

# Young Carers in Schools Award

Building, sharing and recognising young carers' support in schools



## Young Carers' Standards for schools

### 1. Understand

There are assigned members of staff with responsibility for understanding and addressing young carers' needs.

### 2. Inform

Awareness is raised by sharing knowledge about disability, illness and young carers throughout the school.

### 3. Identify

Young carers are being identified within your school.

### 4. Listen

Young carers in your school are listened to, consulted with and given time and space to talk if they need to

### 5. Support

Young carers are supported within the school, and signposted to whole family resources and services outside the school.

## Young Carers in Schools Programme

The Young Carers in Schools programme is an exciting England-wide initiative that aims to make it as easy as possible for schools to support young carers and awards good practice.

Run jointly by Carers Trust and The Children's Society Young Carers in Focus partners, we are working with schools across England to share good practice and develop relevant, accessible tools and training. This initiative is funded by The Queen's Trust and Big Lottery Fund.

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

- The application process for the Young Carers in Schools Award: enabling your school to gain recognition from several leading charities for effective practice.
- The Step-by-step Guide: making it as easy as possible for you to identify and support young carers.
- Expert regional networks: bringing together schools, young carer services, and health and social care professionals for peer-to-peer learning and training. Opportunities will be available online and face-to-face to make sure everyone can get the best from these networks.

## Young Carers Award

The Young Carers in Schools Award consists of five separate Standards. Many schools may already have effective practice in place to support this, however a suite of practical tools designed to make it as easy as possible for schools to meet these standards and identify and support young carers effectively, are provided in **Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff**. Throughout the guidance links to the relevant steps are provided.

To gain your Award you will need to demonstrate that your school adheres to the following five principles:

1. **UNDERSTAND** There are assigned members of staff with responsibility for understanding and addressing young carers needs.
2. **INFORM** Awareness is raised by sharing knowledge about disability, illness and young carers throughout the school.
3. **IDENTIFY** Young carers are being identified within your school.
4. **LISTEN** They are listened to, consulted with and given time and space to talk.
5. **SUPPORT** Young carers are supported within the school, and signposted to whole family resources and services outside the school.

## How to apply

To qualify for an award, you must supply evidence to show how your school is **implementing each Standard** up to the **level** you hope to achieve (eg to achieve silver, evidence should be submitted for bronze and silver for each Standard).

Each application will be reviewed by two independent verifiers and a level will be agreed at a panel discussion, each panel will review the first 100 applications received in each term, successful applications will be contacted within two weeks of the panel date. A timeline for application deadlines is regularly updated and available here: [youngcarer.com/ycinschools](http://youngcarer.com/ycinschools)

## Submitting Evidence

Please remember to:

- tick the relevant box on the submission sheet to show whether you have submitted evidence for bronze, silver or gold
- write a brief description of the evidence provided in the boxes provided on the submission sheet.
- Mark each piece of evidence with the name of your school, a reference key linking it to the description provided on the submission sheet.
- Ensure that all evidence submitted is anonymised, with no individual identifiable factors for any young people

**Evidence is listed as essential or desirable.** For desirable evidence (unless otherwise stated) you may submit alternative evidence if you feel it meets the requirements of the Standard. Please use the Submission Sheet to give any additional information.

### Example Submission sheet and evidence referencing

#### Standard 1:

**Understand: There are assigned staff members with responsibility for understanding and addressing young carers' needs**

	Evidence Submitted
BRONZE: There is a Senior Leadership Team (Strategic) lead and an Operational Lead for young carers, who are clearly identifiable to young carers, their families and school staff.	Names and job description of school leads (1)  Photo of Noticeboard highlighting the leads and how to gain support (2)  Copy of completed RAG review of current school provision: Step 4, tool 1 (3)
SILVER: The attainment and attendance of	-

#### 2 – Standard 1: Bronze Photo of Notice Board: John Smith School



### Application filing

Good practice examples of applications are available at [youngcarer.com/ycinschools](http://youngcarer.com/ycinschools)

Applications should be submitted on a USB stick / CD in electronic format, including a completed submission sheet and each piece of evidence 'titled' by reference key and description and posted to:

Young Carers in Schools  
The Children's Society, Unit 4, Calford House  
Wessex Business Park  
Wessex Way  
Colden Common  
SO21 1WP

## Standard 1:

**Understand: There are assigned staff members with responsibility for understanding and addressing young carers' needs**

