



guidance for schools supporting young carers



Contents

1.1 Introduction	pg3
1.2 Using this guidance	pg4
1.3 Who are young carers?	pg5
1.4 Why schools should support young carers	pg6
A Identifying young carers	pg8
B Supporting young carers	pg10
C How Healthy schools can help structure support for young carers	pg13
D How the curriculum can support young carers	pg15
E The whole school approach	pg16
F The Healthy Schools enhancement model	pg20
G Resources	pg22

1.1 Introduction

How many young carers are currently at your school?

The 2001 census indicates that there are 139,000 young carers in England, 22,000 of whom care for more than 20 hours a week.

More than half of young carers live in one-parent families and almost a third care for someone with mental health problems.

With so many adult responsibilities, **young carers often miss out** on opportunities that other children and young people have to play and learn.

Research suggests that 27% of young carers will experience difficulty in school, however where substance misuse is the cause of the caring, this rises to 40%.¹

If there are high levels of responsibility involved in helping to care for someone in the family, children and young people can become isolated with little relief from the pressures at home. For many young carers, this leads to poor school attendance, underachievement and physical or emotional problems. The Healthy Schools young carers project aims to help schools increase the support they offer young carers, by:

- > Putting in place the mechanisms to identify young carers early.
- > Raising awareness and acceptance of the challenges faced by this group of children and young people in challenging circumstances.
- > Providing effective support to young carers from within the school and through swift and easy access to outside support.

The Healthy Schools young carers project has come about following the publication of the Government's strategy for carers², which sets out a short and long term vision for the future care and support of carers.

It is consistent with the principles the Government set out in the White Paper – *Your child, your school, our future*.³ The Government has set out the new pupil and parent guarantees which have new entitlements to personalised support, and young carers are part of this. This White Paper recognises that schools are uniquely placed to identify and respond to concerns and 'triggers' where children and young people may require additional help.

¹Dearden and Becker (2004) Young carers in the UK: the 2004 report

²Department of Health (2008) Carers at the heart of 21st Century families and communities

³Department for Children, Schools and Families (2009) Your child, your schools, our future: building a 21st century schools system

1.2 Using this guidance

This guidance is an introduction for schools on the issues and challenges faced by young carers. It links closely with the Healthy Schools enhancement model which enables schools to work in a targeted way with groups of children and young people in challenging circumstances, such as young carers.

It offers practical guidance on how schools, as part of their Healthy Schools and broader support work for children and young people, can take account of the needs of young carers and lend effective, appropriate support.

Green boxes will direct you to further helpful support materials. These can be found on www.healthyschools.gov.uk

Orange boxes have prompts for the Healthy Schools co-ordinator in your school.

Pink boxes have key information for senior leaders and governors.

1.3 Who are young carers?

Young carers are children and young people under the age of 18 who have ongoing caring responsibilities for a family member who has a physical or mental illness, is disabled or has substance dependency. Most often the person cared for is a parent or other close adult relative but children and young people may also care for an ill or disabled sibling.

Caring can fall into three broad areas. These are:

- > **Emotional caring** – just being there for someone and listening.
- > **Taking responsibility** – ensuring someone is safe, giving medicines, ensuring someone keeps appointments, parenting younger siblings, knowing how to get help, communications and translating etc.
- > **Physical caring** – pushing a wheelchair, household jobs, preparing meals.

“I would like it if my school knew that I was a young carer so that they could help. Sometimes I come to school grumpy or need help with something.”

Male young carer, aged 14,
Young Carers Festival (2009)

1.4 Why schools should support young carers

Excessive or inappropriate caring responsibilities can be damaging for children and young people. They can have a negative impact on their school attendance, educational achievement and emotional and physical well-being⁴. They can also lead to social isolation or bullying.

Precise data on the scale of caring carried out by children and young people, including how this limits opportunities and affects their health and well-being is not available. This is because of the private and sometimes hidden nature of caring within a family. Estimates suggest that between 2% and 4% of children and young people have been carers to some extent during their childhood.

