



SAINT JAMES'

Church of England School
Nursery & Pre School



Young carers Policy

This policy has been adopted by the governing body of
St James' CofE Primary School.

It will be reviewed annually or as required.

If you require more information, please contact the
school office.

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

This policy has been developed in the context of national government and Wigan local authority guidance.

Date reviewed:

Review date:

Vision Statement

Walking hand in hand with Jesus, fulfilling the potential God has given us

St James' CofE Primary School

Mission Statement

Through him we learn to live abundant lives, especially treasuring the values of **friendship, trust, thankfulness, respect, forgiveness, hope and courage.**

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Curriculum Intent

Our curriculum intent has been produced by staff, children and parents of St James'

St James' CofE Primary School | LDST Liverpool Diocesan Schools Trust



Trust Prayer

We thank you, God of Love, for the gift of children, bless the work of our Trust, that in all we do young people may grow in wisdom and stature, and so come to know you, to love you and to serve you, as Jesus did.

We make our prayer in his name who is God with you and the Holy Spirit, now and forever.

Mission Aim

At St James' CofE Primary School, the Christian (and indeed inclusive human) values **friendship, trust, thankfulness, respect, forgiveness, hope and courage** inform our whole life together.

They were chosen in dialogue with the local community which identified them as exceptionally meaningful and valuable. Therefore, as a school community, we are committed to living these out and modelling them every day in each and every activity.

St James' CofE Primary School

The Christian values and character of the school inform this policy; consistent implementation and evaluation, ensure a positive impact on children's learning behaviours and staff well-being.

Young Carers Policy

Introduction

At St James' CofE Primary School, we believe that all children have the right to an education regardless of what is happening at home. When a child looks after someone in their family with a history of long term physical or mental health illness, a disability or someone with an addiction the young person may need some extra support to help them reach their full potential. The Young Carers policy sets out how we will help any child looking after someone at home.

Defining a young carer

A young carer is a child or young person (up to the age of 18) who helps to care for a relative who has a disability, chronic illness, mental illness, sensory impairment or who suffers from the problematic use of drugs or alcohol. The level of care they provide may vary from day to day but may be physical or practical assistance or most importantly emotional support. As a consequence, young carer's lives may become adversely affected by the responsibility of caring and they will benefit from early identification and recognition of their circumstances.

Identifying a young carer

Young carers are not easy to identify, and many will actively try to conceal their caring role because

- They worry that the family will be split up and taken into care.
- They want to keep it a secret and/or are embarrassed about the person who is ill or has disabilities.
- They may not realise that they are carers or that life is different to that of their peers.
- They don't want to be any different from their peers.
- They believe that the school will show no interest in their family circumstances.
- School is different; they have a new or different identity.
- It's not the sort of thing that can be discussed with friends.
- There has been no opportunity to share their story.
- They are worried about bullying.
- They see no reason or positive actions occurring as a result of telling their story

The following is a list of possible indicators of a young carer. Many can be indicative of other issues too. Together, they may help you build a profile of a pupil. Further sensitive information and appropriate questions may then, in turn, lead to a pupil letting you know that they are a young carer.

Is the pupil...

...often late or missing days or weeks off school for no reason?

...often tired, anxious or withdrawn?

...having problems socially or with making friends? Conversely, do they get on well with adults and present themselves as mature for their age?

...a victim of bullying? This is sometimes explicitly linked to a family member's disability,

health or substance misuse problem.

...depressed?

...finding it difficult to concentrate on their work?

...having difficulty in joining in extracurricular activities or is unable to attend school trips?

...isolated because of their family situation or because they lack social skills with their peers (and yet they are confident with adults?)

...not handing in homework/coursework on time, or completing it late and to a low standard?

...anxious or concerned about an ill or disabled relative?

...displaying behavioural problems?

