



Young carers EYFS and key stage 1

Resource pack for schools



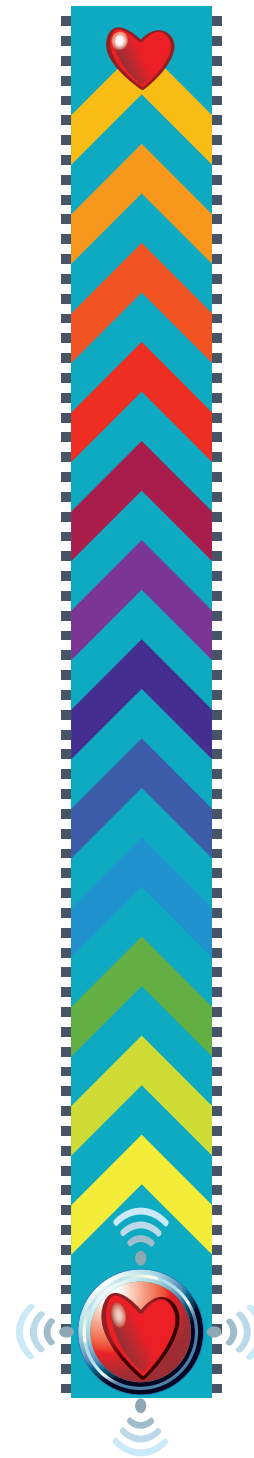
This resource pack is a collaboration between Caring Together, Madgalen Gates Primary School and Gerard Roadley-Battin.

Original story devised by Magdalen Gates Primary School.

Design and cartoons by Gerard Roadley-Battin www.gerard.design



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A welcome from Caring Together

Thank you for your interest in this young carers resource pack. Caring Together has been working with schools across Cambridgeshire, Peterborough and Norfolk for a number of years to raise awareness of the needs of young carers and to help improve the support available to them through school in order to make caring easier for them and their families.

Through our awareness-raising work with pupils, it became increasingly apparent that what was really lacking was dedicated resources aimed at helping the youngest children in schools to understand about young carers and about the fact that families come in all shapes and sizes.

This is even more important given the fact that over the past 18 years, the fastest-growing group of carers being identified is the 5-7 year olds. We are also very conscious that there aren't as many services out there for this age group compared with their older peers.

We wanted to produce a pack which provides 'off-the-shelf' planned resources which will help your pupils to understand who young carers are and to encourage them to be more open about talking to someone if they have worries, something which is an essential life skill for all children. They are designed to be easy-to-use and flexible enough to be used in a variety of ways. We deliberately wanted the resources to be designed by professionals working with this age-group, so that they will be accessible, whilst also ensuring that they 'work'.

Our aim is that this resource will help us to create more caring communities where young carers are less prone to bullying and other education issues because of a lack of understanding or support.

We would like to thank Charlie, Liz and Rose from Magdalen Gates for their hard work in making this resource possible as well as the headteacher, Cara Fahy, for her support of this project. We would also like to thank Gerard Roadley-Battin whose graphics really brought the characters in the pack to life.

Finally, we would like to thank the National Lottery Community Fund who funded our Norfolk Young Carers Forum Project which is where this project first began.

We hope you find this useful and if ever we can be of any assistance to help make caring easier, then please do get in touch.

Miriam

Chief executive, Caring Together



A letter of introduction

Welcome to our young carers EYFS and key stage 1 resource pack for schools

First of all - who are we and what do we do?

We are Rose, Charlie and Liz, three staff members from a primary school in Norwich.

Caring Together asked us to help raise awareness of young carers in schools by creating this pack. We hope you enjoy using it as much as we have enjoyed creating it.

Before you start using the resources, we would love to give you some background as to how this has come about and why we feel so passionate about the subject.

Historically, we three have for several years been part of a small team of staff in school working with young carers.

We each have different roles in school covering between us early years, key stage 2 and family support work which helps us bring a wide range of experience to our work with young carers.

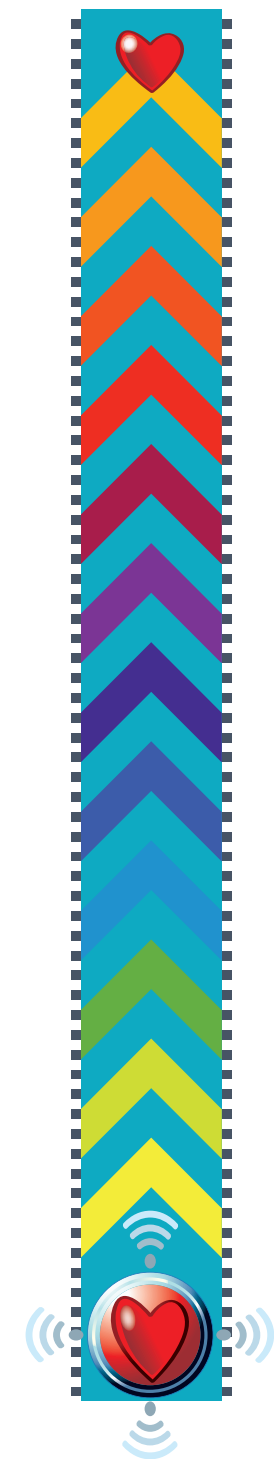
We organise activities and outings, promoting a positive and fun outlook regarding the caring role.

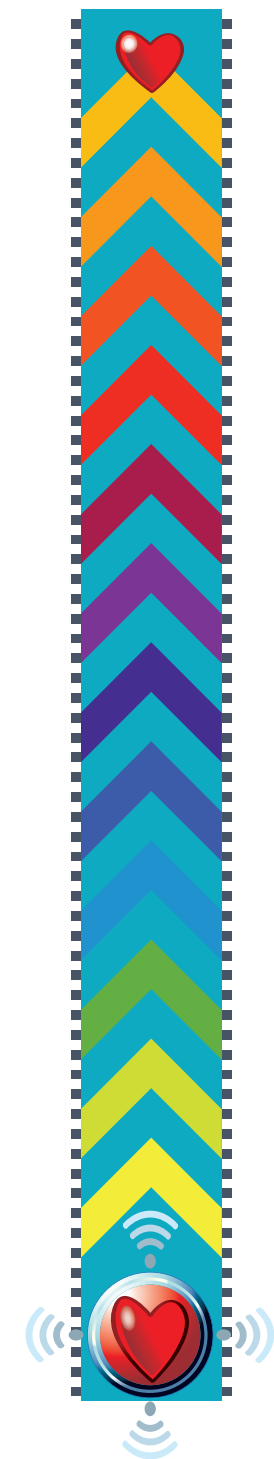
When we first started, it made sense to begin by working with our identified young carers in key stage 2, expanding the group gradually as we developed a whole school awareness of young carers and more were identified. This made us realise that many young carers can be 'hidden' in school. Also, we appreciated that some children and young people who struggle in school have added challenges at home which they are unable to communicate other than through their behaviour.

As we attended training and learnt more, we had to open our minds to the possibility that even for very young children, life at home can be very different when one or more family member has issues around physical, mental health or addiction.

Hands on helping was only one aspect of how life might be different for some children, and this traditional image had to be challenged! The young carers assessment tool we use in our school was developed on the back of our growing understanding. We included questions about supporting family members who may sometimes feel sad or worried. We have found that even young children can be very capable of giving emotional support. We also ask questions about morning and evening routines and access to social opportunities outside school. This helps us build a picture of the life of the individual to give us a better understanding of them.

We rapidly realised we needed to open up the initiative to the whole school and began to assess our younger pupils, right down to the age of four.





A letter of introduction

We found that the younger children in particular responded naturally and openly to the questions and that their answers could be very revealing in terms of their experiences.

We have found that in the four to seven age range, the children enjoy the recognition and the positive image we portray of this role and that they are caring for others. They then prefer to move swiftly on to the business of having fun! That said, the older ones can be very similar! Laughter is one of the biggest and best essential ingredients in our activities and we, as helpers, have loved connecting regularly with our own 'inner child' as we play with and alongside them!