Schools can play a critical role in helping to identify and support the needs of young carers. By creating an environment where young carers are recognised and supported, schools can:

- > Improve the attendance of young carers.
 - > Help to increase the educational achievement of young carers.
 - > Reduce bullying within the school and the impact on young carers.
 - > Improve the emotional health and well-being of young carers.
 - > Help young carers to effectively manage disruptive behaviour.
- > Work through the Healthy Schools enhancement model to assist the school in meeting the Ofsted inspection framework which gives priority to evaluating the wider well-being of children and young people, including those at risk, and assesses how effectively a school works in partnership with other providers⁵.
 - > Support older children and young people and help to ensure the aims of the targeted youth support model, by giving access to external services and early intervention, so that fewer children and young people fall into crisis.
 - > Improve post-16 progression to education or training for this group.

⁴Dearden and Becker (2004), Young Carers in the UK: the 2004 report.

⁵Ofsted, The framework for school inspection in England under section 5 of the Education Act 2005, from September 2009, July 2009.

Once young carers are identified, schools will need to develop an appropriate and personalised support system for them. In order to do this effectively, schools should be aware of the type of caring involved.

It should be remembered that whilst many young carers may experience difficulties at school, being a young carer can be a rewarding and positive experience. Caring can help children and young people develop practical skills, empathy, tolerance and independence. It can also help strengthen family ties.

Healthy Schools co-ordinators: Review the schools handbook on the Healthy Schools enhancement model and the mini-guide on *'how to conduct a needs analysis including gathering, interpreting and analysing data'* to decide if young carers should be a targeted group for the school.
www.healthyschools.gov.uk/enhancement

A | Identifying young carers

Not all young carers are easily identified. Some are reluctant to reveal they are carers and families themselves may wish to keep their caring needs private. Many young carers go unnoticed or unrecognised until there is a crisis.

Young carers may keep their caring role hidden because they:

- > Do not feel that their situation will be understood by people, in particular school staff.
- > Fear intervention in their family from outside statutory agencies.
- > Fear that they will stand out and be seen as different to their friends.
- > May feel that there is stigma attached to the illness, disability or substance misuse which the family member they are caring for is experiencing.
- > May not consider themselves to be a young carer or they assume that all children and young people have similar caring roles.
- > May be adhering to the wishes of the person who is being cared for.
- > May be unaware that help and support is available.

Resources: The Princess Royal Trust for Carers provides helpful advice in the professionals section of its website about identifying young carers in education settings.
www.carers.org/professionals/young-carers

“My head of year and my form tutor know about everything that is going on, so they talk to me once a month to see if everything is ok. They help me if I need it and get me extensions on my homework, if I need it. I don't want them to be too involved because then it feels like they are prying on my private life.”

Female young carer, aged 15,
Young Carers Festival (2009)

Young carers can face challenges not experienced by other children and young people. It is crucial that schools are sensitive to these issues and that all staff are aware of how to spot behaviour which may indicate that a young carer needs additional support.

Are there children and young people in your school who:

- > Are often late or miss days or weeks off school for no apparent reason?
- > Are secretive about their home life?
- > Are sometimes tired, withdrawn or have poor concentration?
- > Appear to have difficulty joining in extra-curricular activities or turn down opportunities for school trips ?
- > Are isolated or a victim of bullying?
- > Are underachieving with homework/ coursework of poor quality, not submitted on time or not handed in at all?
- > Often demonstrate anxiety or concern over an ill/disabled relative?
- > Exhibit behavioural problems which may be due to them expressing their stress and anxiety at school?
- > Have physical problems such as back pain from heavy lifting?

Healthy Schools co-ordinators: Liaise with relevant support staff to make them aware that young carers may often show up on the list of children and young people with persistent absence or lateness. The member of staff with responsibility for this should be trying to establish the root cause of the absenteeism.

Senior leaders/governors: Schools can help to identify young carers by including a question about a family illness or disability on enrolment forms.

Senior leaders/governors: Ensure that staff are provided with information and training about how to identify a young carer and the possible issues they may face. Ensure that stereotyping is avoided – not all children and young people in families affected by disability or other health problems become young carers and it is important to be wary of making assumptions and labelling young people and their parents.

