

Young Carers and the School Census



Young Carers
Alliance

“
So many young carers feel
unseen and unheard at
school. I believe that having a
Young Carer Champion, a
teacher each young carer
knows is in their corner would
increase their confidence and
wellbeing hugely.

Jemima”



Caring
Together



IMAGO



MYTIME
YOUNG CARERS

Welcome and housekeeping

- 🌸 Ensure microphones are on mute
- 🌸 We will be recording the session
- 🌸 Introduce yourself and make use of the chat
- 🌸 Any unanswered questions will be followed up after the event
- 🌸 We will not be live-tweeting today - Monday 26th September we will be covering the event and launching the new resources via @YCAAlliance



What is changing with the school census in relation to young carers?

How might it benefit young carers?



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What is the school census return?

- ✿ The school census is an electronic collection of pupil data from primary, secondary, special schools and pupil referral units (doesn't include private sector)
- ✿ It takes place three times a year (Autumn, Spring and Summer)
- ✿ It is a statutory obligation for schools to complete the census
- ✿ Schools must ask parents for information, tell parents and pupils where data are optional, and tell them what it will be used for before submitting it



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Key information

- ✿ Census date: Thursday 19th January 2023
- ✿ Schools have to complete by Wednesday 15th February
- ✿ Local results likely to be available around April (tbc) and then national results expected to be available online around July/August
- ✿ **[School census business and technical information](#)**
- ✿ **[School census guidance](#)**



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School census and young carers

- ✿ From January 2023, young carers are being added to the census return for the first time
- ✿ Uses the section 17ZA of the Children Act 1989 definition: a young carer is, *'a person under 18 who provides or intends to provide care for another person (which isn't to a contract or voluntary work)'*.
- ✿ The guidance also makes reference to [Keeping children safe in education](#) and [Working together to safeguard children](#) (both outline how **all** school staff should be particularly alert to the potential need for early help for young carers.)



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School census and young carers

🌸 Schools will be able to use the following codeset (CS118):

Code	Young carer indicator
N	Not declared
P	Identified as a young carer by parent or guardian
S	Identified as a young carer by school

🌸 Schools' Management Information Systems (MIS) should provide 'N' as the default value (Not declared)

🌸 If they self-identify in school = Use 'S'



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What are the potential benefits?

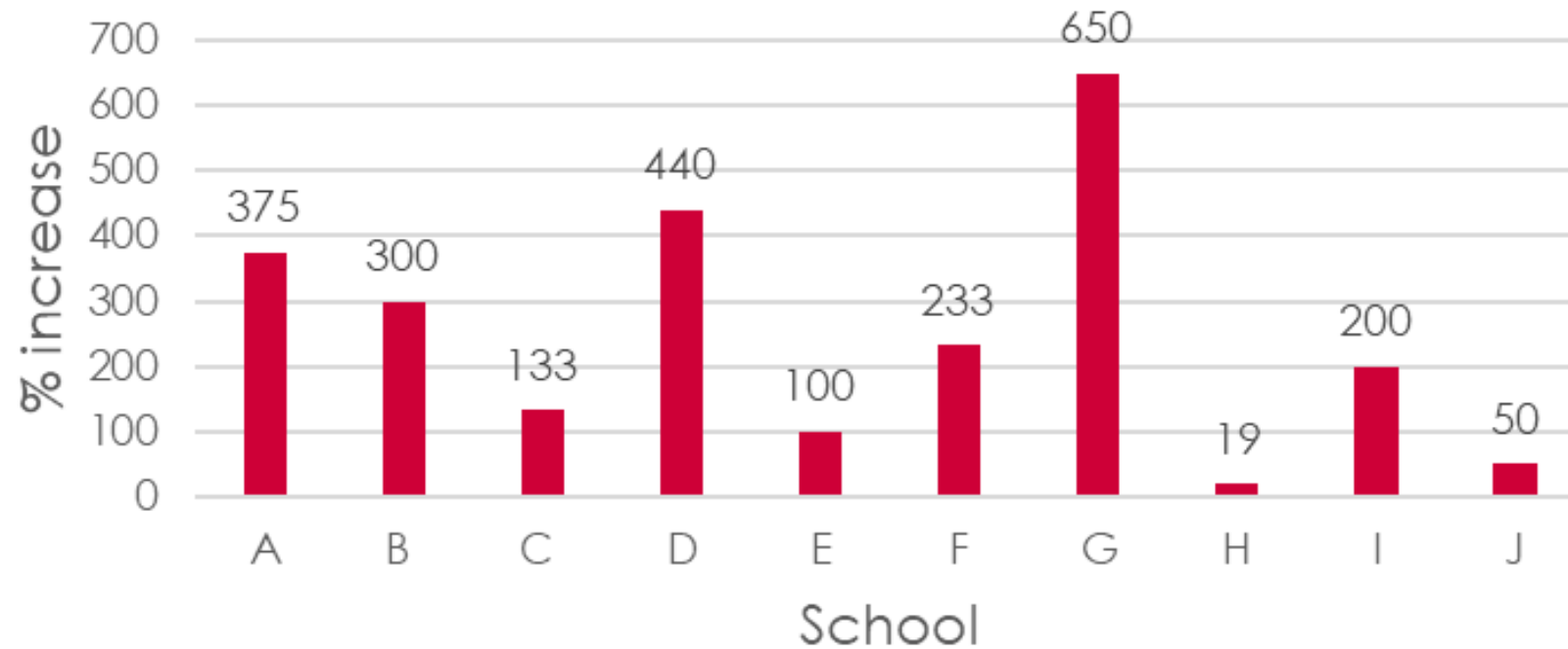
- ✿ Greater sense of the number of young carers in schools
- ✿ Opportunity to raise awareness and improve support for young carers in schools
- ✿ Can use the data to look at how attendance, exclusions etc vary between young carers and their peers – this can help to make the case for improved support/resource and then see if interventions having desired impact
<https://explore-education-statistics.service.gov.uk/>



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What are the potential benefits?

