



Tudor Grange Academies Trust

**Tudor Grange Academy Worcester
Young Carers Policy**

Document title	Tudor Grange Academy Worcester Young Carers Policy
Author/originator	R Mann /D Butler
Date of Approval/Review	4 th July 2024
Approving Committee	Education Performance Committee
Version	1.0
Policy review date	Biennial – July 2026

Date updated	Version	Change from last version
04.07.2024	1.0	New document

Contents

1	Introduction.....	2
2	Definition	2
3	Number of Young Carers in England	3
4	Reasons Why Young Carers May Not be Identified	3
5	Impact of Being a Young Carer in School	3
6	Identifying Young Carers	4
7	Support Available for Young Carers in School	4
8	Young Carers in Schools Award	4
9	Young Carers Rights.....	5
10	Sources of Support and Further Information	5
	Appendix 1 Young Carers 'Pattern of Care' Form.....	6

1 Introduction

- 1.1 Tudor Grange Academies Trust believes in all children and young people. We also acknowledge that some may need our additional support to ensure that they have equal access to education, and the social opportunities, that enable them to flourish and reach their full potential.
- 1.2 This policy acknowledges the unique experiences of Young Carers and our commitment to support all members of our school communities affected by this issue. It also outlines how our academies will seek to identify, support, and raise awareness of this issue.

2 Definition

- 2.1 A young carer is someone who is under 18 years of age who provides regular and ongoing care to a person who is physically or mentally ill, has a disability, or misuses substances.
- 2.2 Some children begin giving care from a very young age, and others can become carers overnight. 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 will take on additional responsibilities, perhaps not expected of others their age, or at their stage of development.
- 2.3 The responsibility of a young carer is wide and varied. It can include:
 - Practical tasks, such as cooking, housework, and shopping.
 - Physical care, like helping someone out of bed.
 - Emotional support, including 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 medicine.
- Helping someone communicate.
- Looking after siblings.

3 Number of Young Carers in England

- 3.1 Unfortunately, the exact number is unknown. However, in 2021 a census conducted by the Office for National Statistics (ONS) reported that there are approximately 120,000 young carers aged 5-18, in this country. A school census completed in 2023 indicated that there are 39,000 'known' carers attending school in England. Therefore, it is evident that we do not always know when a child or young person holding a caring role attends one of our schools and we are seeking to change that. We know that this issue affects a significant number of children and young people, so if this reflects your situation you are most definitely, not alone.

4 Reasons Why Young Carers May Not be Identified

- 4.1 There are many reasons why a young carer and/or their families may not alert schools to their situation. These may include:
- Not wanting to expose the needs of the person being cared for
 - Concern that this may be viewed as 'poor parenting'
 - That referral to Children's Social Care will be automatic upon identification
 - Denial or not recognising that a child/young person is acting as a young carer
 - Not wanting to 'stand out' or be seen differently
 - Belief that there is no meaningful support available

5 Impact of Being a Young Carer in School

- 5.1 Caring responsibilities can impact adversely upon a child or young person's education in several different ways including, but not limited to:
- Frequently being late
 - Persistent absence
 - Reduced ability to concentrate (due to distracted focus or fatigue)
 - Late or non-submission of homework or course work
 - Not being able to participate in extra-curricular activities and school events
 - Underachieving academically
 - Limited career choices
 - At increased risk of social isolation and bullying
 - Reduced engagement between staff and parents/guardians, because of them being unable to attend school events such as 'parents evening'
- 5.2 It should also be acknowledged that caring responsibility is not wholly negative. These experiences often shape attitudes and behaviours, leading to increased capability, in certain respects. These include, but are not limited to:
- Resilience
 - Patience
 - Empathy
 - Multi-tasking
 - Confidence/Communicative Ability

- Maturity
- Life Skills

6 Identifying Young Carers

- 6.1 During the school enrolment process for all new pupils, the academy will ask if a pupil has caring responsibilities. Inclusion of this consideration should be detailed within all standard admission paperwork.
- 6.2 It is important that staff members can effectively identify young carers and that young carers feel that they can ask for help; therefore, raising awareness among staff and all pupils about the issues relating to young carers and what support is available is essential.
- 6.3 When a child or young person is identified as a Young Carer, completion of a 'Pattern of Care' form should follow. A copy of this should be uploaded to MyConcern and markers to reflect this status should be added to BromCom and MyConcern. Periodic checks to ensure that screeners still reflect caring roles, over time should also follow, so that support can be adjusted accordingly.

