

# Supporting Young Carers in Schools: A Toolkit for Young Carers Services



## Acknowledgements

Carers Trust would like to thank the following for their feedback during the early development of this toolkit:

- Carers Bromley
- Carers of Barking and Dagenham
- Devon Carers
- York Carers Centre

Photos courtesy of Carers Trust. All library photos posed by models.

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This Toolkit has been written and collated by Emily Carter, Schools Policy and Development Manager, Carers Trust, and is funded by The Queen's Trust.

It builds on and develops principles and tools from a previous resource, Carter, E, (2015), Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff (Carers Trust). Some of the tools linked to this Toolkit have been taken from this resource.

### About 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.

We do this with a UK wide network of quality assured independent partners, through our unique online services and through the provision of grants to help carers get the extra help they need to live their own lives. With these locally based Network Partners we are able to support carers in their homes through the provision of replacement care, and in the community with information, advice, emotional support, hands on practical help and access to much needed breaks.

### About The Children's Society

The Children's Society is a leading children's charity committed to making childhood better for all children in England. Our national network of centres and programmes deliver specialist services for children who face disadvantage in their daily lives. Our schools work, children's centres and mentoring programmes help children develop the skills and confidence they need to make the most of their childhood and play a full part in their local communities. Our research and campaigning aims to influence the thinking of everyone – including politicians and decision makers, creating real change and making childhood better for all children.

### **Your feedback on this version of the Toolkit is needed!**

This version of the Toolkit has been produced in draft for consultation purposes.

Your feedback on this draft is vital to ensuring the final version of the Toolkit is accessible and relevant to young carers services, and successful in its aim of supporting services to use the Young Carers in Schools (YCiS) programme to increase the identification and support of young carers in schools, and secure funding locally and nationally for this work.

Please email responses to the following key questions to Emily Carter, Schools Policy and Development Manager ([ecarter@carers.org](mailto:ecarter@carers.org)) by **Friday 18<sup>th</sup> November**:

- Which information and tools contained in the Toolkit did you find useful and why?
- Which information and tools contained in the Toolkit did you not engage with and why?
- Is there any other information, tools or support that you would like to see available that would enable you to promote and support schools to use YCiS, or to secure new, or continuation, funding for this work?
- Any other comments.

Please note that:

- This draft has not been formally designed.
- Carers Trust and The Children's Society are exploring options for creating a brand that reflects partnership working with local young carers services for the delivery of Young Carers in Schools and intend to reflect this branding in the tools provided as part of the final version of this Toolkit due for release in early 2017.

Many thanks in advance for your comments.

Emily Carter

Schools Policy and Development Manager, Carers Trust

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## Contents

Welcome to Supporting Young Carers in Schools: A Toolkit for Young Carers Services .....	5
What is the Young Carers in Schools programme? .....	8
Why is using Young Carers in Schools vital for young carers services? .....	10
What is the whole school approach set out in YCiS? .....	14
Why is the whole school approach set out in YCiS essential to the effective identification and support of young carers in schools? .....	14
What evidence is there that YCiS increases identification and improves outcomes for young carers? .....	18
Identifying and shortlisting potential funders .....	19
Key messages to include in your fundraising applications .....	20
Developing/updating a job description for a schools development worker(s) .....	23
Identifying schools to approach .....	24
Why is it important to approach and secure the commitment of Governors and Head teachers? .....	27
How do young carers form part of the wider role and responsibilities of Governors and Head teachers? .....	27
Strategies to engage school staff .....	28
Key messages to use when approaching schools.....	31
Vital steps to take before supporting schools to adopt YCiS .....	35
How to use YCiS to maintain engagement with schools. ....	35
Supporting schools to submit a YCiS Award application .....	36
How to gather and showcase impact data from schools .....	38
How can you signpost to Young Carers in Schools if you do not have the funding to engage schools yourselves? .....	38

## Welcome to Supporting Young Carers in Schools: A Toolkit for Young Carers Services

This Toolkit provides essential support to enable young carers services to significantly increase the identification and support of young carers in schools, and to secure vital new, or continuation, funding for local schools engagement work.

It contains essential tools, templates and guidance for:

- **Services that already work closely with schools** – enabling you to strengthen relationships with school staff, respond to the latest changes in the school system, and showcase achievements at an England-wide level.
- **Services that are developing their local schools engagement activities** – making the development and delivery of effective local schools engagement work easier than ever so that you can maximise impact in your local area.
- **Services that do not currently have the capacity to engage directly with school staff** – making securing funding as easy as possible and enabling you to implement simple, time-minimal actions to signpost schools to England-wide support in the meantime.

In doing so, it makes it easier than ever for **all services** to maximise use of resources and deliver significant positive outcomes for young carers in schools.

The Toolkit has been designed for use by young carers services in England, but could easily be adapted for use across the UK.

### How does the Toolkit support services to achieve these outcomes?

The Toolkit explores the role of the Young Carers in Schools (YCiS) programme, an England-wide initiative run jointly by Carers Trust and The Children's Society. It:

- Highlights the multiple benefits that YCiS can bring to all services, including those with existing, successful school engagement programmes.
- Sets out the concept of the whole school approach to identifying and support young carers as promoted by YCiS, and explains the rationale for this approach the main aim of local schools engagement work.
- Offers in-depth targeted advice on how services can secure funding for local schools engagement work, engage school staff, maintain momentum and gather and showcase impact data.
- Provides a range of tools, template and pro formas to make using YCiS as easy as possible so that you can maximise the identification and support of young carers in your local area.

The tools provided are listed below and are included on the USB stick accompanying this Toolkit:

**1. Tools to support services to secure funding for local schools engagement work**

- Tool 1 Template for shortlisting potential funders
- Tool 2 Checklist of key messages to include in funding applications
- Tool 3 Exemplar job description of a young carers school development worker

**2. Tools to support services to raise the local profile of YCiS**

- Tool 1 Template text about YCiS for use on websites
- Tool 2 YCiS infographic for use on websites
- Tool 3 Template letter to governors
- Tool 4 Template letter to Head teachers (for young carers services who are currently in partnership with schools)
- Tool 5 Template letter for Head teachers (for young carers who have not engaged with schools previously)
- Tool 6 YCiS introductory PowerPoint
- Tool 7 Checklist of key messages to include in communications with schools
- Tool 8 YCiS A4 promotional leaflet (Please note that Carers Trust and The Children's Society intend to produce a promotional leaflet that reflects partnership working with local young carers services to deliver YCiS and to make this leaflet available in the final version of this Toolkit due for release in early 2017).
- Tool 9 YCiS Impacts infographic
- Tool 10 YCiS quotes bank

**3. Tools to support services to build and maintain engagement with schools.**

- Tool 1 Sample network meeting outlines and suggested activities
- Tool 2 PowerPoints for use at network meetings
- Tool 3 Gingerbread man activity pack
- Tool 4 YCiS Baseline Review
- Tool 5 Exemplar letter for school staff to send to Governors
- Tool 6 Gaining an understanding about young carers
- Tool 7 Role and responsibilities of a governing body
- Tool 8 Checklist to support governing bodies evaluate the effectiveness of their school's provision.
- Tool 9 Exemplar cover information for schools staff to give Head teachers

- Tool 10 YCiS Award guidance
- Tool 11 YCiS Award submission checklist
- Tool 12 YCiS Award Mock Marking Sheet

**4. Tools to support services to gather impact data from schools**

- Tool 1 Exemplar meeting evaluation forms
- Tool 2 Template survey to use with participating schools
- Tool 3 Trailblazer pack

**5. Tools to support services with limited capacity to signpost schools to YCiS**

- Tool 1: Template text for use on websites
- Tool 2 YCiS infographic for use on websites

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## What is the Young Carers in Schools programme?

Young Carers in Schools (YCiS) is a free England-wide initiative making it as easy as possible for schools to support young carers and awarding good practice. Run jointly by Carers Trust and The Children's Society, YCiS incentives and supports schools to adopt a sustainable, whole school approach to identifying and supporting young carers and encourages schools to proactively maintain links with their local young carers service.

It provides:

- **A baseline review** - enabling schools to prioritise what to do next and containing helpful signposts to key programme materials.
- **Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-teaching Staff** – helping schools step by step, this resource contains essential tools, templates and guidance. With a tool for each step, no school needs to start from scratch.
- **Webinars, videos and case studies** – providing unmissable, expert advice from Award-winning schools, unpicking hot topics, and highlighting key guidance on how to apply successfully for a Young Carers in Schools Award.
- **Termly eNewsletters** – spotlighting key policy developments and new resources, and the very latest programme news.
- **Supporting Young Carers in Schools map** – this interactive map enables schools to showcase their commitment to young carers. Launched in September 2016, it already features 108 schools.
- **Young Carers in Schools Award** – enabling schools to gain recognition for effective practice at Bronze, Silver and Gold level.

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





YCiS has been funded by The Queen's Trust and Big Lottery until March 2017 and has focused on direct support for schools. Going forwards, YCiS would like to work more closely with young carer services, local authorities and multi academy trusts in order to reach more schools across the country.

## How does using Young Carers in Schools benefit your service?

Whether you have developed long-standing and successful relationships with schools in your area, or have limited or no capacity to engage schools locally, YCiS supports you.

By promoting and supporting schools to use the programme's resources, all services, including those with existing successful school engagement programmes, can:

Increase identification of young carers in schools.

Raise outcomes for young carers.

Develop new relationships with schools, including those that are led by Multi Academy Trusts or Sponsors based elsewhere in the country.

Demonstrate considerable added value to funders, helping you secure new and continuation funding.

Strengthen existing relationships with schools.

Secure timely and appropriate referrals.

Maximise use of resources.



As an England wide programme, YCiS does not and cannot replace direct and local engagement with schools. Local young carers services are ideally placed to build engagement with schools in their localities, provide regular and targeted support to schools, and to contribute to effective multi-agency networks in their area.

## Why is using Young Carers in Schools vital for young carers services?

It is vital for young carers services to use YCiS, as opposed to other school engagement programmes, because YCiS provides:

- **An England-wide brand that enables you to respond to the latest changes in the school system** – The Government has increased its focus on the establishment and development of self-governing groups of schools, which are independent of the local authority. Many schools are now led by Multi Academy Trusts or Sponsors that originate and/or are based elsewhere in the country. Promoting and supporting schools to adopt an England-wide programme is vital to ensure consistency of messaging and maximum impact in schools.

YCiS is a recognised England-wide brand that has engaged over 750 schools to date (September 2016) and is promoted by multiple key education unions and representative bodies. YCiS has secured significant coverage in the education media, including the Times Educational Supplement, and been represented at national education sector events, meetings and conferences.

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**“No one can fail to be moved by the situation that our young carers find themselves in....**

**ATL supports and promotes the vital work done by the Young Carers in Schools programme as a partner on our Safer Schools Network ([www.saferschools.org.uk](http://www.saferschools.org.uk)) and works with education staff to help young carers in our schools.”**

**Dr Mary Bousted, General Secretary of the Association of Teachers and Lecturers (ATL)**

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motivation to prioritise developing their young carer provision even further.

- **An approach that is recognised by Ofsted:** Schools that have adopted the YCiS programme have received praise from inspectors in recent Ofsted school inspections.
- **An incentive for all schools:** Schools, including those that have already implemented actions to identify and support young carers and work closely with their local young carers service, tell us the opportunity to gain England-wide recognition through the Young Carers in Schools Award provides the
- **A unique and comprehensive package of resources that is extremely well received by schools:** Participants consistently provide overwhelmingly positive feedback on the opportunities provided through the programme, its inspirational messaging and content, and the accessibility and quality of the resources provided.

- **A tried and tested method that draws on best practice:** YCiS has been developed with young carers, young carers services, local authorities and schools across England. Evidence highlights that schools already using YCiS have achieved significant positive impacts on outcomes for young carers. Just 35 schools participating in the programme have reported the identification of almost 500 previously hidden young carers.
- **A framework that fosters and maintains engagement from schools:** YCiS breaks down the steps schools should take to identify young carers and improve their attendance, attainment and wellbeing into realistic, low-cost actions at Bronze, Silver, and Gold level.
- **An effective way of maximising the use of local resources:** Young carers services can maximise their capacity to deliver targeted, face-to-face support to schools by drawing on the comprehensive package of resources available through the programme rather than developing tools and guidance documents from scratch.
- **An approach that supports schools to develop capacity** to deliver support to young carers, enabling you to target the resources you have to where they are needed most or there are gaps in provision.
- **A mechanism to showcase to schools that large numbers of schools across England are identifying and supporting young carers:** The YCiS map showcases schools committed to young carers.

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**“Staff are ... acutely aware of the needs of students who may at times be vulnerable, and they make every effort to identify and support them.**

**Young carers ... are effectively supported to ensure that they are able to attend school regularly and achieve well.”**

**Ofsted Inspection Report for Stockport Academy, a YCiS Gold Award winning school, March 2015**

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**The rewards of collaboration can be great. By working together to provide schools with England-wide incentives combined with targeted, localised support, we can maximise impact and achieve extraordinary results.**

## Key organisations that have promoted Young Carers in Schools include:

**The National Governors' Association:** the representative body for state-funded school governors and trustees throughout England.



**The Association of Teachers and Lecturers:** A union representing 160,000 teachers, supply teachers, heads, lecturers, managers and support staff in maintained and independent sector schools and colleges from across the United Kingdom.

**The National Association of Head Teachers:** An independent trade union representing over 28,500 members in England, Wales and Northern Ireland. Members hold leadership positions in early years; primary; special and secondary schools; independent schools; sixth form and FE colleges; outdoor education centres; pupil referral units, social services establishments and other educational settings.



**Voice:** A union for education professionals, including teachers, lecturers, nursery nurses and nannies, to head teachers and school support staff, including teaching assistants, technicians and administrators and students

**The Association of School and College Leaders:** A leading professional body representing over 18,000 school, college and system leaders, across the UK, including primary schools, multi-academy trusts and those working across phases.

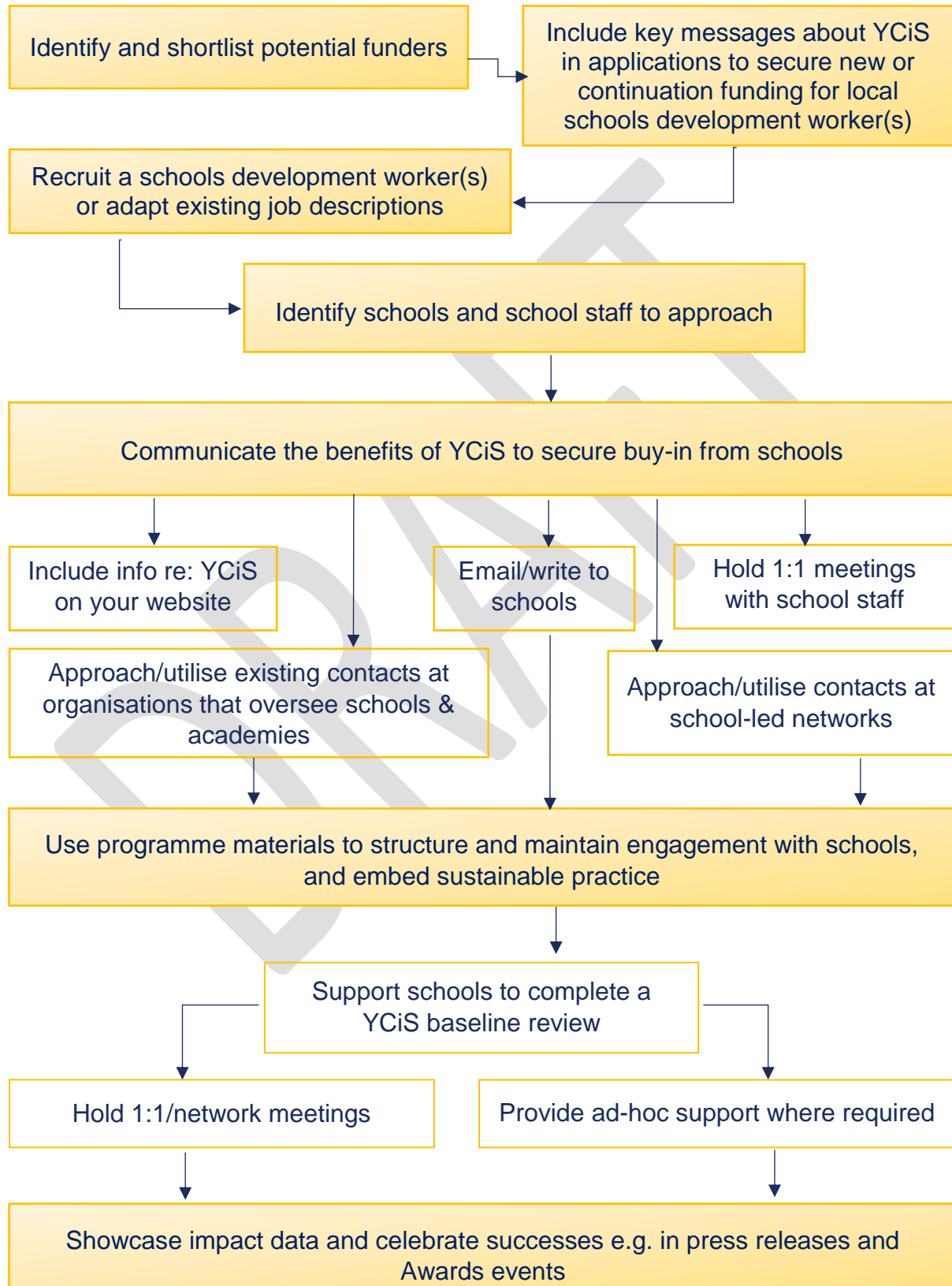


**The Independent Schools Council (ISC)** brings together seven associations of independent schools, their heads, bursars and governors, to represent over 1,200 schools in the UK and overseas.



## How can young carers services use Young Carers in Schools in their local area?

Use the information and tools in this toolkit to make each of the following steps as easy as possible:



## What is the whole school approach set out in YCiS?

YCiS supports schools to adopt a whole school approach to identifying and supporting young carers, in which:

- Assigned members of the school's governing body and senior leadership team have responsibility for leading and championing the school's provision for young carers.
- There is a clearly identifiable lead for young carers, responsible for the day-to-day management of provision for pupils who have caring responsibilities.
- Positive images and information about disability, illness and young carers are shared with pupils, staff and families.
- All staff are able to take proactive actions, as part of their wider roles, to identify young carers.
- Young carers are listened to, consulted with and given time and space to talk.
- The school monitors and tracks the attendance, attainment, progress and wellbeing of young carers in the same ways as other vulnerable pupil groups.
- Young carers are supported within the school, and signposted to whole family resources and services outside the school.

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**"I've had experience of using and working with lots of other programmes and I have found them not to be as supportive or as useful as the tools available through the Young Carers in Schools."**

**Assistant Director of Inclusion,  
Millthorpe School, York**

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## Why is the whole school approach set out in YCiS essential to the effective identification and support of young carers in schools?

A whole school approach for young carers is vital because it:

- **Reduces stigma:** One of the main reasons young carers say they do not access support is stigma. A positive whole school ethos where young carers

and their families are respected and valued by pupils, staff and the wider school community is crucial to ensuring young carers and their families feel safe and confident to access support.

- **Increases identification:** Many young carers are hidden. All school staff need to know how to identify young carers to ensure they do not slip through the net.
- **Promotes self-identification:** A pupil with caring responsibilities may self-identify to any member of staff whom they feel they can talk to and share their worries and concerns.
- **Respects young carers information:** All staff need to be aware of the school's process for sharing information about a young carer. This will help ensure that information is only shared with the appropriate consent and with a view to guaranteeing a pupil does not need to repeat their story several times. All school staff should know not to discuss a pupil's caring role in front of their peers.
- **Addresses all of the issues:** It will enable the effective delivery of flexibilities, interventions and support to raise outcomes. Teachers and support staff delivering targeted interventions, such as homework clubs, should know how to ensure these interventions meet young carers' needs, for example, that homework clubs should be run at lunchtime.
- **Creates long term change:** A whole school approach that places young carers on a similar footing to other vulnerable pupils ensures sustainability.

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**“I feel like after many years of trying to engage schools, [the Young Carers in Schools event in York] was a real step forward”.**

**Senior Young Carers Worker, York Carers Centre**

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### **Top tip!**

Alongside direct support, YCiS works best when school staff are brought together in regular network meetings.

Structured collaboration and the opportunity to share learning amongst professionals, encourages schools to create, embed and sustain change and will help you meet the Department for Education's (DfE's) Standard for Teacher's Professional Development (DfE Publications, 2016a) (see pages 16 and 17).

## **Meeting the Department for Education's Standard for Teachers' Professional Development**

Developed by an independent expert group and published by the Department for Education in July 2016, the non-statutory Standard for Teacher's Professional Development aims to help schools and those working with them to develop and deliver good-quality professional development for school staff.

In doing so, it sets out five characteristics of effective professional development. The accompanying implementation guidance (DfE Publications, 2016b) provides advice on the key steps that organisations providing expertise or professional development to schools should take, to deliver each of these characteristics:

### **1. Professional development should have a clear focus on improving and evaluating pupil outcomes:**

- Be clear about the expected impact of their offer on teachers and pupils
- Request information about their participant's prior knowledge, experience and goals, and use this in the design of their activities to secure progression.
- Provide tools that help participants change their own practice and evaluate its impact.

### **2. Professional development should be underpinned by robust evidence and expertise:**

- Be explicit about the evidence underpinning practices and how and why practices are intended to work.
- Provide opportunities to draw out and constructively challenge participants' existing beliefs.
- Actively seek robust and independent evaluations of your programmes to demonstrate impact on intended outcomes.

### **3. Professional development should include collaboration and expert challenge:**

- Work with the school so that there are multiple opportunities for teachers to practise.
- Support structure collaboration and discussion about the impact on pupils
- Use your external perspective to challenge current orthodoxies, raise expectations and introduce evidence-informed practices.



**4. Professional development programmes should be sustained over time:**

- Be explicit about the commitment required by teachers and school leaders to make sustained changes in practice.
- Support participants and their schools to sustain and embed change and link shorter activities with sustained programmes.
- Ensure that the supporting components (e.g. venues, rooms, refreshments) do not detract from the achievement of professional development objectives

**5. Professional development must be prioritised by school leadership:**

- Help schools and participants to develop effective leadership systems and processes.
- Challenge school leaders and participants to be clear about their requirements, and offer tools and resources to support this.
- Be explicit about the role of teachers and school leaders before and after the programme.

**This Toolkit makes it easier than ever for services to deliver each of the steps and the over-arching Standard for Teacher's Professional Development.**

It contains essential information, tools and guidance that will enable you to:

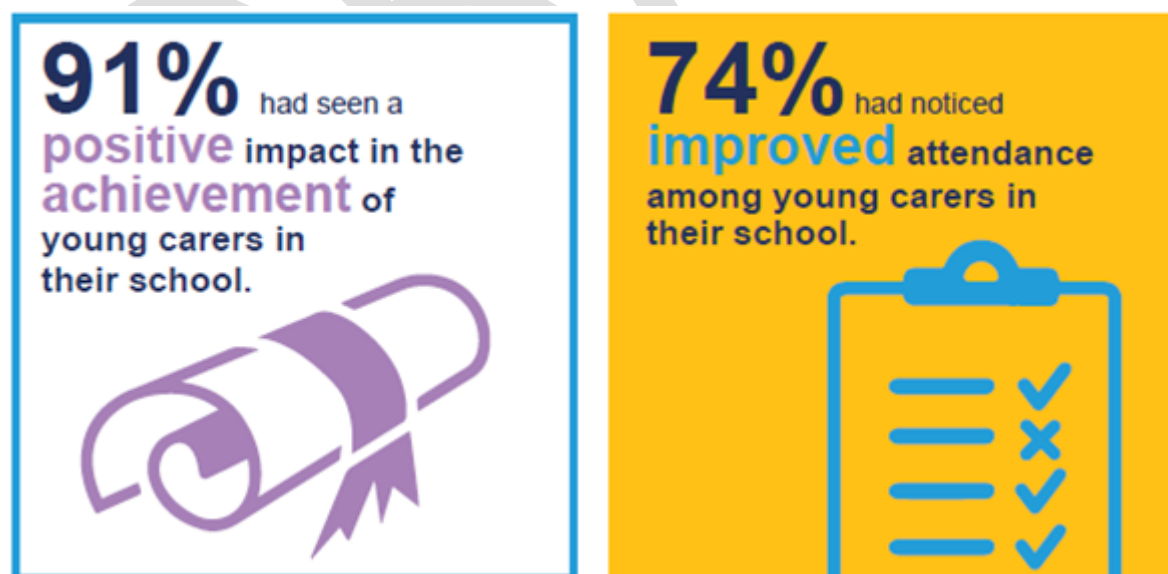
- Provide the key information about expected impacts and available evidence
- Secure commitment from school leaders
- Deliver a programme of regular and sustained network meetings that explore evidence and impacts and enable collaboration and expert challenge.

## What evidence is there that YCiS increases identification and improves outcomes for young carers?

In March 2016, 35 participating primary and secondary schools reported dramatic impacts on the attendance, achievement and confidence of pupils who care for a loved one following their adoption of the YCiS programme:



**Almost 500 young carers** who were previously unknown to school staff were discovered were identified across the 35 schools – **an average of 15 per school.**



Carers Trust will be conducting in-depth surveys with an extensive number of schools during autumn 2016 to add significant data to these initial reports.

## Identifying and shortlisting potential funders

Potential funders of local schools engagement work include:

- **Local authorities:** In April 2015 the Children and Families Act 2014 required local authorities to “take reasonable steps to identify the extent to which there are young carers within their area who have needs for support.” To meet this requirement, local authorities will need to engage and support schools to identify young carers.
- **Charitable trusts and foundations, and grant giving bodies:** Schools engagement work meets the criteria of Children in Need & the Big Lottery Reaching Communities Fund.
- **Local Community Groups:** Groups such as Rotary Clubs and local Masonic Lodges often raise funds for charity.

### Resources to help you identify potential funders

- [Funding Central](#) - NCVO's new funding site, listing thousands of funding and finance opportunities for voluntary and community organisations and social enterprises registered in England.
- [Association of Charitable Foundations](#) – provides a list of charitable trusts and foundations
- [Community Development Foundation](#) - Gives grants to community and voluntary groups working to improve communities

Research is vital. A small number of well-researched and tailor-made applications is far more likely to succeed than a wide-ranging “begging letter”. Because each application needs to be tailored, it takes time to put an application together so you will not wish to send out hundreds. Find those where there is the best fit between what you want to achieve and what a funder says its purpose is.

Grants databases and their usefulness depend on how often the data is updated and the flexibility of the search engine. They are great for generating a ‘long list’ of funders to research but they cannot substitute collating your own information from funders’ websites and talking to staff from the organisation.

As you build your lists, ensure you keep the details in a format which will allow you to put in key dates such as application deadlines (see Tools to support services to

secure funding for local schools engagement work: Tool 1 Template for shortlisting potential funders). You will then be able to plan your timetable of approaches.

### Questions to ask when researching potential funders:

- What problems or needs is the funder particularly interested in?
- What type of activities is the funder prepared to support?
- Are there any particular ways of working that the trust is keen to support?
- What types of funding is the trust prepared to consider?
- Are there any restrictions on what the trust will fund?
- What geographical area does the trust focus on?
- What is the size of grant and the duration of grant?
- What is the application process and what documents are required to support it?
- When do the Trustees meet and what are the deadlines for those meetings?