% increase in the number of identified young carers after Carer Friendly Tick Awareness-Raising with staff/pupils



Average number of young carers identified before = 7
Average number identified after = 22



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What schools can do to prepare for this change

- 🌸 Whole-school approach
- 🌸 Awareness-raising (staff, pupils and parents) – considering groups of young carers often missed - How you ask the question is key
- 🌸 Systems and processes just as important as on-the-ground support





Young Carers in Schools

- Laura Bennett, Head of Policy and External Affairs, Carers Trust

- Carers Trust is 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. Our vision is that unpaid carers count and can access the help they need to live their lives.
- The Carers Trust Network is the leading, and largest, provider of comprehensive, frontline, face to face and online carer services in the UK.
- With our 121 Network Partners, we reached over 850,000 unpaid carers and supported 429,000, including 54,000 young carers and young adult carers in 2020/21. Our network also includes services providing homecare in England and Wales.

- Partnership programme with The Children's Society: <https://youngcarersinschools.com/>
- Gain national recognition for raising outcomes for young carers through the Young Carers in Schools Award (England-only).
- 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.
- Step by step guide. <https://carers.org/resources/all-resources/15-supporting-young-carers-in-schools-a-step-by-step-guide-for-leaders-teachers-and-non-teaching-staff->
- Access additional support including tools, templates and good practice examples, webinars and professional development events.

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



Young Carers in Schools and school census data

- Once schools identify young carers and young adult carers, we hope that they can use data from the school census to make that offer of support from the school to young carers.
- Schools only need to do the education part, working in partnership with their local NHS, local council and local carers services to deliver wraparound, holistic, support.
- Young Carers in Schools can help schools do the education part.



- Young carers and their families are entitled by law to an assessment of their needs, and to support if the assessment shows this is needed - This will either prevent young carers from needing to undertake caring responsibilities at all, or avoiding young carers taking on excessive or inappropriate caring responsibilities.
 - Support could include young carers with commissioned breaks and time outside of caring, including through local carers support services, and providing family members have been given more support to prevent a young carer from caring.
- We hope in time that the attainment and attendance data will show for young carers and young adult carers, and their future life chances, including their future education and employment.



Any questions?

Please email us

lbennett@carers.org



@carerstrust



@carerstrust



@carers.trust

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Registered office: Carers Trust, Unit 101, 164-180 Union Street, London SE1 0LH.

Young Carers in Schools

The Award



Luella Goold – Service Manager
The Children's Society

Young Carers in Schools

The Award



Young Carers *themselves* consistently shared the same issues



distilled into **5** clear areas of need



which in turn were to be met through what became 5 standards of practice

Young Carer Informed: The Five Pillars

Understand

Inform

Identify

Listen

Support

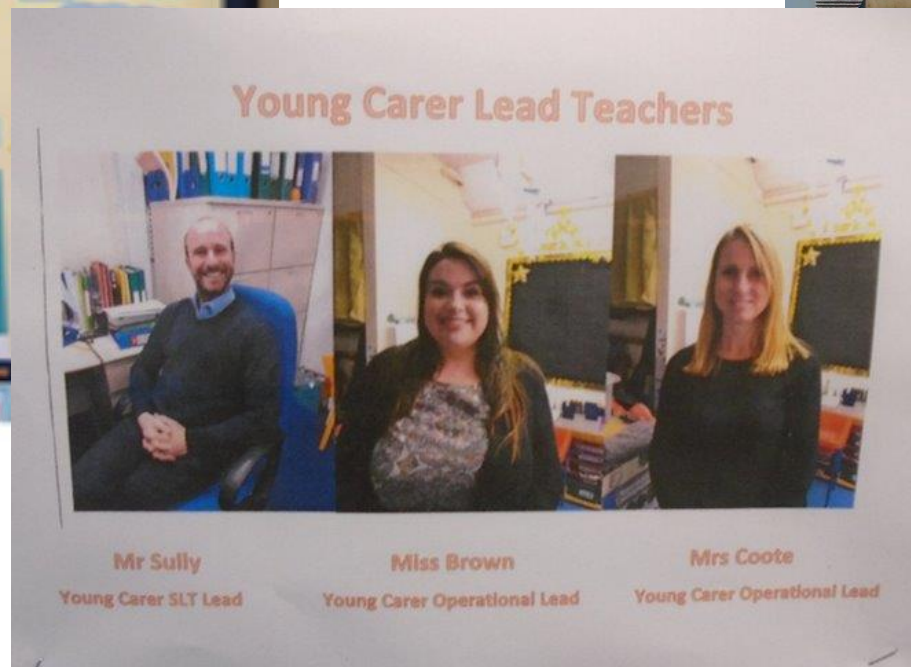
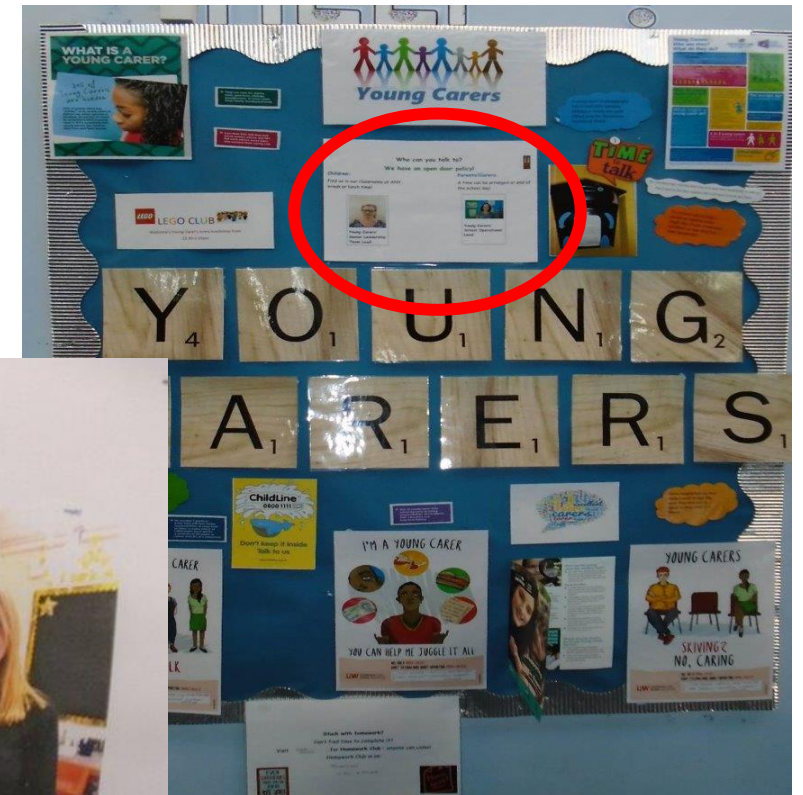
UNDERSTAND:

- **Appoint a Young Carer SLT lead and Operational lead. Responsible for understanding and addressing young carer needs.**
- **Let pupils, families and staff know about the support in school for young carers and who to contact on the noticeboards and website.**

Standard One – Understand



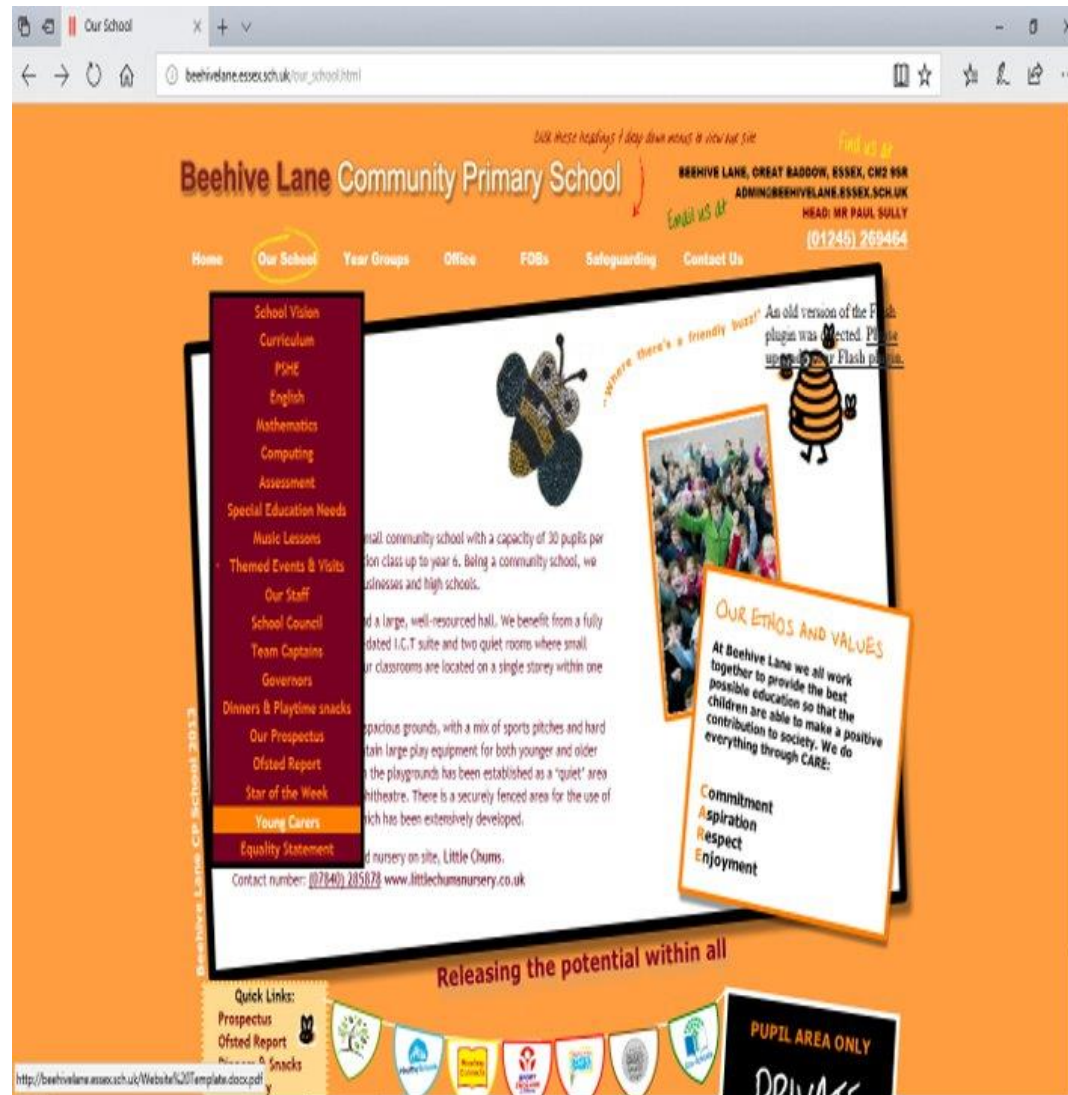
Example pupil noticeboard



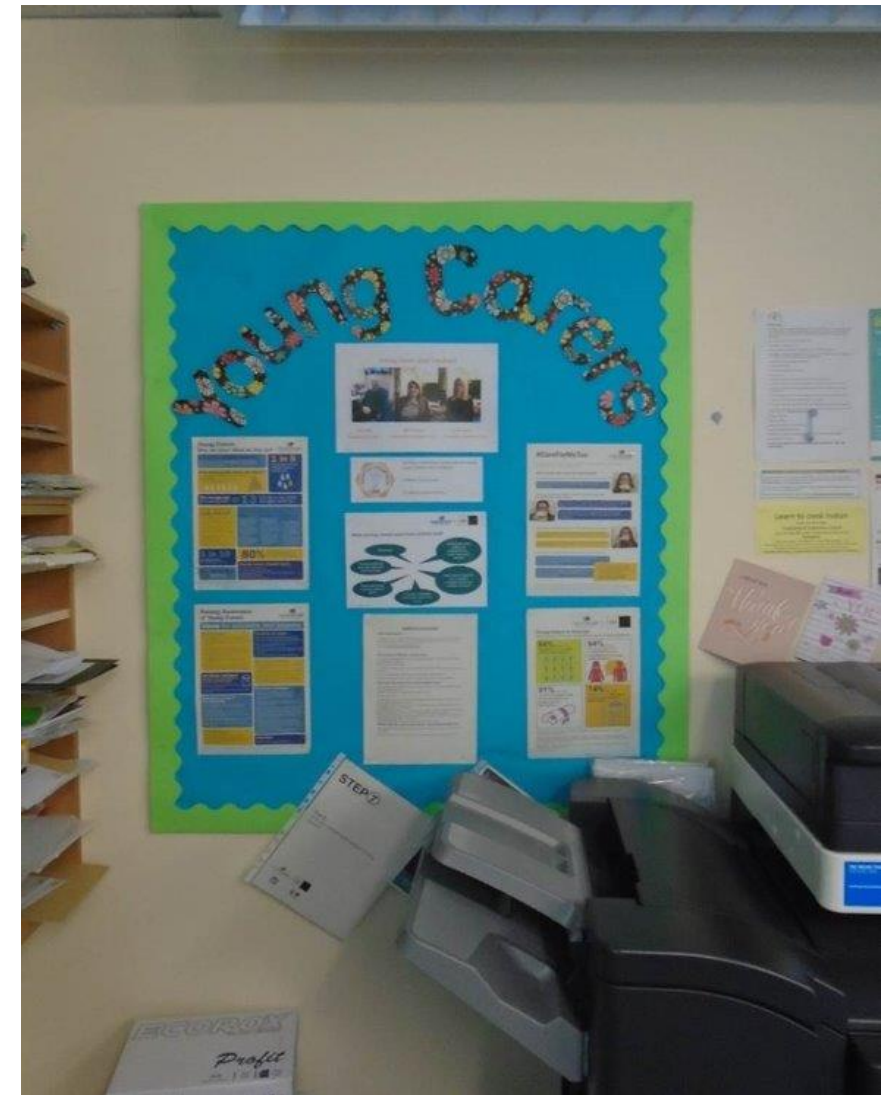
INFORM:

- **Having an informative webpage specifically for young carers shows the schools commitment to whole school working**
- **Staff noticeboard endorsed by SLT with their contact details**
- **Copy of agenda/minutes from a recent governors meeting to show that young carer issues and the school's support have been discussed**

Standard 2 – Inform



Screenshot of webpage showing Tab with Young Carers



Staff noticeboard

Standard 2 – Inform

Dear governors

Meeting the needs of young carers at [INSERT NAME OF SCHOOL]: Information for governors

At [name of school] we are aware that some of our pupils are young carers – children under 18 who are caring unpaid for a family member or friend who is ill, frail, disabled or has mental health or addiction problems. Young carers are a vulnerable and disadvantaged group who frequently experience difficulties in their education as a result of their caring role. They are specifically mentioned in Ofsted's evaluation inspection schedule and are often eligible for free school meals and Pupil Premium Funding.

Identifying and supporting pupils with caring responsibilities is a low cost and effective way of improving the attainment of this often low achieving pupil group. We are therefore keen to ensure that our governors have the information and resources they need to consider the needs of young carers as part of their evaluation of the school's provision and how well it meets the needs of our pupils.

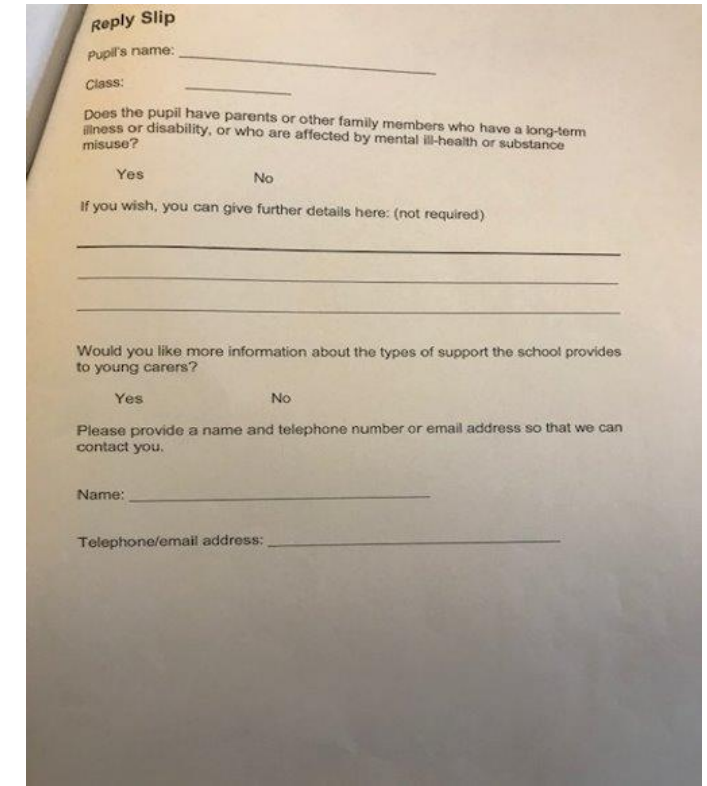
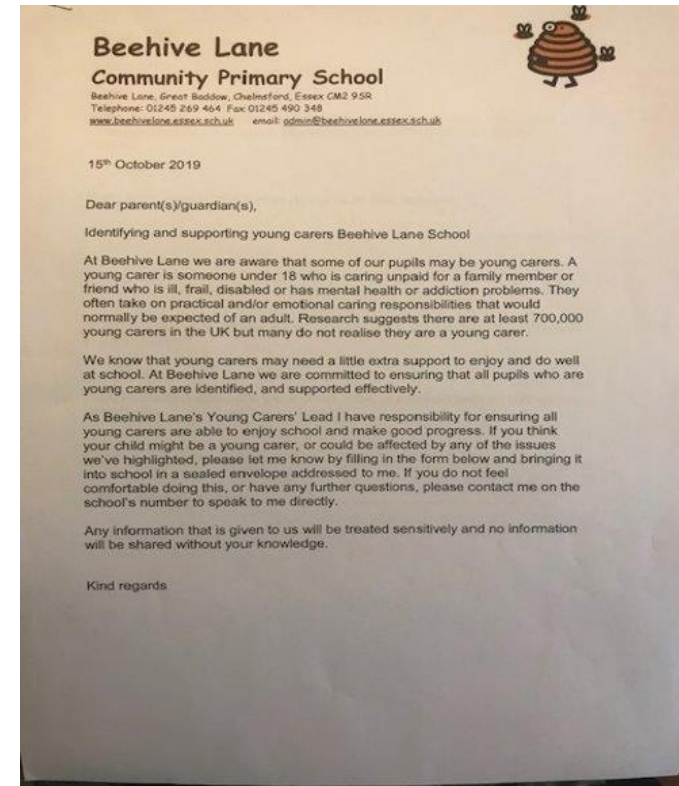
As part of the Young Carers in Schools programme, a national initiative to equip schools and award effective practice, Carers Trust and The Children's Society have produced specific resources for governors. Relevant resources are enclosed and include:

- Key information about young carers and the potential impact a caring role can have on a pupil's academic achievement, attendance and wellbeing.
- The roles and responsibilities of the governing body in ensuring effective provision for young carers.
- Frequently asked questions for school governors and senior leadership teams.
- A checklist to support governing bodies in evaluating the effectiveness of their school's provision.
- Further information about the Young Carers in Schools programme.