Why use this resource pack?

We have devised this pack with the idea that creating a whole school awareness of the life of young carers should begin at the beginning!

If we can embed the idea from Reception onwards that some children have caring responsibilities at home, then it becomes part of a school's culture.

We have found that through exploring the caring role with pupils, staff are often able to empathise based on either their own past or current experiences or those of someone close to them.

Creating a culture of having conversations about caring, helps children and young people to communicate their worries as a natural part of what they do in school. This can significantly reduce stress for some pupils and allow them to connect with, as well as enjoy their school day.

If family circumstances change, for example if a family member becomes ill, children can be encouraged to identify themselves within school in a way which feels natural. This can be particularly helpful if a terminal illness occurs in a family where lots of things can change in a short space of time.

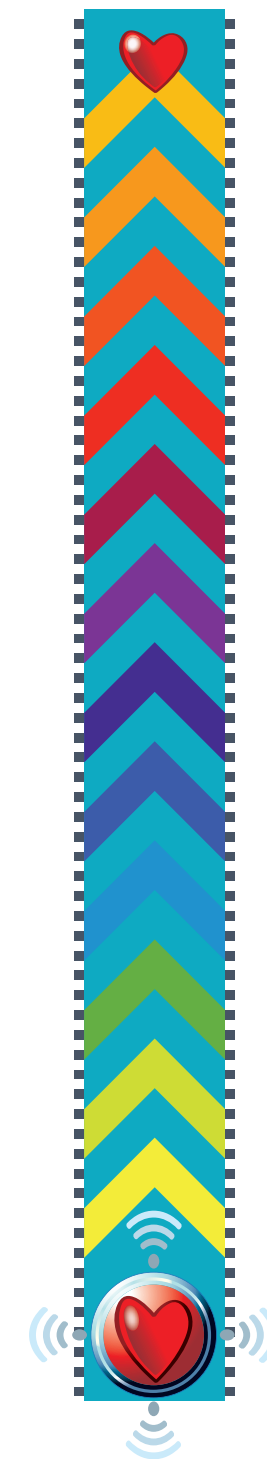
Our resources and how they came about

The theme is inspired by our own young carers in our school, the superhero image is one they have chosen to identify with.

The character of Tickity-Tock evolved as we explored the three main aspects of caring which we felt little ones could learn to identify with. Gerard became our fourth team member, sketching our ideas as they emerged. He brought together helping hands, a beaming smile and giving time in the form of a rocket riding happy clock character!

We feel that the three superhero children are very representative of the type of challenge young carers can face. The start of the school day can be tricky for young carers, especially if their home circumstances are unknown, so we focused on that in the story.

We have designed the pack to be used in a way which suits the individual school best, using our own experience to keep the activities realistic and achievable!



A letter of introduction

The story can be used as an introduction to Young Carers Awareness Day in assembly or read to individual classes.

The activities and lesson plans can be dipped into or used across a whole week of awareness building. The underlying theme is all about caring.

The 'Time to share' box activity is designed to encourage the children to communicate if they need to talk to someone. Experience has taught us not to shy away from this as we find the children don't want heaps of time - just a bit of reassurance that they are being listened to. We find the benefits far outweigh the time commitment!

Our circle time song has simple actions to promote the idea of what caring means. We especially hope that the smile can keep being passed on as a simple exercise to start the day with! It can be an underplayed skill and allow some great compliments to take place: *"Wow! I was feeling a bit sad, but your lovely smile has made me feel so much better!"*

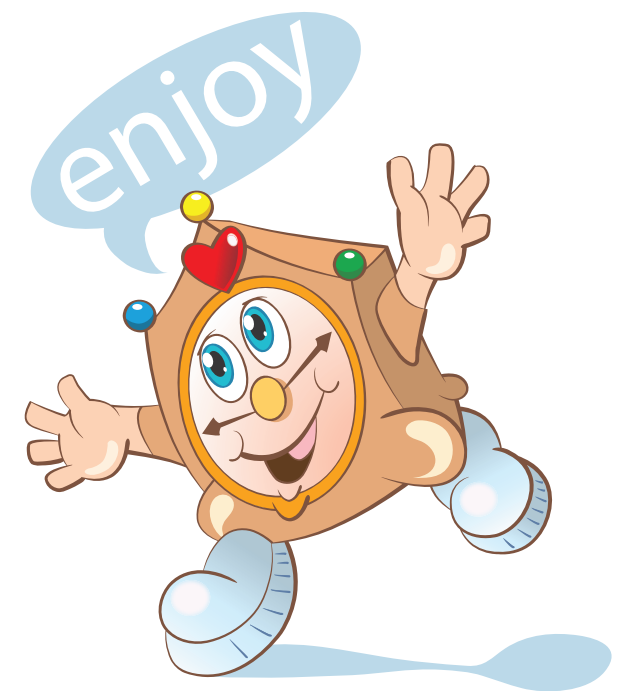
We have tried above all to keep things simple as we have hands on experience of busy school days and collectively are huge fans of 'simple but effective!'

It now only remains to say, enjoy the pack, keep smiling and we hope you all love it!

Kind regards,

Rose, Charlie and Liz

And special thanks to Gerard for bringing it to life!





Setting the scene - for staff

Who are young carers?

The official definition of a young carer is 'a person under 18 who provides or intends to provide care for another person (of any age, except where that care is provided for payment, pursuant to a contract or as voluntary work).' Children and Families Act 2014 Section 96.

A more simple definition is that a young carer is someone under 18 who helps look after or provides support to someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

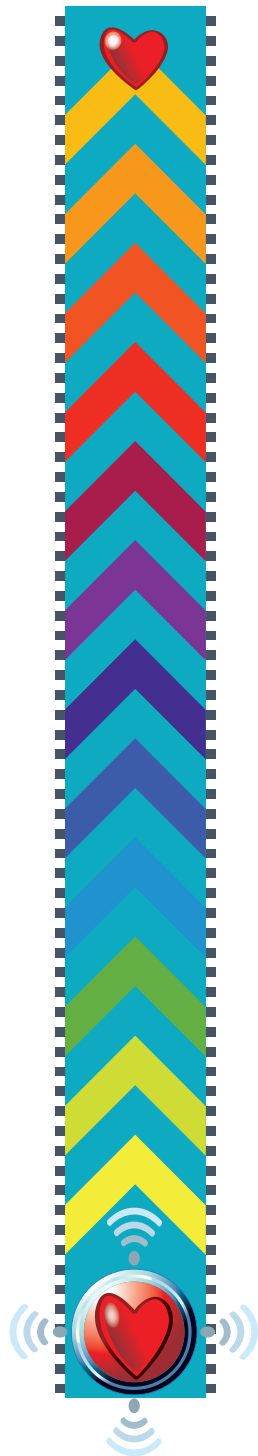
They may carry out practical tasks such as helping with cooking, cleaning, shopping or helping to look after younger siblings, but they can also provide high levels of emotional support such as checking on the person they care for and being there for them when they need them. Some young carers also have to provide personal/intimate care.

Young carers in numbers

- Whilst it is hard to know exactly how many young carers there are, latest figures suggest there could be as many as 700,000 nationally, and one study suggested that one in five secondary age pupils are young carers.
- There are 50,000 children and young people looking after someone with mental ill health in the UK.
- On average young carers miss or cut short 48 days of school a year because of their caring role.
- 68% of young carers are bullied in schools.
- Only half of young carers have a particular person in school who recognises that they are a carer and helps them.

Infant carers (aged five to eight)

- It is estimated that there are over 10,000 young carers under the age of eight in England and Wales and there has been an 83% increase in the number of identified young carers aged five to seven since 2001.
- 46% are getting up in the night to care for loved ones, missing out on their own sleep.
- More than 80% are carrying out caring duties every day or most days of the week.
- One in ten young carers go the shops unaccompanied to buy essentials for the family.
- Three quarters of these children are providing emotional support by cheering up family members when they are sad. (Carers Trust, 2018).



