



Supporting Young Carers in Fife Schools

A Guide for High School Staff

“Support and respect is the most important thing and can make the world of difference to a young carer”

Fife Young Carer



LOTTERY FUNDED

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Foreword

‘Getting It Right for Every Child’ is central to the work of all partners supporting children and young people in Fife. When supporting young carers, it is important for everyone to be aware of the particular issues they may face and the impact their caring role can have on their day to day lives.

It has been estimated that 1 in 10 pupils aged 8-18 in Fife is a young carer, which would be around 5000 children and young people. The Pupilwise survey results suggest numbers of young carers in Fife could be even higher than this.

Young carers take on responsibilities which can impact on every aspect of their wellbeing. It is important that services work well together to ensure all children and young people have the opportunity to be a child first and foremost, and have the same opportunities to achieve as their peers.

The idea for this ‘Young Carers - School’s Pack’ came from one of our Fife young carers. When asked at a celebration event, what services could do to make the lives of young carers better, they suggested the development of materials for schools including lesson plans. She felt this would not only help raise awareness of staff but also help school peers understand what life can be like for young people taking on a caring role in their family.

The school’s pack suggests a range of ways that practitioners can provide or access support for young carers. It is important to note that not all young carers need support from the Fife Young Carers service. Practitioners can make a huge difference to the experiences and outcomes of young carers through their positive relationships and the care and understanding they show. Simple steps such as setting up a young carers’ notice board, providing study support or a pupil buddy can make a great difference to a young carer.

The content of the schools pack has been developed in line with the ‘Getting it Right for Young Carers in Fife’ strategy and Curriculum for Excellence, and in consultation with the Fife Young Carers Focus Group and teachers in Fife schools.

The pack is designed to be used by any member of staff in any school. It is a guide to help staff identify, assess and support young carers and includes information and tools to be able to do all of these things. The pack includes examples of support for young carers in school, and includes lesson plan resources that can be used across different age groups.

Please don’t underestimate the difference you as an individual can make to the life of young carer, or the impact of the partnership work you are involved in. We hope that the Fife strategy and this school pack supports you in your work.

Jacqueline Price - Chair - Young Carers Strategy Group, Fife

Cllr. Bryan Poole - Fife Council - Spokesperson for Education, Children, Young People and Families

Fife Young Carers Focus Group

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“We spend most of our time at home or in school, so it’s vital that schools recognise and understand our needs, wants and aspirations”

‘Supporting Young Carers: A Resource for Schools’

https://professionals.carers.org/sites/default/files/the_complete_supporting_young_carers_resource_as_one_pdf.pdf

Introduction

Fife Young Carers have put this pack together to aid schools to identify and support young carers. We want to make everyone aware of young carers and the issues they face.

This pack is designed to be used by **any adult** in school who is working with children or young people; including, teachers, learning support and administration staff as a point of reference for working with Young Carers. This pack has been put together using guidance set out in the following publications.

- **Getting it Right for Every Child (GIRFEC)**¹ – this is a national approach to supporting children and young people across Scotland by working together across all sectors.
- **Young Carers Strategy in Fife**² – this strategy was put together as a response to the National guidance, 'Getting it Right for Young Carers', in partnership with Fife Council, NHS Fife and Fife Young Carers. The strategy was guided by young carers and is an important part of shaping and influencing the universal services supporting them.
- **Getting it Right for Young Carers: The Young Carers Strategy for Scotland**³ – this is a five-year strategy launched nationally by the Scottish Government. This strategy focuses on improving identification and assessment of young carers to ensure young carers have the same opportunities as their peers.

It is everyone's responsibility to support young carers.

¹ <http://www.gov.scot/Topics/People/Young-People/gettingitright>

² www.fifedirect.org.uk/youngcarers

³ <http://www.scotland.gov.uk/Resource/Doc/319441/0102105.pdf>

Curriculum for Excellence and the Wellbeing Indicators

The Young Carer Strategy Group is working within the Four Capacities and the Wellbeing Indicators. Young Carers need support to make sure that they are 'ready to succeed' and reach their potential. This is just one reason why it is important to work together to identify, assess and support young carers in education. Please see 'Getting it Right for Young Carers in Fife, 2012-2015' for more information on the strategy.

Below, the wellbeing indicators and how they relate to Young Carers are summarised under each of the Four Capacities⁴.