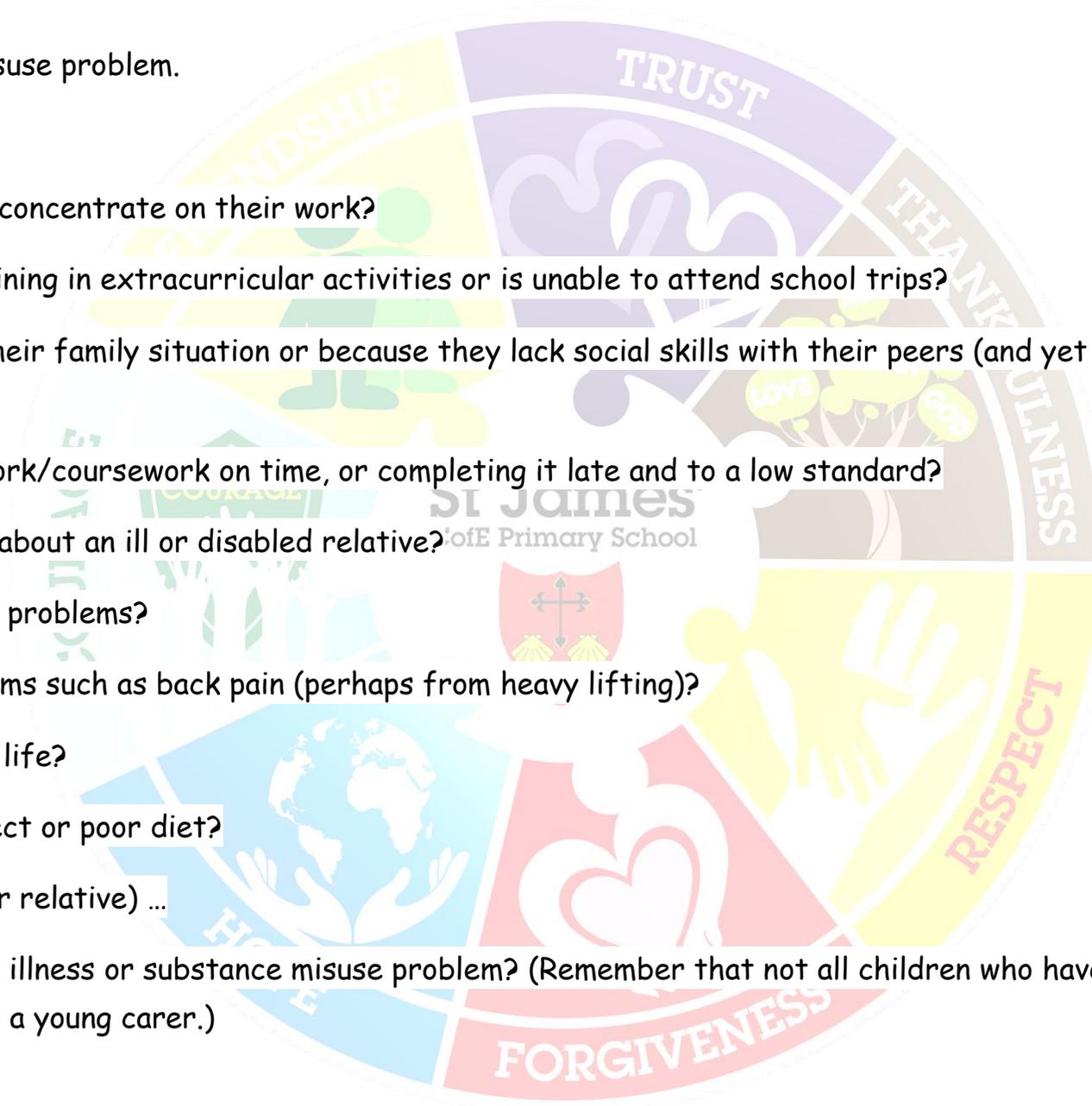
...having physical problems such as back pain (perhaps from heavy lifting)?

...secretive about home life?

...showing signs of neglect or poor diet?

Are parents (or another relative) ...

...sick, have a disability, illness or substance misuse problem? (Remember that not all children who have a family member who is ill or with disabilities is a young carer.)



...difficult to engage with?

...not attending parents' evenings?

...not communicating with school.

Support for identified Young Carers

There will be a named member of staff who will be a point of contact for young carers and their family and will liaise with relevant services. The name of this person will be on parents notice boards, children's notice board, website or via the school office.

Awareness raising sessions will take place. These sessions may be held through the PSHE curriculum, assemblies and staff training.

School staff will respect the confidentiality of Young Carers and not talk about their role in front of others even if the other person knows.

Drop in sessions to be held once a week, at a lunch time agreed with the headteacher.

Lunch time homework support to be provided.

