

PUTTING IT INTO PRACTICE FOR YOUNG CARERS:

A REPORT ON RECENT CONSULTATIONS WITH YOUNG CARERS FOR THE NEW NATIONAL CARERS STRATEGY



The Care Act 2014 and Children and Families Act 2014 introduced new rights for carers including young carers. The government plans to produce a new carers strategy that reflects these changes. It is important to get the views of young carers on the things that need to happen to make a difference to their everyday lives so that these can be considered in any new strategy. A key document outlining what young carers want is “Making It Real for Young Carers”¹ published by the Think Local Act Personal partnership and others. It is important that the National Carers Strategy helps address what young carers have said in this.

This document captures the views expressed by young carers at two separate consultation events held by The Children’s Society and Surrey Young Carers. It builds on the information provided in “Making It Real for Young Carers” and is intended to feed in to the development of the new National Carers Strategy. The discussions focused on four themes and this report is structured according to these themes:

1. Making sure that young carers are identified, that their knowledge and skills are recognised and they are included appropriately in conversations or planning.

2. Enabling young carers to fulfill their educational and employment potential.

3. Making sure that young carers and their families get support that is designed around their personal needs, strengths and goals (personalised) so they can have a community and family life.

4. Supporting young carers to remain physically and mentally well.

This report is a summary of what the young carers who attended the events said in relation to each of these themes, told from their perspective and using their words. It is intended to add to the conversation and be

¹ <http://www.thinklocalactpersonal.org.uk/Latest/Resource/?cid=9629>

considered alongside other pieces of work in relation to young carers. Although there has been a lot of progress there is still so much to do to make the new rights real for young carers.

THEME ONE:

MAKING SURE THAT YOUNG CARERS ARE IDENTIFIED, THAT THEIR KNOWLEDGE AND SKILLS ARE RECOGNISED AND THEY ARE INCLUDED APPROPRIATELY IN CONVERSATIONS OR PLANNING.

WE ARE INDIVIDUALS NOT STATISTICS

We think it's really important that we are not just identified as young carers but that our individual needs and circumstances are recognised. We shouldn't just be seen as a statistic. Caring is not all the same, there are many different forms and it's not just 'one thing', it can be mental and emotional as well as physical and is not only about caring for parents but can be for siblings or other family members:

"Understand what I go through. It's not a joke, I don't want to just be labeled and just be a statistic."

"People think if there are two parents everything's OK and caring for a sibling is just an excuse the young carer uses. Disabilities affect everyone in the family."

WE NEED SUPPORT THAT'S HAND IN HAND WITH 'IDENTIFICATION'

We are worried that if done badly and without ensuring support available, identification could become a form of labeling that's narrow and makes generalisations about young carers' needs and circumstances. Some young carers find that by being identified as a young carer you can be seen by your peers as an outcast and bullied:

"Being put in a category can feel like you are an outcast."

"It can be embarrassing to talk about being a young carer. You can get bullied."

IT'S A WHOLE COMMUNITY RESPONSIBILITY

Awareness and identification of young carers needs to be across the whole community from everyone in education, health and social care to voluntary agencies, workplaces, community groups, the police and other organisations such as Job Centre plus.

It's really important to have people in these organisations who not only have an understanding of us as young carers but also have good listening skills, know how to get things sorted and can signpost to the right support and services:

"It's important we have good staff who are available, knowledgeable and listen. It's reassuring even if it's just to say 'how are you' if passing in the corridor."

"College/school staff being aware of young carers and their issues, being there for young carers to go to, to tell their issues to, being fully trained/have good listening skills."

"At school I can go to my form tutor for help and advice, which makes me feel secure and relaxed."

TALK TO US AND GIVE US INFORMATION

We need to know who people coming in and out of the house are and to be given appropriate information about what's happening. We want to be talked to and listened to and often feel ignored, not knowing what is happening for the person we care for:

"Give us basic information about who's who. Tell us who you are, what your role is and leave us with a card/contact details."

"Provide visit books in the home that all professionals know about, fill out and use (so I know who's been to the house and why).²"

"My brother has a social worker who includes me in conversations and tells me what I can do to help."

"I'm able to talk and ask my mum about what's happening, I get information I need and I don't get worried."

"Make sure information is easily available at times that suit young people, like evenings and weekends."

"Don't talk down to me, or at me, or ignore me."

