

CELT Young Carer Statement

Adopted by (body): CELT Trustees
Review date: July 2025

PROTECTION PARTNERSHIP
ACCOUNTABILITY
CARE SAFEGUARDING EMPOWER
STRENGTHEN IMPROVE
ENABLE EVERYONE VULNERABLE
RESPONSIBILITY

- Collaborate Ability to work effectively as a team
- Empower Ability to take initiative and problem solve in order to improve performance
- Lead To lead by example and achieve shared goals
- Transformation Ability to recognise a need for change and adapt accordingly



CELT Vision

Our vision is for our trust to be a learning organisation in the truest sense.

At the heart of our vision for education is a self-improving school-led system which has the best evidence-led practice and in which every child fulfils their potential. This is a learning community in which:

- Our leaders are driven by moral purpose. They are outwards focused and not afraid to take risks to achieve system transformation. The focus of policy is on continually improving the quality of teaching.
- Our teachers strive to be outstanding. They work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience in order to deepen pupil learning.
- The individual talents and strengths of our pupils are recognised and nurtured. A passion and curiosity for learning is sustained in every child from the moment they join us. A CELT pupil leaves our family of academies with a purpose, and the confidence to fulfil that purpose.
- Our parents are engaged in our learning community and actively work in partnership with us to raise the level of attainment and aspiration of every child.

CELT Mission

“Learning together to help every child achieve more.”

We believe there is no limit to what every child can achieve, and that every child deserves the chance to fulfil their potential.

As a learning community we are on an ambitious journey. We want to deliver a model for education in the 21st century which instils curiosity and a love for learning in every child so that they develop into young adults who contribute to humanity, follow their passions, and think for themselves.

By learning and improving together – as part of a global learning community – we create much richer and more sustainable opportunities for rigorous transformation than can be provided by any one of our academies alone.

COLLABORATE
EMPOWER
LEAD
TRANSFORM

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“Safeguarding is everyone’s responsibility”

At Cornwall Education Learning Trust (CELT) we are committed to safeguarding and promoting the welfare of children and we expect all Trustees, Governors, staff and volunteers to share this commitment. This policy is to ensure that all children with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential.

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Introduction

Young Carers are children and young people (under 18 years old) who often take on practical and/or emotional caring responsibilities for a family member due to illness, disability, mental health problems or an addiction. The tasks undertaken can vary according to the nature of the illness or disability, the level and frequency of need for care and the structure of the family as a whole.

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

- physical disability (including sensory disability)
- learning disability
- mental health problem
- chronic illness
- substance misuse problem

CELT are committed to supporting young carers to access education and the wider curriculum. This statement aims to ensure young carers are identified and offered appropriate support to access the education to which they are entitled.

Research indicates that 10% of pupils in the UK are young carers, whether they are aware of this or not. This means that in the average classroom in a CELT school, three pupils will be young carers. Of these, 7% are providing high amounts of care and 3% very high amounts. 11% of these pupils provide between 20-49 hours of care per week.

CELT is committed to doing all that it reasonably can to:

- identify young carers
- support young carers to access education, including enrichment activities
- minimise the disadvantages that young carers face
- have due regard to the impact of young carers' responsibilities when considering the application of sanctions upon them
- work with external agencies to help identify the needs of individuals who have caring responsibilities with the aim of increasing the support available to them and to their families.

A Young Carer may do some or all of the following:

- Domestic care – doing a substantial amount of, cooking, housework, laundry and shopping.
- Physical care, such as lifting, helping a parent on stairs or with physiotherapy.
- Personal care, such as dressing, washing, helping with toileting needs.
- Managing the family budget, collecting benefits and prescriptions.
- Nursing care – giving medication, injections, changing dressings, assisting with mobility.
- Child care - taking responsibility for younger siblings in addition to their other caring responsibilities
- Emotional support.

- Interpreting, due to a hearing or speech impairment or because English is not the family's first language.

