**Supporting Young Carers in Education**

**Module 2 Young Carers and The Law, Their Rights, and Their Voice**

**Notes**

**Slide 1:**

Welcome to the ‘Supporting Young Carers in Education’ Professional Learning Activity. This activity is designed for anyone working with young carers in an educational setting or context. This module of learning is part of a set of 3 modules. Each modules should take between 30 minutes and an hour depending on how it is undertaken. It can be studied as a group or as an in-service activity with some discussion around the topics or as an individual professional learning activity. Module one is designed specifically for all educational practitioners and should help them identify and support young carers. Module 2 is designed for anyone with leadership responsibility for organizing supports for young carers in their setting and includes their legal duties. Module 3 is designed for anyone hoping to develop a whole school approach towards supporting young carers.

**Slide 2:**

**Module 2A: Legislation and Young Carers Statements**

This second module helps those with a leadership responsibility towards young carers to know their legal duties and responsibilities including information about the young carers statement. It consists of 3 short presentations and some optional reading tasks. This first presentation highlights the key information regarding the Young Carers Act and Young Carer Statements.

**Slide 3:**

Read slide

**Slide 4:**

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**Slide 5:**

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**Slide 6:**

Watch the film: <https://www.youtube.com/watch?v=2ti-R-NsT-U&list=PLV0wpVbwgJcEdkHVBu0YyvwD1ieBvn0Lm&index=6>

**Slide 7:**

Read slide

**Slide 8:**

Responsible authorities must offer a ‘Young Carer Statement’ to anyone they identify as a young carer. In each local authority the Young Carer Statement is different some come in the form of an app and others as a short colourful document or professional form. For any young carer who accepts this offer they must prepare a statement which should contain information about the young carer’s circumstances and caring role such as:-

* the nature and extent of the care provided and the impact on the young carers wellbeing and day-to-day life
* the extent to which the young carer is able and willing to provide care
* whether the responsible authority thinks that it is appropriate for the young carer to be a carer for the person they care for
* emergency and future care planning, including any arrangements that are in place
* what 'personal outcomes' matter to the young carer in order continue to provide care, where that is appropriate, to have a life alongside caring, and to improve their health and wellbeing
* support available if they live in a different local authority are from the person you care for
* whether support should be provided as a break from caring
* support available locally
* any support which the responsible authority intends to provide to the young carer
* the circumstances in which the Young Carer Statement is to be reviewed.

When a young carer turns 18 their statement will continue until they are provided with an adult carer support plan. If they do not wish to continue providing care, they can choose not to have an adult carer support plan.

**Slide 9:**

Reflection: In your educational authority who is responsible for supporting a young carer to complete their Young Carer Statement and can you view a template of it?

**Slide 10:**

**Module 2B: Young Carers - Additional Support Needs and Rights**

**Slide 11:**

Read slide and follow links for further information

**Slide 12:**

Caring is rarely the only thing that a young carer is coping with. For example many, many ‘looked after’ or care experienced children and young people will also be, or were formerly young carers. They may be caring for a parent who isn’t able to care for themselves or their family well. They may also be caring for their siblings. This could have been happening for a very long time before their own care needs have been noticed and addressed. Even after moving into the care system formally many young people will feel the need to continue to care for and/or protect a parent or their siblings. Typically these children or young people may struggle at school and may be reported as requiring additional support due to social, emotional and behavioural needs rather than their caring responsibilities.

**Slide 13:**

Read slide

**Slide 14:**

Read slide

**Slide 15:**

Read slide

**Slide 16:**

Reflection: What policies or guidance, specific to your setting, have relevancy for young carers?

Supplementary questions (optional):

* + Do you know who the young carers in your educational setting?
	+ Are your young carers recorded in SEEMIS as having additional support needs?
	+ For the young carers that you teach do you know if their caring role is having an impact on their learning or educational progress?

**Slide 17:**

**Module 2C: What works well for all learners including Young Carers**

**Slide 18:**

Universal: Applies to ALL children, regardless of abilities or family circumstances Unconditional They do not have to be earned Inalienable Thy cannot be taken away if they aren’t being responsible. Inherent They cannot be separated from the individual. Indivisible They are all inter-related.

Underpinning rights in the context of the two reviews:

2 the principle of Universality – additional support needs and care experience Example

3 puts the best interest of the child first – overriding factor – but what’s in the best interests of one child would not necessarily be in the best interests of another – so do blanket policies or rules work. Can one size fit all in terms of planning.

12 Is a gateway right & Participation is often the first step to Getting It Right for Every Child (ALL Children)

Education focussed:

28 Right to an education. This must respect children’s dignity

29 Education must develop every child’s personality, talents and abilities to the full

31 Relax, play and take part in a wide range of cultural and artistic activities

also consider the implications of:

5 Right of my family - to help me know about my rights

15 Right to meet with friends and to join groups

16 Right to privacy

23 Right to get information in lot’s of ways, so long as it’s safe

39 Right to get help if I have been hurt, neglected or badly treated

40 Right to legal help and to be treated fairly if accused of breaking the law

Participation: This really stands for the rights to do things (learning, socialising with finds, join clubs, ….), express ourselves, and have an effective voice. If this is truly to happen we need to move from adult domination around for example decision making to social participation.

Provision: is about how we use our resources to ensure that CYP receive their RIGHTS – supported - and I think you’ll start to see the direct links to the Morgan Review and The Promise

Protection: linked to the right to be shielded from certain acts and practices – not just child protection – it is close to parenting – ”All parenting is shared between the family and the wider kinship and friendship network, and between this system and state provision”. There is a very obvious link her between this and ‘corporate parenting’ and why this is important, as many of the thinks that a family or wider kinship group may be less or even missing for a care experience child or YP, we often refer to it as social capital, that’s were and when we as Corporate Parents ned to step in.

**Slide 19:**

I’m summarising this massively BUT…

Children and young people want to be included in their schools and communities.

They feel it is important that those working in schools are aware of additional support needs and sensitive to their individual needs.

Schools should have a whole school approach to inclusion, respect children and young people’s rights, and support individuals to achieve their potential. We can only do this by talking with and listening to CYP at every level and about every aspect of the curriculum! (Back to the 4 contexts) This approach wouldn’t just benefit CYP with ASNs but would benefit all children and young people.

So what did the review say that CYP who require additional support say they needed and wanted?

**Slide 20:**

Review slide

**Slide 21:**

Review slide

**Slide 22:**

Reflection: Considering the Young carers in your setting – which of their rights might we not be fully recognising or upheld?

In your setting what universal supports, already in place (based around the 4 themes), will help your young carers?