



27 November 2020

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### Useful Dates

9 Dec	NEA A level Drama Exam
11 Dec	Christmas Jumper Day
11 Dec	NEA GCSE Drama Exam
12 Dec	DofE Year 9 Girls Training Day - Classroom based
13 Dec	DofE Year 9 Boys Training Day - Classroom based

Dear Parent/Carer

Yesterday the government announced that the whole of Lincolnshire would be in Tier 3. You can see what this might mean for all of us according to government advice here. The current national restriction rules are still in place until 2 December and must be followed until they expire. In terms of what it means for us in school students:

- should attend school as normal, unless they are self-isolating as schools should remain open;
- should wear a face covering in when in the corridors or communal areas, unless they have an exemption;
- should follow the rules on meeting others safely out of school and maintain a social distance;
- should not be in a group of more than 6 once outside of school.

This news comes amongst our planning in school for end of term festivities. Some of our most valued school traditions will look quite different this year. Because students

and staff cannot congregate for our usual Christmas events we are trying our best to replicate them virtually or with some adjustments. More detail will follow in a letter next week but please be aware school will finish for students at 12.45pm on Thursday 17 December 2020 across all three secondary schools in the town. The buses are all scheduled to collect students from their usual collection points at 1pm. Where parents cannot make arrangements for their child that afternoon the school will make provision to supervise students until the end of the school day. Please look out for further detail via Weduc next week.

Kind regards  
Mrs J Smith

## Geography Fieldwork

Year 13 Geographers have been out and about collecting data for their independent coursework investigation as part of their A Level in the past 2 weeks. Unfortunately due to Covid restrictions we have had to limit our studies to the local area this year, but we are lucky that Lincolnshire does provide plenty of Geography to study. Students have visited Boston, Skegness, Billingham, Lincoln and Sleaford depending on their project focus. Students in Boston were investigating themes such as deprivation, enslaving of migrants, changes in the urban landscape, perception of place and how immigration has led to tensions. In Lincoln one student investigated the regeneration of the Cornhill and the economic benefits that will bring. In Billingham the 2019 flood was investigated to see whether it could happen again, and in Sleaford and Skegness different peoples' perceptions of the towns were studied. Finally in Skegness several students undertook coastal studies, analysing whether the sea defences are effective and the different coastal processes that are taking place.

Students will now work on processing their data and writing up their coursework which makes up 20% of their A level. It's a great chance for them to study something in depth, of their choice, and prepare them for future study at university.

Mrs S Livingstone  
Head of Geography



# Halloween Pumpkin Carving Competition

## Winners:

Julia Nowak 7L

Lottie Wilkinson 9W

Holly Marshall 7L

A huge well done to  
all who entered –  
Thank you!



## Save the Children

Christmas Jumper Day is coming to KSHS

Friday 11 December 2020



**Save the Children**

This year Christmas Jumper Day is about more than just wearing silly sweaters – it's about seeing the world as children see it and making it better. First of all - you don't have to buy a new jumper that you will only wear once. All you have to do is take a boring old sweater and whack on some tinsel, stickers, and other decorations to make it sparkle and shine. Whatever you come up with, it's bound to be the best because it's no one else's except yours! So, on Friday 11 December this year, come to school in non-uniform, wear a Christmas jumper, or decorate an existing jumper (or, simply wear a Christmas accessory!). Whatever you do, you will be helping children everywhere with your donation. We ask for a minimum of £1, payable via ParentPay. £1 can help children have food, be healthy and learn things – so this is super-important!

We will also be running a TINSEL THE HEADTEACHER competition. Students can customise two jumpers for the Headteacher. We will display these over the course of the week (from 30 November) with some collection jars. The one with the most donations wins – and Mrs Smith has to wear it... ALL DAY! Together we can change the future! Find more inspiring ideas at the link below

<https://www.savethechildren.org.uk/christmas-jumper-day>

Mrs D Collett  
Assistant Headteacher



# NSPCC campaign: Nobody is Normal

Childline have seen counselling on eating and body image disorders increase by a third and sessions about sexuality and gender identity increased by 16% compared with the pre-lockdown average. They have launched a new campaign, 'Nobody is Normal' to help young people talk to one another and professionals about their concerns, feel pride in themselves and build their confidence to achieve their goals. Please do go to this weblink and explore some of their resources.

