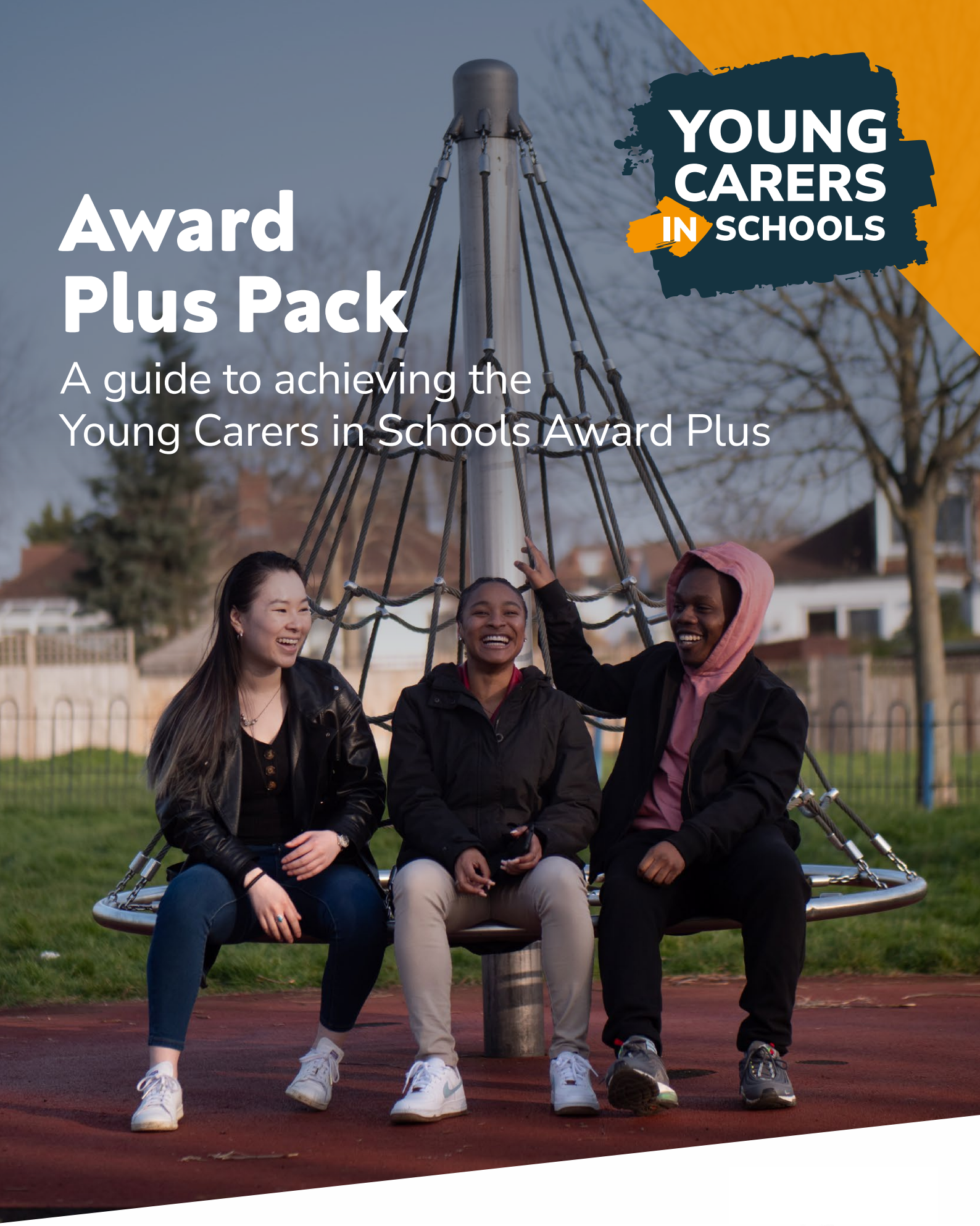
YOUNG CARERS IN SCHOOLS

Award Plus Pack

A guide to achieving the Young Carers in Schools Award Plus



CARERS TRUST & The Children's Society

Acknowledgements

Carers Trust and The Children's Society would like to thank all of the young carers, schools and carer services who provided feedback during the consultation which has shaped the Award Plus.

The consultation was carried out by Nicole Clay-Noonan, The Children's Society.

The Award Plus has been written and collated by Michelle Gregory (Young Carers in Schools Co-ordinator, The Children's Society) and Adem Ruggiero-Cakir (Programme Manager [Education], Carers Trust).

