



Young Carers Policy

Policy Details	
Policy Owner	Assistant Principal Student Experience & Designated Safeguarding Lead (DSL)
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Approved by	SMT, Policies & Procedures Committee, Governing Body, Quality Committee
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1. Policy Intent

- 1.1** USP College is committed to identifying, supporting and removing barriers for learners who have caring responsibilities. The college recognises that young carers may face additional challenges which can impact attendance, wellbeing, progress, achievement and participation in college life.
- 1.2** This policy sets out how USP College will identify young carers at an early stage and provide appropriate support to ensure they can access, participate in and succeed in education.
- 1.3** The college recognises that caring responsibilities can sometimes be hidden and that learners may not disclose their circumstances due to stigma, fear of intervention, or concerns about family circumstances.

2. Scope

- 2.1** A young carer is defined as a child or young person under the age of 18 who helps care for a family member, sibling or another individual who could not manage without their support due to illness, disability, mental ill health, addiction or other support needs.
- 2.2** The college recognises that some learners aged 18+ may also continue to have caring responsibilities. Where appropriate, support will still be offered.
- 2.3** Young Carers may undertake responsibilities including:
 - a. Practical tasks such as cooking, cleaning, shopping.
 - b. Physical care
 - c. Personal care
 - d. Emotional support
 - e. Household management
 - f. Caring for siblings
 - g. Translation/interpreting support
 - h. Medication support
- 2.4** Staff should be aware of potential indicators that a learner may have caring responsibilities, including:
 - a. Poor attendance or punctuality
 - b. Fatigue or concentration difficulties
 - c. Anxiety or emotional distress
 - d. Declining academic performance
 - e. Limited participation in enrichment activities
 - f. Difficulty completing coursework
 - g. Social Isolation
 - h. Challenges engaging parents/carers

3. Legislative Framework

This policy is informed by:

- a. Children Act 1989
- b. Education Act 2002
- c. Children and Families Act 2014
- d. Care Act 2014
- e. Children and Social Work Act 2017
- f. Equality Act 2010
- g. Counter Terrorism and Security Act 2015
- h. Data Protection Act 2018
- i. UK GDPR

Guidance includes:

- i. Keeping Children Safe in Education 2025
- ii. Working Together to Safeguard Children 2026
- iii. Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015; GOV.UK publication updated September 2024)
- iv. Prevent Duty Guidance (2023)
Southend, Essex and Thurrock (SET) Safeguarding and Child Protection Procedures 2026

4. Linked Policies

This policy should be read alongside:

- i. Safeguarding and PREVENT Policy
- ii. Student Behaviour Policy
- iii. Additional Learning Support (ALS) Policy
- iiii. Equality, Diversity and Inclusion Policy
- v. Mental Health, Wellbeing and Fitness to Study Policy
- vi. Student attendance and punctuality policy
- vii. Data Protection Policy

5. Identification and Support Process

Where a learner discloses caring responsibilities, or staff identify concerns:

Step 1: Identification

Any member of staff who becomes aware of a potential young carer should speak sensitively with the learner.

Step 2: Recording

Concerns/disclosures should be recorded through the college safeguarding /wellbeing reporting process.

Step 3: Referral

The learner should be referred to the relevant Student Services/Safeguarding Lead.

Step 4: Assessment of Need

A discussion will take place with the learner to understand:

- a. Caring responsibilities
- b. Impact on education
- c. Support required
- d. External services involved

Step 5: Support Plan

Support may include:

- a. Flexible deadlines where appropriate
- b. Attendance support
- c. Wellbeing support
- d. Financial guidance
- e. Careers support
- f. Referral to external young carers services

Step 6: Review

Support arrangements will be reviewed regularly.

6. Safeguarding

USP College recognises that some caring responsibilities may place learners at risk of harm.

Where staff believe that:

- a. A learner is undertaking inappropriate caring responsibilities
- b. Their caring role negatively impacts their safety
- c. Neglect is evident
- d. Safeguarding concerns exist

These concerns must be escalated immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

7. Roles and Responsibilities

3.1 Governors

Governors will maintain oversight of the effectiveness of support available for young carers through safeguarding and student experience reporting.

3.2 Assistant Principal Student Experience / DSL

Strategic oversight of policy implementation.

3.3 Student Services/Safeguarding Teams

- a. Coordinate support
- b. Liaise with external agencies
- c. Monitor support plans
- d. Promote awareness

3.4 Curriculum Staff

- a. Identify concerns
- b. Make referrals
- c. Maintain high expectations
- d. Apply reasonable adjustments where appropriate

3.5 Learners

Learners will be encouraged to share information about caring responsibilities where they feel safe to do so.

8. Attendance and Academic Support

The College will maintain high expectations for attendance and progress while recognising that young carers may face additional barriers.

Attendance concerns will be addressed through supportive intervention rather than punitive measures where caring responsibilities are a contributing factor.

9. Training and Awareness

USP College will ensure staff receive appropriate training to:

- a. Identify young carers
- b. Understand barriers faced by young carers
- c. Make appropriate referrals
- d. Respond appropriately to disclosures

10. Monitoring and Review

The College will monitor:

- a. Identification rates
- b. Attendance
- c. Achievement
- d. Retention
- e. Learner feedback

Equality and Diversity Statement & 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	☒
Staff	☒
Wider Community	☒

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:

- Does policy outcomes and service take up differ between people with different protected characteristics?
- 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?
- If the policy is likely to have a negative impact on individuals, sharing particular characteristics what steps can be taken to mitigate these effects?
- Will the policy deliver practical benefits for certain groups?
- Does the policy miss opportunities to advance equality of opportunity and foster good understanding/relationships between groups?
- Do other policies need to change to make this policy more effective?
- 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		√		
Any other disability – Various		√		
Other Factors	Positive Impact	No or Little Impact	Some Adverse Impact	Substantial Adverse Impact
Race		√		
Culture		√		
Religious Belief		√		
Sexual Orientation		√		
Gender Reassignment		√		
Marriage/Civil Partnership		√		
Pregnancy /Maternity /Paternity		√		

Please comment on any areas where some or substantial impact is indicated. Any resulting actions must be added to the below action plan.

5. Is there anything that cannot be changed?

What cannot be changed?	Can this be justified?	If so, how?
Not applicable		
E.g., Disabled people can be treated more favorably under the Disability Discrimination Act 2005. If a policy appears to treat disabled people more favorably than other equality groups, the disadvantage may be justifiable		

Please list the main actions that you plan to take as a result of this assessment in your area of responsibility.
(Continue on separate sheets as necessary)

Action Plan: