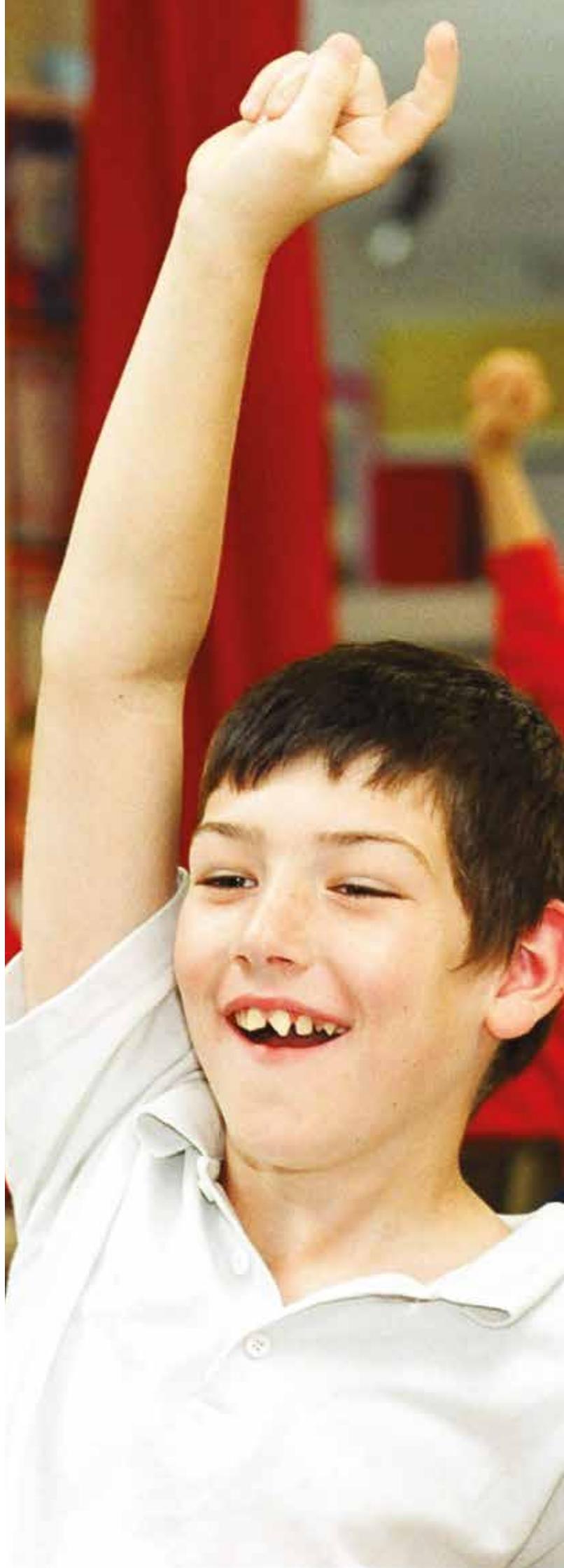


Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff

Wales Edition



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Acknowledgements

Carers Trust Wales would like to thank the schools and carers services involved in piloting and championing the Young Carers in Schools programme, in particular:

- Ysgol Dyffryn Ogwen, Gwynedd
- Ysgol Bryn Elian, Conwy
- Rhyl High, Denbighshire
- Ysgol Emmanuel, Denbighshire
- Milford Haven, Pembrokeshire
- Bishop Hedley, Merthyr Tydfil
- St Gwladys, Caerphilly
- Ysgol Gyfun Cwm Rhymini, Caerphilly
- Carers Trust South East Wales

Carers Trust Wales would also like to thank Dr Brett Pugh, Specialist Advisor, former Welsh Government Director of School Standards and Workforce, for his drive and commitment in developing this work.

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We would especially like to thank the young carers services and young carers themselves who have contributed their stories and quotes which have grounded this resource in real experiences.

Supporting Young Carers in Schools: A Step by Step Guide for Leaders, Teachers and Non-teaching Staff was originally developed as part of the Young Carers in Schools programme, run jointly by Carers Trust and The Children's Society and funded by The Queen's Trust and Big Lottery Fund.

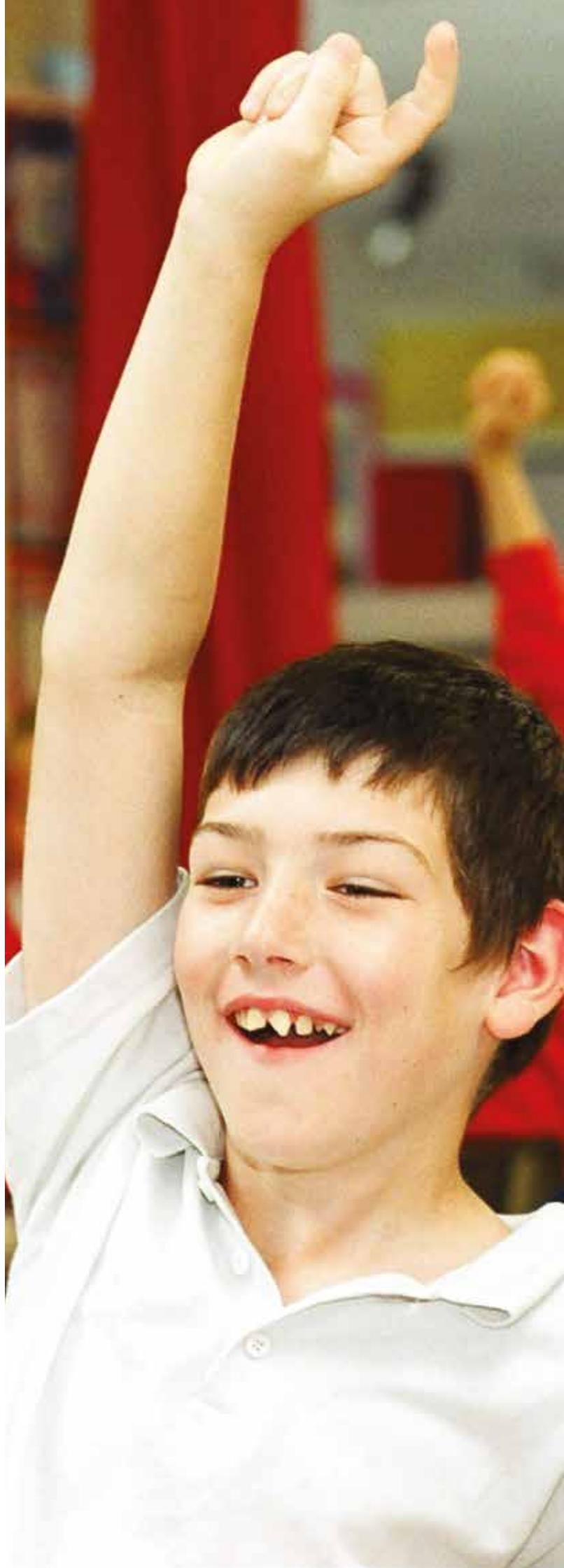
The original Step-by-step Guide was written and collated by Emily Carter, Schools Policy and Development Manager, Carers Trust. It was funded by The Queen's Trust, building on and developing principles and tools from a previous resource, Phelps, D, Leadbitter, H, Danni, M (2010), Supporting Young Carers: A Resource for Schools (The Princess Royal Trust for Carers and The Children's Society). Some of the tools linked to the guide have been taken and/or adapted from this resource.

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**Introduction to
Supporting Young
Carers in Schools:
A Step-by-step
Guide for Leaders,
Teachers and
Non-teaching Staff**



Welcome to Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff.

This resource has been designed with teachers and school staff to help make the identification and support of young carers in schools as easy as possible. It is intended for use in secondary and primary schools in Wales.

“ We want to ensure that all young people have an equal opportunity to a great education. Some of our learners have additional challenges that require careful support and this is especially true of children and young people who have caring responsibilities. ”

Kirsty Williams,
Cabinet Secretary for
Education, Welsh Government

Who are young carers?

A young carer is a person under 18 who provides or intends to provide care for another person.

As many as one in 12 pupils in the UK could be a young carer.

Often, these children are caring for relatives without their teachers' knowledge, slipping through the net, undetected by support services. The caring role they carry out means they have unique experiences and demands that impact on their capacity to enjoy and achieve at school.

What are the potential impacts of caring on pupil attainment, achievement and well-being?

Young carers are a vulnerable and disadvantaged group specifically mentioned in Estyn's School Inspection Guidance (Estyn, 2016). Many of the issues these young people face not only impact on themselves but can and do have an impact on schools in terms of inspection reports and school categorisation.