We recommend that governors schedule an agenda item to discuss their school's support for young carers. We encourage the governing body to consider appointing a lead governor with this remit and to agree how the governing body will carry out its responsibilities in relation to young carers.

The school has/intends to appoint a Young Carers' School Operational Lead who will carry out a baseline review of the school's current provision for young carers and their families. We will provide a summary of this review and relevant recommendations prior to your discussion.

Yours faithfully



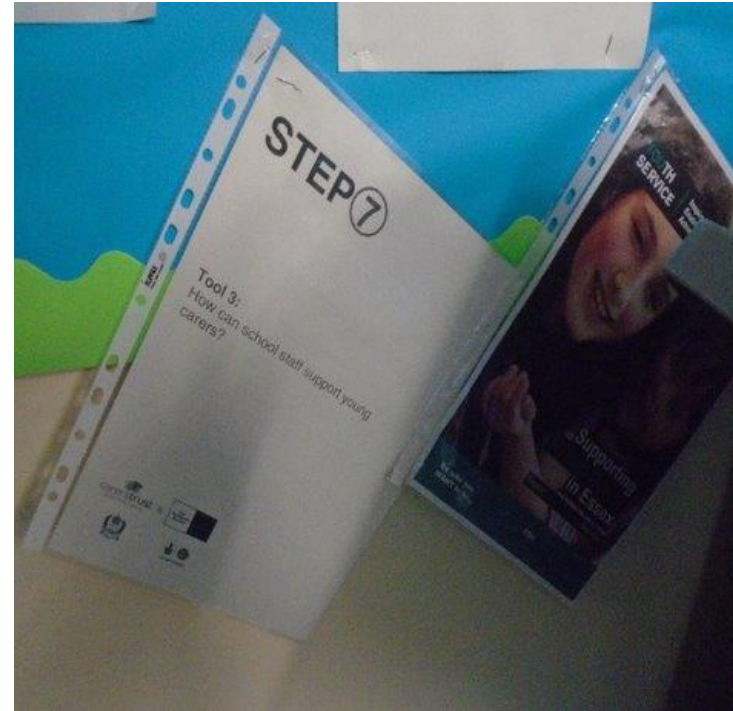
Letter to Governors to raise awareness of young carers at a meeting

Whole School commitment evidenced by letter home expressing School commitment to Young Carers with reply slip.

IDENTIFY:

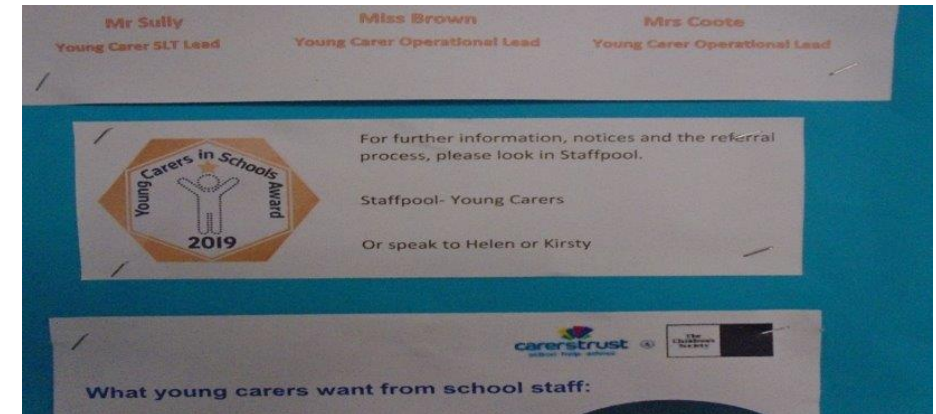
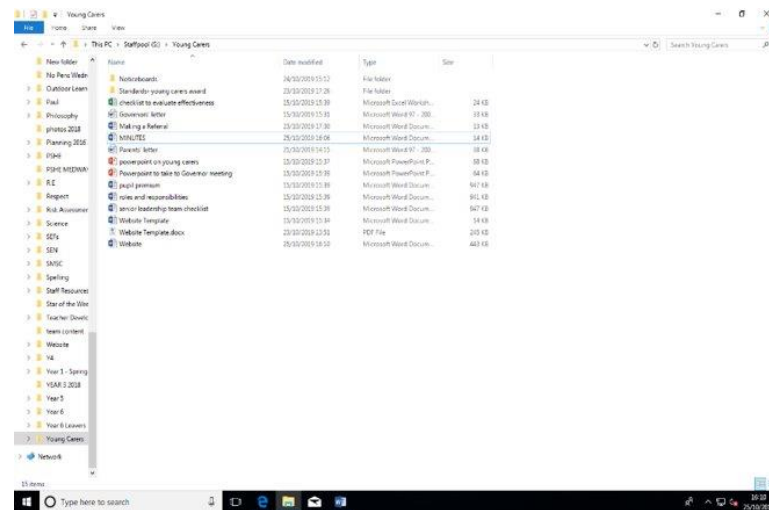
- **Have an informative and comprehensive range of posters showing the impacts, identification and who to signpost to on the staff noticeboard so they are always visible to staff**
- **Having information on the impacts, identification and who to signpost to within the school and externally on the schools shared drive make it accessible at all times for staff**

Standard Three - Identify



Staff noticeboard contains information on identification and signposting of young carers

Standard Three - Identify



Screenshot of shared staff drive, folders etc., and close up of signposting on staff noticeboard of the shared drive

LISTEN:

- **Drop in sessions for young carers**
- **Young Carers group within the school**
- **A communication system for young carers to be able contact the young carer lead confidentially**