### Key messages to include in your fundraising applications

By structuring proposals for local schools engagement work around how your service will promote and support schools to adopt YCiS, you can:

- **Maximise the numbers of schools (and young carers) you work with** – YCiS eliminates the need to develop tools and guidance documents from scratch, meaning you can spend more time engaging schools
- **Highlight robust, England-wide evidence** demonstrating that significant, positive impacts on identification of hidden young carers and improvements in school attendance, attainment and well-being.
- **Draw on a bank of extremely positive feedback** from school leaders, teachers and non-teaching staff on the quality and usability of YCiS resources.
- **Showcase how you will gain increased influence over schools:** As an England-wide brand, promoted by key education organisations, YCiS will add credibility to your local approach.



To realise these benefits, include the following key messages<sup>3</sup> in your funding applications:

	Included?
<b>A short summary which really sells your project</b>	
<b>Key facts and stats demonstrating the need for the project:</b> <ul style="list-style-type: none"> <li>• Number of identified young carers in your locality</li> <li>• Local and England-wide evidence that demonstrates: <ul style="list-style-type: none"> <li>○ It is likely there will be many hidden young carers in every school (see page 32)</li> <li>○ Caring has a significant, negative impact on young carers' educational outcomes and wellbeing (see page 33).</li> </ul> </li> </ul>	
<b>Why you are the best organisation to do the work, including:</b> <ul style="list-style-type: none"> <li>• Who you are and what you do</li> <li>• Your organisation's previous achievements that are relevant to the particular organisation</li> <li>• Any organisations that you are networked to, including whether you are a Network Partner of Carers Trust.</li> </ul>	
<b>Details about what you are planning to do (aims, timing, any partnership working), including:</b> <ul style="list-style-type: none"> <li>• Overview of YCiS (see page 7)</li> <li>• Key stats highlighting that YCiS increases identification and improves outcomes for young carers (see page 18)</li> <li>• Explanation of the importance of local schools engagement work to promote and support schools in your locality to engage with YCiS (see page 9)</li> <li>• How your organisation is able to maximise its impact by using YCiS (see pages 9 to 11)</li> <li>• How you will engage schools in YCiS (see pages 24-30)</li> <li>• How you will support and maintain engagement with schools (see page 35)</li> </ul>	

<sup>3</sup> A word version of this checklist is provided on the USB stick accompanying this Toolkit (see Tools to support services to secure funding for local schools engagement work: Tool 2 Checklist of key messages to include in funding applications).

	Included?
<p><b>What difference your project will make to young carers (outcomes) i.e.</b></p> <ul style="list-style-type: none"> <li>• Number of schools you intend to engage.</li> <li>• Number of young carers you will identify in each school.</li> <li>• Number of schools that you anticipate will secure a YCiS Award.</li> <li>• Expected impact on young carers' school attendance, attainment and wellbeing.</li> <li>• Expected impact on the understanding and skills of school staff.</li> </ul>	
<p><b>How will you monitor and evaluate the work (see pages 38)</b></p>	
<p><b>How much will it cost, including:</b></p> <ul style="list-style-type: none"> <li>• Staff time</li> <li>• Travel and subsistence expenses for staff to travel to schools</li> <li>• Costs for any events you plan to hold as part of project (see pages 35 and 38)</li> </ul>	
<p><b>Your funding plan:</b></p> <ul style="list-style-type: none"> <li>• How much have you raised so far and how you plan to raise the rest</li> <li>• How the project will be sustained once funding comes to an end i.e. The YCiS approach supports and upskills schools to adopt a sustainable approach to meeting young carers needs by developing capacity, upskilling staff, and supporting schools to embed young carers within existing systems.</li> </ul>	



- If there is an application form, read the guidelines and complete it in draft form first. And keep a copy.
- Do include the supporting information requested.
- Don't include lots of superfluous background material that hasn't been asked for.
- Do attach a covering letter that summarises the case you are making for their funding in an objective rather than an emotive way.
- Do ensure you have included all of your correct contact details and the appropriate person has signed the letter or form.
- Do ensure you include any references requested. Don't say that these will follow.
- Do ask a "critical friend" to read through and review your proposal.
- Make sure you follow whatever criteria is laid out.

## **Developing/updating a job description for a schools development worker(s)**

Once you have secured funding to promote and support local schools to adopt YCiS, you may need to recruit a schools development worker(s). If you have an existing schools development worker or already have other staff responsible for engaging and supporting school staff in place, you may need to update their job descriptions to capture the key elements of their new role.

To make these tasks as easy as possible for young carers services, an exemplar job description of a schools development worker, with responsibility for engaging and supporting schools to adopt YCiS, is provided on the USB stick accompanying this guide (see Tools to support services to secure funding for local schools engagement work: Tool 3 Exemplar job description of a young carers school development worker).

## Identifying schools to approach

Depending on your resources, you may wish/need to start by delivering targeted support to a small number of schools in your locality.

The benefits to this approach is that you will build contacts with a number of schools who are prepared to act as local champions for YCiS and the support your service provides. By showcasing their best practice, the impacts they have achieved and the lessons they have learnt, and providing positive feedback regarding the support you have given, these schools will help you recruit and support more schools going forwards.

To ensure this strategy is successful, you will need to mitigate against the likelihood that some schools that you initially target may drop out. This may happen should the school's priorities change rapidly, for example, due to a change in leadership or specific findings from an Ofsted Inspection. To help ensure you have sufficient numbers of schools adopting YCiS and willing to act as champions, you should consider this in the numbers of schools you initially engage.

To prioritise schools, you should consider:

- Approaching any schools with whom you have existing relationships. Schools that have already developed good practice or expressed an interest in developing their young carer provision are likely to be quick wins.
- Identifying schools that lead formal partnerships with other schools. These schools maximise the potential for good practice to be shared with others.

## Key definitions: Types of schools<sup>2</sup>

**Maintained schools** are overseen by the local authority (LA) and must follow the National Curriculum and national teacher pay and conditions. There are four main types:

- **Community schools:** the LA (through the school's governors) employs the staff, owns the land and buildings, and determines admissions arrangements.
- **Foundation or trust schools:** the governors employ the staff and sets admissions criteria. The land and buildings are usually owned by the governors or a charity.
- **Voluntary aided (VA) schools:** set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governors employ the staff and controls pupil admissions and religious education. The school's buildings and land (apart from playing fields) will normally be owned by a charitable foundation.
- **Voluntary controlled (VC) schools:** nearly all Church of England (C of E) schools, are funded and run by the LA. The LA employs the staff and sets the admissions criteria. The C of E owns the land and buildings and usually forms a quarter of the governing body.

**Academies** are publicly funded schools, independent of the local authority, held accountable through a legally binding funding agreement with the DfE. There are three routes to becoming an academy:

- **Sponsored academies:** previously underperforming schools which were taken out of LA control and given by the DfE to an academy sponsor in order to provide support in improving pupil achievement and attainment.
- **Converter academies:** high performing schools which have opted out of LA oversight.
- **Free Schools:** new schools set up as academies.