[CLICK HERE FOR LINK](#)

Also attached to this newsletter is a resource that offers support for Young Carers that may be of interest to you.

Mrs D Collett  
Assistant Headteacher



## WhatsApp Online Safety Guide for Parents

WhatsApp is one of the most popular messaging apps in the world, with more than 1.5 billion people in more than 180 countries using it to send and receive text, photos, videos and documents, as well as make voice and video calls through an Internet or Wi-Fi connection. Did you know.... since May 2018, the minimum age for using WhatsApp is 16 years old if you live in the European Union, including the UK. Prior to this, the minimum age was 13, which still applies for the rest of the world. WhatsApp has not yet stated whether it will take action against anyone aged between 13 and 16 who already hold accounts under the old terms and conditions, such as closing their account or seeking parental permission. The free app offers end-to-end encryption, which means that messages can only be read by the sender and the recipient in one-to-one chats, or all members if it is a group chat. Not even WhatsApp can read them.

In the guide, attached to the newsletter, you will find tips on a number of potential risks such as bullying, connecting with strangers and scams. We hope you will find this information useful please do spend some time talking to your child about the appropriate use of WhatsApp.

Mrs D Collett  
Assistant Headteacher



# KSHS 'Catch Up' Strategy Part 2

In the last newsletter I shared with you an introduction to the ways we were supporting our young people to catch up after the school closures of the last academic year, including our use of the government's Catch Up funding. I said that in successive newsletters there would be more detail. This edition focuses on **How we are ensuring self-isolation of students doesn't create further slowing of progress this year.**

## 1. Use of Microsoft Teams and Live Lessons

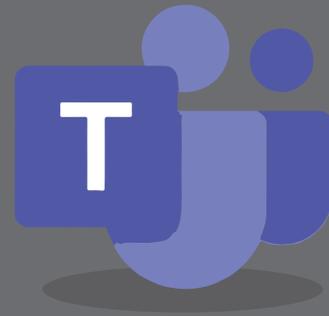
There is no doubt that, with few exceptions, students fare best with their learning in a classroom setting. So much about learning is the result of interaction with other students, the chance for students to ask questions and have any misconceptions resolved quickly, and the relationship a student builds with their teacher.

It has been important therefore that when students or staff have needed to self-isolate, we have found other ways to maintain these key features of learning as much as possible.

For us early adoption and use of Microsoft Teams has provided a tool for us to do these things.

- When a positive case happens in school and we have to instruct students to self-isolate we have tried hard to make sure only those students who have been in close contact are identified and need to stay at home.
- Live lessons are arranged from day one of self-isolation in all the subjects this is practical in.
- Otherwise work is set via Teams. This

provides a consistent point of access for students across subjects and enables staff to share resources, set assignments, provide feedback and return work electronically. They can also 'chat' to students if they have additional questions. Students have all been trained in its use and portable school IT devices are available on loan to disadvantaged students should they need them.



- When you tell us that your child is self-isolating due to family circumstances or individual symptoms, staff are alerted via a code on their lesson's register. The teacher then invites a self-isolating student to join the class virtually when that is relevant (harder for example when the class has a practical lesson) or they will set them work via Teams by 6pm that day so that the self-isolating student is able to catch up on what the class have done.

- In all these situations, self-isolating students access the same curriculum content along with their peers.

Students have told us that they much prefer this system of live lessons and Teams assignments compared to early experiences of the March lockdown. In our termly wellbeing survey we asked students "Please tell us about your experience of working remotely. You might comment on your experience of live lessons or any other aspect of remote learning for you". Comments varied of course and you can see some of them below.