Setting the scene - for pupils

The story that follows is ideal to set the tone and introduce pupils to young carers. This can be read in an assembly or class environment.

Start off with asking if the children have heard of the term 'young carer'

- "We are going to start assembly today with a really exciting story about three children and a rocket ship! But, before we start, put your hand up if you have heard of 'young carers'?"

Once the children have shared their ideas, read the story.

Afterwards, think about some of the points below:

- What did the children do that was caring?
- What did Tickity-Tock say to the children?
- Now, after hearing the story, what do you think a 'young carer' is?

Depending on the length of your assembly, you could also introduce the circle time song to the children.

Explain to pupils that in every school there are children who are young carers and that this is something to be proud of - just like the superheroes in our story. You can go on to explain that they will be learning more about young carers this week.





Story: Tickity-Tock saves the day!

It was Monday morning in Ladybird class

"Come on children, its playtime!" said Mrs Lynn the teacher. The children grabbed their coats and ran ahead. Sarah and Harry were the last to leave the classroom.

"I don't feel like playing," said Sarah. "I miss my daddy."

"I'm a bit tired, my brother kept me awake last night," said Harry. "Let's go and sit at the friendship stop in the playground. That's somewhere we can talk."

As they arrived at the friendship stop, they saw Jamila walking towards them.

"Why are you late?" said Harry.

"My mummy isn't very well," said Jamila. "We had to go and see her at the hospital because she had an operation. I gave her a kiss and a cuddle. mummy says it's the best medicine ever!"

"My daddy isn't very well," said Sarah. "Sometimes he stays in bed when he's feeling sad. He says I pass my lovely smile to him and that makes him feel better!"

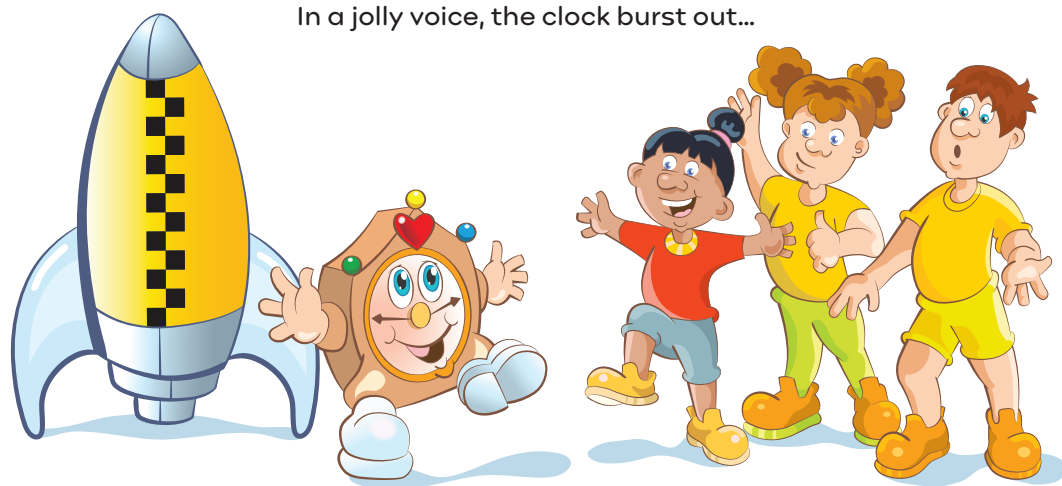
"I was nearly late for school today," said Harry. "Mummy was helping my big brother get dressed and I made his breakfast. mummy says I have amazing helping hands but sometimes I wish I could help more."

"So do we!" agreed the other two.

WHOOSH HHHHHHHH! Suddenly a rocket came zooming down and landed right in front of them. Riding on it was a clock with the most enormous hands and a beaming smile that lit up the playground.

Waving to the three friends, the clock jumped down in front of them.

"Wow! Who are you?" gasped the children.
In a jolly voice, the clock burst out...



Story: Tickity-Tock saves the day!

"I'm Tickity-Tock! Your young carers clock!
I'm looking for carers like you!
I've landed to say - you've made
people's day!
"By showing you're caring and true!"

"But how?" asked the children.

"I travel around on my rocket all day!" replied Tickity-Tock.
"I use my magic radar to look for
superheroes who care for others!
My super carer radar has picked
up on YOUR loving signals today!"

"What? SUPERHEROES? Us?"
exclaimed the children. "We don't do anything special! Do we...?"

"Oh yes you do!" cried Tickity-Tock. "Just think about what you've already
done to help others this morning!" The clock sprang up into the air and
burst out again:

"You are young carers and you should feel proud!
You are young carers - so shout it out loud!
I'm here to show you all that you do!
"So, thank you young carers for just being you!"

"Young carers?" said the children looking puzzled. "So, what do they do?"

Tickity-Tock waved his hands and smiled widely. "You give your hands to
help and your smile to cheer but you also give time to show your loving
care."

The children smiled and looked at each other. "Wait a minute! There might
be other children just like us on the playground. Let's go and play and have
fun. We can show them
that it's great to care.

"Let's be superheroes!"

"Great job you three!"
exclaimed Tickity-Tock.
"Now young carers go
on your way, as proud
superheroes, enjoy your
day!"





Activity: Someone who cares for me

What do I need?

- Job role pictures: police officer, firefighter, nurse, teacher, etc.

What I'm looking for...

- For children to identify what a caring role/action might look like.

Let's get started!

A simple activity to get children to think about caring roles using examples from the wider community. These figures are easier for younger pupils to initially relate to.

Start off by showing pupils the job role pictures. Engage in a class discussion about what these jobs involve and how the people help others. Then, encourage the children to think about someone special that helps or cares for them.

Next model to pupils a drawing of someone who is special in your life. Write a short sentence explaining why and how they care for you.

Explain to the children that they are now going to do this activity independently.

Step it down

It's okay if some pupils write key words or talk about their picture instead of writing a sentence.



Finish with

Conclude with talking to pupils about how everyone has somebody special in their lives who they care about. You can go on to say that some children in your school have a parent/sibling, etc. who needs some extra help with day to day living.



Activity: Story stepping

What do I need?

- A space to perform!

What I'm looking for...

- Recall thoughts and feelings from the story.

Let's get started!

As a class, re-read the original story.

Tell the children they will be creating and performing a scene/still image from the story. This could be anything from the children waiting at the friendship stop on the playground, or Jamila visiting her mum in hospital.

Give pupils time to work in small groups.

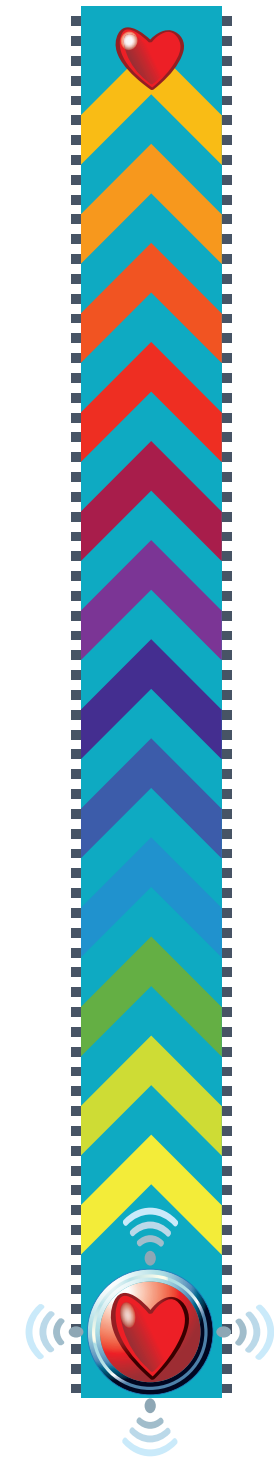
If possible, create a 'stage space' by getting children to sit in a circle and use the centre as the 'stage'. At any point, you can shout 'freeze!' and then encourage the pupils to think about what the character is thinking or feeling.