Contents

Introduction 4

Background to Young Carers in Schools 4

Who are young carers? 5

How to apply to the Young Carers in Schools Award Plus 5

Tools and support 5

The Young Carers in Schools Award Plus 6

Introduction

This pack provides the information schools and colleges need to apply for the Young Carers in Schools Award Plus. This has been developed in consultation with schools, young carers services and young carers. The Award has been revised and now consists of an Award and Award Plus. This pack contains information about the Award Plus and how to achieve it.

Schools must complete the Young Carers in Schools Award first. If your school achieved the Award with recommendations, they need to be implemented before moving onto the Award Plus. To access the Award Pack and supporting resources, visit the **Young Carers in Schools website**.

The Award Plus will have a three-year expiry date to ensure that the provision for young carers remains in place. Schools will be contacted and asked to re-apply prior to their award period expiring.

Background to Young Carers in Schools

Young Carers in Schools is a free initiative that makes it as easy as possible for schools to support young carers, and rewards good practice.

Run jointly by Carers Trust and The Children's Society, the Young Carers in Schools programme works with schools across England to share good practice, provide relevant tools and training, and celebrate the great outcomes many schools achieve for young carers.

The Young Carers in Schools programme enables schools to:

- **Gain national recognition** for improving outcomes for young carers through the Young Carers in Schools Award.
- **Identify manageable steps to improve educational outcomes for this vulnerable pupil group** – the programme breaks down the actions schools can take so that your school can prioritise what to do next.
- **Access additional support** including tools, templates, good practice examples, webinars and professional development events.

For further information about the Young Carers in Schools programme, visit **youngcarersinschools.com**.

Who are young carers?

The Children and Families Act 2014 definition says a young carer is 'A person under 18 who provides or intends to provide care for another person'.

This can include caring for parents, grandparents and/or siblings.

The person they care for may live with a physical condition or something more hidden, such as a mental health condition, an addiction, or neurodiversity.

Young carers might help with shopping, cooking and cleaning; managing medicines or money; providing personal care and/or emotional support; and may need to look after other siblings.

How to apply to the Young Carers in Schools Award Plus

To apply for the Award Plus, please use the online application submission on the **Young Carers in Schools website**.

To achieve the Young Carers in Schools Award Plus, evidence must be provided to show how your school or college is implementing the criteria.

It is important you upload clear photos. Please supply pictures as high-resolution jpeg or png format.

Deadlines for submission are on the 28th of the following months: January, March, May, July, September and November.

If you have any queries, contact **YCiS@childrenssociety.org.uk**.

Tools and support

The **Young Carers in Schools Step-by-Step Guide for Schools** sets out ten key steps to help schools identify and support young carers. Each step provides key information and practical tools which can be adapted. It has been developed with school staff and is designed to be as flexible and helpful as possible.

Your local young carers service may be able to provide you with assistance in identifying and supporting the young carers in your school e.g. assemblies to pupils or training for staff. You can find your local service by **visiting this page**.

For further resources, visit the **Resources** page of the Young Carers in Schools website.

The Young Carers in Schools Award Plus

This section outlines the criteria of the Young Carers in Schools Award Plus and the suggested evidence to achieve it. We will consider all evidence supplied. If you are unable to provide the evidence listed, please explain this and the evidence you have supplied instead which makes the same point and has the same/similar outcome.

1. Connections with local young carers service

Local carer services provide information on the available support locally for unpaid carers. This support can vary and may include accessing specific services for young carers, assessments, practical or financial assistance, respite care and carer groups. The local carers service may be an independent organisation or an in-house council service. You can find the contact details on **The Children's Society website**.

To evidence this, please provide an example of your collaboration (over a minimum of three months) with the local carers service, such as an email exchange between the school and young carers service.

2. Recording young carers in the school census

It is important the school census figures are an accurate reflection of the identified young carers in school. For further information about the school census, visit **this page**.

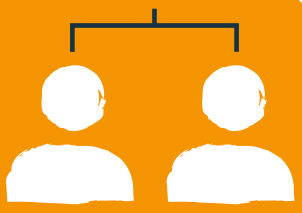
To evidence this, please provide an anonymous screenshot showing your school census figures for young carers.

3. Monitoring attendance and attainment of young carers

Young carers may face additional challenges with their attendance or attainment/progress. It is important to monitor this and have a process/policy in place to intervene if attendance or attainment drops, with a process for providing additional support if needed. This could be a pupil support plan.

To evidence this, please provide an anonymous screenshot or outline of your policy/process for monitoring young carers' progress and supporting them when necessary.

