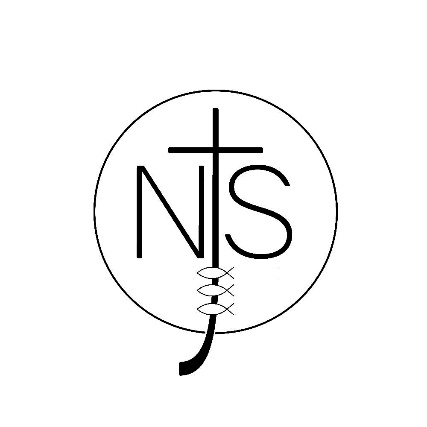
****Newport CE Junior School

Young Carers Policy

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| Date Policy Written and Agreed by Governors: | Date of last review: | Date of next review: |
| Autumn 2024 |  |  |

**Young Carers Policy**

**‘We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God’s love they can make a difference to the world around them.’**

At Newport CE Junior School we believe, just as Jesus said…

**” Love one another as I have loved you”.**

**(John 13:34)**

This core Christian belief underpins our understanding and approach to young carers at school. At Newport CE Junior School we believe all young people have a right to an education, regardless of their situation at home. When a young person has a caring responsibility they may need extra support to help them get the most out of school.

**Definition**

**We define a Young Carer as a young person who has caring responsibilities for a family member with a disability, health condition or substance misuse issue. Young carers may provide physical care, personal care, help with medication or practical tasks, or provide emotional support.**

This policy outlines how we will seek to identify, raise awareness of and offer support to any pupil who looks after someone at home.

Intent

Newport CE Junior School acknowledges that young carers may need extra support to ensure they have equal access to education. Through this policy, the school is giving the message that young carers’ education is important.

Aims

This policy exists to provide a framework for supporting the aims of Newport Junior School and ensuring the happiness and learning of every individual in our community.

* To improve the progress and raise the standard of achievement for young carers
* To address any underlying inequalities between young carers and other students
* To raise awareness of young carers among staff and to ensure the identification of all young carers as early as possible on entry to the school
* To ensure that young carers feel as included and supported within their school community as possible
* To foster respect and understanding towards young carers among all students
* To ensure that young carers take as full a part as possible in all school activities
* To ensure that young carers are involved in discussions and decisions affecting young carer provision
* To ensure that young carers have access to appropriate careers guidance and opportunities
* The school recognises that flexibility may be needed when responding to the needs of young carers.

Strategies

* To include space on school application forms for parents to declare:

1. Whether or not their child is a young carer
2. Whether or not their child is registered as a young carer

* To create a young carer register accessible to all relevant members of the pastoral team and teaching staff
* To add this to the responsibility of the member of the Governing Body responsible for wellbeing (Merry Smith)
* To appoint a young carer lead in the Senior Leadership Team who will be responsible for overseeing young carer provision (Megan Wheat)
* To consider opening a Young Carer support group once a register has been created
* To monitor the progress of young carers and respond accordingly with appropriate intervention where necessary
* To monitor the attendance of young carers and respond accordingly with appropriate intervention where necessary
* To make reasonable adjustments to usual school policies and show flexibility on a case-by-case basis regarding issues such as lateness to school, late homework and poor attendance
* To ensure that young carers have access to the mental health support available across the school where necessary
* To offer young carers extra-curricular opportunities for relaxation, leisure and social connection
* To support young carers in getting to and from the school where necessary
* To ensure that young carers have the opportunity to contribute to the discussion around the school provision for young carers
* To maintain and regularly review our young carer’s policy
* To ensure 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 (Megan Wheat)
* To add the pupil to the vulnerable pupils’ list and ensure they receive access to HAF (holiday and food funding) where appropriate
* The school will provide young carers with opportunities to speak to someone in private and staff will not discuss their situation in front of their peers
* The school 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
* The school will treat young carers in a sensitive and child-centred way, upholding confidentiality
* The school will follow child protection procedures regarding any young carer at risk of significant harm due to inappropriate levels of caring
* The school recognises that flexibility may be needed when responding to the needs of young carers. Available provision includes (but is not limited to):
  1. access to a telephone during breaks and lunchtime to phone home
  2. negotiable deadlines for homework/coursework (when needed)
  3. access to homework clubs (where these are available)
  4. identifying support for them and their family to enable them to attend school trips and educational activities
  5. access for parents with impaired mobility
  6. alternative communication options for parents who are sensory impaired or housebound
  7. advice to parents if there are difficulties in transporting a young carer to school
  8. Access to school for wider support i.e. food bank

**Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of protected characteristics (culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle); it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

**Staff training**

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

M. Wheat

Written Autumn 2024