



**YOUNG  
CARERS  
IN SCHOOLS**

# Award Pack

A guide to achieving the  
Young Carers in Schools Award

**CARERS  
&  
TRUST**

**The  
Children's  
Society**

# Acknowledgements

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**The consultation was carried out by Nicole Clay-Noonan, The Children's Society.**

**The new Award has been written and collated by Michelle Gregory (Young Carers in Schools Co-ordinator, The Children's Society) and Adem Ruggiero-Cakir (Programme Manager [Education], Carers Trust).**

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# Introduction

**This pack provides the information schools and colleges need to apply for the Young Carers in Schools Award. This has been developed in consultation with schools, young carers services and young carers. The Award has been revised and now consists of an Award and Award Plus. This pack contains information about the Award and how to achieve it. There is a separate pack for achieving the Young Carers in Schools Award Plus, which will be launched in Spring 2024 and available on the [Young Carers in Schools website](#).**

The Young Carers in Schools Award allows schools to gain recognition from leading charities for their good practice and ability to meet the needs of these vulnerable pupils.

The Young Carers in Schools Award is based on five standards which were developed following consultation with young carers when the Award was first established. These five Standards underpin the new Young Carers in Schools Award:

## **1. UNDERSTAND**

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

## **2. INFORM**

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

## **3. IDENTIFY**

Young carers are being identified within the school.

## **4. LISTEN**

Young carers are listened to, consulted with and given time and space to talk.

## **5. SUPPORT**

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

There are now two levels to the Award. Achieving this will embed a whole-school approach that supports young carers and reduces the negative impacts on their attendance, attainment and well-being.

To achieve the Young Carers in Schools Award, schools will be required to have: day-to-day and Senior Leadership team (SLT) Young Carer Champion/Leads, systems in place to identify and support young carers, and a young carers policy/agreement and adapted their school processes.

There is also a Young Carers in Schools Award Plus – further details are in the Award Plus pack guidance which will be launched in Spring 2024.

The Award will have a three-year expiry date to ensure that the provision for young carers remains in place. Schools will be contacted and asked to re-apply.

Schools will be asked how many young carers they have recorded when they submit their application. We will be in contact a year after the school achieves the Award to see if the number of identified young carers has increased.

## Tools and support available

To accompany the Young Carers in Schools (YCiS) Award Pack, schools can access:

- The YCiS Award Provision Map. This is a table that outlines the criteria of the Award, the suggested evidence and helps to track progress towards the Award. This can be accessed on the [Young Carers in Schools website](#), where there is also information about webinars (including recordings) and a sign-up form for the termly newsletter.
- The YCiS Award Evidence Example Pack. This is a document that provides examples of evidence that can be supplied. It will continue to be updated on a rolling basis and uploaded to the [Young Carers in Schools website](#).

Both resources are available on the Award page of the [Young Carers in Schools website](#).

The [Young Carers in Schools Step-by-Step Guide for Schools](#) sets out ten key steps to help schools identify and support young carers. Each step provides key information and practical tools which can be adapted. It has been developed with school staff and designed to be as flexible and helpful as possible. This Award Pack makes reference to specific tools in the Guide.

### Other sources

Caring Together have [KS1 Resources](#) for schools and a booklet for [transition to secondary school](#).

Carers Trust Wales have resources for [primary and secondary schools](#). These were created to align with the Curriculum in Wales but many of the resources are relevant for use in England.

Your local young carers service may be able to provide you with assistance in identifying and supporting the young carers in your school e.g. assemblies to pupils, training for staff. You can find them by [visiting this page](#).

For further resources, visit the [Resources](#) page of the Young Carers in Schools website.

# Background to Young Carers in Schools

**Young Carers in Schools is a free initiative that makes it as easy as possible for schools to support young carers, and awards good practice.**

Run jointly by Carers Trust and The Children's Society, the Young Carers in Schools programme works with schools across England to share good practice, provide relevant tools and training, and celebrate the great outcomes many schools achieve for young carers.