Research shows that:

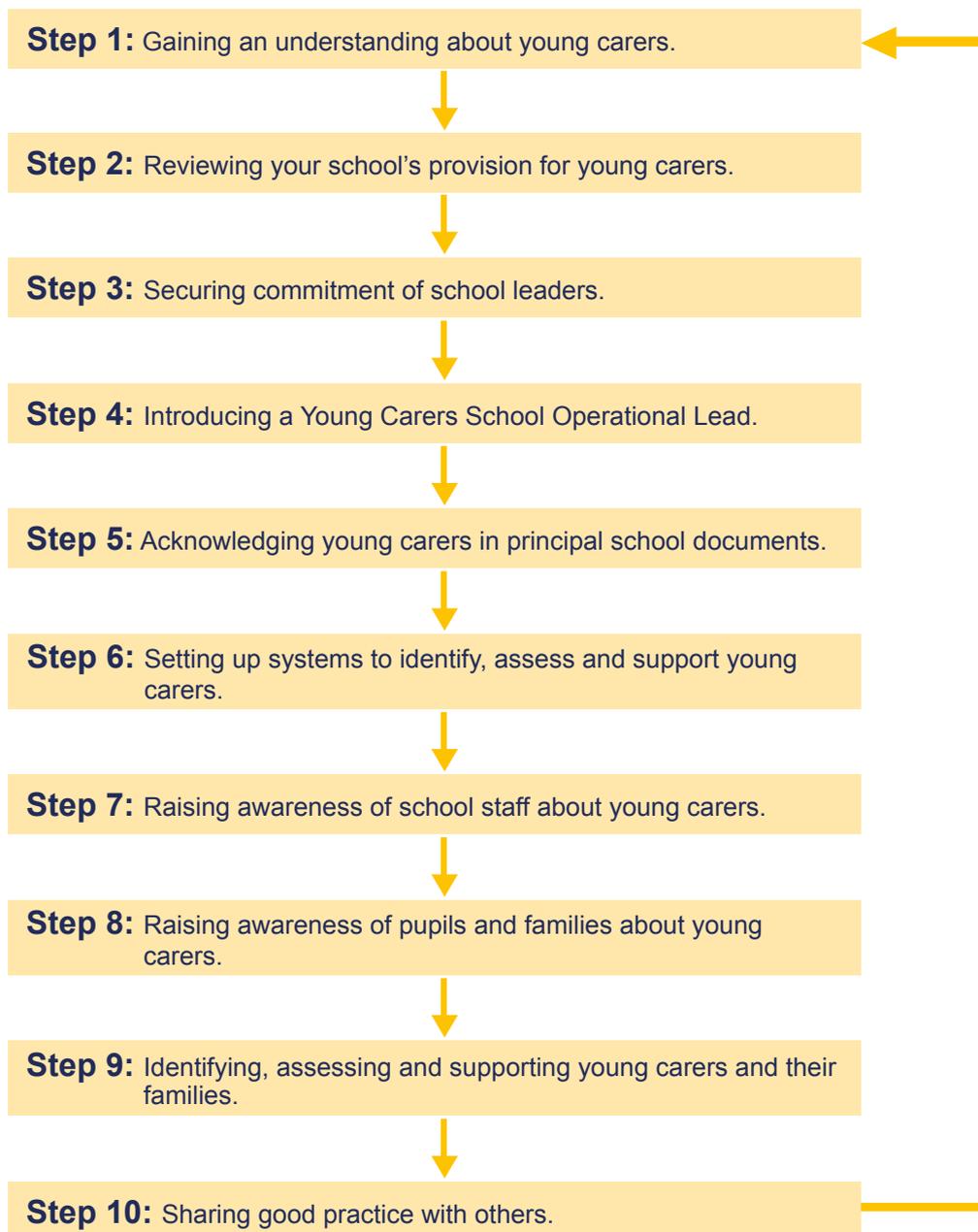
- 27% of young carers (aged 11–15) miss school or experience educational difficulties (40% where children care for a relative with drug or alcohol problems) (Dearden, C, Becker, S, 2004).
- Young carers have significantly lower educational attainment at GCSE level – the difference between nine Cs and nine Ds (The Children's Society, 2013).
- Young carers are more likely than the national average not to be in education, employment or training (NEET) between 16 and 19 (The Children's Society, 2013).
- A quarter of young carers said they were bullied at school because of their caring role (Carers Trust, 2013).

“Identifying early means an improvement in achievement, attainment and wellbeing if the right support is offered.”

Young Carers School
Operational Lead

What does Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff offer your school?

Many schools are delivering exceptional practice, making a real and positive difference to the young carers they support. Other schools have told us they want to achieve these excellent outcomes, but don't know where to begin. This Step-by-step Guide sets out ten key steps to make identifying and supporting young carers as easy as possible:



“ I’d started opening up to people at school but got bullied and people were taking the mick out of my mum. I’ve moved schools now. ”

Young carer

Like other aspects of school life, the development of effective support for young carers is reliant on regular reviews of current provision and the identification of areas for continual improvement. The steps are therefore set out as a cyclical process, which schools should engage with throughout each school year.

The Step-by-step Guide therefore contains essential tools, templates and guidance for:

- Schools that have been developing systems to identify and support young carers over many years – enabling you to spot any gaps in your provision, get the most out of your resources and maximise the impact of your hard work.
- Schools that are developing or just starting to develop their provision for young carers – helping you to prioritise what to do next, this resource contains a tool for each step, so no school needs to start from scratch.

Making it as easy as possible for schools to support young carers

The Step-by-step Guide has been written in association with teachers and school staff who understand the pressures that schools face to deliver the very wide range of demands placed upon them. As a result, it is designed to be as flexible and helpful as possible. Each step is accompanied by:

- Templates and exemplars.
- Materials to raise staff awareness.
- Teaching resources.
- Pupil noticeboard material.
- ‘How to’ guides on running effective support.

All the tools are available online at professionals.carers.org. This means that schools can use and adapt them to suit their school structure and local circumstances.



Not all schools will need to use all the tools included here. Some may find it more helpful to choose those that will help enhance the support they already offer to young carers and their families while others will want to simply start and build their activities over a number of years.

About Carers Trust Wales

Carers Trust Wales is part of Carers Trust, a major charity for, with and about carers. We work to improve support, services and recognition for anyone living with the challenges of caring, **unpaid**, for a family member or friend who is ill, frail, disabled or has mental health or addiction problems.

With locally based Network Partners we are able to support carers in their homes through the provision of replacement care, and in the community with information, advice, emotional support, hands on practical help and access to much needed breaks. We offer specialist services for carers of people of all ages and conditions and a range of individually tailored support and group activities.

Our services for young carers are available in local communities via quality assured Network Partners. In addition to providing much needed practical and emotional advice, information and support we work with young carers to give them time out from their caring role and a chance to be a child again.

The evidence that we gain from service provision enables us to drive policy change, based on direct knowledge of young carers' needs at nationwide and local level. Our campaigning and advocacy work enables us to raise the issues that young carers face wherever it makes the most impact and will change their lives for the better. We regularly work in partnership with other organisations for the benefit of young carers including professional bodies, Welsh Government and charities.

About The Children's Society

The Children's Society is a national charity that runs local services to support children and young people who are at risk of exploitation or harm, living in care, or let down by the systems meant to protect them. They come to us when they are at their most vulnerable, when they're in desperate need of help, when they have nowhere left to turn.

At their moment of crisis we are with them every step of the way, until they're ready to share their experiences, often for the first time. We get to the heart of their problems, start to repair the damage, and help them get the services they need.

Across the country, particularly in the poorest areas, we're helping more than 18,000 children and young people through over 100 services run by almost 900 staff and more than 9,000 volunteers. We work hand in hand with children to make sure their voices are heard, campaigning for changes to the law to stop the mistakes of the past being repeated in the future.

The Children's Society's Include service is home to the national Young Carers Initiative supporting children and young people who care for parents or siblings who suffer from chronic illness or disability. We work with voluntary and statutory services across the country to support young carers. We campaign for change and promote best practice with central and local government. We also help young carers by giving them a platform to share their experiences and raise awareness about the issues they face. For more information and a range of information materials and resources visit youngcarer.com or call 01962 711 511.

The Young Carers in Schools programme

The Young Carers in Schools programme aims to make it as easy as possible for schools to support young carers.

By taking part in the Young Carers in Schools programme, schools will have access to:

- **This Step-by-step Guide:** making it as easy as possible for you to identify and support young carers.
- **Tools:** including templates, proformas and exemplars accompanying each step.
- **Additional resources:** offering a growing library of online materials to support learning, training and progress in relation to the Young Carers in Schools programme across England and Wales.

The Step-by-step Guide was originally developed as part of the Young Carers in Schools programme in England and builds on and develops principles and tools from a previous resource (Phelps, D, Leadbitter, H, Manzi, D, 2010). Some of the tools linked to the guide have been taken and/or adapted from this resource.

Get involved now by visiting professionals.carers.org.



Don't forget to look out for this symbol throughout the Step-by-step Guide to find out how you can use the tools provided to meet the standards set out in the Baseline Review in relation to achieving The Basics, Beyond the Basics and Best Practice.

Each step contains a range of tools including templates, proformas and exemplars. These tools, listed below, are available at professionals.carers.org.