**Teaching schools** are maintained schools or academies which play a role in system-wide leadership by training new teachers, leading professional development, identifying and developing leadership potential, providing support for other schools, and undertaking research and development. They must have an Ofsted grade of outstanding.

<sup>2</sup> Information sourced from <http://www.ascl.org.uk/help-and-advice/guidance-papers/ascl-guidance-forming-or-joining-a-group-of-schools-staying-in-control-of-your-schools-destiny.html#1>.



## Types of formal partnerships between schools<sup>3</sup>

- **Hard federations:** groups of maintained schools that have a single governing body.
- **Multi-Academy Trusts (MATs):** groups of academies that have come together to form a charitable company, with a single board of trustees or directors. Some MATs call themselves federations (for example, the Harris Federation), but if the schools involved are academies, rather than maintained schools, they are legally MATs. MATs can be local, regional or national.
- **Teaching school alliances (TSAs):** groups of schools supported by a teaching school. TSAs are loose collaborations with no shared accountability (though TSAs are strongly encouraged to take responsibility for school improvement locally).

## Identifying which members of school staff to approach

To enable the effective development of a sustainable, whole school approach that meets young carers' needs, it is vital that you secure the commitment of Governors<sup>4</sup> and Head teachers.

To achieve this commitment, you will need to send targeted information directly to Governors and Head teachers, as well as approach other school staff who may be able to secure their buy-in on your behalf. Ideal staff to target are those that work with parents/families, or who are responsible for vulnerable pupil groups and/or the provision of pastoral support. Job titles are not consistent across schools, so you will need to research each school to identify which staff to approach e.g. by accessing their website. Common job titles to look out for include:

**Inclusion Manager**

**Pastoral Manager**

**Special Educational Needs  
Coordinator (SENCo)**

**Learning Manager/Learning  
Support Manager**

**Learning Mentor**

**Parent Support Advisor**

<sup>3</sup> Information sourced from <http://www.ascl.org.uk/help-and-advice/guidance-papers/ascl-guidance-forming-or-joining-a-group-of-schools-staying-in-control-of-your-schools-destiny.html#1>.

<sup>4</sup> Known as Trustees or Directors in the case of Academies

## **Why is it important to approach and secure the commitment of Governors and Head teachers?**

Governors and Head teachers have the decision-making authority to ensure:

- Young carers' needs are reflected in whole school planning and, where appropriate, the whole school improvement plan.
- The school has an inclusive environment where young carers and their families feel comfortable and safe to tell staff about their caring role and access support.
- There is appropriate timetabling of staff training and curriculum planning.
- Use of school resources, such as the Pupil Premium, target young carers.
- All school staff know how to identify young carers and what action they can take within their everyday practice to support pupils with caring responsibilities.
- There are appropriate protocols for sharing information between staff so the young carer does not have to repeat their story.
- Links are made with wider school policy to ensure alignment with the school's approach to meeting the needs of young carers and their families.
- Young carers are embedded within school systems to ensure a sustainable approach.

## **How do young carers form part of the wider role and responsibilities of Governors and Head teachers?**

School governors and the Head teacher are accountable for ensuring the school provides a highly cohesive learning environment which fosters equal opportunities and meets the diverse needs of the pupils at the school.

To fulfil this role effectively, the Head teacher and governors should be aware that:

- Many pupils attending their school will have caring responsibilities.
- Young carers experience particular challenges in their education. As a result, these pupil will have specific needs to which the school must respond.
- An estimated 60% of young carers are eligible for free school meals and would benefit from targeted support funded through the Pupil Premium.
- Ofsted will look at outcomes for young carers when inspecting schools (Ofsted, 2015).

## What is the Pupil Premium?

Pupil Premium is additional funding given to maintained schools, academies, and pupil referral units in England to raise the attainment of disadvantaged pupils.

It is currently allocated to children who are looked after by their local authority, those who have been eligible for Free School Meals (FSM) at any point in the last six years (also known as Ever 6 FSM) and to children whose parents are currently serving in the armed forces.

Schools are held accountable for the ways in which they spend their Pupil Premium in a number of ways:

- Schools must publish details of how it spends its Pupil Premium and the effect this has had on the attainment of the pupils who attract the funding.
- Ofsted's school inspectors pay particular attention to the attainment and progress of pupils who attract the Pupil Premium both within the school and in comparison to national trends.
- School performance tables also report on the performance of pupils eligible for Pupil Premium compared with their peers.

Carers Trust estimates that a significant proportion (60%) of young carers receive pupil premium because of the number of their families likely to meet the Free School Meals criteria.

Whilst a number of schools that have participated in the Young Carers in Schools programme have provided evidence of how they have used Pupil Premium funding to support young carers to make good progress and achieve, Carers Trust believe that extending Pupil Premium to all young carers is crucial to increasing the identification and support for young carers in schools. Extending the criteria to include all young carers will:

- Encourage early identification of young carers within school so that measures are put in place early to reduce impact on their education.
- Correctly identify an important factor in educational disadvantage for those already receiving Pupil Premium under Free School Meals criteria.
- Channel resources to schools to identify and support all young carers.

## Strategies to engage school staff

Schools are exceptionally busy environments. It can often be hard to get hold of the correct member of staff, communications may not be forwarded or may get overlooked, and where picked up, can get stuck at the bottom of busy to-do lists.

To secure the attention and engagement of schools staff, young carers services will need to use multiple different strategies including:

- **Including information about YCiS and the support you provide to schools on your website** (see Tools to support services to raise the local profile of YCiS: Tool 1 Template text about YCiS for use on websites and Tool 2 YCiS infographic for use on websites).
- **Sending targeted information to school staff via email/letter** (see Tool 3 Template letter to governors, Tool 4 Template letter to Head teachers (for young carers services who have are currently in partnership with schools) and Tool 5 Template letter for Head teachers (for young carers who have not engaged with schools previously). These letters can be co-signed by Carers Trust and The Children's Society to add weight.
- **Holding 1:1 meetings with existing school staff contacts** (see Tool 6 YCiS introductory PowerPoint)
- **Approaching/utilising existing contacts at organisations that oversee schools & academies**
- **Approaching/utilising contacts at school-led networks**

## Local school networks

The following networks may operate in your local area bringing together schools professionals to ensure effective communication and the sharing of key learning and good practice. Networks commonly feature regular meetings, annual conferences and newsletters for members, and may provide training and development.

- Secondary/Primary/Special School Heads Associations
- SENCo networks
- Inclusion networks
- School partnerships
- Governor Associations

Details of networks are frequently available on local authority websites or may be found by googling using the name of your region.

## **Organisations that oversee schools**

### **Local authorities (LAs)**

LAs are responsible for the standard of education provided by maintained schools. They support these schools through the provision of specialist services and training (e.g. Education Psychology Services, Support for Special Educational Need Coordinators (SENCoS), and information and resources to support safeguarding in schools) and may be responsible for a number of the local schools networks they operate in your area (SENCo/Inclusion/Governor networks). Academies may also be able to buy into these services.