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DON'T UNDERESTIMATE OUR SKILLS OR MAKE ASSUMPTIONS

We develop lots of skills as young carers and have a lot of knowledge. You shouldn't underestimate our expertise and knowledge and should not place limits on us or make assumptions about what we can achieve in our lives:

² From listening to and talking to other young carers about basic information and having a contract with one person – the Surrey young carers forum came up with the idea of a visit book. This is for professionals to fill in when they visit the family and records who they are, what will happen next and who to contact if they need to discuss things further. This book should be adopted by children's and adults' services.

“Don't overlook the expertise and knowledge of young carers. Instead, seek young carer opinions, feelings and our experience.”

“Don't put a limit on us!”

“Just because we care it doesn't mean we can't achieve high.”

“We want equal chances. We can achieve high.”

FORMAL RECOGNITION OF OUR SKILLS CAN HELP

Sometimes we could receive more formal recognition of our skills through for example:

- Volunteer awards
- Young carer star awards
- The Sherriff's award
- Online badge system – Makewav.es/ycif
- Identification of our skills as young carers in colleges and schools supporting statement
- Accredited courses in peer mentoring, volunteering etc. recognised by most employers
- Local awards recognised by various members of various organisations and peers.

PUTTING IT INTO PRACTICE

Work together and share information to support us. This can be supported through having a young carers strategy and by councils having guidelines for staff in adults' and children's services.

Have a lead person for young carers in every school or college that can work with us and our families, all staff and people in the community. This should also apply to universities and adult colleges when we turn 18.

Have awareness raising and training on young carer issues and how to support us for people in education, health and social care. Raise awareness with the public and with workplaces. Use social media, TV, etc. to get messages out.

Have a visit book in our home so we can see who has called and where they come from and information can be passed on.

THEME TWO:

ENABLING YOUNG CARERS TO FULFILL THEIR EDUCATIONAL AND EMPLOYMENT POTENTIAL.

SCHOOLS, COLLEGES AND WORKPLACES ALL NEED TO BE AWARE OF YOUNG CARERS

Schools, colleges and workplaces all need to be aware of young carers, recognise the pressures we are under and the issues we face and offer flexibility in arrangements in response to this:

“We need young carers leads at each school or college. Someone who knows you, who recognises you.”

“Due to my caring role I can't always meet deadlines and if I tell someone at school why I can't do it they sometimes think I don't mean it and I am just exaggerating.”

“My college is aware that I am a young carer and they are understanding in times where coursework is late or incomplete. My college became aware of my caring role when I told them at my enrolment college interview, where they made a note of this and put it on my profile for all my teachers to be aware.”

“Young carers should be identified at the admission form.”

“Understand I may need more time for assignments and college work.”

“There needs to be a place in the college/school where young carers can work in a quiet place.”

“I would like an opportunity to meet other young carers in our college!!”

“We need extended deadlines for assignments.”

“If there's too much work you should be able to sit with your tutor and work out a time table of how to structure and work through course work.”

“Need motivation for the schools. There's a need for schools to be aware of how it benefits them to support young carers.”

UNDERSTANDING AND SUPPORT IS IMPORTANT IN THE WORKPLACE

Good employers who understand about young carers make a big difference to our lives:

“At work we were asked if we had a caring role – this was to increase flexibility.”

WE WANT CAREERS ADVICE AND SUPPORT THAT RECOGNISES THE PARTICULAR ISSUES YOUNG CARERS HAVE AROUND GETTING ON WITH OUR LIVES

Careers advisers need to understand about young carers and the range of challenges they face in getting on with their lives and into work and education. This shouldn't be used as an excuse to limit our opportunities but to support us to achieve what we want:

“Careers advisers at school/college should have training in the specific issues facing young carers so that they can make informed practical decisions. This would also help with making a back-up plan for the future.”

“A young carer was 'allowed' to drop out of college because she 'chose' to be at the hospital with Mum. There were no options for her to complete work remotely or change the timetable.”

“It would help to have workshops for young carers to help them understand how they have good skills that can be used in the world of work e.g. organisational skills.”

“There wasn't any career advice at school. They only spoke to 3 people in my class and never came back!”

“We only get given a website you explore – it was rubbish. It gave everyone the same job!”

“My college has a careers department which is free and open for all students to access for careers advice. There are about 5 careers advisors where a student can enquire advice or could privately speak to.” “

“Don't put us in a box but if we ask for help can you provide it.”

