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**Fal**

**Step 10, Tool 1:**

Sharing good practice – case study examples

 **Purpose**

This good practice example provides information about how one school has supported feeder/linked schools to develop their provision for young carers.

 **Summary**

Learning Mentors from the schools within the Burnt Mill Multi-Academy Trust meet on a regular basis to share good practice regarding the steps they are taking to identify and support young carers, and to reflect on current caseloads.

Background information

Burnt Mill Multi Academy Trust (BMAT) were approached by the Department for Education to work with some local primary schools and now comprise of a small co-operative trust of 5 schools - Freshwaters Primary Academy, Roydon Primary, Cooks Spinney Primary, Little Parndon Primary and Burnt Mill Secondary Academy.

Burnt Mill Academy is a secondary school with 1,200 pupils in Harlow, Essex, with the four primary schools all nearby. BMAT works to improve the potential of all its students aged 3 to 16 and supports their academic and emotional education by pooling the resources of all 5 schools/academies in the Trust. Staff at Burnt Mill work with staff and students across the trust, sharing their particular area of expertise and in return, the receiving academy may have expertise in a different area which can be shared with another academy and so on.

**Aims and objectives**

Young Carers School Operational Leads from each of BMAT schools meet regularly to enable better communication about young carer issues within the academy trust. This will, in time, have a positive impact on young carers in each BMAT school.

**How are the meetings run?**

Each primary school within BMAT has a Learning Mentor in post who acts as the Young Carers School Operational Lead within their school.

The Inclusion Manager at Burnt Mill Academy has coordinated efforts across the trust to ensure that the Learning Mentors meet regularly to discuss the actions they are taking forward within their schools to identify and support young carers, and identify common challenges and solutions.

The Learning Mentors have used meetings to share any resources, for example young carers noticeboard material, that have developed in their own school. These resources often needed adapting for use across BMAT and all Learning Mentors have had an input into how the resources should be changed to make them appropriate for secondary and/or primary school settings.

**How often are the meetings held?**

As the Learning Mentors have only recently become Young Carers School Operational Leads, the meetings are currently held monthly to ensure that each Lead is comfortable and supported in their role and that any initial issues implementing effective provision for young carers are resolved quickly. In the future, the Inclusion Manager plans to hold meetings once every half term.

**Future plans**

To invite young carers and their families along to the meetings so they can share their ideas with the Learning Mentors and see what is being done about any issues they are experiencing.

**Key learning**

* + Meeting face to face as a group is vital – less experienced Learning Mentors saw the experience of developing young carer provision as quite daunting at first but meeting face to face and talking through problems with others experiencing same problems and those who are more experienced helped.
	+ Having a leader of the group means there is always someone to contact if there is anything they need help or support with.
	+ Setting the dates in advance with a lot of notice means Learning Mentors can come to the meetings prepared with new resources and issues they would like to discuss.

 **Purpose**

This good practice example provides information about schools how can effectively use the MACA Tool (Step 9 Tool 2) to effectively identify Young Carers who have a high or very high caring role that may otherwise have gone unnoticed.

 **Summary**

During 2013/14 five schools in Pembrokeshire were identified to take part in a research study with Pembrokeshire Young Carers. Following the study schools have continued to use MACA 18 to help identify children with a caring role with great success:

 “*The MACA 18 survey has had a huge impact in allowing us to target interventions and support. Certain form groups and year groups have been highlighted via the MACA 18 study as having an increased level of need for support due to high level caring roles, some of which we were previously unaware of. Although the survey is anonymous is it not necessary for us to know the identity of young carers in order to implement all forms of support.”* (Gemma Baker, School Community Engagement Officer, Milford Haven)

Further information on the study can be found here <http://www.pembsyc.org.uk/research/>

Background information

Milford Haven Comprehensive is the fifth largest school in Pembrokeshire with 952 pupils on roll including 179 in sixth form. Milford Haven Comprehensive School is located in mid of Pembrokeshire with a total of 7 feeder primary schools. 20% are pupils are in receipt of free school meals. At the time of the survey Milford Haven Comprehensive School was aware of 5 young carers, 1 of whom was also accessing Pembrokeshire Young Carers service. This piece of work was completed with support of the School Community Engagement Officer, Gemma Baker. The research was vital to both the school and Pembrokeshire Young Carers service as it allows for planning, development of services and resources as well as providing evidence for funding applications.

**Aims and objectives**

The aim of the study was to complete the MACA 18 self-assessment tool from Saul Becker’s Carers Measure Tool Kit with all pupils of Milford Haven Comprehensive School. The purpose of this study was to gain an understanding of the numbers of young carers within the school and to form a comparative study with four other secondary comprehensive schools in Pembrokeshire.