The Young Carers in Schools programme enables schools to:



**Gain national recognition** for raising outcomes for young carers through the Young Carers in Schools Award.



**Identify manageable steps to improve educational outcomes for this vulnerable pupil group** – the programme breaks down the actions schools can take so that your school can prioritise what to do next.



**Access additional support** including tools, templates, good practice examples, webinars and professional development events.

## Who are young carers?

**The Children and Families Act 2014** definition says a young carer is 'A person under 18 who provides or intends to provide care for another person'.

This can include caring for parents, grandparents and/or siblings.

The person they care for may live with a physical condition or something more hidden, such as a mental health problem, an addiction, or neurodiversity.

They might help with shopping, cooking and cleaning; managing medicines or money; providing personal care and/or emotional support; and may need to look after other siblings.

## What does the Young Carers in Schools programme aim to achieve?

- Young carers to attend and enjoy school and reach their full potential.
- To improve young carers' wellbeing and ensure they are better prepared for independent lives.
- Young carers to have the same life opportunities as other children.
- Parents and guardians are supported to enable their children to attend school.
- To enable schools to identify and support young carers.
- To create a school culture which accommodates for and understands the needs of all pupils, respecting disability and caring.

## Why do young carers need support in school?

For many young carers, school offers respite, providing a dedicated space away from their caring role. However, young carers told the first **parliamentary inquiry looking into the life opportunities of young carers** that, too often, they are struggling to balance education with their caring responsibilities. Evidence submitted to the inquiry demonstrated that, at present, school support is inconsistent across the country. Evidence shows young carers are at risk of poorer attendance and attainment and more challenging experiences within education settings:

- Young carers have significantly lower educational attainment at GCSE level, the equivalent of nine grades lower overall than their peers – the difference between nine Cs and nine Ds (**The Children's Society, 2013**).
- 36% of young carers reported being bullied about their caring role (**Hanson et al., 2022**).
- 40% of young carers and young adult carers say they either 'never' or 'not often' get support in their school, college or university (**Carers Trust 2023**).
- Research by **MYTIME Young Carers** (2023) based on a pilot found that young carers in the local schools missed an average of 27 school days per academic year.



“ I often wonder, had I got support earlier, would my grades have suffered as much as they did?”

Young carer

More broadly, young carers face challenges with their own health and wellbeing, participating in social and leisure activities, and in further education, higher education and employment:

- Young people with a caring responsibility have a higher prevalence of self-harm (25%) than non-carers (17%). Of those who self-harm, young carers were more than twice as likely to do so in attempt to take their own life compared to their peers without a caring role (17% compared to 7%) (**Sutton Trust 2023**).
- 40% of young carers and young adult carers said that caring 'always' or 'usually' affects how much time they can spend with their friends (**Carers Trust 2023**).
- 33% of young people with caring responsibilities surveyed were currently not in education, employment or training (NEET) compared to 5% who were not carers (**Youth Employment UK 2023**).
- Young adult carers are substantially (38%) less likely to achieve a university degree than their peers without a caring role. Those caring for 35 hours or more a week are 86% less likely to have a degree qualification (**Xue et al. 2023**).



## Outcomes from the programme

Evidence shows that when schools do identify young carers and the appropriate support is put in place, they will likely have better educational journeys and improved wellbeing.

An independent **evaluation** of the Young Carers in Schools programme found that there had been improvements in young carers' relationship with education and better meeting of their needs:

- 93% of school staff reported an improved understanding of the potential signs a pupil is a young carer.
- 94% were more likely to know what to do if they identified a young carer.
- 63% of schools reported improvements in young carers' achievements.
- 73% reported improvements in young carers' classroom engagement.
- 85% of young carers demonstrated increased wellbeing and 83% saw increases in their confidence and happiness.

“ We went from knowing three or four young carers in the school to now have identified 70.”

