

Action for Carers Surrey – Supporting young carers in school

A guide for education
professionals



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This manual is intended to assist all staff in schools in understanding young carer issues, and provides guidance and resources to identify and support pupils affected by these issues.

1. Introduction

There are, on average, two young carers in every classroom in every school in the UK¹. One of those carers will be having difficulties in their education because of their home situation².

Surrey Young Carers

The youth service of Action for Carers Surrey

Our service to schools

Schools can refer young people to SYC – with parental consent. Dependent upon our assessment of the young carer's needs, our support can include:

- Advocacy, information, advice and signposting for the family in gaining the services they require
- Listening, support, advocacy and information for the young carer
- Local group support sessions
- Activity days and carers' workshops
- Young carer forums
- 1:1 sessions
- Drop in sessions
- Regular newsletters
- Support via our social media channels (age appropriate)

For further information on Surrey Young Carers or to make a referral please call 01483 568269, email syc@actionforcarers.org.uk or visit www.actionforcarers.org.uk.

Our service is offered for a minimum of two years. If caring circumstances change, children can access the offer as needed.

Our Education Advisers have a wide experience of working with families and young people, and can assist schools in supporting their pupils by providing:

- Information and advice to school leaders, staff and pupils
- Consultations and briefings within INSET days and staff meetings
- Assembly talks
- Primary and secondary level PSHE materials
- Support in setting up young carers groups

Our Education Advisers:

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2. Who is a young carer and what do they do?

Who is a young carer?

A young carer is defined in section 96 of the Children and Families Act 2014 as:

'A person under 18 who provides or intends to provide care for another person of any age. That can be a parent or sibling, grandparent or friend. It can include help for physical or mental illness, frailty in old age, a disability or because of substance misuse.'

Every school (indeed every classroom) has pupils affected by disability and illness in the family. A 'young carer' is a young person who provides care to a member of the family or a friend who has one, or a combination, of the following conditions:

- a physical or learning disability.
- a sensory impairment
- a chronic condition
- a terminal illness
- a mental health problem or illness
- a drug or alcohol addiction

By 'care' we mean, taking on a role that would usually be expected of an adult in the household:

- **Domestic tasks** (e.g. regular/daily, cooking, cleaning, shopping)
- **Personal care** (e.g. helping with mobility, washing, dressing, giving medicine)
- **Emotional support and supervision** (e.g. watching over someone, providing company and a 'listening ear')
- **Sibling care:** Looking after an ill or disabled sibling (or a non-disabled sibling where an ill or disabled parent is unable to provide this care)
- **Financial management:** (e.g. helping with budgeting, paying bills)
- **Self-care:** Looking after themselves, where an ill or disabled parent is unable to provide this care
- **Communication support** (e.g. interpreting, answering phone or door)

As a result of the Covid-19 pandemic, in addition to their normal caring responsibilities, young carers may find themselves:

- Providing care to family members who have Covid-19 symptoms and providing emotional support to shielding or self-isolating family members.
- Educating and entertaining siblings.
- Risking their physical and mental health to do household shopping or collect prescriptions, in some cases, for more than one household.
- Unable to do their usual coping activities such as talking to friends, visiting support groups or getting out of the house.
- Unable to access schoolwork, due to lack of technology, private and quiet space and/or time.
- Juggling caring responsibilities with little time for respite and schoolwork (in some cases, as little as 30 minutes a day).
- Experiencing heightened anxiety and unwilling to return to school until they can guarantee the safety of the person they are caring for. Support workers are concerned that some may not return to school at all.

3. How many young carers are there?

The 2011 Census report stated there were over 166,000 young carers living in England (with 200,000 in the UK as a whole). However, significantly, the Census questions do not specify the range of conditions requiring care, such as mental illness and drug and alcohol dependency; so without these prompts, the results do not reflect these groups.

In 2010, the University of Nottingham conducted research on behalf of the BBC that estimated there are at least 700,000 young carers UK (14,000 of whom currently live in Surrey). The report estimated that 8% of secondary school students provide moderate to high levels of care¹. We can therefore currently estimate that a minimum of 1 in 12 schoolchildren have significant caring responsibilities.

30% of young carers are under 10 years of age².

To provide a context and point of comparison with the above figures:

- 2 million children in the UK live with at least one parent experiencing mental illness³
- 2.6 million children in the UK live with an adult who is a 'hazardous' drinker of alcohol⁴
- In 2007, Surrey had the highest levels of 'hazardous' drinking in England⁵
- 705,000 children in the UK live with an adult who is a 'harmful' or dependent drinker (i.e. alcoholic)
- 335,000 children in the UK live with an adult who has a dependency upon illegal or prescription drugs

Research released in September 2018 by BBC News and the University of Nottingham suggests there could be about 800,000 children who are young carers in England. That is around one in five children aged 11-17 and an estimated 14,000 in Surrey. So, at least 3 young carers in every classroom

During the Covid-19 pandemic, a UK survey of 961 young and young adult carers, by Carers Trust, found that:

- 40% of young carers and 59% of young adult carers say their mental health is worse since Coronavirus.
- 67% of young carers and 78% of young adult carers are more worried about the future since Coronavirus.
- 66% of young carers and 74% of young adult carers are feeling more stressed since Coronavirus.
- 69% of both young carers and young adult carers are feeling less connected to others since Coronavirus.
- 11% of young carers and 19.7% of young adult carers report an increase of 30 hours or more in the amount of time they spend caring per week.

4. How to identify young carers

“Schools have a key role. They are well-placed to identify young carers at an early age. Any teacher who has regular contact with a child should take a keen interest in their welfare. Schools cannot meet their obligation to support vulnerable children without being well-versed in this subject. And remember, that this is not only a moral obligation but a statutory one as well.”

Edward Timpson, MP and Under Secretary of State for the Department for Education, speaking at the Young Carer Conference, 26th February 2013

Hidden from view

Young carers are often hidden from view, at least at first sight. The caring they perform can take subtle, yet significant, forms (such as emotional support) that may even be unacknowledged within the family. Many carers may be unaware that support exists or fear being involved with such services.

As a result, information on caring roles of young people is rarely volunteered and may even be denied upon enquiry. This can obviously make identifying carers amongst a school population a challenge, and so it is equally important to consider the *impact* upon a young person of living with an ill or disabled relative, rather than focusing upon a ‘carer’ label as such.

Identifying a young carer

Whilst many young carers do well in school, the following issues are common signs pointing towards difficulties at home – *some* of which will be related to disability and illness within the family.

