



*Creative  
Education  
Trust*

## **Young carers' policy**

### **Designated professional for young carers**

- 1) The school's designated professional for young carers is Sonia Huckle. Her email address is [sonia.huckle@wrennschool.org.uk](mailto:sonia.huckle@wrennschool.org.uk)

### **Statement of Intent**

- 2) The Creative Education Trust (CET) is committed to supporting young carers to access education. This policy aims to ensure young carers at CET academies are identified and offered appropriate support to access the education to which they are entitled.

### **Definition**

- 3) A young carer is a child or young person who is helping to look after someone at home. Most are caring for a parent, commonly in a single parent family, but some may be taking responsibility for a sibling, grandparent or other relative. In some instances, a young carer may care for more than one family member.
- 4) The person they look after will have one or more of the following:
  - a) physical disability (including sensory disability)
  - b) learning disability
  - c) mental health problem
  - d) chronic illness
  - e) substance misuse problem.

### **Caring Tasks**

- 5) A young carer will take on additional responsibilities to those appropriate to their age and development. A young carer might be providing the main care or share responsibilities with another family member. The caring tasks that a young carer has to deal with can include:
  - a) nursing care - giving medication, injections, changing dressings, assisting with mobility
  - b) personal intimate care - washing, dressing, feeding and helping with toilet requirements



- c) 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
- d) domestic care - doing a substantial amount of housework, cooking, shopping, cleaning, laundry
- e) financial care - running the household, bill paying, benefit collection
- f) child care - taking responsibility for younger siblings in addition to their other caring responsibilities.

### **Possible effect on education**

- 6) CET acknowledges that there are likely to be young carers among its pupils, and that being a young carer can present an individual with additional challenges with regard to:
  - a) getting to school on time and achieving good attendance
  - b) concentrating in lessons
  - c) managing anxiety, emotional distress and low self-esteem
  - d) getting sufficient rest at home
  - e) managing time for homework and extra-curricular activities
  - f) physical problems such as back pain from lifting
  - g) false signs of maturity, because of assuming adult roles
  - h) socialising with their peers due to additional responsibilities at home.
- 7) It also might be difficult to engage their parents (due to fears about the 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.

### **Support Offered**

- 8) The academy acknowledges that young carers may need extra support to ensure they have equal access to education. Through this policy, the academy is giving the message that young carers' education is important.
- 9) 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.
- 10) The designated professional will provide staff training annually about young carers and their responsibilities to ensure that they are fully supported.
- 11) The academy will add the pupil to the vulnerable pupils' list.



- 12) The academy will provide young carers with opportunities to speak to someone in private, and will not discuss their situation in front of their peers
- 13) The academy appreciates that young carers will not discuss their family situation unless they feel comfortable. The young person's caring role will be acknowledged and respected.
- 14) The academy will treat young carers in a sensitive and child-centred way, upholding confidentiality.
- 15) The academy will ensure young carers can access all available support services in school.
- 16) The academy will follow child protection procedures regarding any young carer at risk of significant harm due to inappropriate levels of caring.
- 17) The academy 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.
- 18) The academy recognises 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) negotiable deadlines for homework/coursework (when needed)
  - c) access to homework clubs (where these are available)
  - d) identifying support for them and their family to enable them to attend school trips and educational activities
  - e) lunchtime detentions rather than after school detentions (where possible)
  - f) arrangements for schoolwork to be sent home (when there is a genuine crisis); any approved absence for a young carer will be time limited (DfES 2006)
  - g) access for parents with impaired mobility
  - h) alternative communication options for parents who are sensory impaired or housebound
  - i) advice to parents if there are difficulties in transporting a young carer to school.

### **Further Guidance**

- 19) Further government guidance is available through the following links



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