

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



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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.

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Contents

Welcome to Supporting Young Carers in Schools: A Toolkit for Young Carers Services	2
About the Young Carers in Schools programme	7
How using Young Carers in Schools is key for young carers services	9
Using the whole school approach set out in Young Carers in Schools	13
Why the whole school approach is essential to the effective identification and support of young carers in schools	14
The evidence that Young Carers in Schools increases identification and improves outcomes for young carers	17
Identifying and shortlisting potential funders	18
Key messages to include in your fundraising applications	20
Developing/updating a job description for a Young Carers Schools Development Worker	23
The importance of taking a strategic approach to engaging schools	24
Identifying schools to approach	27
The importance of approaching and securing the commitment of governors and head teachers	29
How young carers form part of the wider role and responsibilities of governors and head teachers	30
Strategies to engage school staff	32
Key messages to use when approaching schools	33
Key steps to take before supporting schools to adopt Young Carers in Schools	37
How to use Young Carers in Schools to maintain engagement with schools	38
Supporting schools to submit a Young Carers in Schools Award application	39
How to gather and showcase impact data from schools	41
Getting started and getting in touch	43
References	44

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

This toolkit provides essential support to enable young carers services in England to significantly increase the identification and support of young carers in schools, and to secure vital new or continuation funding for local school 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 school engagement activities** – making the development and delivery of effective local school 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.

How does the toolkit support services to achieve these outcomes?

The toolkit explores the role of the Young Carers in Schools programme, an exciting initiative in England and Wales that makes it as easy as possible for schools to identify and support young carers, and awards good practice. It:

- Highlights the multiple benefits that Young Carers in Schools 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 Young Carers in Schools, and explains the rationale for this approach as the main aim of local school engagement work.
- Offers in-depth targeted advice on how services can secure funding for local school engagement work, engage school staff, maintain momentum and gather and showcase impact data.

- Provides a range of tools, templates and pro formas to make using Young Carers in Schools as easy as possible so that you can maximise the identification and support of young carers in your local area.

The toolkit has been designed for use by young carers services in England using Young Carers in Schools, but could easily be adapted for use across the UK. Any service must agree to and sign a service level agreement with Carers Trust before the use of this toolkit is permitted.

Wider support accompanying this toolkit

The toolkit forms part of a range of support on offer to services working in partnership with Carers Trust and The Children's Society to deliver the Young Carers in Schools programme including:

- **Joint branding** – reflecting your organisation's partnership working with Carers Trust and The Children's Society to deliver Young Carers in Schools.
- **An inception phone call** – providing a briefing on the Young Carers in Schools programme, sharing learning gained from the delivery of the programme to date, and ensuring clarity about the resources and support to be provided to the service by Carers Trust.
- **Template promotional material and press releases** – supporting services to promote the programme, its impacts and successes.
- **Timely and relevant webinars** – exploring common challenges, identifying potential solutions, and sharing key learning between local services.
- **Termly e-newsletters** – providing essential information about changes affecting the education sector, legislation and guidance, and regular and focused updates about the development, learning and evidence from the Young Carers in Schools programme.
- **Ongoing support and guidance** – via email and telephone and focusing on any issues that may arise with schools participating in the service's delivery of Young Carers in Schools.

The tools accompanying this toolkit are listed below:

1. Tools to support services to secure funding for local school 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 Schools Development Worker

2. Tools to support services to raise the local profile of Young Carers in Schools

- Tool 1: Template letter to local authorities
- Tool 2: Template letter to Regional Schools Commissioners
- Tool 3: Template letter to dioceses
- Tool 4: Template letter to local branches of education sector trade unions and associations
- Tool 5: Education sector trade unions and associations newsletter articles/blogs promoting Young Carers in Schools
- Tool 6: Template letter and newsletter articles to school networks promoting Young Carers in Schools
- Tool 7: Template text about Young Carers in Schools for use on websites
- Tool 8: Young Carers in Schools impact infographic
- Tool 9: Template letter to governors
- Tool 10: Template letter to head teachers (for young carers services which are currently in partnership with schools)
- Tool 11: Template letter for head teachers (for young carers who have not engaged with schools previously)
- Tool 12: Young Carers in Schools introductory PowerPoint
- Tool 13: Checklist of key messages to include in communications with schools
- Tool 14: Checklist of resources to handout to schools
- Tool 15: Young Carers in Schools A4 promotional leaflet (editable)
- Tool 16: Young Carers in Schools quotes bank
- Tool 17: A checklist to support governing bodies to evaluate the effectiveness of their school's provision