## 2. Curriculum restructuring

Teachers have got even better at planning flexibly so that relevant units of work or assignments can be adapted or swapped around, if groups of students need to be learning from home. This has happened this term for example with theory lessons delivered when staff or students have had to self-isolate and practical sessions rescheduled for when most are back in school.

## 3. Turning the negatives into positives

One of the most frustrating impacts of Covid has been the reduction in extracurricular activities. We hope to re-establish these as soon as we safely can but the positive is that time and energy that staff have ordinarily given to organising events such as clubs, trips and visits from outside speakers, has been ploughed into academic catch up and face to face and online lesson delivery. Several subjects including English, Maths and Science are already using the two break times to run subject clinics or catch up sessions with identified students, whilst other practical subjects have given students extra access to workshop or lab time in their 'bubbles'. We have also seen a great increase in number of students accessing the digital library to download books and request titles alongside making good use of the library and computer rooms on their rota days.

In another edition we will share further details of the additional provision on offer in each subject including 1:1 tutoring, subject clinics and revision sessions.

*Be  
Positive*

## 4. Exam board adaptations

For exam groups in Years 11 and 13 there have been some significant examination adaptations. These include:

- No Art exams at GCSE or A Level: instead grades are based on the students' course portfolios.
- GCSE Music requires no ensemble performance and no set brief composition as part of their NEA (formally known as coursework).
- Removal of fieldwork in Geography at GCSE. Students will not need to answer questions in the examination about their own fieldwork experiences.
- Removal of the requirement for students to undertake four days of fieldwork for A Level Geography.
- Removal of the study of one text in English Literature GCSE and no formal recording of Speaking and Listening assignments.
- Reduced expectation of the making of final products in practical subjects such as Textiles.
- Removal of one NEA in Food and a reduced expectation of the practical outcomes for the second NEA.
- Removal of one section of the GCSE History paper The exam board have also split the GCSE papers up – there are now 4 x 50 mins papers rather than 2 x 1hr 45 papers.
- The requirement for students to have completed Science practicals is removed in key stage 4 (though students have to write about them and are watching modelled or online versions of experiments where they cannot be completed for Covid safety reasons).

- GCSE Computer Science: the NEA can now be completed independently rather than in controlled conditions.
- Speaking assessments in Modern Foreign Languages are teacher endorsed rather than based on one examination in May/June with Foreign Language Assistant time diverted to supporting students 1:1 with their writing skills.
- Only one scripted assessment for both GCSE and A Level Drama. All practical performances can be a monologue instead of a group piece if required.

## 5. The 3-week exam calendar extension

The national delay of the start of the examination period (typically May but now June 2021) provides additional curriculum time. You may remember that I shared that all Subject Leaders met me individually at the start of the year to discuss any gaps in students' understanding in their subjects. I met them again last week as part of our Quality Assurance systems in school and was once again reassured that a combination of all the above adjustments mean that we are confident that syllabuses will be covered at a pace and depth to help all our students make progress.

## 6. Working with brilliant students

I am used to staff stopping me in the corridor to tell how impressive a student or a class has been but not more so than this year. I think lockdown in March made a lot of students (and staff!) realise the value of school life and students across the year groups are showing impressive commitment to learning and mature observations on making the most of

the opportunities in school.

We remain very fortunate that our students hard work and the support you give them at home means that they are in the best possible position to continue making best progress.

