection team
Scabies	Infected people who are aged 5 and under, or cannot follow the guidance, should stay away from setting until 24 hours after their first treatment	Only contact your local health protection team if there are 2 or more people at your setting with scabies who are linked
Scarlet fever	Infected people should stay away from the setting until 24 hours after they started antibiotics treatment	Only contact your local health protection team if scarlet fever, chickenpox, or flu are circulating at your setting within the same group at the same time who are linked
Shingles	Infected people should stay away from the setting if their spots cannot be covered or have not formed scabs	You do not need to contact your health protection team
Slapped cheek	No exclusion required	You do not need to contact your health protection team
Threadworms	No exclusion required	You do not need to contact your health protection team
Tuberculosis (TB)	Infected people with active TB should stay away from the setting until 2 weeks after they started antibiotics treatment	Contact your local health protection team if anyone at your setting has TB or suspected TB
Typhoid fever and paratyphoid fever	Infected people should stay away from the setting until 2 days after diarrhoea and vomiting has stopped	Contact your local health protection team
Whooping cough (pertussis)	Infected people should stay away from the setting until they have taken antibiotics for 2 days, or for 21 days from onset of symptoms if no antibiotics	

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
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*
SEND Training: Building Blocks of Behaviour	Thursday	TBC	09:30	12:30	£30

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





Concealed Pregnancy: A Multi-Agency Safeguarding Approach (Face to face)

Thursday 15 October 2026 (09:30 - 12:00)

Overview:

This training is focused on concealed pregnancies and is designed to raise awareness, improve identification, and promote appropriate safeguarding responses across health, education, social care, and other relevant agencies working with families.

During the session we will look at a case study and explore the learning that can be taken from this.

37 SPACES REMAINING

Book a place by visiting [the GSCP website](#) or by scanning the QR code opposite.



Scan here to access the booking link

Contact Children's Services

Emergency Duty Team (out of office hours only): 020 8854 8888

Referral team: 020 8921 3172

Email: mash-referrals@royalgreenwich.gov.uk

You don't need to be sure that a child or young person has been abused - it's OK to report a suspicion.

Early Years & Childcare



020 8921 3877



childcare-support@royalgreenwich.gov.uk



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

Safeguarding and child protection in the early years for parents

Babies and young children are particularly vulnerable to abuse and neglect.

It's important that everyone working or volunteering with expectant parents, young children and their families is confident about how they prevent, recognise and respond to child protection concerns.

[Domestic abuse in pregnancy: expert insight videos](#)



<https://learning.nspcc.org.uk/research-resources/expert-insights/domestic-abuse-in-pregnancy>

Domestic abuse can impact children directly and indirectly. When domestic abuse occurs in pregnancy, it has a direct impact on the expectant parent. For the unborn child, it can affect their development in the womb, lead to complications at birth and impact their bond with parents or carers.¹

This series of expert insight films helps those working or volunteering with families and expectant parents to understand why the risk of domestic abuse can increase during pregnancy, how to spot the signs and respond effectively.

Daejaun Campbell Local Child Safeguarding Practice Review published

The Greenwich Safeguarding Children Partnership has published a [Local Child Safeguarding Practice Review \(LCSPR\)](#) into the tragic death of 15-year-old Daejaun Campbell.

This review was commissioned and overseen by the Greenwich Safeguarding Children Partnership (GSCP) and undertaken by an independent author who brought together partners including the police, health, social care and education to review the practice of all agencies involved and identify any learning.

The review has focused on four key lines of enquiry:

1. Information sharing between multi-agency professionals
2. The partnership response to extra-familial harm
3. The role of men in Daejaun's life, including the impact of the loss of his father.
4. Daejaun's voice, and how it was represented in assessments, case management and record-keeping.

The review makes nine recommendations to strengthen how agencies in Greenwich work together to protect children and young people at risk of exploitation, serious violence and harm, and work is already underway against these recommendations.

Safeguarding Review Recommendations

The [Local Child Safeguarding Practice Review](#) recommendations are available on the Greenwich Safeguarding Children Partnership website.

