



**South Gloucestershire and Stroud College**  
**Young Carers Policy & Procedure**

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 Please contact the Human Resources Department**

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<b>Job Title/Role:</b>	Inclusion Manager & DDSL
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<b>Approved by:</b>	SGS Senior Leadership Team
<b>Date:</b>	26/05/2021

# Young Carers Policy & Procedure

## 1. Policy Intent

- 1.1 South Gloucestershire & Stroud College (SGS) is committed to supporting young carers to access education. This policy aims to ensure young carers at college are identified at an early stage and offered appropriate support to access the education to which they are entitled.
- 1.2 Most young carers are not known to be caring by college staff, so being a young carer can be a hidden cause of poor attendance, under achievement and bullying, with many young carers dropping out of education or achieving no qualifications.

## 2. Scope

- 2.1 At SGS College, we believe that all young people have the right to an education, regardless of what is happening at home. Our Young Carers Policy & Procedure states how we will support any learner who helps to look after someone who could not cope without their support.
- 2.2 A young carer is a child or young person who is helping to look after someone who could not cope without their support. They may have whole or shared responsibility for looking after a sibling, parent, grandparent or other relative. In some instances, a young carer may care for more than one family member and / or may have a disability themselves.
- 2.3 A young carer may undertake some or all of the following:
  - Practical tasks such as cooking, housework, shopping.
  - Physical care such as lifting, helping up the stairs and physiotherapy.
  - Personal Care such as dressing, washing and helping someone go to the toilet.
  - Emotional support such as listening, calming someone and being present.
  - Household management such as paying the bills, managing finances and collecting benefits.
  - Looking after siblings such as putting to bed and walking to school.
  - Interpreting for parents with hearing or speech impediments or English as an additional language.
  - Administering medication such as insulin injections and preparing daily tablets.
- 2.4 Young carers are not easy to spot and many actively try to conceal their caring role from teachers, pastoral staff and peers for fear of bullying or outside interference in their families. All of the warning signs below could be indicators of another problem. However, staff noticing these signs should consider asking the learner if they are helping to look after someone at home.
  - regular or increased lateness or absence;

- concentration problems, anxiety, tiredness;
- under-achievement and late or incomplete homework: maybe a sudden unexplained drop in attainment;
- few or no peer friendships; conversely the young carer may get on well with adults and present as very mature for their age;
- victim of bullying, sometimes explicitly linked to a family member's disability, health or substance misuse problem;
- behavioural problems, sometimes the result of anger or frustration expressed inappropriately;
- unable to attend extra-curricular activities; and
- difficulties in engaging parents; parents not attending parents' evenings

2.5 It also might be difficult to engage their parents (due to fears about the young person 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.

### **3. Procedures**

3.1 SGS is committed to:

- 3.1.1 promoting the education and welfare of 'Young Carers';
- 3.1.2 ensuring that 'Young Carers' have a voice in issues relating to their education;
- 3.1.3 challenging negative stereotyping and promoting inclusion;
- 3.1.4 targeting support appropriately; and
- 3.1.5 ensuring appropriate level of support for parents / carers.

### **4. Policy Implementation**

4.1 On disclosure, relevant staff will ensure that the SGS Wellbeing Service are made aware in order that the learner receives the appropriate information, advice and guidance.

### **5. Roles and Responsibilities**

5.1. Governors

- 5.1.1 Governors are responsible for ensuring a Young Carer's Policy is in place and procedures relating to that policy are adhered to.
- 5.1.2 The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) acts as the Operational Leads for Young Carers. Details and contact information for the DSL or DDSL are available in the [SGS College Safeguarding Key Contacts List](#).

- 5.1.3 A named Governor has a link / oversight responsibility for ensuring that the policies are reviewed and in place. Details are available in the [SGS College Safeguarding Key Contacts List](#).

### 5.3. Operational Lead

- 5.3.1. The DSL or DDSL have been designated to act as Operational Lead and are responsible to the Principal and Governors for the implementation and conduct of this policy and will:

- 5.3.1.1 act as a contact point for all relevant agencies, the Local Authority, Social Care, Health and other voluntary agencies involved in supporting the young person;
- 5.3.1.2 promote understanding and development of policies and resources to support and include young carers;
- 5.3.1.3 promote awareness amongst staff of the difficulties and educational disadvantages of young people who are carers;
- 5.3.1.4 the Education & Wellbeing Mentors will act as an advocate for young carers and refer for further support to the local Young Carers Service, who can also put families in touch with other support services;
- 5.3.1.5 ensure that educational information required for the care planning process / court proceedings and Statutory Reviews is available as required and that if asked, the education perspective can be given at such meetings by the Operational Lead or an appropriate college representative;
- 5.3.1.6 ensure the college through the Operational Lead puts in place arrangements to promote effective communication between all those involved with Young Carers;
- 5.3.1.7 ensure through the Operational Lead that all staff have access to training and information to enable them to recognise the indications that a child / young person has a caring responsibility, as well as increasing their understanding of such responsibilities;
- 5.3.1.8 invite the Carers Support Centre YAC support workers to attend events held at the college; and
- 5.3.1.9 ensure that any who are children in need are identified or feel able to ask for help, are listened to and offered direct services and protection, if needed.