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>BRONZE: There is a Young Carers' Senior Leadership Team Lead and a Young Carers' School Operational Lead, who are clearly identifiable to young carers, their families and school staff.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>Name and job title of staff member(s)</li> <li>Evidence that the young carer lead(s) is clearly identifiable to pupils, families and staff</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>Description of lead staff(s) duties relevant to young carers</li> <li>Evidence that the lead has undertaken a review of the schools current provision for young carers (Step 4: Tool 1)</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Step 1: Gaining an Understanding about young carers – Key Information</a></li> <li><a href="#">Step 2: Securing commitment of school leaders – Key Information</a></li> <li>Step 2: Tool 1 – How to identify a Young Carers Senior Leadership Team Lead</li> <li><a href="#">Step 3: Introducing a Young Carers School Operational Lead</a></li> <li>Step 3: Tool 1: How to identify which member of staff is best placed to become the Young Carers School Operational Lead</li> <li><a href="#">Step 4: Reviewing your school's provision for young carers</a></li> <li>Step 4: Tool 1: A review template</li> </ul>
<p>SILVER: The attainment and attendance of young carers is understood, through monitoring on internal/external management systems.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>Anonymous print out and/or report showing monitoring of young carers attendance and attainment</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>Evidence that the schools has flagged identified young cares on its internal management systems.</li> </ul>	<ul style="list-style-type: none"> <li>Contact local administrator and/or local authority for support in flagging young carers on Internal Management systems.</li> <li>Step 4: Tool 4&amp;5: Checklist for gathering attendance, attainment and progress data (primary and secondary schools)</li> </ul>
<p>SILVER: The Young Carers' School Operational Lead has established a working group of school staff to support the needs of young carers (including links with the School Nurse and local young carers' service)</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>Evidence of leads having established links with School Nurses and local young carers services</li> <li>Job roles and details of links made</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>Evidence of leads having links with other relevant contact and protocols for information sharing in place</li> <li>Evidence of regular meetings / contact with links at working groups to support young carers in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Step 6: Tool 5: Working with school nurses to support young carers and their families</li> <li>Step 6: Tool 6: Working in partnership with young carers services</li> </ul>

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>GOLD: The Young Carers' School Operational Lead can show established processes within and outside of the school for inter-agency working to support young carers and their families</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of how school has worked with external agencies to support a young carer e.g. anonymised referrals to external services or internal support</li> <li>• Identified local external agencies and evidence of established links</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Feedback from a young carer that inter-agency work has supported them</li> <li>• Feedback from a parent that support outside of the school has supported the family</li> </ul>	<ul style="list-style-type: none"> <li>• Step 7: Tool 7: Checklist for effective partnership working between schools and young carers services</li> <li>• Step 7: Tool 8: Exemplar working together agreement for use with young carers services.</li> <li>• Step 6: Tool 11: Checklist of support that families of young carers may need</li> </ul>
<p>GOLD: Monitoring of internal management systems and engagement with pupils is utilised to identify when additional support may be needed for the young person and the family and appropriate support is given / referrals made.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Review process/policy relating to actions taken should attendance &amp; attainment of young carers drop or pupils' wellbeing be affected</li> <li>• Action planning / referrals to support increasing attendance and attainment should it drop below specified levels.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Case study and statements of support to attend and achieve from parents, young carers and staff</li> <li>• Evidence of planning / referrals having a positive impact on young carers attendance and attainment</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Step 6: Setting up systems to identify, assess and support young carers: Key Information</u></a></li> <li>• Step 6: Tool 11: Checklist of support that families of young carers may need</li> </ul>
<p>GOLD: The school includes young carers in its whole school development plans where appropriate. Giving consideration to available local and national guidance and support for young carers and their families</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of whole school development planning being inclusive of young carers</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Evidence of consideration of young carers in pupil premium planning</li> </ul>	<ul style="list-style-type: none"> <li>• Step 2: Tool 5: Targeting Pupil Premium support to young carers: Good practice examples.</li> </ul>