Pupils may:

- Regularly arrive late for school
- Regularly miss days of school, marked as authorised or unauthorised absence
Some young carers miss school to stay close to the cared-for person
- Appear physically neglected – missing breakfast, lacking clean uniform, etc
- Appear to be regularly tired
- Regularly complain of aches and pains
- Regularly appear withdrawn or anxious
- Regularly challenge adult authority
Some young carers struggle with switching between being the adult at home and the child at school
- Appear more emotionally mature than their peers
- Have regular problems in concentrating upon their work
- Regularly fail to complete homework on time

Parents may:

- Not respond to school correspondence
This may be because of a communication problem
- Not attend parent’s evening
This may be because of an inability to attend

Like jigsaw pieces, if put together they create a picture that will indicate challenging home circumstances, likely involving illness and disability.

Direct identification

- Include questions regarding family disability and illness on school enrolment form (with a statement of support)
- Check the School Census data on pupils with disabilities, to identify sibling carers on roll
- Check the register of pupils subject to Child in Need and Child Protection measures, to identify circumstances of parental illness and disability.
- Survey senior pupils, following assembly talks, to invite self-identification
- Provide drop-in sessions, following assemblies, to allow self-identification
- Provide secure message boxes, to allow self-identification
- Make routine enquiries to all staff to update the list of carers for Pastoral Support Meetings and Pupil Progress Meetings.
- Make routine enquiries to previous schools at pupil transition meetings, to compile a list of carers
- Include young carers status on the Common Transfer File (sent to the new school, using SIMS via DfE)

Note on information sharing

The sharing of information on individual young carers is essential to provide the required support. Sometimes information can be kept 'hidden' within a file or within a team of pastoral workers, and not shared with classroom teachers and assistants – even when consent has been granted by the pupil. This may be intended to preserve privacy, but confidentiality that is too strict limits awareness and can prevent the right kind of support being provided by the right person at the right time. It can also create an awkward situation where young carers have to repeat their story multiple times to various members of staff in order to receive consistent support.

When consent for information recording and sharing is given by the family (or a pupil that has the competency to provide consent), a confidentiality agreement normally allows the sharing of data within the school. Such consent should be re-confirmed when sharing with third-parties outside of the school (unless child protection measures are required).

With the sharing of information about young carers across the staff teams, only minimal details are required. It is good practice for a school to take a 'need-to-know' approach in their protocols: if a caring role is negatively impacting upon a pupil's attendance, or their concentration, assignments, or behaviour, there are clear benefits in classroom teachers and assistants being informed of this circumstance.

For instance, if a teacher is simply aware that a child is a carer and is currently experiencing considerable stress from that situation, that awareness can lead to discrete and empathetic assistance.

Be mindful that family situations involving health problems (particularly mental illness) can fluctuate. There are often unpredictable changes for young carers at home, and so additional support within school needs to be flexible and reviewed regularly.

Please refer to your school's own data protection and information sharing policies and procedures. Guidance on information sharing in schools is available from:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

5. How to support young carers

“My English teacher, she knows that I can’t get my homework in on time and says ‘I understand’ but other teachers are like ‘Rachel you’ve got a detention.’ So it’s like they don’t know what’s on the other side of you, what’s going on outside of school and things.” Young carer

Lead and communication

- Assign a staff member as a **young carer lead**, linking with parents, pupils, teaching and pastoral staff. Also liaising with external agencies such as Adult Social Care and Health services and local charities. This role could be assigned to the existing Designated Teacher for Looked After Children, HSLW or designated safeguarding lead.
- Create and maintain a **register** of pupils with caring roles (as known so far) on SIMs or the school’s Classroom Seating Planner; to flag their carer status to staff, and enabling tracking of attendance and grades, etc (this list can feed into the school’s Risk of NEET Indicators list)
- Establish clear channels of **communication** between leadership, teaching and pastoral teams, and protocols for the sharing of information on pupils who are carers, to improve support and to minimise the necessity for the repetition of stories.
- Create and maintain **awareness** of young carer issues by providing regular INSET and CPD sessions to new and existing staff: school leaders, governors, teachers, teaching assistants, pastoral staff and front desk staff
- Ensure young carers are highlighted as a **vulnerable group** at relevant points and discussions throughout the year e.g pupil progress meeting, attendance, behaviour etc
- Implement a school **young carer policy** and reference young carers in other key policies – see *Section 12 Templates*

Supporting a young carer

- Raising awareness of, and easy access to, a Young Carer Lead for pupils.
- Excellent staff awareness and communication on young carer issues
- Access to homework club and after-school clubs
- Provision of a young carer support group (operating as a simple lunch group, or providing cookery classes and other skills training, or performing a ‘forum’ function to feed into the school council)
- Access to a telephone for young carers needing to check-in with home
- Financial assistance for school trips
- PSHE lessons on young carer issues, mental / emotional health; embedded into curriculum
- Information on disability and caring issues in the form of leaflets, booklets, books and DVDs in library / resource centre
- Transition support to secondary school, college or university (including the handover of reviewed Individual Support Plans, as appropriate)
- Provision of independent Careers Information, Advice and Guidance giving special consideration to the barriers young carers face in accessing further and higher education and employment
- A Young Carer Card Scheme (identifying young carers to staff and summarising the support plan)
- Home-School diaries for parents and teachers to communicate pupil’s progress and concerns
- Consider how and who receives home-school communication e.g newsletters to ensure the young carer is up-to-date with school events and news where the parent may experience difficulty.

- Ease of accessibility for parents with disabilities to attend Parents' Evenings, or provision of alternative means of communication
- Access to school counsellor or learning mentor for listening support.
- Young carer representation on the school council, with processes to feed in the views of pupils who are carers.
- Signposting to local services and charities for parents and young carers including Action for Carers and Surrey Young Carers

Promoting support

Raising awareness of young carers in your school will enable this group to feel valued and understand that support is available from the adults around them. This can be done in a range of ways alongside the support of your **local Surrey Young Carers Education Advisor**.

- Promote the support available to pupils via assemblies, staff training and PSHE lessons
- regular articles in the school newsletter
- letters or ParentMail
- the Home-School Agreement
- the school website
- the School intranet
- Promote local, national and web resources with posters and flyers in the reception area / library / on notice boards

Referring on to external support

The most effective way to relieve a young person from an inappropriate or excessive caring role is to arrange for the Local Authority services to provide adequate care packages for the cared-for person. The required assessment and package is provided by either the Adult Social Care Service, the Children with Disabilities Service or the Mental Health Services (depending upon the care receiver's age and their particular condition).

The assessment must consider the needs of the whole family. Carers of all ages are entitled to a Carers' Needs Assessment, no matter who they care for, what they do or how often, or whatever their financial resources are. Their wellbeing, their opportunities and their aspirations must be considered, and supported where possible through the care plan. Funding for breaks and leisure can also be accessed.

The additional involvement of Children's Services is required in cases of suspected neglect or abuse of young people under 18 years of age.

