

Step 7

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 carer and notify the Young Carers' School Operational Lead when identifying a young carer who may have a caring role for a relative and/or friend.	
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Teaching staff

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 pupils 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.	

Staff responsible for developing and reviewing the policies, and other principal documents set out at Step 5

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

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: <ul style="list-style-type: none"> ● Does the pupil have parents or other family members who have an illness, disability, or a mental health problem or an addiction? ● 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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