B | Supporting young carers

What do young carers need?

During a consultation by Healthy Schools at the Young Carers Festival (2009), young carers said there were three main elements of support that they wanted from staff at school. These were:

- > Greater understanding and support for the additional responsibilities and pressures they have.
- > Greater flexibility, including how the school engages with parents; use of the telephone to keep in touch with home; homework deadlines; absenteeism; access to extra-curricular activities and timing of detentions.
- > To be free from bullying.

What schools can do to meet the needs of young carers

The following sections offer guidance on the types of action that can help ensure these priorities are addressed.

Keeping it confidential

Many young carers wish to keep their caring role confidential and this should be respected by schools. They may also be embarrassed about sharing information about their family situation or caring role with staff or could be scared at the consequences of discussing their situation. Young carers need to be reassured of the school's confidentiality policy. But schools also need to be honest with young carers and their families about when it would be necessary to involve other organisations for the safety and well-being of the young carer.

Practical steps for schools

By understanding the particular challenges faced by young carers, schools can often put in place simple but effective practical solutions. These might include a card scheme for young carers to enable them to discreetly identify themselves to staff when discussing homework. Detentions scheduled during lunchtimes instead of after school or the use of the school telephone to keep in contact with home during the school day. Alternatively, it is good practice to review how some after-school clubs can be run at lunchtimes or how young carers can be enabled to take part in school trips.

Engaging with families

Schools which have been successful in fully engaging parents, including those of young carers, have adopted a flexible approach which is family centred and considers the needs of the whole family. This approach is most needed at times of transition and decision making, for example, starting school, transfer to secondary school and when deciding on school and further education options. At these times a family may be fearful of acknowledging the caring roles of children and young people.

School actions

Some helpful actions a school can take include:

- > Ensuring that the parent and the young carer have access to extended services including support and advice from professionals when required. This might include choice advisers at a time of transition, education welfare for support in attendance and parent support advisers for more general parenting support.
- > Identifying a key contact person in school who can keep in touch with the parent on a flexible and more informal basis.
- > Liaising with external services to provide for the wider support needs of the whole family⁶.
- > Providing opportunities to receive information from the school via the school website, telephone, email and text so the parent is kept up-to-date with their child's learning even if they are unable to visit the school on a regular basis.
- > Flexibility in the times set for parents' consultation sessions, to try and suit the needs of the parent.
- > Ensuring that the parent can access the school building if they have mobility needs and ensuring a parents space that has disability access.
- > Providing opportunities to view school plays, assemblies and other activities on video/ dvd if the parents are unable to attend.
- > Meeting the needs of parents with hearing or communication impairments.

Keeping young carers safe

Safeguarding children and young people

The report by Ofsted *Safeguarding children*⁷ highlights the important role schools can play in identifying young carers promptly, to ensure that they are safe. It also emphasises the part schools can play in raising awareness among all children and young people, and young carers in particular, about how they can keep themselves safer.

For example, schools should discourage bullying by implementing a strong anti-bullying, inclusion and anti-discrimination policy and raising awareness about disability, mental health and the needs of young carers.

“Seeing a family member being ill, not being understood and bullied for being different at school.”

A young carer explaining what is difficult about their role, Young Carers Festival (2009)

⁶Department of Children, Schools and Families (2009) Think Family Toolkit

⁷Ofsted (2008) Safeguarding children

Tailoring support – understanding the individual’s circumstance

Breaking down assumptions about caring

Background, culture and the gender of a young carer may all impact on expectations of them from their family; in particular in terms of what type and level of caring is expected. Schools should be sensitive to these differences but they should also be prepared to counteract any possible prejudice by school staff around these issues. For example, the expectation of the family on boys and girls around a caring role may be different. Additionally, cultural and linguistic differences can affect the role of young carers, where for example, parents do not speak English and rely on a young carer for translation. Schools will need to tailor support to the individual circumstances of the young carer to avoid any additional pressures being placed on them.

