

White Woman Lane Junior School Young Carers Policy

At White Woman Lane School, we aim to recognise who all our Young Carers are, celebrate the many skills they have acquired through their caring experiences and emphasise it's something to be proud of.

This policy aims to ensure our Young Carers are offered appropriate support to access the education and other services to which they are entitled.

Definition

Young carers are children and young people who provide care to another family member. The level of care they provide would usually be undertaken by an adult and as a result of this they take on a level of responsibility that is inappropriate to their age and development. This is likely to have a significant impact on their childhood experiences.

The person they look after will have one or more of the following:

- Physical disability
- Sensory disability
- Learning disability
- Mental health problem
- Chronic illness
- Substance misuse problem

They may also be taking on a caring role if they are:

- growing up with disabled siblings,
- in a family where there has been recent serious or terminal illness diagnosed,
- coping with illness in wider family.

Caring Tasks

A young carer will take on additional responsibilities to those appropriate to their age and development. A young carer might be providing the main care or share responsibilities with another family member. The caring tasks that a young carer has to deal with can range from:

Nursing care: giving medication, injections, changing dressings, assisting with mobility etc.

Personal intimate care: washing, dressing, feeding and helping with toilet requirements.

Emotional care: being compliant, monitoring the emotional state of the person cared for, listening, being a shoulder to cry on, supporting a parent through depression and trying to cheer

them up. In cases where a young carer is supporting an adult with drug/alcohol misuse problem, they will often take a leading role in trying to keep that person safe.

Domestic care: shopping, cleaning,	doing a substantial amount of housework, cooking, laundry etc.
Financial care: completion of	running the household, bill paying, benefit collection, financial/administrative documents etc.
Child care:	taking responsibility for younger siblings in addition to their other caring responsibilities.
Communication & Interpreting:	communicating on behalf of the adult or family with agencies/services and interpreting for a language or sensory impairment.

Possible effect on education

At White Woman Lane School, we acknowledge that there are likely to be young carers among our students, and that being a young carer can have an adverse effect on a young person's access to education and attainment.

Because of their responsibilities at home, a young carer might:

- Have erratic or poor school attendance
- Arrive late at school
- Decline in academic achievement
- Not complete homework
- Not attend out of school activities or school trips
- Lack motivation
- Have back problems, aches and pains or patterns of being generally unwell
- Appear withdrawn, isolated from peers, have difficulties socialising
- Show, anxiety, depression, anger, self-harming behaviour
- Have poor concentration (due to worrying about the person who is cared for)
- Have poor home/ school relationship
- Have parents who do not attend parents evening or lack of overall contact with school
- Have false signs of maturity, assuming an adult role in social situations or have difficulty enjoying childhood activities

It also might be difficult to engage their parents (due to fears about child being taken into care, fears about their condition being misunderstood or their parenting skills being called into question). School may need to make alternative arrangements for communication about attainment.

Key findings from 'Hidden from view' report from the Children's Society, 2013.

1. Latest census statistics 2013 reveal there are 166,363 young carers in England, compared to around 139,000 in 2001. This is likely to be an underrepresentation of the true picture as many remain under the radar of professionals.
2. One in 12 young carers is caring for more than 15 hours per week. Around one in 20 misses school because of their caring responsibilities.
3. Young carers are 1.5 times more likely than their peers to be from black, Asian or minority ethnic communities, and are twice as likely to not speak English as their first language.
4. Young carers are 1.5 times more likely than their peers to have a special educational need or a disability.
5. The average annual income for families with a young carer is £5000 less than families who do not have a young carer.
6. There is no strong evidence that young carers are more likely than their peers to come into contact with support agencies, despite government recognition that this needs to happen.
7. Young carers have significantly lower educational attainment at GCSE level, the equivalent to nine grades lower overall than their peers e.g. the difference between nine B's and nine C's.
8. Young carers are more likely than the national average to be not in education, employment or training (NEET) between the ages of 16 and 19.

Many will be late to school and unable to complete their homework on time. When at school young carers may have difficulty concentrating due to anxiety about the person they care for. In addition to academic problems, many young carers have difficulty integrating socially within the school environment, with some being teased or bullied by their peers.

In spite of these problems the majority of young carers will not be identified as such by staff in schools, partly because young carers and their families often remain silent about their caring responsibilities due to fears of the reactions of statutory agencies and peers and the stigma surrounding some health conditions, addictions and disabilities or they are unaware that help may be available.

