

Leaders and Managers Briefing

Event title: Online Termly Briefing

Audience: Childminders, PVI settings, Schools

Agenda: Updates and information
(local and from the wider Early Years sector)

Education and inclusion

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Solgrid for Solihull schools > Early Years and Childcare > Training > Leaders and Managers Briefings

Training

Special Events

Super Starts – Speech, Language and Communication Needs (SLCN)

Leaders and Managers Briefings

Childminder Training

EY Settings PVI Training

School EY Training

Safeguarding Training

SEND Training

Leaders and Managers Briefings

Release dates

Summer 2025 – 14th May 2025

- Leaders and Managers Briefing: [Click here to view recording](#)
- Presentation slides: [L&M Briefing – Summer 2025 \(PDF\)](#)

Target Audience: Childminders, School EYFS Leads, Leaders, Managers, Owners, Registered providers in PVI settings

Overview: Updates and information: locally and from the wider Early Years sector

Cost: FREE

Useful information: [Leaders and managers](#)

Please provide feedback on the Leaders and Managers Briefing to help shape future briefings: [Click here to complete](#)

Previous L&M Recordings

Spring 2025

- Leaders and Managers Briefing: [Click here to view recording](#)
- Presentation slides: [L&M Briefing – Spring 2025 \(PDF\)](#)

Autumn 2024

- Leaders and Managers Briefing: [Click here to view recording](#)
- Presentation slides: [L&M Briefing-Autumn 2024 \(PDF\)](#)

Clickable links to resources and information are available on the PDF presentation slides.

Document images are hyperlinked to the webpage

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Agenda

Local and national updates

- Department for Education
 - Working with babies and toddlers
 - Nutrition guidance
- Ofsted inspection consultation - inclusion
- Play Matters

Business support

- Childcare works hub
- Recruitment flowchart
- Apprenticeships – Solihull college

Safeguarding updates

- Bright Beginnings – Birmingham/ Solihull Women's Aid
- Family helpline
- Online Safety
- Safeguarding scenario – whistleblowing

Training

- SSCP
- EY Team
- SEND

Any other business

- Wellbeing

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Local and national updates

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Research and analysis

Getting it right from the start: how early years practitioners work with babies and toddlers

Published 30 April 2025

Applies to England



Key findings include:

- The role of a key person is essential for young children.
- High-quality adult-child interactions are crucial from birth.
- More support is needed to help practitioners foster physical development in babies and toddlers.
- Practitioners holding qualifications at or above level 4 are more likely to demonstrate a higher level of knowledge and understanding about high-quality education and care from birth than those who hold a lower qualification
- Misconceptions and staffing challenges can hinder quality care.

[Getting it right from the start: how early years practitioners work with babies and toddlers - GOV.UK](#)

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Babies - Further resources and information

- [Click here to hear from Active Angels Day Nursery and their approach to helping children settle in to nursery.](#)
- [Responding to Babies' Cries – A Guide for Early Years Educators – Foundation Years](#)
- [The Importance of Positive Interactions on Baby Brain Development – Foundation Years](#)
- [Listening as a way of life: Listening to babies](#)

RE: Solihull- settling in for young children

2025-04-09 09:34 UTC

Recorded by Lisa Morris (Solihull)

Organised by Lisa Morris (Solihull)

Department for Education

Responding to Babies' Cries



A Guide for Early Years Educators

Department for Education

The Importance of Positive Interactions on Baby Brain Development



A Guide for Early Years Educators

Listening as a way of Life



Listening to babies

YOUNG CHILDREN'S VOICES NETWORK (YCVN)

Young Children's Voices Network is a national project promoting listening within the early years. The network supports local authorities in developing good practice in listening to young children, so that young children's views may inform policy and improve early childhood services. Local authorities across the country have established local networks that focus on developing a listening culture. These networks support practitioners by offering opportunities to share effective practice, providing training and undertaking projects.

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Guidance

Early Years Foundation Stage nutrition

Helping early years providers offer healthy, balanced and nutritious food.

Free online event

Get your tickets here



Thursday 22nd May
4:30 PM – 6:00 PM
Microsoft Teams

Early Years Foundation Stage nutrition guidance

Guidance for group and school-based providers and childminders in England

April 2025



Ofsted inspection consultation and the early years inspection toolkit



Ofsted webinar for early years providers: improving the way Ofsted inspects education



Our working definition of inclusion

Inclusive providers are at the heart of their communities. They have high expectations and aspirations for every child and learner. They are particularly alert to the needs of those who need the most support to achieve well, including those with special educational needs and/or disabilities.