Responsible Citizens

Safe – Young Carers may be more vulnerable, be bullied or be placed in unsafe situations. Young Carers may be providing physical care, such as moving and handling, and this may have an impact on their own safety.

Healthy – Young Carers may miss out on looking after their own health because they are caring for someone else. Young Carers often become stressed and anxious. This can impact on their physical and mental health.

Successful Learners

Achieving - Young Carers may miss out on opportunities both within and out-with school and be unable to achieve what they want.

Nurtured – Young Carers miss out on opportunities to be a child first and foremost. Young Carers may take on responsibilities that are inappropriate for their age. There may also be a lack of parental support.

⁴ Summarised from the 'Getting it Right for Young Carers in Fife, 2012-2015 -

www.fifedirect.org.uk/youngcarers

Confident Individuals

Active – Being a Young Carer may impact on the person's ability to be involved in different activities. Young Carers may feel they are unable to be active because they should be home looking after the person they care for.

Respected – Young Carers may struggle to maintain friendships and keep up with their education, this may lead to them feeling that they are not respected. Young Carers may often feel left out when it comes to discussions regarding the person they care for.

Effective Contributors

Responsible – Young Carers often have a responsibility of an adult in their caring role. However, this may mean they are not able to participate in other opportunities.

Included – Young Carers may find it difficult to be included in opportunities available to them because of their caring role. Young Carers may be 'hidden' and not aware of possibilities to be included in peer or school support.

Roles

Your Role

Understanding and believing the young person is providing care at home can make a huge difference to that person. Being a young carer can have an impact on every aspect of their lives, including their potential and achievement in education. Understanding a young carer's personal circumstances allows for individually tailored support. Please see the section '[How you can help](#)'

Role of the School

Schools have a role in ensuring Young Carers are supported to help them reach their full potential. The responsibility of the school is to support the staff and pupils in understanding the role Young Carers have at home and the barriers to learning. Young

Carers should be included in school policies, allowing for everyone to be aware of young carer issues and potential solutions.

Role of Young Carers School Champion

The Young Carers School Champion is a member of staff, or a group of staff who take the lead in ensuring young carers are adequately supported in school. They provide information for both staff and pupils on the support available. The Champion is a direct link to Fife Young Carers. More information can be found in the section '[Appointing a Young Carers School Champion](#)'

Fife Young Carers

Fife Young Carers is a charity that provides support to Young Carers and Young Adult Carers working with ages 8 to 25. Fife Young Carers can provide a range of services such as peer group and 1:1 support.

Fife Young Carers provides support to schools, to help them identify and support young carers in reaching their full potential in education. Providing Continued Professional Development, providing assemblies, PSE classes and promoting knowledge and understanding of what it means to be a Young Carer. Please see the section '[Fife Young Carers](#)' for additional information.

"It is vital that young carers can continue to participate in the education system in a way that allows them to fulfil their potential..... A key part of that is to ensure not only that young carers are identified in our education system, but that young people in our schools understand the role that young carers have and that teachers are educated about the difficulties that some young carers face."

Michael Matheson, Minister for Public Health, January 2012, p55

<http://content.yudu.com/Library/A1vgil/HolyroodmagazineIssu/resources/53.htm>

Who is a Young Carer?

Young Carers are children and young people up to the age of 25 who are helping to care for someone at home; be it a parent, sibling or another person who is living with them. The person they care for may have a physical disability, learning difficulty, mental ill health, other long term illness, drugs or alcohol misuse.

A **primary** young carer is a child or young person who is the **main or only** person providing physical/practical and or emotional care.

A **secondary** young carer is a child or young person who is **sharing the responsibility** with another family member. It may be that they are living with both parents but the father or mother works long hours and in their absence they provide care, either to the other parent or a sibling.

“Young carers often take on practical and/or emotional caring responsibilities that would normally be expected of an adult. The tasks and level of caring undertaken by young carers can vary according to the nature of the illness or disability, the level and frequency of need for care and the structure of the family as a whole.

Sometimes young carers look after siblings, either because a parent is unable to due to their ill health or as respite for a parent who has a disabled child.”

Getting It Right for Young Carers in Fife

www.fifedirect.org.uk/youngcarers

Caring may impact on a young carer in a variety of ways including:

Physically - complain of aches and pains

Emotionally - stressed, anxious, worried

Socially - unable to make or maintain friendships or be bullied

Educationally - struggle to keep up or concentrate in class or accessing school

Regardless of the type of caring role there may be a significant impact on the young person, in every aspect of their lives.

