

# Broad Chalke CE VA Primary School

## Young Carers Policy

**With the love of God we learn, care, grow and share**

### 1. Aims and objectives

Broad Chalke School is committed to enabling young carers to access education and support. This policy aims to ensure young carers at this school are identified and offered appropriate support to access the education and other services to which they are entitled.

#### 1.2 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 may have one or more of the following:

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

A young carer might be providing the main care or share responsibilities with another family member. The caring tasks that a young carer may experience 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** doing a substantial amount of housework, cooking, shopping, cleaning, laundry etc.
- **Financial care** running the household, bill paying, benefit collection etc.
- **Child care** taking responsibility for younger siblings in addition to their other caring responsibilities.
- **Communication** communicating on behalf of the adult or family with
- **Interpreting** agencies/services and interpreting for a language or sensory impairment.

The designated school lead for young carers is Mrs Amanda Brockway, who will liaise with relevant colleagues and other relevant agencies with the consent of the young carer. All pupils will be made aware of the designated link as this is the same person who is our Designated Safeguarding Lead. Pupils know that they can talk to Ms Brockway if they are worried about anything although they may of course choose to talk to another trusted adult who would follow the same procedures as for safeguarding and pass on any concerns to Mrs Brockway. Mrs Brockway will ensure that appropriate information is shared with school staff in order that there is an awareness of the young carer's situation and 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 treat young carers in a sensitive and child-centred way, upholding confidentiality.

### **Possible effect on education**

Broad Chalke School acknowledges that there are likely to be young carers among its pupils, and that being a young carer can have an adverse effect on a young person's access to education and attainment, depending on individual circumstances. Because of their responsibilities at home, a young carer might:

- Have erratic or poor school attendance
- Arrive late at school
- Have a decline in academic achievement
- Not complete homework
- Not attend out of school activities or school trips
- Lack motivation
- Have back problems, aches and pains 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.

It is acknowledged that young carers may need extra support to ensure they have equal access to education and opportunities offered through the life of a school.

Please also see Safeguarding Policy, PSHE Policy and SEN Policy

Ratified by FGB: November 2017

Next Review due: November 2020