Inclusion

Breaches in EYFS requirements		Meeting EYFS requirements		
Causing concern	Attention needed	Secure	Strong	Exemplary
<p>Leaders' actions to foster inclusion and belonging are likely to be causing concern if one or more of the following applies:</p> <p>Across the setting's work, inclusive practices do not enable children who are disadvantaged and/or those with SEND to receive an acceptable quality of education and/or care.</p> <p>Leaders fail to identify children who are disadvantaged and/or those with SEND. They fail to support and meet children's needs.</p> <p>Leaders do not make sufficient adaptations to the experiences and/or opportunities they offer to all children to ensure that they are accessible and</p>	Inclusive practices (across all toolkits)			
	Aspects of the setting's inclusive practices need attention.	Across the setting's work, inclusive practices are secure so that all children feel safe, welcome and supported.	Across the setting's work, inclusive practices are strong.	
	Identifying and meeting needs to remove barriers to learning			
	<p>Leaders' support for children is imprecise or not sustained. As a result, its impact on children's learning and/or care is inconsistent.</p> <p>Providers and/or leaders have not paid sufficient attention to making sure that the setting's practices are inclusive.</p> <p>Some children are not sufficiently included in the life of the setting and/or families do not feel valued within its community.</p> <p>Reasonable adjustments have not been fully considered to support children's access to the same opportunities as those of their peers. As a result, barriers to their learning remain. These prevent children from</p>	<p>Leaders quickly and accurately identify children who have additional needs or face barriers to their learning and/or well-being.</p> <p>Leaders make sure that these children receive effective support, drawing on external agencies and specialists, where necessary. A suitable, graduated approach meets children's needs effectively.</p> <p>The progress check at age two and practitioners' knowledge of children's progress across the curriculum support the accurate and timely identification of children's special educational needs.</p>	<p>Leaders have established a culture in which all staff are highly vigilant in identifying pupils who may need additional support.</p> <p>Staff are relentless in their approach to breaking down the barriers that individual children face. They tackle these confidently and precisely, reviewing any adaptations systematically and adjusting them as needed to optimise children's learning and care.</p>	<p>Where the setting is secure in all evaluation areas, and strong across all the themes in inclusion, inspectors may consider a feature of leaders' work to be exemplary.</p> <p>All considerations of exemplary practice will be moderated and confirmed by the national quality and consistency panel. This will include whether the practice is:</p> <ul style="list-style-type: none"> • embedded and sustained over time • making a tangible difference to children's learning, development and well-being • being used and/or adapted internally to support and improve other areas of the setting's work

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PLAY MATTERS

Why Play Matters in Early Childhood

"Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

Friedrich Froebel

PLAY MATTERS

KEY BENEFITS OF PLAY IN EARLY CHILDHOOD

- 1 Play Builds the Brain
- 2 Play Fuels Communication
- 3 Play Encourages Creativity and Imagination
- 4 Play Strengthens Relationships
- 5 Play Supports Emotional Wellbeing
- 6 Play Makes Learning Meaningful

A CHILD PLAYING IS A CHILD LEARNING

EFD

Play Matters | Early Years Reviews

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Safeguarding updates

- Bright beginnings
- Reminders
- Online safety
- Sexual Abuse

Wellbeing



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Bright Beginnings

To register your interest please get in touch via the email below:

earlyyears.facilitators@bswaid.org

[Bright Beginnings Programme BSWAID - news](#)



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Bright Beginnings

Birmingham & Solihull Women's Aid are excited to introduce **Bright Beginnings**, an Early Years Workshop Programme designed to enable children within Early Years settings to explore important topics around safety, equality and healthy relationships .

During the sessions we focus on:

- ◆ Building positive friendships
- ◆ Equality, Diversity and Fairness
- ◆ How and who to ask for help
- ◆ What it means to feel safe
- ◆ Understanding our feelings

What's included:

Six Workshop Sessions delivered to children within your Early Years setting During the programme children will engage in six enjoyable, age appropriate learning and activities.

Specialist Domestic Abuse Training Staff will receive specialist domestic abuse training, 1 session lasting 1 hour and 30 minutes, focusing upon gaining a deeper understanding of domestic abuse and its impact on women and children, good practice responses, referral pathways.

Educational Resources A toolkit will be made available to the setting, so the program can be delivered independently, packed with session plans, continuation work and session resources. A parent pack will be made available to parents to support the child's learning.

What's Next

Email us at earlyyears.facilitators@bswaid.org to register your interest and a facilitator will book you in for an initial meeting to discuss the program further.

