



The Flourish Federation Young Carers Policy

Ratified	21 st January 2026	Review	January 2028
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1. Introduction

At the Flourish Federation, we are committed to preparing our children for lifelong learning by nurturing the whole child – academically, socially, emotionally, and personally – as set out in our federation’s Intent and Implementation statement and our shared ethos of care, inclusivity, and ambition.

We recognise that some pupils take on significant caring responsibilities at home. These pupils, known as *young carers*, may require additional understanding, flexibility, and support to ensure they have equitable access to education, wellbeing, and enrichment opportunities.

This policy sets out how Brookfield Infant School and Brookfield Junior School identify, safeguard, include, and support young carers so they can fully flourish as valued members of our community.

We draw on good practice models from a range of schools, charities, and local authority guidance.

This policy should be read in conjunction with our:

- Child Protection Policy
- Inclusion & SEND Policy
- Behaviour Policy
- Attendance Policy
- Federation Values & Curriculum Information

2. Definition of a Young Carer

A **young carer** is a child or young person under the age of 18 who helps to look after, support, or care for a family member who has one or more of the following:

- Physical disability or sensory impairment
- Learning disability
- Mental health difficulties
- Chronic illness or long-term medical condition
- Substance misuse challenges

Young carers may provide primary or secondary care and may support a parent, sibling, grandparent, or other family member. Some may care for more than one person.



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3. Caring Tasks

Caring responsibilities may include (but are not limited to):

- **Nursing or medical tasks** – administering medication, assisting with mobility, helping with therapy programmes
- **Personal care** – washing, dressing, feeding, toileting
- **Emotional support** – monitoring emotional wellbeing, supporting with mental health challenges, providing company
- **Domestic tasks** – cooking, cleaning, shopping, laundry
- **Financial or organisational support** – managing budgets, collecting medication, household administration
- **Childcare** – looking after siblings, especially in single-parent families

We acknowledge that these responsibilities fall outside what is typically expected for a child of their age and development.

4. Possible Impact on Education and Wellbeing

Young carers may experience a range of challenges, including:

- Frequent lateness or absence due to responsibilities at home
- Tiredness, lack of focus, or anxiety during lessons
- Emotional distress or worry about the person they care for
- Limited time to complete homework or engage in wider school life
- Social isolation or reluctance to bring friends home
- Reduced participation in extracurricular activities
- Underachievement or gaps in learning
- Prevented or reduced parental engagement with the school (e.g., parents unable to attend meetings)

We also recognise the strengths and attributes many young carers develop, such as resilience, empathy, maturity, and independence.



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5. Identification of Young Carers

Young carers may remain hidden due to:

- Fear of stigma or being different
- Worry that professionals may intervene inappropriately
- Loyalty to family and desire to protect privacy
- Not recognising their role as “caring”
- Belief that no help is available

To improve identification, the Federation will:

- Ask about caring roles during admissions and transitions
- Promote awareness through PSHE, assemblies, and wellbeing programmes
- Train staff to recognise signs and indicators of caring responsibilities
- Maintain a confidential & securely held Young Carers register
- Encourage open, trusted communication between staff, pupils, and families

6. Support for Young Carers at the Flourish Federation

We are committed to ensuring that young carers have equal access to learning, opportunities, and the wider curriculum.

6.1 Named Leads

Our school has a **Young Carers Champion Gabrielle Gray**, who is supported by Mrs Jones, Head Teacher’s Mr South and Miss Smith and the safeguarding team.

These adults will:

- Provide a safe, confidential space for pupils to share concerns
- Liaise with families and external agencies (with consent)
- Ensure appropriate adjustments are made for individual pupils
- Ensure the voice of young carers informs provision and practice
- Oversee support during transition between Infant and Junior schools



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6.2 Pastoral and Educational Support

Support may include:

- Quiet spaces such as The Hub, library, nurture provision, or other zones
- Regular check-ins and emotional support
- Access to mental health and wellbeing resources
- Adapted behaviour expectations using the SWAT approach when caring responsibilities impact regulation
- Additional support from adults at break/lunch if required
- Young Carers lunchtime social meetings

6.3 Academic Support and Flexibility

Where appropriate, we will make reasonable adjustments including:

- Negotiated homework deadlines and flexible expectations
- Opportunities to complete work in school (e.g., lunchtime clubs)
- Support for attending trips and extracurricular activities

6.4 Communication and Home–School Links

We will:

- Ensure communication methods are accessible and sensitive to parents with mobility or communication difficulties
- Offer flexible approaches for parents unable to attend events
- Use multiple communication pathways (phone, email, Class Dojo, etc.)

6.5 Safeguarding

Any young carer believed to be at risk of significant harm due to inappropriate levels of caring will be supported through safeguarding and early help procedures.



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7. Working with External Agencies

We will work in partnership with:

- Imago Young Carers
- Crossroads Young Carers
- Early Help and Family Services
- Mental Health Support Teams
- Local charities and support groups
- Health professionals
- School nurse
- Slide Away
- Spurgeons
- The Children's Society

Where appropriate, and with consent, referrals will be made for further assessment or family support.

8. Young Carer Rights

In line with the Children and Families Act 2014 and Care Act 2014, young carers are entitled to:

- A young carer needs assessment regardless of age, caring role, or hours of care
- Support during key transition points (e.g., Year 2–3, Year 6–7)
- Appropriate help and recognition of their role

9. Pupil Voice and Inclusion

Young carers will:

- Have their views sought regularly and meaningfully
- Be involved (where appropriate) in designing support
- Be treated with dignity and respect
- Never be required to discuss their situation publicly



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Curriculum areas such as PSHE will include learning that promotes understanding, compassion, and respect for the roles and challenges associated with being a young carer.

10. Monitoring and Evaluation

We will:

- Review pupil progress, attendance, and wellbeing regularly
- Review this policy at least every two years or sooner if guidance changes
- Maintain secure records of support and involvement
- Continue strengthening our whole-Federation approach to inclusivity