

# Bangor Academy and Sixth Form College

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## Young Carer Policy

| Author(s)     | Young Carer Support Staff and VP |
|---------------|----------------------------------|
| Adopted date: | June 2025                        |
| Review date:  | June 2029                        |

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## Rationale

As a school, we are committed to recognising the needs of young carers and supporting them with their additional needs to help them take full advantage of the educational opportunities at Bangor Academy and to meet their full potential. This policy will outline the nature of our provision in supporting young carers during their time in school. This policy should be read in line with other existing school policies. This policy is embedded within the legal requirements as set out in the EA guidance on Young Carers and has also been designed in line with our commitment to the UNCRC.

## Definition:

The term 'young carer' describes any child or young person aged 18 or younger with significant caring duties for a family member: parent, grand-parent, sibling etc. These responsibilities may affect their health and/or general development.

The level and nature of care provided by the child or young person will vary depending on the nature and severity of illness or disability of the family member, the frequency and level of care required by the family member and the overall family structure.

The young carer will have a range of tasks to perform. These may include but are not limited to the following:

| <b>Practical tasks</b>                                           | <b>Physical care</b>                                                 | <b>Personal care</b>                                                       | <b>Emotional support</b>                             |
|------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------|
| For example cooking, housework, shopping                         | For example lifting, helping up the stairs, physiotherapy            | For example dressing, washing toileting needs                              | For example listening, calming, being present        |
| <b>Household management</b>                                      | <b>Looking after siblings</b>                                        | <b>Interpretation</b>                                                      | <b>Administering medication</b>                      |
| For example paying bills, managing finances, collecting benefits | For example putting to bed, walking to school, other parenting tasks | For example hearing/speech impairment or English as an additional language | For example insulin needles, preparing daily tablets |

(Supporting Young Carers in School: An Introduction for Primary and Post Primary Staff)

## **The Law**

The role of the Young Carer has many consequences on the health, family relationships, opportunities for play and leisure, experiencing a childhood and accessing education and, as such, is an issue of Children's Rights.

As a public institution we have obligations towards the Young Carers who attend Bangor Academy which are described in two pieces of legislation in particular: The Carers and Direct Payments Act (NI) 2002 (particularly Section 4) and the Children (NI) Order 1995 (particularly Article 17A)

Section 75 of the Northern Ireland Act 1998 creates a Duty of Care on public bodies to ensure that equality of opportunity between people with dependents and people without is promoted. Schools will have a role in considering how this is delivered for Young Carers.

## **The United Nations Convention on the Rights of the Child (UNCRC)**

Through the Children and Young People's Strategic Partnership, education has committed to working with others to meet the needs of young carers, taking a whole child, whole family approach. This is consistent with an early intervention and prevention approach, and the aspiration to deliver services that are community based, non-stigmatising, responsive and flexible.

(Supporting Young Carers in Schools Booklet)

## **Impact of caring on young people**

Young carers develop caring and practical skills from an early age and may often be viewed as 'copers' meaning that their needs may be unintentionally unmet or unrecognised. Studies have demonstrated that the young person's caring responsibilities and their family situation will impact their physical and emotional health as well as their opportunities for social interaction with their peers and their ability to engage fully with their education.

Research shows that: (Source: Carers Trust 2022, Third Edition)

- Young carers have significantly lower educational attainment in GCSEs – the equivalent of the difference between nine Cs and nine Ds (The Children's Society, 2013).
- 42% of young carers or young adult carers 'always' or 'usually' feel stressed (Carers Trust, 2022).
- 27% of young carers say that they struggle to balance caring with school or college work (Carers Trust, 2022).
- 52% said they do 'not often' or 'never' get help from school or college to balance their work (Carers Trust, 2022).
- 34% of young carers say their school or college 'always' or 'usually' understands about them being a young carer – this means around two-thirds of young carers are spending their days in environments where they don't feel fully understood (Carers Trust, 2022).
- 40% said they 'never' or do 'not often' have someone at school to talk to about being a young carer or young adult carer (Carers Trust, 2022).

(Supporting Young Carers in School, Jan 2024)

## **Support in School:**

### **Young Carers Support Team (YCST)**

- Selected staff among the pastoral team as well as other volunteer staff will make up the membership of the YCST.
- The duty of this group is to
  - o collate and update the relevant information regarding young carers enrolled at the school. This information should then be shared with staff.
  - o Create an individualised support plan for each young carer to be reviewed annually.
  - o Liaise with home to ensure that school remains aware of updates of relevant medical issues in the home or other relevant situations as they emerge.
  - o Keep abreast of the latest guidance issued by DENI and EA regarding young carers and to inform the staff of best practices and guidance updates and to update the policy as necessary.
- Membership of the YCST is....
  - o Miss S McBride
  - o Mrs K Tinman (School nurse and counsellor)
  - o Mrs J Hair (Pupil Support Officer)
  - o Mr N Withers (Vice Principal)

### **Identification of our Young Carers**

- Upon registration to Bangor Academy every family will be invited to share details of their young people being young carers as part of their online registration.
- The YCST will receive this information from the office immediately after registration is complete and complete individualised support plans for each identified pupil, which will include input from home.