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: Young Carers in Schools 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 to evaluate the effectiveness of their school's provision.
- Tool 9: Exemplar cover information for school staff to give head teachers
- Tool 10: Young Carers in Schools Award guidance
- Tool 11: Young Carers in Schools Award submission checklist
- Tool 12: Young Carers in Schools 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 Young Carers in Schools

- Tool 1: Template text for use on websites
- Tool 2: Young Carers in Schools impact infographic

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. We offer specialist services for carers of people of all ages and conditions and a range of individually tailored support and group activities.

Our vision is that **unpaid carers** count and can access the help they need to live their lives.

About The Children's Society

The Children's Society is a national charity that runs local services to support children and young people who are at risk of exploitation or harm, living in care, or let down by the systems meant to protect them. They come to us when they are at their most vulnerable, when they're in desperate need of help, when they have nowhere left to turn.

At their moment of crisis, we are with them every step of the way, until they're ready to share their experiences, often for the first time. We get to the heart of their problems, start to repair the damage, and help them get the services they need.

Across the country, particularly in the poorest areas, we're helping more than 18,000 children and young people through over 100 services run by almost 900 staff and more than 9,000 volunteers. We work hand in hand with children to make sure their voices are heard, campaigning for changes to the law to stop the mistakes of the past being repeated in the future.

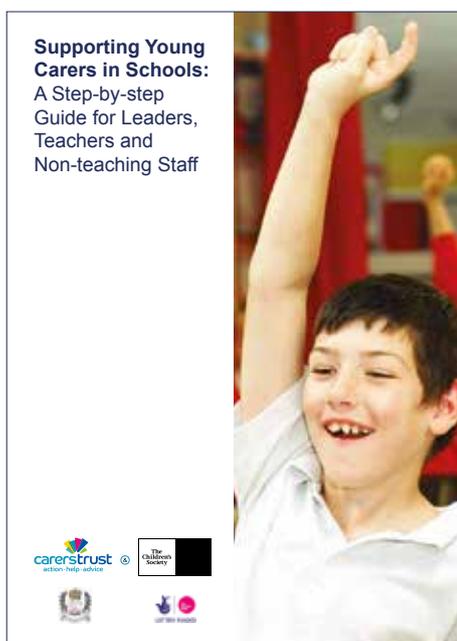
The Children's Society's Include service is home to the national Young Carers Initiative supporting children and young people who care for parents or siblings who suffer from chronic illness or disability. We work with voluntary and statutory services across the country to support young carers. We campaign for change and promote best practice with central and local government. We also help young carers by giving them a platform to share their experiences and raise awareness about the issues they face. For more information and a range of information materials and resources visit youngcarer.com or call 01962 711 511.

About the Young Carers in Schools programme

Young Carers in Schools is a free 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, Young Carers in Schools incentivises 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.

In England, 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 newsletters** – spotlighting key policy developments and new resources, and the very latest programme news.
- **Schools Supporting Young Carers map** – enabling schools to showcase their commitment to young carers via this interactive map.
- **Young Carers in Schools Award** – enabling schools to gain recognition for effective practice at Bronze, Silver and Gold level.



Young Carers in Schools has focused on direct support for schools, engaging over 1,400 sector professionals to date (Jan 2017). Going forward, Young Carers in Schools would like to work more closely with young carers services, local authorities and multi-academy trusts in order to maximise our collective impact, reach more schools and help ensure that all school staff know how to identify and support young carers so they enjoy and achieve in the same way as their peers.

Using Young Carers in Schools to 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, Young Carers in Schools can support 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.



Young Carers in Schools 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.

How using Young Carers in Schools is key for young carers services

It is key for young carers services to use Young Carers in Schools, as opposed to other school engagement programmes. As a programme operating across England and Wales, Young Carers in Schools provides:

- **A 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 a country-wide programme is vital to ensure consistency of messaging and maximum impact in schools.

“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) 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)

Young Carers in Schools is a recognised brand that has been promoted by multiple key education unions and representative bodies. Young Carers in Schools has secured significant coverage in the education media, including the Times Educational Supplement, and been represented at education sector events, meetings and conferences.