BSWA **WEST MIDLANDS VIOLENCE REDUCTION PARTNERSHIP**

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Reminders

SAFEGUARDING & WELFARE CONTACT NUMBERS		
Concern about abuse or neglect of a child or Reporting of a serious accident or injury to, or the death of, any child while in the care of a setting Childrens Social Care – for MASH referrals and advice Multi-agency Safeguarding Hub 0121 788 4300 Out of hours: 0121 605 6060		Concern about a child/young person or adult at risk of being drawn into extremism Solihull Council: Natasha Chamberlain - Senior Adviser 0121 704 6620 Lisa Morris - Early Years Team Manager 0121 704 6150 WMCTU Prevent Team: 0121 251 0241 Referral email: ctu-gateway@west-midlands.pnn.police.uk
Family Helpline Advice, information, strategies & support 0121 788 4327		
Allegation against a member of staff or a childminder LADO (Local Authority Designated Officer) 077951- 28638 lado@solihull.gov.uk		DfE Incident Support Department for Education Incident Support helpline The Department for Education Incident Support helpline is available to answer any questions you have about national emergency issues. Telephone: 0800 046 8887 Monday to Friday, 8am to 4pm
Ofsted Complaints (Early Years - must be reported within 14 days) 0300 1234666 Ofsted must be notified of significant events within 14 days: https://www.gov.uk/guidance/report-a-serious-childcare-incident if your operating circumstances do change (that is, you open or close): let Ofsted know by sending an email to enquiries@ofsted.gov.uk with 'Change in operating hours' in the subject field in the body of the email, confirm the unique reference number for each setting and the details of the change.		
Whistleblowing NSPCC Whistleblowing Advice Line 0800 028 0285	Notifiable diseases West Midlands Health Protection Team 0344 225 3560	Environmental Health 0121 704 8000
FURTHER SUPPORT		
West Midlands Police Early Help Team (Solihull) Email: SH_EARLYHELP@westmidlands.police.uk	Solihull Refugee support Email: refugees@solihull.gov.uk	West Midlands Police Intel Form / FIB Email: CB_FIBDEPT@westmidlands.police.uk Force Information Bureau (FIB) Form

Solihull Early years Team March 2025
Updated – Family helpline

Previous Recorded Presentations

Spring 2025 DSL brief - Safeguarding Reforms

Click here to view recording

Supporting resources:

PDF Slides with clickable links to resources (PDF)

New permanent LADO, Kenny Edgar starts on Monday 2nd June 2025

New posters promoting button battery safety – GOV.UK [link]

New posters promoting button battery safety provide 5 top tips to keep children safe. Ensure that you and your community are aware of the risks to young children.

• [button-batteries-poster-2025-print \(PDF\)](#)

Early Years and Childcare

Search Early Years and Childcare

Home Training Solihull support SEND Resources EEF

Click here to join Solihull Early Years Text Service

Contact Help Solgrid

Solgrid for Solihull schools > Early Years and Childcare > Resources > Safeguarding and welfare

Resources

Safeguarding and welfare

Abuse

Emergency Planning

Neglect

Food Safety

Health and Safety

Online Safety

Oral Health

Safer Sleep Guidance

Toileting

EYFS safeguarding reforms: consultation response

EYFS safeguarding reforms - Vodcast

Early Years & Education Safeguarding Subgroup feedback Form

EYFS safeguarding reforms: summary (PDF)

NEW Safeguarding C Poster - March

NEW Family Helpline

NEW Multi-agency Ear

Early Years Safeguarding Summary (W

Family Helpline

Early Help support for families and professionals in Solihull

0121 788 4327

Live from 3 March 2025

Available Monday-Thursday 09:00-16:00, Friday 09:00-14:00

Our dedicated team of duty workers support with topics such as:

- Parenting and family guidance
- School attendance and support in coordinating Early Help assessments and plans
- Signposting to local services such as Solihull Family Hubs
- Child behavioural issues and social development
- Health and emotional wellbeing
- Referrals to Family Support Workers

For safeguarding concerns, such as if a child is at risk of being harmed, call the Solihull Multi-Agency Safeguarding Hub (MASH) on 0121 788 4300

Making the Children and Families in Solihull

Solihull METROPOLITAN BOROUGH COUNCIL

Office for Product Safety & Standards

CR2032 3V LITHIUM BATTERY

Five top tips to keep children safe from button batteries

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Online safety in early years

Online Safety in the Early Years | LGfL

Early Years and Childcare

Search Early Years and Childcare

Home Training Solihull support SEND Resources EEF

Click here to join Solihull Early Years Text Service

Contact | Help | Solgrid home

Solgrid for Solihull schools > Early Years and Childcare > Resources > Safeguarding and welfare > Online Safety

Resources

Safeguarding and welfare

Abuse

Emergency Planning

Neglect

Food Safety

Health and Safety

Online Safety

Oral Health

Safer Sleep Guide

Toileting

Online Safety

- Safeguarding children and protecting professionals in early years settings – online safety considerations
- London Grid for Learning LGfL – Online Safety
- Help-for-early-years-providers: internet-safety
- Thinkuknow – Online safety education for 4-7s
- Online safety posters
- Cbeebies – Toddlers and Tablets: 10 first steps
- [Photographing and filming children – NSPCC](#)

National Online Safety Guides #wakeupwednesday

- NOS Toddlers and Screen time (PDF)
- NOS What you need to know about youtube kids (PDF)
- NOS Age inappropriate content (PDF)
- NOS How to manage what your children watch on TV (PDF)

LGfL

Connectivity Cybersecurity Safeguarding Teaching Training About Support

Search the LGfL website

Search

Online Safety in the Early Years

Ofcom's 2025 [research](#) has told us that 85% of 3-5 year olds go online, with 19% owning their own smartphone and 56% going on social media to send messages or make calls. With digital media use becoming increasingly normal in the early years, it is crucial that parents, early years educators and teachers are all informed and proactive about ensuring children's safety and wellbeing when using devices.