7 Support Available for Young Carers in School

- 7.1 Each academy has a Senior Leader who is the Young Carer Lead. At Tudor Grange Academy Worcester this is Mrs T Dodd. In some settings there will other members of staff, who may act as a Young Carers Champion. At Tudor Grange Academy Worcester this is Mrs T Dodd.
- 7.2 These staff members are the main points of contact for all young carers in the school. They will ensure:
 - That the voice of young carers is both actively sought and heard
 - Young carers have the same access to a full education and career choices as their peers.
 - There is promotion and coordination concerning the support young carers (steps may include not automatically issuing sanctions when late, provision of 'time out' cards, providing opportunities to complete homework on site, negotiable deadlines as appropriate, access to a telephone should this be required during the school day to contact person being cared for, support to enable access to clubs and trips, consideration of accessibility issues within all school communications)
 - Liaison with other agencies as appropriate (including adult services to provide support and relief)
 - Referral of pupils and families to other agencies to access support (including charitable organisations).
 - Staff will follow standard safeguarding procedures regarding any young carer at risk of significant harm.
 - Staff receive training to equip them to understand and meets the needs of young carers at least annually)

8 Young Carers in Schools Award

- 8.1 All academies in the Trust are required to work towards securing the 'Young Carers in School' Award. This accreditation ensures that all academies have a consistent regard for young carers and meeting their needs. Details related to the criteria that is required for this benchmark, can be found here - [Young Carers in Schools](#).

9 Young Carers Rights

- 9.1 Keeping Children Safe in Education states that “all school and college and staff should be alert to the potential need of early help for a child who...is a young carer”. Additionally, the guidance states that schools should be “alert to the specific needs of children in need, those with special education needs and disabilities (SEND), those with relevant health conditions and young carers”.
- 9.2 The Children and Families Act 2014 and the Care Act of 2014, both enhanced the rights of all Young Carers. Local authorities have a duty to provide all young carers with an ‘assessment of need’, this is no matter how old they are, who they look after, how many hours of support they provide and why they are caring.
- 9.3 Additionally, young adult carers are also entitled to a ‘transition assessment’ before they turn 18 to help ensure that they have the support they need, as they begin adult life.

10 Sources of Support and Further Information

- [Young Carers - Help & Support | Carers Trust](#)
- [Help for young carers - Social care and support guide - NHS \(www.nhs.uk\)](#)
- [Young carers | Barnardo's \(barnardos.org.uk\)](#)

Appendix 1 Young Carers 'Pattern of Care' Form

Name of Student:

Name of Academy:

Year Group:

Class Teacher/Tutor:

I provide care for:

My relationship with this person is:

1. What type of care do you offer?
2. At what times of the day are you most actively involved in caring? is this the same or does this vary?
3. Does caring ever affect your attendance at school, or are you concerned that this may happen?
4. Do you have concerns that your role as a carer may impact upon your schoolwork?
5. Is the person you care for being supported by any services/professionals that you know about?
6. Are you receiving any additional support for yourself? If so, who is offering you this?
7. We can refer you to appropriate young carer support services (local details to be discussed). Do you consent to us doing this? Y/N
8. Is there any additional information that you would like us to know?

Name of person completing form:

Signature of the academy's Young Carers Champion/Lead:

Parent/Guardian has been informed of this policy and this offer of support: Y/N

Date:

Review Date (recommended on a termly basis):