“To be a child, adult, mother, sister, friend all in one. People expect more from me than I can handle. I love them too much to tell them that I can’t handle it.”

Female young carer,
Young Carers Festival (2009)

Senior leaders/ governors: Schools should have systems in place to monitor the attendance of young carers, as missing one or two days on a regular basis can have a significant impact on the learning and well-being of young carers. Schools can access support from the education welfare services.

Senior leaders/ governors: Arrange for relevant school staff to set up regular one-to-one ‘catch-up’ conversations with identified young carers and their parents. This may enable schools to pick up on problems before they become larger issues.

Senior leaders/ governors: The 2009 Ofsted framework for school inspection⁸ requires inspectors to evaluate how schools identify those children and young people “most at risk”. How schools identify young carers and the support made available to them can provide evidence to help inform the inspector’s judgements in this area.

⁸Ofsted (2009) The framework for school inspection

C | How Healthy Schools can help structure support for young carers

Healthy Schools promotes the link between health and well-being, behaviour and achievement. It is about equipping children and young people with the skills and knowledge to make informed health and life choices and to reach their full potential, in learning and in life. Central to Healthy Schools is the whole school approach.

This recognises that it is not just about children and young people, it is about the whole school community including parents, staff and governors working together. And it is not just about what happens in the curriculum, it's about the entire school day.

The whole school approach can help schools structure support for young carers. By working with the whole school community to raise awareness of the issues faced by young carers, this will encourage young carers and their families to come forward and seek support when necessary. It will also help bring about change which will help ensure that children and young people in a caring role are supported to remain focused on their school work and to reduce their caring responsibilities, where possible.

The Healthy Schools enhancement model has been designed to help schools develop the wider thinking and planning they will need to do in order to achieve better outcomes around health and well-being for children and young people. One of the advantages of the enhancement model is that it provides schools with an opportunity to focus activities/interventions on a specific group of children or young people in challenging circumstances, such as young carers.

“I like being a young carer because it provides you with life skills and you get to help people out at the same time.”

Female young carer, aged 16, Young Carers Festival (2009)

What needs to be in place in schools?

In order to support young carers, schools should aim to:

- > Have clear, whole school policies in place for children and young people in challenging circumstances, including young carers. These should be integrated within a school's Healthy Schools action plan and reflected in broader support activities for children and young people such as mentoring and personal tutoring.
- > Ensure all staff know how to identify young carers and are sensitive to the concerns young carers often have about confidentiality and other issues.
- > Ensure all school staff consider the principles outlined in the think family toolkit⁹ and are aware of the support services available so that they can signpost young carers and their families to them if necessary.
- > Give children and young people access to confidential, pastoral support and create an environment where young carers can ask for help without fear of stigmatisation or bullying.
- > Have a key contact person identified to liaise with the parent of a young carer.
- > Have policies and processes in place to effectively tackle all types of bullying.
- > Have referral processes in place and links to extended services for swift and easy access to additional support for the young carer and their family.
- > Monitor and support children and young people who are underachieving and/or have poor attendance.
- > Ensure that young carers can get a healthy, balanced meal during the school day.
- > Provide advice and guidance on good nutrition and the importance of keeping healthy.
- > Give young carers opportunities for physical activity within the school day.
- > Support attendance at out of school activities.
- > Have a confidentiality policy in place.
- > Develop an understanding of the issues young carers face through PSHE education and SEAL programmes.

Resources: Further tips for school staff can be found in the resources on the Children's Society and The Princess Royal Trust websites. www.youngcarer.com and www.carers.org/professionals/young-carers

⁹Department of Children, Schools and Families (2009) Think Family Toolkit

D | How the curriculum can support young carers

PSHE education lessons and SEAL activities work can help promote a positive image of caring issues. These lessons are important as they equip children and young people with “knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives”. (PSHE Association, www.pshe-association.org.uk)

These sessions can be used to give all children and young people an understanding of the role that young carers play; to give positive images about disabilities and to give any young carers information about what is available to them. They should provide opportunities to address real life and topical issues and show children and young people how they can make a difference to their own lives and others.