The local authorities have Carer Practice Advisers that can liaise with families and college staff (please refer to Appendix 4).

Making a referral to the local carers' charities should also be considered, for supplementary support such as social activities, and specialist information and advice (please refer to Appendix 5).

6. What is the impact on their education?

Difficulties with relationships, roles, routine and income are more likely to occur when a family member has a disability or long-term illness. Whilst some young people cope very well in these circumstances, there are many who experience stress-related problems and who struggle in their learning as a result. Sept 2016⁴

Caring responsibilities can raise a number of barriers to learning for many young people. These barriers can manifest whilst a pupil is in infant school, and can persist into adulthood, restricting opportunities to access further and higher education, and employment.

- In a 2013 study, half of young carers reported that their caring role a negative effect on their school work⁶
- Young carers leave school with the equivalent of 9 GCSE grades lower than their peers who have no caring role⁶
- A 2000 study reported that a half of the carers surveyed had missed school because of their caring role and a quarter had left without any GCSEs⁷
- Young carers are up to 3 times more likely than non-carers to become NEET⁸

Consistent tracking and support of young carers is required throughout their education – ensuring that information on their needs is shared at every point of transition within and between schools and colleges.

Attendance

Many young carers turn up for school late or miss whole days for a number of reasons related to their home circumstances: they are staying home to be close to the person they look after; they are experiencing stress-related illness; they have transportation difficulties*; or there is an established pattern of problems at school. Some also miss out on school trips and clubs.

*Surrey County Council, as the local education authority, can take parental disability into account when considering a school admission or a free transport application, if it assists a pupil's attendance, under their 'exceptions to policy'. Parents who are receiving maximum Working Tax Credit and children who are eligible for Free School Meals qualify under the policy as standard. September 2016⁶

Achievement

Problems with schoolwork can result from emotional stress or physical fatigue, leading to lack of concentration and inability to process information. Lack of time to complete homework or revise because of their caring responsibilities is also a common difficulty.

Relationships and behaviour

Some young carers have problems interacting with school staff and their fellow pupils. How they deal with stress varies widely – some may be withdrawn, and some may be disruptive. Some young carers challenge the authority of staff (a sign that they may be struggling with changing between their adult role at home and being a child again at school).

Home-School communication

Some parents with disabilities and health problems have difficulties in attending parent evenings or review meetings, or in reading standard letters and reports from the school, which reduces their positive involvement in their child's education.

7. OFSTED & School Leadership

Young carers are a specific group within the vulnerable pupil category; OFSTED recommend the identification and support of young carers as 'best practice' in schools, sixth form and FE colleges, making necessary adjustments where able.

Many of the issues experienced by young carers in their education fall within the bounds of the key judgement areas within OFSTED's education inspection framework (EIF) Sept 2019 – with 2021 updates:

- Quality of Education
- Behaviour and Attitudes
- Personal Development
- Leadership and Management

We have looked at where reference can be made to the support and the impact of such support can be reference under each of the headings:

Quality of Education

- leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- learners are ready for the next stage of education, employment or training.
- teachers create an environment that allows the learner to focus on learning

Behaviour and attitudes

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture.
- leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.

Personal development

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law

Leadership and management

- leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice
- leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services
- those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners
- the provider has a culture of safeguarding that supports effective arrangements to: identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults

Despite being archived, please find advice from OFSTED on best practice in supporting young carers at: <http://www.ofsted.gov.uk/resources/supporting-young-carers>

School Leadership

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.

For young carers, school can either be 'a sanctuary or a source of misery'⁸. For some, school is a means of escape from home life, where they can enjoy learning, see friends and be 'normal'; for others, school is a place where they feel isolated and unsupported (and sometimes even *punished* for having caring responsibilities).

A 2010 survey found that over 50% of the young carers who responded felt that they had no support from their teachers, despite their being aware of their pupils' caring role. 39% of the respondents stated that none of their teachers were aware that they were carers⁹.

The awareness, understanding and response of teachers are key elements in determining how school is experienced by its pupils. A positive, empathetic school *culture* is crucial to supporting young carers. September 2016⁷

8. Pupil Voice

Young carers' suggestions for schools

- Recognise that our responsibility as carers can affect our education and schoolwork.
- Find out about us, what we need and how we are not like other pupils.
- Take the time to find out about our problems at home. Sometimes we're too embarrassed to tell you ourselves.
- Don't automatically punish us if we're late. Sometimes we can't help being late because we're helping out at home.
- Provide more support such as lunchtime drop-ins or homework clubs (after-school sessions can be problematic for carers, due to their responsibilities).
- Be flexible – give us more time and help to do homework or coursework.
- Include information about young carer and disability issues in PSHE lessons.
- Let us phone parents if we need to find out if they are OK.
- Make sure there is a clear and up-to-date community notice board which has support information for us and where else we can get help in the community.
- Ensure teachers are offered training on young carers and disability issues both at university and on inset days.

Young carers at the Young Carers Festival September 2016 ¹⁴

"Sometimes they're more focused on Richard getting the right results than seeing the whole picture. Because his marks have dropped as his father's condition has got worse." Parent

"I think they could listen better, there seems to be no communication within the school. Even though I was telling the Head of Year the other teachers were never aware of his situation." Parent

"They should talk about it more. Something not hidden. There are a lot of kids that do it but don't know that they are a carer." Parent

"The teachers need that understanding that he may want just five minutes out of class to get his head sorted. It's a lot of pressure and emotions for young kids that are going through so much anyway." Parent

"My English teacher, she knows that I can't get my homework in on time and says 'I understand' but other teachers are like 'Rachel you've got a detention.' So it's like they don't know what's on the other side of you, what's going on outside of school and things." Young carer

"I have missed school once. My mum wasn't well and I wasn't well cos I stayed up and every time I heard something I thought something bad was going to happen so I didn't get any sleep." Young carer

"It bothers me when I'm not in school because I like being at school, because then you can be like a normal person for once you don't have that kind of responsibility but in the back of your head when you are at school you've got like I need to go home and do this I need to get this sorted out I need to help with this and then it's just that gets on top of you really so." Young carer

"Like say if my mam's in hospital I'll go into school quite sad and just sit in my lesson and not talk or anything but then when she comes out I'm all happy and my teachers and my friends all wonder why I change my mood like that... but they don't understand that I'm a young carer and it's just that way and whatever my mam's illness is like, if it's bad I'll go to school angry and if it's good then I'll go to school happy." Young carer

Source: Family Action, Be Bothered report, 2012 September 2016 ¹³

Young carers' poem

Who Am I?