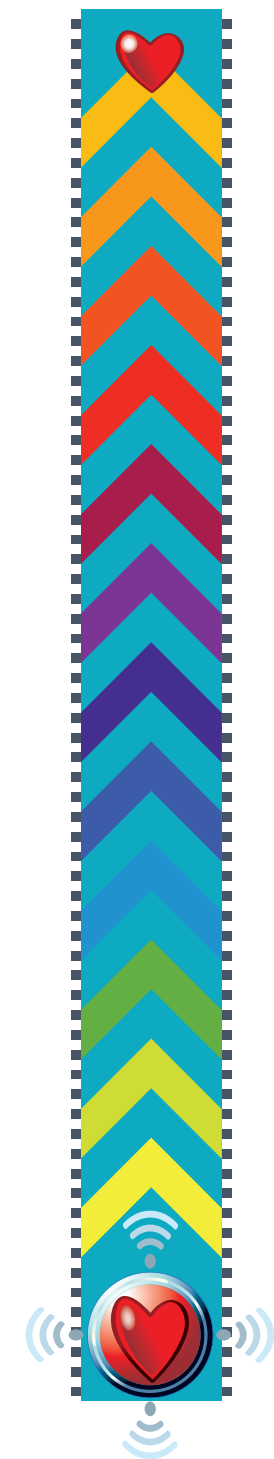
Step it down

You can choose for pupils which scene they will be acting out and what thought/feeling you will be looking for when you shout 'Freeze!'.

Finish with

Explain to pupils that its okay to share feelings and thoughts with each other - just like the children in the story. You could go on to asking pupils how they might react if they saw somebody looking happy, sad, angry, etc.





Activity: Become a news reporter

What do I need?

- Microphone prop (optional).

What I'm looking for...

- For children to understand more about what a young carer does.

Let's get started!

This activity is a chance for children to find out more about what a young carer does. Tell the children they are going to be news reporters and are interviewing a young carer (think of it as a press conference). You will assume the role as an imaginary young carer.

Some examples of questions to be asked could be:

- How old are you?
- What is your name?
- Who do you care for?
- What do you like doing?

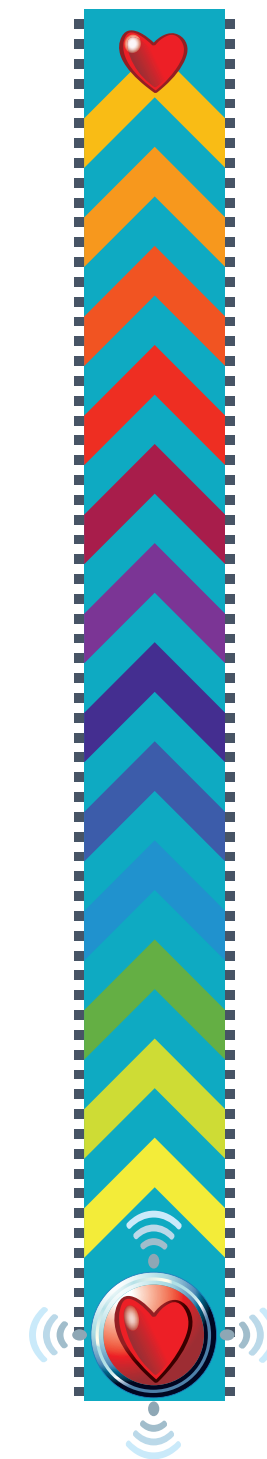
You are welcome to use one of our short stories and assume the role as Harry, Sarah or Jamila. This will help give you some background information, but feel free to improvise and expand on the characters.

Step down

Model questions for pupils to start them off.

Finish with

Ask the children to give some examples of what a young carer may do. Reiterate to children that anyone could potentially be a young carer. They may have similar interests to you like playing football, the same favourite food, but that they also have a very important job to do – caring for someone else.



Activity: Time to share box

What do I need?

- Cardboard box (a shoebox works great!)
- Scissors (to cut a rectangular slot at the top of box)
- Paint/craft decorations for the box
- Small rectangular strips of paper (enough for everybody in the class).

What I'm looking for...

- For children to understand that they can share their worries at school.

Let's get started!

Re-introduce Tickity-Tock from the story. Emphasise that Tickity-Tock was a character who took time to listen.

Get the children to help decorate the box. We recommend printing off the Tickity-Tock character from the resource pack and sticking him onto the front. This will help children to identify that this box is a place for them to indicate that they need some time to chat to someone.

Finally, get all the children in the class to decorate their rectangle and write their name on the reverse.

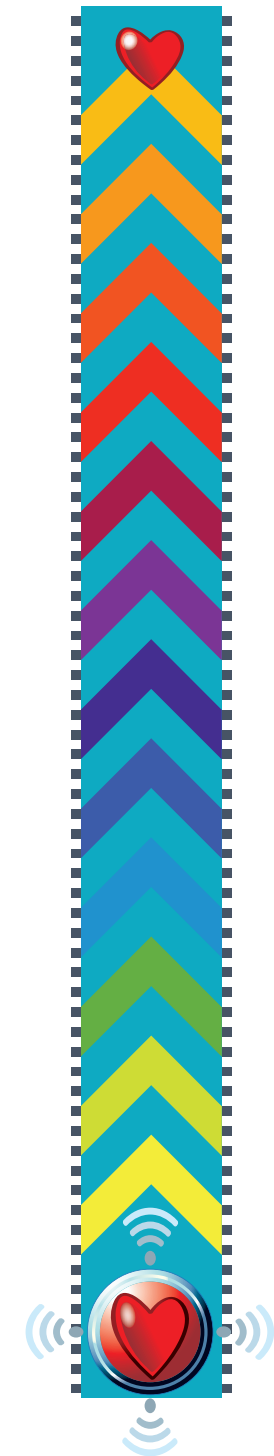
Finish with

Bring the children back to the carpet and draw their attention to where the box will be placed in the classroom.

Explain that they can post their token into the box when they need some time to chat to someone. Arrange for the box to be checked regularly.

Remind children to keep their token in a safe place (we recommend laminating and keeping it in their tray!).





Activity: Build a caring superhero

What do I need?

- LEGO, Mobilo, craft resources... anything you can find in your classroom!

What I'm looking for?

- For children to build a superhero out of their chosen resource that relates to one aspect of how a young carer might help someone in their life.

Let's get started!

The idea of this activity is for children to be creative with some of the aspects of what a young carer might do to help. Explain to the children that they will be building their own caring superhero out of resources around the classroom. They will need to think about what caring superpower their character might have. An example could be super stretchy hands to help around the house or a super smile that can light up a room and make people feel happy.

You can remind pupils about some of the traits Tickity-Tock had, such as his helping hands.

If you have an area designated for LEGO or construction blocks, then this activity can be set out and left with little supervision. Question children as they are building about some of the features they have included for their superhero.

Step it down

If some children are finding it difficult to think about a caring superpower, provide a few examples of your own and ask children to re-create that specific feature on their character.

Finish with

Share the children's creations! Ask them to talk about their character to the rest of the class, or perhaps ask them to create a back-story for their superhero. Give feedback and question what they've created: "Why have you given your character [superpower]?"

You could also create a superhero open museum/ exhibition by displaying the models somewhere and inviting others to come and view their creations.



Activity: Circle time song

Here is our simple song for circle time! Please sing it to an adapted tune from a well known song or nursery rhyme - creative licence is most definitely encouraged!

Here is my hand and here is another one
Children put each hand out in turn with palms facing upwards in front of them.

This is my smile, please take it and pass it on
Children use both forefingers to trace their own smile and nod to the person on their right.

This is my time, time I can share with you
Children point to the clock (could be Tickity-Tock!) or even an egg timer.

Here in our hearts, we'll show that we care for you
Hands are crossed over the chest.

Circle time conversations - a few suggestions!