Resources: The Princess Royal Trust Resource Pack for People Working with Young Carers provides some suggested lesson plans for schools. www.static.carers.org/files/young-carers-resource-pack-0307-3130.pdf

Healthy Schools co-ordinators: Liaise with the senior leadership team to ensure that there is a process in place to give support to any young carer who self-identifies within or after a lesson.

E | The whole school approach

The whole school approach (WSA) is central to Healthy Schools. The WSA can be a useful tool in determining what activities a school can undertake in order to support young carers. There are 9 elements to the WSA which encompass all of the Healthy Schools work a school will complete.

1. Leadership, management and management change	
What best practice looks like	Questions for schools to consider to achieve best practice
<p>The school's senior leadership team (SLT) should have overall responsibility for young carers and nominate a named member of staff who works with children and young people, parents, staff and professionals within and outside school, to ensure that sufficient support is given to this group.</p>	<p>What training has been offered and what information has been given about the issues faced by young carers?</p> <p>What systems are in place to identify and record young carers?</p> <p>Who in the SLT has the overview of the provision for young carers?</p> <p>How can the SLT better support all staff members so that they feel confident to support young carers?</p>
2. Policy development	
What best practice looks like	Questions for schools to consider to achieve best practice
<p>Provision for young carers should be included in existing school policies.</p> <p>If there are a high number of young carers in a school, there should be a stand alone strategy for young carers which includes:</p> <ul style="list-style-type: none"> > A whole school approach to promoting positive images of disability, mental ill health and caring. > A confidentiality policy which includes a statement about safeguarding children and young people. > Statements regarding effective working practices with external agencies. > How to consult with young carers and their parents about the content of policies and how to deliver support. 	<p>How can external young carer support agencies and the wider school community become more involved in developing the policies relating to young carers?</p> <p>How will each policy be monitored to ensure that it is effective and is having an impact on the lives of young carers?</p>

3. Learning, teaching and curriculum resources

What best practice looks like	Questions for schools to consider to achieve best practice
<p>One of the key difficulties for young carers is fitting school work around their caring responsibilities. Caring is their priority and this can often be at the expense of their education. It is vital that schools balance taking a supportive, flexible approach with teaching and learning, by providing a consistent message about education being important.</p> <p>Schools should use PSHE education lessons and the SEAL programme to ensure that there are clear, planned curriculum opportunities for all children and young people to help understand who young carers are, to explore the issues they face and to understand why they are involved in caring. Schools should also aim to work with key partners and outside agencies in meeting any school based and nationally agreed priorities around health and well-being.</p>	<p>What existing work can the school use to build lessons on young carers?</p> <p>What extra support can be offered at break times in the day?</p> <p>How can teachers be flexible with homework and coursework?</p> <p>How can lessons be developed to build a safe environment for hidden young carers to come forward?</p> <p>Which teaching methods are most appropriate?</p> <p>How can the school involve agencies appropriately in the implementation of the curriculum?</p> <p>How can the school ensure that resources do not give a stereotype of what family life is like?</p>

4. School culture and environment

What best practice looks like	Questions for schools to consider to achieve best practice
<p>A school should aim to have a culture and environment where young carers can ask for help without fear of criticism or stigmatisation. It is important that all children and young people feel emotionally and physically safe in their school. The school should:</p> <ul style="list-style-type: none"> > Increase the awareness of the whole school community around the pressures that young carers face. > Be flexible to the needs of young carers especially with homework, coursework and attendance. > Maintain confidentiality in line with the school's confidentiality policy. > Discourage bullying by implementing a strong anti-bullying, inclusion and anti-discrimination policy and teach children and young people about disability and mental health problems in assemblies and PSHE education lessons. 	<p>Are there enough young carers within the school to warrant organising a young carer club to increase the feeling of support for young carers?</p> <p>Could the school implement a young carer card scheme to help young carers identify themselves to staff, if for example, they are late or need to use the telephone?</p> <p>Is there space within the school for a young carer notice board?</p> <p>How can the school show flexibility regarding engaging with parents, the use of telephones for young carers, homework, absence, extra-curricular activities or the timing of detentions?</p>