Headteacher



## The school census return

The school census is an electronic collection of pupil data from state primary and secondary schools, special schools, and pupil referral units. It takes place three times a year (autumn, spring and summer) and is a statutory obligation for schools to complete. Schools must ask parents for information, tell parents and pupils where data is optional, and tell them what it will be used for before submitting it.

Independent schools submit school-level data on an annual basis through the school-level annual school census return.

Since 2023, young carers have been included within the January school census return. From January 2024, independent schools will also be asked to record the number of young carers in their school in their school-level annual school census return.

The **Keeping Children Safe in Education** and **Working Together to Safeguard Children** statutory guidance documents both state that all school staff should be particularly alert to the potential need for early help for young carers.

For more information about the school census itself visit [this page](#).

For more information about the school-level annual school census itself visit [this page](#).

For further information, including FAQs, visit [this page](#).

# The Young Carers in Schools Award

**This section outlines the Young Carers in Schools Award and provides information on why each aspect is important, the actions to put in place, and how to evidence the work you are doing. There are also links to resources.**

The most important point is that schools have the appropriate support and systems in place to support young carers. Whilst this Pack outlines the suggested evidence required for each action, we will consider all evidence supplied with flexibility applied when marking to recognise schools' individual circumstances.

If you are unable to provide the evidence listed, please explain why you are unable to and the evidence you have supplied instead which makes the same point and has the same/similar outcome.

For example, if your school/college does not have noticeboards for staff, you may instead convey the same information in a young carers staff handbook that's always to hand in the staffroom; or you may send regular emails to all staff with the same information that would be on a noticeboard.

Similarly, rather than a Young Carers Policy/Agreement, you may decide it is best for your school to include the same information in the Inclusion Policy, but the outcome is the same – that the information on who young carers are and the support available is in one place and accessible to all.



## 1. Young Carers Champion/Leads

To ensure the effective management of the school's provision for young carers, it is crucial that each school identifies a member of staff who will act as a Young Carers Champion/Lead in the school on a day-to-day basis as well as at the SLT level. The day-to-day member of staff should have responsibility for understanding and addressing young carers' needs and be clearly identifiable to pupils, families and staff. The Young Carers Champion/Lead should:

- Manage the school's provision for young carers and their families on a day-to-day basis.
- Act as the main contact for young carers and their families in the school.
- Advise and support school staff about how to identify and support young carers.
- Be the contact point for external agencies (e.g. local young carers service), and feeder/linked schools, supporting effective inter-agency working to meet the needs of young carers.

It is crucial that the development and implementation of the school's provision for young carers is led at an SLT and governing body level so that:



- Young carers' needs are reflected in whole school planning e.g. the whole school improvement plan.
- There is appropriate timetabling of staff training and curriculum planning.
- Use of school resources such as the Pupil Premium Funding to target young carers.
- All school staff know how to identify young carers. For example, the School Attendance Officer can recognise potential young carers when discussing attendance issues with pupils and/or teachers.
- There is oversight of young carers' attendance and attainment.
- Census returns accurately reflect known young carers in each school.

Depending on the size of your school, it may only be possible to appoint one Young Carers Champion/Lead. If this is the case, please explain why in your application.

Further information about the day-to-day Young Carers Champion/Lead and SLT Young Carers Champion/Lead can be found as follows:

- **[Step 3 Tool 1: Young Carers SLT Lead duties checklist](#)**
- **[Step 4 Tool 1: Young Carers School Operational Lead duties checklist](#)**
- **[Webinar covering the role of a Young Carers Champion](#)**

In order to achieve other aspects of the YCiS Award, you will have provided the evidence for this elsewhere in the application – specifically, that young carers, families and school staff are aware of who the Young Carers Champion/Leads are and how to contact them e.g. through the noticeboard, website and letter sent to parents/guardians.

Please upload one of these types of evidence here.