- "How do we show we care?"
- Now for the big one! Talk about 'what is time?' Ways we measure it. Use an egg timer and see how many kind words can be counted before the sand runs out or how long it takes a smile to travel round the circle.
- Developing the above theme - how long do you need to help someone? Some things we can do take seconds or only a few minutes.
- Take it in turns to say who has helped you today? It could be by driving them to school or making their breakfast, or helping them to get ready. After you finish, you can then follow on by explaining that for some children, they have to do lots of things to help others and don't always have someone who can help them.
- Giving compliments - taking turns to say something nice to each other for example:

"You have a lovely smile." The other child responds by saying how that makes them feel:

"I feel really happy to hear that."

* This activity can take some scaffolding to begin with (even with adults!) but is so valuable in terms of building recognition of the links between giving and receiving compliments and feeling good.





Additional resources/ideas

Although we have provided you with some structured activities, remember that sometimes the simplest of ideas can be the best. Creating a space for children to have fun, be creative and express themselves is at the heart of our approach towards our young carers. Here are some further ideas...

Design your own playground

With your class or in small groups, get children to design their own playground on big sheets of paper. It can be as creative and imaginative as you like! Emphasise to the children that there is one thing that they must include – a space where people can meet if they need someone to talk to (like the friendship stop in the story). What would it look like? How would it make them feel better? Highlight where your space is at your school as an example.

How are you feeling today?

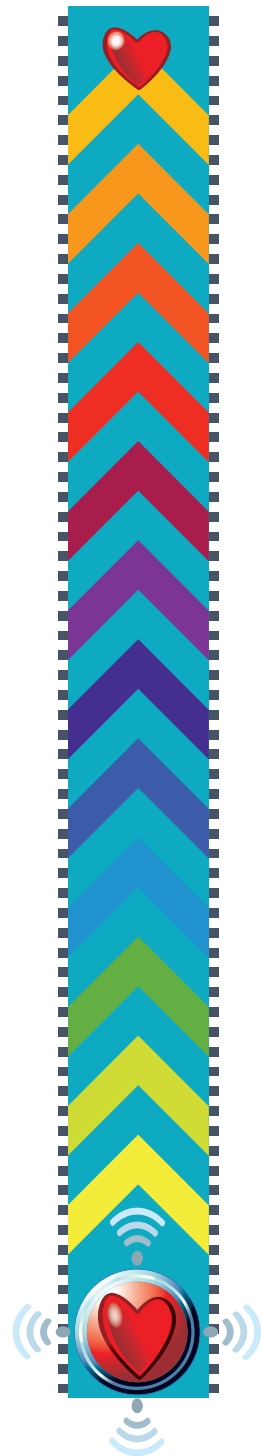
This activity can be carried out in a 'circle time' setting. Provide children with whiteboards or a piece of paper and ask them to draw a face representing how they are feeling today. Extend on this activity as you wish as a form of communicating feelings.

'Helping hands'

Each child creates a painted handprint in your class with their name on. These are then laminated, cut out and hung together with a drawstring. Each day, one or two children's handprints will be selected, and they will be 'helping hands' that day. Explain that they are tasked with being extra caring towards others, for example, at playtime, monitoring the children getting their coats on, helping others who are feeling sad that day or helping organise snack time.

The 'caring zone'

Create a space in your classroom and call it the 'caring zone.' This could include, seats, doctors kits, dolls, beds – anything associated with the idea of caring for others. This space is great for children to roleplay and experience for themselves what it feels like to care or be cared for.



Short stories: Sarah's story

Below are three additional short stories that can supplement the activities provided and give pupils more of an insight as to what a young carer does. These can be read as a standalone activity and provide an opportunity to open a discussion with your class. Feel free to reflect at certain points and question children's understanding of the caring theme throughout each story:

- What did Sarah do to help dad?
- How might Sarah be feeling when she leaves to go to school?
- What would happen if Sarah was worried about her dad while she was in school?

Sarah's story

On Monday morning, Sarah woke up to her alarm ringing loudly in her ear. She had a shower, got her school clothes on, brushed her hair, gulped down her breakfast, spilt the honey hoops over the worktop, quickly brushed them up, washed up the dishes, fed the dog, put the dirty washing in the washing machine, boiled the kettle, poured out the water - being careful not to burn herself and tiptoed upstairs. Sarah put her ear to the door.

Was dad awake yet?

"Sarah, is that you?"

Sarah pushed open the door and carefully placed the coffee on the table. Dad's face looked a bit white and he wasn't smiling today.

"How are you feeling today dad?"

"I'm feeling sad today Sarah."

Sarah gave her dad a huge hug and kissed him.

"I love you dad."

The doorbell rang and Sarah opened the door. It was her best friend Jack and his dad. "Hi Sarah, ready to go?" Sarah got her bags, checked on her dad again who had fallen back to sleep and left for school.





Short stories: Harry's story

Harry's story

Harry was six years old. He had a sister in nursery still and an older brother called William. He loved them both very much.

When school had finished, Harry waited excitedly for his brother to arrive. When Harry saw his brother, he waved, and William smiled back. Harry hugged his mum and kissed his brother. William let out a loud noise and kicked his feet out. Some girls from Harry's class giggled as they walked past. This made Harry sad as he took his brother's hand.

"How was school?" asked mum.

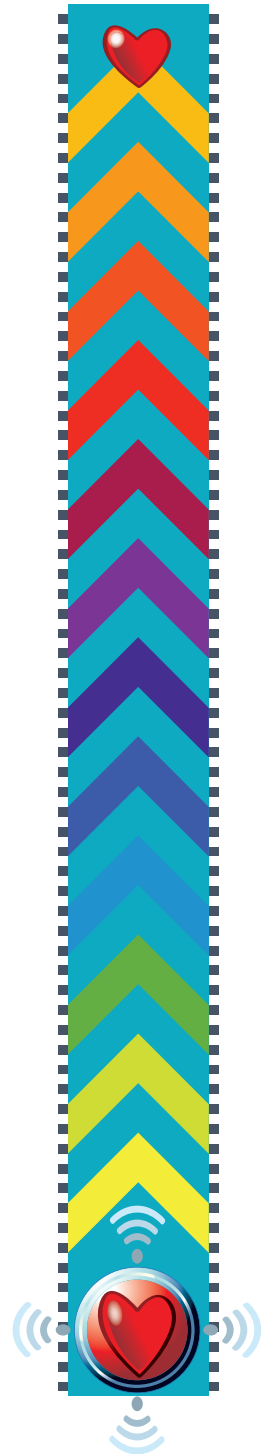
"Well... we did P.E. and Freddie forgot his P.E. kit so he had to wear odd socks. Oh, at dinner time, I played stuck in the mud with Sarah, but she won, and I don't think that's fair but..." mum was slowing down. "We need to cross over. This pavement is too small for William's wheelchair to go down."

"Hey William!", exclaimed Harry. William looked. "It's nearly tea time!" and Harry rubbed his tummy. William copied him.

When they got home, Harry held the door open for his mum and William was wheeled inside.

"Please can you start the tea Harry while I sort William out?" said mum.

Tonight was Harry's favourite tea! Pepperoni pizza, chips and peas!



Short stories: Jamila's story

Jamila's story

Jamila got to school and put her bags away. She talked to her best friend about her new cuddly bear she had got from the bear workshop at the weekend, and how she had tripped over on her way to school but didn't mind because Mrs Lynn had found her a colourful plaster with tigers and lions on.

After lunch, Mrs Lynn read a story about a little boy who had a sister and it was their mum's birthday party, so their dad helped them to make a cake to make her feel special. Then, Mrs Lynn told the children that they would be making a card for someone who means a lot to them. Someone who is special and they love. Jamila thought long and hard about this and sat down at the table.

"Who are you making yours for?" asked Jamila.

"Mine's for my dad. I love him so much but sometimes he gets a bit sad so I'm going to draw our dog on it and a heart because that will make him smile." said Sarah.