A poem written by young carers in SYC

*May I have your attention? A few minutes of your time,
Take a break from your life, I'll tell you how I live mine.
See this face? See this smile? See these eyes open wide?
It's a mask to disguise how I'm feeling inside.*

*I'm one in twelve in my city, yet it's hard to describe,
But just give me a moment, I promise, I'll try.
I'm a cook; a cleaner; a doctor; a healer,
A helper; a sitter; a supporter; a leader.*

*By my demeanour, it may not always be clear that I'm needed,
When my mum takes a fall, has a fit or a seizure,
When my brother breaks his toys and I pick up the pieces,
When his autism means that even though I pleaded,
He kicks and he screams and every day this is repeated,
But before bed, I still hug him, because I know he doesn't mean it.*

*And some might say that this sounds strange,
Why I have all these skills and I don't even get paid,
When I get home from school and make sure the table is laid,
Because my dad is upstairs, still in bed, still afraid.*

*Oh, I'm sorry, did I not mention?
That his mind is affected by stress and by tension,
Depression that means he requires my attention,
So my homework goes unwritten with no chance of extension.*

*I shop; I feed; I help shower and bathe,
I wash; I make sure that the beds are all made,
I talk; I listen; I cuddle; I play,
I make sure that the medicine is stored safely away.*

*And even though I know that those who love me understand,
It's hard to keep up friendships when I have to cancel plans,
When phone calls go unanswered, when they say they'll lend a hand,
Sometimes it feels that it's only me who can.*

*So thank you for listening, to the words I have to say,
About how I live my life, about what I do each day,
I hope; I dream; I wonder; I pray,
Because I'm a young carer, and I wouldn't have it any other way.*

9. Curriculum

PSHE resources

Your school's SYC Education Advisor can provide helpful resources for use in Schools.

Primary Education: Different But Normal

This is a video and booklet which is intended to give Key Stage 2 teachers accessible resources for teaching on disability, health problems and caring. It is suggested that the material is most effectively used with Year 5 and 6. Through these lessons children may identify themselves as young carers.

Secondary Education: People Like Us

People Like Us is a school video resource developed in partnership with young carers and the Theatre of Debate. It explains what a young carer is and what their life is like. The resource helps teachers and other schools professionals to identify young carers, and young carers to self-identify, as well as explaining the best ways to help and support young carers.

Trailer: <https://www.actionforcarers.org.uk/for-professionals/schools-colleges/people-like-us/>

'*People Like Us* can be used in PSHE sessions and assemblies, along with supporting materials, enabling schools to better support young carers – educating other pupils on young carers' needs too.

Ordering People Like Us

To order a copy of *People Like Us* for your school with or without the educational resource materials, please email us at syc@actionforcarers.org.uk.

Outside Surrey, there is a charge for the resource, but it is free to schools, statutory bodies, and charities based in Surrey.

Once you have ordered

Not only does the *People Like Us* digital resource give you access to a downloadable edition of the full film, it offers you a selection of materials that you can use to introduce the film and to provoke further discussion and learning after you have screened the film.

How to access the resource

Go to <http://plu.theatreofdebate.co.uk>

Once you have entered the site, enter the password 271952.

How you use the film and resources is up to you, here are our suggestions:

- Screen the film, to a whole year group and follow up either with the whole year group or with individual classes.
- Screen the film to a class and either follow up the screening with our suggested follow up activities or your own, immediately after the screening or within two weeks. Use the two minute film extracts or the trailer to refresh your students.
- Screen the film in three episodes over three lessons, each episode lasts approx. 20 minutes
- If you don't want to screen the complete film, create a lesson or a series of lessons using the two minute film extracts and the trailer.

Finally – the legal bit

The *People Like Us* film and resources must be used in line with this information sheet and the attached terms and conditions. **By using the *People Like Us* film and resources you confirm that you agree to the attached terms and conditions outlined in Appendix 1.**

10. Angel Award – Recognising school support

The Angel Award scheme was developed by young carers in Surrey to help caring pupils to be recognised and supported in school.

Our Award is given to those schools that demonstrate they are 'young-carer friendly'. Qualifying schools are required to meet eight standards, which are then checked by our staff and young carers. The award recognises your school's good practice and demonstrates that it is meeting the needs of this vulnerable group, as specially mentioned in Ofsted's Inspection Framework.

The **eight achievable standards** are:

1. Identify a Young Carers Champion in school
2. Young carers awareness training for staff
3. Promote and display:
 - a. Young carer Angel badge
 - b. Young carer leaflets
 - c. Young carer posters
 - d. Young carer information on school web
 - e. Who the young carer Champion is
4. Schedule assemblies on young carers
5. Run a regular young carer group in school
6. Use SYC PSHE materials to promote identification and support of young carers
7. Clearly identify young carer support in school policies or in a separate young carer policy
8. Include relevant questions on the school enrolment forms or use other systems to identify young carers in school

Meeting these criteria ensures that all pupils understand the issues that young carers may face, as well as supporting young carers in school by encouraging them to self-identify and get the help they need. Many young carers do not realise that there are other young people in similar situations, or that help exists for them and their families.

A Surrey Young Carer Education Advisor can deliver staff training, assemblies and provide materials and templates to help your school easily achieve the requirements of the Angel Award.



11. School groups for young carers

Support at school

Running an in-school young carers group gives students the opportunity to meet other young carers, build positive relationships with their peers, have their voices heard and provides a safe and positive environment that allows young carers to build confidence and flourish within the school environment.

Because young carers have limited time and often need to go straight home at the end of their day, groups are usually best run during lunchtimes. Depending on need, young carer groups may take the form of:

- Social groups – fun and time out
- Study support group – to catch up and get extra help with schoolwork
- Time out trips – respite opportunities during the school day
- Young carers forum – to give their voice and help develop the school provision.

It's important to find out what your group wants and needs by asking them!

Group provides:

- School staff with the opportunity to advocate for and give the right support to young carers, both at school and via signposting to other services
- Young carers with a safe space to talk and know what support is available to them.
- Young carers with the opportunity to make new friends who share similar experiences.
- Valuable time out to socialise and have fun.

Running group sessions

Initial group session

This is a guideline for running the first session in school. The first session tends to be about finding what the YCs want and setting ground rules. In all reality this is probably all you will have time for. It is always a good idea to have a fun session each time if possible.

Introduction: introduce staff & self, (introduce young carers later).

Explain:

“The school wants to set up a YC support group to give YCs: More support / A safe space to talk / A chance to meet other students in a similar situation, a chance for some fun etc. Explain about SYC and that school group is separate from SYC. The aim of today's session is to talk about the YC support group and your ideas for this.”

YC definition: a young carer is someone who provides unpaid support to a friend or family member who is suffering from a long term or serious illness, disability (when part of the body or brain doesn't work as it should), mental health illness or drug or alcohol addiction.

