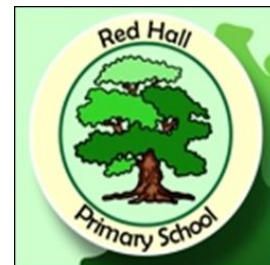


# Red Hall Primary

## Young Carers Policy



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### Red Hall Primary School's Young Carers Lead

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## **Introduction**

At Red Hall Primary School we have a commitment to ensuring that all children feel good about themselves, achieve highly in their work, build friendly and lasting relationships and take responsibility for their attitudes towards work and behaviour.

By working in close partnership with parents we will nurture the developments of trust, respect, confidence, independence, self-esteem and the aspiration to learn.

This statement sets out our aspirations for all of our pupils. Some children however, will need extra support in achieving their potential and we believe that young carers are part of this group. We will do our utmost to ensure they are supported within school to help them be safe, feel happy and achieve their potential.

The Statutory Directors for Children's Services (ADCS) and Adult Social Services (ADASS), (2010) encourages schools to put a policy for young carers in place and Ofsted (2009) cited having such a policy in schools as good practice.

## **What is a Young Carer?**

A Young Carer is someone between the ages of 5-18 years who is affected by care responsibilities for a family member within the home who has:

- A drug or alcohol dependency
- A mental health problem
- A serious or long term illness
- A physical disability
- A learning disability

## **Definition of Caring**

Caring responsibilities may be defined as either practical or emotional and can be inclusive of:

- Household tasks e.g. cleaning and tidying, laundry
- Personal Care e.g. bathing, changing, dressing, toileting needs
- Cooking
- Shopping and Dealing with Finances
- Administering/sorting or reminding about medication
- Helping with Younger Siblings
- Offering Emotional Support e.g. ensuring safety, keeping a person company, listening to worries, calming someone, stressing Etc,

## **Aim of the Policy**

- To raise awareness among staff about the needs of young carers and to support them in addressing any issues that may arise within the school day.
- Provide staff with the information needed to enable them to provide young carers with information and advice on where to seek help.
- To support young carers through a whole school approach and through working with other agencies and professionals, with the understanding that support for the whole family is in the best interests of the young carer.
- To ensure parents are aware of the support they can receive through the young carers policy.

## **Legislation**

### **Carers and Disabled Children Combined Policy Guidance Act 2000 and Carers (Equal Opportunities) Act 2004**

These acts provide young carers with varying rights to an assessment of their needs, which must take into account their right to an education.

### **Carers (Recognition and Services) Act 1995**

Highlights that an assessment of a young carer's needs must take into account the right to education.

### **Children Act 1989**

If a child does not have the opportunity or is unable to achieve or maintain a reasonable standard of health or development, then they are regarded as being in need. This in turn means they are eligible for a range of support services.

The *Framework for Assessment of Children in Need and their Families*, which gives guidance on S.17 of the Act, includes a section on young carers stating that effective support will require "good quality joint work between adult and children's social services as well as co-operation from schools and health workers...Young carers can receive help from both local and health authorities." See paragraphs 3.61-3.63.

Care and 2014 and Children and Families Act 2014

The Young Carers (Needs Assessment) Regulations 2015

This legislation secures the rights and entitlement of young carers to an assessment of their needs by their local authority and also gives consideration to those reaching the transition age of 18 and whether it is likely that they will continue to be expected to provide care.

## **Factors that May Suggest a Pupil is a Young Carer**

Being a young carer can have various implications on their education which may include;

- Late for school on a regular basis and may have a high number of absences.
- May often be tired, withdrawn and come across as pre-occupied.
- Not able to join in after school activities or trips.
- Could be a victim of bullying
- Not achieving to the best of their ability – homework may not be handed in regularly.
- May be anxious or worried over family relatives.
- Behaviour may change and young carer may develop emotional problems.
- Unable to establish friendships as unable to socialise with school friends outside school.
- Display poor health as often young carers carry out tasks for which they are physically ill equipped which impacts on their physical health. In addition to this, long term caring responsibilities can impact hugely on the mental health of young people.
- Lack of parent involvement – parents may be unwilling or unable to attend school events or parent evenings, which makes them feel isolated from the school environment and unaware of experiences or issues their child may be experiencing.

