New Bewerley Community School

Young Carers Policy

2026 - 2027

Reviewed: September 2026

At New Bewerley Community School, we aim to provide a community for children which keeps them safe, supports their creativity and enables them to meet their full potential. New Bewerley Community School is committed to supporting young carers' access to a full education. This policy should 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 document 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.

1. Legal framework

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

- Children Act 1989, including sections 17ZA and 17ZB
- Children Act 2004
- Equality Act 2010
- Children and Families Act 2014, particularly *section 96
- Care Act 2014
- Young Carers (Needs Assessments) Regulations 2015
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Relevant Leeds safeguarding, early-help and young-carer guidance

*Section 96 of the Children and Families Act 2014 inserted the young-carer assessment duties into the Children Act 1989, while the 2015 Regulations prescribe how local authorities must conduct those assessments.

2. Definition

2.1 A young carer is a person under the age of 18 who provides, or intends to provide, practical, physical or emotional care for another person. This may include caring for a family member who has a physical or mental illness, disability, substance dependency or other care and support needs.

2.2. A young carer will take on additional responsibilities to those appropriate to their age and development.

2.3. Young carers may be primary carers, such as caring for a parent, or a secondary carer, such as helping to care for a sibling.

2.4. A young carer becomes vulnerable when the level of care-giving and responsibility to the person in need of care becomes excessive or inappropriate for that child and risks jeopardising their emotional or physical wellbeing, educational achievement and life chances.

2.5. 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 siblings
- Interpretation
- Administering medication

3. Issues faced by young carers

3.1. 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 extracurricular activities and school events
- Experiencing bullying or isolation
- Underachieving academically
- Poor education/career choices

3.2. Some young carers may experience changes in behaviour, emotional wellbeing, concentration or engagement. Staff should respond with curiosity and sensitivity and consider whether unidentified caring responsibilities may be affecting the pupil.

3.3. 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.

3.4. 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.

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

3.6. 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

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

- Identify parents or family members who have disabilities or other long-term physical/mental health conditions.
- Clarify whether the pupil has caring responsibilities.
- Identify whether the young carer has any additional needs that need to be supported.

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

4.2 Where a pupil is identified as, or may be, a young carer, the school will discuss appropriate support with the pupil and their family and, where necessary, seek advice from or support a referral to Leeds Young Carers Support Service, Leeds Children's Services or another appropriate agency. Young carers have a right to a needs assessment where it appears that they may need support. The school will work with relevant services using a whole-family approach.

4.3. New Bewerley Community 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.

4.4 The school will record identified young carers appropriately within its management information system and complete the relevant young carer indicator in the school census. Information will be handled sensitively and in accordance with safeguarding, confidentiality and data-protection requirements, taking account of the wishes and feelings of the pupil and their family.

5. Young carers and the school

5.1. The Safeguarding lead Mrs C Barnes and the named young carers support staff Mr Duxbury and Mrs Duree are the first contacts for children in school.

Mrs Barnes is 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.
- Liaising with other agencies as appropriate, including adult services.

5.2. 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.

5.3. 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 body.

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

5.5. New Bewerley Community School aims to create a welcoming and friendly environment for all pupils, in which young carers feel comfortable to discuss their situation.

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

5.7 The school will work within the Leeds approach to identifying and supporting young carers, including the No Wrong Doors for Young Carers principles, and will maintain effective communication with pupils, families and relevant children's and adult services.

5.8. The curriculum, primarily PSHE lessons, will be used to promote a full understanding, acceptance of, and respect for, issues such as the work of young carers.

5.9. 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.

5.10. 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

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

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

6.3. New Bewerley Community School offers support to the pupil and their family during the transition process, sharing agreed information with their new school where appropriate.

6.4. 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.

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

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

6.7. Where parents are unable to physically attend parents' evening due to their disability, medical condition or substance abuse, home visits or telephone calls will be considered where necessary.

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

6.9 Staff will treat young carers sensitively and in a child-centred manner. Information will be handled confidentially and shared only where appropriate for safeguarding, support or another lawful purpose.

6.10. New Bewerley Community School will discuss and provide advice to parents regarding transport arrangements for those who find it difficult to escort their young children to school.

6.11 The school works with Leeds Young Carers Support Service, delivered by Family Action, which provides information, advice and support for young carers, their families and professionals. The school may seek advice or support a referral where this would benefit the pupil and their family.
https://family-action.org.uk/services/leeds-young-carers/

7. Monitoring and review

7.1. The headteacher and the Safeguarding Lead will continually monitor and review practice to ensure this policy is implemented correctly.

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

7.3. This policy will be reviewed by the governing body on an annual basis