



Young Carers

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Statement of intent

At Layton Primary School, we aim to provide a community for pupils which keeps them safe, supports their creativity and enables them to meet their full potential.

The school is committed to supporting young carers' access to a full education. This policy will be implemented by all staff members in order to ensure young carers at our school are identified and offered appropriate support to access the education to which they are entitled.

The aim of this policy is to raise awareness among school staff about the needs of young carers and to support them in establishing a whole-school approach to address the issues that may arise within a school setting.

Young Carers Champions: Miss Taylor-Clarke and Mrs Susan Sayers

SLT Young Carers Champion: Miss Steph Owen

1. Legal framework

This policy has due regard to statutory legislation and guidance, including, but not limited to, the following:

- Children Act 2004
- Education Act 2011
- Equality Act 2010
- Carers (Equal Opportunities) Act 2004
- Carers (Recognition and Services) Act 1995
- Children and Families Act 2014
- Care Act 2014
- The Young Carers (Needs Assessments) Regulations 2015
- DfE (2011) 'Improving support for young carers – family focused approaches'
- DfE (2016) 'The lives of young carers in England'
- DfE (2025) 'Keeping children safe in education 2025'
- NHS (N.D.) 'Help for young carers'

2. Definition

A young carer is someone under 18 years of age who provides regular and ongoing care to a family member who, due to a condition, illness, disability, serious injury, mental health condition or addiction, are reliant upon them for support.

A young carer will take on additional responsibilities to those appropriate to their age and development. Young carers may be primary carers, e.g. if caring for a parent, or a secondary carer, e.g. when helping to care for a sibling.

Young carers are recognised by the DfE and the school as children who are vulnerable. This is because the level of care-giving and responsibility to the person in need of care is often inappropriate for that child's age and stage of development, and risks jeopardising their emotional or physical wellbeing, educational achievement and outcomes.

A young carer may undertake some or all of the following:

- Practical tasks
- Physical care
- Personal and intimate care
- Emotional support
- Household management
- Looking after multiple individuals as a result of the primary dependant's condition, e.g. a child taking care of their parent as well as their siblings due to their parent's impairment in doing so
- Interpretation

- Administering medication

3. Issues faced by young carers

Caring responsibilities can impact on young people's education in a number of different ways including, but not limited to, the following:

- Lateness
- Tiredness
- Non-attendance
- Late or no submission of homework and assignments
- Not participating in extra-curricular activities and school events
- Experiencing bullying or isolation
- Underachieving academically
- Poor education or career choices

Young carers may exhibit challenging behaviour in environments away from home in order to offset the fact that they have to take on adult responsibilities and behave in an adult fashion within the home.

Many young carers may be unable to develop friendships outside of school, due to reasons such as being unable to invite friends to their home, restricting the development of a pupil's social skills.

Some young carers carry out tasks for which they are physically ill equipped, which can impact on their overall health. Long-term caring responsibilities can also impact significantly on the mental health of young people, which like their physical health, can lead to poor attendance.

Some families will be dependent solely on state benefits, affecting their ability to afford proper school clothing and/or extra-curricular activities, such as school trips.

Families involving a young carer may be unwilling or unable to attend school functions, leading to them becoming more isolated from the school environment and unaware of issues that the young carer may be experiencing.

4. Identifying young carers

During the school enrolment process for new pupils, the school will:

- Identify parents or family members who have disabilities or other long-term physical or mental health conditions.
- Clarify whether the pupil has caring responsibilities.
- Identify whether the young carer has any additional needs that need to be supported, e.g. any SEND or social, emotional and mental health (SEMH) needs.

- Establish individual pupil plans to recognise the child's specific needs as a young carer.

Where appropriate, a young carer may be referred to the LA or other support agencies for a needs assessment.

The school will continuously bear in mind that where a parent has a disability, mental health or substance abuse issue, the pupil might be the carer whilst showing none of the indicative signs of a young carer.