What Parents & Carers Need to Know about TODDLERS & SCREEN TIME

The toddler years are full of excitement, exploration and energy. It's a critical time in children's development, when brain connections are rapidly forming. Youngsters often begin to discover devices around this age as they learn to communicate with friends, play games and watch videos. Unfortunately, however, this time is also when children are most vulnerable to online risks. These online risks can make a child happy and relaxed but leave a damaging impact if ignored. Getting correct information for toddlers can be a challenge, so we've pulled together some suggestions for making sure your little one is interacting with the online world in a safe, healthy way.

ONLINE SAFETY CHECKLIST

- PARENTAL CONTROLS**
Children require an enabled device, such as a tablet or smartphone, and safe access to the internet, apps and social media.
- ONGOING SUPERVISION**
Do not engage and present content that is not age-appropriate, and do not allow children to play and use any app without your supervision.
- OFFERING HELP**
If you notice your child is struggling, or if you are unsure about any app or content, please contact your local children's helpline.
- COMMUNICATION IS KEY**
Encourage your child to talk to you about what they are doing online and to ask for help if they are unsure.
- FACE TO FACE IS KEY**
Encourage your child to spend time with family and friends, and to engage in physical activity.

Advice for Parents & Carers

MODEL IT Your children will learn from what you do. Model safe online behaviour by using devices responsibly and showing them how to do it.	CONTROL IT Set up parental controls on devices to restrict content and limit screen time. Use safe search and content filters.	ANNOUNCE IT Talk to your child about online safety and what they should do if they are unsure. Encourage them to talk to you if they are worried.	DELAY IT If you are unsure about an app or content, wait until you have checked it out. Don't rush to download or use anything you are not sure about.
TRADE IT Encourage your child to trade screen time for other activities, such as reading, playing, or spending time with family and friends.	TEACH IT Teach your child about online safety and what they should do if they are unsure. Encourage them to talk to you if they are worried.	REMOVE IT If you notice your child is struggling, or if you are unsure about any app or content, please contact your local children's helpline.	SWAP IT Encourage your child to spend time with family and friends, and to engage in physical activity.

Meet Our Expert

National Online Safety #WakeupWednesday

NOS
National Online Safety®
#WakeUpWednesday

I never get undressed or change my clothes when I'm on camera

LGfL DigiSafe

Watch the video, learn the song and find out why the message is important at [undressed.lgf.net](#)
Download this poster from [safeposters.lgf.net](#), see more materials at [safesources.lgf.net](#)

LGfL Undressed

I love my phone and tablet but never get changed or undressed on camera.
Learn my song and stay safe like me!
**teachers and parents, scroll down for more info and lesson materials

LGfL The Undressed Song 2023 update - see undressed.lgf.net for the story and lesson activities

