



The Lowry Academy

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Part of United Learning

**YOUNG CARERS
POLICY
2022**

Young Carers Policy 2022

Approved / Accepted by	Revised policy The School Improvement Board		
Author	Safeguarding Team		
Policy owner	Safeguarding Team		
Previous Review	01.09.21	Review date	September 2022
Review Period	1 Year	Next Review Date	September 2023

Vision

This policy sets out The Lowry Academy's approach in relation to supporting Young Carer's, ensuring that all our Young Carer's are safe and able to thrive in a positive learning environment in keeping with its core aims and values to ensure that young carers reach their full potential.

The Lowry Academy is committed to supporting Young Carers to access all avenues of education as reflected in the national inclusion strategies. This policy aims to ensure that Young Carers are identified and offered appropriate support and guidance to access the education to which they are entitled.

Definition

A person under 18 who provides or intends to provide care for another person (of any age, except where that care is provided for payment, pursuant to a contract or as voluntary work).¹ Children and Families Act 2014 Section 96.

These Young Carers are forced to grow up early and miss out on the same opportunities as other children because they care for family members who are disabled or chronically ill, or for adults with an addiction.

A young carer will take on extra responsibilities that are extra to those appropriate for a young person their age and ability.

What might a Young Carer do?

- Practical tasks, such as cooking, housework and shopping.
- Physical care, such as helping someone out of bed.
- Emotional support, such as talking to someone who is distressed.
- Personal care, such as helping someone dress or wash.
- Managing the family budget and collecting prescriptions.
- Helping to give medication.
- Helping someone communicate, making phone calls, reading and responding to letters.
- Looking after siblings.

We acknowledge that there will be Young Carers among our students, and that their care and welfare must be of paramount importance.

Being a Young Carer can have an impact on the daily experiences that are essential to growing up

- It can affect a young person's health, social life and self-confidence.
- Many Young Carers struggle to juggle their education and caring which can cause pressure and stress.
- Punctuality/absence issues
- Concentration problems, anxiety or worry
- Tiredness
- Lack of time or quiet for homework
- Poor attainment and progress
- Bullying
- Behavioural problems
- Lack of time for extracurricular activities
- Lack of money for trips or activities
- Feeling alone, unwanted or cared for

****It may be also difficult to engage parents due to their own problems or due to a fear of their children being taken into care.***

Aims

- To support Young Carers in making maximum achievement and progress in order to increase and ensure best life chances.
- To monitor the effectiveness of intervention strategies put into place to support Young Carers in maximising progress and attainment.
- To work with outside supporting agencies to remove barriers to learning and attainment for students, particularly Young Carers.
- To ensure awareness of staff, students and the whole community of the role of Young Carers.
- To monitor attendance and punctuality.
- To create a support group and improve the wellbeing of our Young Carers and their families.

We will achieve these aims by

We will offer the following as a means of dignified yet crucial support:-

- Access to homework clubs to support attainment and after School activities.
- Priority to be given for intervention sessions
- To attempt to remove barriers which may prevent some Young Carers from accessing some enrichment opportunities provided across the school.
- Provide opportunities for Young Carers who may not have the same opportunities as others outside ; to include reward/leisure activities and also visits to support aspiration and academic excellence i.e. Universities.
- Negotiable start/end times to the School day if necessary.
- Access to a telephone if contact with home is needed on a regular basis for reassurance or is a requirement in fulfilling their caring role.
- Regular meetings to check on progress and home situations with Young Carers lead.

- Develop a Young Carers student voice group who will help to drive activities and initiatives to support Young Carers in and in accessing opportunities and support outside the classroom.
- Working with Salford Carers (Gaddum) or other professional agencies to share practice or maximise support or opportunities for Young Carers.
- Tracking attainment, effort, progress, attendance and behaviour of Young Carers; using this information to operate a reward system or put intervention in place to support any underachievement and monitor its effectiveness.
- Sharing good practice with others within United Learning and on a local or national level as appropriate.
- Supporting national media campaigns in relation to Young Carers i.e. National Young Carers Day.
- Actively seek to apply for awards recognising the role and qualities of individual Young Carers.
- Creating opportunities for Young Carers to forge links with other Young Carers for networking/ support where possible.
- Providing CPD and information to staff in relation to the role of Young Carers and who the Young Carers are in our so that staff can support appropriately.

We appreciate that Young Carers may not wish to discuss their situation at home, but our inclusion strategies foster openness and a willingness when appraised of any information given. We treat carers in a caring and compassionate manner at all times, and in a child-centred way, and fully acknowledge the important role they fulfil at home.

At all times the needs of the carer are taken into consideration and, in consultation with all appropriate professionals and the carer themselves as appropriate, action planning will be regular and effective.

The link outside agency is Salford Young Carers (Gaddum) who can be contacted on 0161 834 6069 salford.carers@gaddum.org.uk.

Responsibilities – School Improvement Board

- The School Improvement Board will ensure implementation of this policy from date of its ratification.
- The Board will delegate to the pastoral and curriculum committees to monitor particular performance of students considered to be Young Carers and challenge underperformance of any students within this micro-population.
- The pastoral committee will feed back progress re impact of this policy to the LGB as appropriate.
- Ensure that the Senior Leadership Team respond appropriately to national/local advice/ guidance issued in relation to maximising opportunity and performance of students considered to be Young Carers.

Named governor for Young Carers
 Named Teacher for Young Carers
 Named Safeguarding Lead

Margaret Woodhouse
 Stephen Fletcher
 Adele Williams

Responsibilities – Senior Leadership Team/ All Staff

- Plan to ensure that there are opportunities for staff development/ sharing good practice in relation to performance and opportunities provided for students considered to be Young Carers
- Support any appropriate opportunities for students considered to be Young Carers outside of the curriculum through a programme of enrichment or targeted activity.
- Ensure analysis of data in all areas of this micro-population (including but not exclusive to behaviour, attendance, progress, attainment) in order to celebrate success or put intervention in place and monitor the impact of this.

Responsibilities – Students/Parents

- Young Carers themselves should make every effort to engage with opportunities available to them both inside and outside the curriculum and parents should encourage students to embrace this in any way they can.
- Parents/ students (Young Carers) are encouraged to share information with the Young Carers Lead which will enable the team to meet their needs more effectively.

Policy Planning and Development

Views of stakeholders and changes in any guidance and legislation will be taken into consideration in the implementation of this policy.

There will be a systematic review of the impact of policies within an appropriate time scale.

Monitoring and Quality Assurance

Quality assurance procedures for monitoring will be in keeping with agreed systems and evidence of implementation will be found in records and data collection systems.

Data collected/ analysis (including attendance/progress/ attainment/ behaviour etc) will be used to inform further planning, action, target setting and decision making in relation to maximising opportunity and potential for students considered to be Young Carers.

This process of developing provision for this micro-population will be continuously developed and monitored by the School's Senior Leadership Team.