Anthony Okereke, Leader of the Royal Borough of Greenwich, said:

"Daejaun's death was appalling and tragic and we send our deepest condolences to his mother Jodian and his family and friends. Daejaun was still a child. His mother described him as having the 'biggest smile', a funny and caring boy who was nurturing to his siblings. He was charismatic, articulate, polite and humorous, and well-liked by his teachers and school friends. He had his whole life ahead of him with aspirations to be an engineer. That was cruelly taken from him by adults that intentionally manipulate vulnerable children, pulling them into the orbit of gang culture while cowardly - pulling the strings and hiding in the shadows. Those criminals then use those children to recruit more children. Although Daejaun's family have been brought some justice following the criminal trial and prison time for those found guilty of his murder, it will never be enough until as a society we eradicate the drug and gang culture, and the high-level organised crime networks behind it, which cruelly pit our young people against each other.

"The independent safeguarding review took place to look at the practice of all the agencies involved in Daejaun's life since 2023. We welcome the report's recommendations that relate to us as a local authority and take the findings extremely seriously. We have already taken robust action with our partners to address the recommendations and begun implementing them all. This includes stronger joint working between children's services, schools, community safety teams, health partners and the

police, with improved information sharing, clearer accountability and coordinated safeguarding responses. More frontline professionals and carers have also received additional training to help identify exploitation earlier.

“We are also introducing strengthened responses to serious youth violence, exploitation and missing children through dedicated multi-agency safeguarding arrangements focused on risks outside a child's home or school. Alongside this, work is underway to simplify support for families so young people can build trusted relationships with professionals without repeatedly having to retell their experiences.

“Our support for young people is one of the widest in London and we provide a number of safe places to go such as youth hubs, play centres, children's centres, family hubs, and our public Safehaven Superhubs where anyone can go if they feel threatened or in danger. We also fund Wellbeing in Schools Hubs to work with children and their families to make sure they stay safe and attend school. We run outreach sessions in schools and have installed four weapon surrender bins across the borough, which has successfully removed over 800 knives from our streets so far. If anyone has concerns about youth violence they can contact the council, police or our partner organisations. Find help and support at [Get help if you are worried about knife crime | Get help and support | Royal Borough of Greenwich](#). In an emergency, always call 999.”

Debbie Warren, Chief Executive of Royal Greenwich, said:

“This has been an incredibly difficult time for Daejaun’s mother, family and friends. They have shown great courage and strength in taking part in the Safeguarding Partnership’s independent Child Safeguarding Practice Review. The review will help us understand not only what happened, but why things happened as they did to help improve our response, and the way we work with families, in the future.

“The role of the review is not to investigate or apportion blame but to understand the circumstances leading to Daejaun’s death from a multi-agency safeguarding perspective, recognising both strengths in practice and opportunities for improvement in how agencies work together to protect other vulnerable children. The independent and detailed review makes a number of recommendations for ourselves and local partners and it is now essential that every single person in every organisation involved in child safeguarding reads this report and understands the lessons learnt.

“Our Children’s Service in Greenwich is judged Outstanding by Ofsted and we will continue to keep making improvements to keep children safe in our borough. We are absolutely determined to do everything we can to help protect children.”

Actions already taken by the Royal Borough of Greenwich

The council has begun to implement the recommendations relating to the organisation in full. We have already reiterated our joint working between children’s services, schools, community safety teams, health partners and the police, with improved information sharing, clearer accountability and coordinated safeguarding responses. More frontline professionals and carers have also received additional training to help identify exploitation earlier.

We are also introducing enhanced responses to serious youth violence, exploitation and missing children through dedicated multi-agency safeguarding arrangements focused on risks outside a child's home or school. Alongside this, work is underway to simplify support for families so young people can build trusted relationships with professionals without repeatedly having to retell their experiences. Practice is continuously reviewed and this report will help all partners improve further.

We have recently launched our [Integrated Enforcement Plan](#) which outlines how we are actively working with the police to increase safety measures across the borough.

NSPCC Case Reviews – July & August 2026

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 – Edinburgh - Child E

Serious sexual assault of a 12-year-old child in Autumn 2023 by an adult male. The perpetrator had engaged with the family on several occasions before the significant event took place. Child E lived at home with their mother and had received the support of many services throughout their life due to persistent concerns related to parenting capacity, risk of sexual or physical harm from multiple adult males, and neglect.

Learning themes include: applying Getting it right for every child (GIRFEC) principles; the quality and effective use of chronologies; escalation; and the role of housing.

