



Believing and Achieving Together

### Young Carers Policy

Signed by:

Chair of Governors: ..... Date: July 2019

Headteacher: ..... Date: July 2019

Review: July 2021 [or sooner if required]

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 1996
- Standards and Framework Act 1998
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education & Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- UN Convention on the Rights of the Child Articles 28 and 29

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are committed to supporting Young Carers whose lives are affected by the role they play in looking after a parent or another family member. We respect them for what they do and we will work hard to ensure they have full access to education and will provide pastoral support in order to relieve them of some of the emotional worries they may have as they perform tasks and responsibilities beyond their age.

We believe Young Carers are children or young people who help to look after a family member or members that may suffer from one or more of the following: physical disability, sensory disability, learning disability, mental health problem, chronic illness, substance misuse, alcohol misuse or long-term illness.

We acknowledge and endorse articles 28 and 29 of the UN Convention on the Rights of the Child which clearly state that children and young people have the right to the best available education and to opportunities to develop their personality, mental and physical ability to their fullest potential.

Within this school regardless of what is happening at home we will provide for all children and young people equal access to education but will ensure that Young Carers are not carrying out inappropriate levels or excessive caring responsibilities. It is appropriate to have in place close working links with outside agencies in order to support Young Carers who undertake practical household tasks, physical care, personal care, administering medication, household mismanagement, looking after younger siblings, providing emotional support and interpreting for the people they look after.

We realise Young Carers may feel tired, worried and in some cases isolated from other children who enjoy and experience a variety of social activities.

We realise that we play a very important part in identifying pupils who are young carers and offering them appropriate support but often it can be very difficult to pick up on the signs that a child might be a carer.

We believe that in order to support young carers effectively we need to be made more aware of their circumstances in order for the school to register those children who are entitled to extra funding under the pupil premium scheme which would potentially help young carers.

We are committed to supporting and meeting the needs of Young Carers enabling them to have equal access to education and encouraging them to attend and enjoy everything that this school has to offer.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend. We believe we will achieve this by having in place appropriate support for Young Carers.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To provide support for Young Carers whose lives are affected by the role they play in looking after a parent or another family member.
- To respect Young Carers for what they do and to work hard to ensure they have full access to education and to provide pastoral support.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

## Responsibility for the Policy and Procedure

### Role of the Governing Body

The Governing Body has:

- appointed a team of two members of the school personnel who have specific responsibilities for supporting young carers;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all pupils;
  - ☐ reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
  - ☐ visit the school regularly;
  - ☐ work closely with the Headteacher and the designated support personnel;
  - ☐ ensure this policy and other linked policies are up to date;
  - ☐ ensure that everyone connected with the school is aware of this policy;
  - ☐ attend training related to this policy;
  - ☐ report to the Governing Body every term;
  - ☐ annually report to the Governing Body on the success and development of this policy.
- responsibility for celebrating the effort, success achievements of pupils and school personnel;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- undertake a review of the school's current provision for young carers by should the need arise:
  - ☐ meeting with young carers to understand how well our provision is meeting their needs;
  - ☐ examining the impact of provision on pupil attainment, pupil progress and attendance;
  - ☐ assessing the impact of provision on pupil well-being;
  - ☐ looking at best practice undertaken in other schools;
  - ☐ identifying strengths;
  - ☐ identifying weaknesses;
  - ☐ identifying priorities;
  - ☐ devising an action plan to take the school forward.
- ensure all school personnel are aware of the role of the designated school personnel with responsibility for supporting young carers;
- ask parents to inform the school if their child(ren) is/are acting as a young carer;
- work hard to secure additional funding to support young carers;
- acknowledge and respect the role of young carers;
- ensure all school personnel treat young carers in a sensitive manner;
- ensure all school uphold confidentiality;

- monitor the levels of caring undertaken by a young carer;
- follow child procedures if it is felt a young carer is at risk from undertaking inappropriate levels of caring;
- provide extra support for young carers to ensure they have equal access to education;
- ensure pupils are aware of the role and responsibilities of young carers;
- ensure young carers have access to all available support within school and from outside agencies;
- endeavour to identify pupils who may be young carers when enrolling new pupils to school;
- protect a family's privacy and will only share information on a need to know basis;
- regularly discuss with the designated person(s) the circumstances and progress of young carers;
- have in place plans for each individual young carer;
- ensure good practice is shared throughout the school;
- work closely with the link governor and designated support personnel;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:
  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Designated Support Person(s)**

The Designated Support Person will:

- lead the development of this policy throughout the school;
- treat young carers sensitively;
- liaise with all young carers and respond to their needs;
- establish what caring role they undertake;
- provide relevant support;
- ensure confidentiality at all times;
- protect a family's privacy and will only share information on a need to know basis;
- liaise with relevant colleagues within school;
- liaise with the local Young Carers agency and relevant external agencies with the permission of the young carers family;
- ensure young carers have full access to the curriculum;
- monitor their progress by analysing data;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff to identify those pupils who may be undertaking a caring role such as:
  - ☐ known illness or disability in family
  - ☐ being persistently late or absent
  - ☐ demonstrating poor concentration
  - ☐ often tired and worn out
  - ☐ displays anxiety, looks worried or is distressed
  - ☐ demonstrates low self-esteem
  - ☐ academic performance below potential
  - ☐ homework often uncompleted
  - ☐ behavioural problems
  - ☐ lack of social skills
  - ☐ bullies others
  - ☐ feels isolated from peers
  - ☐ lack of participation in after school clubs
  - ☐ looks in discomfort

- poor attendance of parents at parent-teacher consultations
- share information agreed with the young carers family to the new school that a young carer may be transferring to;
- provide time and the use of a telephone for young carers to phone home;
- ensure young carers have adequate time to complete homework or coursework;
- ensure the parents of young carers are kept well informed of their child's education;
- provide training for all staff on induction and when the need arises regarding;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- be aware of all other linked policies;
- ensure young carers have full access to the curriculum;
- monitor their progress by analysing data;
- treat young carers sensitively;
- ensure confidentiality at all times;
- always speak to a young carer in private and not in front of their peers;
- ensure young carers have adequate time to complete homework or coursework;
- ensure the parents of young carers are kept well informed of their child's education;
- be sympathetic if a young carer is late for school;
- be flexible by giving more time for the completion of homework or coursework;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Young Carers**

Young carers will:

- be aware of the designated support person(s);
- be encouraged to go to them when they feel they need support;
- have access to a telephone during break times and lunchtime to phone home;
- negotiate deadlines for homework;
- be encouraged to attend after-school clubs;
- be made aware of the local Young Carers Service.

### **Role of Pupils**

Pupils will be informed of the role and responsibilities of young carers through the curriculum.

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- consider informing the school if their child(ren) is acting as a young carer;

- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the Governing Body;
- Information displays in the main school entrance;

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - ☐ All aspects of this policy
  - ☐ Safeguarding and Child Protection
  - ☐ Pupil Behaviour and Discipline
  - ☐ SEND
  - ☐ Attendance and Truancy
  - ☐ Equal opportunities
  - ☐ Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed biannually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### **Linked Policies**

- Anti-bullying
- Attendance and Truancy
- Homework

- Safeguarding and Child Protection
- Inclusion
- Pupil Behaviour and Discipline
- SEND
- Vulnerable Children