

Young Carers Policy



**Highfield St Matthew's CE Primary
School**

Young Carers

Required Element	Examples
Keeping up to date with national and local developments affecting young carers and their families.	This policy has due regard to statutory legislation and guidance, including, but not limited to, the following: ▪ Children Act 2004 ▪ Education Act 2011 ▪ Equality Act 2010 ▪ Carers (Equal Opportunities) Act 2004 ▪ Carers (Recognition and Services) Act 1995 ▪ Children and Families Act 2014 ▪ Care Act 2014 ▪ The Young Carers (Needs Assessments) Regulations 2015 ▪ DfE (2011) 'Improving support for young carers – family focused approaches' ▪ DfE (2016) 'The lives of young carers in England' Staff members will keep up-to-date with national and local developments, legislation and guidance affecting young carers and their families.
A young carer's privacy is respected and information about their caring role is not communicated in front of their peers.	Staff members will not discuss a young carer's personal situation and related arrangements in front of their peers.
The school views young carers as any other pupil but understands that they have the additional pressure of caring responsibilities, which may require additional support or flexible arrangements. Providing targeted interventions to pupils, including young carers, for example	Targeted early interventions are used in order to provide support to young carers, ensuring that they are able to reach their full potential and have the same opportunities as all other pupils. Examples might include;

homework/coursework support; emotional support; health support; peer mentoring or peer support groups. The school takes the needs of young carers into account when planning and delivering this support, for example running homework support at lunch-time.	Young carers are provided with access to a telephone during breaks and lunches, allowing them to call home with the intention of reducing any worry they may have about a family member, where appropriate.
Being flexible, where appropriate, for example allowing young carers to use a telephone to call home during breaks and lunchtimes so as to reduce any worry they may have about a family member; and negotiating deadlines for homework and coursework.	Where appropriate, homework and assignment deadlines for young carers will be negotiated. Where parents are unable to physically attend parents' evening due to their disability, medical condition or substance abuse, virtual appointments will be considered.
Embedding training on young carer issues in induction training and continuous professional development for all staff	It is important that staff members can effectively identify young carers and that young carers feel that they can ask for help; therefore, raising awareness among staff and pupils about the issues relating to young carers and what support is available is vital. In order to ensure that staff members understand the issues faced by young carers, training and ongoing professional development about the matter is provided for staff and the governing board.
Referring/signposting young carers to other resources such as the school nurse and local young carers' service	Where appropriate, a young carer may be referred to the LA or other support agencies for a needs assessment.
Including information signposting young carers and their families to other resources, for example, the local young carers' service, school nurse and emotional support on its noticeboards and/or school website.	We will ensure that staff, students and parents/carers are aware of the right to a young carers' assessment, as well as the support and services available to them, and how they can access these services., including, but not limited to, local young carers support
Providing families with information about young carer	

issues, available support and how to contact the Young Carers' School Operational Lead by including the whole school commitment to young carers in the school prospectus, and incorporating articles in the school newsletter.	networks, Emotional Support services and the school nurse
Displaying information about available support on the school noticeboards, webpage and prospectus, and by including information in the school newsletter and communication to families on a regular basis.	Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about young carers and how they can access support as well as who they can talk to in school.
Displaying information about young carer issues on staff noticeboards and the school intranet.	Where appropriate, a young carer may be referred to the LA or other support agencies for a needs assessment.
Referring to lists of children on child protection and looked after children plans, to identify pupils who are living with adults experiencing a mental health problem or an addiction.	The school will follow child protection procedures regarding any pupil who they believe to be at risk of significant harm due to inappropriate levels of caring.
Signposting and/or undertaking whole family work that aims to support parents/siblings in order to prevent or reduce a caring role.	
Using the curriculum to promote a full understanding, acceptance of and respect for, issues such as caring, disability and impairment, for example, embedding the challenges faced by young carers into PSHE lessons and delivering regular assemblies raising awareness of young carer issues.	The curriculum, primarily PSHE lessons, will be used to promote a full understanding, acceptance of, and respect for, issues such as the work of young carers.
Using school enrolment and annual processes to check pupil information, to ask families whether the pupil has relatives who have an illness or disability, or who are affected by a mental health problem or an addiction and whether they would like more information about the types of support available to young carers.	During the school enrolment process for new pupils, the school will: • Identify parents or family members who have disabilities or other long-term physical or mental health conditions. • Clarify whether the pupil has caring