Statistics

Statistics show that **10%** of the school population is a young carer and that the average age of a young carer is **12 years old** ⁵.

Young carers come from all social and cultural backgrounds, however research shows that just over half of young carers live in lone parent families and in these families it is the mother who is the care recipient⁶.

Further research by Dearden and Becker⁷ found that 27% of young carers in secondary schools experienced educational problems. They also found that this increased to 40% for those helping to care for a member with mental ill-health.

PUPILWISE 2015 – The recent Pupilwise surveyed 23,047 pupils across Fife. Results have recently been circulated to schools and from those surveyed **7014** children and young people have identified themselves as young carers. This means there are young carers that are hidden and not known to the school. It is important to reach these pupils to allow for support systems to be put in place. These Pupilwise results put the number of young carers in the Fife school population at around 30%, much higher than the suggested average of 1 in 10.

⁵ Scottish Government. (2010). 'Getting it Right for Young Carers. The Young Carers Strategy for Scotland 2010-2015'. Edinburgh. P29.

⁶ Becker, S., Aldridge, J. & Dearden, C. (1998). *Young Carers and their families*. Blackwell Publishing.

⁷ Dearden, C., and Becker, S. (2004). 'Young Carers in the UK the 2004 Report'. Carers UK. In Scottish Government. (2010). 'Getting it Right for Young Carers. The Young Carers Strategy for Scotland 2010-2015'. Edinburgh. P38.

Identifying a Young Carer

Many children and young people who are undertaking caring roles do not identify themselves as a young carer. For some it's because of concerns about being stigmatised, whilst for others it may be because it's what they've always done and is 'normal' for them.

A young carer role may also be masked by other challenging or difficult family situations. School staff may need to look beyond this to encourage pupils to share any information regarding a caring role.

Schools therefore play a very important role in ensuring hidden young carers are identified and are offered information and support.

Effects of caring and effects of caring on education

It should be noted; often young carers feel positive in relation to their caring role. They can feel happy and proud of the support they provide within the family. Young carers learn lots of useful skills through caring.

However, the experiences young carers have may have an effect on their education. In education young carers may experience...

Social isolation	Stress
Poor self-esteem	Feelings of resentment
Lack of confidence	Often tired or withdrawn
Reduced life choices	Mature for age
Problems attending school	Feelings of guilt
May struggle to achieve	Anxiety

There are some signs that a person in your class may be a young carer. Here are some potential signs that a pupil may be a young carer.

- Often late or miss school for no apparent reason – commonly with parental permission
- Isolated or a victim of bullying
- Underachiever – homework either late or of poor quality
- Anxiety or concern for cared for parent or sibling
- Distracted in class
- Behavioural problems – many young carers display swings in mood or temperament. For instance, extrovert when coping or things are going well at home and low mood or aggression when they are not coping with the additional pressure
- Find it easier to mix with adults rather than peers
- Difficulty joining in extracurricular activities
- On their phone excessively – young carers may rather take a punishment for being on their phone then give up access to it.
- **No signs** at school

Not all young carers will show signs of being a Young Carer. Some reasons for this may be: being afraid of being bullied, singled out, fear of being asked lots of questions, or fear that if they admit they are providing a care role they may be taken out of the home. **Some young carers manage well and do not require any additional support.**

Assessment and tools to help understanding

Why is it important?

It is important to assess the role of the Young Carer, the jobs they do and the effects this may have on them. Assessment leads to improved, tailored support allowing the young person to access the same opportunities as their peers and achieve their potential in education. It is also important as it shows a recognition of their caring role.

Tools that can be used –

Flowchart

As part of the Fife Young Carers Strategy it was agreed that it would be helpful for schools to have a flowchart to aid them in supporting a young person who has identified themselves, or been identified as a Young Carer⁸. A copy of the flowchart is available in the appendixes for you to display alongside this pack.

Please follow the flowchart guidelines for a quick guide on how to assess someone who has been identified as a possible young carer and refer back to this pack for additional information.

GIRFEC's 5 key questions: Professionals working with children should ask -

- What is getting in the way of this child or young person's well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

MACA 18 – the MACA 18 is a questionnaire developed by Saul Becker and his team⁹ to help provide an awareness of the role the child or young person has. This tool is designed to be used by young carers themselves. Where a professional is helping to support the young person it to complete it. It is important to note; the form should be in the young person's words. The form allows for conversation to take place regarding the caring role, and also helps to identify the amount of caring the young person is doing. A copy of this form can be found in the appendix.

