



Young Carers Policy 2025

Policy Details	
Policy Owner	Safeguarding, Wellbeing and Mental Health Coordinator
Date produced	June 2025
Approved by	Policies & Procedures Committee
Date approved	17 June 2025
To be reviewed	Annually
Publication	MyUSP, USP College Website

1. Policy Intent

- 1.1** USP College is committed to supporting young carers to access education. This policy aims to ensure young carers at college are identified at an early stage and offered appropriate support to access the education to which they are entitled.
- 1.2** Most young carers are not known to be caring by college 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. Scope

- 2.1** At USP College, we believe that all young people have the right to an education, regardless of what is happening at home. Our Young Carers Policy states how we will support any learner who is a young carer. A young carer is a young person who is helping to look after someone who cannot cope without their support. They may have whole or shared responsibility for looking after a sibling, parent, grandparent or other relative. In some instances, a young carer may care for more than one family member and / or may have a disability themselves.
- 2.2** A young carer may undertake some or all of the following:
 - a. Practical tasks such as cooking, housework, shopping.
 - b. Physical care such as lifting, helping up the stairs and physiotherapy.
 - c. Personal Care such as dressing, washing and helping someone go to the toilet.
 - d. Emotional support such as listening, calming someone and being present.
 - e. Household management such as paying the bills, managing finances and collecting benefits.
 - f. Looking after siblings such as putting to bed and walking to school.
 - g. Interpreting for parents with hearing or speech impediments or English as an additional language.
 - h. Administering medication such as insulin injections and preparing daily tablets.
- 2.3** Young carers are not easy to spot and many actively try to conceal their caring role from teachers, pastoral staff and peers for fear of bullying or outside interference in their families. All of the warning signs below could be indicators of another problem. However, staff noticing these signs should consider asking the learner if they are helping to look after someone at home.
 - a. Regular or increased lateness or absence;

- b. Concentration problems, anxiety, tiredness;
- c. Under-achievement and late or incomplete homework: maybe a sudden unexplained drop in attainment;
- d. Few or no peer friendships; conversely the young carer may get on well with adults and present as very mature for their age;
- e. Victim of bullying, sometimes explicitly linked to a family member's disability, health or substance misuse problem;
- f. Behavioral problems, sometimes the result of anger or frustration expressed inappropriately;
- g. Unable to attend extra-curricular activities; and
- h. Difficulties in engaging parents; parents not attending parents' evenings

2.4 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.

2.5 Legislation and Guidance

Legislation

- i. Children Act 1989
- ii. Education Act 2002
- iii. Safeguarding Vulnerable Groups Act
- iv. Children and Social Work Act 2017
- v. The Children's Act 2004
- vi. Children and Families Act 2014
- vii. Prevent Duty 2015
- viii. Counter-Terrorism and Security Act 2015
- ix. Human Rights Act 1998

Guidance

- i. Keeping Children Safe in Education 2024
- ii. Working Together to Safeguard Children 2018 (Revised 2023)
- iii. Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018
- iv. SET Safeguarding and Child Protection Procedures 2019
- v. Prevent Duty in Further Education 2019
- vii. Guidance for safer working practice for those working with children and young people in education settings 2019
- viii. SEND Code of Practice: 0 to 25 years
- ix. DfE 'Behaviour in Schools' Guidance
- x. The National Carers Act 2014

Linked Policies

- i. Health, Wellbeing and Fitness to Study Policy
- ii. Student Disciplinary Policy
- iii. Student Attendance Policy
- iv. Student Anti-Bullying and Harassment Policy
- v. Equality, Diversity and Inclusion Policy
- vi. Data Protection Policy

3. USP College is committed to

- 3.1.1 Promoting the education and welfare of 'Young Carers'.
- 3.1.2 Ensuring that 'Young Carers' have a voice in issues relating to their education.
- 3.1.3 Challenging negative stereotyping and promoting inclusion.
- 3.1.4 Targeting support appropriately.
- 3.1.5 Ensuring appropriate level of support for parents / carers.

4. Policy Implementation

- 4.1 On disclosure, relevant staff will ensure that the Safeguarding, Wellbeing and Mental Health Coordinator (Seevic Campus), or the Student Services Manager (Palmer's Campus), are made aware in order that the learner receives the appropriate information, advice and guidance.

5. Roles and Responsibilities

5.1

- 5.1.1 The Safeguarding, Wellbeing and Mental Health Coordinator (Seevic Campus), and the Student Services Manager (Palmer's Campus), act as the Operational Leads for Young Carers working closely with the DSL.
- 5.1.2 The Governor with safeguarding has a link / oversight responsibility for ensuring that the policies are reviewed and in place.

