

Sticky Fingers aspires to provide a safe, fun and welcoming environment for everyone. We offer children experiences to support their development. Empowering them to reach their full potential



Sticky Fingers Pre-School
Newlands
% Newlands Primary School
Windermere Avenue
Millbrook
SO16-9QX
023 80764499
07442379780

Sticky Fingers Pre-School
Redbridge
% Redbridge Primary school
Studland Road
Millbrook
SO16-9BB
02380 764717
07726772381

Sticky Fingers Pre-school
Tanners Brook
% Regents Park Community
centre
Elmes Drive
Millbrook
SO15-4PF
07871880785

Sticky Fingers Pre-school
Spring road
% 14th Itchen Scout hut
Spring road
Sholing
Southampton
SO19-2NZ

<https://www.facebook.com/stickyfingerspreschool>
info@stickyfingersps.co.uk

06 Safeguarding children, young people and vulnerable adults procedures

06.09 Looked after children

We are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential.

The Designated Safeguarding Lead (DSL) and Children Looked After and Education Achievement officer (CLA) is:

Kayleigh C (Newlands)

Rachel C (Redbridge)

Diane B-H (Tanners Brook)

Laura K (Spring Road)

Identification.

A 'Looked after Child' is a child in public care, who is placed with foster carers, in a residential home or with parents or other relatives. This term is never used to categorise a child as standing out from others.

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority.

Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works.

Keeping children safe in Education 2024 -

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

Working together to safeguard children 2023-

https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

HIPS - <https://hipsprocedures.org.uk/>

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We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning.

Every Looked After Child must have a Care Plan which is completed and updated by their allocated social worker. The Care Plan must be prepared prior to a child's first placement, or, if it is not practicable to do so, within 10 working days of the first placement. The setting will then follow the care plan to provide a consistent approach to supporting the child.

The care plan needs to consider issues for the child such as:

- their emotional needs and how they are to be met;
- how any emotional issues and problems that affect behaviour are to be managed;
- their sense of self, culture, language(s) and identity – and how this is to be supported;
- their need for sociability and friendship;
- their interests and abilities and possible learning journey pathway; and
- how any special needs will be supported.

In addition the care plan will also consider:

- how information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with whom and how it will be recorded and stored;
- what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
- what written reporting is required;
- wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
- with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, such as outings and fun-days etc alongside the foster carer.

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Services provided to Looked After Children

All children 2-5 years

- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.

Two-year-olds

- Places will be offered to two-year-old children who are looked after; where the placement in the setting will normally last a minimum of three months. In such cases, the child should have been with the carer for at least two months and show signs of having formed a secure attachment to the carer, to enable them to cope with further separation, a new environment and new expectations made upon them and in order to get the most out of educational opportunities in the setting.
- Where the child is already in attendance and has a secure attachment with an existing key person a continuation of the existing place will be offered.

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Three- and four-year-olds

- Places will be offered for funded three- and four-year -olds who are looked after; where the placement in the setting will normally last a minimum of six weeks. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer to enable them to cope with further separation, a new environment and new expectations made upon them and in order to get the most out of educational opportunities in the setting
- If a child who attends a setting is taken into care and is cared for by a local carer the place will continue to be made available to the child.

Additional Support

- The designated lead and key person liaise with agencies and professionals involved with the child, and his or her family, and ensure appropriate information is gained and shared.
- A meeting of professionals involved with the child is convened by the setting at the start of a placement. A Personal Education Plan (PEP) for children over 3 years old is put in place within 10 days of the child becoming looked after.
- This plan is reviewed after two weeks, six weeks, three months, and thereafter at three to six monthly intervals.
- Regular contact will be maintained with the social worker through planned meetings, which will include contribution to the PEP which is reviewed annually.

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