- **An approach that is recognised by Ofsted:** Schools that have adopted the Young Carers in Schools 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 country-wide recognition provides the motivation to prioritise developing their young carer provision even further.
- **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:** Young Carers in Schools has been developed with young carers, young carers services, local authorities and schools across England. Evidence highlights that schools already using Young Carers in Schools have achieved significant positive impacts on outcomes for young carers. For example, 58 of the schools that have gained a Young Carers in Schools award, have reported the identification of 1,180 previously hidden young carers (an average of 20 per school).
- **A framework that fosters and maintains engagement from schools:** Young Carers in Schools 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:** Young Carers in Schools delivers support to young carers, enabling you to target the resources you have to where they are needed most or where there are gaps in provision.
- **A mechanism to showcase to schools that large numbers of schools are identifying and supporting young carers:** The Young Carers in Schools map showcases schools committed to young carers in England.

“ 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 Young Carers in Schools Gold Award winning school, March 2015

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 year, primary, special and secondary schools, independent schools, sixth form and further education 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, nannies, head teachers and school support staff, including teaching assistants, technicians, administrators and students.

The Association of School and College Leaders:

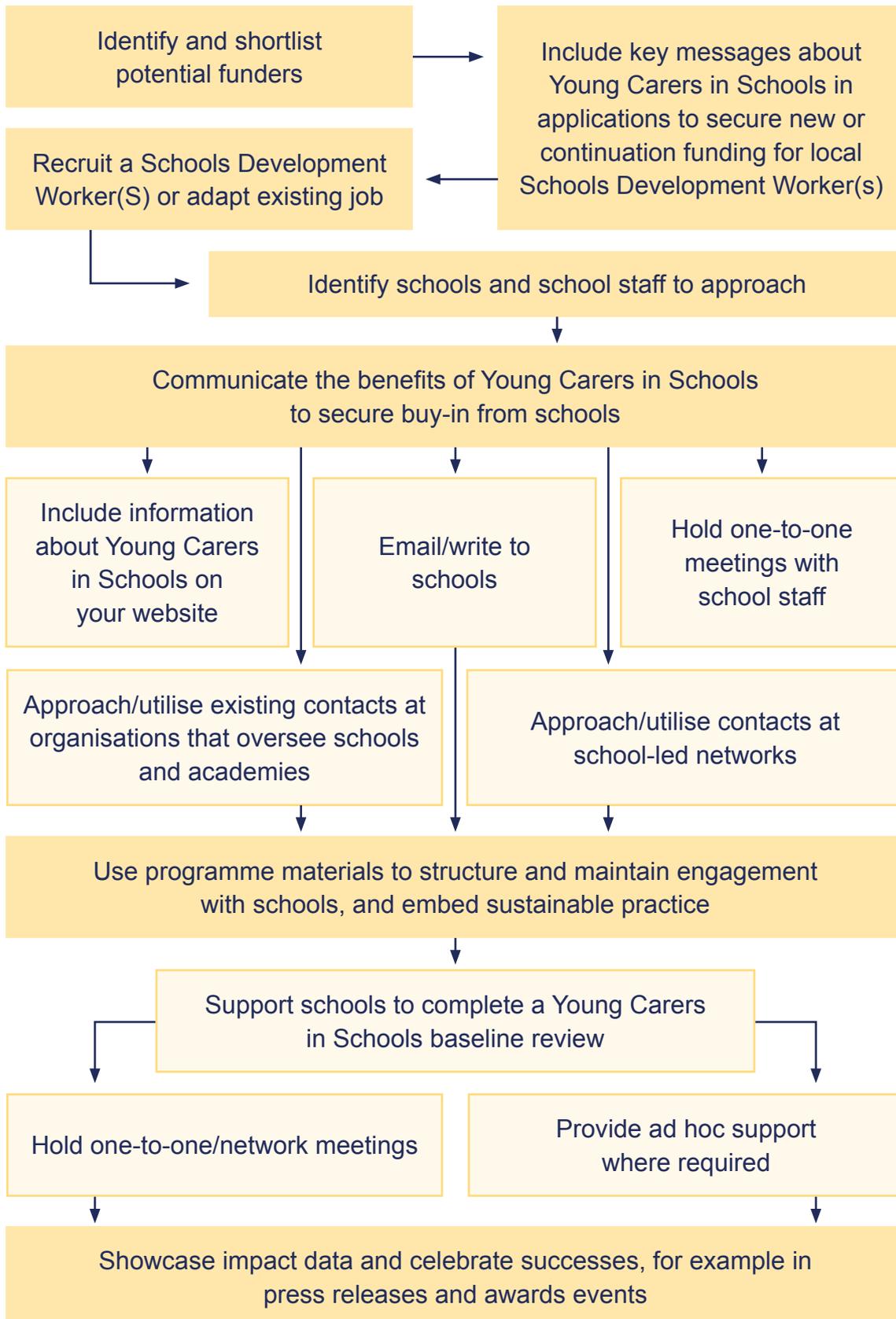
A leading professional body representing over 18,000 school, college and system leaders across the UK, including primary schools, multi-academy trusts and those working across phases.