These signs and behaviours may indicate other problems, but being a young carer should be considered a possibility and discussed with the young person in a private space.

The teacher or support staff may refer the young person to the nominated Young Carers Lead, who is:

**Ms Angela Clemmons**  
**Well Being Team**  
**Redhall Primary School,**  
**Headingley Crescent**  
**Darlington**  
**DL1 2ST**  
**Tele: 01325 254770**

## **How the School will Support Young Carers**

### **School Commitment**

**The school views young carers as any other pupil, but understands that they have the additional burden of caring responsibility. The whole school is committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy school and have equal access to education as their peers. (This commitment is reflected in all relevant school policies).**

**The school understands the issues faced by young carers, what to look and listen for and how to respond:**

- A school lead has been assigned with responsibility for young carers and their families. Pupils and families will be made aware of the identity of the schools young carer lead and how to access support from them.
- The school uses the Pupil Premium to minimise any barriers to education and learning experienced by eligible young carers to improve their wellbeing, attainment and attendance.
- The school has an effective referral system and strong partnership in place with the local young carers' service.
- The school actively seeks feedback and ideas from young carers and their families in order to shape and improve provision for young carers.
- Training on young carers' issues is embedded in on going professional development for governors and all staff.
- The school keeps up to date with national and local developments and with legislation and guidance affecting young carers and their families.

### **Young carers know how to access support:**

- Information about support available for young carers and how to access it is clearly available to both pupils and families.
- Young carers have access to the school counsellor or Young Carers' Lead if required.
- The school uses 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 education lessons curriculum. This includes provision of appropriate lessons about disability, mental health or drug/ alcohol issues.
- The school is accessible and welcoming to parents with disabilities and/or illness, offering additional support to enable them to attend parents' evenings or other school events. Home visits are considered where appropriate.

- The school offers additional support to remove any communication barriers with parents, so that parents are able to be fully engaged with the education of their child.

**During the school enrolment process for new pupils, the school:**

- Identifies parent(s) or family members who have disabilities or other long-term physical or mental health conditions.
- Identifies if the pupil has caring responsibilities and if this means this young carer has any additional needs that need to be supported.
- Establishes individual plans to recognise the child's/young person's specific needs as a young carer.
- Refers/signposts young carers and their families to other support agencies and professionals as appropriate including the local Young Carers Service..

**Young carers are respected:**

- A young carer's privacy is respected and information about them or their caring role is not communicated in front of their peers.
- The school has a confidential approach (please also refer to The Right to Confidentiality), providing a private space to speak to young carers. However, we also recognise that some young carers prefer not to discuss their caring role while others might find it helpful to discuss their own personal situation with a member of staff. Staff will not ask young carers about their home life when other people are listening.
- The school views young carers as any other pupil, but understands that they have the additional pressure of caring responsibilities.

**Transition support is in place for young carers:**

- The school offers 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.
- The school will identify young carers at risk of falling into the NEET category and take appropriate actions to address this.

**The school will reduce barriers to education and learning:**

- Young carers and their families receive coordinated support by the school, working in partnership where appropriate with general practitioners, young carers' services, and behaviour and education support teams.
- The school offers lunch-time detentions and homework clubs as well as after school ones.
- The school allows young carers to use a telephone to call home during breaks and lunch times so as to reduce any worry they may have about a family member.
- Young carers are allowed to go in to lunch early if they need to get home at lunchtime.
- Where appropriate, the school negotiates deadlines, for example, for homework and coursework and provides extra time to hand work in when the person being looked after is ill.
- The school will provide support to improve attendance and pupil's wellbeing and offer privacy to young carers when investigating lateness or non-attendance at school.
- Alternatives are considered if a young carer is unable to attend out of school activities due to their caring role.
- A card system is set up for young carers to be excused from class if they have emotions they can't deal with.
- The school will consider how best to support those parents who find it difficult to escort younger children to school.
- The school uses and evaluates data effectively to identify and monitor the progress made by young carers and reviews young carers individual plans accordingly.
- The school meets the requirements of the Equality Act 2010.

