

Goddard Park

Community Primary School

An Integrated Academy and Children's Centre

Headteacher: Mike Welsh

Everybody learns, everybody cares



Goddard Park Community Primary School

YOUNG CARERS POLICY



Reviewed: September 2017

Next review date: Autumn 2018

At Goddard Park we believe that all children and young people have the right to an education, regardless of their home circumstances.

We acknowledge that there are likely to be young carers among our pupils, and that being a young carer can have an adverse effect on a young person's education.

We have adopted our young carer's policy so that we will be able to relieve some of the worries, which young carers may have about home and their school work, and show that we believe young carers' education is important.

Who are Young Carers?

Young carers are children and young people whose lives are affected by looking after someone at home. They 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 and the care they give may be physical and/or emotional.

Young carers' responsibilities may include:

- Personal care (e.g. bathing, dressing, feeding)
- Giving or prompting medication/injections
- Shopping
- Housework
- Emotional support
- Looking after younger siblings
- Budgeting and paying bills

Young carers can feel tired, worried and isolated. Their social life is often restricted with few opportunities for fun and after school activities.

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 maybe 'letting go' and behaving immaturely when in a safe environment
- Behavioural problems
- Limited contact with school by parents
- Being bullied

If we suspect that someone is a young carer we will be sensitive when we approach them about this, as we appreciate they may not want their peers to know. Before passing this information on to relevant colleagues we will obtain the consent of the young carer.

Support Offered

As a school we will:

- Designate a member of staff with specific responsibilities for young carers. This person is Zoe Grove-Welsh, Deputy Head with support from Learning Mentors Kerry Lee, Debbie Rose, Nikki Kidd, Carol Birt, Peter Richmond. We will make sure all children know who they are.
- Provide a noticeboard with information on, Swindon Young Carers, details and photos of staff responsible.
- Ensure that all staff are aware of the needs of Young Carers and have access to the appropriate information regarding the support that is available.
- Give information to the young person about young carers and what information and support is available
- Liaise with appropriate agencies i.e. Swindon Young Carers
- Consider alternatives and be flexible when responding to the needs of young carers. This may include (but is not limited to) access to a telephone at break times, negotiable deadlines for

homework or opportunities to do homework at lunch times, an awareness of attendance and punctuality being effected by caring responsibilities.

- Provide opportunities to share concerns relating to their caring responsibilities with a chosen adult.
- Be aware of the child's difficulties in attending trips out of school hours or clubs due to caring responsibilities and support where possible.
- Include issues around disability, mental ill health and young carers in PSHE and Citizenship lessons.
- Avoid stigmatisation or labelling of pupils who are carers and provide guidance on preventing bullying.
- Ensure parents can access school for open evenings, etc and if this is not possible, consider how links can be made with home.
- Have an agreed confidentiality policy, which includes statements on child protection.
- Include thinking about sensitivities and differences around cultural needs, including refugees.
- Consider how information on pupils' pastoral needs can be effectively passed between primary and secondary school or across other phases.
- Include mechanisms for effective inter-agency work to support young carers (including child protection procedures if required).
- Include mechanisms to consult with young carers and their parents about content of policies and delivery of support.
- Include methods of regularly evaluating the effectiveness of policy and support (in addition to meeting OFSTED requirements).
- Treat a disclosure with sensitivity. Discuss with the child, depending upon their age what support they would like, approaching the parent/carer with the child's permission. Inform the Lead Professional, Mrs Z Grove-Welsh.