Suggested strategies for improvement include: police should review staff training in child sexual abuse, child sexual exploitation, and harmful sexual behaviour to ensure it equips staff with the skills they need to identify and respond effectively to concerns of sexual harm; police should be routinely involved in multi-agency meetings for high-risk cases; review resources for assessing neglect to

ensure staff have the competence and confidence they need to work with families where neglect is present; when planning meetings take place it is important to ensure all those dealing with the presenting risks are fully involved and can contribute to the assessment; multi-agency meetings should include education, pending allocation, and a review of the processes for allocation, perhaps with a flagging system for complex cases, should be considered; strengthen joint protocols for children in need, where a parent/parent and child have a learning disability; and review cases subject to lengthy delays and develop a monitoring system, overseen by managers, to ensure due process is followed when agreement is reached to refer a child for compulsory measures.

[> Read the overview report](#)

2026 – Essex – Child JJ

Suicide of a 14-year-old boy in September 2023. Child JJ had made a previous suicide attempt in 2022 and was living with his father under a supervision order 10 months before his death, due to a lack of suitable placement. Child JJ was an autistic child with ADHD and a learning disability.

Learning themes include: whole family approach to domestic abuse; trauma informed approach and a therapeutic response; child to parent violence; placement suitability; and supervision orders.

Recommendations to the safeguarding board include: implement a whole family approach to domestic abuse and ensure all practitioners working with children and their families have a sound understanding of its dynamics, including coercive control; clarify the escalation route where practitioners are concerned that lack of transport is increasing risk to a child; continue to embed 'of concern' meetings in practice; work with CAMHS to ensure its services are sufficiently flexible and take account of the child's preferred ways of engaging with the service; where a child with no medical need is placed in a hospital environment because of lack of appropriate accommodation, the multi-agency process for managing this situation needs to be clear and distinguish between strategic planning to meet the day-to-day needs of the child; review the referral process for residential care to ensure that practitioners who know the child and their background complete the information being sent to prospective providers; ensure supervision order guidance is clear, fully understood and embedded into practice; develop a multi-agency framework for responding to child to parent violence; and all staff working with children at risk of harm should have the opportunity for regular reflective supervision.

[Read the overview report](#)

2026 – Glasgow - Family C

Serious abuse and harm experienced by four children over a 16-year period. The children's mother (Adult E) and father/stepfather (Adult F) were convicted in November 2023 of multiple counts of neglect, repeated physical assaults including attempted murder, offences relating to the misuse of drugs, and multiple serious sexual offences, including rape. Six other adults were convicted of sexual and physical abuse. The children lived with their parents until June 2019 when they were moved to live in a kinship care arrangement. There had been multi-agency involvement with the children since 2007, including their names being on the child protection

register for periods of time.

Learning themes include: assessment of needs, strengths and risks; how services listen to children and interpret non-verbal behaviours; and communication and collaboration across agencies and authorities. Parts one and two identify learning about the impact of agency involvement with the children when they lived at home. Part three considers the children's experiences during the investigatory and court processes.

Suggested strategies for improvement include: the child's voice and experiences should take prominence within recording, assessments, decision-making and planning; professional opinion given as part of assessment and decision-making should always be supported by factual evidence of a child's health, wellbeing and safety; supervisors should demonstrate oversight and accountability and provide critical reflection for the work of staff; staff should be confident in recognising and responding to neglect as harm, including indications of dental neglect; children's rights must be protected and promoted throughout all stages of child protection investigations and court processes; staff should be enabled to apply trauma informed principles within their work; and staff and managers should have access to early and appropriate psychological supports when working in complex investigations.

[Read the overview report](#)

2026 – Medway - Mashal

Death of a 4-year-old child in January 2025 and admission of their twin to hospital. Cause of death appears to be indicative of neglect of their health and care needs. The children's parents moved to the UK from Bangladesh shortly before the twins were born. Care proceedings were initiated soon after their birth and they were the subject of child in need plans until May 2021. After this, they were rarely seen professionals.

Learning themes include: child in need planning following serious safeguarding concerns; working with families who are new to the UK and do not have recourse to public funds; expectations regarding gender roles and relationships in minoritised cultures and religions; parenting twins; response to was not bought (WNB) to health appointments; and escalation of concerns and professional challenge.