Step 1: Gaining an understanding about young carers

- Key information

Step 2: Reviewing your school's provision for young carers

- Key information
- Tool 1: Baseline review
- Tool 2: A proforma for making recommendations to school leaders
- Tool 3: How to gather young carers' views about your school's provision
- Tool 4: Checklist for gathering attendance, attainment and progress data – primary schools
- Tool 5: Checklist for gathering attendance, attainment and progress data – secondary schools
- Tool 6: Survey to assess levels of school staff understanding and confidence in meeting young carers' needs

Step 3: Securing commitment of school leaders

- Key information
- Tool 1: Young Carers Senior Leadership Team Lead duties checklist
- Tool 2: Exemplar introductory letter to governors about young carers
- Tool 3: Role and responsibilities of a governing body: ensuring effective provision for young carers and their families
- Tool 4: Checklist to support governing bodies evaluating the effectiveness of their school's provision for young carers and their families
- Tool 5: Targeting Pupil Development Grant funding (if eligible) to support young carers: Good practice examples

Step 4: Introducing a Young Carers School Operational Lead

- Key information
- Tool 1: Young Carers School Operational Lead duties checklist

Step 5: Acknowledging young carers in principal school documents

- Key information
- Tool 1: Recommended points to include in a whole school commitment
- Tool 2: Young carers school policy checklist
- Tool 3: Checklist of other principal documents which should reference young carers

Step 6: Setting up systems to identify, assess and support young carers

- Key information
- Tool 1: Checklist of support young carers may need
- Tool 2: Running a peer support group for young carers
- Tool 3: Exemplar handout for pupils to complete and post into a message box
- Tool 4: How to run a young carers forum
- Tool 5: Working with school nurses to support young carers and their families
- Tool 6: Working in partnership with young carers services
- Tool 7: Checklist for effective partnership working between schools and young carers services
- Tool 8: Exemplar working together agreement for use with young carers services
- Tool 9: Supporting young carers to participate post-16
- Tool 10: Supporting young carers to transition into adulthood
- Tool 11: Checklist of support that families of young carers may need

Step 7: Raising awareness of school staff about young carers

- Key information
- Tool 1: Checklist of signs a pupil is a young carer
- Tool 2: Exemplar staff noticeboard material
- Tool 3: How can school staff support young carers
- Tool 4: Staff training facilitator's guide
- Tool 5: PowerPoint for use in staff training
- Tool 6: Handouts for use in staff training
- Tool 7: Staff training evaluation form

Step 8: Raising awareness of pupils and families about young carers

- Key information
- Tool 1: Exemplar noticeboard material for primary schools
- Tool 2: Exemplar noticeboard material for secondary schools
- Tool 3: Suggested assembly/tutor group activities
- Tool 4: Suggested lesson activities
- Tool 5: Exemplar letter to parent(s)/guardian(s)
- Tool 6: Exemplar school newsletter article

Step 9: Identifying, assessing and supporting young carers and their families

- Key information
- Tool 1: Exemplar information sharing consent form
- Tool 2: The Multidimensional Assessment of Caring Activities (MACA)
- Tool 3: The Positive and Negative Outcomes of Caring (PANOC)
- Tool 4: Well-being questionnaire
- Tool 5: Staff observation checklist

Step 10: Sharing good practice with others

- Key information
- Tool 1: Sharing good practice – case study examples

Additional resources

For further reading and support on the Young Carers in Schools programme.

References

- Carers Trust (2013), *Supporting Young Carers in School: An Introduction for Primary and Secondary School Staff* (Carers Trust).
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- Estyn (2016), *Guidance for the Inspection of All-age Schools* (Estyn).
- Phelps, D, Leadbitter H, Manzi D (2010), *Supporting Young Carers: A Resource for Schools* (The Princess Royal Trust for Carers and The Children's Society).
- The Children's Society (2013), *Hidden from View* (The Children's Society).

STEP ①

Step 1: Gaining an Understanding About Young Carers



Key information

Young carers experience particular challenges that impact on their capacity to engage in learning.

To ensure your school's provision meets the needs of young carers and raises their attendance and attainment effectively, an essential first step is to develop your knowledge about:

- Who young carers are and what their caring role might involve.
- The likely number of young carers in each school and why so many are hidden.
- The potential impacts of caring responsibilities on a pupil's achievement, attendance and well-being.
- What approach schools need to take to meet the needs of young carers effectively (Phelps, D, Leadbitter, H, Manzi, D, 2010).
- The Welsh Government's and Estyn's approaches to young carers.
- Young carers' rights and entitlements

“ Mum can't walk without aid, she's getting better but needs help [getting] up, only half her brain works so she forgets things. People treat her differently 'cos she's in a wheelchair and that really upsets me. ”

Young carer

Who are young carers?

A young carer is a person under 18 who provides or intends to provide care for another person who is ill, disabled, has a mental health condition, or an addiction.

'Many young carers exhibit different signs and need different things ... some don't wish to be identified for different reasons, such as fear of stigma or of being taken into care. Sometimes it's hard to identify young carers, sometimes it's as simple as asking a question!'

(Welsh Government, 2016b).

“ I have witnessed young carers grow from strength to strength once they are identified and support is in place. ”

A Young Carers School Operational Lead

What activities might their caring role involve?

The tasks and level of caring undertaken by young carers 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.

Young carers often take on practical and/or emotional caring responsibilities that would normally be expected of an adult. These can include:

- Practical tasks – cooking, housework and shopping.
- Physical care – lifting or helping someone use the stairs.
- Personal care – dressing, washing, helping with toileting needs.
- Emotional support – listening, calming, being present.
- Managing the family budget, collecting benefits and prescriptions.
- Medication management.
- Looking after younger siblings.
- Helping someone communicate.



You might not think that there are many young carers at your school, but pupils with caring responsibilities are not always easy to identify.

Will there be young carers in every school?

It is likely that there will be many young carers at every school in Wales.

The 2011 Census identified over 11,500 young carers in Wales, although this is widely believed to be the tip of the iceberg.

Wales has the highest proportion of carers under the age of 18 in the UK.

It's likely that the actual number of young people in Wales caring is significantly higher, perhaps as much as four times higher (BBC, 2010).

That means about one in 12 secondary aged pupils have caring responsibilities.

39% of young carers have said that nobody in their school was aware of their caring role (The Princess Royal Trust for Carers, 2010).

Why are many young carers hidden?

- The condition of the person they care for is not obvious so people don't think that the young person needs any help.
- Young carers do not realise that they are a carer or that their life is different to their peers.
- They don't want to be any different from their peers so they don't draw attention to their caring role.

- They believe that the school will show no interest in their family circumstances.
- They want to keep their identity at school separate from their caring role.
- It's not the sort of thing they feel they can discuss with their friends.
- There has been no opportunity to share their story.
- They are worried about bullying.
- They worry that the family will be split up and that they will be taken into care.
- They want to keep caring a secret and/or are embarrassed.
- They see no reason to tell their story and don't believe that any positive action will occur as a result of doing so.

What impact can caring responsibilities have on a pupil's achievement and well-being?

Caring can affect a young person's:

- **Physical health:** Young carers are often severely affected by caring through the night, repeatedly lifting a heavy adult, poor diet and lack of sleep.
- **Emotional well-being:** Stress, tiredness and mental ill-health are common for young carers.
- **Socialisation:** Young carers often feel different or isolated from their peers and have limited opportunities for socialising. A quarter of young carers in the UK said they were bullied at school because of their caring role (Carers Trust, 2013).
- **Stable environment:** Young carers can experience traumatic life changes such as bereavement, family break-up, losing income and housing, or seeing the effects of an illness or addiction on the person they care for.

The Young Carers in the UK report (Dearden, C and Becker S, 2004) collected information from 87 projects concerning a total of 6,178 young carers, some of the findings include:

- Two thirds of the young carers provide domestic help in the home.
- 48% provide general and nursing-type care.
- 82% provide emotional support and supervision.
- 18% provide intimate personal care and 11% also provide childcare.
- The recognised incidence of emotional support has increased dramatically since 1997.

As a result, caring responsibilities have a significant impact on a pupil's learning:

- 27% of young carers of secondary school age experience educational difficulties (Dearden, C and Becker, S, 2004).
- If left unsupported, young carers can continue to struggle with school and have significantly lower educational attainment at GCSE level – the difference between nine Cs and nine Ds (The Children's Society, 2013).
- By the time they reach 16 they are more likely than the national average not to be in education, employment or training (NEET) between 16 and 19 (The Children's Society, 2013).

The Full of Care report (Children's Commissioner for Wales and Powys Carers Service, 2009), aimed to show the barriers young carers face achieving the rights laid out by the United Nations Convention of the Rights of the Child, such as the right to education, to relax and play and to have their views respected.

The report made a number of recommendations to both the Welsh Government, local service boards, local authorities, and local health boards.

“ There are numerous references to school and college throughout the young carers report. Many of these are discussed in relation to stress. Clearly, balancing their caring role with the demands of school and college is very problematic. Sixty two percent of the young carers in this survey have ambitions to go to University and yet 63% say that they fall behind at school. ”

(Children's Commissioner for Wales and Powys Carers Service, 2009)



Supporting young carers will not only improve outcomes for these pupils, it will also improve your school's attendance and attainment levels.

What approach do schools need to take to meet young carers' needs effectively?

It is vital that schools take a whole school approach to identifying and supporting young carers, and all school staff have the knowledge and confidence to identify and support pupils with caring responsibilities.

What is the whole school approach set out in the Young Carers in Schools programme?

The Young Carers in Schools programme supports schools to adopt a whole school approach to identifying and supporting young carers, in which:

- Assigned members of the school's governing body and senior leadership team have responsibility for leading and championing the school's provision for young carers.
- There is a clearly identifiable lead for young carers, responsible for the day-to-day management of provision for pupils who have caring responsibilities.
- Positive images and information about disability, illness and young carers are shared with pupils, staff and families.
- All staff are able to take proactive actions, as part of their wider roles, to identify young carers.
- Young carers are listened to, consulted with and given time and space to talk.
- The school monitors and tracks the attendance, attainment, progress and well-being of young carers in the same ways as other disadvantaged pupil groups.
- Young carers are supported within the school, and signposted to whole family resources and services outside the school, for example independent counselling services for children and young people.

Why is the whole school approach set out in the Young Carers in Schools programme essential to the effective identification and support of young carers in schools?

A whole school approach for young carers is vital because:

- One of the main reasons young carers say they do not access support is stigma. A positive whole school ethos where young carers and their families are respected and valued by pupils, staff and the wider school community is crucial to ensuring young carers and their families feel safe and confident to access support.
- Many young carers are hidden. All school staff need to know how to identify young carers to ensure they do not slip through the net.
- A pupil with caring responsibilities may self-identify to any member of staff whom they feel they can talk to and share their worries and concerns with.