## 5.2. ALL Staff

5.2.1 It is important that all staff who are in contact with a child or young person are aware that he/she is a young carer. However, it is important that information around the reasons for the young person being a carer is shared on a need to know basis and in accordance with the wishes of the young person and will:

5.2.1.1 Recognise that flexibility may be needed when responding to the needs of the young carer. Available provision includes (but is not limited to):

- automatic referral to the SGS Wellbeing Service for assessment for financial support;
- access to a telephone during breaks and lunchtime, to phone home;
- negotiable deadlines for homework / coursework (when needed);
- arrangements for college work to be sent home (when there is a genuine crisis);
- access for parents with impaired mobility; and
- alternative communication options for parents who are sensory impaired or housebound.

5.2.1.2 Ensure that attendance of young carers is regularly monitored. Any issues with regards to absence from college or particular lessons are addressed through working in partnership with Tutors and, the Education & Wellbeing Mentors.

5.2.1.3 The College will give consideration to alternatives if a young carer is unable to attend college due to their caring commitments.

5.2.1.4 Ensure the college is accessible to parents who have mobility and communication difficulties and involves them in parents' evenings.

5.2.1.5 The College will follow the [Safeguarding Children, Young People and Vulnerable Adults Policy & Procedure](#) if any young carer is at risk of significant harm due to inappropriate levels of caring.

## 5.4. The Child/Young Person

5.4.1 It is important that a child / young person is aware that information is being recorded regarding their personal circumstances. It should be explained that the college, the Social Worker, Operational Leads and the child / young person's parent/carer are working together to promote his / her education.

5.4.2 It is important to establish the child/young person's view of their circumstances and identify what they want others to know.

## **5. Enforcement**

5.1 Any failure to adhere to this policy, or to comply with related procedures may result in disciplinary action.

## **6. Related Policies, Procedures, Charters, Plans, Guidance and Legislation**

- 6.1 [Applications, Admissions & Enrolment Policy & Procedure](#)
- 6.2 [Behaviour and discipline in schools](#)
- 6.3 [Guidance, Inclusion, Support & Transition Policy & Procedure](#)
- 6.4 [Improving school attendance: support for schools & local authorities](#)
- 6.5 [Inclusion Policy](#)
- 6.6 [Keeping Children Safe in Education 2020](#)
- 6.7 [Learner Anti-Bullying & Harassment Policy & Procedure](#)
- 6.8 [Learner Disciplinary Policy & Procedure](#)
- 6.9 [Learner Punctuality, Attendance & Achievement Procedure](#)
- 6.10 [Safeguarding Learners & Child Protection Policy and Procedure](#)
- 6.11 [Safeguarding Key Contacts](#)
- 6.12 [The Care Act 2014](#)
- 6.13 [The Children and Families Act 2014](#)
- 6.14 [The National Carers Strategy \(1999\)](#)
- 6.15 [UN Convention on the Rights of the Child Articles 28 and 29](#)

## **7. Impact**

7.1 The impact of this policy and related procedures is that the operational lead undertakes the responsibilities within college to promote the educational achievement of young carers.

## 8. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name: Jo Johnson

Title: Inclusion Manager & DDSL

14/05/2021

I have read the guidance document: Completing a Policy Impact Assessment?

If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:

### EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:	
Age	Choose an item.	
Disability	Choose an item.	
Faith or Belief	Choose an item.	
Gender	Choose an item.	
Race or Ethnicity	Choose an item.	
Orientation	Choose an item.	
Gender reassignment	Choose an item.	
Economic disadvantage	Choose an item.	
Rural isolation	Choose an item.	
Marriage	Choose an item.	
Pregnancy & maternity	Choose an item.	
Carers & care leavers	Choose an item.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:		
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:		
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	*
	If you have ticked yes (red), which characteristic will be most affected? Choose an item.	
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

**Note:** if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

### MAPPING OF FUNDAMENTAL RIGHTS

Which United Nations Convention on the Rights of the Child ( <a href="#">UNCRC</a> ), Right does this policy most protect:	Art. 3 Best interests of the child Art. 28 Right to education Choose an item.
Which Human Right ( <a href="#">HRA</a> ) does this policy most protect:	Art. 5 Right to liberty and security Choose an item.

### DATA PROTECTION & PRIVACY BY DESIGN SCREENING

Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	✓