Standard Four - Listen

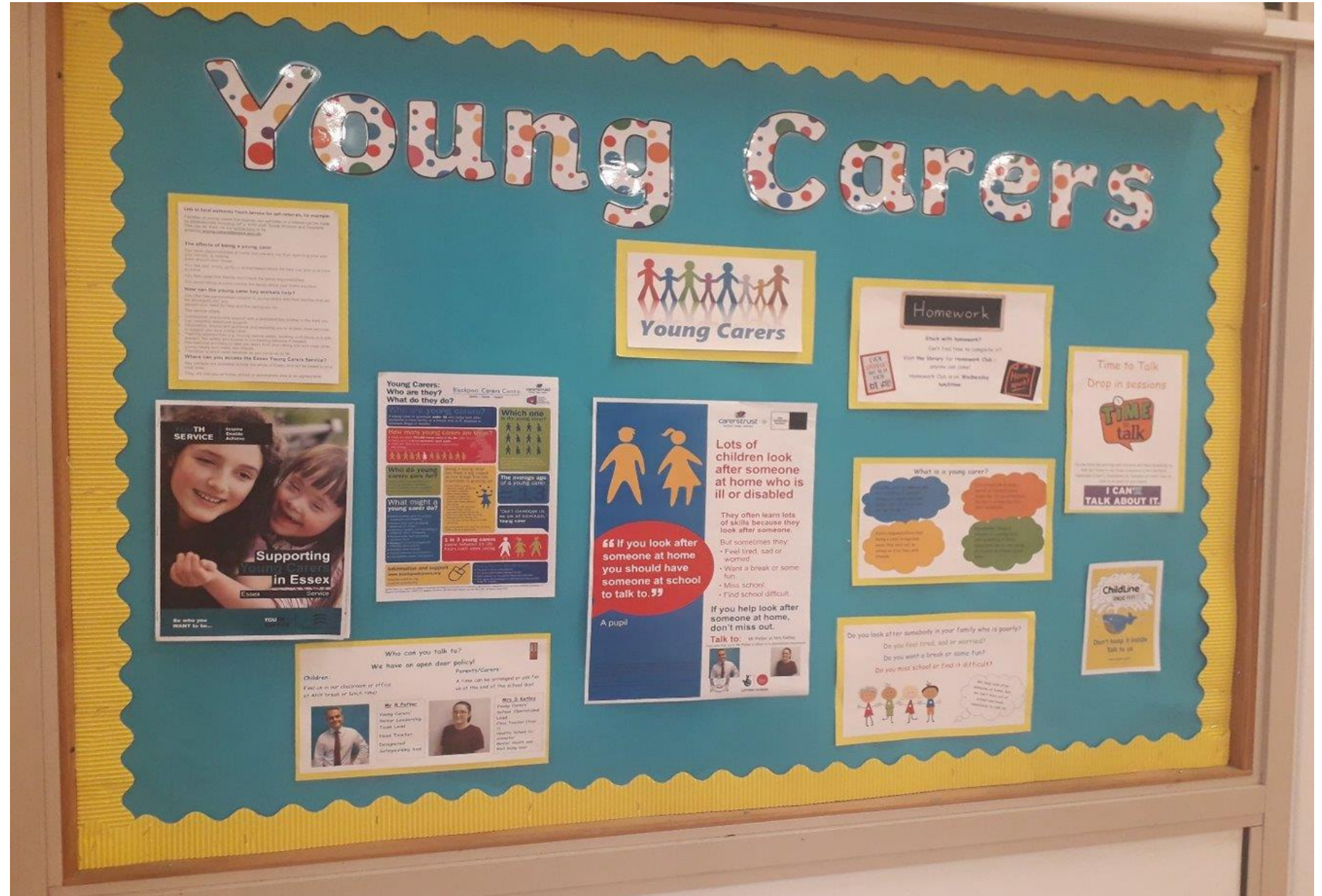


Evidence of advertised drop-in sessions & system for young carers to message staff

SUPPORT:

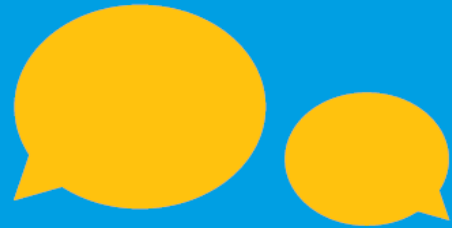
- **Having support available in the school for young carers around homework/academic support**
- **Advertising outside agencies that can support young carers i.e. the local young carers service**
- **Providing details of wellbeing support or school nurse**

Standard Five - Support



The Impact of YCiS Award

94% had a
better understanding
of the **support** required
for young carers.



“The Young Carers in Schools Programme has enabled us to ensure that the right support is in place for Young Carers. We are now more aware and more able to address their needs.”

Head teacher

The Impact of YCiS Award

73% of schools reported
young carers' **classroom
engagement** had
improved.



63% reported
improvements
in young carers'
achievements.



83% of young carers
demonstrated
increased happiness.



**For more information about Young
Carers in schools including the award
please contact:**

YCiS@childrenssociety.org.uk

Multidimensional Assessment of Caring Activities (MACA-YC18)

Professor Saul Becker

Professor of Children and Families

Manchester Metropolitan University

@profsaulbecker

@YcAlliance



The caring jobs I do

Below are some jobs that young carers do to help.

Think about the help you have provided over the last month. Please read each one and put a tick in the box to show how often you have done each of the jobs in the last month. **Thankyou.**

MACA-YC18

Please complete this first

YC initials

YC date of birth

Today's date

Name of young carers' service
.....

	Never	Some of the time	A lot of the time
1 Clean your own bedroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Clean other rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Wash up dishes or put dishes in a dishwasher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Decorate rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Take responsibility for shopping for food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Help with lifting or carrying heavy things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Help with financial matters such as dealing with bills, banking money, collecting benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Work part time to bring money in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Interpret, sign or use another communication system for the person you care for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Help the person you care for to dress or undress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Help the person you care for to have a wash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Help the person you care for to have a bath or shower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Keep the person you care for company e.g. sitting with them, reading to them, talking to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Keep an eye on the person you care for to make sure they are alright	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Take the person you care for to see family, friends or friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Young Carers Alliance

Scoring for the MACA-YC18

For the MACA-YC18 each of the items are rated on a 3-point scale, 'Never', 'Some of the time', and 'A lot of the time'.

For scoring purposes:

'Never' = 0

'Some of the time' = 1

'A lot of the time' = 2

Overall Score of Caring Activity

The MACA-YC18 can be used to provide an overall summary score (index) of caring activity by totalling all 18 items. The lowest the young person can score is 0 and the highest the young person can score is 36. For example, if the young person ticks 'never' for each of the 18 items, they would get a total score of 0 but if they ticked 'a lot of the time' for each of the items, they would get a score of 36. Of course, most children and young people will score somewhere in between these two extremes. The average score is around 14.