What is Estyn’s approach to young carers?

Estyn’s publications, *Guidance for the Inspection of Schools* (Estyn, 2016a and 2016b), includes young carers among examples given of vulnerable groups. Estyn also identifies that pupils categorised as young carers are more likely to have additional learning needs (ALN) and, as such, fall under key Estyn quality indicators including 1.1 Standards, 1.2 Well-being and 2.3 Care, support and guidance.

“ Schools are well situated to support young carers and, working in partnership with other agencies, to impact positively on their lives and their education. This toolkit provides an invaluable resource to help identify and support young carers in schools across Wales, and I urge schools to take advantage of it. ”

Kirsty Williams,
Cabinet Secretary for Education,
Welsh Government

‘Clearly targeted support for groups of vulnerable pupils has resulted in significant improvement, for instance in attitudes, behaviour, confidence, achievement or relationships. Induction programmes are tailored well to meet the needs of different groups of pupils.’ (Estyn, 2016b)

What is the Welsh Government’s approach to young carers?

The Social Services and Well-being (Wales) Act 2014 came into force in 2016 and introduced substantial new rights and entitlements for young and young adult carers. The Act places carers on an equal legal footing as those they care for and introduces a new duty on local authorities to promote well-being. Importantly, the Act’s definition of well-being includes a focus on ‘education, training and recreation’.

The needs of young and young adult carers also need to be taken into account by local health boards and local authorities when they complete their statutory assessments of the care and support needs of their population.

The Welsh Government also draws attention to the challenges faced by young carers in the *Inclusion and Pupil Support Guidance* (Welsh Government, 2016a). The guidance highlights that schools ‘may be the only place where [young carers] can share their difficulties’ and that schools ‘should work with local authorities and voluntary agencies to ensure that they are fully aware of the range of help available to young carers’.

What are young carers' rights?

The Social Services and Well-Being (Wales) Act 2014, which came into force in April 2016, significantly strengthened the rights of young carers in Wales.

Under the Act:

- There is a duty on local authorities to meet the eligible needs of carers – both adult carers and young carers.
- All young carers have a right to an assessment regardless of who they care for, what type of care they provide or how often they provide it.
- A young carer has the right to an assessment based on the appearance of need – which means that young carers no longer have to request an assessment or be undertaking a 'regular and substantial' amount of care. An assessment can also be requested.
- Local authorities must pay particular attention to the needs of young and young adult carers during times of transition from school to further and higher education, employment or employment.
- Local authorities must have due regard to Part 1 of the United Nations Convention on the Rights of the Child (UNCRC) when working with young carers who need support.

Eligible uses for the Pupil Development Grant

Young carers who are eligible for free school meals (eFSM) are eligible to receive Pupil Development Grant funded support (formerly known as Pupil Deprivation Grant). As the needs of young carers mean they require different types of support to other disadvantaged pupils (see Step 6, Tool 1: Checklist of support young carers might need), it is important that schools identify pupils who have caring responsibilities to ensure effective use of this funding stream.

While the Pupil Development Grant must be used to support those eFSM and looked after children (LAC), the grant does not have to be tracked to those learners. While only eFSM and LAC learners may receive Pupil Development Grant-funded support from individualised programmes such as Catch Up, the grant may also be used for whole-school strategies that disproportionately benefit eFSM and LAC learners. This includes buying in speakers and trainers for INSET days focussing on recognising and mitigating the impact of poverty on educational attainment; joint planning days for classroom teachers and teaching assistants to support eFSM and LAC learners; or developing appropriate tracking systems to identify the particular needs and evaluate the impact of interventions for these groups of learners

Using the Pupil Development Grant to support eligible pupils who are young carers is an effective way of improving the attainment of this often low achieving pupil group.

A key recommendation to Welsh Government in the recent Time to Be Heard Wales report (Rees, K and Alexander, C, 2015) was the inclusion of young and young adult carers in the Pupil Development Grant – at a minimum by explicitly identifying young and young adult carers in the Pupil Development Grant guidance (Welsh Government, 2015a and 2015b).

“ Experience and research shows that some young people are the only carer for their parent or close relative. This can come at a cost not only to their education but also their employment prospects; young carers often live in poverty; and often this is hidden from view. ”

The Children's Society

Qualitative work for the Joseph Rowntree Foundation (Gordon, D et al, 2000) on young carers found that experience of poverty and social exclusion was common. In the Poverty and Social Exclusion Survey, children with at least one parent or household member with a long-standing illness were approximately one third more likely to be deprived than children as a whole.

Welsh Government actively encourages schools to make use of evidence-based approaches when planning how to spend the Pupil Development Grant. The online Education Endowment Foundation Toolkit available at www.educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit is one such resource available to help schools to make effective choices between strategies, based on a range of educational research.

Welsh Government guidance is available at www.learning.gov.wales/resources/browse-all/pdg-what-really-works/?lang=en.



Most young carers live in or on the margins of poverty and social exclusion with illness or disability reducing family incomes and standards of living.

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- Welsh Government (2015b) *Pupil Deprivation Grant: Essential Guidance* (Welsh Government).
- Welsh Government (2016a), *Inclusion and Pupil Support Guidance* (Welsh Government).
- Welsh Government (2016b), *Young Carers Toolkit* (online resource available at www.youngcarerstoolkit.co.uk).

STEP ②

Step 2:
Reviewing your
School's Provision
for Young Carers



Key information

Whether your school has been developing systems to identify and support young carers over many years, or is in the process of developing its provision for young carers, a key next step to using this Step-by-step Guide is carrying out a baseline review. By reviewing your school's current provision for young carers, you will identify strengths, weakness and priorities, and agree actions to be taken forward.

Who should be involved in the review?

This review could be coordinated by a member of the school's senior leadership team (SLT) or delegated to another member of staff. This may be, for example, your school's Inclusion Co-ordinator, Pastoral Lead, SENCO, a Learning Mentor or another member of staff with specific interest in this work.

“ When I found out about her family situation I suddenly understood when she was often late ... I was amazed at just how well she had done but frustrated that we as staff had not known. ”

Teacher

The staff member leading the review (Review Lead) may need to seek involvement of other staff to ascertain current practice. They should report key findings to the SLT and governing body, making recommendations for any required changes in whole school practice, and identifying resulting resource requirements that need to be approved at SLT and/or governing body level.

What tools are available to support schools to review provision for young carers?

Step 2, Tool 1: Baseline review aims to support schools by:

- Setting out the key actions that schools should ensure are completed to meet the needs of pupils with caring responsibilities including what this looks like in practice.
- Categorising these actions into the basics, building on the basics and best practice so that you can prioritise what to do next.
- Providing space for the staff member leading the review to record whether each action is completed, in progress, or not started, as well as what the school intends to do next.
- Giving suggestions about which members of school staff may be best placed to carry out each action.
- Signposting to other tools accompanying this Step-by-step Guide that will support schools to complete each action.

The review lead may also wish to use Step 2, Tool 2: A proforma for making recommendations to school leaders.



Gathering and using young carers' views to inform your school's review will help schools achieve Beyond the Basics, Standard 4.

Gathering and using young carers' views

To understand how well your provision meets the needs of the young carers in your school, the Review Lead should also run a drop-in session or survey or set up a young carers forum to gather their views (see Step 2, Tool 3: How to gather young carers' views about your school's provision).

In particular, the Review Lead will find it useful to ask:

- Do you feel you get the information and support you need from school as a young carer?
- What is the school doing well to raise awareness in the school about young carers?
- What would you like the school to do to raise awareness in a better way?
- What is the school doing well to support young carers?
- What would you like the school to do to support young carers better?
- Any other comments.

Using young carers' views to inform your school's review is vital to ensuring the school meets the needs of this vulnerable pupil group effectively. It will also demonstrate that school staff value young carers' opinions, and support you to create a whole-school ethos where young carers feel respected and safe and confident to access support.



Carrying out a baseline review and ensuring there are opportunities for the views of young carers to be heard will help schools achieve The Basics Standards 1–5.

Achieving best practice

To achieve best practice, the Review Lead should also:

- Examine the impact of provision on pupil attainment, progress and attendance (see Step 2, Tool 4: Checklist for gathering attendance, attainment and progress data – primary schools or Step 2, Tool 5: Checklist for gathering attendance, attainment and progress data – secondary schools).
- Assess the impact of provision on pupil well-being (see Step 9: Identifying, assessing and supporting young carers and their families, for exemplar assessment formats that the school could use for this purpose).
- Review levels of staff understanding and confidence (see Step 2, Tool 6: Survey to assess levels of school staff understanding and confidence in meeting young carers' needs).



Implementing these additional actions will help schools achieve Best Practice, Standards 1 and 3.

STEP ③

Step 3: Securing Commitment of School Leaders



Key information

Effective identification and support of young carers in schools requires the development of a whole school approach where young carers and their families feel safe and confident to access support. It is therefore vital that your senior leadership team (SLT) and governing body understand young carer issues and are committed to meeting their needs.

This step is crucial not only to the development of provision that meets young carers' needs but also to ensuring that the SLT and governing body have the information and resources they need to fulfil their wider roles.



Introducing a Young Carers Senior Leadership Team Lead, and ensuring information is available to governors about young carers will help schools achieve The Basics, Standards 1 and 2.

Having a named Young Carers Lead Governor in place who raises awareness and ensures policies and practices are inclusive of young carers will help schools achieve Best Practice, Standard 2.

How does the identification and support of young carers form part of the wider role and responsibilities of the SLT and governing body?