5. Giving children and young people a voice

What best practice looks like	Questions for schools to consider to achieve best practice
<p>Schools should consider creative ways of gaining the views of young carers by using email, suggestion boxes, texts, peer mentoring or pupil forums.</p> <p>Schools should also ensure that there is at least one opportunity for responses to be anonymous, so that the views of those who do not wish to be identified are included.</p> <p>By empowering young carers, leadership teams will gain more of an insight into the issues facing these children and young people in the challenging circumstances group.</p>	<p>How can the school improve consultation with young carers?</p>

6. Provision for support services for children and young people

What best practice looks like	Questions for schools to consider to achieve best practice
<p>All school staff and governors should be aware of what support is available to young carers through the Local Authority and from any third sector organisations and how young carers can access this help.</p>	<p>If targeted or specialist support is needed, why is it good practice to consider using the Common Assessment Framework (CAF) to assess needs?</p> <p>Are the contact details for support services in a visible place in school so that young carers who are not identified can also access them?</p> <p>Is the school aware where it can signpost young carers and their families requiring support?</p>

7. Staff development professional needs, health and welfare

What best practice looks like	Questions for schools to consider to achieve best practice
<p>It is vital that all staff and governors feel informed, confident and competent in their own knowledge of the issues facing young carers and that their own values and perceptions are challenged in order to get a more accurate understanding of the issues faced by this group.</p> <p>Staff members should understand how to identify young carers, what the potential risks of being a young carer are and what support and guidance can be given to them.</p>	<p>Should the school have a member of staff with responsibility for supporting young carers and putting them in touch with relevant external agencies?</p> <p>Have all staff members been given information packs about young carers and how to identify them?</p>

8. Partnerships with parents, carers and local communities	
What best practice looks like	Questions for schools to consider to achieve best practice
<p>When a school is able to engage with a parent it will be in a much stronger position to understand how it can support the young carer. When developing a partnership with a parent, schools should ensure that:</p> <ul style="list-style-type: none"> > The family does not feel judged. > Assumptions are not made about the caring role and its effects on the young carer. > They are aware that a family may be wary of disclosing children and young people's caring roles. > The confidentiality of the family and the young carer are respected. > Families are not prevented from travelling to a meeting or entering the schools grounds due to a disability or communication difficulty and individual arrangements are made if necessary. 	<p>Does the school enrolment process engage with families as well as the children and young people?</p> <p>Does the home-school agreement encourage the parent to keep the school up to date with anything that might affect their child's schooling?</p> <p>Does the school ensure engagement with all parents at various meetings and make arrangements for those parents that may have difficulty attending meetings at the school?</p>

9. Assessing, reporting and recording children and young people's achievement	
What best practice looks like	Questions for schools to consider to achieve best practice
<p>A robust system of monitoring academic work and individual progress can help identify sudden dips in achievement or lack of progress. These can help highlight issues outside the classroom.</p> <p>Once young carers are identified, it is very important to record how their needs will be assessed, monitored and followed up, where there are issues.</p>	<p>Is the school's assessment system robust enough to monitor the progress of young carers?</p> <p>Are the reporting procedures flexible enough to meet the needs of the families of young carers?</p>

F | The Healthy Schools enhancement model

Schools which have achieved National Healthy School Status (NHSS) are now able to build on this foundation and become part of the Healthy Schools enhancement model.

The Healthy Schools enhancement model will help embed healthier behaviours and well-being outcomes into the everyday activities of school life.