- Icebreaker game: (You may have other icebreakers you want to use) Go round the group. Everyone introduces self and say one thing that has made them happy this week. Get them to try to remember this for later (!)
- Discuss AIMS – What form do they want the group to take? **See suggested Aims**
- e.g. fun/games and food / safe space/ chilling time / issue-based 'circle time' / discuss important issues / mutual support / help with homework / activities e.g. cooking skills, craft, art, large art project they add to every time.
- Unpick the above a bit...What sort of games? What sort of topics want to discuss? Etc.
- How often do they want to meet? Weekly? Fortnightly? And when will they meet? Lunchtime is probably best. Which day?

- You need to look at **Ground Rules** – YP to devise own with prompting and then they are more likely to adhere to them – see sheet on ground rules. Prompt them to suggest the important ones! Write these onto a flip chart and type up for the next time.
- You also need to mention Confidentiality: *Safe place to talk, what is shared in the group, stays in group (unless child protection issues)*
(NB Consider how will the confidentiality of the YC names be dealt with in school?)
That is probably all you will have time for, in which case skip to “**At end if time...**” **otherwise consider the following:**
 - What do they want to do in the next session? (if there is time to discuss)
 - Name the group? YP to come up with a name?
 - How to contact YP; email? Notes in register?
 - Parents aware? OK to send information home?
 - Do YP want to become involved with SYC? (may already be). Explain about SYC – need to get parental permission in order to do a referral

At end, if time – go round the group again and see if people can remember what the person on their right is called and what their “happy thing” they did this week was.

A tool for discussing group aims to gauge young carers thoughts on how they would like to use the group.

Please tick:	Yes	Don't mind	No
Meet other young carers			
Have some fun (games etc)			
Get support from other young carers			
Discuss issues e.g. anger			
Have a safe place to come			
Talk to members of staff			
Have visiting speakers on different topics, e.g. bullying			
Find out more about different illnesses, e.g. MS			
Have a chance to talk about how you feel			
ANY OTHER IDEAS? Write your own thoughts below			

Possible rules for a school group

- **RESPECT** each other, & staff & venue
- **LISTEN** to each other and respect people's views
- **VALUE** each other's privacy and do not mention people's names outside the group
- If we talk about **PRIVATE** stuff in our group, it stays within the group (unless we think you are in danger)
- **NO** shouting, swearing, bullying or fighting
- Try to give **EVERYTHING** a go
- No photos or filming

12. School Document Templates

Template school young carers policy

Introduction

Young carers look after someone who has a long-term physical or mental health problem, disability or a problem with drugs or alcohol. This may take the form of domestic chores, personal care, supervision, emotional support, or another form of assistance.

At _____ (school / college name) we believe that all young people have the right to an education. If a young person looks after someone, we know that they may need additional support to help them get the most out of their education, and we aim to meet their needs.

Our school:

Has a designated member of staff who has special responsibility for young carers. *Currently our designated lead is* _____.

Who is a young carer

Every school (indeed every classroom) has pupils affected by disability and illness in the family. A 'young carer' is a young person who provides care to a member of the family or a friend who has one, or a combination, of the following conditions:

- a physical or learning disability.
- a sensory impairment
- a chronic condition
- a terminal illness
- a mental health problem or illness
- a drug or alcohol addiction

By 'care' we mean:

- Practical: A young carer may be helping with cleaning, cooking, laundry, *paying bills /managing a budget and even helping to collect and give medicine
- Emotional: May provide a listening ear, comforting, helping the cared for feel better about themselves, talking to someone who is distressed (e.g low because of illness/mental health)
- Personal: A young carer may assist to help someone to get dressed or wash, helping t feed them
- Physical: A young carer may be supporting a family member with a disability to move: getting up from their seat /out of bed. Or they may be helping with shopping, such as carrying heavy bags *Lifting and moving tasks

Identifying a young carer

Whilst many young carers do well in school, the following issues are common signs pointing towards difficulties at home – *some* of which will be related to disability and illness within the family.

Pupils may:

- Regularly arrive late for school
- Regularly miss days of school, marked as authorised or unauthorised absence
- *Some young carers miss school to stay close to the cared-for person*
- Appear physically neglected – missing breakfast, lacking clean uniform, etc
- Appear to be regularly tired
- Regularly complain of aches and pains
- Regularly appear withdrawn or anxious

- Regularly challenge adult authority
- *Some young carers struggle with switching between being the adult at home and the child at school*
- Appear more emotionally mature than their peers
- Have regular problems in concentrating upon their work
- Regularly fail to complete homework on time

Parents may:

- Not respond to school correspondence
- This may be because of a communication problem
- Not attend parent's evening
- This may be because of an inability to attend
- Are on low incomes, and unable to afford school related expenses
- (Refer to your Free School Meals Register) This may be because of disability or illness related unemployment

Support offered.

When a young person looks after someone in their family who has a serious illness, disability or substance misuse problem, he or she may need a little extra support to help him or her get the most out of school. Our Young Carers Policy says how we will help any pupil who helps to look after someone at home.

Our school:

- Has a member of staff with special responsibility for young carers and lets all new pupils know who they are and what they can do to help.
- Provides young carers awareness-raising training for staff
- Provides both individual listening support and a lunchtime support group for young carers
- Can put young carers in touch with the local Young Carers Service. We can also put families in touch with other support services.
- Is accessible to parents who have mobility and communication difficulties and involves them in parents' evenings.
- Respects your right to privacy and will only share information about you and your family with people who need to know to help you.
- Will consider alternatives if a young carer is unable to attend out of school activities e.g. detention, sports coaching, concerts, due to their caring role
- Allows young carers to telephone home during breaks and lunchtimes.
- Complies with the Disability Discrimination Act by offering disabled parents support to get their children into school.
- Uses the Pupil Premium to assist eligible young carers in their education, including accessing curriculum based trips
- Runs sessions on young carers in the PSHE programme for each year group, to help all pupils understand the issues, carers' rights and the support available, and create a 'carer-friendly' culture
- Keep the young carers page on the schools website up to date
- Involve young carers in decision making around support, groups and information

Template letter to parents

Dear Parent,

At _____ School we are developing our support for young carers. Young carers are young people who have caring roles for family members or friends with physical or mental health problems or disabilities, or drug or alcohol problems.

My name is _____ and I am the main contact person for young carers in the school. I liaise with pupils, families and staff in order to ensure that pupils who are carers are able to achieve and to enjoy their education. I enclose a copy of the school's Young Carer Policy for your reference, so that you are aware of the forms of support that the school can provide. The school is in contact with Surrey Young Carers, a charity to whom the school can refer for further assistance.

If your family is affected by any of the issues mentioned above, and you and your son/daughter would like support, please indicate this on the reply slip below, or contact me at the school so that we can arrange to talk. If no help is required just at this time, the school would still appreciate your sharing of any circumstances that may have an impact upon your child's education as they progress through the school. This will allow us to be aware and offer support as required. Anything you do tell us will be treated sensitively and will not be shared without your knowledge.