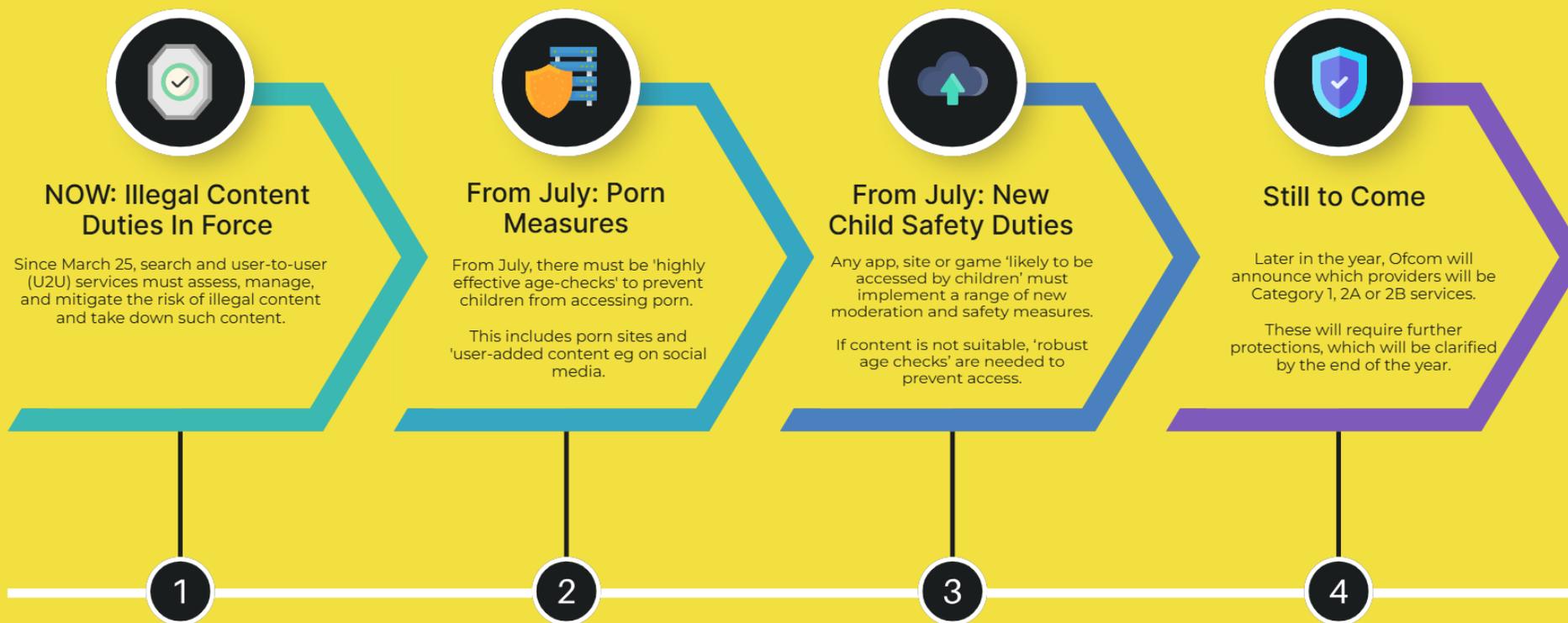
Copy Link

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Online Safety Act: What's Changing in 2025?



LGfL

SafeguardED

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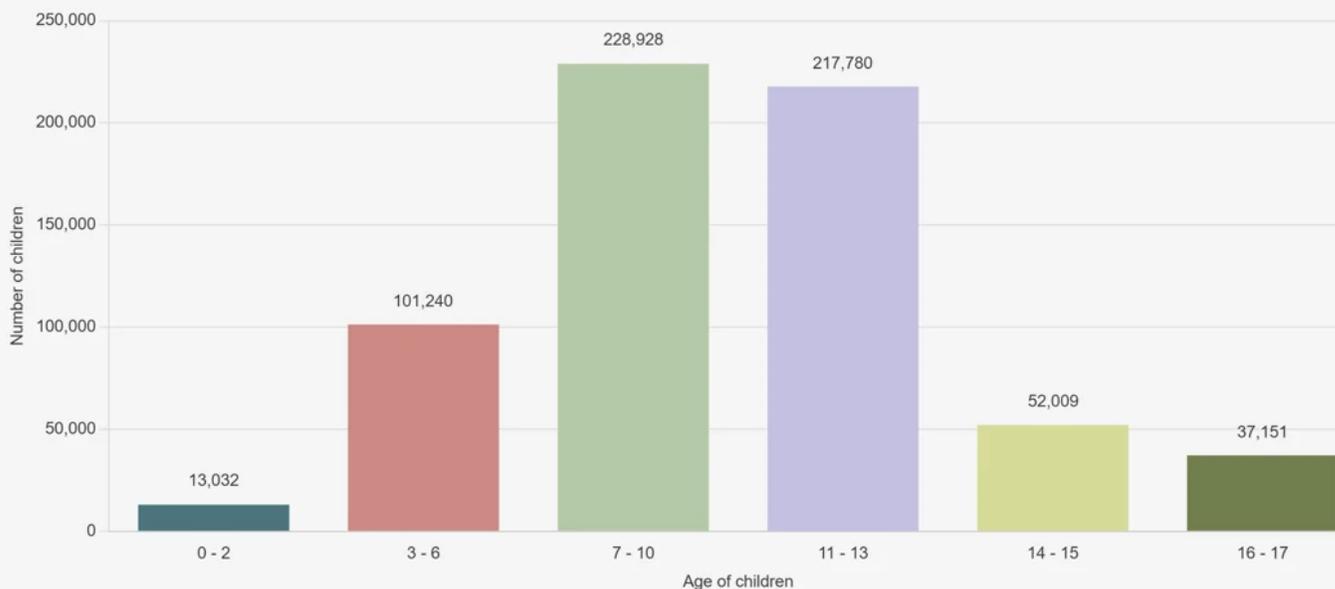


Sexual Abuse - CSAM (child sexual abuse material).

Multichild analysis

<https://www.iwf.org.uk/>

Children by age



Please note that severity, age, and sex are recorded for all single images; videos and collages comprising multiple images have been excluded from the above chart.

What can we do about it?

- What training [[SSCP](#) & [Events | CSA Centre](#)] and information do you need to share with staff to continually develop their knowledge and understanding of risk to children
- How can you keep parents up to date with the risks?
- How may you need to adapt your curriculum to support children's understanding of using devices and to never get undress near a device?