5. Young carers and the school

The SLT Young Carer Champion, Steph Owen, and the Young Carer Champions Susan Sayers and Georgia Taylor-Clarke are the main points of contact for young carers in the school. The appointed persons are responsible for:

- Ensuring that young carers have the same access to a full education and career choices as their peers.
- Promoting and coordinating the support young carers need.
- Listening to Young Carers views on the provision available to them
- The School has an effective referral system and strong partnership in place with the local young carers service,
- The school's annual pupil assemblies and/or PSHE lesson
- The school's annual Young Carer training
- Liaising with other agencies as appropriate, including adult services.

It is important that staff members can effectively identify young carers and that young carers feel that they can ask for help; therefore, raising awareness among staff and pupils about the issues relating to young carers and what support is available is vital.

In order to ensure that staff members understand the issues faced by young carers, training and ongoing professional development about the matter is provided for staff and the governing board.

Staff members will keep up-to-date with national and local developments, legislation and guidance affecting young carers and their families.

The school aims to create a welcoming and friendly environment for all pupils, in which young carers feel comfortable to discuss their situation.

The school will publish clear information regarding how pupils and their families can access support, ensuring that all pupils are aware of this information.

The governing board will make provision for inclusive policies and practices that support young carers and promote good communication with their families.

The School uses 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 PSHE education lessons curriculum.

The school premises are accessible to people with disabilities and/or illnesses, offering additional support to enable them to attend parents' evenings and other school events.

Staff members will not discuss a young carer's personal situation and related arrangements in front of their peers.

The school will follow child protection procedures regarding any pupil who they believe to be at risk of significant harm due to inappropriate levels of caring.

6. Providing support

The young carer lead will meet with young carers on a regular basis and will liaise with teachers regarding difficulties, attendance and deadlines.

The young carer lead will ensure that existing individual pupil plans recognise the pupil's specific needs as a young carer.

The school offers support to the pupil and their family during the transition process, sharing agreed information with their new school, college or university where appropriate.

Additional support is offered in order to remove any communication barriers with parents, allowing them to be fully engaged with the education of their child.

Targeted early interventions are used in order to provide support to young carers, ensuring that they are able to reach their full potential.

The school uses and evaluates data effectively in order to identify and monitor the progress made by young carers, and reviews plans accordingly.

Where parents are unable to physically attend parents' evening alternative arrangement will be made where necessary.

Young carers are provided with opportunities to speak to someone in private regarding their role as a young carer.

Staff members treat young carers in a sensitive and child-centred way, upholding confidentiality.

The school will continuously promote additional links with adult care agencies which may be able to support families and relieve care responsibilities.

7. Safeguarding

Young carers may also be more vulnerable to safeguarding concerns than other pupils. Many young carers will experience a degree of neglect of their basic needs, including:

- Physical needs, e.g. food, shelter and clothing.
- Emotional needs, e.g. nurture and stimulation.
- Medical needs, e.g. not securing appropriate health care.

Young carers may also be more vulnerable to abuse and exploitation. This can be inside the home, e.g. a dependant struggling with an addiction that leads to outbursts of aggression or

violence; however, some pupils who are young carers may also be vulnerable to extra-familial harm as a result of the loneliness, lack of emotional support or lack of supervision that can sometimes come with being a young carer. These dangers include, though are by no means limited to:

- Being drawn into abusive or exploitative relationships.
- Being susceptible to radicalisation or grooming.
- Peer-on-peer abuse such as bullying.
- Substance misuse and addiction.
- Mental ill health.
- Physical ill health or impaired development.

Where a member of staff thinks a pupil may be caring for a family member without this being officially disclosed to the school, they will be expected to bring this to the attention of the young carer lead, or the DSL where they suspect the child may be experiencing harm. The school, supported by the DSL, will identify young carers who may be in need of early help, and will follow the early help processes outlined within the Child Protection and Safeguarding Policy.

8. Monitoring and review

The DSL and the SLT Young Carer Champions will review practice to ensure this policy is implemented correctly.

Staff will all be aware of other relevant school policies which will be implemented alongside this policy.

This policy will be reviewed by the governing board every two years.

The next scheduled review date of this policy is December 2027.