“I need a back-up plan to help me feel more secure about leaving to go to university and a support worker to contact in an emergency.”

“Because Mum has always been there for me and has supported me I don't worry about leaving her to achieve my dreams.”

PUTTING IT INTO PRACTICE

Universities and adult colleges need action plans about how they will provide support for young adult carers.

Young carer representatives on the school or college council can be used to communicate our wants and needs and improve practice.

Identify young carers on enrolment forms. All schools, colleges and universities should include questions on their enrolment forms regarding health problems and disabilities amongst family members that may have an impact upon the young person, along with a statement of support.

As well as any social care plans, all schools and colleges and also health services should create agreements with us and our families on our specific support needs. This plan should be reviewed regularly and handed over to the next year group or the next place, to make sure there is consistency.

Have a plan for how to support me after 18. Work with me to make sure that I have a plan for my support after I turn 18.

Have a young carer policy in schools and colleges that makes it clear what the range of support available to us and our families is and make sure that we know about it. This could include:

- A homework club, a quiet space to work and extra tuition for young carers;
- Extra time for meeting deadlines for homework;
- Access to a telephone during the school day to 'check-in' with home;
- Good quality counseling provision;
- A support group;
- Access to clubs and activities outside of school work;
- Face-to-face careers guidance with people who understand us;
- PSHE lessons and assemblies on young carer issues and on mental health;
- Sessions on things like cooking and financial management. Encourage employers to be aware of the needs of young carers and young adult carers and to recognise us as people with skills and a lot to offer.

Use the Young Carers in Schools programme, developed with young carers, for resources, templates and guidance to implement support for young carers within schools - youngcarersinschools.com"

THEME THREE:

MAKING SURE THAT YOUNG CARERS AND THEIR FAMILIES GET SUPPORT THAT IS DESIGNED AROUND THEIR PERSONAL NEEDS, STRENGTHS AND GOALS (PERSONALISED) SO THEY CAN HAVE A COMMUNITY AND FAMILY LIFE.

WE WANT SUPPORT AS YOUNG CARERS IN OUR OWN RIGHT

We want support that helps with our particular circumstances and that is regularly reviewed:

“My brothers and my mum get professional support My support comes from managers at work. That isn't how it's supposed to be.”

“We need a place for young carers to go to get help or just sit there and escape.”

“Regular reviews of caring situation – schools, social services, colleges, young carers services.”

HELP WITH TRAVEL, SO WE CAN DO THE THINGS THAT ARE IMPORTANT IN OUR LIVES, CAN REALLY HELP

We often can't get to do the things that are important to us and support us as young carers because we can't afford the travel cost. It makes a big difference to our lives if we get help with this:

“Being able to have the travel card so I can keep in contact with friends if my parents are unable to take me.”

“Free travel to socialise, access school/college, jobs, etc.”

SUPPORT SHOULD CONTINUE AFTER AGE 18

We need help and support in our lives that continues after the age of 18. Our caring role doesn't just stop when we get to 18 and we need support as young adults to plan and manage our lives alongside our caring responsibilities:

“We shouldn't go from loads of support to nothing when we are 18. It's almost impossible to think about having a life and caring at the same time with nothing.”

WE WANT THE CHANCE TO HAVE FUN AS A FAMILY

Like other children and young people, we want to be able to do things with our families and have a life and fun together. This needs people to think about the whole family, not just the support for each individual:

“Give families support! Family days out that everyone can enjoy and benefit from.”

IT HELPS TO MEET OTHER YOUNG PEOPLE IN SIMILAR SITUATIONS AND TO HAVE OUR OWN SPACE TO TALK

Meeting other young carers makes a big difference. It helps to know that other people have similar experiences and that you are not the only one. It helps to be able to talk with people who understand what it's like and who don't judge you:

“It's good to have the opportunity to meet other young carers – schools need to do more awareness raising – assemblies, workshops – we spend 8 hours a day there – they should do more!”

PUTTING IT INTO PRACTICE

Talk to us and our families, all together and also individually, to identify our specific needs.

GPs and other health staff should ask questions about the whole family and consider the family make up. They should take account of young carers' needs and help put us in touch with sources of help.

The Government inspectors for schools, social care and health should check that people are “thinking family” and “thinking young carer”.

Breaks services should allow time for us to have fun as a family and recognise young carers' needs.