Interpretation of scores on the MACA-YC18

Higher scores indicate greater levels of caring activity. The following categories are useful:

0	No caring activity recorded
1-9	Low amount of caring activity
10-13	Moderate amount
14-17	High amount
18 and above	Very high amount of caring activity



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Subscale scores

For more sophisticated research and assessment purposes where an individual profile for the young person is required, it is also possible to use the MACA-YC18 to identify the pattern of caring activity in six domains (subscales):

- (1) **Domestic Activity** – the extent to which the young person engages in activities such as cleaning, cooking, washing dishes or clothes etc.
- (2) **Household Management** – the extent to which the young person engages in activities to keep the household running such as shopping, household repairs and lifting heavy objects etc.
- (3) **Financial and Practical Management** – the extent to which the young person helps financially (for example with bills, benefits and banking), and takes practical adult responsibilities (such as working part-time, interpreting) etc.
- (4) **Personal Care** – the extent to which the young person engages in caring activities such as helping the person dress and undress, wash and use the bathroom, helping with mobility and giving health care (such as administering medicine or changing dressings) etc.
- (5) **Emotional Care** – the extent to which the young person provides company and emotional support to the person, keeping an eye on them, providing supervision and taking them out.
- (6) **Sibling Care** – the extent to which the young person is responsible for looking after siblings either alone or with a parent present. This excludes any young person caring for his/her own child.

To calculate subscale scores:

Subscales	Add the scores from the following questions:
Domestic Activity	Questions 1,2 and 3
Household Management	Questions 4, 5, and 6
Financial and Practical Management	Questions 7, 8, and 9
Personal Care	Questions 10, 11, and 12
Emotional Care	Questions 13, 14, and 15
Sibling Care	Questions 16, 17, and 18

You can find
the MACA
document
here



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Specific groups of young carers to be aware of

- 🌸 Siblings
- 🌸 Young carers supporting someone because of substance misuse
- 🌸 Young carers supporting a parent with mental illness



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Sibs

For brothers and sisters
of disabled children and adults



Supporting Siblings – Young Carers Policy Forum

Clare Kassa, Chief Executive, Sibs clare@sibs.org.uk

✉ info@sibs.org.uk
🐦 [Sibs_uk](#)

☎ 01535 645453
📘 [SibsCharity](#)

🏢 [company/sibs_2](#)

www.sibs.org.uk
Registered charity no. 1145200 Limited company no. 7834303

The sibling journey starts in childhood

Children and young people who grow up with a brother or sister who is disabled, has special educational needs or a serious long-term condition may:

- Have less attention
- Have more worries
- Experience prejudice
- **Be young carers**
- Struggle with sleep, friendships and school-work
- Have experienced challenging behaviour
- May be overachievers, very passive or act out



Siblings as young carers

- Siblings are hidden young carers
- Needs often overlooked
- Often caring for multiple family members
- Sibling carers may be supporting brothers and sisters with behavioural challenges
- More likely to be caring for someone with a learning disability/autism than other young carers
- Might be providing care in school time
- **It can be lifelong caring**



Conflicts and Contradictions



Siblings often have to juggle competing influences and challenges which are often little understood by their peers, schools and communities

Thank you for listening

Please keep in touch – you can contact us:
info@sibs.org.uk

Twitter [@sibs_uk](https://twitter.com/sibs_uk)

Facebook [@SibsCharity](https://www.facebook.com/SibsCharity)

LinkedIn [company/sibs_2](https://www.linkedin.com/company/sibs_2)

Instagram [sibscharity_uk](https://www.instagram.com/sibscharity_uk)

www.sibs.org.uk




Young Carers supporting someone because of substance misuse

Tracy Page
The Children's Society



Young Carers
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Supporting children of parents with a mental illness

Andy McGowan
Public Affairs and Policy Officer
Our Time

Our Time

for children of parents
with a mental illness



One in three

children and young people live
with a parent with **depression or
anxiety**

1 in 10 live with an adult with
severe mental illness

Our Time

Why do they need support?

These children are:

- Three times more likely to develop mental health problems themselves ([Mental Health of Children and Young People in England, NHS Digital \(2017\)](#))
- Often not identified until their situation reaches crisis/safeguarding point. This is often because they don't see themselves as young carers
- Often missed because so much of their support is emotional or because the biggest issue is the impact on them
- Parental mental health difficulties were a factor in more than half of Serious Case Reviews (NSPCC, 2015)

How to improve identification

Language is key



- If you only ask about pupils supporting someone with a disability, then this cohort of young carers will always be missed
- Specifically mentioning mental illness is key as is raising awareness of mental health generally
- There can often be a fear/distrust of professionals, so making clear **why** you're asking about young carers can really help identification.

It's not just the physical side



- For many young carers supporting someone with a mental illness – it's the emotional side they find most difficult
- There can also be the challenge that mental health can dramatically fluctuate, sometimes being stable for months or even years and then quickly into a crisis
- For others, there is the juggling of mental health with physical illness/disability or substance misuse

Thank you

www.ourtime.org.uk
contact@ourtime.org.uk



@ourtimecharity

Our Time

Registered Charity #1196343

An example of the difference that having systems to identify, record and track young carers can make

Laura Cole, MYTIME Young Carers

Samantha Viney, Principal, Glenmoor & Winton Academies



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EDUCATIONAL APPROACH,
CHARITABLE ACTION .