## Standard 2

**Inform: Awareness is raised by sharing knowledge about disability, illness and young carers throughout the school**

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>BRONZE: Information is available to all pupils, staff and governors highlighting disability issues and young carer issues</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• photo of pupil noticeboard and/or copy of webpage containing a commitment to whole school working</li> <li>• photo of notice board in staffroom, endorsed by school leadership team;</li> <li>• copy of letter sent to governors to raise awareness about young carers and mentioned at a governors meeting;</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• a whole-school commitment regarding the identification and support of pupils who are young carers and reflecting safeguarding requirements, and evidence of how this is accessible to staff, pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Step 8: Raising Awareness of pupils and families about young carers: Key information</u></a></li> <li>• Step 8: Tool 1 &amp; 2: Exemplar noticeboard materials for primary schools &amp; secondary schools</li> <li>• Step 7: Tool 2: Exemplar staff noticeboard materials</li> <li>• Step 5: Tool 1: Recommended points to include in a whole school commitment</li> <li>• Step 2: Tool 2: Exemplar introductory letter to governors about young carers</li> </ul>
<p>SILVER: Assembly themes or PSHE lesson raise awareness of young carer issues and incorporate positive images of disability/illness (including mental illness, substance misuse and HIV)</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence that systems/processes for pupils to use to self-identify as young carers (e.g. message box, drop in sessions) are highlighted to all pupils</li> <li>• Schedule of delivery and content outline of assembly plan and/or PSHE lesson plan including information on identification, stigmatised illnesses, support and signposting delivered to all pupils</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Feedback from young people regarding the young carers work delivered</li> <li>• Evidence of pupils work related to the sessions delivered</li> <li>• Statements regarding any young carers identified by school wide awareness raising</li> </ul>	<ul style="list-style-type: none"> <li>• Step 6: Tool 3: Exemplar hand out for pupils to complete and post into a message box</li> <li>• Step 8: Tool 3: Suggested assembly/tutor group activities</li> <li>• Step 8: Tool 4: Suggested lesson activities</li> </ul>

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>SILVER: The school gives all parents information regarding young carer issues and the support that is available to young carers and their families.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Copy of online or externally facing materials (prospectus) accessible to parents containing information about a whole school commitment to young carers and signposting to support</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Letter and/or newsletter sent home for parents signposting to operational lead and external support</li> </ul>	<ul style="list-style-type: none"> <li>• Step 8: Tool 5: Exemplar letter to parent(s)/guardian(s)</li> <li>• Step 8: tool 6: Exemplar school newsletter article.</li> <li>• <a href="#">Step 5: Acknowledging young carers in principal school documents: Key Information</a></li> <li>• Step 8: Raising Awareness of pupils and families about young carers: Key information</li> </ul>
<p>GOLD: Good practice examples and support on amending practice and policy for young carers is shared with local schools (including feeder and linked schools)</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of Senior Leadership Team championing information sharing with staff at local schools about young carers through transition planning, joint training, mailouts and other information forums.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Evidence of participation in Young Cares in Schools regional networks.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Step 10: Sharing good practice with others: Key Information</a></li> <li>• Step 10: Tool 1: Sharing good practice – a case study example</li> </ul>
<p>GOLD: There is a named Young Carers' Lead Governor/Trustee who raises awareness and ensures policies and practices are inclusive of young carers school-wide</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Name and responsibilities of named Governor</li> <li>• Copy of agenda or minutes from meetings where young carers issues are discussed.</li> <li>• Ratification of whole school commitment and/or young carers policy by lead Governor</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Evidence of training on young carers issues being included in on-going professional development for governors/trusts.</li> <li>• Evaluation report, by governors board regarding the schools provision for young carers</li> </ul>	<ul style="list-style-type: none"> <li>• Step 2: Tool 3: Roles and responsibilities of a governing body: ensuring effective provision for young carers and their families</li> <li>• Step 2: Tool 4: Checklist to support governing bodies evaluating the effectiveness of their schools provision for young carers and their families</li> </ul>



### Standard 3

#### Identify: Young carers are being identified within your school

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
BRONZE: Information is accessible centrally for teachers/school staff highlighting how to identify and signpost young carers	<p>Essential</p> <ul style="list-style-type: none"> <li>• Photo of staff noticeboard containing information for teachers and schools staff</li> <li>• Evidence of material on intranet or stored on schools' shared drive regarding impacts, identification and signposting</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Step 7: Raising awareness of school staff about young carers: Key Information</a></li> <li>• Step 7: Tool 2: Exemplar staff noticeboard materials</li> <li>• Step 6: Tool 1: Checklist of support young carers may need</li> </ul>
SILVER: teachers and school staff are being trained to recognise young carers including those who may be hidden	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of training including awareness, identification, stigmatised illness and support provision</li> <li>• Schedule / dates of undertaken and planned training for staff showcasing ongoing learning</li> <li>• Evidence of evaluation and feedback gained from training</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Young carers awareness is included in new staff inductions.</li> <li>• Tools utilised from external agencies, such as <a href="http://Makewav.es/ycif">Makewav.es/ycif</a>; <a href="http://matter.carers.org">matter.carers.org</a>; <a href="http://youngcarer.com/resources">youngcarer.com/resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Step 7: Tool 4: Staff training facilitator's guide</li> <li>• Step 7: Tool 5: PowerPoint for use in staff training</li> <li>• Step 7: Tool 6: Handouts for use in staff training</li> <li>• Step 7: Tool 7: Staff Training evaluation form</li> </ul>
SILVER: Enrolment processes take account of disability/caring issues and school provides early intervention and support for young carers and their families	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of enrolment processes including questions regarding disability and illness in the family; and young carers <b>and/or</b>;</li> <li>• Transition plans from feeder schools include sharing information regarding identified young carers entering the school</li> </ul>	<ul style="list-style-type: none"> <li>• Step 5: Acknowledging young carers in principal school documents</li> <li>• Step6: tool 1: Checklist of support young carers may need</li> </ul>



Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>GOLD: Individual pupil support plans/provision maps are in place, which take into account caring roles, including transitional plans for young carers entering and leaving the school</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence that provision maps and/or pupil plans are used to monitor interventions for young carers</li> <li>• Mechanisms in place to assess young carers needs within the schools or through an external organisation</li> <li>• Agreed transition protocols in place with feeder and linked schools, colleges, universities and training providers.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Evidence of transition plans for young carers leaving school</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Step 9: Identifying, assessing and supporting young carers and their families: Key information</a></li> <li>• Step 9: Tool 1: Exemplar information consent sharing form</li> <li>• Step 9: Tool 2 &amp; 3: The Multidimensional Assessment of Caring Activities (MACA) and The Positive and Negative Outcomes of Caring (PANOC)</li> <li>• Step 6: Tool 9: Supporting young carers to participate post-16</li> <li>• Step 6: Tool 10: Supporting young carers to transition into adulthood</li> </ul>
<p>GOLD: specific training is undertaken with teachers to identify young people affected by stigmatised illnesses (such as parental mental ill health, parental substance misuse and HIV)</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of training undertaken with teachers including identification and support of young carers in families affected by stigmatised illnesses</li> <li>• Names / Job Roles of staff undertaking this training and schedule/dates of training</li> <li>• Feedback and evaluation from teachers regarding training</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Evidence of utilising external organisations specialist training e.g. Local Authorities; Young Carers in Focus makewav.es platform that can be utilised for training</li> </ul>	<ul style="list-style-type: none"> <li>• Step 7: Raising Awareness of school staff about young carers: Key Information</li> <li>• Step 7: Tool 4: Staff training facilitator's guide</li> <li>• Step 7: Tool 5: PowerPoint for use in staff training</li> <li>• Step 7: Tool 6: Handouts for use in staff training</li> <li>• Step 4: Tool 6: Survey to assess levels of school staff understanding and confidence in meeting young carers' needs</li> </ul>
<p>GOLD: Other systems and processes are utilised to actively identify young carers</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Anonymised reports / referrals of young carers identified utilising other school systems such as: Monitoring of attendance and attainment data; Looked after children plans review; Identifying sibling carers via census data of disabled children in the school</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Statements / Case studies from teachers and schools staff regarding these processes being undertaken</li> </ul>	<ul style="list-style-type: none"> <li>• Step 5: Acknowledging young carers in principal school documents: Key Information</li> <li>• Step 9: Identifying, assessing and supporting young carers and their families: Key information</li> <li>• Step 9: Tool 5: Staff observation checklist</li> </ul>

## Standard 4

**Listen: young carers in your school are listened to, consulted with and given time and space to talk if they need to.**

