



Crowmarsh Gifford C of E Primary School

Young Carers Policy

Scheme of Delegation	
Approval by:	Head teacher – Vania Eaglen
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Contents

1. Intent Statement
2. What is a Young carer?
3. Caring Tasks
4. Possible side effects on Education
5. Aims of our Young Carers Support
6. Strategies
7. Additional Information
8. Medium- and Long-term Flow Chart of Young Carers Strategy

Linked to Article 2 and Article 3 from the United Nations Convention on the Rights of the Child: Article 2 (Non-discrimination): That the Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis. Article 3: The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.



Crowmarsh Gifford C of E Primary School

1. Intent

Crowmarsh Gifford Church of England Primary is committed to supporting young carers to access education. This policy aims to ensure young carers at Crowmarsh Gifford School are identified and offered appropriate support to access the education to which they are entitled.

2. Definition

A young carer is a child or young person whose life is impacted by the responsibility of care for an adult or sibling in their family with, which could include but not exclusively:

- A long-term illness
- Disability
- Substance misuse
- Inadequate parenting skills
- Parent work patterns

3. Caring Tasks

A young carer will take on additional responsibilities to those appropriate to their age and development. They may be providing the main care or share responsibilities with another family member. A young carer may do some or all of the following:

- Nursing care - giving medication, injections, changing dressings, assisting with mobility or physiotherapy etc.
- Personal care - washing, dressing, feeding and helping with toilet requirements
- 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.
- Domestic care - doing a substantial amount of housework, cooking, shopping, cleaning, laundry etc
- Financial care - running the household, bill paying, benefit collection, prescription collection etc
- Child care - taking responsibility for younger siblings.
- Interpreting: helping with communication, due to a hearing or speech impairment, second language, reading letters.

4. Possible Effect on Education

Crowmarsh Gifford acknowledges 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:



Crowmarsh Gifford C of E Primary School

- Being late or absent due to responsibilities at home
- Concentration problems, anxiety or worry in school
- Emotional distress / Low self-esteem
- 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

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.

5. Aims of our Young Carers Support

- 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.
- To recognise that flexibility may be needed when responding to the needs of young carers.



Crowmarsh Gifford C of E Primary School

6. Strategies used in school

Strategies include:

- Providing a space on school application forms for parents to declare:
- Whether or not their child is a young carer.
- Whether or not their child is registered as a young carer.
- Working with Be Free Young Carers (or other young carer charities if appropriate) to ensure that all relevant school staff receive training around how to identify and support young carers.
- Creating a young carer register accessible to all relevant members of the pastoral team and teaching staff.
- Appointing a member of staff to lead on young carer provision, who will be responsible for maintaining a young carer support group and corresponding with external agencies, where appropriate, to stay up to date on a young carer's circumstances and needs.
- Ensuring young carers have access to the mental health support available across the school where necessary.

7. Additional Information

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



Crowmarsh Gifford C of E Primary School

8. Medium- and Long-term Flow Chart of Young Carers Strategy

First phase: sign up and vision

- Training and awareness for governors and senior leadership team
- Acknowledgement and understanding of the importance of supporting young carers (reflected in principal school documents)
- Development of a young carers policy Amend other relevant policies to include young carers and their families

Second phase: Introduce a school lead and team

- Assign a school lead
- Assign a small team to work alongside school lead
- Develop an action plan Partnership work
- Find out if the local young carers' service can support your school, and consider working with other schools in your cluster

Third phase: awareness and support systems

- Awareness training for ALL staff Set up support systems
- Practical and pastoral support for young carers and their families
- Young carers' issues embedded into wider curriculum and school plans, e.g. SEAL, PSHCE and Healthy Schools Ongoing awareness training for ALL staff included in professional development

Fourth phase: identification, support and monitoring of young carer