The Independent Schools Council.

An organisation which 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?

Young carers services can use the information and tools in this toolkit to make each of the following steps as easy as possible:



Using the whole school approach set out in Young Carers in Schools

Young Carers in Schools 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.

“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

Why the whole school approach is 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 with.
- **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.

“ 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

Top tip!

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

Structured collaboration and the opportunity to share learning among professionals encourages schools to create, embed and sustain change and will help you meet the Department for Education's (DfE's) Standard for Teachers' Professional Development (DfE, 2016a).

Meeting the DfE's Standard for Teachers' Professional Development

Developed by an independent expert group and published by the DfE in July 2016, the non-statutory Standard for Teachers' 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, 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 structured 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 (for example, venues, rooms and 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.

The evidence that Young Carers in Schools increases identification and improves outcomes for young carers

In December 2016, we asked 72 schools who had received a Young Carers in Schools Award about the impact of implementing the programme. The responses highlighted that across all key areas the programme has had a significant impact. Infographics demonstrating this impact are included in the tools and a sample of those most relevant to young carer services are included here:

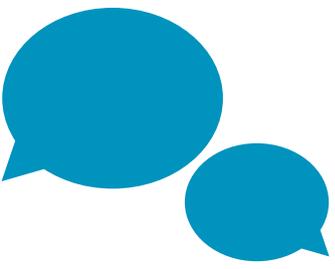
100% said they would recommend **Young Carers in Schools** to other schools.

“One of the best organised opportunities for achieving support for some of the most vulnerable people in society.”

78% identified that young carers were **better connected / supported** by other organisations.



97% said they had a **better understanding** about the types of support young carers may need.



61% reported that young carers were **more able to engage in extracurricular activities.**



Identifying and shortlisting potential funders

If your organisation does not currently have funding for local school engagement work, organisations that will potentially fund young carers services to deliver local school 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:** School engagement work meets the criteria of Children in Need and 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

- www.fundingcentral.org.uk – 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 – www.acf.org.uk provides a list of charitable trusts and foundations.
- Community Development Foundation – www.cdf.org.uk 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. It takes time to put an application together so send a targeted few rather than 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 school 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 funder is keen to support?
- What type of funding is the funder prepared to consider?
- Are there any restrictions on what the funder will fund?
- What geographical area does the funder 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

If your service is looking to secure funding for local school engagement work, ensure the member of staff responsible for developing and submitting fundraising proposals knows that structuring proposals for local school engagement work around Young Carers in Schools can:

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

To realise these benefits, include the following key messages¹ in your funding applications:

	Included?
A short summary which really sells your project	
Key facts and statistics demonstrating the need for the project: <ul style="list-style-type: none"> ● Number of identified young carers in your locality. ● Local and nationwide evidence that demonstrates: <ul style="list-style-type: none"> ● It is likely there will be many hidden young carers in every school. ● Caring has a significant, negative impact on young carers' educational outcomes and wellbeing. 	

¹ A version of this checklist accompanies this toolkit (see Tools to support services to secure funding for local school engagement work, Tool 2: Checklist of key messages to include in funding applications).