Useful resources:

- LGfL's [Undressed song and animation](#) is a good way to teach children never to get undressed near a device (and its camera)
- [NSPCC resources - Pantosauras](#).

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Safeguarding Scenario: Whistleblowing

A nursery practitioner witnesses a colleague consistently ignoring children's needs, such as not changing nappies regularly, leaving children in soiled clothes for long periods, or failing to feed a child on time.

Questions to consider

1. What would you do immediately?
2. Would you record any of this, and if so where?
3. What actions would you take in the longer term?
4. If you felt that you needed to take further advice who would you speak to?



Horrifying mo... mmed
against the w... and
force-fed while... warns 'If you spit it
out I will put it back in!' | Daily Mail Online

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Advice/what to do

- Follow your whistleblowing policy and procedure.
- Record the concerns,.
- Report to the DSL or manager immediately regarding these concerns.
- If your concern is not taken seriously you can report to the [NSPCC whistleblowing line](#) or [Ofsted](#).

As a manager you should:

- Take these concerns seriously;
- Log the conversation and concerns;
- Investigate these concerns within the setting, following the whistleblowing policy and procedures, This may also include following your disciplinary policy and procedures.
- What actions do you take across the year to ensure staff are reminded of their responsibilities when caring for children?*



GOV.UK

Home > Employing people > Dismissing staff and redundancies

Whistleblowing for employees

Whistleblowing for employees:
What is a whistleblower - GOV.UK

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Business Support

- A guide to the childcare works hub
- Recruitment support
- Simpler recycling and climate action

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A quick reference guide to the Childcare works HUB

The Childcare works website is split into two separate resources The LAB for local authorities and The HUB, for providers and schools. The HUB is a reliable source it provides trustworthy and evidence-based expertly curated content. With the HUB, you can search to find relevant information. The HUB is a one-stop shop for all content relating to the new childcare entitlements and wraparound care program.

Next click on the go to resources button, the button looks like this below.



This then takes you to a choice click on either **Early Years** or **Wraparound**



Microsoft Teams

Jenna Handley

2025-05-07 09:01 UTC

Recorded by

Jenna Handley (Solihull
MBC)

Organized by

Jenna Handley (Solihull
MBC)

Are you a Solihull settings looking to recruit?



Contact me jenna.handley@solihull.gov.uk Business Adviser, to discuss your business needs. I can support you through the process and offer you business advice.

SMBC Employer Engagement Team can take care of the advertising and recruitment process, **free of charge**. I can pass on your details, including information regarding qualifications and experience of your ideal candidate. Or you can contact them directly, via email. employerengagementteam@solihull.gov.uk

Business Management & Support

-  Business Health Toolkit form (Word)
-  Financial Planning (Word)
-  Catering options (PDF)
-  What is Early Years Pupil Premium and how to best use it to support young children (PDF)
-  Solihull-Local-Authority-Records-Retention-Guidance nov 22 (Word)
- HUB for Providers – childcareworks.org.uk
 -  A quick reference guide to the Childcare works HUB (Word)



Early Years Educator
Level 3 Apprenticeship

Recruit for your nursery now!

• Flexible start dates
• Training with industry experts
• Accommodating to your business needs

Get in touch today!
0121 678 7181
employerservices@solihull.ac.uk

Solihull College
A University Centre
www.solihull.ac.uk

Solihull College have a collection of students ready to complete their Level 3 Apprenticeship. If you are interested in taking on an apprentice, or would like to find out more information, please contact Elaine Reeves at Solihull College.

Elaine.Reeves@solihull.ac.uk



Simpler recycling



<https://youtu.be/oVhjEYIQOiU?si=FboLuxG2cMQTdtoA>

Simpler Recycling in England Webinar for the Education Sector

Reforms to workplace recycling

24th April 2025

Play (k)

0:06 / 21:04

Simpler Recycling Webinar for the Education Sector

GOV.UK

Home > Environment > Waste and recycling > Waste management

Guidance

Simpler recycling: workplace recycling in England

Workplace recycling in England changed on 31 March 2025. Guidance for all businesses, charities and public sector organisations on separating recyclable waste.

GOV.UK

Home > Environment > Climate change and energy > Climate change adaptation

Guidance

Sustainability leadership and climate action plans in education

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

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Training

- Early Years Team
- Solihull Safeguarding Children Partnership [SSCP]
- Heart Midlands Early Years Stronger Practice Hub

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Training: Early Years Team

Leading and managing continual improvement Part 1&2

Please note this course is run in two parts.

