The Keep Learning Trust

Young Carer's Procedure

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Creating Chances and Choices

Date of review:	January 2026
Approved by:	Director of School Improvement and Safeguarding
Next review date:	January 2028

The Keep Learning Trust is committed to ensuring that all pupils, including those with caring responsibilities, are fully supported to access education, achieve well, and experience positive wellbeing. We recognise that young carers may face additional challenges that can impact attendance, engagement, progress, and emotional health. Our aim is to identify young carers early, provide appropriate support, and work collaboratively with families and external agencies to reduce inappropriate levels of caring. This procedure relates to all schools within The Keep Learning Trust and has been created with an action group comprising of the individual schools' Young Carers Champions.

Definition of a Young Carer

A young carer is a child or young person under the age of 18 who helps to look after a family member who is disabled, physically or mentally ill, has old age or has a substance misuse problem. The level of responsibility assumed by a young carer is often disproportionate to their age and at a level beyond simply 'helping out' with jobs at home, which are a normal part of growing up.

These responsibilities may include:

- Nursing care
- Personal intimate care
- Emotional care
- Domestic care
- Financial care
- Child care

Aims of the Trust:

- Identify young carers as early as possible
- Ensure young carers are listened to, valued, and supported
- Reduce inappropriate or excessive caring responsibilities
- Promote good attendance, engagement, and academic progress
- Provide a safe and trusted environment where young carers can share concerns
- Work in partnership with families and external agencies
- Ensure staff understand the needs of young carers and their responsibilities

Roles and Responsibilities

Trust Responsibilities: ensure consistent implementation, provide safeguarding training, monitor practice, ensure DSL supervision.

School Responsibilities: appoint a Young Carers Champion, maintain a register, ensure staff awareness, provide support, work with local services.

Staff Responsibilities: identify concerns, report to DSL, provide flexibility, maintain confidentiality.

Identification of Young Carers

Young carers may be identified through disclosure, staff observations, attendance concerns, behaviour changes, safeguarding assessments, or multi-agency information.

Schools will provide opportunities for self-identification and ensure sensitive communication with families.

Support for Young Carers

Educational Support: flexible deadlines, homework support, quiet spaces, transition support.

Pastoral Support: check-ins, counselling, peer groups.

Practical Support: Early Help referrals, signposting, attendance support.

Safeguarding Support: assessment of caring responsibilities, referrals to Children's Social Care, multi-agency meetings.

Working with Families

Schools will engage families supportively, respect confidentiality, provide information about services, and work to reduce inappropriate caring roles.

Multi-Agency Working

The Trust and schools will work with Young Carers Services, Early Help, Children's Social Care, health professionals, and voluntary organisations. Information will be shared appropriately.

Training

All staff will receive safeguarding training including identification of young carers. Young Carers Champions will receive additional training.

Should a member of staff be concerned for a child's welfare – including, but not exclusively due to the reasons listed above – then it must be brought to the attention of the Designated Safeguarding Leader, in line with the school's safeguarding policy. A referral to request support for a young carer can be made through MASSH.

Monitoring and Review

The Trust will monitor implementation and consider young carers in inclusion work. Schools will review registers termly and evaluate support impact.

Trust Policies/ Procedures linked to this procedure:

Safeguarding and Child Protection, Attendance, SEND, Equality Diversity and Inclusion, Positive Behaviour Policy.