



MILLBROOK PRIMARY SCHOOL

YOUNG CARERS POLICY

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At Millbrook Primary School 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/students, and that being a young carer can have an adverse effect on a young person's education.

We have adopted our Young Carers 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.

This policy operates alongside the Child Protection Policies and Procedures.

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 other family member 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/college 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 believe 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. We will make sure all pupils/students know who this is. In the event of the named person leaving the post, a successor will be identified to carry out the role.
- Sign up to the Swindon Young Carers ID Card Scheme.
- Issues around disability, mental ill health and Young Carers will be taught in PSHE and Citizenship lessons in a Year groups where it is deemed appropriate by the class teacher.
- Give information to the young person about Young Carers and what information and support is available. This will include: leaflets about Young Carers/ parent carers and parents caring for a partner.
- 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 or on residential visits, negotiable deadlines for homework or opportunities to do homework at lunch times.

- Ensure information on pupils' pastoral needs is effectively passed between primary and secondary schools and across year groups.
- Avoid stigmatisation or labelling of pupils who are carers and provide guidance on preventing bullying.
- Ensure parents can access school for open evenings, school functions etc and if this is not possible, consider how links can be made with home.
- Recognise the importance of differences around cultural needs.
- Provide information for staff about Young Carers.
- Include mechanisms to consult with Young Carers and their parents about content of policies and delivery of support.
- Regularly evaluate the effectiveness of the policy and the support given.