⁸ The Fife Young Carers School Workers, a head teacher, a guidance teacher and an educational psychologist worked together to develop this flowchart

⁹ Joseph, S., Becker, F., and Becker, S. (2009) *Manual for Measures of Caring Activities and Outcomes for Children and Young People*. London: The Princess Royal Trust for Carers.

How you can help

“Each school will have young carers and just one individual teacher or support worker can make all the difference”

‘Supporting Young Carers: A Resource for Schools’

https://professionals.carers.org/sites/default/files/the_complete_supporting_young_carers_resource_as_one_pdf.pdf

What to do if you see these signs, or suspect or feel there is more...

- Find a private place to talk to the young person
- Start a conversation with the young person
- Use ‘MACA 18 – Jobs I Do’ to assist in gathering information about the caring role
- Follow GIRFEC and school guidelines for sharing information

More information about these tools can be found on the following pages.

For example -

“Are you okay? You don’t seem yourself just now. It is okay not to be, and it’s okay to ask for help or to talk things over”

“Is there a lot going on at home?”

“Do you help to look after someone at home?”

Access the ‘MACA 18’ (See appendix) and use this as a guide to find out how much the young person is doing at home. If you don’t have access to this ask general questions about who is at home, how those people are, if anyone is not well and ask what they do at home to help. Often a caring role may be highlighted because of another issue or because things have reached breaking point.

From this conversation you may identify if there is a caring role. Ensure you follow these points up to clarify any information given. Ensure the person leaves feeling positive and is aware of what you are going to do next and when you are going to catch up with them, to update them on what you have done.

If the child or young person is not saying much please reassure and highlight support options, and remind them that you, the Young Carers School Champion or their guidance/pupil support teacher is there to talk to.

Next steps: Please speak to the relevant guidance/pupil support teacher to pass on the information you have gathered. They can use the flowchart guidelines to follow up with the pupil and explain what may happen next. You should speak again to the pupil to let them know what you have done.

**FOR ANY CHILD PROTECTION CONCERNS PLEASE FOLLOW
YOUR OWN SCHOOL'S CHILD PROTECTION POLICY.**

Things you can do:

- Recognise the Young Carers Authorisation Card
- Know who the Young Carer School Champion is
- Be aware of the Young Carers School noticeboard
- Take the E-Learning training on www.fifeyoungcarers.co.uk – this may count towards your own CPD
- Have an understanding of young carer issues
- Know who the Young Carers are in your class – this information should be available on your school Information Management System. If you are unsure please speak to your Young Carer School Champion or a member of guidance/pupil support
- Be aware if the Young Carer requires their phone on during class¹⁰
- Be sensitive and don't ask lots of personal questions
- Be flexible – for example with homework deadlines, catching up or late work
- **Listen, understand and believe**

Young Carers often just want someone to understand the demands on them.

¹⁰ Please note different schools have different policies regarding mobile phone use in school. Please ensure the Young Carer has permission to have their phone. If you are unsure please do not confront the pupil, but speak to their guidance/pupil support teacher

Top 10 things schools can do

...to improve attendance, attainment, reduce social isolation and improve the wellbeing of a young carer.

1. Include Young Carers in School Policies

- School statement of inclusion and support for Young Carers
- Transition and enrolment information to include Young Carers. This is particularly important between primary and high school and college. Young Carers need to be aware that support is available to them. It is important that information about caring roles is shared between schools/colleges to aid this transition process and for additional support to be highlighted right at the start.

2. Whole school awareness raising

- Appoint Young Carers School Champion(s)
- Assemblies and Social Education Classes
- Young Carer Noticeboard
- Provide CPD and training opportunities to all staff; including the use of the Fife Young Carers E-Learning unit

3. Use funding opportunities

- To help young carers pay for school equipment such as a laptop and printer
- To help the young carer attend respite, holiday or other school opportunities

4. Buddy/ Mentoring System

- Peer or Staff buddy/ mentoring – especially around exam time

5. Use in school management systems as appropriate for recoding and sharing information – following GIRFEC and school guidelines

6. Aid staff to **identify** and **assess** Young Carers appropriately

7. **Be aware of External Support available in Fife. Such as Fife Young Carers and the Young Carers Authorisation Card.**