As a result, LAs may be able to promote YCiS and the support provided by your service in newsletters/emails to maintained schools (and those Academies purchasing their services) and/or provide time for you to speak at local school network meetings or training events. Messages sent by the local authority to schools can add crucial gravitas to your requests.

### **Regional Schools Commissioners (RSCs)**

RSCs approve and monitor academies in their area. There are currently eight RSCs, who make decisions on behalf of the Secretary of State for Education, and operate in the following regions: East of England and North-East London, East Midlands and the Humber, Lancashire and West Yorkshire, North of England, North-West London and South-Central England, South-East England and South London, South-West England, and West Midlands.

RSCs' responsibilities include taking action when an academy is underperforming, making recommendations to the DfE on new free school applications and brokering agreements between underperforming maintained schools and academy sponsors. Each RSC is supported by a head teacher board, a group of academy head teachers who advise and challenge RSCs on the decisions they make.

RSCs have newsletters and events with schools and may be willing to include information about the support your service can provide.

### **Dioceses**

Dioceses are regional administrative bodies within the Church of England (CofE) and Catholic Church. CofE and Catholic schools have a line of oversight to the diocese, as well as to their LA or RSCs. They may run networks and regular communications to C of E and Catholic schools eNewsletters etc.



## Key messages to use when approaching schools

Communications should be short, punchy and focused on school targets<sup>3</sup>.

Key messages for all school staff, incl. Governors and Head teachers	Included?
<p><b>Key facts and stats demonstrating the need for the project:</b></p> <ul style="list-style-type: none"> <li>• Young carers are 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.</li> <li>• Local and England-wide evidence that demonstrates: <ul style="list-style-type: none"> <li>○ It is likely there will be many hidden young carers in every school (see page 32)</li> <li>○ Young carers are a vulnerable and disadvantaged group who frequently experience difficulties in their education as a result of their caring role (see page 33).</li> </ul> </li> <li>• Young carers are specifically mentioned in the Ofsted Common Inspection Handbook, 2015 (see page 33) and are often eligible for free school meals and Pupil Premium Funding (see page 28).</li> </ul>	
<p><b>Brief overview of YCiS (see page 7):</b></p> <ul style="list-style-type: none"> <li>• You may also want to provide schools with the Carers Trust and The Children's Society YCiS promotional leaflet (see Tool 8 YCiS A4 promotional leaflet)</li> </ul>	
<p><b>Key stats demonstrating the proven impact of getting involved:</b></p> <ul style="list-style-type: none"> <li>• See Tool 9 YCiS Impacts infographic</li> </ul>	
<p><b>Overview of the support you provide:</b></p> <ul style="list-style-type: none"> <li>• Will you be running (e.g. network meetings)? Providing ad-hoc support? (see page 35)</li> </ul>	
<p><b>Numbers of and feedback from participating schools:</b></p> <ul style="list-style-type: none"> <li>• Over 750 schools engaged in YCiS to date (September 2016)</li> <li>• Include a quote (see Tool 10 YCiS quotes bank).</li> </ul>	

<sup>3</sup> A word version of this checklist is provided on the USB stick accompanying this Toolkit (see Tools to support services to raise the local profile of YCiS: Tool 7 Checklist of key messages to include in communications with schools.

<b>Signpost schools to YCiS map</b> to showcase their commitment to young carers	
<b>Additional targeted messages for Governors</b>	
<b>How young carers form part of the wider role and responsibilities of Governors</b> (see page 27)	
<b>Request for governors to</b> <ul style="list-style-type: none"> <li>• Schedule an agenda item to discuss their school's support for young carers</li> <li>• Consider how the governing body will carry out its responsibilities in relation to young carers appointing a lead governor with this remit</li> </ul>	
You may also wish to include Tool 10 A checklist to support governing bodies to evaluate the effectiveness of their school's provision.	
<b>Additional targeted messages for Head teachers</b>	
<b>How young carers form part of the wider role and responsibilities of Head teachers</b> (see page 27)	
<b>Request for Head teachers to:</b> <ul style="list-style-type: none"> <li>• Identify a member of the Senior Leadership Team who will strategically manage the schools provision for young carers, and a member of staff with responsibility for day-to-day development and delivery.</li> </ul>	

## Key statistics revealing the likelihood there are many young carers at every school

The 2011 Census identified over 177,000 young carers in England and Wales, with one in eight being under the age of eight. However, these figures are widely believed to be the tip of the iceberg.

Further research (BBC, 2010) suggests there could be 700,000 young carers in the UK, many unaware of the impact that caring is having on their lives. That means about one in 12 secondary aged pupils have caring responsibilities.

39% of young carers have said that nobody in their school was aware of their caring role (The Princess Royal Trust for Carers, 2010).

## **Key facts and stats highlighting impacts of caring on educational outcomes**

Young carers experience particular challenges and demands that impact on their capacity to enjoy and achieve at school.

Research shows that:

- 27% of young carers (aged 11–15) miss school or experience educational difficulties (40% where children care for a relative with drug or alcohol problems) (Dearden, C, Becker, S, 2004).
- Young carers have significantly lower attainment at GCSE level – the difference between nine Cs and nine Ds (The Children's Society, 2013).
- On average young carers miss or cut short 48 school days a year. (Sempik, J & Becker, S, 2013)
- A quarter of young carers said they were bullied at school because of their caring role (Sempik, J & Becker, S, 2013).
- Young carers are more likely than the national average not to be in education, employment or training (NEET) between 16 and 19. If these, 75% had been NEET at least once (compared with 25% of all young people) and 42% had been NEET for six months or more (compared with 10% of all young people) (The Children's Society, 2013).
- 42% said there was not a particular person at school who recognised them as a carer and helped them (Sempik, J & Becker, S, 2013).

## **What is Ofsted's approach to young carers?**

Ofsted has strengthened its guidance in The Common Inspection Framework: Education, Skills and Early Years (Ofsted, 2015) stating that inspectors WILL (instead of may) look at young carers' outcomes when making judgements.

## **What is the Government's approach to schools' role in the identification and support of young carers?**

Through the Care Act 2014 and Children and Families Act 2014, the Government has shown its commitment to young carers by ensuring that they are protected from inappropriate or excessive caring. In order to ensure that the Government's commitment is achieved, children and young people who have caring responsibilities must be identified early and supported to fulfil their potential.


The Government recognises that schools have a vital role to play and are ideally positioned to identify young carers and to initiate support.