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>BRONZE: Young carers are listened to within the school, through for example: drop-in sessions, consultations, or questionnaires/surveys for young carers</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Timetable of drop-in sessions at available times for young carers.</li> <li>• Evidence of a system for young carers to communication with staff e.g. email address or message box</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Evidence of questionnaires survey's undertaken within the school</li> <li>• Feedback from young carers in the school regarding gathering their views on the schools current policy and provision for young carers</li> </ul>	<ul style="list-style-type: none"> <li>• Step 6: Tool 1: Checklist of support young carers may need</li> <li>• Step 6: Tool 4: How to run a young carers forum</li> <li>• Step 9: Tool 4: Wellbeing questionnaire</li> </ul>
<p>SILVER: School staff, including pastoral support staff and teachers, have received specific training about the issues affecting young carers, and are available for young carers to talk to and are able to signpost them to further information.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Outline/brief description plus dates of a regular training course undertaken and the number of staff trained.</li> <li>• Evidence of content of training undertaken including signposting information to internal and external support that can be utilised by teachers.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• A case study of how a specific training has supported understanding of young carers needs</li> <li>• A staff survey to showcase staff awareness of young carers identification and support</li> </ul>	<ul style="list-style-type: none"> <li>• Step 7: Raising Awareness of school staff about young carers: Key Information</li> <li>• Step 7: Tool 4: Staff training facilitator's guide</li> <li>• Step 7: Tool 5: PowerPoint for use in staff training</li> <li>• Step 7: Tool 6: Handouts for use in staff training</li> <li>• Step 7: Tool 7: Staff Training evaluation form</li> <li>• Step 4: Tool 6: Survey to assess levels of school staff understanding and confidence in meeting young carers' needs</li> </ul>
<p>SILVER: School reflects the views of young carers in a whole-school commitment and in changes to policy and practice.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Examples of how the school has gathered and utilised the views of young carers to develop a policy or ensure existing policies make clear and appropriate references to young carers e.g. policy re: pupil use of mobile phones; anti-bullying policy that addresses disability and young carers; transition plans informed by young carers</li> <li>• Evidence of regular review / renewal of policy and practice, including succession plans for completion</li> </ul>	<ul style="list-style-type: none"> <li>• Step 4: Tool 3: how to gather young carers' views about your school's provision</li> <li>• Step 5: Acknowledging young carers in principal school documents</li> <li>• Step 5: Tool 3: Checklist of other principal documents which should reference young carers</li> </ul>

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>GOLD: The gathering of young carers' views and needs are embedded into the schools monitoring processes</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of proactive engagement with young carers regarding school processes, such as questionnaires, interviews or consultation sessions.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Example of schools processes and planning taking into account views and the flexibilities young carers need including provision maps and/or individual pupil plans; use of pupil premium and any vulnerable pupil plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Step 4: Tool 3: how to gather young carers' views about your school's provision</li> <li>• Step 6: Tool 4: How to run a young carers forum</li> </ul>

**Standard 5 - Support: Young carers are supported within the school, and signposted to other resources and services outside the school**

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>BRONZE: Support is available for pupils, including young carers e.g. homework/coursework support; emotional support; health support; lunchtime detentions; peer mentoring or peer support groups</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Photo of pupil notice board with info about support available within the school, including signposting to school nurses, homework support and peer mentoring.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Feedback from young people regarding the appropriateness of interventions for them to access</li> <li>• Evidence of peer mentoring and support being ‘young carer aware’ and being accessed by young carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Step 8: Tool 1 &amp; 2: Exemplar noticeboard materials for primary schools &amp; secondary schools</li> <li>• Step 6: Setting up systems to identify, assess and support young carers: Key Information</li> <li>• Step 6: Tool 2: Running a peer support group for young carers</li> </ul>
<p>SILVER: Information specifically aimed at signposting young carers to other resources is available to pupils, including details of young carers’ services and school nurse support (within or outside of school).</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Info aimed at signposting young carers to other resources, outside of the school is available to pupils via a website / internal network and/or central noticeboard. To include details of local YC support services, school nurse support and emotional support.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• School is aware of the School Nurse Pathway (DH) and the role that school nursing teams play in co-ordinating, liaising and signposting to support as outlined in the pathway.</li> </ul>	<ul style="list-style-type: none"> <li>• Step 6: Tool 1: Checklist of support young carers may need</li> <li>• Step 6: Tool 5: Working with school nurses to support young carers and their families</li> <li>• Step 6: Tool 6: Working in partnership with young carers services</li> <li>• Step 7: Tool 3: How can school staff support young carers</li> </ul>