Recommendations include: leaders in all organisations to facilitate safe spaces and training of professionals to enable them to discuss race, cultural identity, and bias openly; review local procedures to include the expectation that multiagency meetings/plans always include reflection and challenge on cultural bias; develop a checklist to be used when a child is on a plan and the parents have no recourse to public funds; review local procedures to include the expectation that when a child has been the subject of care proceedings which were not preceded by child protection procedures, that formal consideration is given to whether there is a need for a child protection conference at the end of proceedings; relevant partner agencies to provide assurance on improvements in the use of the WNB policy; and the partnership to ensure that adult mental health services are consistently engaged in multi agency planning when the child/ren of a parent with mental

health issues may require safeguarding.

[Read the overview report](#)

2026 – Merton – Alex

Serious knife injuries to a 16-year-old boy who was stabbed. Alex is a care experienced child and the subject of a care order.

Learning themes include: review Alex's history and lived experience and examine his vulnerability to child criminal exploitation, including the impact on Alex of the decision to place him out of borough as part of a safety plan; evaluate the effectiveness of risk assessment processes and how his risks and needs were seen from a multi-agency perspective; evaluate the impact on Alex's outcomes given his lack of formal education provision since 2022 and how his education placements out of borough met his learning needs effectively or not; explore the impact that Alex's race, ethnicity and culture had on service responses to him and his family, including how agencies assess, evaluate and understand family's spiritual and religious beliefs; and understand the impact on Alex of his wider family context and in particular his relationship with his family's 'home country' and how agencies assess the impact of those relationships.

Recommendations include: safeguarding partners will seek assurance as to the effectiveness of positive statutory and independent advocacy for children and young people who are subject to a child protection or child in need planning or subject to Pre-MACE discussions to ensure their voice is heard in risk management and care planning; all safeguarding partners to fully understand the impact and outcomes associated with the national referral mechanism (NRM) process; and the safeguarding partners will develop a protocol and operational policy for when decisions are made to move children and young people out of borough.

[Read the overview report](#)

2026 – Sheffield - Thematic review of knife crime and serious youth violence

Examines the lived experience of four adolescent boys aged 15-17-years-old who were impacted by three separate incidents of knife crime and serious youth violence (SYV) during 2025. One of the cases involved Child X, who was murdered in February 2025 by a fellow pupil (Child Y) at the school they both attended. Familial dysfunction was a factor in the lives of all four children, and three of the children experienced chronic childhood neglect.

Learning themes include: ethnicity, intersectionality and adultification; intersection between hypermasculinity, weapon carriage and protection; the victimisation-protection paradox; intersection between intra-familial and extra-familial harm; role of cumulative adversity in driving SYV and the impact on engagement with professionals; absence of fathers; interface between childhood neglect and SYV; children with special educational needs and disabilities (SEND); efficacy of multi-agency child exploitation (MACE) processes and Prevention MACE; recognising the third sector as an equal

safeguarding partner; reflecting the voices of peers, parents and carers within contextual analysis and risk assessment; peer mapping; responding to online harms; contextualising cannabis use; educational vulnerability and the pathway to serious harm; and responding to knife crime and SYV within a school context.

Recommendations cover: strategy and governance, relating to contextual safeguarding, knife crime prevention and intervention; risk assessment and response, relating to peer mapping, the use of genograms, intra- and extra-familial harms, and SYV, exploitation and weapon carriage; training and professional development, including an offer to voluntary sector partners; and intelligence and information sharing between strategic education leads and the police. National policy level recommendations include: the UK Government to explore the national roll-out of Multi-Agency Engage Panels (Youth Futures Prevention Panels); and the Department for Education to consider the development of a clear national strategy to support schools to embed a consistent response to concerns about weapon carriage and use.

[Read the overview report](#)

2026 – Shropshire - Family 1

A child in Family 1 was identified in indecent images shared by their stepfather. When the police went to arrest the man, they had serious concerns about the state of the family home. Subsequent assessments have identified that the children in the family have been exposed to emotional harm and neglect, and several of them have alleged both physical and sexual harm.

Learning themes explore: child protection issues that reoccur; indicators that sexual harm or abuse may be an issue in a family and recognition of behaviour as communication of trauma; the vulnerability of children who are electively home educated; recognising when a parent is not being open with professionals; families that move areas; and the child's place in the system.

