**STEP 7**

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**Tool 3:**

How can school staff support young carers?

**Purpose**

The following checklist sets out different ways in which school staff can support young carers as part of their wider roles within the school.

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| **All staff** | |
| Look out for signs that a pupil is a young carers and notify the Young Carers’ School Operational Lead when identify a young carer who may have a caring role for a relative and/or friend. |  |

| **Teaching staff** | |
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| Look out for signs that the pupil is having a bad day, adapt behavior accordingly, be available to talk to and/or signpost the pupil to the Young Carers School Operational Lead. |  |
| Look out for signs that an identified young carer is having a bad day, adapt behavior accordingly, and be available to talk to, signposting the pupil to the Young Carers School Operational Lead. |  |
| Be flexible, where appropriate, with deadlines for homework. |  |
| Enable pupil to attend detentions at lunchtime rather than after-school. |  |
| If the school uses time out cards as part of its behavior management system, enable the young carer to take time out if they are angry and/or upset. |  |
| Ensure the Young Carers School Operational Lead is aware of any exams and/or coursework deadlines so that, where appropriate, the Lead can ensure the examination boards are notified about a young carer’s circumstances to secure extensions/extra time in exams. |  |
| Inform the Young Carers School Operational Lead about any concerns they have about the pupil’s attendance, attainment or wellbeing. |  |
| Respect the privacy of young carers. Do not speak about a pupil’s caring role in front of their peers. |  |

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| **Staff responsible for developing and reviewing the policies, and other principal documents set out at Step 5: Acknowledging young carers in principal school documents.** | |
| Ensure that the importance of young carers’ needs are reflected in principal school documents. |  |

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| **Staff responsible for the school’s internal management system** | |
| Ensure young carers are flagged so that their attendance and attainment can be tracked (see Step 10: Sharing good practice with others) |  |

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| **Curriculum leads** | |
| Ensure related aspects of the curriculum, for example PSHE, include teaching that explores the roles and responsibilities of young carers, promotes positive images of disability and challenges stereotypes (see Step 8: Raising awareness of pupils and families with others). |  |

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| **Office staff** | |
| Ensure messages from home are passed onto the pupil in a timely manner and confidentially. |  |

**To achieve best practice for young carers the following actions should also be carried out:**

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| **Staff responsible for monitoring and tackling poor attendance** | |
| Ensure that where changes in trends are identified, staff consider whether these may be due to a potential caring role as part of their work with the pupil and family, and inform the Young Carers’ School Operational Lead of any concerns. |  |

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| **Staff member responsible for school census data** | |
| Ensure school census data on pupils with disabilities is reviewed to identify sibling carers on roll. |  |

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| **Safeguarding officer** | |
| Ensure existing (and newly acquired) lists of children on Child protection and Looked-after children plans identify pupils who are living with adults experiencing mental ill health and addiction problems |  |

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| **Staff responsible for pupil enrolment process and annual process for checking pupil information** | |
| Ensure these processes are used to ask:   * Does the pupil have parents or other family members who have an illness or disability, or who are affected by mental ill health or addiction problems? * Would they like more information about the types of support the school provides to young carers? |  |

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| **Staff responsible for providing or ensuring the provision of independent careers advice** | |
| Ensure advice meets young carers’ needs (see Step 6, Tool 9: Supporting young carers to participate post-16). |  |



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