	Included?
<p>Why you are the best organisation to do the work, including:</p> <ul style="list-style-type: none"> • Who you are and what you do. • Your organisation’s previous achievements that are relevant to the particular organisation. • Any organisations that you are networked to, including whether you are a Network Partner of Carers Trust. 	
<p>Details about what you are planning to do (aims, timing, any partnership working), including:</p> <ul style="list-style-type: none"> • Overview of Young Carers in Schools. • Key statistics highlighting that Young Carers in Schools increases identification and improves outcomes for young carers. • Explanation of the importance of local school engagement work to promote and support schools in your locality to engage with Young Carers in Schools. • How your organisation is able to maximise its impact by using Young Carers in Schools. • How you will engage schools in Young Carers in Schools. • How you will support and maintain engagement with schools. 	
<p>What difference your project will make to young carers (outcomes and impact), that is:</p> <ul style="list-style-type: none"> • Number of schools you intend to engage. • Number of young carers you will identify in each school. • Number of schools that you anticipate will secure a Young Carers in Schools Award. • Expected impact on young carers’ school attendance, attainment and wellbeing. • Expected impact on the understanding and skills of school staff. 	
<p>How you will monitor and evaluate the work.</p>	

	Included?
<p>How much it will cost, including:</p> <ul style="list-style-type: none"> • Staff time. • Travel and subsistence expenses for staff to travel to schools. • Costs for any events you plan to hold as part of the project. 	
<p>Your funding plan:</p> <ul style="list-style-type: none"> • How much you have raised so far and how you plan to raise the rest. • How the project will be sustained once funding comes to an end, that is The Young Carers in Schools 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. 	



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

Developing/updating a job description for a Young Carers Schools Development Worker

Once you have secured funding to promote and support local schools to adopt Young Carers in Schools, you may need to recruit a Young Carers 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 Young Carers Schools Development Worker, with responsibility for engaging and supporting schools to adopt Young Carers in Schools, is provided (see Tools to support services to secure funding for local school engagement work, Tool 3: Exemplar job description of a Young Carers Schools Development Worker).

The importance of taking a strategic approach to engaging schools

To maximise your impact, it is vital to take a strategic approach to engaging schools by:

- Building contact with key education sector bodies in your locality.
- Approaching partnerships of schools.
- Targeting and building relationships with key school staff.

Taking this three-pronged approach to school engagement will help ensure that individual schools gain repeated and consistent messages about young carers and the support provided by your service from a number of sources, including from within the education sector itself. In doing so, it will maximise your ability to gain and maintain schools' attention, secure the ongoing commitment of school leaders and ensure young carers' needs are prioritised by increasing numbers of schools within your local area.

Key education sector bodies to approach

Local authorities

Local authorities are responsible for the standard of education provided by maintained schools. They support these schools through the provision of specialist services and training (for example, 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, local authorities may be able to promote Young Carers in Schools 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.

To make it as easy as possible for your service to raise your local authority's awareness about Young Carers in Schools and the support your service provides to schools, see Tools to support services to raise the local profile of Young Carers in Schools, Tool 1: Template letter to local authorities.

Regional Schools Commissioners

Regional Schools Commissioners approve and monitor academies in their area. There are currently eight Regional Schools Commissioners, 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
- West Midlands.

Regional Schools Commissioners' 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 Regional Schools Commissioner is supported by a head teacher board, a group of academy head teachers who advise and challenge Regional Schools Commissioners on the decisions they make.

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

See Tools to support services to raise the local profile of Young Carers in Schools, Tool 2: Template letter to Regional Schools Commissioners.

Dioceses

Dioceses are regional administrative bodies within the Church of England and Catholic Church. Church of England and Catholic schools have a line of oversight to the diocese, as well as to their local authority or Regional Schools Commissioner. They may run networks and regular communications to Church of England and Catholic schools.

See Tools to support services to raise the local profile of Young Carers in Schools: Tool 3 Template letter to Dioceses.

School partnerships to approach

Hard federations

Groups of maintained schools that have a single governing body.

Multi-academy trusts

Groups of academies that have come together to form a charitable company, with a single board of trustees or directors. Some multi-academy trusts call themselves federations (for example, the Harris Federation), but if the schools involved are academies, rather than maintained schools, they are legally multi-academy trusts. They can be local, regional or national.

Teaching school alliances

Groups of schools supported by a teaching school. They are loose collaborations with no shared accountability (though teaching school alliances are strongly encouraged to take responsibility for school improvement locally).

(Information sourced from 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)

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 which are prepared to act as local champions for Young Carers in Schools 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 forward.

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 Young Carers in Schools 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

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

- **Community schools:** The local authority (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 set 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 local authority. The governors employ the staff and control 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 schools, are funded and run by the local authority. The local authority employs the staff and sets the admissions criteria. The Church of England 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 local authority 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 local authority 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.

(Information sourced from 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)

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 (known as trustees or directors in academies) 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 who 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, for example 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

The importance of approaching and securing 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 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 pupils 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 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:

- A school 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.