**Method**

The MACA 18 questionnaire was photocopied and distributed to all registration

groups. The questionnaire was then completed by all pupils under the supervision of the form teachers. Pupils were asked to leave the questionnaire anonymous. The MACA 18 questionnaire has a total of 18 questions split into sections covering-

 · Domestic Activity

 · Household Management

 · Financial & Practical Management

 · Personal Care

 · Emotional Care

 · Sibling Care

Participants must answer either never (scoring 0), some of the time (scoring 1) or a lot of the time (scoring 2) to each question in each section. Scores are then added together. A score of 1-9 indicates a low caring role, 10-13 indicated a moderate caring role, 14-17 indicates a high caring role and 18+ indicates a very high caring role.

**It must be noted that this study can only indicate the practical support that young carers may offer, it does not analyse the emotional impact that caring may have, and it is important to remember that young carers can deliver minimal practical caring but the emotional impact can be very high. This can often be the case for young carers who care for a family member with mental ill health or substance abuse.** For measurement of emotional impact please see Step 9 Tool 2 (PANOC).

During this study gender and age was collected and a set of additional questions that pupils were asked to complete if they ticked the majority of the questions in the ‘most of the time’ column. These additional questions explore if the pupils recognise themselves as a young carer, who they care for, how long they have been providing care, and if any services are either aware of their caring role or currently involved.

**Findings**

The questionnaires were completed by 724 pupils. Those not completed were due to pupils being absent because of ill health, school trips, truancy or being on school roll but educated at other schools such as Portfield Special School.

 · Out of 724 pupils only 4 pupils in total reported to have a score of 0.

 · 448 pupils scored between 1-9 (Low caring role). On closer examination

 of completed questioners scoring this mark, most scored in domestic

 activity such as cleaning their bedroom and washing up.

 · 192 pupils scored between 10-13 (Moderate caring role).

 · 63 pupils scored between 14-17 (High caring role).

 · 26 pupils scored 18+ (Very high caring role).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 7 | 0 | 1-9 | 10-13 | 14-17 | 18+ |
| Total Pupil scores | 0 | 73 | 41 | 35 | 12 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 8 | 0 | 0-9 | 10-13 | 14-17 | 18+ |
| Total Pupil scores | 0 | 64 | 33 | 10 | 0 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 9 | 0 | 0-9 | 10-13 | 14-17 | 18+ |
| Total Pupil scores | 2 | 87 | 17 | 5 | 3 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 10 | 0 | 0-9 | 10-13 | 14-17 | 18+ |
| Total Pupil scores | 0 | 82 | 32 | 7 | 7 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 11 | 0 | 0-9 | 10-13 | 14-17 | 18+ |
| Total Pupil scores | 1 | 80 | 25 | 4 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 12 | 0 | 0-9 | 10-13 | 14-17 | 18+ |
| Total Pupil scores | 0 | 43 | 25 | 2 | 2 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year 13 | 0 | 0-9 | 10-13 | 14-17 | 18+ |
| Total Pupil scores | 1 | 19 | 10 | 0 | 0 |

**Breakdown of caring roles and responsibilities**

Financial & Practical Management (young carers identified who take a responsibility in household finances)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| 12 | 9 | 3 | 7 | 8 | 1 | 0 |

 Most pupils scoring in this section ticked that they help manage benefits and allowances.

Personal Care

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| 23 | 11 | 5 | 8 | 10 | 4 | 0 |

Most pupils scoring in this section ticked that they help someone dress, undress and wash.

Emotional Care

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
| 25 | 11 | 5 | 12 | 12 | 4 | 0 |

Most pupils scoring in this section report that they keep a cared for person company and keep an eye on them to make sure they are alright.

The study indicates that most pupils delivering a caring role scored highest in emotional and personal care. The findings do support national statistics of the average age of a young carer being 11-12 years old and female. These score remained fairly static until 6th form where there is a considerable drop in pupils delivering care.

This study tells us that in Milford Haven Comprehensive School there are pupils scoring a high or very high caring role in their family. This amounts to 14% of the pupils surveyed. Out of the pupils identified only 8 recognised themselves as a young carer. Most young carers who completed the additional questions stated that they looked after a parent or extended family and have been caring for 8 to 2 years. Zero young carers stated that they receive support from outside services such as social services, Macmillan or Team Around the Family.

**Recommendations**

* The same study should be completed with Year 5 and 6 of a feeder school. This would allow the findings to be compared regarding age and what practical care children aged 8-11 are completing.
* Findings to be presented to appropriate strategic partners for discussion and consideration.
* The initial survey ran across all year groups, now it is run annually with the new year 7 intake and any other new starters to the school. Ideally the survey should be run across all year groups every year, as caring roles may change over time.

**Key learning**

* Completing the MACA as a whole school approach significantly increases the identification of young carers in schools (between 12-17%).
* Continuing the MACA with each year intake will help identify new young carers or can be done periodically across the whole school.
* Working with feeder schools can help to identify young carers at an earlier stage and help aid transition.
* Whilst schools in this study haven’t used the MACA 18 to identify individuals who are potential young carers, the survey being anonymous, schools have actually found this to be beneficial having receiving truer responses than in other scenarios trialled, where the roles and responsibilities of young carers have been investigated.