**“ I want someone to speak to and feel comfortable talking about my situation.”**

**Young carer**

## 2. School Policy and Processes

It is important that schools have a written policy or agreement that outlines their commitment to supporting young carers, and that they know who in their school has caring responsibilities and are tracking their progress.



### 2.1. Young Carers Policy/Agreement

Your school should have a written policy or agreement that outlines how it will identify and address young carers' needs. This will vary from school to school and depend on the extent of the school's wider provision for young carers.

**Step 5, Tool 2: Young carers school policy checklist** sets out the points that should be covered in a school policy. Further information can be found in this [webinar](#) which covered how to create a Young Carers Policy/Agreement. The Young Carers Alliance have collated [examples of Young Carer Policies](#).

#### To evidence this, please provide:

A copy of your Young Carers Policy/Agreement. These vary from school to school, but in order to achieve the Award it should include:

- A regular commitment to staff training (including new staff) e.g. yearly.
- A regular commitment to pupil assemblies/PSHE lessons e.g. yearly.
- A regular commitment to seeking the views of young carers regarding the school's young carer provision e.g. yearly.
- A regular commitment to reviewing the policy e.g. yearly.
- SLT sign-off.



Each commitment does not necessarily need to be on a yearly basis, however we need to see evidence that these activities are not a one-off and that there is a commitment to continue fulfilling them. For example, you may decide to seek the views of young carers quarterly, but your Young Carers Policy/Agreement is reviewed every two years.

## 2.2. Monitoring

Your school should have systems in place to flag young carers on internal monitoring systems as well as track young carers' attendance and attainment. This is vital as we know that young carers are under-identified, and that their attendance and attainment is generally lower than their non-caring peers.

One of the easiest ways to produce this type of report is to set up 'young carers' as a user-defined group on your internal management system. You can then produce reports on both attendance and attainment.

### To evidence this, please provide:

- a) A screenshot of systems used to monitor young carers (**all personal details of students omitted**) e.g. Sims, CPOMS.
- b) **Anonymous** report monitoring young carers' attendance and attainment.



Please ensure that you follow confidentiality and data protection guidelines, and you **do not provide any personal information about pupils** and you redact anything that can identify a young person.

## 2.3. Enrolment and transition forms

Your school should ensure that for new pupils, you are made aware of any disability and illness in the family, and young carer status. You should also share this information for pupils leaving and moving onto another school, if applicable. How you evidence your transition plans will depend on whether you are a primary or secondary school.

- Primary schools could demonstrate how they prepare for young carers' transition to secondary school by facilitating a meeting with the secondary school's young carers group. They could also present any agreed protocols for sharing information on vulnerable pupil groups with secondary schools.
- Secondary schools could show similar evidence of how they welcome and prepare for any incoming young carers. They might also provide evidence of how they prepare young carers for life after school e.g. communication with colleges, sixth forms or other education providers, or by working with the local young carers group to consider their future aspirations.
- For colleges, this could be by working with the local young carers group to consider their future aspirations or supporting them into higher education or employment.



## To evidence this, please provide:



- a) A copy of your enrolment form which shows that you are recording whether incoming pupils have a caring role, or that there is disability within the household e.g. a flag or tick box.
- b) A copy of your transition plan or emails evidencing clear communication between school/colleges regarding identified young carers entering/leaving the school/college. You may do this in numerous ways (see bullet points above) but you only need to provide evidence that shows at least one example of how you are supporting young carers to transition.

“ I don't know if my school know I am a young carer. I've moved school so many times and I don't know if they asked me or not.”

Young carer

## 3. Identification and Raising Awareness

We continue to hear from young carers that their most important priorities centre around early identification and receiving the appropriate support in school. In order to ensure a whole-school approach where young carers can be identified as early as possible, it is vital that schools raise awareness of young carers regularly.



“ Schools need to listen to me more.”