Recommendations include: the need to share all available information about a child/ren to all relevant agencies in a new area when they move and there are known vulnerabilities; the partnership to consider how it can highlight and improve consideration of the additional vulnerability of children who have moved; and the partnership to consider the report, 'Understanding and responding to sibling sexual harm and abuse' by Dr Elly Hanson and plan for improved practice.

[Read the overview report](#)

2026 – Warwickshire - Rosie

Sexual abuse of a 6-year-old girl by her paternal step-grandfather, disclosed in August 2023. Rosie's paternal step-grandfather was a registered sex offender, and a safety plan was in place. Rosie was made the subject of a child protection plan in 2021 due to concerns about neglect. Her mother had intersecting needs, with concerns around mental health, poor literacy,

substance misuse, and domestic abuse.

Learning themes consider: importance of identifying all family members and significant adults in a child's life and the need for robust risk assessments; information sharing; importance of robust multi-agency safety plans; challenges for professionals working with children where child sexual abuse (CSA) is suspected but not disclosed; drift and delay in planning for children experiencing neglect; recognising and responding to domestic abuse and coercive control; and recording and meeting the needs of children from Mixed Heritage backgrounds.

Recommendations include: partner agencies to provide assurance that historic practice relating to assessing and sharing risk about known sex offenders is no longer replicated; the partnership to develop practice guidance for professionals working with children where CSA is suspected but not disclosed; the partnership to undertake a multi-agency assurance activity to evaluate the impact of the family connect service within children's services; children's services to complete an internal audit of the effectiveness of its escalation processes; the partnership to evaluate the effectiveness of the neglect strategy and toolkit in improving the identification, assessment, and response to neglect; the partnership to gain assurance that multi-agency practitioners have the skills to recognise domestic abuse and coercive control; and partner agencies to provide written assurance to the partnership confirming that they have implemented procedures to identify and support parents with intersecting needs and to ensure they are recording children's ethnicity in a consistent way.

[Read the overview report](#)

2025 – Edinburgh – Child F and Child G

Unexplained injuries to an 18-month-old in 2021 (Child F) and their 7-week-old half sibling (Child G) in November 2023. Following an assessment Child F's name was removed from the child protection register (CPR), and a support plan put in place for the family. The case was closed by children's services in June 2023. When Child G was born the children lived with their mother and Child G's father. Child F's father had regular contact with them throughout this time. Child G's injuries included bruising to the scrotum, a skull and a leg fracture. Both children were subsequently placed on the CPR in December 2023.

Learning themes include: child protection procedures and guidance regarding infant bruising; the robustness of risk assessments; decision making; and parents' use of complaints to deter from professional involvement.

Recommendations include: ensure a consistent approach to collaborative, integrated assessments of risk and need through the introduction of an agreed framework across all agencies; ensure a consistent approach to the creation and use of integrated chronologies; consider revising existing learning opportunities for practitioners to understand the complexities of working with families who are struggling to engage; develop learning opportunities for practitioners to ensure male care givers are included within assessments, and in relation to working with families where there have been unexplained injuries to children; update supervision guidance; ensure that learning and training is

updated to reflect the findings from this review; and NHS Lothian should explore ways to improve information sharing, particularly in relation to GP's ability to share information electronically with emergency departments.

[Read the overview report](#)

2026 – Birmingham - Child C

Death of a 1-year-old child in Spring 2022. Child C lived with their parents, who originated from Afghanistan and Iran, and older sibling. Child C's mother was known to have ongoing mental health needs, including schizophrenia and psychosis. She also had limited use of English and a diagnosed learning disability. Child C's father had depression and severe memory problems. A child in need framework was used during the mother's first pregnancy, until the family withdrew consent.

Learning considers: parenting capacity; mental capacity and the ability to consent; discharge planning; assessing safety and risk in the context of intersectionality; cultural competence; and language barriers.

Recommendations for the partnership include: strengthen multi-agency procedures and guidance relating to the critical stage of pre-birth assessments, highlighting the importance of conducting a comprehensive assessment, potentially over a number of visits, to check the consistency of response to assessment questions and an exploration of the parent's areas of vulnerability; further improvement to discharge planning, including a review of policy, procedure, and practice when there are concerns about a child's safety, and consideration about the role of the GP in ongoing health care, post discharge; a review of multi-agency safeguarding procedures to contain guidance about the need to consider and assess intersectionality and multiple sources of vulnerability that may impact parenting capacity, for example, disability, mental health, race and language barriers; promote the use of interpreters across all agencies, especially when risks to children have been identified and require a multi-agency assessment, decision making and safety planning; and support the workforce to understand and assess the differences between learning disabilities and learning difficulties, especially in relation to assessing parenting capacity, mental capacity and consent.