Mrs J Smith  
Head of School



### Students comments on live lesson delivery this academic year

#### Key Stage 3

*It wasn't hard at all, and I really wouldn't mind if it happened again.*

*Teams was simple to use and I felt that I got the same learning experience as normal.*

*I quite enjoyed working at home but I think I still prefer to come to school so I can see my classmates and teachers.*

*The live lessons are really good because they are just like normal lessons and easy to learn in.*

*It was hard to concentrate.*

*Harder to get a grasp of what we are learning because we can't interact and there are loads of distractions at home but in some classes it's easier to understand what we're learning.*

*The actual lessons were good and I did surprisingly learn some things! I did find the social side of things hard as .... we can't really ..... interact like we could in the classroom.*

*At first I was really good at getting my work done, but I lost some motivation to do it and got a bit behind. The live lessons got me back on track though.*

*Too much screen time.*

*It was quite good, sometimes I struggled finding things but overall a good experience.*

*It was great, felt just like being in school almost.*

#### Key Stage 4

*It was better than the first lockdown but I still found it hard to find motivation. I didn't like asking questions because everyone could see them and I didn't want to be judged for not understanding things everyone else did.*

*They were good but it wasn't as interactive as being in a classroom. Didn't like working from home because I get more out of routine.*

*I have had a very positive experience working remotely.*

*I feel that I can work equally well from home online as I can in school with the support of scheduled calls.*

*The lessons were well done but some of the work was hard to do over a live lesson.*

## PTA News

A big thank you to all parents, carers and students who supported our recent fundraising for school projects and Children in Need. We raised **£177.00** which will be split between the charity and the PTA. The Bags2School raised a further £75.00. We have already pledged to pay for seating on the tennis courts for students to use during break time, which will cost around £1,000.00. This will make a real difference to students who are outside at breaktimes in line with recommended Covid safety arrangements..

We are also trying to raise funds through the 100+ Club, a very easy way that you can help support our projects. However, we have only sold 27 numbers so far – which is not enough for us to run with this usually popular activity. The forms are being sent out again on WEDUC, so please consider buying one or two numbers. You can pay via BACS or by cheque whichever is most convenient and buy as many numbers as you wish!

We aim to supporting school projects that benefit the largest number of students, but we cannot do this without your help.

Thank you for your continued support.

Mrs B Fleming  
Chair KSHS PTA

*Thank You*



## GROWTH MINDSET NOMINATIONS

19 October to 6 November 2020

Staff are invited to nominate students who have demonstrated a Growth Mindset in the past few weeks. This might have been in lessons, in clubs, in tutor time or simply around school.



Please note we already award bi-annual subject badges and merits for good academic work, effort and improvement. These Growth Mindset nominations recognise those who show resilience (academic or otherwise); who aren't afraid to get things wrong and learn from it; those who have a go, take themselves out of their comfort zone or show that even if a task is tough they will persevere.

<b>Subject area</b>	<b>Student being nominated</b>	<b>Tutor Group</b>	<b>Staff nominating</b>
Computer Science	Lily Cox	10A	Mr S Mulligan
Computer Science	Harriet Mcilwaine	10L	Mr S Mulligan
Computer Science	Jessica Nunn Wright	11W	Mr S Mulligan
Computing	Liv Neasham	8APO	Mr S Mulligan
Computing	Abi Harrison	9F	Mr S Mulligan
Computing	Florence Kelly	9F	Mr S Mulligan
Psychology	Ellen McHenry	Y13	Mrs H Brooks
	Meredith Rutland	9L	Mrs J Smith

## News from the Careers Department

This year has been harder for upper school students looking to gain valuable hands-on work experience. To counter this there have been numerous opportunities for 'Virtual' Experiences which I have shared with students throughout the year. The opportunity below is specifically aimed at Parents/Carers, and how you can help your young people achieve their Goals. The session is free of charge, and there will be an opportunity to put questions to company executives at the end of the session.

Invest-In offer students opportunities to attend Intern courses with many large well-known companies, these details can be found on their website, however there is a fee to attend these courses.

