

Young Carers in Schools: Checklist



Level applying for: Bronze Silver Gold

- To qualify for an award, you must supply each piece of essential evidence for each Standard up to the level you hope to achieve.
- Remember to mark each piece of evidence with the standard number and level to which it relates.

Standard Completed	Bronze	Silver	Gold
1 UNDERSTAND: There are assigned staff members with responsibility for understanding and addressing young carers' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 INFORM: Pupil awareness is raised by sharing knowledge about disability, illness and young carers throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 IDENTIFY: Young carers are being identified within your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 LISTEN: Young carers in your school are listened to, consulted with and given time and space to talk if they need to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 SUPPORT: Young carers are supported within the school, and signposted to other resources and services outside the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All information is correct and accurately represented to the best of my knowledge.

Name of school: _____

Contact name/title: _____

Email address: _____

Postal address: _____

Signed: _____ (school lead) Date: _____

We sometimes use evidence provided by applicants as examples at professional events or on our website.

Please tick here if you **do not** consent to this:

Please tick here if you **do not** wish to be added to the Young Carers in Schools newsletter:

Bronze level

Creating support within school to identify and support young carers.

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 1: Understand There is a Young Carers' Senior Leadership Team Lead, and a Young Carers' School Operational Lead, who are clearly identifiable to young carers, their families and school staff.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Name and job title of staff member(s). ■ Evidence that the young carer lead(s) is clearly identifiable to pupils, families and staff. <p>Desirable</p> <ul style="list-style-type: none"> ■ Description of lead staff(s) duties relevant to young carers. ■ Evidence that the lead has undertaken a review of the schools current provision for young carers (Step 2 Tool 1). 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Standard 2: Inform Information is available to all pupils, staff and governors highlighting disability issues and young carer issues.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Photo of pupil noticeboard and/or copy of webpage containing a commitment to whole school working. ■ Photo of notice board in staffroom, endorsed by school leadership team (ie clearly displaying the name and contact details of the Young Carers' Senior Leadership Team Lead). ■ Copy of letter sent to governors to raise awareness and agenda/minutes from governors' meeting discussing young carers. <p>Desirable</p> <ul style="list-style-type: none"> ■ A whole-school commitment regarding the identification and support of pupils who are young carers and reflecting safeguarding requirements, and evidence of how this is accessible to staff, pupils and parents. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 3: Identify Information is accessible centrally for teachers/ school staff highlighting how to identify and signpost young carers.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Photo of staff noticeboard containing information for teachers and schools staff about identification and signposting. ■ Evidence of material on intranet or stored on the school's shared drive regarding impacts, identification and signposting (ie screenshot showing contents of drive). <p>Desirable</p> <ul style="list-style-type: none"> ■ Evidencing of signposting to material on shared drive, (ie notice of location of shared drive on staff noticeboard). 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>Standard 4: Listen Young carers are listened to within the school through eg drop-in sessions, consultations, or questionnaires/surveys for young carers.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Advertised timetable of drop-in sessions at available times for young carers. ■ Evidence of a system for young carers to communicate with staff eg email address or message box <p>Desirable</p> <ul style="list-style-type: none"> ■ Evidence of questionnaires and/or surveys undertaken within the school. ■ Feedback from young carers in the school regarding gathering their views on the school's current policy and provision for young carers. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 5: Support Support is available for pupils, including young carers eg homework/coursework support, emotional support, health support, lunchtime detentions, peer mentoring or peer support groups.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Photo of pupil notice board with information about support available within the school, including signposting to healthcare/well-being support (ie school nurses where available), homework/academic support, and/or young carer-specific support (ie peer mentoring). <p>Desirable</p> <ul style="list-style-type: none"> ■ Feedback from young people regarding the appropriateness of interventions for them to access. ■ Evidence of peer mentoring and support being 'young carer aware' and being accessed by young carers. 	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p>	

Silver level

Implementing multi-agency support to ensure young carers have access to appropriate support both within school and out of school.

