



Young Carers Policy

November 2024

CAS-39



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	November 2024	November 2026

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EQUALITY IMPACT STATEMENT

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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Introduction

Chalfont St Giles Village School is committed to supporting young carers' access to a full education. This policy should be implemented by all staff members to ensure young carers at our school are identified and offered appropriate support to access the education to which they are entitled.

The aim of this policy document is to ensure young carers are identified and offered appropriate support to access the education to which they are entitled, raise awareness among school staff about the needs of young carers and to support them in establishing a whole school approach to address the issues that may arise within a school setting.

Definition

A young carer is someone under the age of 18 years who provides regular and ongoing care to a family member who is physically or mentally ill, disabled, elderly or misuses substances.

A young carer will take on additional responsibilities to those appropriate to their age and development. Young carers may be primary carers, such as caring for a parent, or a secondary carer, such as helping to care for a sibling. A young carer becomes vulnerable when the level of caregiving and responsibility to the person in need of care becomes excessive or inappropriate for that child and risks jeopardising their emotional or physical wellbeing, educational achievement and life chances.

The person they look after will have one or more of:

- Physical disability (including sensory disability)
- Learning disability
- Mental health problem
- Chronic illness
- Substance misuse problem

A young carer may undertake some or all the following:

- Practical tasks
- Physical care
- Personal and intimate care
- Emotional support
- Household management
- Looking after siblings
- Interpretation
- Administering medication
- Taking responsibility of younger siblings
- Financial care

Possible effect on education

We acknowledge 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 education. Because of their responsibilities at home, a young carer might experience:

- Being late or absent due to responsibilities at home



- Concentration problems, anxiety or worry in school
- Emotional distress
- Tiredness in school
- Lack of time for homework
- Poor attainment
- Physical problems such as back pain from lifting
- False signs of maturity, because of assuming adult roles
- Behavioural problems (taking out their anger or frustration)
- Lack of time for extra-curricular activities
- Isolation, embarrassed to take friends home
- Limited social skills
- Bullying
- Feeling that no one understands and that no support is available
- Low self esteem

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). They may be unable to attend parents' evenings.

Identifying Young Carers

During the school enrolment process for new pupils, the school will:

- Identify parents or family members who have disabilities or other long-term physical/mental health conditions.
- Clarify whether the pupil has caring responsibilities. Identify whether the young carer has any additional needs that need to be supported.
- Establish individual pupil plans to recognise the child's specific needs as a young carer.

Where appropriate, a young carer may be referred to the LA or other support agencies for a needs assessment. Chalfont St Giles Village School will continuously bear in mind that where a parent has a disability, mental health or substance abuse issue, the pupil might be the carer whilst showing none of the indicative signs of a young carer.

Support Offered

Chalfont St Giles Village School acknowledges that young carers may need extra support to ensure they have equal access to education. Through this policy, we are giving the message that young carers' education is important. The designated link teacher for young carers is Mr Haywood, who will liaise with relevant colleagues and other relevant agencies with the consent of the young carer. All pupils will be made aware of any designated link.

- We 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.



- We will ensure young carers can access all available support services in school.
- We will follow child protection procedures regarding any young carer at risk of significant harm due to inappropriate levels of caring.

We will promote discussion and learning in all areas of the curriculum to facilitate fuller understanding, acceptance of and respect for, the issues surrounding illness, disability and caring. We recognise that flexibility may be needed when responding to the needs of young carers.

Available provision includes (but is not limited to):

- Access to a telephone during breaks and lunchtime, to phone home
- Negotiable deadlines for homework (when needed)
- Access to homework clubs (where these are available)
- Arrangements for schoolwork to be sent home (when there is a genuine crisis).
- Approved absence in line with advice from the Local Authority
- Access for parents with impaired mobility.
- Alternative communication options for parents who are sensory impaired or housebound.
- Advice to parents if there are difficulties in transporting a young carer to school.

Monitoring and Reviewing

The Headteacher and Governing Body will continually monitor and review practice to ensure this policy is implemented correctly. Staff will all be aware of other relevant school policies which will be implemented alongside this policy. This policy will be reviewed by the local governing body every two years.