Direct payments can help young carers to become more independent and these should be more widely available.

THEME FOUR:

SUPPORTING YOUNG CARERS TO REMAIN PHYSICALLY AND MENTALLY WELL.

CARING CAN BE VERY STRESSFUL AND WE HAVE NO TIME TO LOOK AFTER OURSELVES

“As a young carer, I need to learn about first aid and taking care of my body when I am providing care.”

“Dad’s not around so me and my mum have to do all the heavy lifting and DIY. Because of mum’s shoulder most of the lifting and weight is on me, which hurts my back, hip shoulders and sometimes my neck.”

THE IMPACT ON US OF CARING IS PHYSICAL AND MENTAL

We often don't have time to focus on our own needs and we have a lot of things to worry about. The worries we have are often ignored:

“Give me counseling that works. Not someone who doesn't talk to me.”

“I need time to be a young person and to look after myself. Young carers should have the same opportunities and expectations as their friends.”

“We need really good support for the person we care for so we are not relied on to do too much which affects our wellbeing and education.”

SOME OF THE WAYS WE WORRY ARE

What will happen when we are not with the cared for

We worry about the future

We worry that others will not be understanding

We often don't worry about our own health because we have other worries.

We worry about sharing with our peers

We worry about 'sharing' with others in case it causes distress or family separation

PUTTING IT INTO PRACTICE

Involve the person we care for and the young carer in discussions around putting plans in place. Look at family dynamics and consider whole family approaches.

There should be workshops with young people about illnesses and disabilities.

There should be good information for young carers on webpages with links to local and national information. This should include clear information on our rights.

We need well trained staff to carry out young carers' assessments and we also need independent people to talk to and help us and a chance to meet with other young carers.

APPENDICES

The following appendices are not exhaustive lists but are some of the things that young carers told us about during the consultation.

APPENDIX A

WHO SHOULD BE WORKING TO IDENTIFY AND SUPPORT YOUNG CARERS?	WHAT SHOULD THEY BE DOING TO IDENTIFY YOUNG CARERS?	WHAT TYPE OF SUPPORT CAN THEY PROVIDE?
Young carers projects.	Linking up with young carers leads in schools.	<p>A break from caring.</p> <p>A chance to meet other young carers.</p> <p>Someone to talk to.</p> <p>Support: both education and financial.</p> <p>Advocacy.</p> <p>1 to 1's.</p> <p>Integration, bringing things together for us and our families.</p>
Schools and teachers. Parent participation worker. Education welfare officer.	<p>Establishing policies and procedures in relation to health, education, and social care.</p> <p>Making young carers a topic in assembly or PSHE.</p> <p>Recognising patterns and asking questions, e.g. finding out reasons for being late or missing school (provide 1:1 support).</p>	<p>Show understanding of the impact of caring.</p> <p>Provide a single point of contact – a young carers lead.</p> <p>Emergency response/help.</p> <p>Allow access to a telephone.</p> <p>Create agreements with young carers and their families on their specific support needs. Review regularly and hand over to the next year group or the next place.</p>
School nurses.	Nurture groups.	<p>Someone to talk to.</p> <p>Awareness around condition – carers.</p>

<p>Health professionals. i.e. GPs, hospital workers.</p>	<p>Have visible information – for public and professionals.</p> <p>Identify through patients - see if there is anyone at home who looks after them, assists in communication with them.</p> <p>Look at family make up.</p>	<p>Provide health education.</p> <p>Help us understand different conditions.</p> <p>Think family, take a whole family approach.</p> <p>Signpost to support and information.</p> <p>Join things up and refer to other services and support.</p>
<p>Social workers - Adult and Children's.</p>	<p>Young carers webpage.</p> <p>Visiting homes.</p> <p>When they identify a disability they should identify there could be a young carer.</p>	<p>Take a whole family approach.</p> <p>Financial advice.</p> <p>Benefit advice.</p> <p>Respite.</p> <p>Support/assessment for the person they care for.</p> <p>Advocacy.</p> <p>Identify and support aspirations.</p>
<p>Drug and alcohol. Outreach workers</p>	<p>Links to local and national information.</p> <p>Publicise information.</p>	<p>Signposting.</p> <p>Counselling.</p> <p>Emotional support.</p>
<p>Community groups including faith groups.</p>	<p>Awareness raising for professionals, young people and the community.</p> <p>Ask questions.</p>	<p>Emotional support.</p> <p>Awareness and understanding.</p> <p>Signposting.</p> <p>Opportunities to do other things and get a break from caring.</p>
<p>Adult and children's mental health. CAMHS.</p>	<p>PHSE lessons.</p> <p>Parent evening lessons.</p>	<p>Signposting.</p> <p>Counselling.</p> <p>Emotional support.</p>
<p>Police.</p>	<p>Ask questions about the whole family.</p>	<p>Show awareness and understanding.</p> <p>Signpost for support.</p>