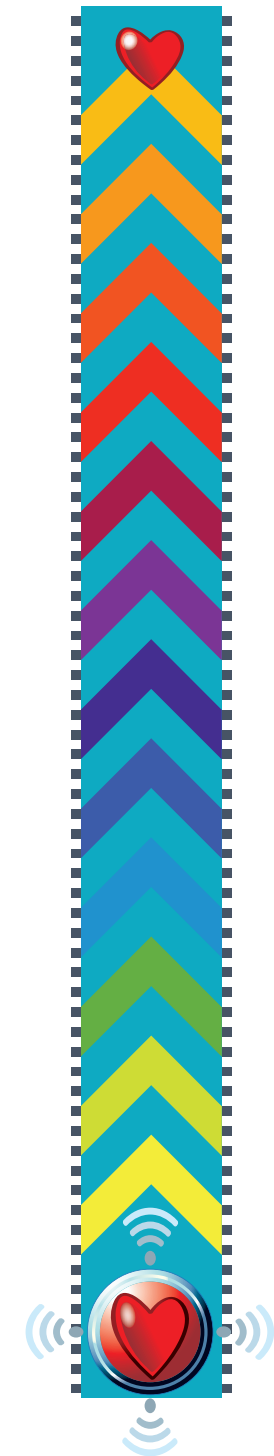
"Who's yours for Jamila?" asked Sarah.

"Mine's for my mum. She's in hospital and missing us all so much. I'm making mine for mum to cheer her up."

Jamila liked Harry's drawing. "What's that?" she said. "This is William's wheelchair, and this is me pushing him. He's my big brother and I love him very much."

When school had finished, Jamila ran to her dad and showed him the card for mum. "Best dad in the world!" she grinned as dad picked her up and hugged her.





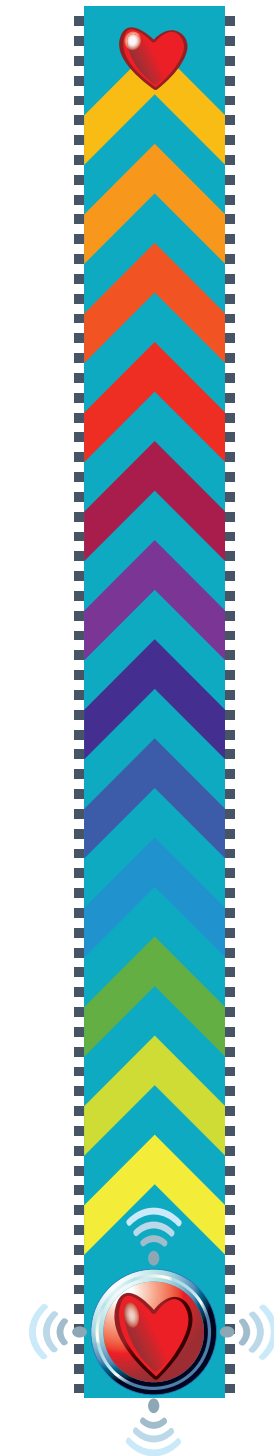
Poems

I am a young carer by Rose Chapman

Get up, mind already spinning with the events of the day
Of all the support I'll give and the thoughtful things I'll say
Check on mum, she's still in bed
Her face is pale, I stroke her head
"Can I get you a drink mum, or another pillow while you sit?"
I whisper, "I love you" and out I slip
"I'm only on the other end of the phone mum" I say
"If you need me - I'll come home, anytime of the day"
My heart races, I look back at her and bite back the tears
The worries, anxiety, every one of my fears
But I have to carry on and go in to school
If only I didn't have to stick to the rules
If only I could be with my mum, by her side
To hug her, to love her and bring peace to my mind
During the day I think of her, there in those four walls
Trapped there alone, and how I long to make that call
Somehow, I get through the day and not pick up the phone
Keys in the lock, I open the door and shout, "Mum I'm here, I'm home!"
"How are you feeling? How's your legs and your head?"
"Did you manage today, to spend time out of bed?"
I give her a hug, but I know that's not enough...
"I love you mum" I say... "I love you so much"
Neither one of us let's go or makes a single sound
I am a young carer and I am so proud

Please help young carers by Rose Chapman

We care for the ones who mean the most
We open our arms and then draw them close
We always make sure we are there anytime of the day
To give out our love and send those troubles away
We try and keep strong even when it gets tough
On days when they are ill, feeling poorly or rough
We go into school then we care when we're home
So please help young carers so we don't feel alone



What you can do as a school to support young carers

The aim of this pack is to help raise awareness of young carers and to create more understanding, but we also wanted to provide some suggestions about practical things which you can do to help any young carers that you identify:

- Choose one member of staff to be your champion/lead for young carers – that way parents and young carers don't have to tell their story over and over and start from the beginning each time.
- Continue to factor in regular young carers awareness-raising for both staff and pupils into your school calendar – why not link it in with Young Carers Awareness Day in January, Carers Week in June or Carers Rights Day in November?
- Display information about young carers in school – including on noticeboards and on your school website.
- Why not introduce a young carers policy or agreement which sets out exactly how you will support the young carers within your school? If you have any young carers identified, get them to help you put it together.
- Have a box within school where children can put any worries that they have.
- Consider running a young carers' group within school – it can be an easy way to give young carers a break and help them realise that they are not alone and they can get support in school.
- For your year 6s moving up to secondary school – make sure their new school is aware of their caring role and the support that you have provided (so long as you have consent) and see if they need any extra support around transitions – some young carers struggle to access open evenings and the family might need support with ensuring the paperwork is completed.
- Link up with your local carers organisation to see what support they can offer to your young carers – you could even do a fund-raising event to help raise awareness and money at the same time.
- Create a 'carer-friendly' school by working towards local or national models of best practice – for example, Caring Together have a 'Carer Friendly Tick Award' for Education and nationally there is the Young Carers in Schools programme delivered by Carers Trust and The Children's Society.