The SLT and governing body are accountable for ensuring the school provides a highly cohesive learning environment which fosters equal opportunities and meets the diverse needs of the pupils at the school.

To fulfil this role effectively, the SLT and governing body should be aware that:

- Many pupils attending their school will have caring responsibilities.
- Young carers are a vulnerable and disadvantaged group, specifically mentioned in Estyn's School Inspection Guidance (Estyn, 2016a and 2016b). As a result, these pupils will have specific needs to which the school must respond.



Research into the circumstances of over 1,000 young carers found that only 36% of young carers live in a household with an adult who is in employment (Dearden C, and Becker, S, 2004). This highlights the significant number of young carers eligible for free school meals that would benefit from targeted support funded through the Pupil Development Grant.

Head teachers and school governing bodies are required to publish details online each year of how they are using the Pupil Development Grant and the impact it is having on pupil achievement. It will be important for them to show how the school is using this funding to meet the needs of eligible young carers.

Why should schools have a Young Carers Senior Leadership Team Lead and a Young Carers Lead Governor?

It is crucial that the development and implementation of the school's provision for young carers is led at an SLT and governing body level so that:

- Young carers' needs are reflected in whole school planning and, where appropriate, the whole school improvement plan.
- The school has an inclusive environment where young carers and their families feel comfortable and safe to tell staff about their caring role and access support (stigma is a commonly cited reason for young carers keeping their caring role hidden).
- There is appropriate timetabling of staff training and curriculum planning.
- School resources such as the Pupil Development Grant can be maximised in relation to improving the attainment of disadvantaged learners including young carers.
- All school staff know how to identify young carers so that for example, the School Attendance Officer can recognise potential young carers when discussing attendance issues with pupils, office staff can identify a young carer when registering a late pupil and/or teachers notice signs that a pupil is a young carer (see Step 7: Raising awareness of school staff about young carers).

“ Once identified, young carers have become more confident to reach out for support. As a consequence, attendance has increased as have their school grades. ”

Young Carers School
Operational Lead

- All staff know what action they can take within their everyday practice to support pupils with caring responsibilities, for example office staff pass on messages to pupils from a family member, when appropriate; and teaching staff are flexible for example, around negotiating homework deadlines (see Step 6, Tool 1: Checklist of support young carers might need).
- There are appropriate protocols for sharing information between staff so the young carer does not have to repeat their story.
- Links are made with wider school policy to ensure alignment with the school's approach to meeting the needs of young carers and their families (see Step 5, Tool 3: Checklist of other principal documents which should reference young carers).

Various tools accompany this step to support you to raise the awareness and secure the commitment of your governing body and SLT:

- Tool 1: Young Carers Senior Leadership Team Lead duties checklist.
- Tool 2: Exemplar introductory letter to governors about young carers.
- Tool 3: Role and responsibilities of a governing body: ensuring effective provision for young carers and their families.
- Tool 4: Checklist to support governing bodies evaluating the effectiveness of their school's provision for young carers and their families.
- Tool 5: Ensuring that Pupil Development Grant support is targeted to young carers where appropriate: Good practice examples.

You will also need to ensure that the SLT and governing body are familiar with the information about young carer issues detailed in Step 1: Gaining an understanding about young carers.

The SLT may also want to look at Step 4: Introducing a Young Carers School Operational Lead. Step 4 provides further information about designating a member of staff who is responsible for the day-to-day management of the school's provision for young carers and their families. Depending on its size and organisational structure, the school may want to incorporate this role at senior leadership level.

References

- The BBC (2010), with assistance from The Princess Royal Trust for Carers, surveyed 4,029 pupils in ten secondary schools and found 337 had caring responsibilities.
- Dearden, C and Becker, S (2004) *Young Carers in the UK: The 2004 Report* (Carers UK and The Children's Society).
- Estyn (2016a), *Guidance for the Inspection of Primary Schools* (from September 2010 edition, updated September 2016) (Estyn).
- Estyn (2016b), *Guidance for the Inspection of Secondary Schools* (from September 2010 edition, updated September 2016) (Estyn).

STEP ④

Step 4: Introducing a Young Carers School Operational Lead



Key information

To ensure the effective management of the school's provision for young carers, it is crucial that each school's senior leadership team (SLT) identifies a member of staff who will act as a Young Carers School Operational Lead in the school. This member of staff should understand young carer issues and be clearly identifiable to pupils, families and staff.

What is the role of the Young Carers School Operational Lead?

As part of their wider role within the school, the Young Carers School Operational Lead should:

“ I get up earlier for school now, 5:45, get mum up take her to the toilet and give her her medication. I have to bath her too. ”

Young carer

- Manage the school's provision for young carers and their families on a day-to day basis.
- Act as the main contact for young carers and their families in the school.
- Advise and support school staff about how to identify and support young carers.
- Be the contact point for external agencies, such as the school nurse and local young carers service, and feeder/linked schools, supporting effective inter-agency working to meet the needs of young carers and their families.

Which member of staff should carry out this role?

Depending on the size and structure of the school, SLTs may decide that the role of the Young Carers School Operational Lead should sit within the wider work of the school's SLT or should be delegated to another member of staff. This may be for example, your school's Inclusion Co-ordinator, Pastoral Lead, SENCO, a Learning Mentor or another member of staff with specific interest in this work.

Step 4 Tool 1: Young Carers School Operational Lead duties checklist supports schools by setting out the actions that need to be carried out at an operational level to ensure the effective identification and support of young carers in schools.

In quantifying the post, your school may want to consider allocating an additional Teacher Learning Responsibility point to this role. As some young carers are eligible for the Pupil Development Grant, schools may wish to consider using this funding stream to this end.

What is the key first action for the Young Carers School Operational Lead?

The Young Carers School Operational Lead should ensure they understand young carer issues (see Step 1: Gaining an understanding about young carers). Where the role is delegated, it is important that the Young Carers School Operational Lead is supported by a Young Carers Senior Leadership Team Lead.

What other local and national support is available for the Young Carers School Operational Lead?

There is a variety of support available for the Young Carers School Operational Lead including:

Additional Resources: A range of online materials and training to complement the existing tools (see Additional resources section).

Other organisations in the local community: These include the local young carers' service and emotional well-being support services which may also be able to provide advice, guidance and training.

Useful websites: You can find local carers services via Carers Trust's website Carers.org or alternatively contact your local authority. The young carers toolkit www.youngcarerstoolkit.co.uk also provides some useful information. Commissioned by the Welsh Government and produced by Youth Friendly, the website is aimed at professionals across health, education and social services, who are identifying, and have contact with young carers and young adult carers.



For more information about the role and responsibilities of school leaders in ensuring effective young carers provision, see Step 3: Securing commitment of school leaders.

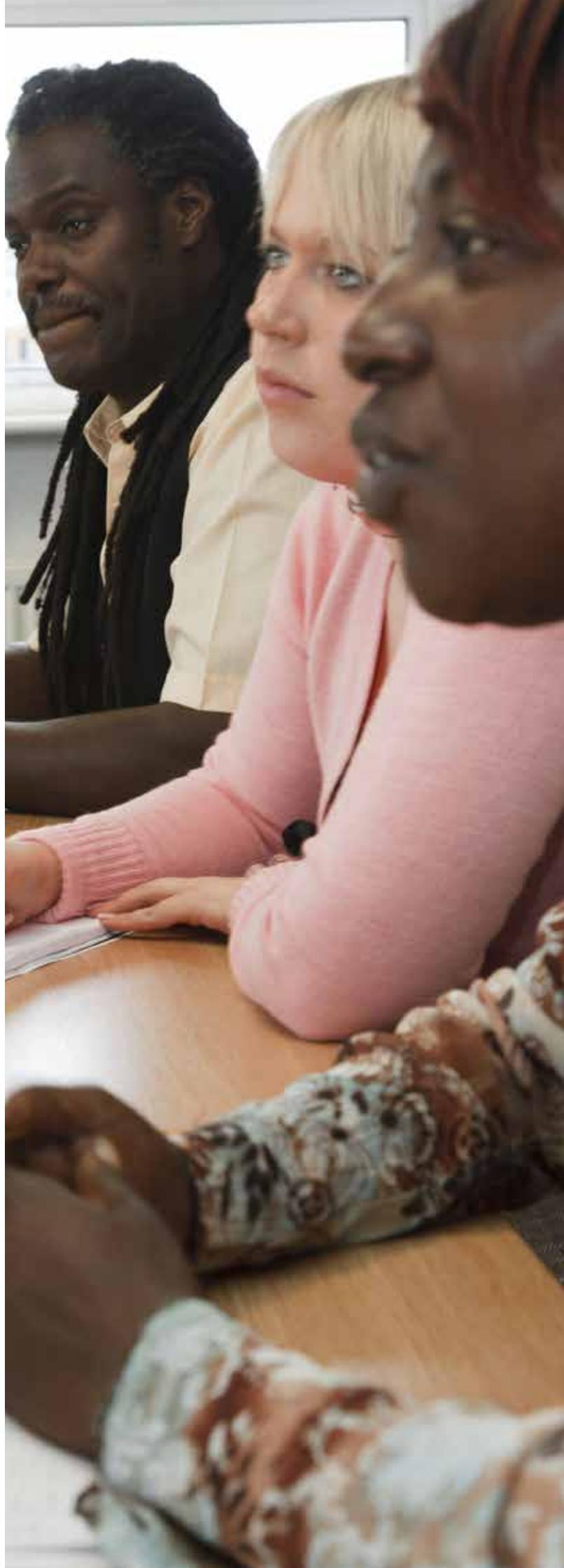


Introducing a Young Carers School Operational Lead, who is clearly identifiable to pupils, families and staff, will help your school achieve The Basics, Standard 1.