Young carer

### 3.1. Pupils are aware of who young carers are, the tasks a young carer may do, who in school to speak to about young carers, and the support available to them

Your school should raise awareness of young carers with all pupils. This should include information about who young carers are and the tasks they may do. You should also let pupils know who in school they can speak to about young carers and the support available internally and externally.

Depending on the size and/or set-up of your school, the types of support available to young carers may differ. Internally, the support that you could promote may be drop-in sessions or groups for young carers, homework clubs (if this is for all pupils, young carers should be signposted to it), peer mentoring or peer support groups, or support from the school nurse, mentor or counsellor. Externally, this could be a poster from your local carers service, healthcare/well-being or mental health support. It is important that this is appropriate to your context so the Award is not prescriptive on what this should be, but there needs to be evidence of both internal and external support shared with pupils.



To ensure this reaches all pupils, awareness-raising should be achieved through assemblies/PSHE lessons as well as on a permanent basis through a noticeboard to ensure the information is available at all times. This may be a standalone young carers noticeboard or included on another noticeboard. For schools that are unable to have a noticeboard, alternatives include providing information in tutor notices, emails or newsletter articles can be considered.

The Young Carers in Schools Guide has a downloadable template pupil noticeboard poster (**Step 8 Tool 1**), a template presentation with assembly/tutor group activities (**Step 8 Tool 2**) and a template school newsletter article (**Step 8 Tool 5**).

### To evidence this, please provide:

- a) A photo of a pupil noticeboard which contains:
  - Name and contact details of the Young Carers Champion/Lead and SLT Young Carers Champion/Lead.
  - Information about who young carers are.
  - Information about internal and external support available for young carers including young carer-specific support.
- b) A copy of an assembly or PSHE lesson plan which includes who young carers are, who to speak to (the young carer champion) and available support.





### 3.2. Families are aware of young carers, tasks a young carer may do and how to identify a young carer, who in school they can speak to about young carers, and the support available

Your school should communicate information with families about who young carers are, the tasks a young carer may do and how to identify a young carer. You should also identify who in school they can speak to and the support available internally and externally. This information should be shared on the school website and in a letter to parents/guardians.

Many families of young carers will be unable to visit the school as often as they might like, so it is important that the school website contains comprehensive up-to-date information on who young carers are, how the school aims to support them, and who the Young Carer Champion/Leads are for the school. We recommend that the young carers information is hosted on a permanent page or tab, as blog links can 'fall off' a page and be harder to find.

The Young Carers in Schools Guide has a template letter to parents/guardians (**Step 8 Tool 4**).

#### To evidence this, please provide:

a) A copy of the letter sent to parents/guardians that contains:

- Name and contact details of the Young Carers Champion/Lead and SLT Young Carers Champion/Lead.
- Information about who young carers are and how to identify a young carer.
- Information about internal and external support available for young carers including young carer-specific support.

b) A screenshot/link to your school website that contains:

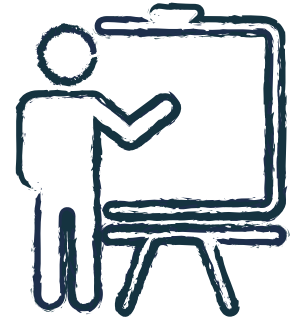
- Name and contact details of the Young Carers Champion/Lead and SLT Young Carers Champion/Lead.
- Information about who young carers are and how to identify a young carer.
- Information about internal and external support available for young carers including young carer-specific support.



### 3.3. Staff are aware of young carers, how to identify young carers, the issues they may face in education, who in school is the Lead contact, and the support available

Your school should raise awareness of young carers with all staff. This should include the definition of a young carer, the tasks they may do, how to identify young carers and the challenges they may face in education. You should also let staff know who is the day-to-day and SLT Young Carers Champion/Lead as well as the support available internally and externally.