www.mytimeyoungcarers.org

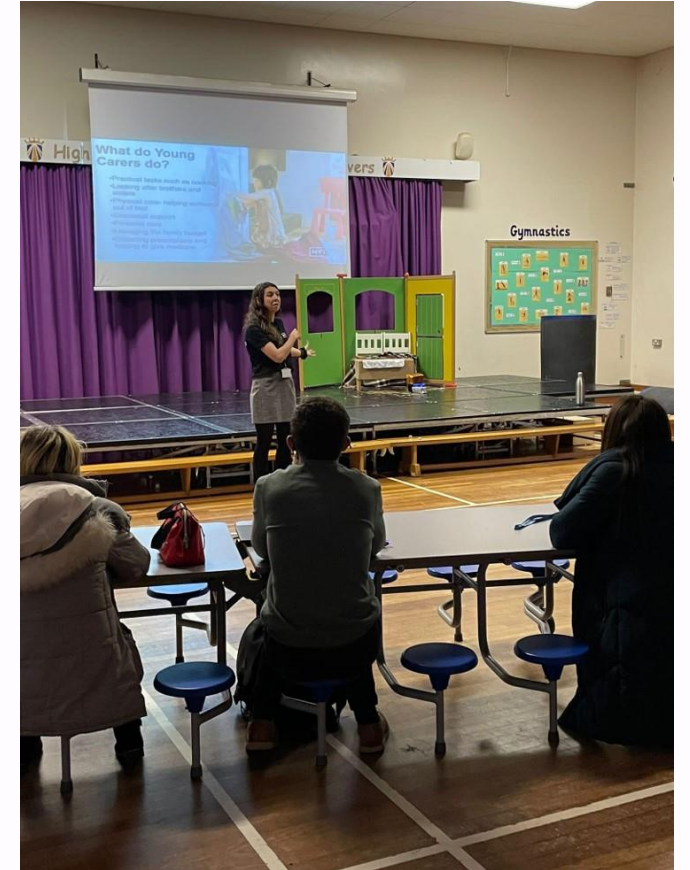
LEVELLING THE PLAYING FIELD FOR YOUNG CARERS

MYTIME

YOUNG CARERS

Level up programme

- Currently working with over 70 schools and colleges in Dorset
- Create a young carers policy personalised to the school
- Deliver staff CPD on how to identify and support young carers
- Support the Young Carer Champions with regular meetings
- Lead on MAT meetings to share good practice
- Deliver assemblies and PSHE lessons to students in all year groups
- Provide opportunities for young carers to attend Making Memories days
- Education Summit that over 100 education and health & social care professionals attended



Young carers policy

- Encourage all schools to have a young carer champion
- Have a SLT link
- Have a governor link
- Identify young carers on MIS e.g. SIMS
- To improve the progress and raise the standard of achievement for young carers
- To address any underlying inequalities between young carers and other students

“The help with the policy was amazing, guilty as charged we didn’t have one before we worked with you and the thought for staff of sitting down and starting to write a policy was very off-putting, so your support was fantastic and being able to personalise it and make it realistic to our school was wonderful, and great to be able to put in front of governors.”

Jane Pope – Burton Primary School

Tracking young carers

- The Blandford School – The Young Carer Champion has monthly meetings with his SLT lead to discuss the attainment of young carers in the school
- Ambitions Academies include young carers in the groups that they monitor in their progress meetings such as PP, SEND etc.
- MAT meetings where schools review if and how they are meeting the policy aims and share good practice.

“Thank you for all the regular meetings that have inspired us to make things better for our young carers. You have enabled us and made us think about Young Carers in our school and for that reason we are now able to support more young people.”

Sue Heathman – King’s Park Academy (Ambitions Academies)



Glenmoor and Winton academies

11 – 16 Secondary modern

Two co-located secondary schools

1856 students on roll

2019-2020: **17 Young Carers**

2021-2022: **92 Young Carers**



'LEVELLING THE PLAYING FIELD'

Create a culture/Ethos of high expectations to raise aspirations for all

Do not treat Young Carers as an underachieving group – Fundamental starting point for all staff

More than just an extra curricular provision



“IF IT’S IMPORTANT TO THE HEAD IT’S IMPORTANT TO EVERYBODY”



The role:

- Starting point - Project based role
- Project proposal linked to school priorities
- Now paid position
- SLT link for Young Carers
- Governor Link for Young Carers



Raising standards

Know your students

- Track on MIS, seating plans – Including prior attainment, SEND/EAL/EAA/PP
- Interests/barriers to learning/successes to learning (Young Carers Club)

Identify key foci – Have a plan

- YC Strategy to be driven by this through all areas

Communication – Over communicate

- SLT, Department, Pastoral meetings, Briefings, CPD, BPB
- Embed strategies through T&L, Behaviour, CPD
- Parental link



Successes

- Improved attendance
- Increase in participation
- Boosted confidence
- Positive attitude to Learning
- Celebrate and raise the profile of Young Carers
- Influencing support for Young Carers across United Learning schools



“Ever since my school started recognising me as a young carer and supporting me things have been so much better. When my school took part in Hair2Care it made me feel like the other students understood me better.”

Young Carer at Glenmoor and Winton Academies



Any questions???



**Young Carers
Alliance**

Thank you



Young Carers and the Schools Census
Comms Pack for schools

www.youngcarersalliance.org

Young Carers Checklist for schools



Task	Complete?
Appoint a member of staff as Young Carers champion to ensure young carers have a trusted adult they can turn to – ensure the champion has a route to escalate issues to senior management	
Arrange young carer awareness-raising for all pupils	
Arrange young carer awareness-raising for all staff	
Co-produce a Young Carers Policy/agreement/statement with young carers outlining what support is available in your school	
Ensure existing policies reflect the specific needs of young carers	
Ensure staff know how to refer to local young carers support	
Ensure that the school, school events (e.g. parents evening) and school communications are accessible to ensure parents can fully support their children and participate in the life of the school	
Ensure there is a young carers flag on your pupil management	

Examples of Young Carer Policies and models of support for schools



Young Carer Policies

Example A

Intent Statement

Example A school acknowledges that young carers may need extra support to ensure they have equal access to education. Through this policy, the school is giving the message that young carers' education is important.

AIMS

- To improve the progress and raise the standard of achievement for young carers
- To address any underlying inequalities between young carers and other students
- To raise awareness of young carers among staff and to ensure the identification of all young carers as early as possible on entry to the school
- To ensure that young carers feel as included and supported within their school community as possible
- To foster respect and understanding towards young carers among all students
- To ensure that young carers take as full a part as possible in all school activities
- To ensure that young carers are involved in discussions and decisions affecting young carer provision
- To ensure that young carers have access to appropriate careers guidance and opportunities

Thank you for attending

Dates for your diary:

Wednesday 28 September – Social media coverage of event and launch of resources

Monday 10 October, 1-3pm – Young Carers and Parental Mental Illness

Thursday 24 November, 10am-1pm – Young Carers and Health

Thursday 1 December, 1:30-3pm – Improving health and wellbeing of young carers through sport

www.youngcarersalliance.org

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