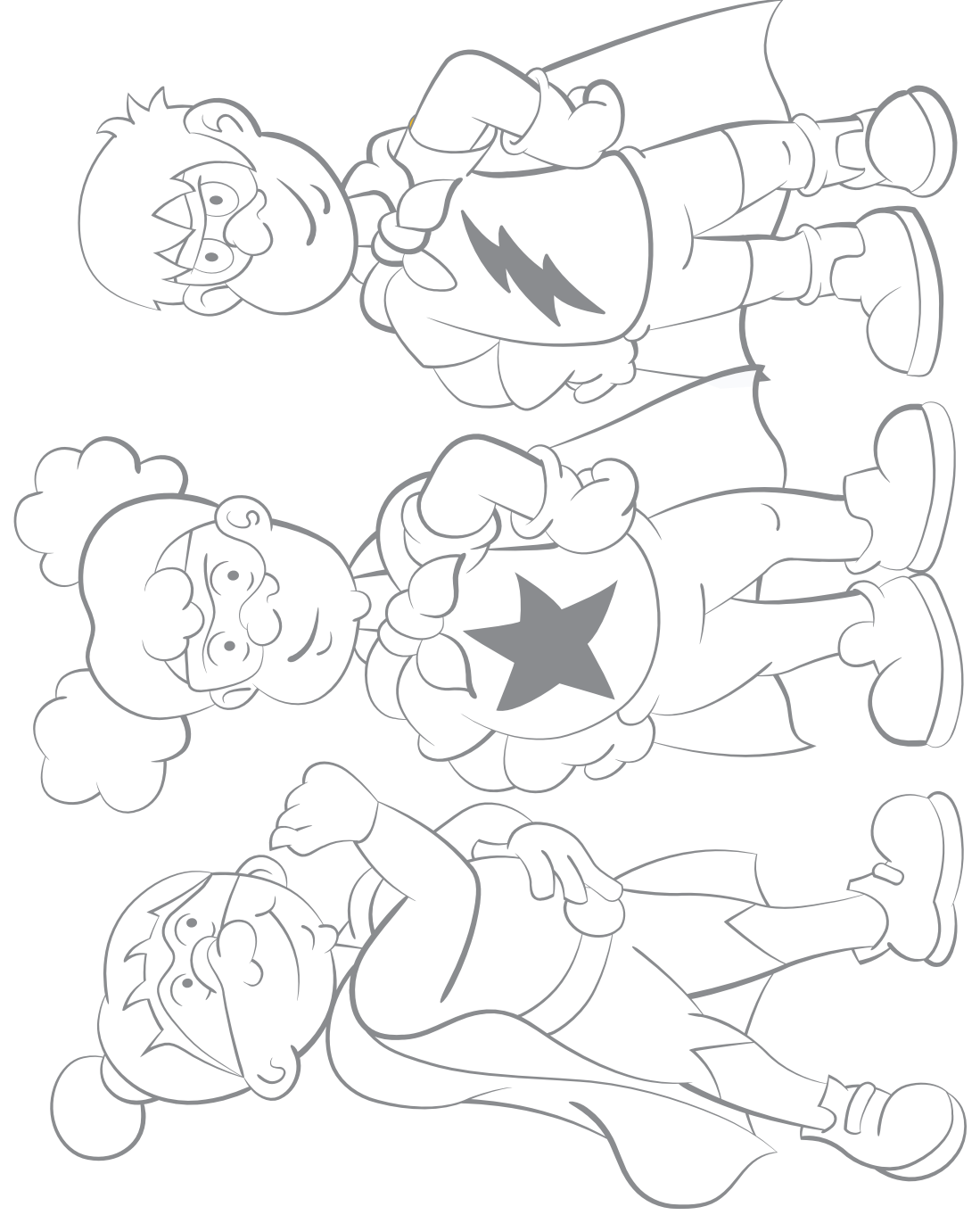
Colouring projects



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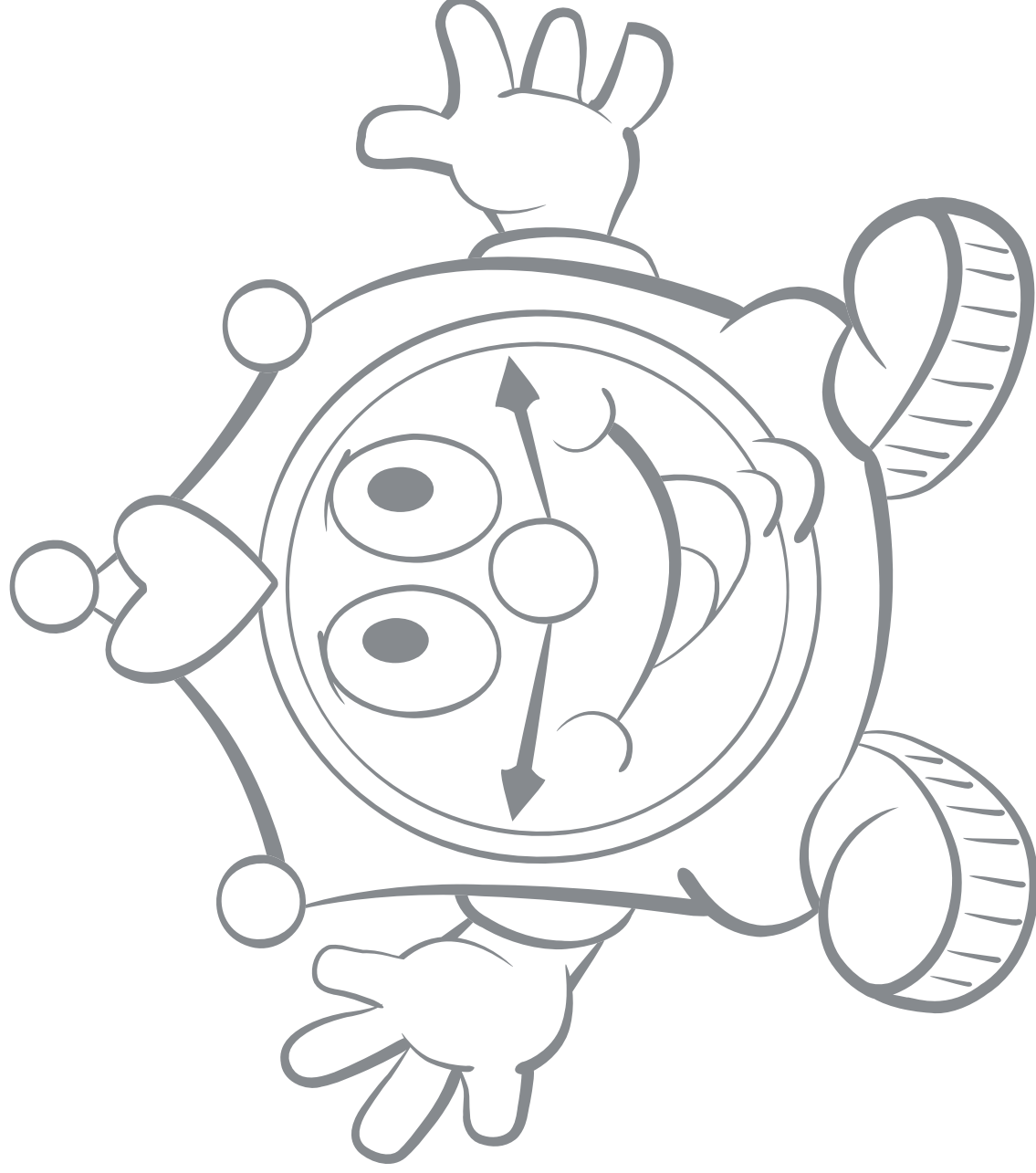
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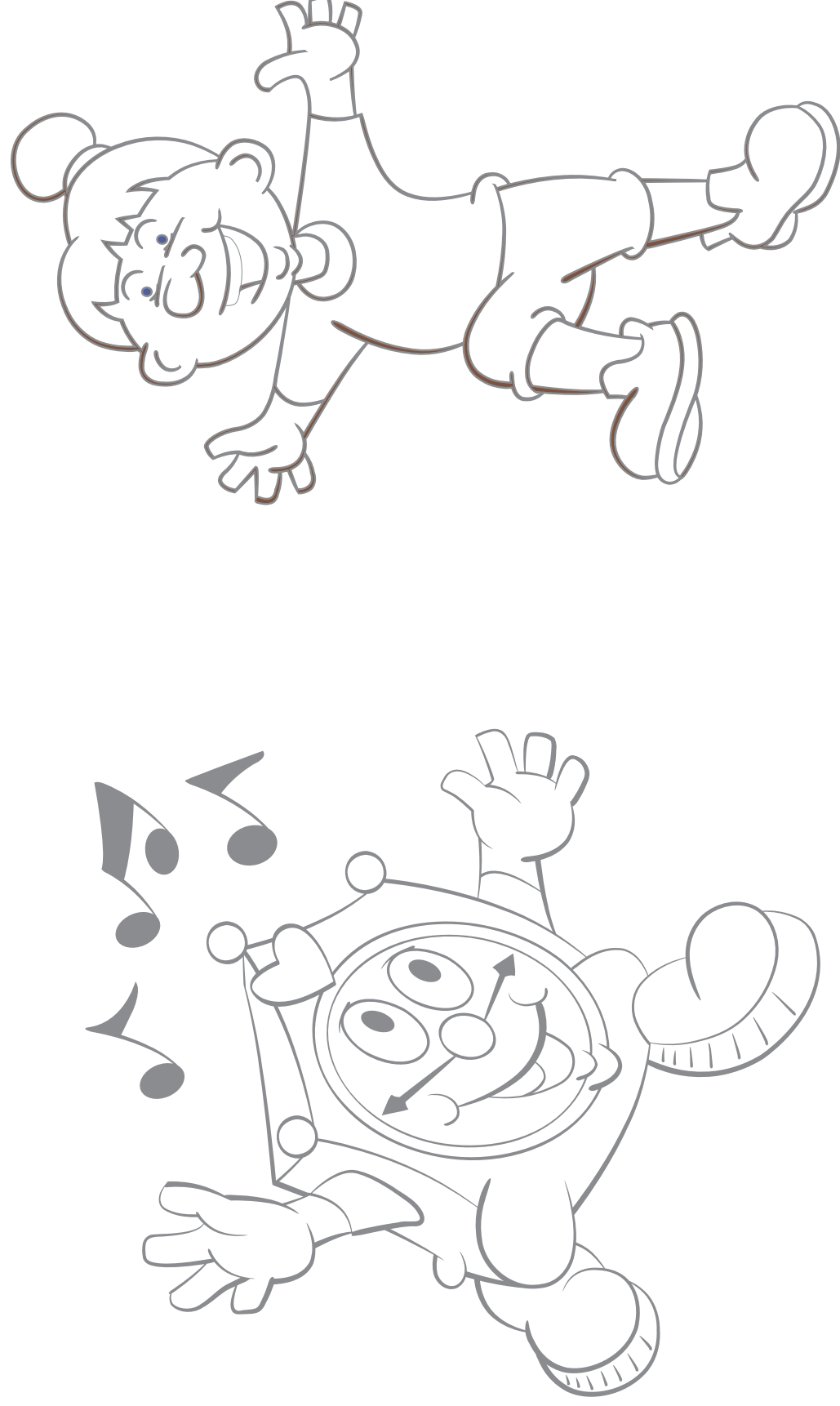