To achieve this, training should include information about young carers and should be carried out regularly (as part of continuing professional development and new teacher training), and shared on a permanent basis through a noticeboard/on the intranet to ensure the information is available at all times. If the information is on the intranet and not a noticeboard, we recommend having at least one poster visible to staff with information about young carers.



**“ I wish my teacher knew more about what I do at home.”**

**Young carer**

The Young Carers in Schools Guide has a template staff noticeboard poster (**Step 7 Tool 2**) and staff training presentations and resources (**Step 7 Tool 4–7**).

#### **To evidence this, please provide:**

- a) The presentation you have delivered which includes the information above. If you are yet to deliver this, please provide a school training plan (or equivalent) which makes it clear when the young carer training will occur.
- b) A photo of the noticeboard or the intranet/shared drive which contains:
  - Name and contact details of the Young Carers Champion/Lead and SLT Young Carers Champion/Lead.
  - Information for staff about identification of young carers, the impact of caring and signposting to available support.
  - If intranet, how staff are signposted to it e.g. an email to all staff.



### 3.4. The governing body are aware of young carers

Your school should raise awareness of young carers with the governing body. This should include the definition of a young carer, the tasks a young carer may do and the challenges they may face in education. This can be achieved by a letter sent to governors and a copy of minutes (or an extract) of one of their meetings where they discuss young carers. If your school is unable to do this (e.g. your school is part of a Multi Academy Trust and the governing situation is different), please contact us or explain this in your application. If it is not possible to speak at a governor meeting, an alternative is to provide the information to SLT and speak at one of their meetings.

The Young Carers in Schools Guide has a step focused on securing the commitment of school leaders (**Step 3**), including a template letter to governors about young carers (**Step 3 Tool 2**).

#### To evidence this, please provide:

A copy/screenshot of minutes (or an extract of minutes) of a governing body (or your school's equivalent) meeting that shows they discussed young carers.



## 4. Support for Young Carers

Your school needs to provide young carer-specific support. The support your school has in place should be shaped by the young carers in your school, so the Award is not prescriptive about this. As a standard, it is important that all pupils are aware that there are drop-in sessions/groups and a clear communication method with the Young Carers Champion/Lead.



**“I had mental and emotional ‘check ups’ with the pastoral lead in my school – it really helped me and made me feel understood.”**

**Young carer**

The Young Carers in Schools Guide has a checklist of support young carers may need (**Step 6 Tool 1**) and tips for running a peer support group for young carers (**Step 6 Tool 2**). There is also a Wellbeing Questionnaire, which includes questions about the type of support that would be helpful (**Step 9 Tool 4**).

## 4.1. Drop-in sessions or groups for young carers

Your school should provide and promote drop-in sessions or groups for young carers where they can meet with other young carers. The frequency should be decided by the young carers in your school.

### To evidence this, please provide:

An in-situ photo which shows how it is visible to pupils e.g. a poster to highlight drop-in sessions or groups on a pupil noticeboard, emails to pupils, or tutor notices.



## 4.2. Systems for young carers to communicate with the day-to-day Young Carers Champion/Lead

Your school should provide the option for pupils to speak to the Young Carers Champion/Lead confidentially. This looks different in each school e.g. a specific young carers email address, a young carer message or worry box (or a general one), or asking pupils to contact the Young Carers Champion/Lead directly on their school email.

### To evidence this, please provide:

An in-situ photo which shows how the communication system is visible to pupils e.g. the pupil noticeboard has the contact details or makes reference to where a worry box is.



“I’d like a place to go if you are overwhelmed and need to talk to someone about young caring role.”

Young carer

# How to apply to the Award



**To achieve the Young Carers in Schools Award, evidence must be provided to show how your school or college is implementing the criteria.**

A lot of the evidence required to demonstrate the work you are doing to identify and support young carers can be provided through photos of your young carers noticeboard for pupils. You could send us both a wide-angle picture of the noticeboard, but also a close-up picture of the specific area for each relevant section of the Award.