Yours faithfully,

(School's young carer lead)

Name: _____

Child's name: _____

My son / daughter is a carer.

Brief details: _____

I would like to arrange for support in-school. Please contact me to discuss this. YES / NO

Best form of contact: _____

Please return slip to: (Name of young carer lead, school address)

Or contact on (phone number / email address)

Template statement school website policy

Young Carers

A young carer is a young person under the age of 18 who provides ongoing unpaid care for a sibling, parent, or significant other family member. This can be someone with a diagnosed, long term/chronic illness, physical or learning difficulty, mental ill health, or substance/alcohol dependency.

At _____(school / college name) we believe that all young people have the right to an education. If a young person looks after someone, we know that they may need additional support to help them get the most out of their education, and we aim to meet their needs.

Our school has a designated member of staff who has special responsibility for young carers.

Currently our designated lead is _____.

They will introduce themselves to you to offer and arrange any additional support you may require

To find out more about young carers and how we support them see our policy:

- Attach link to young carer policy.
- Attach link to Angel Award.

Template article for school newsletter or ParentMail

At _____ School we are developing our support for young carers. Young carers are young people who have caring roles for family members or friends with physical or mental health problems or disabilities, or drug or alcohol problems.

My name is _____ and I am the lead person for young carers in the school. I liaise with pupils, families and staff in order to ensure that pupils who are carers are able to achieve and to enjoy their education. A copy of the school's Young Carer Policy for your reference, is available (*on request / below / via this weblink*) so that you are aware of the forms of support that the school can provide. The school is in contact with Surrey Young Carers, a charity to whom the school can refer for further assistance.

If your family is affected by any of the issues mentioned above, and you and your son/daughter would like support, please contact me at the school on _____ so that we can arrange to talk. If no help is required just at this time, the school would still appreciate your sharing of any circumstances that may have an impact upon your child's education as they progress through the school. This will allow us to be aware and offer support as required. Anything you do tell us will be treated sensitively and will not be shared without your knowledge.

The school receives extra funding for each child who is eligible for free school meals, which can be put towards additional support for young carers. It is therefore important that children who are eligible are registered onto the Free School Meals register, even if they not need or want the meal. For more information on eligibility and registering, please contact me. For more information on the school's current usage of this funding, please visit the school's website at _____.

With thanks and best wishes,

(School's young carer lead)

Template query and statement of support on admissions / enrolment form

Family circumstances

Are there any support needs that you or your child has?

For example, the health or disability issues of a family member*; recent separation or bereavement.

_____ School is committed to providing discrete and sensitive support to families, to meet pupils' needs and ensure their optimum attendance, learning and personal development.

Please provide brief details below, and we can arrange a convenient time to meet and discuss your child's needs. If required the information you provide can be shared with your child's teachers on a need-to-know basis, with you and your child's consent. With any future changes in family circumstances please do keep the school informed to assist us in helping your child.

Details: _____

*If your child is providing practical or emotional support for a family member, in-school and local support is available for young carers. Please ask for further details.

Template assembly feedback / questionnaire

Young Carers

Do you provide help for someone who is disabled, ill, frail, experiencing mental illness or drug or alcohol problems?

This might be:

- Helping with housework and cooking
- Helping with washing and dressing
- Keeping an eye on them
- Cheering them up

You might be helping in other ways. You might simply be worried about the situation.

We know that if you are caring for someone in your family, that school can sometimes be tough.

We would like to know about all of our pupils who are looking after someone, so that we can provide help at school when it is needed. Please help us to help you by answering these questions, and I will arrange to meet with you soon for a quick chat. Any information you give us will be treated with sensitivity, and will not be shared without your knowledge.

Name: _____

Form: _____

Even if you don't need help right now, it is very helpful for us to know if you are a young carer, so do please give me your name and form. To remind you, all information will be handled sensitively.

Once completed, please put this sheet in the post box by my office.

Thank you.

(Name of school's young carer lead)

Template information sharing form

Child's name: _____ Tutor group: _____

I give my consent for the schools' young carer lead to share information that my child is a young carer with the following members of staff:

Head of year: Yes / No

Class teacher / tutor: Yes / No

Subject teachers: Yes / No

Office staff: Yes / No

Pastoral lead / staff: Yes / No

School nurse: Yes / No

Careers adviser: Yes / No

The school has provided me with information about these other organisations for family assessments, advice and support:

Adult Social Care: Yes / No N/A

Children with Disabilities service: Yes / No N/A

Local mental health services: Yes / No N/A

Local adult carer support service: Yes / No N/A

Local young carer service: Yes / No N/A

I would like further information on (please give detail):

Template young carer card

I am a Young Carer therefore I may

- be late due to...
- need to leave early due to...
- appear worried/tired due to...
- not have completed homework
- need to talk to you please

Template pupil support plan

Pupil Name:	Year:	Class/ Tutor grp:
Attendance before support:		Attendance after support:
Cared for: XX cares for his mother, who has mobility problems and depression		Other agency involvement: Adult Services; Children's Services Local Young Carers Project
Needs:		Support Strategies:
Info from Junior School: • Tommy has few friends. Needs social opportunities. • Difficulties concentrating at school due to worrying about mother. Needs listening support and the ability to call home. • Longer journey into new school; travelling by bus. Needs bus pass. • Needs extra support in organising homework.		• Head of Year, Form Tutor and Subject Tutors to be given relevant details of circumstances and support plan. • Tommy given young carer card. • Flexibility on homework deadlines required. • Place at homework club. • Identify interests, encourage joining school club. Invite to young carer club. • Provide family with info on School Counsellor. • Introduce Tommy to office staff and location of phone, so that he can call home.
Impact of support Attainment: Progress: Attendance: Pastoral / Well being:		

13. Appendices

Appendix 1: People Like Us – T&Cs

Useful contacts

Please see the Surrey Young Carers Education Advisors, listed at the front of this guide. To feedback, please fill in our survey: <https://www.surveymonkey.co.uk/r/9523D67>