Support Offered

White Woman Lane School acknowledges that Young Carers may need extra support to ensure they have equal access to education and opportunities offered through the life of a school.

Through this policy, our school is giving the message that Young Carers education and school experience is important. We will support Young Carers' in making the most of their educational opportunity and to enjoy the same experiences as their peers without caring responsibilities.

White Woman Lane School will have:

- A designated member of the Senior Leadership Team with responsibility for Young Carers
- At least two Young Carers Champions from Teaching/TA staff who will support Young Carers in half-termly meet ups, to provide support/advice etc. as required.
- A designated governor with responsibility for monitoring the school actions for Young Carers

As a school we will:

- Support our Young Carers in accordance with our Young Carers Agreement
- Hold half termly meet ups that will provide Young Carers with the opportunity to meet, talk and relax together as a group
- Complete a Young Carers Passport with each Young Carer and review annually
- Regularly celebrate and raise awareness of the work of Young Carers through assemblies
- Discuss our Young Carers, when relevant, during weekly SLT safeguarding meetings
- Hold half termly meetings between designated Young Carers Champions and SLT with responsibility for Young Carers, to ensure the needs of our Young Carers are being met
- Ensure that appropriate information is shared with school staff in order that there is an awareness of the young carer's situation.
- Respect the family and Young Carer's right to privacy – we will only share information with people on a need-to-know basis. We appreciate, for example, that Young Carers will not discuss their family situation unless they feel comfortable. The young person's caring role will be acknowledged and respected.
- Treat Young Carers in a sensitive and child-centred way, upholding confidentiality whilst being alert to any safeguarding concerns.
- Provide annual Young Carers training to all staff
- Encourage effective use of the PSHRE curriculum, to explore the rights of children, the roles and responsibilities of young carers, and the challenges they face. We will use PSHRE lessons to promote positive images of disability, challenging stereotypes and discrimination. We will promote discussion regarding caring and issues surrounding illness and disability, to promote a fuller understanding, acceptance and respect.
- Adopt a healthy attitude to different illnesses to try and reduce stigmas attached to illnesses such as Mental Health problems and disabilities.
- Avoid stigmatisation or labelling of pupils who are carers

- Have an awareness of attendance and punctuality being affected by caring responsibilities e.g. taking younger siblings to and from school or when caring tasks during the night cause lateness.
- Ensure that school policies, such as those for enrolment, attendance, bullying and behaviour afford recognition to young carers, as they are reviewed following our usual school cycle
- Put Young Carers and their family in touch with the local Young Carers Service and other organisations who can offer support.
- When required, organise a Young Carers Needs Assessment through Norfolk County Council and refer our Young Carers for support from Carers Matter Norfolk. We will liaise with any family support workers working with the Young Carer, as a result.
- Ensure that the whole school is committed to meeting the needs of Young Carers and that pupils have access to the appropriate information regarding the support that is available.

Additionally:

- We will provide Young Carers with opportunities to speak to someone in private, and will not discuss their situation in front of their peers.
- We appreciate that Young Carers will not discuss their family situation unless they feel comfortable. The young person's caring role will be acknowledged and respected.
- We will ensure Young Carers can access all available support services in school and other appropriate services/agencies.
- We will follow safeguarding procedures regarding any young carer at risk of significant harm due to inappropriate levels of caring.
- We will promote discussion and learning in all areas of the curriculum to facilitate fuller understanding, acceptance of and respect for, the issues surrounding illness, disability and caring.
- We recognise that flexibility may be needed when responding to the needs of young carers.

Available provision includes (but is not limited to):

- Access to a telephone during breaks and lunchtime, to phone home
- Negotiable deadlines for homework (when needed)
- Reading support from one of our reading volunteers
- Breakfast provided in times of need
- Pastoral sessions if necessary
- Arrangements for schoolwork to be sent home (where there is a genuine crisis).
- Any absence for a young carer is monitored carefully

- Access for parents with impaired mobility
- Alternative communication options for parents who are sensory impaired or housebound
- Advice to parents if there are difficulties in transporting a young carer to school

We also recognise the need to ensure key information is passed onto relevant High Schools when our Young Carers prepare to leave White Woman Lane School in Year 6. We will fill in a Transition Form with our Young Carers for them to share with to their new school.

Appendix:

YC 1 Year 6 Transition to Secondary School Form

YC 2 Young Carers Agreement

Link for Young Carers Passport <https://www.carersvoice.org/carers-identity-passport/>

Step 6

Tool 8: Exemplar working together agreement for use with young carers' services

Purpose

This exemplar working together agreement is designed to support schools and young carers services to have a written understanding of how they have agreed to work together to support young carers.