Refer to Fife Young Carers, those young carers who require additional support. This should be done with parental/guardian consent. Young carers may self-refer if they are 12 or over. If a young carer is making a self-referral we still recommend that their parent/guardian is aware of the referral. ***We may be able to complete 1:1 support in school without the parental/guardian being aware of the referral. Please phone to discuss before making the referral.*

8. Be inclusive, flexible and understanding

- Be understanding and flexible in relation to attendance, homework and participation
- Consider alternatives if a young carer is unable to attend out of school activities due to their caring role - for example; detention, sports, concerts
- Give young carers the chance to talk to someone they can trust
- Provide a private place where they can go to reduce anxiety
- Where appropriate, inform the young carer's family of your intentions regarding the pupil concerned
- Access to a quiet area to do homework during the school day
- Deal with bullying or isolation of young carers
- Allow young carers to telephone home during breaks and lunchtimes
- Offer additional support during transitions

9. Supporting parents of Young Carers to access and attend in school activities such as parent's nights and provide appropriate assistance – do not rely on the young carer to provide that assistance

10. Listen, understand and believe.

Encourage pupils to discuss any barriers they may face – for example around homework and extracurricular or extended school activities.

Young Carers often feedback that they just want someone to listen to them and understand what life may be like for them. It is important that these pupils feel supported to enable them to access the same opportunities as their peers in education.

Appointing a Young Carers School Champion

Why is it important to appoint a Young Carers School Champion?

Champions raise awareness to support young carers whilst in education.

- A Young Carers Champion is a member of staff or a team of staff with a special interest for supporting young carers.
- The Champion makes all pupils aware of who they are and what the school can do to help support them.
- The Champion helps to keep young carers on school agendas and distributes information to all staff.
- Champions act as a liaison between the school and Fife Young Carers.
- Champions liaise and share information as appropriate to staff and other external agencies.
- Champions are a voice for young carers in school.

“The Champion is supportive, easy to talk to, they are there to help you when you need it.”

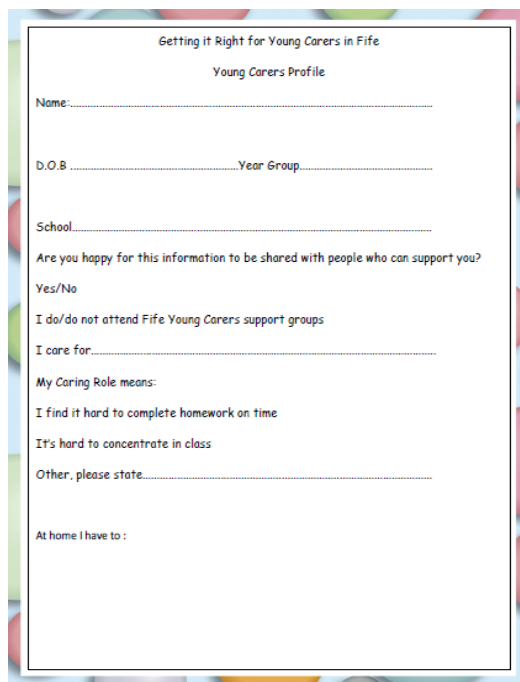
Fife Young Carer, 2016

Schools Profile Page

What is the Profile Page?

The profile page was designed by young carers to help explain to school staff how their caring role impacts on their life, both at home and in school.

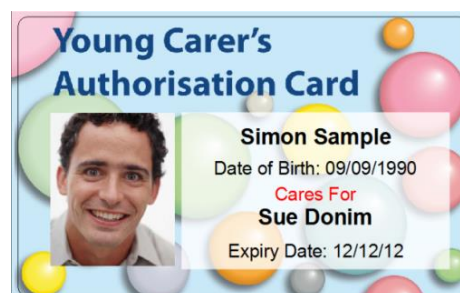
What should you do?



- Be aware of the Profile Page and the information it contains. Be aware of how to access this information if you are working with someone who has been identified as a young carer. Be aware of how you work with the young person and be understanding of their personal situation.
- If you are supporting the young carer you may be able to encourage the young person to fill in the Profile Page with information relating to their caring role. Young Carers need time discussion around their day to day activities to enable them to share the information.
- People who often support the completion of the Profile Page may be the Young Carers School Champion or a guidance/pupil support teacher and sometimes Fife Young Carers staff. This form should be updated annually, or when their role has changed significantly.
- Please remember - With consent from the young carer please share as appropriate with relevant teachers.