While 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 believes that extending Pupil Premium to all young carers is crucial to increasing the identification and support of 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 school staff, young carers services will need to use multiple different strategies including:

- **Including information about Young Carers in Schools and the support you provide to schools, on your website:** (See Tools to support services to raise the local profile of Young Carers in Schools, Tool 7: Template text about Young Carers in Schools for use on websites and Tool 8: Young Carers in Schools impact infographic).
- **Sending targeted information to school staff via email/letter:** (See Tools to support services to raise the local profile of Young Carers in Schools, Tool 9: Template letter to governors, Tool 10: Template letter to head teachers (for young carers services which are currently in partnership with schools) and Tool 11: 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 one-to-one meetings with existing school staff contacts:** (See Tools to support services to raise the local profile of Young Carers in Schools, Tool 12: Young Carers in Schools introductory PowerPoint).
- **Approaching/utilising existing contacts at organisations that oversee schools and academies:** (See Tools to support services to raise the local profile of Young Carers in Schools, Tool 2: Template letter to Regional Schools Commissioners).
- **Approaching/utilising contacts at school-led networks:** (See Tools to support services to build and maintain engagement with schools, Tool 6: Template letter to school networks).

Key messages to use when approaching schools

Communications should be short, punchy and focused on school targets².

Key messages for all school staff, including governors and head teachers	Included?
<p>Key facts and statistics demonstrating the need for the project:</p> <ul style="list-style-type: none"> • 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. • Local and nationwide evidence demonstrates that: <ul style="list-style-type: none"> • It is likely there will be many hidden young carers in every school. • Young carers are a vulnerable and disadvantaged group who frequently experience difficulties in their education as a result of their caring role. • Young carers are specifically mentioned in the Ofsted Common Inspection Framework (Ofsted, 2015), and are often eligible for free school meals and Pupil Premium funding. 	
<p>Brief overview of Young Carers in Schools:</p> <ul style="list-style-type: none"> • You may also want to provide schools with the Carers Trust and The Children’s Society Young Carers in Schools promotional leaflet (see Tool 14: Checklist of resources to handout to schools). 	
<p>Key statistics demonstrating the proven impact of getting involved:</p> <ul style="list-style-type: none"> • See Tool 8: Young Carers in Schools impacts infographic. 	

² A Word version of this checklist is provided (see Tools to support services to raise the local profile of Young Carers in Schools, Tool 13: Checklist of key messages to include in communications with schools).

Key messages for all school staff, including governors and head teachers	Included?
<p>Overview of the support you provide:</p> <ul style="list-style-type: none"> ● Will you be running for example, network meetings or providing ad hoc support? 	
<p>Numbers of and feedback from participating schools:</p> <ul style="list-style-type: none"> ● Over 1,400 schools engaged in Young Carers in Schools to date (January 2017). ● Include a quote (see Tool 16: Young Carers in Schools quotes bank). 	
<p>Signpost schools to Young Carers in Schools map: This will showcase their commitment to young carers.</p>	
Additional targeted messages for governors	
<p>How young carers form part of the wider role and responsibilities of Governors:</p>	
<p>Request for governors to:</p> <ul style="list-style-type: none"> ● Schedule an agenda item to discuss their school's support for young carers. ● Consider how the governing body will carry out its responsibilities in relation to young carers by appointing a lead governor with this remit. 	
<p>You may also wish to include Tool 17: A checklist to support governing bodies to evaluate the effectiveness of their school's provision.</p>	
Additional targeted messages for head teachers	
<p>How young carers form part of the wider role and responsibilities of head teachers:</p>	
<p>Request for head teachers to:</p> <ul style="list-style-type: none"> ● Identify a member of the senior leadership team who will strategically manage the school's provision for young carers, and a member of staff with responsibility for day-to-day development and delivery. 	

Key statistics revealing the likelihood that 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 statistics 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. Of 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: “In making judgements, inspectors will pay particular attention to . . . young carers”.

The previous Schools Inspection Framework, which The Common Inspection Framework replaces, stated that inspectors may look at outcomes for young carers.

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.