Criteria	Suggested evidence from the school	Relevant guidance tools from the Step-by-step Guide
<p>SILVER: Your school accesses local and national external support to develop practice</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of established links with other organisations in the local community, including the young carers services and emotional well-being support in developing effective practice</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Evidence of participating in Young Carers in Schools regional networks.</li> <li>• Utilising the Young Carers in Schools Step by Step guide for schools staff</li> <li>• An active account on the Young Carers in Focus network on <a href="http://Makewav.es/ycif">Makewav.es/ycif</a> which young carers have signed up too and accessed support</li> </ul>	<ul style="list-style-type: none"> <li>• Step 6: Setting up systems to identify, assess and support young carers: Key Information</li> <li>• Step 6: Tool 7: Checklist for effective partnership with young carers services</li> </ul>
<p>GOLD: Systems are in place within your school to signpost and/or undertake whole family work that aims to support parents/disabled siblings in order to prevent or reduce a caring role.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of pathways / understanding of referral processes to local authority support for adults/disabled siblings</li> <li>• Case study or statements from parents and/or schools staff regarding positive impact of referrals made</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Any family workers associated with the school are aware of young carer issues and have information to signpost 'cared for person' to additional support through health and social care services</li> </ul>	<ul style="list-style-type: none"> <li>• Step 6: Setting up systems to identify, assess and support young carers: Key Information</li> <li>• Step 6: Tool 11: Checklist of support that families of young carers may need</li> </ul>
<p>GOLD: Your school is accessible to pupils' relatives, who are disabled or who have a long-term illness. Communication strategies include provisions for any parent with visual, hearing, communication impairment or translation needs.</p>	<p>Essential</p> <ul style="list-style-type: none"> <li>• Evidence of DDA plan and Equal Opportunities Policy in practice and accessible to parents</li> <li>• Policy /process in place to overcome communication barriers with parents.</li> </ul> <p>Desirable</p> <ul style="list-style-type: none"> <li>• Statements/case studies from parents and young people about accessibility and support provided</li> </ul>	<ul style="list-style-type: none"> <li>• Step 6: Tool 11: Checklist of support that families of young carers may need</li> </ul>

Further support in completing your application for the Young Carers Award is available at: [youngcarer.com/ycinschools](http://youngcarer.com/ycinschools) including:

- Frequently Asked Questions
- Good practice examples of applications
- Online awards criteria including links the relevant Step by Step Guide pages

You can access the full 'Supporting Young Carers in Schools: A Step-by-step guide for Leaders, Teachers and Non-teaching Staff' resource at <http://professionals.carers.org/stepbystep>

## **Acknowledgements**

The development of the Young Carers in Schools Standard has only been possible with the support of a range of people:

- The Young Carers in Focus Champions and their young carers services, for being involved in developing the Young Carers Standards and their ongoing work nationally and locally to create change for young carers.
- Central Bedfordshire Council and their four pilot schools
- The 16 Early Implementation Sites and their associated schools

## About The Children's Society

The Children's Society has helped change children's stories for over a century. We expose injustice and address hard truths, tackling child poverty and neglect head-on. We have been a driving force for disadvantaged children locally and nationally, fighting for change based on the experiences of every child we work with and the solid evidence we gather. Through our campaigning, commitment and care, we are determined to give every child in this country the greatest possible chance in life.

The Children's Society Include Programme gives a voice to children and young people who care for parents or siblings who suffer from chronic illness or disability. We campaign for change and promote best practice with central and local government and work in partnership with social workers, teachers and health care professionals to deliver solutions that consider the needs of the whole family.

## About Young Carers in Focus partners

The Young Carers in Focus (YCiF) is a partnership programme funded by Big Lottery Fund and led by The Children's Society in partnership with Rethink Mental Illness, YMCA Fairthorne Group, Digital Me and The Fatherhood Institute.

It works with 200 young carers across England, as Champions, to provide them with skills, knowledge and confidence to support them during transition into adulthood and supports them to advocate for change locally and nationally for young carers and their families. It also hosts a safe National social network for young carers via [www.makewav.es/YCIF](http://www.makewav.es/YCIF).

## About Carers Trust

Carers Trust is the UK's largest charity providing services to **unpaid** carers, young carers and young adult carers. We work to make sure that carers of all ages are not overlooked or deprived of services they need, and this is underpinned in our vision – a world where the role and contribution of **unpaid** carers is recognised, and where they have access to the quality support services they need to live their own lives.

We support over 465,000 carers across the UK, including over 30,000 young carers. Our services are available in local communities via quality assured Network Partners and online via our new award winning service Babble ([www.babble.carers.org](http://www.babble.carers.org)). Designed by young carers for young carers, Babble is a safe space where young carers can come together and share their experiences, receive specific support and take part in online events. Schools can refer young carers to Babble or find your local service on [www.carers.org](http://www.carers.org) by entering your postcode onto the mapping service on the home page. 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 UK-wide, 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, national governments and charities such as Barnardo' and The Children's Society. With the changes in legislation there has never been a better time for Carers Trust's young carers programme. We know that there are some 700,000 young carers across the UK, that's two in every classroom, so our most important work is in working alongside organisations who work with children and young people to help them identify young carers and signpost them to support.





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