### **Independent Counselling Services for Schools**

- The YCST should make young carers aware of the provision of independent counselling in school.

### **In school counselling**

- Counselling is also available in school via the nursing service and/or the Pupil Support Officer

### **Educational Welfare Service (EWS)**

- Where there is evidence of a need for intervention then the school will refer the young carer to the EWS who will reach out to the home and offer supports.

### **Signposting External support:**

- Crossroads
- Action for Children
- Barnardos

1. APPENDIX 1: EA Guidance on Young Carers  
'Supporting Young Carers in Education'

<https://www.education-ni.gov.uk/sites/default/files/publications/education/Supporting%20Young%20Carers%20in%20School.pdf>

2. Carers NI and Action for Children: Experiences of young carers living in Poverty in Northern Ireland.

<https://www.carersuk.org/media/xm1dudzh/young-carers-experiences-of-poverty-in-northern-ireland.pdf>

# Individual Support Plan

|                           |                                                 |                                                                                  |                    |                                  |
|---------------------------|-------------------------------------------------|----------------------------------------------------------------------------------|--------------------|----------------------------------|
| <b>Name:</b>              |                                                 | <b>Class:</b>                                                                    | <b>Start date:</b> | <b>Review date:</b>              |
| <b>Pupil Voice</b>        |                                                 |                                                                                  |                    |                                  |
| <b>Home Circumstances</b> |                                                 |                                                                                  |                    |                                  |
| <b>Targets</b>            |                                                 | <b>Key Adults in School</b>                                                      |                    | <b>Key Adults Outside School</b> |
|                           |                                                 |                                                                                  |                    |                                  |
| <b>FSM</b>                | <b>Currently registered? Y / N</b>              | <b>Is assistance required to register? Y / N</b>                                 |                    | <b>If Yes, date completed:</b>   |
| <b>Uniform Grant</b>      | <b>Currently registered? Y / N</b>              | <b>Is assistance required to register? Y / N</b>                                 |                    | <b>If Yes, date completed:</b>   |
| <b>Counselling</b>        | <b>Does the pupil desire counselling? Y / N</b> | <div>Circle</div> <div> <b>Familyworks</b> <b>School Nurse</b> <b>PSO</b> </div> |                    |                                  |
| <b>External Supports</b>  |                                                 |                                                                                  | <b>EWS Y / N</b>   | <b>If Yes, date commenced:</b>   |
| <b>Review Comments</b>    |                                                 |                                                                                  |                    |                                  |

Signed: Pupil \_\_\_\_\_ Form Tutor: \_\_\_\_\_ PSO: \_\_\_\_\_ Review Date: \_\_\_\_\_

## APPENDIX 3: TIPS FOR TEACHERS

### Whole School

- Pupils who are young carers will have a 'quick note' added on the SIMS profile.
- Young Carers will have an individualised education plan. This will be reviewed annually.
- A young carer and their family's privacy and dignity should be held in the highest of regards. Information only shared on a need to know basis with relevant agencies or staff members.
- Young carers should be treated as other pupils but with an awareness of the impact of their individual responsibilities on their ability to engage with their education
- Young carers may need to use a phone to call home at lunch or breaktime to reduce worry about family members

### Form Teachers

- You will be informed of the Young Carers in your form class at the beginning of the academic year
- Be aware of young carers within your form class. Check in with them where and when appropriate. Be ready to direct children to appropriate and relevant support within the school
- Develop an awareness of the pupils in your classes who may have caring responsibilities at home and how you can support them in their education e.g. flexibility with deadlines, flexibility with times of day for detentions
- Be aware of changing circumstances at home and make referrals to members of the pastoral or Young Carers' team

### YCST

- Attend training about young carers, be aware of issues facing young carers and how best to respond and support, be aware of relevant legislation regarding young carers
- Promoting understanding of and respect for issues such as caring, disability and impairment, may be addressed in subjects such as PSHE

## **Inclusion and accessibility statement**

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This policy applies to all pupils in Bangor Academy and Sixth Form College. We at Bangor Academy and Sixth Form College are committed to inclusion and supplying all our school publications in an accessible format.

Should any pupil parent or carer require support in interpreting or understanding this policy school will provide guidance in partnership with the Inclusion and Diversity Service.

— If you require this document in an alternative format, such as large print or a coloured background, please contact us on [policies@bangoracademy.org.uk](mailto:policies@bangoracademy.org.uk)