## **School Admissions**

The school is aware of paragraph 2.28 of the 'School Admissions Code 2010' which under section 'social and medical need' states:

*"...it is acceptable to give higher priority to children or their families where there is a social or medical need (for example, where one or both parents or the child has a disability that may make travel to a school further away more difficult)."*

## **The Right to Confidentiality**

The school that pupils and families have the right to privacy and the school will only share information with professionals and agencies on a need to know basis in order to support pupils and families. Young Carers and their families will be given choice with whom their information is shared. Confidentiality must remain in line with both our own and Local Authority safeguarding arrangements.

## **Outcomes of the Policy**

- Governors, teaching and non-teaching staff will be aware that there are young carers within their school and understand how to support them.
- Young carers will feel that there is more support for them within school and so will be more likely to communicate with the school about their caring role.
- Parents will feel confident that they can approach the school to discuss any concerns they have about caring at home.

## **Further Policies**

Red Hall Primary School's Young Carers Policy will work in conjunction with the below policies school adopts:

Emotional Health and Well Being

Expectations and Choice – our behaviour belief

## APPENDIX ONE: What young carers have said they would like

- Someone we can talk to who understands about young carers and will listen.
- Teachers to be understanding and flexible if we have issues with our homework and support us.
- Support when we are bullied.
- Access to our phones in case anything is wrong at home.
- A support group with other young carers, mentoring or counselling.



## APPENDIX TWO: Further Information

**DISC Young Carers Project – 01325 483038**

[dyc@disc-vol.org.uk](mailto:dyc@disc-vol.org.uk)

Unit 2B Enterprise House  
Valley Street North  
Darlington  
DL1 1GY

**Supporting Young Carers: A Resource for Schools**

<http://professionals.carers.org/young-carers/articles/schools-resource-pack,6282,PR.html>

Carers Trust <http://professionals.carers.org/young-carers/>

The Children's Society <http://www.youngcarer.com/>

Think Child, Think Parent. Think Family <http://www.scie.org.uk/publications/ataglace/ataglace09.asp>

Think Family Toolkit <https://www.education.gov.uk/publications/eOrderingDownload/Think-Family.pdf>

Keeping the Family in Mind Resource Pack

[http://www.barnardos.org.uk/what\\_we\\_do/policy\\_research\\_unit/research\\_and\\_publications/keeping-the-family-in-mind-resource-pack-2nd-edition/publication-view.jsp?pid=PUB-1600](http://www.barnardos.org.uk/what_we_do/policy_research_unit/research_and_publications/keeping-the-family-in-mind-resource-pack-2nd-edition/publication-view.jsp?pid=PUB-1600)

Minds, Myths and Me <http://www.copmi.net.au/resources/3306-Minds-Myths-and-Me-UK.html>

Drugs, alcohol and parenting [http://www.exchangesupplies.org/shopdisp\\_P108.php](http://www.exchangesupplies.org/shopdisp_P108.php)

Understanding the Impact of Parental Substance Misuse on Children (elearning)

<http://www.scie.org.uk/assets/elearning/parentalsubstancemisuse/website/module2/main.html>

Parental Mental Health and Families (elearning)

<http://www.scie.org.uk/publications/elearning/parentalmentalhealthandfamilies/index.asp>

The Carers' Hub, a developing showcase of successful interventions for carers and young carers

<http://www.carershub.org>

The Include Partnership - a range of resources to aid local authorities and services with their development of strategy and service provision for young carers and their families:

<http://www.youngcarer.com//showPage.php?file=200813131330.htm>

**The Children's Society – There's Nobody Is There? – No one who can actually help?**

<http://www.childrenssociety.org.uk/what-we-do/resources-and-publications/theres-nobody-is-there-no-one-who-can-actually-help>

Childline – 0800 11 11

KIDSCAPE Parents Helpline (Mon-Fri 10-4) – 0845 1 205 204

Parentline Plus – 0808 800 2222

Young Carers Website – [www.youngcarers.net](http://www.youngcarers.net)

Bullying online – [www.bullying.co.uk](http://www.bullying.co.uk)

## APPENDIX THREE: Referral Pathway

Assessment Referral Route to Darlington's Young Carers Project and Common Assessment Framework (CAF) Process

