



YOUNG CARERS POLICY

2025-27

Purford Green Primary School and Nursery

Part of the Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

Young Carers Policy

Intent Statement

Purford Green Primary School and Nursery acknowledges that young carers may need extra support to ensure they have equal access to education. Through this policy, the school is giving the message that young carers' education is important.

AIMS

- To improve the progress and raise the standard of achievement for young carers.
- To raise awareness of young carers among staff and to ensure the identification of all young carers as early as possible on entry to the school.
- To ensure that young carers feel as included and supported within their school community as possible.
- To ensure that young carers take as full a part as possible in all school activities.
- To ensure that young carers are involved in discussions and decisions affecting young carer provision.
- The school recognises that flexibility may be needed when responding to the needs of young carers.

Who are Young Carers?

Young carers are children and young people under 18 who help look after a family member who is disabled, physically or mentally ill or has a substance misuse problem. Young carers may be caring for a parent, a sibling, grandparent or other relative or person close to the family. In some cases, a young carer may be caring for more than one family member. Many young carers also help care for younger siblings.

A young carer may be a primary carer or supporting another person with caring tasks. When identifying a young carer, the focus should be the impact on the child, rather than the hours spent, type, or level of caring tasks.

Caring Tasks

Caring can involve physical and/or emotional care or taking responsibility for someone's safety or well - being. Young carers are carrying out tasks and responsibilities, which are additional to those appropriate for their age. The person they look after may have one or more of the following:

- Physical disability
- Mental health issues
- Learning difficulties
- Alcohol or drug misuse
- Long-term illness

The person they care for may be a parent, sibling, or grandparent. A Young Carers' responsibilities may include:

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

Identifying Young Carers

Factors which may indicate that a young person is caring include:

- Illness or disability in the family
- Being late or absent (due to caring responsibilities at home)
- Assuming a parental role to other siblings
- Poor concentration and/or often tired
- Academic performance below potential
- Homework often uncompleted
- Isolation from peers or problems interacting with peers
- Not making use of out of school activities
- Mature and responsible but can 'let go' and behave immaturely when in a safe environment
- Behavioural problems
- Limited contact with school by parents

Possible impact on education

Purford Green Primary School and Nursery acknowledges that there are likely to be a significant number of young carers in school and that being a young carer can have an adverse effect on a young person's education. Due to responsibilities at home, a young carer might experience:

- Being late or absent due to responsibilities at home
- Poor concentration, anxiety or worry in school

- Emotional distress
- Tiredness in school
- Lack of time for homework
- Poor attainment or drop in attainment expected
- Physical problems such as back pain from lifting or pushing a wheelchair
- False signs of maturity, due to assuming an adult role
- Behavioural problems (taking out their anger or frustration)
- Lack of time for extra-curricular activities
- Isolation, embarrassed to take friends home
- Limited social skills or not age appropriate
- Bullying
- Feeling that no one understands and that no support is available
- Low self esteem

Young carers can feel tired, worried, and isolated. Their social life is often restricted with few opportunities for fun and after school activities. It might also be difficult to engage with parents (due to fears about a child being taken into care, fears about their condition being misunderstood or their parenting skills being called into question). They may be unable to attend parents' evenings. In addition, young carers may be reluctant to share their own experiences.

Support and strategies.

WE acknowledge that young carers may need additional support to access and maintain the education to which they are entitled.

Through this policy, Purford Green Primary School and Nursery is giving the message that young carers' education is important, and 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. The school will encourage, support, and monitor young carers progress as agreed in their personal support plan. As a school, we will:

- Include space on school applications forms for parents to declare:
 - a) Whether or not their child is a young carer
 - b) Whether or not their child is registered as a young carer
- Ensure that all relevant members of staff receive training around how to identify and support young carers.
- Create a young carer register, accessible to all relevant members of the pastoral team and teaching staff.
- Appoint a member of the Governing Body who will be responsible for ensuring that provision of a high standard is offered to young carers.
- Appoint a young carer lead in the Senior Leadership Team who will be responsible for overseeing young carer provision.

- Appoint a member of staff to lead on young carer provision who will be responsible for maintaining a young carer support group and corresponding with external agencies to stay up to date on a young carer's circumstances and needs.
- Monitor the progress of young carers and respond accordingly with appropriate intervention where necessary.
- Support young carers to make positive transitions between year groups and when moving to another school.
- Monitor the attendance of young carers and respond accordingly with appropriate intervention where necessary.
- Make reasonable adjustments to usual school policies and show flexibility on a case-by-case basis regarding issues such as lateness to school, late homework, and poor attendance.
- Ensure that young carers have access to the mental health support available across the school where necessary.
- Support young carers in getting to and from the school where necessary.
- Maintain and regularly review our young carer's policy.
- Ensure the designated professional for young carers will liaise with relevant colleagues and other relevant agencies regarding their caring responsibilities, with the consent of the young carer. All pupils will be made aware of the designated professional.
- Add the pupil to the vulnerable pupils' list.
- Provide young carers with opportunities to speak to someone in private and staff will not discuss their situation in front of their peers.
- 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.
- Treat young carers in a sensitive and child-centred way, upholding confidentiality.
- Follow child protection procedures regarding any young carer at risk of significant harm due to inappropriate levels of caring.
- Recognise that flexibility may be needed when responding to the needs of young carers. Available provision includes (but is not limited to):
 - a) Access to a telephone during breaks and lunchtime to phone home
 - b) Access to homework clubs (where these are available)
 - c) Identifying support for them and their family to enable them to attend school trips and educational activities.
 - d) Access for parents with impaired mobility
 - e) Alternative communication options for parents who are sensory impaired or housebound.
 - f) Advice to parents if there are difficulties in transporting a young carer to school.
 - g) Access to school for wider support i.e. food bank.

Further information

- DfES 2006 guidance on young carers in Advice and guidance to Schools and Local Authorities on Managing Behaviour and Attendance: groups of pupils at particular risk (<http://www.teachfind.com/national-strategies/advice-and-guidance-schools-and-local-authorities-managing-behaviour-and-attendance>)

- Teachernet guidance at www.teachernet.gov.uk/management/atoz/y/youngcarers/ and at www.teachernet.gov.uk/teachingandlearning/library/youngcarersandschools/ which includes case studies from teachers themselves.
- The section for education professionals at www.youngcarers.net/professionals
- The Children's Society's Principles of Practice for all services encountering young carers and their families: www.youngcarer.com
- Young Carers Research Group Reports: Young carers in the UK 2004 and Young Carers in schools. www.carersuk.org/Policyandpractice/Research

Review

This policy will be reviewed every 2 years.