

Young Carers Policy

Low Ash Primary School



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Statement of intent

At Low Ash Primary School, we aim to provide a community for pupils which keeps them safe, supports their creativity and enables them to meet their full potential.

The school is committed to supporting young carers' access to a full education. This policy will be implemented by all staff members in order to ensure young carers at our school are identified and offered appropriate support to access the education to which they are entitled.

The aim of this policy is to raise awareness among school staff about the needs of young carers and to support them in establishing a whole-school approach to address the issues that may arise within a school setting.

The school adopts a whole-school approach to identifying, understanding and supporting young carers, recognising the impact this has on attendance, wellbeing, achievement and inclusion.

1. Legal framework

1.1. 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'
- Keeping Children Safe in Education 2024
- Working Together to Safeguard Children 2023
- Children Act 1989
- SEND Code of Practice (2015) where appropriate

2. Definition

- 2.1. A young carer is someone who is under 18 years of age who provides regular and ongoing care to a family member who is physically or mentally ill, has a disability, or misuses substances.
- 2.2. A young carer will take on additional responsibilities to those appropriate to their age and development.
- 2.3. Young carers may be primary carers, such as caring for a parent, or a secondary carer, such as helping to care for a sibling.
- 2.4. A young carer becomes vulnerable when the level of care-giving and responsibility to the person in need of care becomes excessive or inappropriate for that child and risks jeopardising their emotional or physical wellbeing, educational achievement and life chances.
- 2.5. A young carer may undertake some or all of the following:
- Practical tasks
 - Physical care
 - Personal and intimate care

- Emotional support
- Household management
- Looking after siblings
- Interpretation
- Administering medication

3. Issues faced by young carers

- 3.1. Caring responsibilities can impact on young people's education in a number of different ways including, but not limited to, the following:
 - Lateness
 - Tiredness
 - Non-attendance
 - Late or no submission of homework
 - Not participating in extra-curricular activities and school events
 - Experiencing bullying or isolation
 - Underachieving academically
 - Poor education or career choices
- 3.2. Young carers may exhibit challenging behaviour in environments away from home in order to offset the fact that they have to take on adult responsibilities and behave in an adult fashion within the home.
- 3.3. Many young carers may be unable to develop friendships outside of school, due to reasons such as being unable to invite friends to their home, restricting the development of a pupil's social skills.
- 3.4. Some young carers carry out tasks for which they are physically ill equipped, which can impact on their overall health. Long-term caring responsibilities can also impact significantly on the mental health of young people, which like their physical health, can lead to poor attendance.
- 3.5. Some families will be dependent solely on state benefits, affecting their ability to afford proper school clothing and/or extra-curricular activities, such as school trips.
- 3.6. Families involving a young carer may be unwilling or unable to attend school functions, leading to them becoming more isolated from the school environment and unaware of issues that the young carer may be experiencing.
- 3.7. The school recognises that caring responsibilities may affect attendance and punctuality. Attendance concerns will be explored sensitively, working in partnership with the pupil, parents/carers and relevant agencies to identify

barriers and provide appropriate support before implementing attendance procedures wherever possible.

4. Identifying young carers

- 4.1. 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 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.
 - Establish individual pupil plans to recognise the child's specific needs as a young carer.
- 4.2. Where appropriate, a young carer may be referred to other support agencies for a needs assessment.
- 4.3. 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.
- 4.4. Young carers are recognised as a potentially vulnerable group whose caring responsibilities may place them at increased risk of emotional harm, neglect, poor attendance, social isolation or exploitation. Staff remain alert to these risks and follow safeguarding procedures where concerns arise.

5. Young carers and the school

- 5.1. The Inclusion Leader, Mrs Emma Turley, is the main point of contact for young carers in the school. This appointed person is 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.
 - Liaising with other agencies as appropriate, including adult services.
- 5.2. 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.
- 5.3. 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.
- 5.4. Staff members will keep up-to-date with national and local developments, legislation and guidance affecting young carers and their families.

- 5.5. The school aims to create a welcoming and friendly environment for all pupils, in which young carers feel comfortable to discuss their situation.
- 5.6. The school will publish clear information regarding how pupils and their families can access support.
- 5.7. The governing body will make provision for inclusive policies and practices that support young carers and promote good communication with their families.
- 5.8. 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.
- 5.9. The school premises are accessible to people with disabilities and/or illnesses, offering additional support to enable them to attend parents' evenings and other school events.
- 5.10. Staff members will not discuss a young carer's personal situation and related arrangements in front of their peers. Information relating to a young carer's circumstances will be shared only on a need-to-know basis in accordance with the UK GDPR, the Data Protection Act 2018 and the school's Data Protection Policy.
- 5.11. 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.

6. Providing support

- 6.1. The pastoral team will meet with young carers on a regular basis and will liaise with teachers regarding difficulties, attendance and deadlines.
- 6.2. The Inclusion Leader will ensure that existing individual pupil plans recognise the pupil's specific needs as a young carer.
- 6.3. The school offers support to the pupil and their family during the transition process, sharing agreed information with their new school, where appropriate.
- 6.4. 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.
- 6.5. Targeted early interventions are used in order to provide support to young carers, ensuring that they are able to reach their full potential.
- 6.6. The school uses and evaluates data effectively in order to identify and monitor the progress made by young carers, and reviews plans accordingly.
- 6.7. Calls home during the school day or during school residentials may be offered, with the intention of reducing any worry the young carer may have about a family member.
- 6.8. Where appropriate, homework deadlines for young carers will be negotiated.

- 6.9. Where appropriate, the school will schedule around young carers' duties, such as ensuring access to preferred after-school clubs.
- 6.10. Where parents are unable to physically attend parents' evening due to their disability, medical condition or substance abuse, home visits or virtual meetings will be considered where necessary.
- 6.11. Young carers are provided with opportunities to speak to someone in private regarding their role as a young carer.
- 6.12. Staff members treat young carers in a sensitive and child-centred way, upholding confidentiality.
- 6.13. The school will continuously promote additional links with adult care agencies which may be able to support families and relieve care responsibilities.
- 6.14. The school will discuss and provide advice to parents regarding transport arrangements, where necessary, for those who find it difficult to escort their young children to school.
- 6.15. Young carers will be listened to and involved in decisions about the support they receive. Their views, wishes and feelings will be considered when developing individual support plans.

7. Monitoring and review

- 7.1. The Headteachers and the Inclusion Leader will continually monitor and review practice to ensure this policy is implemented correctly.
- 7.2. Staff will all be aware of other relevant school policies which will be implemented alongside this policy.
- 7.3. This policy will be reviewed by the governing body on an annual basis.
- 7.4. The next scheduled review date of this policy is Summer term 2027.