4. Identifying sibling carers



Sibs, a charity that supports brothers and sisters of disabled children and adults says "Children and young people growing up with a disabled brother or sister often get less attention from parents and have more worries and responsibilities than their peers. Many young siblings experience daily challenges in their lives such as public prejudice and finding it hard to get schoolwork done. They also need recognition for the positive aspects of their family lives, such as learning new skills and being supportive of their brothers' and sisters' needs." It is important schools are actively identifying sibling carers. This could be by having information about sibling carers on your school website, noticeboard, in assemblies etc. More information about sibling carers is on **Sibs' website**.

To evidence this, please provide an example of how your school is promoting information about sibling carers.

5. Staff training schedule and feedback

To demonstrate the school's commitment to supporting young carers and ensuring a broad foundation of staff knowledge, schools need to show evidence of regular staff training, typically once a year. It is considered best practice to gather feedback from the training and use this information to shape future training.

To evidence this, please provide anonymous feedback from past training sessions and a calendar outlining the planned dates for future young carers training.

6. Young Carers Governor Lead OR SLT young carers training

Having a Governor/Trustee responsible for young carers ensures awareness among the governing body and helps to ensure that policies and practices across the school are inclusive of young carers.

If your school does not have a governing body, this requirement can be met by showing evidence that the Senior Leadership Team (SLT) is aware of young carers through training. This training could be standalone or part of other training, such as safeguarding, with support potentially available from your local carers service.

To evidence this, please provide:

- **The name and responsibilities of the named Governor; or ratification of whole-school commitment/young carers policy by lead Governor.**
- **OR the presentation delivered to SLT; or the scheduled date; or anonymous feedback from the session.**

7. Accessibility for parents/guardians affected by long-term illness or disability

It is essential that parents/guardians, especially those affected by illness or disability, are able to engage with the school community, for example during parents' evenings. Systems should be in place to ensure that communication is accessible and inclusive for all, including those with visual, hearing or communication impairments. Provisions should also accommodate translation needs.

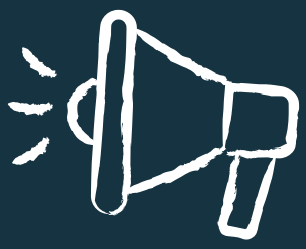
To evidence this, please show the policy/process that is in place to address and overcome access and communication barriers for parents/guardians.

8. Feedback from other students after assemblies or PSHE lessons

To promote a whole-school approach in supporting young carers and reducing stigma, all students should be informed about young carers during assemblies or PSHE lessons. Gathering feedback from pupils after these sessions is important, whether through a questionnaire or asking them to note down their key takeaways. We would like to see feedback from pupils following the assembly or PSHE lesson.

To evidence this, please provide an anonymous screenshot or photo showing feedback from pupils after an assembly or PSHE lesson.

9. Involving young carers in shaping school provisions



It is important that young carers have a voice in shaping the school's approach to supporting young carers. This could involve shaping policies on mobile phone use, anti-bullying measures, or transition plans. The school should actively gather young carers' views through processes such as questionnaires or group discussions to inform school practices and policies.

To evidence this, please provide anonymous examples showing how the school has collected and used young carers' feedback to make changes or develop policies.

10. Young carers' feedback on school support

Please provide quotes or case studies from young carers that reflect:

- How they were identified through the school's awareness activities; or
- How they have benefited from the support provided by the school.

Please ensure this is anonymous as it will be used to showcase outcomes from the programme and shared as best practice.

Carers Trust
10 Regent Place
Rugby
CV21 2PN

Email: info@carers.org
Tel: 0300 772 9600
Carers.org

www.facebook.com/CarersTrust
www.x.com/CarersTrust
www.youtube.com/user/CarersTrust
www.linkedin.com/company/carers-trust
www.instagram.com/carers.trust

Carers Trust is a registered charity in England and Wales (1145181) and in Scotland (SC042870). Registered as a company limited by guarantee in England and Wales No. 7697170. Registered office: Carers Trust, 10 Regent Place, Rugby, CV21 2PN

The Children's Society
c/o Whitecross Studios
50 Banner Street London
EC1Y 8ST

Email: ycis@childrenssociety.org.uk
Tel: 01962 711511
childrenssociety.org.uk

Childrensociety
childsocinclude

The Children's Society is a registered charity number 221124.
Registered office: Whitecross Studios, 50 Banner Street, London, EC1Y 8ST.

© Carers Trust 2024

Photo: Ieva Umbrasaite.