

Safeguarding Looked After Children

Unique Child	Positive Relationships	Enabling Environment	Learning Development
1.1 Child Development	2.1 Respecting Each Other	3.2 Supporting Every Child	4.4 Personal, Social and Emotional
1.2 Inclusive Practice	2.2 Parents as Parents	3.4 The Wider Context	
1.3 Keeping Safe	2.4 Key Person		

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 in to 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 impact on their emotional well-being.

At Haddenham Puddleducks Pre-school, 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 these **attachment and resilience**. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning.

- We offer emergency places to two year olds. In such cases, we rely on the experience of the foster carer to make sure the child show signs of having formed a secure attachment to the carer before admitting them to Haddenham Puddleducks Pre-school.
- We offer emergency places to funded three/four year olds. In such cases, we rely on the experience of the foster carer to make sure the child show signs of having formed a secure attachment to the carer before admitting them to Haddenham Puddleducks Pre-school.
- 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.
- Pam Robins is Haddenham Puddleducks Pre-school's designated Safeguarding person and the key person to liaise with agencies, professionals and practitioners involved with the child and his or her family. She ensures appropriate information is gained and shared.
- If appropriate, at the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months at the request of a Social Worker. Thereafter at three to six monthly intervals the care plan needs to consider such issues for the child as:
 - how any emotional needs and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language/s and identity – how this is to be supported;
 - the child's interests and abilities and possible learning journey pathway; and
 - how any special needs and needs for sociability and friendship will be supported.
 - how information will be shared with the foster carer and local authority (as the 'corporate parent').
 - 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 in Haddenham Puddleducks Pre-school, when, where and what form the contact will take will be discussed.

Transition to school will be handled sensitively and the manager and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

This policy was adopted at a meeting after the AGM of Haddenham Puddleducks Pre-school held in February 2020

Signed on behalf of Haddenham Puddleducks Pre-school by