<p>Colleges/Universities.</p>	<p>Identify young carers through asking appropriate questions on enrolment forms.</p> <ul style="list-style-type: none"> • Young carer representatives on the school, or college council can be used to communicate our wants and needs and improve practice. 	<p>Bursaries -exceptional circumstances.</p> <p>Support (achievement).</p> <p>Understanding attendance/performance.</p> <p>Drop in counselling sessions.</p> <p>Mentor/counseling.</p> <p>Transition support.</p> <p>Financial support.</p> <p>Young carer representatives on the college council to communicate our wants and needs and improve practice.</p> <p>Action plans about how they will provide support for young adult carers.</p>
<p>Extended families, neighbours and community.</p>	<p>TV adverts, internet leaflets.</p> <p>Because they are close they should be able to identify what's happening and help get support.</p>	<p>Help with caring tasks.</p> <p>Emotional support.</p> <p>Peace of mind.</p> <p>Breaks.</p> <p>Short breaks.</p>
<p>Job centres.</p>	<p>Raising awareness in all their staff so they can ask the right questions and recognise young carers and their specific needs.</p>	<p>Encourage employers to be aware of the needs of young carers and young adult carers and to recognise young carers as people with skills and a lot to offer.</p>

<p>Government.</p>	<p>Raise awareness. Make sure that young carers issues are included and have a high priority in every relevant aspect of policy making and guidance.</p>	<p>Listen to young carers and learn from their experience to set standards.</p> <p>The Government inspectors for schools, social care and health should check that people are “thinking family and thinking young carer”.</p>
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SOME OF THE THINGS THAT WE ASPIRE TO DO WHEN WE GROW UP:

- To have a family of my own. Most importantly children.
- To travel the world.
- To become a nanny.
- To complete my level 3 Childcare qualification.
- Go to NYC - Statue of Liberty. Empire State Building, Night time in NY.
- To become an outdoor activity instructor.
- Football coach: one to one coaching, motivation.
- Go to uni and do well.
- Get my dream job (forensic psychology).
- To go to university.
- To become a pediatrician.
- To become a children's nurse and specialise in Tracheotomy.
- Become a forensic scientist (dream job).
- Job in the army and be a PT instructor.
- A job as a nurse / midwife.
- A job as a caterer.
- To become a professional photographer.
- Travel the world.
- Actor.
- Source fed need. Visit LA.

SOME OF THE THINGS THAT WOULD HELP US ACHIEVE OUR GOALS:

Information advice and guidance:

- Help picking the right college for me.
- Finding a university that is right for me.
- Careers adviser to help with other options that I could have.
- Help to get a job for money as parents don't work.
- Access to part time programme.
- Career advice. Travel? Where? How?
- I need help in picking a good university and a job in the catering industry.
- Careers advice to quick path.
- Help finding a 'flexible' job.
- Help with picking universities.
- Career advice: How? Where? Training

- Communication,
- To get a qualification.

Support for the person we care for:

- Support for mother, a network to prevent her going over the edge. Someone for her to talk to.
- Extra support at home when away.
- Slightly more help with my younger brother.
- Support for my family when I am living my life.
- Brother/ mum. Family support.
- Support for my family - money, camera, printing paper.
- Family support so I can move away.
- Providing care for whoever you look after.
- Keep an eye on family, not just Mum, but sisters, ensure support in educational life.
- Help with looking after family when at college/job.
- Someone to keep an eye on my family when I'm training.
- Find support for family/help.
- I need more support for my family for me to work as a coach.
- Someone to help in the home - replace us as the primary carer so we can have a social life/ revise and achieve.
- More support for Mum so I can revise for GCSEs.

Support for me as a young carer:

- Time to check in at home - physically go home- phone call.
- Travel cost help so I can get there and go home.
- I need support in moving away from home and cope with caring role at home.
- It would help if the activity centre where I want to work understand better for the fact that I need to look after my brother as well.
- All the money from my job that I need for Uni, and support whilst I'm gone.