### Invitation for Parents/Carers: Success Beyond School Thursday 10 December 2020, 'Live Online'



**We are delighted to announce InvestIN's very first careers evening for parents/carers, Success Beyond School.**

Register now to gain insider knowledge from top recruitment experts on how to guide your children towards a successful career. The event is free-of-charge and for parents/carers of students aged 12-18. Join us to hear our expert panel share their knowledge on:

- Why your child's career starts at school
- The most in-demand skills top employers are looking for, and how to get them
- The role you can play in helping them achieve their aims
- Guidance on work experience, interview techniques, LinkedIn profiles and more

**Date: Thursday 10 December 2020**

**Time: 19.30 - 21.00 (GMT)**

***Please feel free to share this invitation with other parents/carers, we look forward to virtually meeting you!***

Another publication I would like to draw your attention to is 'aspire'. It is a free publication to download and is full of useful information on your daughter's/son's options Post 18.

[www.aspire.upreach.org.uk](http://www.aspire.upreach.org.uk)

Mrs P Hunter  
Careers Lead & Sixth  
Form Administrator

[Pauline.hunter@kshs.uk](mailto:Pauline.hunter@kshs.uk)



**KSHS HAS GOT VIRTUAL**

# T LENT

**WE NEED STUDENTS – TO SING, DANCE, PLAY AN INSTRUMENT – ENTERTAIN US!**

This year our Talent show will be a little different.

1. Please email your expressions of interest in taking part to your House Prefects by 4 December 2020.
2. They will then arrange to film your performance in the Hall 7 - 11 December 2020.
3. The final show will be shared during the afternoon of the last day of term via Teams when you can vote for your favourite act.

**Aveland** – Heidi Smith [14SmithH@kshs.uk](mailto:14SmithH@kshs.uk)

**Flaxwell** – Anna Atkinson [14AtkinsonA@kshs.uk](mailto:14AtkinsonA@kshs.uk)

**Lovedon** – Holly King [14KingH@kshs.uk](mailto:14KingH@kshs.uk)

**Winnibrigg** – Caitlin Jackson [14JacksonC@kshs.uk](mailto:14JacksonC@kshs.uk)

# Spotlight on Sport

## Physical Education Fartlek Training Challenge

Students across the school have been taking part in Fartlek fitness training sessions to learn how to increase their cardiovascular and muscular endurance. The training method can be used in the local environment with the whole family, which can be a useful tool during lockdown periods.

The students who completed the furthest distance were:

### Year 7

Frankie Walker 7A  
Liv Cameron 7A  
Chloe Blyth 7A  
Amber Charlton 7A  
Heidi Christiansen 7A  
Merry Lawson 7F  
Georgina Middleton 7L  
Martha Nelson 7L  
Hattie Newton 7L

### Year 8

Maddie Banks 8KB  
Poppy Purbrick 8APO  
Imogen Parke 8APO  
Sophie Munks 8APO

### Year 9

Abi Harrison 9F  
Sophie Robinson 9L  
Eve Marshall 9F  
Faith White 9W

### Year 10

Chloe Mulhall 10L  
Charlie Blair 10A  
Chloe Dachtler 10A

### Year 11

Molly Joyce 11F  
Evie Sanger-Davies 11W  
Lizzie Wakefield 11W  
Amelia Taylor 11W

Staff also took up the challenge and Miss K Duffy, Subject Leader Mathematics, completed the furthest distance. Well done all!

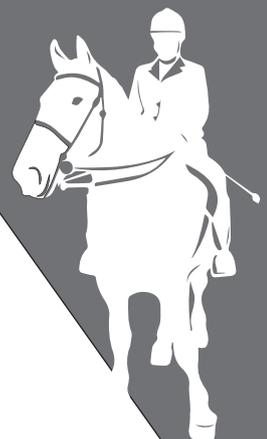


## KSHS Equestrian Team

On the last day before Lockdown2, Hope Mussell from 9L travelled to Eland Lodge in Derbyshire to represent the school at Arena Eventing.

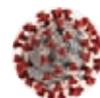
She and her pony, Donald qualified for the finals at Hickstead next May after a storming round at 1.05m.

**Well done Hope!**



If anyone is interested in joining the equestrian team please contact Team Manager Julie Corrigan on 07977121731 for details.