[Read the overview report](#)

2026 - Bromley - 'Xavier'

Suicide of a 19-year-old young person in September 2025. In early childhood Xavier experienced several changes of primary carers, including mother, father or father's family (out of the UK), and maternal grandparents. In 2019, care orders were made and his grandparents approved as foster carers. This followed a deterioration in his mother's mental health.

Learning themes include: understanding and supporting a child's emotional wellbeing; the impact of adverse childhood experiences (ACEs); suicidality; social anxiety and possible neurodiversity;

ethnicity and culture; care leavers, transition to adulthood and transitional safeguarding; and competitive gaming and esports.

Recommendations include: the partnership should commission a review of the training and support given to family, kinship and foster carers looking after children who have experienced significant ACEs so that carers can provide trauma-informed care and recognise possible suicidality; the partnership and adult safeguarding board should commission a review of how services understand and respond to trauma, identity development and autonomy for young people aged 16-25-years-old, and consider a review of the operation of the 'think family' approach; children's social care should review its procedures to ensure that adults who do not have parental authority but who have the main caring responsibility for a child have the authority to make decisions in the child's best interests or are able to resolve any differences of opinion considering decisions about the child's needs and care; the local health board and partnership should review the need for a public health response to the benefits and risks of gaming and esports; and the integrated care board and children's social care should give consideration to commissioning a specialist health practitioner to support care-experienced young people aged 16-25-years-old.

[Read the overview report](#)

2026 - East Sussex - Child F

Serious safeguarding incident involving a 15-year-old girl in January 2024. At the time of the incident, Child F lived with her father and half-sibling and was being supported by agencies through a child in need (CIN) plan. Child F had previously been the subject of four CIN plans due to unpredictable and neglectful parenting. She had witnessed domestic abuse and some adults who cared for her had a history of vulnerable mental health issues and alcohol misuse.

Learning themes include: effective multi-agency child protection conference processes; responding to the mental health of young people who 'fall in the gap' between services; professional response and safeguarding approach to sexualised behaviour; not relying on children to tell; and identifying and responding to risks that impact on parenting capacity.

Recommendations to partnership agencies include: publish a statement of expectation regarding attendance at initial child protection case conferences (ICPCs) and establish a system to monitor attendance; promote usage of the sexual behaviour screening resource for children and young people across all agencies; take forward the national CSPR recommendations regarding professional knowledge, skills and confidence and evidence this through single and multi-agency audit work; ensure that a core group or family support meeting is triggered when a child open to children's social care is off-rolled from school to be electively home educated; seek assurance that safety plans for children at risk are robust in their assessment of risk; seek assurance that agencies working with parents and carers are encouraged to contribute to the identification of risks which impact on parenting capacity, sharing of information, and multi-agency planning to reduce risks.

[Read the overview report](#)

2026 - Hartlepool and Stockton-on-Tees - Antony

Death of an 8-year-old boy following a serious incident in 2025. Antony had significant additional needs, including autism and communication differences, and lived with his mother and siblings. Antony's mother had long-standing challenges relating to substance misuse and poor mental health, including a diagnosis of emotionally unstable personality disorder. Agencies were involved with the mother over many years and the wider family, particularly Antony's maternal aunt, provided support.

Learning themes include: strengthening understanding of children's needs and parenting ability; transfer/sharing of information; reliance on parental self-reporting; professional curiosity about underlying issues; family support networks; and involvement of drugs and alcohol services.

Recommendations to the partnership include: practitioners must be confident in sharing information with or without consent when it is necessary to safeguard children, and practice should remain open and transparent, with professionals engaging families in honest conversations about consent; ensure all practitioners working with children and adults possess the necessary knowledge, skills and professional confidence to deliver effective interventions with families, including the ability to safeguard every family member, engage in difficult or sensitive conversations, and clearly identify and escalate concerns when children may be unsafe; practitioners working with children and/or adults must offer a whole family approach to assessment, planning and review and children and adults must be seen separately and as part of their home and network; and assessment processes must be revised to ensure that practitioners explore the circumstances of the whole family, including multi-agency input and the wider support network. Also recommends enhancing safeguarding practices within the drugs and alcohol services.

