

Young Carers Policy			
Current Status:	Awaiting approval	Last Review:	
Policy Owner:	Group Head of Welfare and Safeguarding	Next Review:	July 2026
Roles Responsible for Review:		Originated:	February 2025
Approved by:	Post 16 Curriculum and Quality	Committee:	Educational Excellence Committee
Type of Policy:	Staff / Students	Quality Assured by:	Policy Team

1. Summary

- 1.1. This policy applies to all staff, volunteers and any other personnel associated with Eastern Education Group Trust (EEGT), which includes:
- Chalk Hill
 - Duke of Lancaster School
 - Exning Primary School
 - Priory School
 - Stone Lodge Academy
 - Sunrise Academy

2. Introduction

- 2.1. EEG is committed to supporting young carers to access education. This policy aims to ensure young carers at school are identified at an early stage and offered appropriate support to access the education to which they are entitled.
- 2.2. Some young carers are not known to be caring by school staff, so being a young carer can be a hidden cause of poor attendance, under achievement and bullying, with many young carers dropping out of education or achieving no qualifications.
- 2.3. A young carer is a child or young person who is helping to look after someone who could not cope without their support. Most are caring for a parent, but some may be taking responsibility for a sibling, grandparent or other relative. In some instances, a young carer may care for more than one family member.
- 2.4. The person they look after will have one or more of the following:
- Physical disability (including sensory disability)
 - Learning disability
 - Mental health problem

- Chronic illness
- Substance misuse problem

3. Policy Statement/Scope

- 3.1. At EEG we believe that all children have the right to an education, regardless of what is happening at home.
- 3.2. When a child looks after someone who has a serious illness, disability, a mental health issue, or substance misuse problem, they may need extra support to help them get the most out of school. Our Young Adult Carers Policy says how we will support any child who helps to look after someone who could not cope without their support.

4. Policy Objectives

- 4.1. EEG is committed to:
- promoting the education and welfare of 'Young Carers',
 - ensuring that 'Young Carers' have a voice in issues relating to their education,
 - challenging negative stereotyping and promoting inclusion,
 - targeting support appropriately,
 - ensuring appropriate level of support for parents/carers, and
 - ensuring our staff are trained to understand this key cohort.

5. Policy Implementation

- 5.1. On disclosure, relevant staff will ensure that the safeguarding Team are made aware in order that the child receives the appropriate information, advice and guidance.

6. Roles and responsibilities

6.1. Governance

- 6.1.1. The Trust Board is responsible for ensuring a Young Adult Carer's Policy is in place and procedures relating to that policy are adhered to.
- 6.1.2. The Trustee Lead for Safeguarding has responsibility for ensuring that the policies are reviewed and in place.
- 6.1.3. It is important that all staff who are in contact with a child are aware that they are a young carer. However, it is important that information around the reasons for the child being a carer is shared on a need to know basis and in accordance with the wishes of the child and will recognise that flexibility may be needed when responding to the needs of the young carer.
- 6.1.4. Available provision includes (but is not limited to):

- access to telephone during breaks and lunchtime, to phone home,
- negotiable deadlines for homework/coursework (when needed),
- arrangements for school work to be sent home (when there is a genuine crisis),
- access for parents with impaired mobility,
- alternative communication options for parents who are sensory impaired or housebound,
- ensure that attendance of the child is regularly monitored.
- will give consideration to alternatives if the child is unable to attend school due to their caring commitments,
- ensure the school is accessible to parents who have mobility and communication difficulties and involves them in parents' evenings, and
- will follow child protection procedures regarding any risk of significant harm due to inappropriate levels of caring.

6.2. ***Designated Member of Staff***

- 6.2.1. There are designated members of staff for each school, who are the named members of staff for Young Carers. They are:
- Sarah Chesterton – Chalk Hill, Priory School and Stone Lodge Academy
 - Emma O'Hara – Duke of Lancaster School and Sunrise Academy
 - Shub Singh – Exning Primary School
- 6.2.2. These designated members of staff act as an emergency contact point for all relevant agencies, the local authority, social care, health and other voluntary agencies involved in supporting the child, this will then be passed to the Head of Welfare and Safeguarding to continue support.
- 6.2.3. These designated members of staff promote understanding and development of policies and resources to support and include young adult carers.
- 6.2.4. These designated members of staff promote awareness amongst staff of the difficulties and educational disadvantages of children who are carers.

6.3. ***The Safeguarding Team***

- 6.3.1. The Safeguarding Team act as an advocate for young adult carers and refer for further support to the local Young Carers Service, who can also put families in touch with other support services.
- 6.3.2. The Safeguarding Team ensure that educational information required for the care planning process/court proceedings and Statutory Reviews is available as required and that if asked, the education perspective can be given at such meetings by the designated member of staff or an appropriate school representative.
- 6.3.3. The Safeguarding Team ensure that managers, through the designated

member of staff, puts in place arrangements to promote effective communication between all those involved with young carers.

- 6.3.4. The Safeguarding Team ensure, through the designated member of staff, that all staff have access to training and information to enable them to recognise the indications that a child has a caring responsibility, as well as increasing their understanding of such responsibilities, invite the relevant support workers to attend events held at the school, and ensure that any who are children in need are identified or feel able to ask for help, are listened to and offered direct services and protection, if needed.

6.4. ***The Child***

- 6.4.1. It is important that a child is aware that information is being recorded regarding their personal circumstances. It should be explained that the school, the Social Worker, designated member of staff and the child's parent/carer are working together to promote their education.
- 6.4.2. It is important to establish the child's view of their circumstances and identify what they want others to know.

7. **Related Policies and Procedures, Statements, Guidelines and Legislation**

- The Care Act 2014
- The National Carers Strategy (1999)
- UN Convention on the Rights of the Child Articles 28 and 29
- The Children and Families Act 2014
- DfE Advice and Guidance to Schools and Local Authorities on Managing Behaviour and Attendance
- Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure
- Single Equality Policy

8. **Implications**

- 8.1. A young carer will take on responsibilities to those appropriate to their age and development. A young carer might be providing the main care or share responsibilities with another family member. The caring tasks that a young carer has to deal with can range from:
- Nursing care,
 - Personal intimate care,
 - Emotional care,
 - Domestic care,
 - Financial care, and
 - Child care.

- 8.2. EEG acknowledges that there are likely to be young carers among its school students, and that being a young carer can have an adverse effect on a young person's education.
- 8.3. Because of their responsibilities at home, a young carer might experience:
- Being late or absent due to responsibilities at home,
 - Concentration problems, anxiety or worry in school,
 - Emotional distress,
 - Tiredness in school,
 - Lack of time for homework,
 - Poor attainment,
 - Physical problems such as back pain from lifting,
 - False signs of maturity, as a result of assuming adult roles,
 - Behavioural problems (taking out their anger or frustration),
 - Lack of time for extra-curricular activities,
 - Isolation, embarrassed to take friends home,
 - Limited social skills,
 - Bullying,
 - Feeling that no one understands and that no support is available, and
 - Low Self-esteem.
- 8.4. It also might be difficult to engage their parents (due to fears about the young person being taken into care, fears about their condition being misunderstood or their parenting skills being called into question). They may be unable to attend parents' evenings.

Revision History – Young Carers Policy

Revision date	Reason for revision	Section number	Changes made
February 2025	EEGT Required	1 - 4	SEND Schools and Exning arrangements.