Flexibility, help and support with my education and planning for my future:

- More help in lessons so I can get grades needed.
- Time for training.
- To be able to do work experience in the right place.
- To be able to meet the entry requirements for university.

- Help getting the right grades needed.
- Help organising my schedule.
- I need a FA Level 1 Coaching.
- Help to get grades for university from college.
- Get support in education.
- I need to achieve these goals to become a coach. Maths, English, Sport.
- Talk to my fellow scouting leaders and try new things. E.g. running more meetings and trying out a range of activities.
- Support at college so I can get the right grades.
- Support in transition - school to college - action planning.
- Applications - identifying as a young carer.
- Flexibility - be adaptable - we do want to learn, but can't always access college, etc.
- Help with writing a CV.

HOW DOES CARING IMPACT ON YOUR MENTAL HEALTH?	WHAT WOULD TAKE THIS WORRY AWAY?
<p>Lack of sleep.</p> <p>My caring role impacting on my sleep.</p> <p>Not being able to sleep all the time.</p> <p>(Lack of sleep and problems sleeping was mentioned very frequently by several young carers)</p>	<p>Support workers and being kept in the loop about what is happening.</p> <p>Being with someone.</p> <p>To go to bed early and ask my brother to help.</p> <p>Someone just to reassure me that everything is fine so I can sleep at night</p> <p>Finding a way to relax at night so that I can sleep properly</p>
<p>Poor diet.</p>	<p>More time to prepare healthier food.</p>
<p>Education.</p>	<p>If I focused more on work.</p>
<p>Depression.</p>	<p>Doctors to take time about what I can do to help myself.</p> <p>Therapist may be help?</p>
<p>That my brother is going to do something which ends up with him being taken away from us.</p>	<p>Reassurance.</p>
<p>College work.</p>	<p>Slightly longer deadlines.</p>
<p>Hospitals.</p>	<p>Go in with my dad to the appointment.</p>
<p>I worry about the person I care for.</p>	<p>To know she is OK.</p>
<p>The health of my Dad.</p>	<p>Knowing what is going on with him and not being kept in the dark.</p>
<p>That I won't get the grades I need for college.</p>	<p>If I get extra support from my teachers.</p>
<p>My school assignment deadlines.</p>	<p>Having help to meet deadlines.</p>
<p>My sister and brother hurting each other.</p>	<p>Help with their anger.</p>
<p>Getting colds often.</p>	<p>Help when other family members sick so I don't.</p>
<p>School.</p>	<p>More time to do course work.</p>
<p>Not giving good enough support.</p>	<p>More support at home and general activities with friends.</p>

I get stressed.	Lower work load from school.
Don't have much time to go out.	Help to get out of the house.
School grades.	When teachers help me.
My mum's mood.	Making sure she is happy.
When I am at school to do something different just in case something might happen.	Being able to use the phone to text people to check up on them.
Not always eating as healthy as I should.	Someone to help me to keep on my food.
I get very anxious sometimes.	I don't know.
How caring affects your mental health. Mental stresses my mother exhibits I have adopted and now I am easily stressed, socially awkward and fear going outside due to social situations. Anxiety.	Time out and developing social skills developed through young carers groups.
Lack of energy to complete extracurricular activities, e.g. sport.	Time freed up to allow me to look after myself.

THE NHS YOUTH FORUM OPEN LETTERS TO THE NHS

The NHS youth forum has written some open letters to the NHS about what needs to happen to identify and support young carers. One of these letters is reproduced here along with the questions that the young carers have put forward. We have put the questions into the form of a checklist which could be used by any organisation that comes into contact with young carers to help identify areas for improvement.



QUESTIONS:	WHAT WE ARE DOING LOCALLY:
What are you doing to identify children and young people who are young carers?	
What are you doing to support individual young carers?	
What are you doing to improve the mental health and wellbeing of young carers?	
What are you doing to recognise and support individual young carers (in your area/area of work)?	
What are you doing to enable young carers to have the childhood they deserve?	
What are you doing to celebrate the work of young carers?	
Young people often seek help from their peers first. What are you doing to increase understanding amongst young people generally about young carers?	
What are you doing with health care professionals to raise their awareness so that they know the actions they should take if they identify a young carer?	

