

## Supporting Pupils who are Young Carers

Designation	Name	Date	Signature
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Chair of LAB	Paul Tibbetts	24.4.24	

<b>Monitoring and Evaluation</b>	
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Review delegated to:	Trust Board

### **Document Version control**

<b>Version</b>	<b>Changes made</b>	<b>Date</b>
1.0	Initial set up of policy	January 2024

## **1. Introduction**

- 1.1. The Board of Trustees is committed to identifying and supporting pupils at SAND Academies Trust (the "school") who are Young Carers, and enabling them to access the education to which they are entitled.
- 1.2. The school is committed to the fair and equal treatment of its school community and aims to ensure that all children with caring responsibilities are properly supported in school so that they can play a full and active role in life at the school, remain healthy and achieve their academic potential.
- 1.3. This policy sets out the way in which the school supports the needs of pupils who are Young Carers, in partnership with the pupil, their parents, and professional agencies as appropriate.
- 1.4. This policy complies with our funding agreement and articles of association.

## **2. Principles**

- 2.1. The school acknowledges that there are likely to be Young Carers among our pupils, and that being a Young Carer can have an adverse effect on a young person's education. It can be a hidden cause of poor attendance, under achievement, and mental health concerns.
- 2.2. Young Carers are children and young people who are helping to look after someone who could not cope without their support. In caring for a parent, sibling, grandparent or other relative, they are carrying out tasks and responsibilities in addition to those appropriate for their age.
- 2.3. The person they care for may have one or more of the following:
  - 2.3.1. Physical disability (including sensory disability)
  - 2.3.2. Learning disability
  - 2.3.3. Mental health issues
  - 2.3.4. Chronic illness
  - 2.3.5. Substance misuse
- 2.4. A Young Carer's responsibilities may include:
  - 2.4.1. Personal care
  - 2.4.2. Giving, or prompting medication
  - 2.4.3. Shopping
  - 2.4.4. Housework
  - 2.4.5. Emotional support
  - 2.4.6. Looking after younger siblings
  - 2.4.7. Budgeting and paying bills
- 2.5. The impact of being a Young Carer might have the following implications:
  - 2.5.1. Being late or absent from school on a regular basis
  - 2.5.2. Difficulties concentrating, or becoming anxious/worried at school

- 2.5.3. Emotional distress
  - 2.5.4. Lack of time for homework and extra-curricular activities
  - 2.5.5. Poor attainment
  - 2.5.6. Behavioural problems due to anger, frustration, distress and tiredness
  - 2.5.7. Feelings of isolation; dealing with issues alone
  - 2.5.8. Low self-esteem
  - 2.5.9. False signs of maturity (from having assumed adult roles)
- 2.6 It may be difficult to engage with the families of Young Carers, due to fears which might include:
- 2.6.1. The young person being taken into care
  - 2.6.2. Parenting skills being called into question
  - 2.6.3. Their situation being misunderstood
- Parents may also be reluctant or unable to attend parent consultation meetings.

### **3. Aims**

- 3.1 The aims of this policy are:
- 3.1.1. To ensure that all pupils with a caring commitment are properly supported to access education and productively engage in school life.
  - 3.1.2. To establish relationships with professional support agencies with the aim of fully supporting Young Carers.
  - 3.1.3. To provide guidance to all staff on how to effectively and appropriately support Young Carers, challenge negative stereotyping, and promote inclusion.
  - 3.1.4. To effectively manage absences to ensure that the impact on the pupil's educational attainment and emotional wellbeing is minimised.
  - 3.1.5. To ensure that all relevant staff are aware of individual Young Carers.

### **4. Roles and Responsibilities**

#### **4.1 Board of Trustees**

- 4.1.1. Ensure that the school's policy on Young Carers clearly identifies the roles and responsibilities of all those involved to ensure the pupil's fullest possible participation in school life.
- 4.1.2. Recognise that support arrangements are not the sole responsibility of one person, but instead will require collaborative working arrangements between relevant stakeholders.
- 4.1.3. Ensure that appropriate staff are fully informed, trained and resourced before taking on responsibility to support Young Carers

## 4.2. Headteacher

- 4.2.1. Ensure that the school's policy is developed and effectively implemented. This includes ensuring that all staff are aware of the existence of this policy and understand the role that they play in its implementation.
- 4.2.2. Ensure that all staff who need to know are aware of the pupil's situation.
- 4.2.3. Act as a contact point for all relevant agencies in supporting the young person.
- 4.2.4. Promote awareness and understanding among staff of the difficulties and educational disadvantages of Young Carers. Provide training and information to support staff in identifying indicators that a child has a caring responsibility.
- 4.2.5. Ensure that all educational information requested by the relevant authorities is available as required and, if asked, can provide an educational perspective at any relevant meetings.
- 4.2.6. Ensure the school has in place arrangements to promote effective communication between all those working with Young Carers.

## 4.3. School staff

- 4.3.1. All staff in contact with a Young Carer should be aware of their caring commitment on a need-to-know basis, and with the permission of the young person.
- 4.3.2. Recognise the need for flexibility when responding to the needs of the Young Carer, including:
  - 4.3.2.1. Alternative arrangements for school work/homework as appropriate.
  - 4.3.2.2. Access to telephone during breaks if there is a need to call home.
  - 4.3.2.3. Ensure school is accessible to parents with mobility/communication difficulties.
- 4.3.3. Follow child protection procedures regarding any Young Carer at risk of significant harm due to inappropriate levels of caring commitments.

## 4.4. The Pupil

Young Carers should be aware that information is being recorded regarding their personal circumstances. It should be explained that the school, designated member(s) of staff, family, and other relevant agencies are working together to promote his/her/their education.

## 4.5. Parents/Families

- 4.5.1. Act as a key partner with the school and external agencies to support the strategies put in place to ensure the young person's access to education, and their wellbeing.
- 4.5.2. Maintain communication with the school to ensure relevant information is shared and acted upon where it impacts the Young Carer's education and welfare.

#### **4.6. External Agencies**

4.6.1. The school will work with external agencies to support Young Carers.

#### **5. Equal Opportunities**

The school is clear about the need to actively support pupils with caring responsibilities to fully participate in school life, trips and visits, and sporting activities, and to make any necessary arrangements and adjustments to facilitate such opportunities.

#### **6. Complaints**

Should parents be dissatisfied with the support provided by the school they should discuss their concerns directly with the school in the first instance. If for whatever reason this does not resolve the issue, they may make a formal complaint under SAND Academies Trust complaints procedure, which is available on our website.

#### **7. Monitoring arrangements**

This policy will be reviewed and approved by the board of Trustees annually.