Cohort 3

Part 1: Tuesday 17th June 2025 & **Part 2:** Wednesday 24th September 2025

Time: 1:30-4:30pm **Cost:** FREE

Where: LG-12 Council House Meet at Orchard House Reception

Booking Link: [Booking form](#)

Audience: Leaders and managers:

- New to role
- Less experienced
- Leading a change in approach

Designated Safeguarding Lead (DSL) Briefs

Summer 2025

Date: Thursday 19th June 2025

Time: 1:30pm – 3:00pm **Cost:** FREE

Agenda

- Parental Responsibility & Parent Consent – Wendy Hillier
- Bright Beginnings Programme – BSWAID
- What support is available for Families in Solihull? – Ben Turner – Community Development Team
- Local and National Updates

[No Booking required – Please join our DSL Briefs on the MS Teams link below.](#)

Safeguarding Awareness Training

Training Dates:

Summer 2025: Wednesday 25th June

Time: 6:30-8:30pm **Where:** Civic Suite

Booking link: [Booking form](#)

Cost: £28

Target Audience: All practitioners who are new to safeguarding or who require a short refresher session, including apprentices, room leaders, key person, kitchen staff, and cover staff.

SENCO Briefing

Summer 2025:

Working with parents

Date: Monday 19th May **Cost:** FREE

Time: 1:30pm

Where: Microsoft 'Teams'

Audience: Setting SENCOs, Setting Managers.

Transition Event – North Solihull

Date: Monday 9th June 2025 **Cost:** FREE

Time: 1:30pm

Where: Smith's Wood Primary Academy – Nursery, Burton's Way, Smiths Wood B36 0SZ

Transition Events

Transition Event – West/East Solihull

Date: Thursday 12th June 2025 **Cost:** FREE

Time: 1:15pm

Where: Monkspath Family Centre at Monkspath Primary School, Farmhouse Way, Shirley, Solihull, West Midlands, B90 4EH.

Childminder Network Meeting

Summer 2025

Date: Thursday 3rd July 2025

Time: 6:30pm – 8:30pm (arrival from 6:15pm)

Booking Link: [Booking form](#)

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Training: Solihull Safeguarding Children Partnership



Neglect Roadshows

LOCALITY BASED TRAINING- ENGAGING MEN IN THE SAFEGUARDING OF CHILDREN

LOCALITY BASED- INTERSECTIONALITY, ADULTIFICATION; WHAT DO THESE MEAN? A PLACE TO REFLECT & LEARN ABOUT ANTI-OPPRESSIVE PRACTICE

Notify me when date added Apply Online

Engaging men in the safeguarding of children

Notify me when date added Apply Online

LOCALITY BASED TRAINING- SAFEGUARDING BABIES UNDER 2

Course Title :
Course Code :
Description :
This course has been published for children publishing learning about Ad

Notify me when date added Apply Online

Course Title : Locality based training- Safeguarding babies under 2

Course Code : Babies under 2

Scheduled Date

Course Date	Scheduled Date
03/06/2025	30/05
03/09/2025	29/08
06/11/2025	31/10
27/01/2026	23/01

Course Duration : Half Day

MODULE 1 EARLY HELP

Notify me when date added Apply Online

Course Title : Module 1 Early Help

Course Code : Module 1

Scheduled Date's For Course :

Course Date
24/06/2025
02/10/2025
26/02/2026

Course Duration : Half Day

COURSES

Please ensure that when booking you are the person who wishes to attend the course; you should not book places on anyone else's behalf. When booking you will create your own confidential LSCP safeguarding record where documents, evaluations and certificates will be made available to you via this log-in which should not be accessible to anyone else.

- 0. Safeguarding Practice Learning Forum [View Details](#)
- 1. Virtual Training - An introduction to safeguarding for voluntary & community sector organisations [View Details](#)
- 2. Module 1 Early Help [View Details](#)
- 3. Evening Module 1 Early Help [View Details](#)
- 4. Module 1b Early Help- Recognising and supporting parents in parental conflict [View Details](#)
- 5. Module 2 - Child Protection: An introduction to multi-agency working [View Details](#)
- 6. Module 3 - Child Protection: The challenges of multi-agency working [View Details](#)
- 7. Module 4 - Child Protection: Analysis, judgement and leadership in partnership working [View Details](#)
- 8. Module 5 - All Age Exploitation Awareness [View Details](#)
- 9. Module 5.1 Virtual training - an introduction to contextual safeguarding [View Details](#)
- 10. Module 5.2 Virtual training- Parents as partners in tackling child exploitation (CE) Working with and supporting parents affected by CE [View Details](#)
- 11. Module 5.3 Including contextual safeguarding in individual assessments [View Details](#)
- 12. Module 6 - Neglect: Impact on child development [View Details](#)
- 13. Module 6(b) - Domestic Abuse [View Details](#)
- 14. Module 6.4 Understanding And Responding to Perpetrators of Domestic Abuse [View Details](#)
- 15. Module 6(c) - Neglect: The Graded Care Profile 2 [View Details](#)
- 16. Module 6 (d) Substance misuse [View Details](#)
- 17. Module 7 - Physical Abuse: Impact on child development [View Details](#)
- 18. Module 8 - Emotional Abuse: Impact on child development [View Details](#)
- 19. Module 9 - Sexual Abuse: Impact on child development [View Details](#)
- 20. Managing Allegations against Staff [View Details](#)
- 21. Locality based training- Engaging men in the safeguarding of children [View Details](#)
- 22. Locality based training- Safeguarding babies under 2 [View Details](#)
- 23. Locality based neglect road show [View Details](#)
- 24. Locality based neglect road show [View Details](#)
- 25. Locality based neglect road show [View Details](#)
- 26. Locality based- Intersectionality, Adultification; what do these mean? A place to reflect & learn about anti-oppressive practice [View Details](#)
- 27. Train The Trainer - raising awareness of domestic abuse in young people's intimate partner relationships [View Details](#)

