**Whole School Audit Tool – Young Carers**

The aim of this audit tool is to consider your school or setting’s current practice in relation to how you support young carers. It will highlight areas of strength whilst identifying areas which could be further developed.

How to use:

* Read the statements.
* Assign a RAG (Red / Amber / Green) rating to each of them.
* Identify areas for development.
* Use the action plan to plan next steps.

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| **School / setting name** |  |
| **Phase** |  |
| **Young Carers champion** |  |
| **Young Carers champion (optional 2nd)** |  |
| **Areas of note regarding demographics and/or emerging or existing issues around young carers:** |  |

**Ethos and Environment**

| **Best practice example** | **Red** | **Amber** | **Green** |
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| 1. There is a clear vision and whole school / setting approach which values all CYP, promotes feelings of safety, a sense of belonging and supports the positive mental health and emotional wellbeing of CYP. |  |  |  |
| 1. There is at least one member of staff appointed as a Young Carers champion. |  |  |  |
| 1. The school / setting have achieved the Carer Friendly Tick Award from Caring Together. |  |  |  |
| 1. Special events such as Young Carers Action Day, Carer’s Week and Carer’s Rights Day are celebrated and used to raise awareness. |  |  |  |

**Leadership and governance**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. 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. |  |  |  |
| 1. There is a named school governor for young carers who takes responsibility for raising awareness and championing best practice. |  |  |  |

**Policy development**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. There is a Young Carers policy. |  |  |  |
| 1. Relevant policies including safeguarding, behaviour and anti-bullying policies recognise the needs of young carers and are clear, up to date and aligned to national guidance and legislation. |  |  |  |
| 1. Policies are accessible to all and communicated appropriately with CYP, staff and families. |  |  |  |

**CYP voice**

*Additional measures are implemented where other needs are present e.g. SEND or EAL*

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. There are clear processes and systems in place to collect CYP voice, with adaptations made to ensure all CYP can participate and feel heard |  |  |  |
| 1. CYP voice is used to identify areas for development and evidence strengths |  |  |  |

**Support and signposting for CYP**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Display posters / signage around the school which provide information and signpost CYP to appropriate support services. |  |  |  |
| 1. Responses to CYP who are identified as young carer are appropriate. |  |  |  |
| 1. Reliable information from trusted sources is shared with CYP. |  |  |  |

**Partnerships with families**

*Additional measures are implemented where other needs are present e.g. SEND or EAL*

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. 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. |  |  |  |
| 1. Families feel heard and information collected is used effectively to inform and refine provision and support where appropriate. |  |  |  |
| 1. The environment and school events are adapted to ensure they are accessible to all families. |  |  |  |
| 1. Information about local support is made available to young carers and their families, (e.g. young carer noticeboard, school website, intranet, student planners). |  |  |  |

**Curriculum, teaching and learning**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. 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. |  |  |  |
| 1. High quality resources from Caring Together, Carers Matter and other trusted sources are used to enhance teaching and learning. |  |  |  |

**Staff CPD**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. All staff have accessed awareness raising sessions on young carers and are provided with regular CPD opportunities as relevant. |  |  |  |
| 1. All staff receive up to date safeguarding training and are aware of how this links to their role in supporting young carers. |  |  |  |
| 1. Ensure needs of young carers are considered across all other relevant training e.g. anti-bullying and content is contextualised as necessary. |  |  |  |

**Assessment, recording and reporting**

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| **Best practice example** | **Red** | **Amber** | **Green** |
| 1. Young carers are correctly identified on the school census return. |  |  |  |
| 1. Enrolment process aids identification of young carers and their families. |  |  |  |
| 1. Progress, attendance and attainment of young carers is regularly reviewed alongside other potentially vulnerable groups of CYP. |  |  |  |