



YOUNG CARERS POLICY

Author:	Director of Safeguarding
Approval needed by:	Chief Executive
Consultation required	Trust Leader for Vulnerable Groups
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Our Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background.

Young carers – academy statement for students and families

At The de Ferrers Trust we are aware that students in our academies may well have caring roles at home. We believe that all children and young people should have equal access to education, regardless of what is happening at home and that no child should have to take on inappropriate or excessive caring responsibilities.

When a young person does look after someone in their family who has a serious illness, disability or substance misuse problem, they may need a little extra support to help them get the most out of their education.

We aim to understand the issues faced by young carers and to have a separate policy for young carers stating how we will support any student who helps to look after someone at home.

We aim to support young carers through a holistic 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.

Context

The definition of a young carer is as defined in section 96 of the Children and Families Act 2014 as “a person under 18 who provides or intends to provide care for another person (of any age, except where that care is provided for payment, pursuant to a contract or voluntary work). This relates to care for any family member who is physically or mentally ill, disabled or misuses substances”.

From April 2015 The Care Act and The Children and Families Act (both 2014) will redefine the way the Local Authority works to support young carers and their families. Responsibilities for identifying and supporting young carers are placed on the Local Authority as a whole and are set out in the Children’s Act 1989 (including insertions made by the Children and families Act 2014) and under the Care Act 2014.

Section 96 of the Children and Families Act 2014 introduces new rights for young carers in order to improve how young carers and their families are identified and supported. From April 2015 all young carers will be entitled to an assessment of their needs from the Local Authority and a transition assessment as they approach adulthood. This new provision works alongside measures in The Care Act for assessing adults to enable a “whole family approach” to providing assessment and support.

To meet eligibility for a service in Staffordshire and Derbyshire from the local authority, children and young people must:

- Meet this **definition** of a young carer
- Be undertaking **age inappropriate care** (in terms of what they do or the degree to which they do it)
- Be **negatively impacted** as a result of their care role, i.e their physical/mental health, education, employment, training, emotional and behavioural development, identity, family, social and peer relationships.

Background

Young carers are a vulnerable and disadvantaged group, who often experience difficulties in their education. They may struggle to attend their educational setting and make good progress.

Their caring role may impact upon their emotional and physical well-being and/or their prospects in education and life. Identifying and supporting young carers is an effective way of improving the attainment and attendance of this student group. We believe that by supporting young carers and their families we can strengthen families and support parenting.

A young carer may do all or some of the following:

- Practical tasks, such as preparing meals and drinks.
- Physical care, such as lifting, helping a parent on stairs or with physiotherapy.
- Personal care, such as washing, dressing, administering medication, changing dressings, and/or helping with toileting needs.
- Domestic tasks, such as cleaning, managing the family budget, paying bills, collecting benefits and prescriptions.
- Looking after younger siblings.
- Emotional support, such as staying at home to keep the person they care for company.
- Interpreting, due to a hearing or speech impediment or because English is not the family's first language.

Policy

A Young Carer Champion is assigned and has special responsibility for young carers and their families within each academy. Students and families will be made aware of the identity of their academy's lead:

- The de Ferrers Academy lead – Sarah Glover
- Granville Academy lead – Stevie-Dee Carter
- The Pingle Academy lead – Mark Hurst
- Horninglow Primary lead – Lucy Grice
- Eton Park Junior lead – Claire Plimmer
- Lansdowne lead – Claire Plimmer
- Richard Wakefield Primary Academy lead – Emma Mulligan

We will endeavour to identify young carers by asking the question of parents/carers on the induction paperwork upon entry “do you consider your child to be a young carer? (i.e. do they have caring responsibilities for one or both parents?)” If this identifies a student as a young carer we will make a bespoke offer of support which may include:

- A referral to the Local Authority’s commissioned support service to request that a detailed assessment is undertaken to ascertain appropriate support.
- A referral to the Local Authority’s young carer respite support group.
- A referral to young carers ID scheme.
- Signposting and/or referral to relevant agencies.
- Information and advice.

All the academies within the Trust view young carers as any other student, but understand that they have the additional burden of caring responsibilities and will consult with the family of the child or young person or the young person themselves to understand the nature of these responsibilities and how they may impact on academy life so as to enable appropriate and structured support to be offered.

The Trust is committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy their education and have equal access to learning in line with their peers.

Training on young carers’ issues will be embedded in on-going professional development for all staff.

During the enrolment process for new students, the academy will:

- Identify whether: parent(s)/carers or family members have disabilities or other long-term physical or mental health problems.
- Students who are young carers will be identified along with any additional needs they may have.

Individual plans will recognise the child’s/young person’s specific needs as a young carer. The academy will use and evaluate data effectively to identify and monitor the progress made by young carers.

The academies within the Trust will:

- Aim to offer support to improve attendance and students’ well-being. The right to students’ and families’ privacy will be respected and the academy will only share information with professionals and agencies on a “need to know basis” in order to support students and families. Information about support available for young carers and how to access it will be made clearly available to both students and families.

- Recognise that young carers and their families need to receive coordinated support by the academy, working in partnership where appropriate with general practitioners, young carers' services, behaviour and education support teams. Young carers will be referred or signposted to other support agencies and professionals as appropriate, including the local young carers' service. The academies will refer or signpost families to other support services when appropriate.
- Adhere to The Equality Act 2010. All the trust academies are accessible and welcoming to parents/carers with disabilities and/or illness, offering additional support to enable them to attend parents' evenings or other academy events. Home visits will be considered where appropriate.
- Offer additional support to remove any communication barriers with parents, so that parents are able to be fully engaged with the education of their child.
- Offer support to the young person and their family during the transition process, sharing agreed information with their new academy/college lead for young carers and their families.
- Relevant aspects of the curriculum, such as personal, social, health and economics education (PSHE education) will be used to encourage positive approaches by all teachers and staff working with young carers. The academy will use 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 the curriculum for personal, social, health and economic (PSHE).
- Consider alternatives if a young carer is unable to attend activities outside of the academy day, such as sports coaching or concerts, due to their caring role. The academies will also consider lunchtime detentions rather than after the academy day.
- Where possible, negotiate deadlines, for example, for homework and coursework, in advance.
- Actively seek feedback and ideas from young carers and their families in order to shape and improve provision for young carers.

Other appropriate policies, such as a bullying policy, will take young carers into account.