This document represents a Working Together Agreement between [insert name of school] and [insert name of young carers' service]. It sets out the ways in which the school and young carers' services will work together with a view to enabling the effective identification of pupils who have caring responsibilities and to enhance the school's support for these pupils.

Please note that this is not a legal binding document.

1. Goals and objectives

The aim of the partnership working between [insert name of school] and [insert name of young carers' service] is to improve the identification and support of young carers, so that they get the help they need to enjoy and achieve at school in the same way as their peers.

2. Stakeholders

This agreement is made between:

- 1) (name of school and address)
- 2) (name of young carers service and address)

3. Responsibilities

As part of this Working Together Agreement, [insert name of school] agrees to:

- Inform [insert the name of the young carers' service] when they identify a pupil who is a young carer, provided the appropriate consent from the pupil's family has been gained.
- With the appropriate consent, inform the young carers' service about the targeted interventions being delivered to the pupil and impact these interventions have had on the pupil's attainment, attendance and wellbeing.
- Where the school becomes aware of any child protection concerns, the school will [set out agreed child protection procedures and how the school will work with these through the young carers' service].
- Include information signposting pupils to the young carers' service on pupil notice boards and the school website.
- Make referrals to young carers' service for support provided by the service outside of the school e.g. 1:1 support, whole family work, clubs, activities or respite breaks.



[Where the young carers' service is providing targeted interventions to pupils in the school]

- Provide rooms for the delivering of targeted interventions to pupils in the school by the young carers' service which are private and are where pupils and staff feel comfortable.

- Notify the young carers' service about schedule changes, such as fire drills by [insert agreed method] and by [insert agreed time].
- Notify the young carers' service regarding school closures/staff sickness by [insert agreed method] and by [insert agreed time].
- Provide a pigeon hole for the young carers' service, access to the school staff room and a PC.

The [insert name of young carers' service] agrees to:

- Inform, with the appropriate consent from the pupil's family, the Young Carers' School Operational Lead at [insert name of school] when they identify a young carer attending, or about to attend, the school.
- Support the school to make appropriate and timely referrals to the young carers' service by providing the Young Carers' School Operational Lead with details regarding the support provided by the service and relevant eligibility criteria, as well as feedback relating to any referrals made.
- Where relevant and with the appropriate consent, share information regarding the impact of interventions being delivered by the young carers' service in respect of a pupil.

[Where the young carers' service is supporting the school to assess the needs of pupils identified as young carers]

- Support schools to assess the needs of young carers by meeting with a pupil who is or may be a young carer in the school to carry out an assessment of their needs and make recommendations for the types of support that should be delivered to the pupil inside and outside of school.



[Where the young carers' service is providing targeted interventions to pupils in the school]

- Deliver [insert type of intervention] in the school from [insert date] to [date], with a view to [insert purpose of intervention].
- [Include here details about whether the young carers' service can contact the young carer or family independently of the school].
- Provide the school with evidence that staff delivering the targeted interventions have completed a DBS check in respect of their role at the young carers' service.

[Where the young carers' service is delivering assemblies and/or lessons to pupils in the school]

- Deliver [delete as appropriate: a whole school assembly/assemblies to years xx/PSHE lessons in years xx] to raise pupil awareness about young carer issues and which incorporate positive messages about disability/illness.

[Where the young carers' service is delivering staff training]

- Support the school to develop, implement and review the school's provision for young carers by delivering training and awareness raising amongst staff.

4. Funding

[Include details of any costs involved in the provision of services by the young carers' service and how these will be met].

5. Response times

Responses to correspondence (phone calls / emails) should be made within 2 weeks of receipt (and where possible sooner). Where comprehensive responses cannot be made within this timeframe recognition of the correspondence should be made outlining a timeline for full response.

Should the lead contact from either party be unavailable an alternative contact should be provided.

6. Rights to change / terminate agreement

The partnership will be reviewed at [insert timing e.g. at the start/end of each school year, every six months].

If, due to unforeseen circumstances, the school and/or the young carers' service can no longer deliver the responsibilities set out in this Working Together Agreement, they should inform the other party immediately. A [insert agreed time frame] 'closing period' will be required for terminating work.

Transition plan for young carers



The **Benjamin** Foundation

My Name is

My current school is...

I am a young carer because....

The support that helps me in my current school is...

I may need help with