# KSHS COVID HOTLINES



**Self-Isolating student?** email: [enquiries@kshs.uk](mailto:enquiries@kshs.uk) or call: 01529 414044

**Covid Positive student?** in school office hours call: 01529 414044

**Covid Positive student?** out of school office hours email:  
[Covid19@kshs.uk](mailto:Covid19@kshs.uk)

**Member of the household positive?** email: [enquiries@kshs.uk](mailto:enquiries@kshs.uk)

To alert us to the fact that your child is self-isolating (but has not yet tested positive) please phone or email school in the normal way [enquiries@kshs.uk](mailto:enquiries@kshs.uk) or 01529 414044. Your message will be picked up in school hours and teachers will be informed that morning that work needs to be set remotely.

To alert us to the fact that your child has tested Covid positive in school office hours (8am - 4.30pm) please phone the school directly on 01529 414044.

To alert us to the fact that your child has tested Covid positive out of school office hours please email [Covid19@kshs.uk](mailto:Covid19@kshs.uk) or phone the hotline number 07702 899413.

If a member of the household has tested positive, other than the student, please simply contact us using the email address [enquiries@kshs.uk](mailto:enquiries@kshs.uk) or call the main office on 01529 414044. There is no need to call the hotline number.

## REMINDER

Please remember to return DofE kit ASAP on a Wednesday or Thursday.

Please note: Tents need to be dried thoroughly to avoid damage and to avoid a request to fund a replacement.

Thank you  
Mrs M Walker  
DofE Co-ordinator





WhatsApp is one of the most popular messaging apps in the world, with more than 1.5 billion people in more than 180 countries using it to send and receive text, photos, videos and documents, as well as make voice and video calls through an Internet or Wi-Fi connection. The free app offers end-to-end encryption, which means that messages can only be read by the sender and the recipient in one-to-one chats, or all members if it is a group chat. Not even WhatsApp can read them.



AGE RESTRICTION  
**16+**



# What parents need to know about WhatsApp



**AGE LIMIT CHANGE**  
Since May 2018, the minimum age for using WhatsApp is 16 years old if you live in the European Union, including the UK. Prior to this, the minimum age was 13, which still applies for the rest of the world. WhatsApp has not yet stated whether it will take action against anyone aged between 13 and 16 who already hold accounts under the old terms and conditions, such as closing their account or seeking parental permission.

**SCAM MESSAGES**  
Occasionally on WhatsApp, people receive spam messages from unauthorised third parties or from fraudsters pretending to offer prizes to 'lucky people', encouraging recipients to click on a link to win a prize. A common scam involves messages warning recipients that their WhatsApp subscription has run out with the hope that people are duped into providing their payment details. Other scam messages include instructions to forward the message in return for a reward or gift from WhatsApp or another person.

**FAKE NEWS AND HOAXES**  
WhatsApp has been linked to enabling the spread of dangerous viral rumours. In India, for example, a number of attacks appear to have been sparked by false rumours shared on WhatsApp.

**THE 'ONLY ADMIN' FEATURE AND CYBERBULLYING**  
Cyberbullying is the act of sending threatening or taunting text messages, voice messages, pictures and videos, with the aim to hurt and humiliate the receiver. The group chat and group video call features are great for multiple people to chat simultaneously, but there is the potential for people to hurt others with their comments or jokes. The 'only admin' feature gives the admin of a group chat greater control over who can send messages. Whilst this can be good for one-way announcements, the group admin has the power to block somebody from responding to an offensive message in a chat, which could result in a child being upset and unable to reply.

**CONNECTING WITH STRANGERS**  
To start a chat in WhatsApp, you need to know the mobile number of the contact you want to speak to and they also need to have the app downloaded. WhatsApp can find contacts by accessing the address book of a device and recognising which of those contacts are using WhatsApp. If your child has shared their mobile number with somebody they don't know, they can use it to get in touch via WhatsApp.

