

# Manchester Communication Academy

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## Young Carers Policy



with you, for you, about you.

## Revision Information

<b>This document has been approved for operation within</b>	All Trust Establishments
<b>Date of last review</b>	May 2023
<b>Date of next review</b>	May 2026
<b>Review Period</b>	Every 3 years, or where they have been material changes to the relevant courses of business
<b>Date of Trustee Approval</b>	
<b>Status</b>	To be approved
<b>Person Responsible for Policy</b>	
<b>Owner</b>	Greater Manchester Academies Trust
<b>Signature of Approval</b>	

## Revision History

Review Date	Changes Made	By Whom
02/05/2023	- New Policy	AW

**Equality Statement:** Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010. To advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. Manchester Communication Primary Academy (part of Greater Manchester Academies Trust) regularly reviews all policies and procedures, which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010.

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## Equality Statement

Under the equality act , 2010 it is illegal to discriminate against a carer because of their responsibilities or because if the individual (s) they care for. This means schools/academies must take into account equality considerations when policies are being developed.

Manchester Communication Academy regularly reviews all policies and procedures, which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010.

## Introduction

The purpose of this policy is to ensure we are identifying and supporting Young Carers and their families to the best of their ability. The policy includes a commitment from senior leadership and school governors to continue to support the role of the Young Carer Champion, which should also include provision for when there is a change in staffing structures to ensure a timely replacement of the young carer champion role and connection with the Manchester City Councils Young Carer Coordinator.

## Who is responsible for this policy?

The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to GMATs SLT, the Local Governing Body and the Head of each establishment.

The Local Governing Body and Senior Leadership Team at each establishment has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

We have a designated young carers champion at MCA, Miss Jessica Ward, who is expected to stay up to date with training, awareness and available resources on offer in the local area.

They are also responsible for reporting to members of SLT when any staff training or student awareness needs to take place. We aim to do this annually, at the start of every new school year both for staff and students.

The young carers lead is responsible for ensuring the school census codes for all identified young carers is correct.

Although we have a designated young carers lead, we encourage all staff members to be confident in identifying a young carer and reporting any concerns and or information to the lead in school.

## How we identify Young Carers

We refer to lists of children on child protection and looked-after children plans, to identify pupils who are living with adults experiencing mental ill health or addiction problems.

Checking School Census data on pupils with disabilities, to identify sibling carers on the roll.

Asking feeder schools/early-years providers to inform the school if a pupil has already been identified as a young carer. If there is a student identified from primary school, they will automatically be added to our Young Carers list.

Ensuring staff awareness is raised, and having clear and effective communication systems between staff members allows us to identify young carers within school.

Head's of year all have access to a year group list of Young carers and we communicate when the student may be struggling or circumstances have changes at home and ask that staff can be mindful of this

## Support offer once a student is identified

We aim to have a check in with every student when concerns are raised, in order to find out more about their role and the responsibility they have. We can do this on a 1-1 conversation basis with the student away from any other classes taking place. We also make a conscious effort to talk about the students caring role away from other students as we know this can be singling the individual out.

Where needed, we can complete MACA and PANOC assessments with the students, this helps us to gain a feel for what it is they do but also how they are effected by their role emotionally.

We have a young carers weekly ESA club which allows students to have a break from education and their caring responsibilities. They can use the space how they wish but we do always have a group activity each week.

## Reducing barriers to learning

- We can Signpost to external services and/or undertake whole family work that aims to support everyone involved.
- We understand that caring can increase the likelihood of a young person struggling with their mental health; therefore, we are able to offer wellbeing support within school, which in turn can support them in accessing a full curriculum.
- We are able to keep a track of student's attendance and attainment patterns, and identify when things have changed in order to further support and improve in these areas.
- We have a post 16 / careers team at MCA who will be able to identify young carers at risk of falling into the not in education, employment or training category and taking appropriate actions to address this.
- We are able to support to the pupil and their family during the transition process, sharing agreed information with their new school/college/university lead for young carers and their families.

### The school ensures Young Carers and their families know how to access support by:

- Including information signposting young carers and their families to other resources , we have a young carers notice board where support offers and information can be found easily by students.
- Using the curriculum to promote a full understanding, acceptance of and respect for, issues such as caring, disability and impairment, for example, embedding the challenges faced by young carers into aspire lessons and delivering regular assemblies raising awareness of young carer issues. Assemblies include information on where to find the young carers lead and how to access them should any students feel they need to.

## CPD for staff

The need for in-service training of all staff is recognised and GMAT Academy is fully committed to providing CPD for staff

We ask that all of our staff members complete relevant online training at least once each academic year. There is opportunity to refresh the training at any point if a staff member wishes to.