LOCALITY BASED NEGLECT ROAD SHOW

Notify me when date added Apply Online

Course Title : Locality based neglect road show

Course Code : LB Neglect Road Show

Description :

This Neglect Road Show is being offered in a variety of localities

People who wish to attend are encouraged to attend in a locality where you can work or volunteer directly with people in that area

Scheduled Date's For Course :

Course Date	End Date of Registration
26/06/2025	20/06/2025
07/10/2025	03/10/2025

Early Years and Childcare

Home Training Solihull support SEND Resources EEF

Click here to join Solihull Early Years Text Set

Contact Help Solgrid

Solgrid for Solihull schools > Early Years and Childcare > Resources > Safeguarding and welfare > Neglect

Resources

Safeguarding and welfare

Abuse

Neglect

[Neglect Champions](#)

Watch our DSL Brief to find out more about the NSPCC Neglect champions and the graded Care profile 2 click here

[Solihull Safeguarding Children Partnership \(SSCP\) Guidance](#)
- Click here for the Solihull SSCP website Neglect pages

[Neglect Training Presentations](#)

[Neglect Champions](#)

Young people have produced a resource with some of the activities they took part in, so they can be used by Teachers, Youth Workers, and others working with young people to help raise awareness of neglect. The film is available here: [Young Peoples Project - Neglect \(Solihull\)](#) The resources and more information about neglect and the young people's project are available here: [Neglect – SSCP Children and Young People's page.](#)

Education and inclusion

We put children and young people at the heart of everything we do



EARLY YEARS STRONGER PRACTICE HUBS

About The Hubs Further support Embedding evidence Resources

HEART - Midlands Early Years Stronger Practice Hub

Birmingham Coventry Herefordshire
Solihull Warwickshire Worcestershire

About the Hub Evidence Based Programmes Events Resources Sign up to the Hub Contact Info

Join our Hub

The HEART Midlands Stronger Practice Hub covers the local authorities of Birmingham, Coventry, Herefordshire, Solihull, Warwickshire, and Worcestershire.

Join our mailing list to receive updates, news and information about professional development opportunities for you and your setting.

[Join our mailing list](#)

Physical Development

Helping Early years practitioners to Apply Research into Teaching and learning

'Short Sparks' from the HEART




thrive together
Early Years Stronger Practice Hub
Midlands

Wednesday, June 4

West Midlands Childminder Network - Supporting Self Regulation

Free
Jun 4 - 6:30 PM GMT+1

[Get tickets](#)









Nurturing Staff Well-Being

https://youtu.be/EJM3d0l0-4A?si=7FC_YE2MZWB01-aO

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5 ways to wellbeing at work

Health
in Mind

Research by the New Economics Foundation has found there are five ways to look after your mental wellbeing. Following these simple steps at work is just as important as at home:

Health in Mind | 5 ways to wellbeing



connect

Feeling valued and having meaningful relationships with those around us, such as our colleagues, has been shown to be related to feelings of wellbeing.

- Speak to your colleagues, rather than emailing them
- Ask how someone's weekend was and really listen to their answer
- Go for a coffee or have lunch with a colleague



be active

Moving our bodies has been shown to look after both our physical and our mental health.

- Go for a walk during your lunch break
- Walk or cycle to work
- If you can, take the stairs not the lift



take
notice

Taking notice of our thoughts, emotions and surroundings is a great way to stay present and pay attention to our needs.

- Bring a plant to work and watch it grow
- Take your headphones out and pay attention to what is going on around you



keep
learning

Learning new things while at work is a good way to boost our self confidence, which in turn improves our mental health and wellbeing.

- Take part in training opportunities
- Read a book or listen to a podcast on your lunch break
- Organise a book club with colleagues



give

Research has found a link between doing good things and an increase in wellbeing.

- Do a colleague a favour such as making them a cup of tea
- Become a Health in Mind Hero by giving your time through volunteering/ fundraising

www.health-in-mind.org.uk



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Getting in touch

eyenquiries@solihull.gov.uk

0121 704 6150

www.solgrid.org.uk/eyc

(Sign up to our Early Years text service)

Next Leaders and Managers Briefing:

Education and inclusion

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