Resources: There is more information about the Healthy Schools enhancement model on the Healthy Schools website.

www.healthyschools.gov.uk

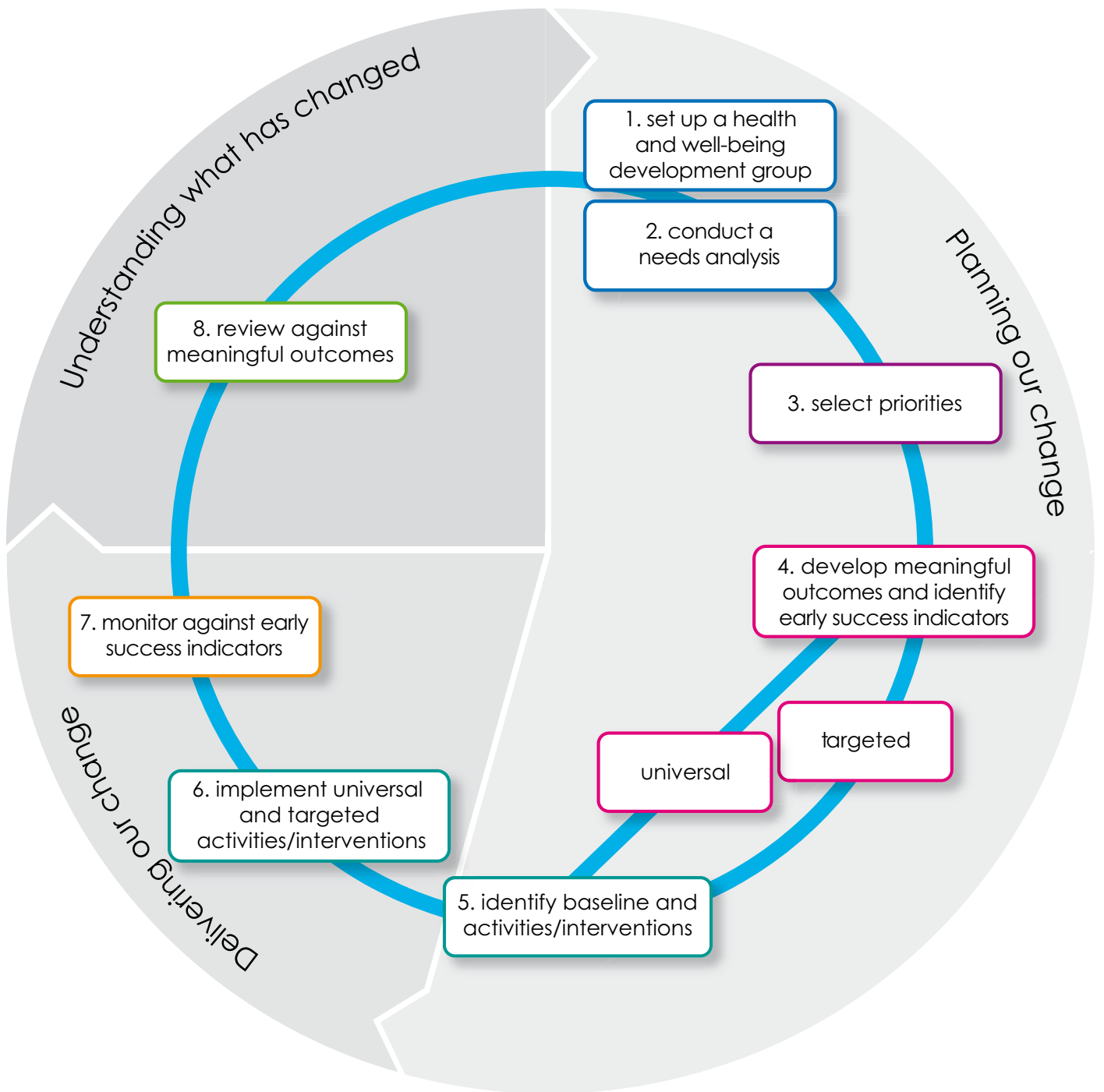
Look at the example 'Planning our change' diagrams for emotional health and well-being and obesity to see examples of how schools that are part of the enhancement model can develop their meaningful outcomes for young carers and the types of early success indicators that can demonstrate improvement.

www.healthyschools.gov.uk/enhancement

As part of the enhancement model, schools will select two high level priorities. For each of these they will then develop three meaningful outcomes – the measurable health and well-being change for children and young people. One of these meaningful outcomes will relate to a targeted group of children and young people in challenging circumstances, such as young carers. Schools go on to identify early success indicators which are the milestones they will achieve on the way to meeting the meaningful outcomes.