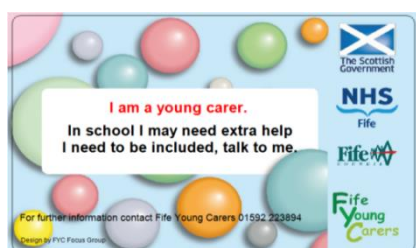
Young Carers Authorisation Card

The Young Carers Authorisation Card is a tool developed in partnership with the Scottish Government. The card aims to make Young Carers feel better supported by their schools and be more included in discussion and decisions regarding the person they care for.



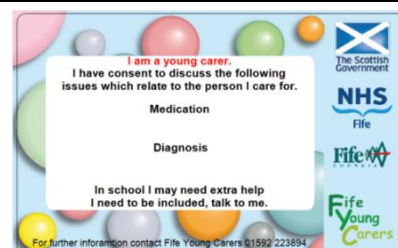
Young Carers Authorisation Cards can be applied for through Fife Young Carers.

The **Basic Card** allows for the young person:



- to be identified as a Young Carer
- to explain why they may be late
- to not have to constantly explain themselves to people they may not want to share their caring role with
- to explain any issues regarding homework
- to get additional support e.g. with schoolwork; if upset; need a time out; etc.
- to raise awareness with teachers about young carer issues

The **Full Card** offers additional support:



- when attending GP/hospital appointments
- for collecting medication
- dealing with other professionals in relation to the person they care for
- receiving information about the person they care for from professionals (**please note it does not give an automatic right to this information but it does show that the young carer has consent for this information to be shared with them*)

What should you do if the Card is used?

- Don't ask lots of questions and respond with sensitivity
- Redirect the attention of other pupils
- If the card is being used frequently or inappropriately discuss this with the Champion or the guidance/pupil support teacher. Please do not confront the pupil about it.

Fife Young Carers is a charity which provides support to Young Carers and Young Adult Carers aged 8 to 25 whose caring role is having a significant impact on their lives. Support that may be offered includes:

- Advocacy, advice and information
- Small support groups
- Individual 1:1 support
- Family support
- Assessment of young carers needs
- Emotional support
- Activities and day trips during school holidays
- Help with education or work
- Information about other agencies that can support
- E-Learning module
- Support with transitions
- Young Carer Authorisation Card
- Support to schools
 - **Assemblies**
 - **Classes**
 - **Awareness raising**
 - **Staff training (CPD)**
 - **Advice and Information**
 - **Support the Young Carers School Champion(s)**

Please go to the website – www.fifeyoungcarers.co.uk for more information.

This is a copy of the model of support that Fife Young Carers use to support all schools in Fife to identify young carers.

Meeting with school

Assembly

Class

Workshop

1:1

	Meeting with school	ASSEMBLY	CLASS	Workshop	1:1
Aim	<p>To make staff aware of Fife Young Carers and the support available.</p> <p>To ask and answer questions in relation to supporting Young Carers as a whole school approach.</p> <p>For the school to highlight current support on offer.</p>	<p>Highlighting definition of Young Carers.</p> <p>To raise awareness about Young Carers to the pupils and the support that can be offered in school.</p>	<p>The class is to develop and promote peer support and increased understanding of the definition of a Young Carer.</p> <p>Understanding what it may be like for a Young Carer - using examples from different stories.</p> <p>Understanding of support available.</p>	<p>The aim of the workshop is to explore young carer roles and highlighting the importance of identifying yourself as a young carer.</p> <p>Understanding the importance of letting someone know you are a Young Carer.</p>	<p>To find out if the pupil is a Young Carer.</p> <p>Finding out the level of caring responsibility and the impact this may have on the pupil.</p> <p>To start discussing the support options available for the pupil.</p>
Resources	Information provided by Fife Young Carers and School Champion.	DVD	Schools Pack Lesson Plans DVD / Case Study Evaluation	Young Carer Case Studies Evaluation	MACA – 'Jobs I Do'
Evaluation	Evaluate CPD sessions and follow up as required	Informal feedback as required	Evaluation – to help identify potential Young Carers	Evaluation – to help identify those pupils who are a Young Carer	Follow up as required
Next Step	<p>Arrange assemblies / CPD training to share information with pupils and staff</p> <p>Arrange information sharing within school – E.G. a pupil noticeboard / mentoring / 16+ agenda / Multi agency meetings/ Guidance agenda.</p>	Follow up assemblies with a class session about Young Carers.	Follow up those pupils who responded in the evaluation that they are or might be a Young Carer. Invite highlighted pupils along to a workshop session.	Make guidance/pupil support aware of evaluations and support arranging 1:1 appointments with all pupils who highlighted themselves as a potential young carer.	<p>Record and share conversation.</p> <p>Follow Flowchart of support – this can be found in the Fife Young Carers Schools Pack</p>