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 1: Understand The Young Carers' School Operational Lead has established a working group of school staff to support the needs of young carers (including links with the School Nurse and local young carers' service).</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Evidence of leads having established links with healthcare support (school nurses where available) and local young carers services. ▪ Job roles and details of links made. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Evidence of leads having links with other relevant contacts and protocols for information sharing in place. ▪ Evidence of regular meetings/contact with links at working groups to support young carers in schools. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>The attainment and attendance of young carers is understood through monitoring on internal management systems.</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Anonymous print out and/or report showing monitoring of young carers' attendance and attainment. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Evidence that the school has flagged identified young carers on its internal management systems (eg flagged as a 'user defined group' on SIMS). 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 2: Inform Assembly themes or PSHE lessons raise awareness of young carer issues and incorporate positive images of disability/illness (including stigmatised illness such as HIV).</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Content outline of assembly plan and/or PSHE lesson plan including information on identification, stigmatised illnesses, support and signposting delivered to all pupils. ▪ Schedule of delivery/dates for awareness raising with pupils. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Feedback from young people regarding the young carers work delivered. ▪ Evidence of pupils work related to the sessions delivered. ▪ Statements regarding any young carers identified by school-wide awareness raising. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>The school gives all parents information regarding young carer issues and the support that is available to young carers and their families.</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Copy of online or externally facing materials accessible to parents (eg prospectus), containing information about a whole school commitment to young carers and signposting to support. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Letter and/or newsletter signposting to school leads and external support, sent home for parents. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 3: Identify Teachers and all school staff are being trained to recognise young carers including those who may be hidden. Teachers and all school staff have received specific training about the issues affecting young carers, are available for young carers to talk to, and are able to signpost them to further information.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Evidence of training including awareness, identification, signposting, stigmatised illnesses, and support provision (including a training outline or learning objectives). ■ Schedule/dates of undertaken and planned training for staff, showcasing ongoing learning. ■ Evidence of evaluation and feedback gained from training. <p>Desirable</p> <ul style="list-style-type: none"> ■ Young carers awareness is included in new staff inductions. ■ Tools utilised from external agencies. ■ A case study of how a specific training has supported understanding of young carers needs. ■ A staff survey to showcase staff awareness of young carers identification and support. 	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	
<p>Enrolment processes take account of disability/ caring issues and school provides early intervention and support for young carers and their families.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Evidence of enrolment processes, including questions regarding disability and illness in the family, and young carers. ■ Evidence that transition plans (either 'upwards' or 'downwards') include sharing information regarding identified young carers entering/leaving the school. 	<p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> </p>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Your school accesses local and national external support to develop practice.</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Evidence of how established links with other organisations in the local community – including the young carers services and emotional well-being support – have been used to develop effective practice. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Evidence of participating in Young Carers in Schools regional networks, professional development events, or local equivalent. ▪ Utilising the Young Carers in Schools step-by-step guide for school staff. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Gold level

Embedding a whole-family approach, ensuring that young carers and their families are gaining the support they need to reduce the levels of inappropriate caring and allow the young person to fully access education and leisure activities.