Senior leaders/ governors: The Ofsted survey into young carers¹⁰ shows that inconsistent joint working between councils and their partners, lack of awareness by some professionals, and families' reluctance to engage with service providers are among the key barriers in identifying and supporting young carers. This is where planning support for young carers within the enhancement model can ensure that appropriate links are made with families and external support agencies.

¹⁰Ofsted (2009) Supporting young carers



G | Resources

Many of these resources also have links to other websites for further advice and guidance.

Key Documents:

These can be found by using the search facility on each website.

Information about Healthy Schools enhancement model including the "School Handbook. A guide to the Healthy Schools enhancement model" (Department of Children, Schools and Families and Department of Health, 2009).

<http://resources.healthyschools.gov.uk/s/Enhancement>

"Carers at the heart of 21st century families and communities: a caring system on your side, a life of your own" (Department of Health, 2008).

www.dh.gov.uk/en/Publicationsandstatistics/Publications/index.htm

The third joint chief inspectors' review of arrangements to safeguard children was led by Ofsted on behalf of the eight inspectorates involved in regulating and inspecting services for children and young people (2008).

www.safeguardingchildren.org.uk/Safeguarding-Children

"Supporting young carers" (Ofsted, 2009).

www.ofsted.gov.uk/Ofsted-home/Publications-and-research

"Your child, your schools, our future: building a 21st century schools system" (Department of Children, Schools and Families, 2009).

<http://publications.dcsf.gov.uk>

General:

www.youngcarer.com – The Children's Society run two major initiatives for young carers as part of their Include Project, the National Young Carers Initiative and The Family Inclusion Project.

www.barnardos.org.uk – Barnardo's give information about their projects which support young carers and keep families together by giving direct support to young carers and their families.

Advice for young carers:

www.youngcarers.net – The Princess Royal Trust for Carers gives information to young carers and their families about where to go for help.

www.nhs.uk/CarersDirect/young/Pages/Youngcarershome.aspx – Advice from the NHS for young carers to help them get help, understand their rights, careers and to deal with their feelings.

www.carersuk.org – Advice and guidance for carers and their families.

Many of these resources also have links to other websites for further advice and guidance.

Advice for parents:

www.disabledparentsnetwork.org.uk

The Disabled Parents Network gives information, advice and support to disabled parents, their families and their carers.

www.parentsusingdrugs.org.uk –

The Children's Society STARS National Initiative is for children and young people and their families who are affected by parental substance misuse.

Advice for schools:

www.carers.org/professionals/young-carers

This website is run by the Princess Royal Trust for Carers to give practical advice, guidance and resources to professionals working with young carers and their families.

www.teachernet.gov.uk/wholeschool/behaviour – Gives advice and guidance on managing behaviour and attendance.

www.dcsf.gov.uk/everychildmatters/strategy/parents/ID91askclient/thinkfamily/tf/

The Think Family Toolkit gives guidance on how to support families at risk.

www.dcsf.gov.uk/everychildmatters/strategy/deliveringservices1/caf/cafframework/

– Advice on how the CAF can be used with young carers who exhibit additional needs as a result of their caring.

www.teachernet.gov.uk/teachingandlearning/library/youngcarersandschools/

– Advice for schools to help them to understand young carers and the issues they may face.



For further information...

please contact your Local Programme Co-ordinator.

Their contact details and more information about Healthy Schools can be found on our website:

www.healthyschools.gov.uk



Healthy Schools is a joint Department of Health and Department for Children, Schools and Families initiative

Crown copyright protected material may be reproduced free of charge in any format or medium in order to carry out research for non-commercial purposes, for private study or for internal circulation within an organisation. Customers wishing to reproduce Crown material for other purposes require a Public Sector Information (PSI) Click-Use Licence available from the Office of Public Sector Information www.opsi.gov.uk. The copyright status and source of the material should be acknowledged.