Lesson Plans

Please find in the appendix some example lesson plans. These lesson plans can be picked up and used in any PSE class. These plans link to the Scottish Curriculum for Excellence Health and Wellbeing experiences and outcomes.

Important things to be aware of when creating an assembly or lesson plan about Young Carers.

- Acknowledge there may be Young Carer's currently in the class, some of whom may not be known to the school. Be aware they may get upset and allow them to leave if needed
- Make pupils aware of what to do if they think they might be a young carer
- Allow time for evaluation at the end of the class

Other Lesson Plan resources

There are many other examples of lesson plans that can be used by teachers in PSE lessons.

- Supporting Young Carers – A Resource for Scottish Secondary Schools
<http://static.carers.org/files/main-resource-booklet-6246.pdf>
- A Resource Pack for people working with Young Carers
<http://static.carers.org/files/young-carers-resource-pack-0307-3130.pdf>
- Introduction to Supporting Young Carers in Schools: A Step-by-step Guide for Leaders, Teachers and Non-Teaching Staff – This pack has been designed for use in England but can be adapted for Scottish schools.
<https://professionals.carers.org/stepbystep>
- Supporting Young Carers: A Resource for Schools – developed by the Princess Royal Trust for Carers and The Children's Society, 2010.
https://professionals.carers.org/sites/default/files/the_complete_supporting_young_carers_resource_as_one_pdf.pdf

Further Reading

- Fife Young Carers
www.fifeyoungcarers.co.uk
- Education (Additional Support for Learning) (Scotland) Act 2004/2009
<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>
- Getting It Right for Young Carers
<http://www.scotland.gov.uk/Resource/Doc/319441/0102105.pdf>
- Getting It Right in Fife / Child Protection In Fife
<http://www.fifedirect.org.uk/minisites/index.cfm?fuseaction=page.display&pageid=8B9B1A9C-EDEF-60B9-F99F7BA31E8BC0B9&siteID=AA73CD9C-E7FE-C7EA-06436BFC786E1C8E>
- Getting it Right for Young Carers in Fife
www.fifedirect.org.uk/youngcarers
- The Princess Royal Trust for Carers website
www.youngcarers.net
- Education Scotland
www.educationscotland.gov.uk
- GIRFEC
<http://www.gov.scot/Topics/People/Young-People/gettingitright>
- Equal Partners in Care (EPIC) – (Including E-Learning Carer Aware)
<http://www.knowledge.scot.nhs.uk/home/portals-and-topics/equal-partners-in-care.aspx>

Publications

Becker, S., Aldridge, J. & Dearden, C. (1998). *Young Carers and their families*. Blackwell Publishing.

Dearden, C. & Becker, S. (2000). *Growing up caring: Vulnerability and transition to adulthood – Young carers' experiences*. Youth Work Press.

Deardon, C. and Becker, S. (2004). *Young carers in the UK: The 2004 report*. Carers UK.



Scottish Charity No:
SC028201

Topic	Aims	Stage	Success Criteria	Key Vocab
<p>Young Carers</p> <p>45 minute session</p>	<p>Awareness of Young Carers</p> <p>Awareness of responsibilities Young Carers have and the effects of caring</p> <p>Who to go to for support if someone felt they were a young carer</p>	S1-S3	<p>Pupils understand the role Young Carers have at home</p> <p>Pupils able to show empathy</p> <p>Pupils show awareness of where to get support</p> <p>HWB 3-01a → HWB 3-14a</p>	<p>Young Carers</p> <p>School Support</p> <p>Young Carers School Champion</p>
Resources	<p>Schools information pack</p> <p>DVD - Lorna' Story – Projectors and speakers are required - http://mindreel.org.uk/video/positive-mental-attitudes-%E2%80%93-schools-curriculum-pack</p> <p>Worksheet 1 – Short and long term effects – this worksheet is a chance for individual or small group work to aid discussion.</p> <p>Worksheet 2 – Differences – this worksheet should be completed in two stages. It can be done individually or in small groups. Pupils should write around the headings their thoughts but leave enough space to write comments from the second part of the DVD in a different coloured pen. It can be photocopied from this pack. We recommend photocopying as an A3 sheet or pupils could copy these headings down on flipchart paper.</p> <p>Quiz – True and False with answers</p> <p>Evaluation sheet</p>			