For technical queries, please email nigel@theatreofdebate.co.uk

People Like Us terms and condition of use

1. Definitions
 - 1.1. In these Terms and Conditions the following terms have the following meanings:
 - 1.2. ACS means Action for Carers (Surrey) (registered company number 5939327 and registered charity number 1116714) whose registered office is at Astolat, Coniers Way, New Inn Lane, Burpham, Guildford, Surrey GU4 7HL
 - 1.3. Customer means the person or entity using the Resources
 - 1.4. Intended Users means all or any of the following: local authorities; schools; professionals working in social care, health or education; charities supporting young carers
 - 1.5. Resources means any or all of: the film on the topic of young carers entitled People Like Us; additional information resources relating to the film
 - 1.6. Terms and Conditions means these terms and conditions
 - 1.7. Writing includes fax and email
2. *Use of the Resources*
 - 2.1. The Customer may use the Resources under licence:
 - 2.1.1. for educational, non-commercial purposes; and
 - 2.1.2. within the Customer's offices, school or other place of business; and
 - 2.1.3. for any or all of the following purposes:
 - a) to raise awareness of young carers and the impact of their role on their lives and education, and
 - b) to assist professionals in identifying and supporting young carers; and
 - 2.1.4. for a period of four years from and including 1 January 2018 only, unless an extension is granted by AFCS in Writing.
 - 2.2. Where the Customer is a Local Authority, the Customer is permitted to distribute the Resources to Intended Users but before doing so must obtain the written agreement of the Intended User to abide by these Terms and Conditions in using the Resources.
 - 2.3. The Customer must not under any circumstances:
 - 2.3.1. make any copies of the Resources; or
 - 2.3.2. except if permitted under clause 2.2 of these Terms and Conditions, distribute or share the Resources otherwise than internally within the Customer's offices, school or other place of business; or
 - 2.3.3. broadcast the Resources otherwise than internally within the Customer's offices, school or other place of business; or
 - 2.3.4. sell the resources; or
 - 2.3.5. use the Resources for any purposes other than those in clause 2.1; or
 - 2.3.6. use the Resources for any illegal or immoral purpose; or
 - 2.3.7. allow anyone else to do anything prohibited by sub-clauses 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5 and 2.3.6.
3. Other terms
 - 3.1. The Customer is responsible for any losses caused to AFCS by the Customer's use of the Resources in breach of these Terms and Conditions.

- 3.2. The Customer must comply with all relevant laws, regulations and intellectual property rights relating to use of the Resources.
- 3.3. AFCS may terminate the Customer's licence to use the Resources with immediate effect if the Customer breaches any of these Terms and Conditions.
- 3.4. Any dispute about these Terms and Conditions will be governed by the law of England and Wales and the courts of England and Wales have exclusive jurisdiction to settle any such dispute.
- 3.5. If the Customer has any queries relating to these Terms and Conditions or use of the Resources it should contact:
 - 3.5.1. Action for Carers (Surrey) (company number 5939327 and charity number 1116714) at Astolat, Coniers Way, New Inn Lane, Burpham, Guildford, Surrey GU4 7HL; or
 - 3.5.2. Theatre of Debate (company number 09299573 and charity number 1164944) at 19 Battlebridge Court, Wharfdale Road, London N1 9UA.

Appendix 2: A testimonial from a teacher

In the Spring Term of 2008, Surrey Young Carers came to Blenheim High School in Epsom to do a twilight training session for all Year 8 form tutors. Whilst my teacher training had given me lots of advice and guidance on how to identify and help pupils with SEN and EBD, I had never heard of 'young carers'. The training session was certainly eye opening and gave an insight into the difficulties and responsibilities this often 'quiet' group of children have to face on a day-to-day basis. As there is little awareness about this group of children, it means that they often go unnoticed at school by teachers and support staff, and if they do display any attention-seeking / unusual behaviour, it may be misunderstood or not dealt with appropriately. The training session I received from SYC equipped me with the skills to be able to identify and understand the issues that young carers have, but also the confidence and knowledge to deal with the situation in an empathetic way.

Once we had received the training, we were asked to teach a series of PSHE lessons, designed by SYC. The teaching pack was well resourced (using a DVD) and was easy to teach and follow. Although the focus was obviously on young carers, the whole form group really enjoyed the lessons and it linked in well with a lot of other PSHE topics we had worked on previously.

During the course of the PSHE lessons, 'C', a young girl in my form group confided in me and told me about her family situation and experiences with Surrey Young Carers. Having the subject talked about in school and having the opportunity to talk about her responsibilities and experiences of being a young carer enabled her to feel proud of what she did and it also enabled me to understand a lot more about her; suddenly her 'dishevelled' looking uniform, frequent lateness and tiredness made a lot more sense. When we finished the young carers PSHE package, I found that 'C' wanted to continue to confide in me, and she would often come to see me at break times just to have a chat. Without the input of Surrey Young Carers, it is quite possible that I wouldn't have 'picked up' on this struggling pupil, as on the surface there did not appear (to my untrained eye) to be any major concerns as her behaviour and achievement in school had been consistently good.

I hope Surrey Young Carers continue to raise awareness in schools about the work they do and are able to continue to provide support, as it really does seem to make a difference to these children's lives.

Stephanie Anderson

English Teacher and Year 8 Form Tutor

Blenheim High School (2006-2008)

Appendix 3: Carers and the law

The following laws state responsibilities to children and to carers. Under the Children & Families Act 2014 & the Care Act 2014, a carer is recognised as someone who provides, or intends to provide, care for an adult or child.

Children Act 1989

Under Section 17 of the act, a young person should be seen as Children in Need if:

- They are unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health and development without the provision of services from the local authority;
- His or her health or development is likely to be significantly impaired, or further impaired, without the provision of services from the local authority;
- He or she has a disability

Under Section 17 (1) of the act every local authority has a duty:

- To safeguard and promote the welfare of children who are in need
- To promote the upbringing of such children by their families

If there are substantial concerns over the physical or emotional welfare of a young person, Child Protection procedures should be followed, according to Section 47 of the Children Act.

Children Act 2004 (Section 53)

With Children in Need Assessments there is a duty to consider the wishes and feelings of the child regarding the provision of services. The Children Act Policy Guidance 'Assessment Framework for Children in Need and their Families' calls for schools to assist social care and health services in supporting young carers and their families. It also makes this statement about Adult Service's responsibilities:

"Young carers should not be expected to carry inappropriate levels of caring which have an adverse impact on their development and life chances. It should not be assumed that children should take on similar levels of caring responsibilities as adults. Services should be provided to parents to enhance their ability to fulfil their parenting responsibilities"

Children and Families Act 2014

Carers of all ages are entitled to a Carers' Needs Assessment, upon request or upon the appearance of need, no matter who they care for, what they do or how often. Such assessments will be carried out by the service assessing the cared-for person, as part of a whole family approach. Local councils have a duty to proactively identify young carers, and to provide information and measures to prevent inappropriate caring roles. They must also consider whether a young carer is also a 'child in need' under Section 17 of the Children Act 1989.

Care Act 2014

This act put carers "on an equal legal footing to those they care for and... their needs at the centre of legislation" (Secretary of State for Health, 2013).

