**Ethos and environment**

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
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| There is a clear vision and approach which values all CYP, promotes feelings of safety, a sense of belonging and supports the positive mental health and emotional wellbeing of CYP. | * Review school vision and ensure key preventative concepts are considered such as belonging, positive mental health and emotional wellbeing. * Ensure all staff understand and are confident with the school vision and approaches. * Consider completing a [whole school audit around mental health and wellbeing](https://mentallyhealthyschools.org.uk/whole-school-approach/england/auditing-your-school-and-implementing-change/) |  |  |  |  |
| There is at least one member of staff appointed as a Young Carers champion. | * Assign a member of staff as your ‘Young Carers Champion’ who leads and champions provision for young carers. * See further guidance in the WSA guide in the section titled ‘How can we promote a more inclusive school ethos and environment?’ |  |  |  |  |
| The school / setting have achieved the Carer Friendly Tick Award from Caring Together. | * Find out more about the [Carer Friendly Tick Award](https://www.caringtogether.org/help-us-help-others/companies-and-organisations/schools-colleges-universities/). Contact Caring Together at [carerfriendlytick@caringtogether.org](mailto:carerfriendlytick@caringtogether.org). |  |  |  |  |
| Special events such as Young Carers Action Day, Carer’s Week and Carer’s Rights Day are celebrated and used to raise awareness. | * See the FAQ section in the WSA guide for upcoming awareness raising events. * Follow [Carers Trust website](https://carers.org/resources/all-resources/13-supporting-higher-education-students-with-caring-responsibilities) for more information about upcoming awareness raising dates! |  |  |  |  |

**Leadership and governors**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Governors and senior leadership team (SLT) must be aware of young carers, the common difficulties they may face and be committed to meeting their needs. | * Follow the key points in the WSA guide in the section titled ‘What do SLT and governors need to know?’ * Please see this guidance which outlines how to [secure commitment from leadership teams and governing bodies](https://youngcarersinschools.com/ycis-guide/step-3/). It includes resources such as a template letter to governors, a responsibilities checklist and good practice guides on how to use Pupil Premium funding. * The [Norfolk Governance Network (NGN)](https://www.ngn.org.uk/young-carers/) provides guidance and further signposting. |  |  |  |  |
| There is a named school governor for young carers who takes responsibility for raising awareness and championing best practice. | * Appoint a governor as your ‘Young Carers lead’. * Set up systems which mean that they can work closely with your Young Carers champion and make changes at a strategic level. |  |  |  |  |

**Policy development**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| There is a Young Carers policy. | * Decide if this will 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 your inclusion policy. * The Young Carers Alliance have developed some examples of [young carer policies](https://www.caringtogether.org/wp-content/uploads/2022/09/Examples-of-Young-Carer-Policies-and-models-of-support-2.pdf). * The Carers Trust and The Children’s Society have developed a [Young Carers policy checklist](https://youngcarersinschools.com/wp-content/uploads/2022/11/YCiS-Step-5-Tool-2.pdf). |  |  |  |  |
| Relevant policies including safeguarding, behaviour and anti-bullying policies recognise the needs of young carers, are clear, up to date and aligned to national guidance and legislation. | * Review policies in line with guidance in this WSA guide in the section titled ‘Policy Considerations’. |  |  |  |  |
| Policies are accessible to all and communicated appropriately with CYP, staff and families. | * Consider CYP and family needs and adapt policy as needed. * Take account of CYP's cultural, special educational or physical needs. (for example, by providing material in alternative formats such as visuals, large print, Braille, audio and video.) |  |  |  |  |

**CYP voice**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| There are clear processes and systems in place to collect CYP voice, with adaptations made to ensure all CYP can participate and feel heard | * Build processes and systems into classroom practice as well as whole school activities on a regular basis. * Adapt activities based on need. * Young Carers in Schools guidance provide [tools to collect young carers’ views about provision](https://carers.org/resources/all-resources/18-young-carers-in-schools-step-2-reviewing-your-schools-provision-for-young-carers) within Step 2 (tool 3). * Use guidance on collecting CYP views in this [padlet (within the ‘CYP voice’ section)](https://padlet.com/EIPTraining/identifying-needs-to-promote-positive-behaviours-g1f64zqzcne96ef8) * Please see guidance from NSPCC about [having difficult conversations with children.](https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children) |  |  |  |  |
| CYP voice is used to identify areas for development and evidence strengths | * Build in reviews of CYP voice into your whole school development plan on a regular basis. |  |  |  |  |

**Support and signposting for CYP**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Display posters / signage around the school which provide information and signpost CYP to appropriate support services. | * Request free posters from [Caring Together.](https://www.caringtogether.org/resources/) * Display this [poster](https://www.caringtogether.org/wp-content/uploads/2022/06/Young-Carers-in-School-Poster-1.pdf) to raise awareness for CYP of who to go to for help. * Display this [poster](https://safeguarding.network/content/wp-content/uploads/2023/01/Young-Carers-Poster-.pdf) from the Safeguarding network. |  |  |  |  |
| Responses to CYP who are identified as young carer are appropriate. | * See guidance in our accompanying [Young Carers padlet](https://padlet.com/EIPTraining/young-carers-9qp5bjetm6g1tfu7). * Consider the 3 I’s approach when planning support:   + Intention - What do we need to do about it?   + Intervention - What will it look like?   + Impact – How will we measure impact, on individual, group and whole school basis? |  |  |  |  |
| Reliable information from trusted sources is shared with CYP. | * Use signposting links shared within the WSA guide in the section titled ‘What support can we signpost CYP to?’ * Share these links in several ways e.g. newsletters, form time, 1-1 conversations, student portal, etc |  |  |  |  |