5.2 Operational Lead – Safeguarding, Wellbeing and Mental Health Coordinator and Student Services Manager

- 5.2.1 Act as a contact point for all relevant agencies, the Local Authority, Social Care, Health and other voluntary agencies involved in supporting the young carer;
- 5.2.2 Promote understanding and development of policies and resources to support and include young carers;
- 5.2.3 Promote awareness amongst staff of the difficulties and educational disadvantages of young people who are carers;
- 5.2.4 Will act as an advocate for young carers and refer for further support to the local Young Carers Service, who can also put families in touch with other support services;
- 5.2.5 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 Operational Lead or an appropriate college representative;
- 5.2.6 Ensure the college through the Operational Lead puts in place arrangements to promote effective communication between all those involved with Young

Carers;

5.2.7 Ensure through the Operational Lead that all staff have access to training and information to enable them to recognise the indications that a young person has a caring responsibility, as well as increasing their understanding of such responsibilities. Relevant staff will receive training annually;

5.2.8 Invite the carers support workers to attend events held at the college;

5.3 ALL Staff

5.3.1 It is important that all staff who are in contact with a young person are aware that they are a young carer. However, it is important that information around the reasons for the young person being a carer is shared on a need to know basis and in accordance with the wishes of the young person and will:

5.3.2 Recognise that flexibility may be needed when responding to the needs of the young carer. Available provision includes (but is not limited to):

- a. Automatic referral to the Operational Leads
- b. Access to a telephone during breaks and lunchtime, to phone home;
- c. Where possible negotiated timetables and deadlines for homework / coursework

5.3.3 Ensure that attendance of young carers is regularly monitored. Any issues with regards to absence from college or particular lessons are addressed through working in partnership with tutors.

5.3.4 The College will give consideration to alternatives if a young carer is unable to attend college due to their caring commitments.

5.4 The Young Carer

5.4.1 It is important that the young carer is aware that information is being recorded regarding their personal circumstances. It should be explained that the college, the Social Worker, Operational Leads and the young person's parent/carer are working together to promote their education.

5.4.2 It is important to establish the young person's view of their circumstances and identify what they want others to know.

Equality and Diversity Impact Assessment

USP College is committed to equality of opportunity. The aim is to create an environment in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions.

This form should be used by managers and policy owners within their area of responsibility to carry out Equality and Diversity Impact Assessments (EDIAs) in relation to protected characteristics including, but not limited to: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. The word 'policy' is taken to include strategies, policies, procedures and guidance notes; both formal and informal, internal and external.

1. Name of Policy

Young Carers Policy

2. Which of the following groups could be affected by this policy?

(Tick all that apply)

Students	<input checked="" type="checkbox"/>
Staff	<input checked="" type="checkbox"/>
Wider Community	<input checked="" type="checkbox"/>

3. Complaints

Have complaints been received from anyone with one or more protected characteristic about the service provided? If yes then please give details.

N/A

4. The Impact

Four possible impacts should be considered as part of the assessment:

- Positive Impact** - Where the policy might have a positive impact on a particular protected characteristic.
- None or Little Impact** – Where you think a policy does not disadvantage any of the protected characteristics
- Some Impact** – Where a policy might disadvantage any of the protected characteristics groups to some extent. This disadvantage may be also differential in the sense that where the negative impact on one particular group of individuals with protected characteristic is likely to be greater than on another.
- Substantial Impact** – Where you think that the policy could have a negative impact on any or all of the protected characteristics. This disadvantage may be also differential in the sense that the negative impact on one particular protected characteristic is likely to be greater than on another.

Thought-provoking questions, which might help come to a decision about the impact of a policy on individuals with protected characteristics:

- e. Does policy outcomes and service take up differ between people with different protected characteristics?
- f. What key information do we have? Does data or engagement with people with protected characteristics give insights into areas of disadvantage, which relate to the policy area?
- g. If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- h. Will the policy deliver practical benefits for certain groups?
- i. Does the policy miss opportunities to advance equality of opportunity and foster good understanding/ relationships between groups?
- j. Do other policies need to change to make this policy more effective?
- k. Is there any elements of the policy that could be unlawful under the Equality Act 2010?

Use the guidance provided above and complete the following table: **(Please Tick ✓)**

Gender/Age	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Gender		✓		
Age		✓		
Disability	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Visually Impaired		✓		
Hearing impaired		✓		
Physical Disability		✓		
Specific Learning Difficulties		✓		
Global Learning Difficulties		✓		
Autistic Spectrum Disorder		✓		