Accessing local and national external support to develop practice will help your school achieve Best Practice, Standard 5.

STEP ⑤

Step 5: Acknowledging Young Carers in Principal School Documents



Key information

It is vital that schools acknowledge young carers in their principal school documents and proactively communicate these to pupils, families and staff. Doing so will support the creation of a whole school ethos where young carers and their families are respected and valued. It will also provide clarity about the roles and responsibilities of school staff in relation to young carers, and the type of support available to pupils and their families.

To achieve these benefits, schools will need to take a number of key actions:

- Develop a whole school approach for young carers.
- Develop a school policy for young carers.
- Revise existing policy and documents to reflect young carers' needs.



Schools will be at different stages in their journey to supporting young carers effectively and you should have identified which of these actions you intend to prioritise when reviewing your school's provision (see Step 2).

A whole school commitment for young carers and their families

The Young Carers in Schools programme supports schools to adopt a whole school approach to identifying and supporting young carers (see Step 1: Gaining an understanding about young carers).

All schools should have a whole school approach and commitment for young carers and their families in place that:

- Captures the value the school places on meeting young carers' needs.
- Summarises the school's approach to supporting this vulnerable pupil group.
- Reflects safeguarding requirements including Welsh Government's safeguarding guidance, see gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf.

This commitment should be clear, engaging and succinct so that it can be:

- Displayed on the school website, prospectus, staff intranet and staff and pupil noticeboards.
- Referred to in school assemblies, governor meetings and annual reports.

When proactively communicated in these ways, it will:

- Ensure that prospective pupils and families are aware that the school recognises the needs of young carers and actively responds to meet their needs.
- Help young carers and/or their families feel safe and confident to access support.

The specific information that schools will need to capture in the commitment will depend on the extent of the school's wider provision for young carers. See Step 5, Tool 1: Recommended points to include in a whole school commitment.



Developing a whole-school commitment will help your school achieve The Basics, Standards 2–5.

School policy for young carers

To meet young carers' needs more effectively, schools should also have a policy in place that specifies in greater detail how the school will identify and address young carers' needs. This can either take the form of a new policy developed

specifically for young carers, or the revision of an existing policy to include young carers, such as the school inclusion policy.

Developing a school policy, in addition to a whole school commitment to young carers, will provide greater clarity about:

- The roles and responsibilities of school staff in relation to young carers.
- The type of support available to pupils and their families in school.
- The ways in which the school works with other organisations, including the local young carers service, school nurse and emotional well-being support, in relation to young carers.

“I really do thank [my supportive teachers] for helping me get my uni place and carry on the dream that I had for my career and not let it get affected by my caring role.”

Young carer

The specific information that schools will need to capture in the commitment will depend on the extent of the school's wider provision for young carers. Step 5, Tool 2: Young carers school policy checklist, sets out the points that should be covered in school policy.



When establishing links with members of staff responsible for the development and revision of other school documents, the Young Carers School Operational Lead will need to ensure they understand:

- That many pupils attending their school have caring responsibilities and therefore have specific needs for which the school should be making adequate provision (see Step 1: Gaining an understanding about young carers).
- What they need to do in their role to support the development and implementation of a whole school approach to identifying and supporting young carers.

Incorporating pupil views



Gathering and utilising the views of young carers will help schools achieve The Basics, Standard 4.

To best meet the needs of young carers, you should gather and incorporate the views of young carers when developing and reviewing your whole school commitment and school policies.

STEP 6

Step 6: Setting up Systems to Identify, Assess and Support Young Carers



Key information

To help ensure no young carer slips through the net, schools need to take a proactive approach to identifying and supporting young carers. All schools should ensure they have agreed procedures in place to identify, assess, and support young carers and their families.

Having these procedures agreed before schools proactively raise the awareness of staff, pupils and families about young carer issues will help ensure:

- Staff roles in relation to young carers are clear.
- Processes are in place to ensure the needs of young carers are met effectively once identified.

“ I’m getting into trouble at school, my teacher always has a go at me, I’ve spoken to her but she doesn’t do anything. I’d like her to listen. ”

Young carer

What is the role of the Young Carers School Operational Lead in implementing the school’s procedures for young carers?

The Young Carers School Operational Lead will take a leading role in ensuring the procedures are agreed and implemented. To do so, they will need to engage other staff members, ask them to take specific actions forward and keep track of progress.

The specific staff that the Young Carers School Operational Lead will need to work with will vary according to the size and structure of the school but to give Leads an idea about who these staff may be – broad suggestions are provided in the guidance below.

“ The [peer support] group allowed me to talk in a safe place without being laughed at. ”

Young carer

What procedures should schools have in place?

Young Carers School Operational Leads should have identified which procedures they intend to prioritise for implementation when reviewing their school's provision (see Step 2: Reviewing your school's provision for young carers).

The basics

In summary, if your school is just beginning to develop its young carers' provision, you may wish to focus initially on implementing the basics by:

- Ensuring there is a confidential setting where young carers or pupils who think they may be young carers will be able to access and talk to a member of staff.
- Making sure any targeted interventions, which are already being delivered in the school, are accessible to young carers (see Step 6, Tool 1: Checklist of support young carers may need).
- Making sure that young carers are signposted to targeted interventions which are not delivered by the school, for example youth services, counselling for children and young people.
- Support the implementation of a flexible approach across the school so that, where appropriate, young carers are able to use a telephone to call home during breaks and lunchtimes to reduce any worry they may have about a family member. This will involve finding somewhere confidential where young carers can talk on the phone.
- Consider setting up a peer support group for young carers (see Step 6, Tool 2: Running a peer support group for young carers).
- Ensure some detentions are run at lunchtime as young carers may not be able to attend after school.
- Consider implementing a school message box so that pupils can self-identify
Remember: Young carers tell us that pupils must be reassured that their privacy will be maintained. Message boxes need to be secure so that other pupils are unable to access any private material (see Step 6, Tool 3: Exemplar handout for pupils to complete and post into a message box).



Implementing these actions will help schools achieve The Basics, Standard 5.

Moving beyond the basics

To develop your systems further and meet young carers' needs more effectively, the Young Carers School Operational Lead should:

- Engage staff who are responsible for pupil enrolment processes and the school's annual process for checking pupil information to ensure the following questions are asked:
 - Does the pupil have parents or other family members who have an illness or disability, or who are affected by mental ill health or alcohol or substance misuse issues?
 - Would they like more information about the types of support the school provides to young carers?



Not all pupils with parents or other family members who are disabled or ill or have alcohol or substance misuse issues will be a young carer. You will need to agree with the staff responsible for collating the returned information that they notify you where families have responded positively to the questions. You should then have a follow-up conversation with pupils and/or their family to establish the extent of a pupil's caring role and whether they require any support from school.

- Engage staff responsible for the school's internal management system to arrange for known young carers to be flagged so that the attendance, attainment and progress of young carers can be understood.
- Establish a working group of school staff to support the needs of young carers. Young Carers School Operational Leads could explore existing working groups in the school that could be used for this purpose, for example a group of staff who regularly meet to review the progress of vulnerable pupil groups.
- Check existing protocols for sharing information internally, and with external agencies to ensure that the young carer does not have to repeat their story multiple times.
- Consider establishing a young carers forum so that there are regular opportunities for young carers to influence and support the development of provision for young carers (see Step 6, Tool 4: How to run a young carers forum).
- Establish links with external agencies including the school nurse (see Step 6, Tool 5: Working with school nurses to support young carers and their families, see Step 6, Tool 6: Working in partnership with young carers services). Find out what support is available to young carers within and outside school and what details you should include on noticeboards and the school website to signpost pupils and their families appropriately.



Implementing these actions will help schools achieve Beyond the Basics, Standards 1 and 5.

Best practice

To achieve best practice for young carers, your school should also:

- Implement a fully proactive approach to identifying young carers. This will involve:
 - Engaging staff responsible for monitoring and tackling poor attendance to ensure that where changes in trends are identified, staff consider whether these may be due to a potential caring role and know to inform the Young Carers School Operational Lead of any concerns.
 - Agreeing that pupil progress meetings will be used to identify changes in trends and consider whether these may be due to a potential caring role.
 - Engaging the designated senior person for child protection to ensure existing (and newly acquired) lists of children on child protection registers and looked after children plans are reviewed to identify pupils who are living with adults experiencing mental ill health and alcohol or substance misuse issues.
 - Asking the staff member responsible for school census data to check data on pupils with disabilities at the beginning of each school year, to identify sibling carers on roll.
 - Agreeing with feeder schools/early years providers a process for how they will tell you if a pupil has already been identified as a young carer.
 - Engaging staff responsible for registering new pupils so that where a pupil transfers to your school from another, staff check whether any young carer status has been recorded on the Common Transfer File. Make sure you include this information when transferring a pupil.
 - Establishing information sharing protocols with your school nurse, young carers services and health and social care services to ensure that, with appropriate consent, they tell you when they identify young carers attending, or about to start your school.
- Agree what assessment mechanisms will be used to assess pupils' needs when they are identified as a young carer. These assessments could be carried out by a relevant staff member within the school – perhaps using the assessment tools provided as part of Step 9: Identifying, assessing and supporting young carers and their families. The assessments could be carried out by other agencies if deemed more appropriate.