[Read the overview report](#)

2026 – Shropshire - Neglect

Considers systemic learning and recurring practice issues from three different families that were the subject of rapid review meetings.

Learning themes include: the need to seek, share, know and consider a parent's history and vulnerabilities, and understand the impact this will have on their children; children who are electively home educated or have poor school attendance; supporting parents to meaningfully engage with services to benefit their child; responding to information shared anonymously, or by family or friends; the need for contingency planning and multi-agency involvement when a plan ends; the vulnerability of children who move area; the coexistence of neglect with other forms of abuse; and poverty awareness.

Recommendations include: request that a task and finish group is established to complete a piece of work across agencies about how to improve COMPASS referrals, by the inclusion of multi-agency information and concerns, over time, that focus on the impact on the children; consider how they can improve the response, across agencies, to concerning information shared by members of the public; consider how to ensure improved contingency and 'exit' planning, with clear instructions about what

should happen when a child closes to targeted early help or children's social care , so that the family and agencies with continued involvement with a child are clear about expectations; and request assurance that any social work assessment includes robust consideration of the information held in early help records.

[> Read the overview report](#)

2026 – Swindon - Identifying and responding to child neglect in Swindon

Sets out learning captured from three recent reviews and recognises learning from three preceding reviews that concerned neglect.

Learning themes include: organisational factors which might have impacted the quality and effectiveness of service delivery since 2020; practice and practice knowledge and systems and processes to strengthen the response to child neglect; and leadership and culture.

Recommendations to the partnership include: review the information relating to neglect available for professionals on the website and develop a communication and dissemination strategy to alert all agencies about changes made; review and update its 'Children's neglect framework and practice guidance' (2026) to include findings from this review as well as review and refresh the tools and approach used for the early identification and assessment of neglect; disseminate its resolution policy to all agencies, services and teams; explore options to implement and embed independently facilitated multi-agency supervision/case discussion, focusing on children who experience persisting neglect with little sustained change over time; promote the use of multi-agency chronologies especially when child neglect is a concern; ensure the safeguarding in education service have necessary access to safeguarding recording databases; undertake work to strengthen information sharing systems and processes between GP Practices and statutory agencies; introduce a system wide multi-agency audit process, that is scheduled and inclusive of practitioners and managers; develop ways of helping everyone to understand their place within the neglect strategy; refresh and strengthen its neglect sub-group work plan to include SMART objectives and a clear workplan that is subject to scheduled independent scrutiny; and establish a safeguarding in education practice sub-group with a clear set of measurable impact aims.

[Read the overview report](#)

2026 - Waltham Forest - The use of restrictive practices in a school for children with additional needs

Analyses the multi-academy trust school's use of restrictive practices, primarily focusing on the use of designated rooms during a three-year period from 2014 to 2017. During this time, 38 children and young adults experienced use of excessive and inappropriate physical restraint, prolonged periods of seclusion and other restrictive and harmful practices whilst being placed in and left alone in these rooms.

Learning themes include: behaviour management and safeguarding, including the use of seclusion;

child centred practice; recording and reporting; workforce training; leadership, governance and external oversight; and multi-agency working.

Recommends the Child Safeguarding Practice Review Panel asks the Department for Education to publish further clarification on the accountability and oversight between local authorities, regulators, academies, and independent schools in relation to safeguarding incidents to ensure a clear allocation of the duty of safeguarding oversight and intervention where harmful or poor practice is known or suspected. Recommendations to the partnership include: a multi-agency plan should be established, implemented, and regularly reviewed to respond to the potential trauma experienced by the children subjected to harmful restrictive practices; complete and publish a multi-agency audit of all SEND provision across the borough; education providers should provide assurance to the partnership that workforce induction, training, supervision, and refresher programmes are compliant with current statutory and best practice guidance, consistently delivered, and subject to effective leadership oversight; review and, where necessary, revise behaviour support plans to ensure they are developed and implemented in line with current statutory requirements and recognised best practice guidance; and establish and provide confirmation to the partnership of robust governance and oversight arrangements for safeguarding.

[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