“ 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. ”

(Clay, D et al, 2016)

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

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

“ 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

Key steps to take before supporting schools to adopt Young Carers in Schools

- Attend an **inception phone call** with Carers Trust to gain a full briefing on the Young Carers in Schools programme, secure learning gained from the delivery of the programme to date, and ensure clarity about the resources and support to be provided to the service by Carers Trust going forward.
- **Gain a robust and detailed understanding of the steps that Young Carers in Schools 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. 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 Young Carers in Schools Award.
- **Familiarise yourself with the award application process, and the formats for presenting evidence** by watching a webinar recording available at 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 Young Carers in Schools to maintain engagement with schools

Young Carers in Schools 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, Young Carers in Schools 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 among 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 DfE's Standard for Professional Development (DfE, 2016a).

Tools to support services to build and maintain engagement with schools, Tool 1: Sample network meeting outlines and suggested activities, provides suggestions for how young carers services may use the programme to structure their meetings with schools.

Each meeting is designed to be approximately two 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 one-to-one 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 Young Carers in Schools 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 (for example, 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 10: Young Carers in Schools Award guidance) sets out the essential evidence that schools must provide for each Standard.

Even if a school is confident in its 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 as soon as it has been completed and indicate when they roughly plan to apply for a Young Carers in Schools Award.

Schools must 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, for example 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 11: Young Carers in Schools 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.



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.

To achieve this impact, it is vital to collectively capture the increasing number of schools engaging in Young Carers in Schools at a nationwide level. Doing so, will help enable us to:

- Build Young Carers in Schools as a brand that enables you to respond to the latest changes in the school system.
- Gain the support of multiple key education unions and representative bodies, as well as coverage in the education media.
- Highlight the extent to which schools adopting Young Carers in Schools are recognised by Ofsted.

To realise these benefits, Carers Trust will provide local carers services working in partnership with Carers Trust and The Children's Society (as recognised through a service level agreement) with a wide range of support. This support will include:

- **Joint branding** – reflecting your organisation's partnership working with Carers Trust and The Children's Society to deliver Young Carers in Schools.
- **An inception phone call** – providing a briefing on the Young Carers in Schools programme, sharing learning gained from the delivery of the programme to date, and ensuring clarity about the resources and support to be provided to the service by Carers Trust.

- **Template promotional material and press releases** – supporting services to promote the programme, its impacts and successes.
- **Timely and relevant webinars** – exploring common challenges, identifying potential solutions, and sharing key learning between local services.
- **Termly e-newsletters** – providing essential information about changes affecting the education sector, legislation and guidance, and regular and focused updates about the development, learning and evidence from the Young Carers in Schools programme.
- **Ongoing support and guidance** – via email and telephone and focusing on any issues that may arise with schools participating in the service’s delivery of Young Carers in Schools.

To enable the effective promotion and roll out of Young Carers in Schools as a brand, services working in partnership with Carers Trust and The Children’s Society:

- Provide Carers Trust with the key information about their plans for delivering Young Carers in Schools within a month of the inception phone call:
- Ensure schools participating in the service’s delivery of Young Carers in Schools register their commitment to young carers on the Supporting Young Carers in Schools map.
- Provide high-level data about the service’s delivery of Young Carers in Schools and feedback on the usefulness and relevancy of support provided by Carers Trust on a six monthly basis.
- Participate in and contribute to the webinars provided by Carers Trust to share and access key learning and potential solutions to any common challenges faced by services rolling out Young Carers in Schools in their locality.
- Work in partnership with other organisations within their locality, who have the capacity to promote Young Carers in Schools and support schools to engage in the programme, and who have entered into a service level agreement with Carers Trust and The Children’ Society for this purpose.

Full details of these arrangements are provided in the full service level agreement.

Getting started and getting in touch

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, Young Carers in Schools 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 a nationwide programme, Young Carers in Schools 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 incentives combined with targeted, localised support, we can maximise impact and achieve extraordinary results.

Carers Trust looks forward to working with you.

Further information

If you have any questions about this resource or using Young Carers in Schools within your local area, do not hesitate to get in touch with the Young Carers and Young Adult Carers teams at Carers Trust (policy@carers.org).

Visit www.youngcarersinschools.com for more information.

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

If you do not currently have capacity to engage and support schools in your local area, you can signpost schools to the support available through Young Carers in Schools by:

- **Including information about Young Carers in Schools and the support you provide to schools on your website** (see Tools to support services to raise the local profile of Young Carers in Schools, Tool 7: Template text about Young Carers in Schools for use on websites and Tool 8: Young Carers in Schools impact infographic).

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