- Agree that individual pupil plans and/or provision maps will be used to record how the school plans to meet the needs of the pupil (exemplar pupil plans/provision maps are not provided within the Step-by-step Guide as schools will have existing and varying pupil plans/provision map templates in place).
- Agree processes for inter-agency working, including with the local young carers service (see Step 6, Tool 7: Checklist for effective partnership working between schools and young carers services). Develop formal joint working together agreements where appropriate (see Step 6, Tool 8: Exemplar working together agreement for use with young carers services).
- Make sure systems are in place, where appropriate, to support young carers to participate post-16 (see Step 6, Tool 9: Supporting young carers to participate post-16) and transition to adulthood at 18 (see Step 6, Tool 10: Supporting young carers to transition into adulthood). This will include working with colleges, training providers and universities to plan and implement support for young carers and their families through transitions, and agreeing how information will be shared between the operational leads, with the appropriate consent.
- Ensure the school and its communications are accessible to families of young carers (see Step 6, Tool 11: Checklist of support that families of young carers may need).
- Engage internal staff, such as the SENCO, Pastoral Lead, or Inclusion Co-ordinator and/or external agencies, including the local young carers service, to find out how to signpost and/or undertake whole family work that aims to support parents/siblings in order to prevent or reduce a caring role.



You can include Young Carer status on Common Transfer files even though this isn't a mandatory data item on the system at present. Given Common Transfer Files are created using data already held within school Management Information systems, some data can be added or amended manually as part of the file creation process. Highlighting young carer status will help with transition ensuring the new school is better able to meet young carers' needs with greater accuracy and therefore maintain the momentum of their learning.



Implementing these actions will help schools achieve Best Practice, Standards 1, 3 and 5

STEP ⑦

Step 7:
Raising Awareness
of School Staff about
Young Carers



Key information

To meet the needs of young carers in your school, it is vital that all school staff:

- Understand why young carers need support to enjoy and achieve at school.
- Sign up to the school's whole school commitment for young carers.
- Know the simple things they can do to identify, support and signpost young carers as part of their wider roles within the school.



Building staff understanding and responsibility for meeting the needs of young carers does not mean creating additional functionality within staff's existing roles. Rather, by being aware of how to identify and support young carers, staff will be better equipped to fulfil their existing roles within the school.

Why should schools raise the awareness of all staff members about these key points?

It is important that all staff members (teaching and non-teaching) understand young carer issues because:

- Doing so will help deliver a positive whole school ethos where young carers and their families are respected and valued and feel safe and confident to access support.
- Many young carers are hidden (see Step 1: Gaining an understanding about young carers). To identify pupils with caring responsibilities effectively, all school staff should understand the possible signs that a pupil is a young carer and what to do when they identify such a child/young person (see Step 7, Tool 1: Checklist of signs a pupil is a young carer).
- A pupil with caring responsibilities may self-identify to any member of staff whom they feel they can talk to and share their worries and concerns with.
- All staff need to be aware of the school's process for sharing information about a young carer. This will help ensure that information is only shared with the appropriate consent and with a view to guaranteeing a pupil does not need to repeat their story several times.
- All staff should know not to discuss a pupil's caring role in front of their peers.
- A member of support staff who has established relationships with the local community may become aware a pupil is a young carer through conversations with the family and should be able to signpost the young carer and/or the family to support.
- Teachers and support staff delivering targeted interventions such as homework clubs, should know how to ensure these interventions meet young carers' needs, for example that homework clubs should be run at lunchtime.

- All teaching staff should be able to adapt their practice to meet the needs of young carers in their class teaching.
- Office staff should know why it may be important for pupils to have access to the phone at break and lunchtime to check on a family member and to ensure the appropriate handling of messages from home.

“ Having the ability to ask yourself ‘who is having a bad day?’ and adjust your behaviour accordingly is one of the most important things teachers have. ”

Teacher

How should the schools raise staff awareness?

Young Carers School Operational Leads should prioritise how they intend to raise the awareness of pupils and their families when reviewing their school’s provision (see Step 2: Reviewing your school’s provision for young carers).

The basics

In summary, schools beginning to develop their young carers’ provision may initially wish to raise

awareness by developing and maintaining young carer material on a staff noticeboard and the intranet and/or shared drive.

This material should contain:

- The name and contact information of the Young Carers School Operational Lead.
- The school’s whole school commitment to young carers (see Step 5, Tool 1: Recommended points to include in a whole school commitment).
- Awareness raising information regarding who young carers are, the likelihood that there will be many young carers at the school, the impact of caring on young people and the types of support available for young carers.
- A checklist of possible signs that a pupil is a young carer and what to do if staff know a pupil who is, or could be, a young carer and/or if a pupil tells them they have a caring role (Step 7, Tool 1: Checklist of signs a pupil is a young carer).

To secure proactive staff commitment, this material should be endorsed by the Senior Leadership Team.

See Step 7, Tool 2: Exemplar staff noticeboard material.



Implementing this action will help schools achieve The Basics, Standards 2 and 3.

Building on the basics

To meet young carers' needs more effectively, schools should also ensure training on young carer issues:

- Is included in all staff inductions.
- Features regularly as part of staff continuous professional development for example, as part of a staff INSET day, staff meeting or twilight session.

Staff training should cover:

- Who young carers are and what their caring role might involve.
- The likely number of young carers in the school and why young carers are often hidden.
- The particular challenges young carers often experience that impact on their capacity to enjoy and achieve at school.
- The ways in which staff can support young carers as part of their wider roles in the school (see Step 7, Tool 3: How can school staff support young carers).
- The possible signs a pupil may be a young carer.
- What support is available both within and outside the school.

To ensure training effectively raises school staff's understanding and confidence in how to meet young carers' needs, it is important that the Young Carers School Operational Lead evaluates the impact of training in their school.



Implementing this action will help schools achieve Beyond the Basics, Standards 3 and 4.

Best practice

To achieve best practice for young carers, staff should also have specific training to identify young people affected by stigmatised illnesses (such as parental mental ill-health, parental substance misuse and HIV).

Local safeguarding children's boards within local authorities may host specific training of this type that could be made available to education staff.



Including specific training for teachers to identify young people affected by stigmatised illnesses will help schools achieve Best Practice, Standard 3.

What tools are provided to support schools deliver training?

Training resources, accompanying this Step-by-step Guide include:

- Step 7, Tool 4: Staff training facilitator's guide.
- Step 7, Tool 5: PowerPoint for use in staff training.
- Step 7, Tool 6: Handouts for use in staff training.
- Step 7, Tool 7: Staff training evaluation form.

The purpose of these tools is to support the Young Carers School Operational Lead to deliver training in their school. Outside agencies, such as a local young carer service, may also be able to provide support with staff training or deliver the training themselves. Your school might want to consider inviting other professionals working in your school to join training sessions and even share training with other schools in the same school cluster. Further training materials and suggestions for sourcing external support are also available in the Additional resources section.

Considering adult carers among your staff group

During training sessions, staff may identify themselves as carers and highlight their own support needs. It would be useful to make information available to adult carers, such as the Carers Trust website Carers.org, and local carers support information.

STEP ⑧

Step 8:
Raising Awareness of
Pupils and Families
About Young Carers



Key information

To counteract the reasons why many young carers are hidden (see Step 1: Gaining an understanding about young carers), schools will need to proactively raise the awareness of pupils and their families about:

- What it means to be a young carer.
- Disabilities, mental and physical ill-health, and alcohol and substance misuse issues with a focus on dispelling common stereotypes.

Raising awareness in these areas can help pupils self-identify as a young carer and their families to become aware of the roles that the pupil is taking on in the family. It can also create more:

- Empathy towards pupils with caring responsibilities.
- Understanding as to why they may sometimes seem unsociable, stressed, worried or angry.
- Appreciation of the complicated responsibilities that young carers can have and why this can mean they can't attend clubs or why they have to rush off after school.

Not only will this help remove the stigma associated with certain disabilities, illnesses, and alcohol and substance misuse, it will also help young carers to talk about their caring roles more confidently with their peers. This will help raise awareness and understanding of what being a young carer involves and may help to prevent bullying.

To encourage young carers to access appropriate support, it is also important that schools create a safe learning environment for young carers and families and raise pupil and family awareness about:

- The types of support the school will provide to young carers, dependent on their needs, and how to access this.
- The types of support other organisations in the local community may be able to provide to young carers and their families.

“ I really enjoy learning about young carers and their life and would like to learn a lot more just in case it ever happens to me. ”

A pupil

“ I used to help out in the classroom occasionally and this was seen as a positive experience for children who have never met a wheelchair user before. The school also invited other disabled speakers to talk to the children from time to time. ”

Parent



The earlier a young carer is identified the less likely an inappropriate caring role will become established and have a negative impact. No child or young person's education, well-being or potential should be affected by their caring role.

Ways to raise the awareness of pupils and their families

Young Carers School Operational Leads should prioritise how they intend to raise the awareness of pupils and their families when reviewing their school's provision (see Step 2: Reviewing your school's provision for young carers).

The basics

In summary, if your school is just beginning to develop its young carers provision, you may wish to focus initially on implementing the basics and raise awareness through:

- Pupil noticeboards and school website.

The Young Carers School Operational Lead should develop and maintain material about young carers on the pupil noticeboard and school website. This material should include:

- The name and contact information of the Young Carers School Operational Lead.
- The school's whole school commitment to young carers.
- Awareness raising information regarding who young carers are, the likelihood that there will be many young carers at the school, the impact of caring on young people and/or children, and the types of support available for young carers.

See Step 8, Tool 1: Exemplar noticeboard material for primary schools and Step 8, Tool 2: Exemplar noticeboard material for secondary schools. This noticeboard will need to be refreshed on a regular basis to keep engaging pupils. Why not ask identified young carers to help produce new material for display?