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 1: Understand The Young Carers' School Operational Lead can show established processes within and outside of the school for inter-agency working to support young carers and their families.</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Evidence of how school has worked with external agencies to support a young carer eg anonymised referrals to internal support and/or external services (such as Early Help Assessments (EHA), CAMHS, health and social care) and the outcome. ▪ Identified local external agencies and evidence of established links. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Feedback from a young carer that inter-agency work has supported them. ▪ Feedback from a parent that support outside of the school has supported the family. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>Monitoring of internal management systems and engagement with pupils is utilised to identify when additional support may be needed for the young person and the family, and appropriate support is given/referrals made.</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Evidence that there is a process/policy in place to identify when the attendance, attainment or well-being of a young carer is negatively affected, and the actions that should be taken to address this. ▪ Evidence of action planning/referrals to support increasing attendance and attainment should it drop below specified levels. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Case study and statements of support to attend and achieve from parents, young carers and staff. ▪ Evidence of planning/referrals having a positive impact on young carers' attendance and attainment. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Criteria	Suggested evidence from the school	✓	Comments
<p>The school includes young carers in its whole school development plans where appropriate, giving consideration to available local and national guidance and support for young carers and their families.</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Evidence of whole school development planning being inclusive of young carers, eg School Improvement Plan. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Evidence of consideration of young carers in Pupil Premium planning. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 2: Inform Good practice examples and support on amending practice and policy for young carers is shared with local schools (including feeder and linked schools).</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Evidence of Senior Leadership Team championing information-sharing about young carers with staff at local schools through transition planning, joint training, mailouts and other information forums. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Evidence of participation in Young Carers in Schools regional networks, professional development events, or local equivalent. ▪ Trainee teachers and students on placement are aware of the Young Carers in Schools: Initial Teacher Education toolkit. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p>There is a named Young Carers' Lead Governor/ Trustee who raises awareness and ensures policies and practices are inclusive of young carers school-wide.</p>	<p>Essential</p> <ul style="list-style-type: none"> ▪ Name and responsibilities of named governor. ▪ Copy of agenda or minutes from meetings where young carers' issues are discussed. ▪ Ratification of whole school commitment and/or young carers policy by lead governor. <p>Desirable</p> <ul style="list-style-type: none"> ▪ Evidence of training on young carers' issues being included in ongoing professional development for governors/trusts. ▪ Evaluation report by governors' board regarding the schools' provision for young carers. 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 3: Identify Individual pupil support plans/provision maps which take into account caring roles are in place (including transitional plans for young carers entering and leaving the school).</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Evidence that provision maps and/or pupil plans are used to monitor interventions for young carers. ■ Mechanisms are in place to assess young carers' needs within the school or through an external organisation, eg school conducts or supports with young carers' assessments and/or transition assessments. ■ Agreed transition protocols in place with feeder and linked schools, colleges, universities and training providers. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Specific training is undertaken with teachers and school staff to identify young people affected by stigmatised illnesses (such as parental mental ill health, parental substance misuse and HIV).</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Evidence of training undertaken with teachers and school staff, including identification and support of young carers in families affected by stigmatised illnesses. ■ Names/job roles of staff undertaking this training and schedule/dates of training evidencing ongoing learning. ■ Feedback and evaluation from teachers and school staff regarding training. <p>Desirable</p> <ul style="list-style-type: none"> ■ Evidence of utilising external organisations' specialist training. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Criteria	Suggested evidence from the school	✓	Comments
<p>Standard 5: Support Systems are in place within your school to signpost and/or undertake whole-family work that aims to support ill health or disability needs in order to prevent or reduce a caring role.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Evidence of pathways/understanding of referral processes to local authority support for adults/ disabled siblings. ■ Case study or statements from parents and/or schools staff regarding positive impact of referrals made to local authority support, or other whole-family support. <p>Desirable</p> <ul style="list-style-type: none"> ■ Any family workers associated with the school are aware of young carer issues and have information to signpost a 'cared for person' to additional support through health and social care services. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<p>Your school is accessible to the pupils' parents/ guardians/siblings or others who are affected by long term illness or disability needs. Communication strategies include provisions for any parent with visual, hearing, communication impairment or translation needs.</p>	<p>Essential</p> <ul style="list-style-type: none"> ■ Evidence of Disability Discrimination Act (DDA) implementation plan and Equal Opportunities Policy in practice and accessible to parents. ■ Policy/process in place to overcome communication barriers with parents, such as those barriers caused by visual, hearing, or communication impairments. <p>Desirable</p> <ul style="list-style-type: none"> ■ Statements/case studies from parents and young people about accessibility and support provided. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Tools Questionnaire

This questionnaire will help us to collect data on the tools and resources available through the Young Carers in Schools programme. It will be detached from your application and held separately. Please complete the questionnaire honestly; the information contained within will not affect the outcome of your application.



Would you recommend the YCiS programme to other schools? Yes No

How many young carers has your school identified since engaging with the programme?

Number: _____ Prefer not to say

Which of the following tools did you engage with (please tick ✓), and how useful did you find them? (1- of no use: 5- most useful).

✓ Tool	1	2	3	4	5
<input type="checkbox"/> Step-by-step guide (online tools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Live webinar(s) (Please indicate in comments box which webinar(s) you attended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Recorded webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Professional development event (Please indicate in comments box if you were hosting the event, or invited)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Young Carers in Schools Award Checklist (online tool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Young Carers in Schools: A guide to evidencing the award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> E-newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

For the tools/support that you did not engage with, please tell us why?

✓ Tool	Not relevant	Unaware of it	Inconvenient	Did not feel it was needed	Accessed other local support (please state)	Other
<input type="checkbox"/> Step-by-step guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Live webinar(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Recorded webinars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Professional development event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Young Carers in Schools Award Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Young Carers in Schools: A guide to evidencing the award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> E-newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there any other comments you would like to make about the tools and resources available through the programme?

Comments: _____

Are there any other forms of tools or support that you would like to have available through the programme?

Comments: _____