**LIVE LOCATION SHARING**  
WhatsApp's 'Live Location' feature enables users to share their current location in real time to their contacts in a chat, allowing friends to show their movements. The feature, which can be found by pressing the 'attach' button, is described by WhatsApp as a "simple and secure way to let people know where you are." Location-sharing is already a common feature on other social apps, including Snapchat's Snap Map and Facebook Messenger and can be a useful way for a child to let loved ones know they are safe. However, if your child is in a group chat with people they do not know, they will be exposing their location.



**National Online Safety**

## Top Tips for Parents



**CREATE A SAFE PROFILE**  
Even though somebody would need your child's phone number to add them as a contact, as an extra security measure we suggest altering their profile settings to control who can see their profile photo and status. The options to choose from are 'Everyone', 'My Contacts' and 'Nobody'. We suggest selecting 'My Contacts' or 'Nobody' to ensure their profile is protected.

**EXPLAIN HOW TO BLOCK PEOPLE**  
If your child has received spam or offensive messages, calls or attachments from a contact, they should block them. Messages and status updates sent by a blocked contact will not show up on the phone and will stay undelivered. Blocking someone will not remove this contact from the contact list - they will need to be removed from the phone's address book. To block a contact, your child needs to open the person's chat stream and tap on the settings.

**REPORT SCAM MESSAGES**  
Advise your child not to tap, share or forward any message that looks suspicious or sounds too good to be true. When your child receives a message from an unknown number for the first time, they will be given the option to report the number as spam directly inside the chat. They can also report a contact or a group as spam using the following steps: 1) Open the chat. 2) Tap on the contact or group name to open their profile information. 3) Scroll to the bottom and tap 'Report Spam.'

**LEAVE A GROUP**  
If your child is part of a group chat that makes them feel uncomfortable or has been added to a group they don't want to be part of, use the group's settings to show them how to leave. If someone exits a group, the admin can add them back in once, if they leave again, they cannot be added again.

**USING LIVE LOCATION SAFELY**  
If your child needs to use the 'Live Location' feature to share with you or a friend, advise them to only share it for the amount of time they need to. WhatsApp gives the options of either 15 minutes, one hour or eight hours. However, your child can choose to stop sharing at any time.

**DELETE ACCIDENTAL MESSAGES**  
If your child has sent a message to the wrong chat or if a message they sent has contained a mistake, they can delete it. To do this, simply tap and hold on the message, choose 'Delete' and then 'Delete for everyone'. The app allows seven minutes to delete the message after it has been sent, but it is important to remember that recipients may have seen and screenshot a message before it was deleted.

**SET TIME LIMITS**  
A 2017 study found that by the age of 14 the average child will have sent more than 35,000 texts, 30,000 WhatsApp messages and racked up more than three solid weeks of video chat. Although it is inevitable that your child will use technology, you can still set boundaries. This is not easy, especially since teens use their devices for both schoolwork and free time, often simultaneously.

SOURCES: <https://www.theguardian.com/commentisfree/2018/apr/26/whatsapp-plans-to-ban-under-16s-the-mystery-is-how>, <https://whatsappbrand.com/>, <https://www.independent.co.uk/life-style/gadgets-and-tech/news/whatsapp-update-latest-india-hoaxes-forward-messages-app-download-a8456011.html>



# Young Carers



# HANDS UP

# WHO CARES?

# WE DO!





## Are you a **Young Carer**?

### If so, support is available

Any child or young person may have their first experience of caring because of Coronavirus.

Are you helping or caring for someone at home because of Coronavirus or do you know someone who is?

Are you already a young carer but need more support for your family or yourself?

For more information about support available, please contact the Lincolnshire Young Carers Service

**Tel: 01522 553275**

**Email: [youngcarers@lincolnshire.gov.uk](mailto:youngcarers@lincolnshire.gov.uk)**

Our vision is that every young carer in Lincolnshire is recognised, valued, and supported to have good health and wellbeing, and achieve their full potential.