**Please supply pictures as high resolution jpeg or png format.**

Even if you are confident in your provision for young carers, we ask that all schools initially apply for the Young Carers in Schools Award – this will make the process easier if you wish to apply for the Young Carers in Schools Award Plus.

To apply for the Award, please use the online application submission on the Young Carers in Schools [website](#).

If you have any queries, contact [YCiS@childrenssociety.org.uk](mailto:YCiS@childrenssociety.org.uk).

## Submission dates

Deadlines for submission are quarterly: 28th March, 28th June, 28th September, 28th December.

Reviewing applications and feedback:

Within 7 days — we will confirm receipt of your application.

Within 4-6 weeks of the submission deadline — applications will be reviewed by two independent verifiers and a multi-agency panel is held to discuss each application.

Within 2 weeks of the panel — schools will be contacted with the outcome of their application.

# Frequently Asked Questions

## Will there be young carers in every school?

It is likely there will be many young carers in every school in England, although the total figure of young carers in England is not known which means many remain hidden and unsupported.

The 2021 Census identified 127,176 young carers and 229,690 young adult carers across England and Wales, although this is widely believed to be the tip of the iceberg.

The first year of school census data relating to young carers was released in June 2023. The data showed significant under-reporting of the number of young carers in schools. When schools were asked to record whether a pupil was a young carer, nationally 38,983 pupils were recorded as young carers, representing 0.5% of the pupil population. In this first year, 78% of schools recorded zero young carers in their census return – we know this is simply not the case.

In contrast, when young people were asked whether they have caring responsibilities, research from **BBC News and the University of Nottingham** suggest that 22% of secondary school pupils in England are young carers, with 9% providing a high level of care.

This is similar to other recent surveys of young people, such as the **COVID-19 Social Mobility and Opportunities study**, which reported that 13% of all pupils surveyed in England had caring responsibilities.

## What is a whole-school approach?

It is vital that all school staff have the knowledge and confidence to identify and support young carers. Principal school documents must acknowledge young carers, and schools must proactively communicate positive information about disability, illness and caring to staff, pupils and families.

This reduces the stigma associated with caring. We know that young carers are more likely to be bullied due to their caring role, and this can help to reduce the likelihood of this occurring. It also means that young carers and families can self-identify and feel confident in doing so. Additionally, different staff in the school will be better placed to notice identification factors e.g. the grounds manager, the catering team, form tutor, headteacher etc. It is important that all staff know how to identify a young carer and who they should alert if they do so.

This is a whole-school approach, where young carers become everyone's business and long-term change is created – though it is important that there are assigned members of staff who lead on this.

To support a whole-school approach, the Young Carers in Schools Guide has a checklist of signs a pupil is a young carer (**Step 7 Tool 1**), a checklist on how specific school staff can support young carers (**Step 7 Tool 3**), as well as recommended points to include in a whole school commitment (**Step 5 Tool 1**).

## **Can a college apply?**

Many colleges have successfully achieved the Young Carers in Schools Award. If there are areas of the Award which may be difficult evidencing, please explain this in your application and the actions you have put in place instead. If you are unsure, please contact [YCiS@childrenssociety.org.uk](mailto:YCiS@childrenssociety.org.uk)

## **We are unable to provide the evidence requested, can we provide other evidence?**

We understand that all schools are different. If there are areas of the Award which may be difficult to evidence, please explain this in your application and the actions you have put in place instead which would have the same effect. If you are unsure, please contact [YCiS@childrenssociety.org.uk](mailto:YCiS@childrenssociety.org.uk)

## **The Award Pack makes reference to Young Carer Champions/Leads as well as day-to-day/operational and SLT Champion/leads. What is the difference?**

These refer to two specific roles within schools who have responsibility for young carers, one on a day-to-day (or operational) basis and one in the SLT. The 'Champion' and 'Leads' terminology is used interchangeably. More information about the distinction and responsibilities are identified above.

# References

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