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**“Schools are vital to identifying young people and carers who may not already be in contact with local authorities.”**

Care and Statutory Guidance, issued under the Care Act 2014, Department of Health

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**“Schools are perfectly placed to offer the support these children and young people need ... Young Carers in Schools will act as an invaluable resource for schools in providing the right assistance to pupils as and when they need it.”**

Edward Timpson, Minister of State for Children and Families

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**“Young carers identified that support from teachers ... was the main way in which schools could support them. This was best achieved through teachers having a clear understanding of the nature of children’s caring responsibilities and providing stronger support around stressful periods such as exams and transition points.”**

The Lives of Young Carers, published by the Department for Education, 2016

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## Vital steps to take before supporting schools to adopt YCiS

- **Gain a robust and detailed understanding of the steps that YCiS supports schools to take.** Services can gain this understanding by reading the PowerPoint presentations that accompany this guide (see Tools to support services to build and maintain engagement with schools: Tool 2 PowerPoints for use at network meetings), and watching the webinar recordings available at [www.youngcarersinschools.com](http://www.youngcarersinschools.com). These recordings set out the rationale for each step, provide vital information about what the steps look like in practice, and explain the ways in which schools can evidence these steps in order to apply for a YCiS Award.
- **Familiarise yourself with the Award application process, and the formats for presenting evidence** (see page 36) by watching a webinar recording available at <http://www.youngcarer.com/resources/young-carers-schools/award>. This webinar has been designed to support schools through the award process, by helping clarify the application process, explaining how to present evidence we ask for and exploring common issues.

## How to use YCiS to maintain engagement with schools.

YCiS breaks down the steps schools should take to identify young carers and improve their attendance, attainment and wellbeing into realistic, low-cost actions at Bronze, Silver, and Gold level. Young carers services can structure their ongoing support to schools around the actions set out at each level to foster and maintain engagement from schools.



Alongside direct support, YCiS works best when school staff are brought together in regular network meetings. This structured collaboration provides multiple benefits to schools, including opportunities to:

- Share learning amongst professionals.
- Gain expert advice.
- Develop staff knowledge and skills.
- Practice techniques and gain essential feedback to maximise impact
- Create, embed and sustain changes in practice that will effectively increase identification and outcomes for young carers.

Bringing schools together in this way will also help you meet the Department for Education's (DfE's) Standard for Professional Development (DfE Publications, 2016a) (see pages 16 and 17).



Tools to support services to build and maintain momentum with schools: Tool 1 Sample meeting agendas provides suggestions for how young carers services may use the programme to structure their meetings with schools.

Each meeting is designed to be approximately 2 hours in length. The suggested content will work best when school staff are brought together in regular network meetings but may easily be adapted for 1:1 meetings with schools. It may need to be adapted to reflect the extent to which the school staff attending the meetings have developed their young carer provision, and services may need to provide ad-hoc support between meetings to individual schools.

To make it as easy as possible for services to deliver support to schools, PowerPoint presentations are provided for each meeting in the series (see Tools to support services to build and maintain engagement with schools: Tool 2 PowerPoints for use at network meetings).

## Supporting schools to submit a YCiS Award application

The Young Carers in Schools Award consists of five separate Standards:

- **Understand:** There are assigned members of staff with responsibility for understanding and addressing young carers' needs.
- **Inform:** Awareness is raised by sharing knowledge about disability, illness and young carers throughout the school.
- **Identify:** Young carers are being identified within your school.
- **Listen:** They are listened to, consulted with and given time and space to talk.
- **Support:** Young carers are supported within the school, and signposted to whole family resources and services outside the school.

To qualify for an award, schools must supply evidence to show how they have implemented each Standard up to the level they hope to achieve (e.g. to achieve silver, evidence should be submitted for bronze and silver for each Standard). The Young Carers in School Awards Guidance (see Tools to support services to build and maintain engagement with schools: Tool 7 YCiS Award guidance) sets out the essential evidence that schools must provide for each Standard.



Even if a school is confident in their provision for young carers, we ask that all schools begin by applying for Bronze - this will make the evidence gathering process easier and more efficient as schools will get helpful feedback about the evidence provided each time they submit an application.

To apply for an award schools need to:

**1. Return their completed Baseline review to**

[include@childrenssociety.org.uk](mailto:include@childrenssociety.org.uk) as soon as it has been completed and indicate when they roughly plan to apply for an Award.

Schools must be return their Baseline Review as soon as it is completed rather than waiting until the submission deadline, or until they have gathered evidence.

**2. Utilise the Award guidance to gather evidence.**

Schools will need to submit their evidence on a CD/USB stick. It is important that they file and reference evidence in a clear way e.g. by having a separate folder for each standard, and then clearly labelling each piece of evidence.

Schools must ensure that all evidence submitted is anonymised, with no individual identifiable factors for any young people.

**3. Fill in a submission checklist** (see Tool 8 YCiS Award submission checklist) by:

- Ticking the relevant box on the submission checklist to show whether they are applying for bronze, silver or gold and complete all contact details on the sheet.
- Writing a brief description of their evidence in the boxes provided on the checklist.

**4. Post their evidence** together with their completed Submission checklist, on a USB/CD to: Young Carers in Schools, The Children's Society, Unit 4, Calford House, Wessex Business Park, Wessex Way, Colden Common, SO21 1WP.

Schools should enclose a stamped addressed envelope if they wish their evidence to be returned.

## How to gather and showcase impact data from schools

To maintain and build engagement with schools, you will need to have robust mechanisms in place to measure and evidence the impact achieved by schools participating in the Young Carers in Schools programme and in receipt of your support.

In addition to any evidence you are required to gather to meet your funding requirements, you should gather evidence that demonstrates the impact you have made in terms of key school targets (attendance, attainment and wellbeing). Securing this evidence is crucial to engaging additional schools.

A variety of tools accompany this toolkit to make gathering this evidence as easy as possible:

- Tool 1 Exemplar Meeting evaluation forms
- Tool 2 Template survey to use with participating schools

## How can you signpost to Young Carers in Schools if you do not have the funding to engage schools yourselves?

If you do not currently have capacity to engage and support school in your local area, you can signpost schools to the England-wide support available through YCiS by:

- **Including info about YCiS and the support you provide to schools on your website** (see Tools to support service to raise the local profile of YCiS: Tool 1 Template text about YCiS for use on websites and Tool 2 YCiS infographic for use on websites).

## **Maximising outcomes for young carers**

Whether you have developed long-standing and successful relationships with schools in your area, or have limited or no capacity to engage schools locally, YCiS provides multiple benefits to your young carers service. It enables you to demonstrate considerable added value to funders, make the most effective use of your resources, build and strengthen relationships with schools, and significantly increase the identification and outcomes for young carers in your locality.

As an England wide programme, YCiS does not and cannot replace direct and local engagement with schools. Localised face-to-face support for schools to develop their provision for young carers remains essential to improving outcomes for these children and young people. Local young carers services are ideally placed to build engagement with schools in their localities, provide regular and targeted support to schools, and to contribute to effective multi-agency networks in their area.

By working together to provide schools with England-wide incentives combined with targeted, localised support, we can maximise impact and achieve extraordinary results.

We look forward to working with you. If you have any questions about this resource or using YCiS within your local area, do not hesitate to get in touch.

Emily Carter, Schools Policy and Development Manager, Carers Trust

[ecarter@carers.org](mailto:ecarter@carers.org)

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