Local authorities have a duty to ensure that carers receive an assessment on the appearance of need for support, regardless of their financial resources or the care receiver's. The assessment must consider whether the carer is willing, and able, to continue to care, and the impact upon their health, wellbeing (and for young carers, their development). It should address whether the carer is in education or employment, or if they wish to access this. The act's guidance states that young carers should not be left with inappropriate roles that damage wellbeing or education, and the act places a duty upon Adult Services to identify children with a household, and consider whether they are carers, or children in need, or both. There is also a duty to assist disabled parents in meeting their responsibilities as parents.

Local authorities must provide a *transition* assessment for young carers about to become 'adult carers' (18+), and where it is considered the assessment will provide a 'significant benefit' to the young person. Local authorities have a duty to help raise the young carer's aspirations for a life beyond caring, and to assist them in achieving these by liaising with relevant external agencies, such as local general practices, housing providers and educational institutions. This duty is reciprocal. Local authorities should help young carers to identify a suitable further or higher education course and setting, if required, and assist the college in planning for the student's needs.

The Care Act will work in tandem with the Children and Families Act, so that if any adults with care needs have children in the home, a whole family assessment will be automatically triggered, involving Adult Social Care and / or Children's Services in making a young carers' assessment.

Appendix 4: Your local Adult Social Care teams

Please refer to the information provided on the assessment of young carers on page 9.

Each locality team for Adult Social Care Services have Social Workers and Carer Practice Advisers.

The Carer Practice Advisers are a point of contact for other agencies – including schools – and can answer enquiries regarding the support of parents with disabilities and of young carers.

General enquiries

Adult Social Care Helpline:

Tel: 0300 200 1005 / Text: 07527 182861

Email: contactcentre.adults@surreycc.gov.uk

Elmbridge Locality Team Tel: 01372 832695 Email: elmbridgelocalityteam@surreycc.gov.uk	Epsom and Ewell Locality Team Tel: 01372 832360 Email: epsom.ewelllocalityteam@surreycc.gov.uk
Guildford Locality Team Tel: 01483 517262 Email: guildfordlocalityteam@surreycc.gov.uk	Mole Valley Locality Team Tel: 01372 833456 Email: molevalleylocalityteam@surreycc.gov.uk
Reigate and Banstead Locality Team Tel: 01737 737179 Email: reigate.bansteadlocalityteam@surreycc.gov.uk	Runnymede Locality Team Tel: 01932 794800 Email: runnymedelocalityteam@surreycc.gov.uk
Spelthorne Locality Team Tel: 01932 795292 Email: spelthornelocalityteam@surreycc.gov.uk	Surrey Heath Locality Team Tel: 01276 800205 Email: surreyheathlocalityteam@surreycc.gov.uk
Tandridge Locality Team Tel: 01737 737500 Email: tandridgelocalityteam@surreycc.gov.uk	Waverley Locality Team Tel: 01483 518990 Email: waverleylocalityteam@surreycc.gov.uk
Woking Locality Team Tel: 01483 518859 Email: wokinglocalityteam@surreycc.gov.uk	

Appendix 5: Local resources

Surrey Young Carers

Support for young carers, their families, schools and other professionals

01483 568269 syc@actionforcarers.org.uk www.actionforcarers.org.uk/syc

Surrey Young Carers is part of charity, Action for Carers Surrey, which exists to help carers aged 5-95, with free information, support, events, advice and more. Call on 0303 040 1234 or email CarerSupport@actionforcarers.org.uk www.actionforcarers.org.uk

Surrey Family Information Service

Services for families in Surrey.

www.surreycc.gov.uk/fis

Surrey Alcohol and Drug Advisory Service

Offers information, advice and support to people with alcohol and drug related concerns. Counsellors at venues throughout Surrey. The website has details of support services in the county. 01483 590150 www.catalystsupport.org.uk

Surrey Healthy Schools

A local scheme for developing the physical and emotional health of school communities.

www.healthysurrey.org.uk/professionals/healthy-schools

Jigsaw South East / Macmillan Family Support Service

Support across Surrey for children with a family member with a life limiting condition

020 8687 1384 www.jigsaw4u.org.uk

Appendix 6: Additional Services & Charities

National Organisations supporting young carers

The Carers Trust www.carers.org or www.babble.carers.org (includes a discussion board, chat room and Agony Aunt page)

The Children's Society – Include Programme

www.childrenssociety.org.uk/youngcarer

Carers Trust and Children's Society joint initiative: **Young Carers in Schools Award Scheme**
www.carers.org/young-carers-schools

Barnardos www.barnardos.org.uk/young_carers

Bullying - Information and advice on dealing with bullying. www.bullying.co.uk

ChildLine - 24 hour helpline offering support for young people on any problem. It can help anyone under 19 in the UK with any issue they're going through. It offers advice, information and a counselling service. www.childline.org.uk Freephone 0800 1111

Children of Addicted Parents - A website providing a supportive online community of young people living with an addicted family member www.coap.org.uk

Contact a Family - Providing advice, information and support to parents of disabled children. Website contains a directory of specific conditions, including rare disorders.
www.cafamily.org.uk

Macmillan Cancer Support - Information, support and resources for young people affected by cancer, including carers. www.macmillan.org.uk 0808 808 0800

The Mix - provides support for young people aged 25 and under on things such as mental health, relationships and money. It has recently launched an online group chat for young carers/young adult carers which takes place on Friday evenings. <https://www.themix.org.uk/search/young+carers>

Multiple Sclerosis Society - Information, support and resources available for young carers of people www.mssociety.org.uk www.youngms.org.uk 0808 800 8000

National Autistic Society - Support for people with autism and their families.
www.nas.org.uk 0845 070 4004

National Association for Children of Alcoholics - A website and helpline to provide information, advice and support for children of alcoholics and people concerned for their welfare.
www.nacoa.org.uk 0800 358 3456

OFSTED

Recommendations on the identification and support of young carers
www.ofsted.gov.uk/resources/supporting-young-carers - has been archived but is still available

Sibs - Support for siblings of disabled children and adults www.sibs.org.uk

Winston's Wish - Help for bereaved children and their families.
www.winstonswish.org.uk 0845 2030 405

Young Minds - Provides information to young people on mental health problems and provides a helpline to the parents and professionals supporting them. www.youngminds.org.uk
www.youngmindsinschools.org.uk

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7. Becker, S & F, *Young Adult Carers in the UK*, 2008
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9. The Carers' Trust and The Children's Society, survey of 700 young carers, 2010

Action for Carers Surrey

We provide information, advice and support for carers of all ages, right across Surrey. Our support includes benefits help, advocacy, guidance on moving and handling, workshops, events, support groups, free resources and more.

We also help carers have their say on caring matters in Surrey and nationally. We have specialist support available for young carers, young adult carers (aged 18-24) and people connected to the armed forces. We also provide training and support for professionals working with carers.

Find out more at www.actionforcarers.org.uk



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