



The Park
Academies
Trust

Young Carer Policy

TPAT Policy Management

Document history

Review date	Version	Reviewer / owner	Executive approval	Approving body	Meeting date of policy approval
09/2025	1	Director of Inclusion Director of Primary	23/09/2025	EPSC	06/10/2025

Material changes since last publication

Section	Changes
	A new Trust wide policy

This policy is reviewed every three years. The next review is due by October 2028.

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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values.

Our aim:

TPAT – Inspiring futures, empowering people.

We aim to benefit our communities by nurturing well-educated, aspirational and creative young people. We exist to inspire futures and empower all our people. We achieve this by enriching and fulfilling our employees with the investment to become masters of their craft, all working together to realise exceptional outcomes for young people.

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values.

To achieve this our schools will:

- Create an aspirational, driven, and highly engaging educational environment where every pupil can succeed.
- Commit to knowing each pupil individually and empowering them to excel.
- Deliver the highest quality learning opportunities facilitated by excellent teachers.
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society.

The Trust will support our schools by:

- Providing the resources and stability schools need to work efficiently and effectively, overcoming challenges and prioritising education every day.
- Providing a platform for collaboration, sharing excellence and experience, and fostering unity and shared purpose.
- Nurturing our Trust's 'culture of improvement' where staff thrive in a safe, supportive network, embracing feedback and professional dialogue to drive sustainable improvement.

1.1 Aims and Scope

Aims

We are determined to promote and develop a school ethos where young carers are well supported and a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure and caring environment.

The Park Academies Trust (TPAT) is committed to supporting young carers to access education. This policy aims to ensure young carers at our schools are identified and offered appropriate support to access the education to which they are entitled.

1.2 Definition

A young carer is a child or young person under 18 who is helping to look after **someone** at home. Most are caring for a parent, commonly in a single parent family, 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.

The person they look after will have one or more of:

- Physical disability
- Learning disability
- Mental health issues
- Long-term illness
- Substance misuse

1.3 Linked Policy

Equality Policy

Attendance Policy

2. Policy Statement

2.1 Policy Terms

Enrolment

During the enrolment process for new pupils and their families we will attempt to establish:

- Does the pupil have parents or other family members who have disabilities or long term physical or mental health issues?
- Does the pupil help to look after them and what impact does this have on their education?
- Is the family in touch with support services that could help reduce the pupil's caring role?

This information will be treated sensitively and will be shared on a need-to-know basis only.

Possible effect on education

We acknowledge that there are likely to be young carers among our pupils, and that being a young carer can have an adverse effect on a young person's education. 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
- Underachievement resulting in a sudden drop in attainment
- Physical problems due to care duties
- False signs of maturity, because of assuming adult roles
- Isolation from peers or problems interacting with peers
- Social, Emotional and Mental Health (taking out their anger or frustration)
- Lack of time for extra-curricular activities
- Bullying (resulting from the stigma associated with certain disabilities and health conditions)
- Feeling that no one understands and that no support is available
- Low self esteem

It might be difficult to engage their parents (due to fears about the child being taken into care, fears about their condition being misunderstood or their parenting skills being called into question). They also may be unable to attend parents' evenings.

Support Offered

We acknowledge that young carers **may need extra support** to ensure they have equal access to education.

There is a designated Young Carers lead in each school. They will liaise with relevant colleagues, put young carers in touch with **Swindon Carers Service** at www.swindoncarers.org.uk or by telephone on 01793 401091 and also put families in touch with other support services. Pupils and families will be made aware of the schools lead through the enrolment process and the school website.

Our Young Carers play an incredible role in the family. We are really proud to support these children.

In addition,

We will:

- Use and evaluate data effectively to identify and monitor the progress made by young carers.
- Aim to offer support to improve attendance and well-being.
- Provide young carers with opportunities to speak to someone in private and appreciate that young carers will not discuss their family situation unless they feel comfortable. The young person's caring role will be acknowledged and respected.
- Treat young carers in a sensitive and child-centred way, upholding confidentiality and sharing on a "need to know basis."
- Ensure young carers can access all available support services in school.
- Follow safeguarding procedures regarding any young carer at risk of significant harm due to inappropriate levels of caring.
- Promote discussion and learning in all areas of the curriculum where appropriate, especially assemblies and PSHE, to facilitate fuller understanding, acceptance of and respect for, the issues surrounding illness, disability and caring.
- Offer support to the young carer and their family during the transition process, sharing agreed information with the next setting.

We recognise that flexibility may be needed when responding to the needs of young carers.

Available provision includes (but is not limited to):

- If need, children can access the office during breaks and lunchtime, to phone home.
- Flexible arrangements for completing homework.
- Arrangements for schoolwork 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.
- Advice to parents if there are difficulties in transporting a young carer to school.

Conclusion

We are committed to meeting the needs of young carers so that they are enabled and encouraged to attend and enjoy school and have equal access to their education as their peers. Therefore, we will keep up to date with national and local developments and with legislation and guidance affecting young carers and their families. Training on young carers' issues will be embedded in ongoing professional development for all staff.