Checking School Census data on pupils with disabilities, to identify sibling carers on the roll.	
Asking feeder schools/early-years providers to inform the school if a pupil has already been identified as a young carer.	
Asking other schools attended by siblings to tell you when the sibling has been identified as a young carer.	
Establishing information sharing protocols with the school nurse, young carer services and health and social care services to ensure that, with appropriate consent, the school is informed when they identify young carers attending, or about to start your school.	
Checking whether any young carer status has been recorded on the Common Transfer File (sent to the new school via the Department for Education) when a pupil transfers to your school from another, and checking and including this information when transferring a pupil.	
Offering support to the pupil and their family during the transition process, sharing agreed information with their new school/college/ university lead for young carers and their families.	responsibilities. • Identify whether the young carer has any additional needs that need to be supported, e.g. any SEND or social, emotional and mental health (SEMH) needs. • Where appropriate, a young carer may be referred to the LA or other support agencies for a needs assessment. • The school will continuously bear in mind that where a parent has a disability, mental health or substance abuse issue, the pupil might be the carer whilst showing none of the indicative signs of a young carer. • Establish clear lines of communication with any other provisions that have been attended by the pupil to establish if they have been identified as a young carer. • Identify through the Census checks pupils with disabilities to identify potential sibling carers on roll. The school will adapt its in year admissions process to provide opportunities for young carers and their families to self-identify and make them aware what support is available to them. The school will ensure with the support from families that the relevant information related to caring status of pupils is shared with any subsequent settings that they may attend.
Establishing a working group of school staff to support the needs of young carers, including links with external agencies, such as the school nurse, the local young carers' service and emotional wellbeing support.	Miss Mitchell is the main point of contact for young carers in the school. It is important that staff members can effectively identify young carers and that young

Gathering and using the views of young carers and their families to inform policy development.	carers feel that they can ask for help; therefore, raising awareness among staff and pupils about the issues relating to young carers and what support is available is vital. All staff are responsible for: • Ensuring that young carers have the same access to a full education and career choices as their peers. • Promoting and coordinating the support young carers need. In order to ensure that staff members understand the issues faced by young carers, training and ongoing professional development about the matter is provided for staff and the governing board. Staff members will keep up-to-date with national and local developments, legislation and guidance affecting young carers and their families. The school aims to create a welcoming and friendly environment for all pupils, in which young carers feel comfortable to discuss their situation. Ensuring that the practices and policy within the school reflects the needs of the caring community that it serves. The governing body will make provision for inclusive policies and practices that support young carers and promote good communication with their families.
Ensuring the delivering to staff of specific training about how to identify young carers affected by stigmatised conditions (such as parental mental ill health, HIV and substance misuse).	The school will continuously bear in mind that where a parent has a disability, mental health or substance abuse issue, the pupil might be the carer whilst showing none of the indicative signs of a young carer.

Using pupil progress meetings and the internal management system to identify changes in attendance and attainment and consider whether these may be due to a potential caring role.	The school uses robust systems to ensure that Young Carers are clearly identified within internal tracking systems. Leaders evaluate data effectively in order to identify and monitor the progress made by young carers, and reviews plans accordingly to tackle the barriers that may could reduce the life choices available to a young carer. This evaluative system looks at the whole school cohort, reviewing changes in attainment, progress and attendance, amongst other factors, that allows the school to consider if these changes may be due to a caring role.
Identifying young carers at risk of falling into the not in education, employment or training category and taking appropriate actions to address this.	
Flagging identified young carers on its internal management system so that attainment and attendance of young carers is understood.	
Using tracking of young carers on internal management systems and actively engaging with young carers and their families, for example drop-in sessions and questionnaires, to shape and improve provision for young carers.	
Ensuring the school is accessible and welcoming to parents with disabilities and/or illness, offering additional support to enable them to attend parent's evenings or other school events. Home visits will be considered where appropriate.	Additional support is offered in order to remove any communication barriers with parents, allowing them to be fully engaged with the education of their child. Where parents are unable to physically attend parents' evening due to their disability, medical condition or substance abuse, online appointments will be considered where necessary.
Offering additional support to remove any communication barriers with parents, so that parents are able to be fully engaged with the education of their child.	
Considering how best to support those parents who find it difficult to escort younger children to school.	
Implementing and reviewing individual pupil support plans and/ or provision maps, which recognise the pupil's specific needs as a young carer.	Once identified young carers will work with the SENCO and teachers regarding difficulties, attendance and deadlines. The SENCO will ensure that existing individual

	pupil plans recognise the pupil's specific needs as a young carer.
--	--