CELT acknowledges that there are likely to be young carers among its pupils/students, and that being a young carer can present an individual with additional challenges with regard to:

- getting to school on time and achieving good attendance
- concentrating in lessons
- managing anxiety, emotional distress and low self-esteem
- getting sufficient rest at home
- managing time for homework and extra-curricular activities
- physical problems such as back pain from lifting
- false signs of maturity, because of assuming adult roles
- socialising with their peers due to additional responsibilities at home.

It also 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 may be unable to attend parents' evenings

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Support Offered

Some Young Carers may undertake high levels of care, whereas for others it may be frequent low levels of care. Either can impact heavily on a child or young person.

At CELT we support Young Carers in a variety of ways. We acknowledge that young carers may need extra support to ensure they have equal access to education. Through this policy, the school is giving the message that young carers' education is important.

The designated professional for young carers will liaise with relevant colleagues, and other relevant agencies regarding their caring responsibilities, with the consent of the young carer. All pupils/students will be made aware of the designated professional. If the designated professional is not a member of the school's Senior Leadership Team, then they will be line managed by the designated safeguarding lead.

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Designated Contact for Young Carers

Each CELT school has a designated contact for Young Carers, with additional nominated staff members as appropriate.

Please see www.celtrust.org/inclusionsteam for details.

They will:

- liaises with relevant staff, family and other outside agencies to provide help and support where required.
- Where appropriate, Young Carers are referred to Kernow Young Carers, through Barnardo's, to enable additional support for the pupils/students outside of school.
- Runs a group for Young Carers to attend to meet with other Young Carers from the school and will provide activities for the children to enjoy at home during school breaks.
- Is accessible to parents who have mobility and communication difficulties and involves them in parents' evenings
- Respects your right to privacy and will only share information about you and your family with people who need to know to help you
- Will consider alternatives if a young carer is unable to attend out of school activities e.g. sports coaching, concerts, due to their caring role
- Allows young carers to telephone home during breaks and lunchtimes if necessary
- Complies with the Disability Discrimination Act by offering disabled parents support to get their children into school

In addition the school will:

- add each young carer to the vulnerable pupils/student s' list.
- provide young carers with opportunities to speak to someone in private and staff will not discuss their situation in front of their peers.
- 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.
- ensure young carers can access all available support services in school.
- follow child protection 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 to facilitate fuller understanding, acceptance of and respect for, the issues surrounding illness, disability and caring.

- recognise that flexibility may be needed when responding to the needs of young carers. Available provision includes (but is not limited to):
 - o access to a telephone during breaks and lunchtime, to phone home
 - o negotiable deadlines for homework/coursework (when needed)
 - o access to homework clubs (where these are available)
 - o identifying support for them and their family to enable them to attend school trips and educational activities
 - o lunchtime detentions rather than after school detentions (where possible)
 - o access for parents with impaired mobility
 - o alternative communication options for parents who are sensory impaired or confined to the house.
 - o advice to parents if there are difficulties in transporting a young carer to school.

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Pupils/students support and education

During the transition process from year 6 to year 7, young carers are highlighted by primary school, so we can further support through the transition process.

All year 7 pupils/student s, as well as in-year admissions, complete a form to identify, if they feel comfortable to.

The forms are then reviewed by the Young Carer champion. Any potential young carers are identified and referred to the safeguarding team, which the Young Carer champion is a part of.

All discussions with young people, parents and guardians, as well as any referrals are logged on CPOMS for information purposes.

Through PSHE the profile of young carers is raised so pupils/student s are aware of challenges that some of their peers may face and how they may be able to support.

Young carers have a network opportunity every half term to meet with other young carers as well as 1-1 support meetings with the young carer champion to ascertain other support needed. Appointments will also be had with the agencies, if requested.

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Staff

Staff CPD supports all staff being aware of the challenges our young carers face outside of school which then impact on their school day. Through CPD staff are made aware how they can individually support our young carers.

Appendix History of Changes

Version	Date	Page	Change	Origin of Change
1.0	21.08.24		Original Draft	