Implementing this action will help schools achieve The Basics, Standard 2.

Building on the basics

In schools looking to develop their provision for young carers further, the Young Carers School Operational Lead should:

- Ensure pupil noticeboards and/or school website also contains information signposting young carers to other resources, for example, details of the local young carers service, school nurse and emotional support delivered within and/or outside of school.

- Deliver regular assemblies to raise awareness of young carer issues which incorporate positive messages about disability/illness (including mental ill-health, alcohol and substance misuse, and HIV). See Step 8, Tool 3: Suggested assembly/tutor group activities. The Young Carers School Operational Lead may also wish to invite relevant local services to make presentations about topics, such as mental ill-health.
- Work with relevant colleagues to ensure related aspects of the curriculum, such as PSE, include teaching that explores the roles and responsibilities of young carers, promotes positive images of disability and challenges stereotypes (see Step 8, Tool 4: Suggested lesson activities).
- Timetable regular communication to families with a view to providing them with information about young carer issues, available support and how to contact the Young Carers School Operational Lead.

Potential communication channels to use with families include:

- Discrete letters/emails to coincide with young carer assemblies or PSE teaching (see Step 8, Tool 5: Exemplar letter to parent(s)/ guardian(s)).
- Articles in a school newsletter (see Step 8, Tool 6: Exemplar school newsletter article).
- Including the school's whole school commitment to young carers and their families in the school prospectus.

Through these mechanisms, schools can take a proactive approach to raising the awareness of pupils and their families about young carer issues. This will not only create a supportive school ethos but also help ensure no young carer slips through the net.



Implementing this action will help schools achieve Beyond the Basics, Standard 2.

STEP 9

Step 9: Identifying, Assessing and Supporting Young Carers and their Families



Key information

Each time the school identifies a pupil as a young carer, the Young Carers School Operational Lead should ensure a number of key actions are taken to:

- Assess the needs of this pupil and of their family.
- Secure consent for information to be shared.
- Establish the involvement of staff and other professionals to plan and implement support.
- Develop and agree pupil plans/provision maps.

“ Without supportive teachers I wouldn’t have continued my academic career in the way that I have ... I really do thank them. ”

Young carer

- Deliver support.
- Monitor and review impact on the young carer and their family.

It is vital that these actions are carried out for the pupil’s needs to be assessed and met effectively by the school.

What key actions should schools take to deliver a basic level of provision for young carers?

The Young Carers School Operational Lead should:

- Ensure assessments are carried out promptly once a pupil has been identified as a young carer and with a view to identifying the types of support, interventions and/or flexibilities required to meet their needs. This should include taking into account pupil attainment, progress and attendance data and speaking with the young carer and/or their family about the types of support available. Assessments could be carried out by a relevant staff member within the school or by other agencies if deemed more appropriate. For a reminder about the types of support young carers may need see Step 6, Tool 1: Checklist of support young carers may need.
- Secure appropriate consent from the family for information to be shared with other staff and/or agencies delivering relevant support. Schools may wish to use existing information sharing consent forms for this purpose and/or use Step 9, Tool 1: Exemplar information consent sharing form.
- Ensure the pupil knows how and when they will be able to access and talk to a member of staff about their caring role in a confidential setting.
- Engage relevant school staff to ensure effective delivery of targeted interventions to meet the needs of the pupil.
- Engage relevant staff to implement appropriate flexibilities, for example access to phones at break/lunchtime to reduce any worry young carers may have about a family member.

- Ensure relevant teaching staff know that the pupil is a young carer and how to meet their needs within their role. For a reminder about how teaching staff can support young carers to enjoy and achieve at school see Step 7, Tool 3: How can school staff support young carers.

Don't forget!

Some young carers say they do not want knowledge that they have a caring role to be shared with their teachers and/or other school staff. To help ensure that young carers feel comfortable with this knowledge being shared it will be important for the Young Carers School Operational Lead to implement each of the steps set out in this Step-by-step Guide. Doing so will help ensure schools create a whole-school ethos where young carers feel safe and respected by staff, pupils and the wider school community.

Beyond the basics

To move beyond the basics, to meet the needs of the young carer more effectively, the Young Carers School Operational Lead should also:

- Refer the young carer to external agencies, working inside and outside school. For example, the school nurse and the local young carers service.

Don't forget!

A pupil's and family's situation may change rapidly and ongoing formal and informal monitoring is therefore important.

Best practice

To achieve best practice for young carers, the Young Carers School Operational Lead should also:

- Ensure assessments gather a range of evidence about the level of the young carers' caring responsibilities and the impact of caring on their ability to enjoy and achieve at school – perhaps through use of Step 9, Tool 2: The Multidimensional Assessment of Caring Activities (MACA), Step 9, Tool 3: The Positive and Negative Outcomes of Caring (PANOC) or Step 9, Tool 4: Well-being questionnaire and Step 9, Tool 5: Staff observation checklist.
- Identify whether the pupil is at risk of falling into the not in education, employment or training (NEET) category at 16.
- Ask the pupil's family about any barriers they may have in accessing the school and its communications.
- Develop an individual pupil plan and/or provision map to record quantitative/qualitative data from assessments, set out what interventions, support and/or flexibilities will be delivered to the pupil and set a formal review date.

- Establish multi-agency working where appropriate, for example with the school nurse, local young carers service, and social care – using existing local processes such as the Team Around the Child/Family, and ensuring there is a lead professional in place.
- Implement procedures, where appropriate, to support young carers to participate post-16 and/or transition to adulthood at 18.
- Where appropriate, refer the family for a whole family assessment to help ensure parents/disabled siblings gain the support they need in order to prevent or reduce the pupil's caring role (where the pupil has been identified by a feeder school/other agency, the Young Carers School Operational Lead may wish to check whether a referral has already been made).
- Ensure the timely review of pupil plans/provision maps. In doing so:
 - The same assessment tools should be used as in the pupil's original assessment. This will enable the effectiveness of the provision to be monitored in a robust manner.
 - Views of staff/other agencies delivering the targeted interventions should be taken into account.
 - Parental views about the pupil's well-being and barriers to education should be gathered and taken into account.
- The Young Carers School Operational Lead should also ensure that the school reviews the impact of any action taken to reduce/remove barriers the family identified in accessing the school and its communications.



If staff delivering support are concerned that the pupil's situation has changed and/or they require additional support, they should seek opportunities to remind the pupil they can speak with a staff member, for example approaching the pupil at the end of a lesson. In doing so, staff should respect the privacy of the pupil and ensure they do not approach or discuss the pupil's caring role in front of their peers. Any concerns should be raised with the Young Carers School Operational Lead.

STEP 10

Step 10:
Sharing Good
Practice with Others



Key information

It is vital that schools that have adopted Steps 1 to 9 of this Step-by-step Guide, share their good practice and lessons learnt with feeder and linked schools including others in their school cluster.

By doing so they will ensure positive outcomes are delivered for young carers attending other schools. They will also make it more likely that the caring role of pupils enrolling or transferring to their school is identified by others prior to the pupil's transition. This will make it easier for schools to implement support and early intervention.



Identifying a young carer early can stop them taking on caring roles which are excessive or inappropriate. Make sure no child or young person's education, well-being and potential is affected by their caring role by sharing your good practice.

Schools should seek opportunities to share effective practice by:

- Disseminating learning with feeder and linked schools, including others in their school cluster through transition planning, joint training, mail outs and other information forums (see Step 10, Tool 1: Sharing good practice).

What to do next?

The development of effective support for young carers in schools is a reiterative process of continual improvement. Schools should review the effectiveness of their policy and provision for identifying and supporting young carers and their families on an annual basis, with a view to continually improving outcomes.



Sharing good practice examples and support on amending practice and policy will help schools meet Best Practice, Standard 2.

Reviews should be timetabled at appropriate points within the school calendar so that they:

- Inform the school's processes for planning and reviewing its use of Pupil Development Grant funding.
- Ensure that where appropriate, young carers are considered as part of the whole school development plan.

For guidance and tools to support schools to review their provision, return to Step 2: Reviewing your school's provision for young carers.



Monitoring and reviewing provision for young carers on an annual basis will help schools achieve Best Practice, Standard 1.

Additional resources

These additional resources have been developed to support elements within the guide and provide further reading. The additional resource materials will be updated on a regular basis as new resources and materials relating to young carers in schools becomes available. The following topics are included but not restricted to:

- General information about young carers
Includes online resources and links to research and reports.
- Evaluation on Young Carers in Schools programme to date across the UK
Provides insight into the programme's impact to date both from a school and young carer perspective including innovative use of targeted funding.
- Online support for young carers
Provides details of websites especially for young carers.
- Resources relating to consulting young carers
Including noticeboard materials and participation packs.
- Teaching resources including young carer case studies
Teaching material for key stages 2 and 3 and Young carer awareness materials, such as films and PSE lesson ideas.
- Information about identifying and supporting young carers affected by stigmatised illnesses, disabilities or displacement
Including information on young carers caring for someone affected by HIV, substance and/or alcohol misuse or mental ill-health, information about young carers who are refugees or asylum seekers and young carers who are affected by bullying.
- Working with school nurses
Including supporting the health and well-being of young carers in a coordinated multi-agency approach.
- Making best use of external support
Engagement with local young carers services, youth services, counselling services and education welfare services.



Regularly check the Additional resources section on the Young Carers in Schools website at www.youngcarersinschools.com for the most up-to-date materials. Some of the resources will have been developed for use in schools in England as part of the original Young Carers in Schools programme therefore, while highly applicable, may have slight variations in terminology.



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