**Partnerships with families**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Young carers and their families are supported to feel safe to identify their situation and there are discrete ways in which they can do this. | * See further guidance in the ‘How can we promote a more inclusive school ethos and environment?’ section of the WSA guide. * Young Carers in School provide best practice guidance on [how to take a proactive approach to identifying young carers](https://youngcarersinschools.com/wp-content/uploads/2022/11/YCiS-Step-5-Tool-2.pdf) (page 5). |  |  |  |  |
| Families feel heard and information collected is used effectively to inform and refine provision and support where appropriate. | * Build systems which collect family voice at an individual CYP level e.g. through creating and reviewing support plans and provision for individual CYP as well as a wider level e.g. through young carer groups / parent events, etc * Use feedback from families to inform the support you are providing. |  |  |  |  |
| The environment and school events are adapted to ensure they are accessible to all families. | * Carry out checks of the physical environment to ensure all families can access the school site. * Review your accessibility policy to ensure the needs of young carer families are considered. |  |  |  |  |
| Information about local support is made available to young carers and their families, (e.g. young carer noticeboard, school website, intranet, student planners). | * Use signposting links shared within the WSA guide in the section titled ‘What support can we signpost families to?’ * Share these links in several ways e.g. newsletters, 1-1 conversations, young carers noticeboard, school website, etc |  |  |  |  |

**Curriculum, teaching and learning**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| The school teaches an effective RSHE curriculum which covers areas related directly to young carers’ experiences as well as areas which all CYP should be aware of. | * Review curriculum planning across year groups and ensure there is adequate focus on these areas (as referenced in the WSA guide in the section titled ‘What quick curriculum activities can we include?’). * Ensure teaching about families is delivered in a sensitive way, based on knowledge of CYP and their circumstances. * Plan in awareness raising and discussions focusing on disability, ill-health and caring as part of RSHE teaching or assembly / awareness raising sessions. |  |  |  |  |
| High quality resources are used to enhance teaching and learning. | * Draw upon resources from Caring Together, Carers Matter, NHS and other trusted sources as referenced in the WSA guide. |  |  |  |  |

**Staff CPD**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| All staff have accessed awareness raising sessions on young carers and are provided with regular CPD opportunities as relevant. | * Review staff knowledge and skills considering the Staff CPD links in the WSA guide (in the section titled ‘How can we support staff awareness, confidence and skills?’) and the [staff survey from Carers Matter](https://carers.org/resources/all-resources/18-young-carers-in-schools-step-2-reviewing-your-schools-provision-for-young-carers) (Step 2 – Tool 6). * Contact Caring Together to book in a free awareness-raising sessions for staff [Carerfriendlytick@caringtogether.org.](mailto:Carerfriendlytick@caringtogether.org.) * All staff access CPD content via the links included in the WSA guide. * Ensure this is part of your induction process for new staff. |  |  |  |  |
| All staff receive up to date safeguarding training and are aware of how this links to their role in supporting young carers.  *Children’s welfare should be promoted and safeguarded by working towards the prevention of any child undertaking inappropriate levels of care and responsibility for any family member.* | * Refer to guidance in ‘How can we support staff awareness, confidence and skills?’ section of WSA guide. * DSL to ensure safeguarding training is up to date. * Ensure staff understand the possible impact of caring on a CYP’s welfare. * Follow a multi-agency approach to supporting families. |  |  |  |  |
| Ensure needs of young carers are considered across all other relevant training e.g. anti-bullying and content is contextualised as necessary. | * Review relevant training and ensure young carers are included as appropriate. |  |  |  |  |

**Assessment, recording and reporting**

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| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **When is the deadline?** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| Young carers are correctly identified on the school census return.  *From spring 2023, young carers are included on the January school census return.* *Find out more information* [*here.*](https://carers.org/campaigning-for-change/young-carers-and-the-school-census) | * Review current number of young carers in your school and your current census data and consider if it is accurate. * Adapt as necessary. |  |  |  |  |
| Enrolment process aids identification of young carers and their families. | * The enrolment process aids identification of parent(s), siblings or family members who have disabilities or other long-term physical or mental health conditions in order to identify potential young carers. * Where EAL is an additional need, independent interpretation (Language Line/ INTRAN) is used at enrolment sessions to ensure clarity of information. |  |  |  |  |
| Progress, attendance and attainment of young carers is regularly reviewed alongside other potentially vulnerable groups of CYP. | * Ensure there is young carers flag on your pupil management system which is used consistently to raise awareness of young carers across your school / setting. * Use this flag to review attendance and attainment for young carers alongside other vulnerable groups of pupils. See guidance from [Carers Trust (Step 2 – Tool 4).](https://carers.org/resources/all-resources/18-young-carers-in-schools-step-2-reviewing-your-schools-provision-for-young-carers) * There is a process/policy which outlines actions to be taken if attendance and/or attainment of young carers drop or if wellbeing is affected. Steps taken to support increasing attendance and attainment can be evidence. |  |  |  |  |