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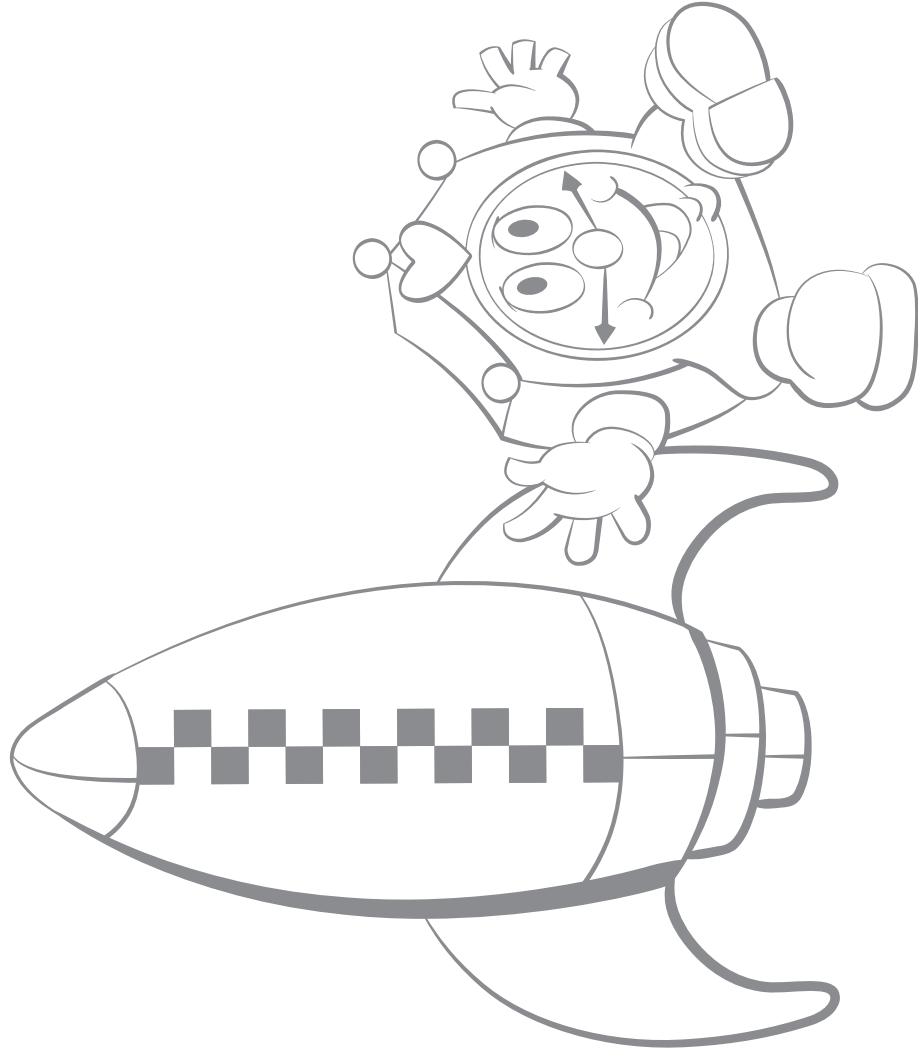
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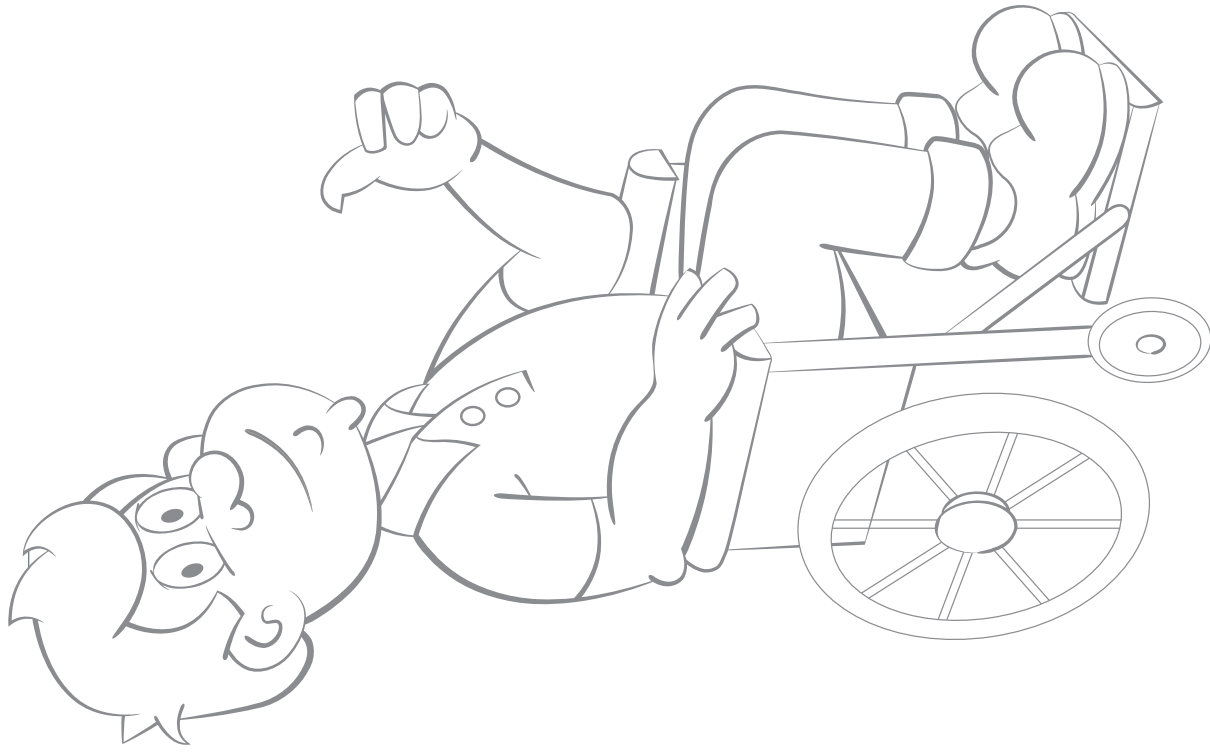
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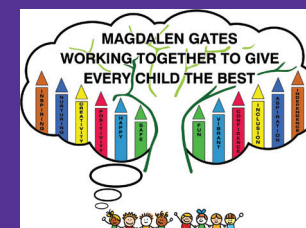


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