<p>Introduction</p> <p>5 minutes</p>	<p>Introduce the definition of a Young Carer</p> <ul style="list-style-type: none"> • Young carers are children and young people who look after someone in their family who has an illness, a disability, a mental ill health or a substance misuse issue. Young carers often take on both practical and emotional caring. See pack for additional information regarding the definition. <p>Discussion about what may be a physical/practical caring task and an emotional caring task</p> <ul style="list-style-type: none"> • Physical – cooking / cleaning / washing clothes / helping with medication / bath or showering the cared for person • Emotional – keeping safe / keeping company / caring / trying to cheer up → link this to what happens when they are ill
<p>Lorna's Story</p> <p>25 minutes</p>	<p>Introduce the DVD</p> <p>Ask the pupils when they are watching the DVD to think about...</p> <ul style="list-style-type: none"> • How old do you think Lorna is • What is happening for mum? • What is happening for Lorna? <p>**The DVD requires paused mid-way through – this highlighted on the DVD itself by a pause sign on screen.</p> <ul style="list-style-type: none"> • What is happening for mum? Mum is suffering from depression. Remind pupils mum is not being lazy but is now unable to do the things that she would normally be doing. Ask who is looking after Lorna's brother. • What is happening for Lorna? DISCUSSION OR WORKSHEET 1 OR WORKSHEET 2 Talk about some of the different tasks she is doing – physical / emotional. Ask about how they think Lorna is feeling having to do all these tasks / effects of these tasks on Lorna. • How old do you think Lorna is? Lorna is about 13 years old. • What is happening for Lorna and school? (Short term effects) For example: School work isn't as good as it used to be / grades have gone down May be late / miss school

Get into trouble

- What is happening with her friends?
Are they being fair?
They just assumed Lorna didn't want to hang out anymore – thought about contacting her but didn't
- Why has Lorna not told anyone what is happening?
Lorna may feel that no one would understand
Embarrassed
May feel protective of her mum / scared that she may make mum feel worse if she told anyone
Fear that she may be singled out or bullied / does not want to be different to her peers
Family loyalty – mum may have Lorna not to tell anyone – Should Lorna tell someone?
- Lorna may have been a Young Carer for a long time – what do you think will be the long term impact on Lorna?
May miss school / not manage her work / not get grades she wanted / job
May lose out on social opportunities and may find making and keeping friends difficult
May become unwell herself
- Does Lorna need support? Who could help Lorna?
Guidance / Pupil Support / Young Carers School Champion
Family friend / trusted adult
ChildLine

Play the second part of the DVD. Ask pupils to think about differences between the first and second parts of the DVD.

- Lorna has been asked if she is okay, and has accepted support → what are the long term effects now? **DISCUSSION OR WORKSHEET 2**
Remind pupils of previous discussion.
Lorna and her mum were then able to access support and were able to work through the issues.
- Tell the pupils at the end that Lorna is based on a real story. Ask the pupils how they feel about that.

Discussion – Ask pupils what chores they do for pocket money.

- Ask who would do those jobs if they forgot?
- If a Young Carer was responsible for all those jobs, who would do them if they forgot?

	A good example here is feeding a pet and washing/ironing clothes for everyone.
Quiz 5 minutes	<p>This quiz is a mix of questions about carers and general knowledge. The quiz is aimed to aid discussion around particular points</p> <ul style="list-style-type: none"> • See Quiz
Plenary 5 minutes	<ol style="list-style-type: none"> 1. Talk about how much responsibility some pupils have outside of school and the impact this may have on every aspect of someone's life. 2. Ask the pupils to remind you of where they could go for help and advice – if they are worried about someone or if they think they might be a Young Carer 3. Remind pupils that support is available in school to help Young Carers and for some Young Carers there is support that they can access out of school. E.G. In School Young Carers School Champion / Young Carers School noticeboard for additional information – Out of school Fife Young Carers
Evaluation 5 minutes	<p>Hand out an evaluation sheet and ask the pupil to write down something they have learnt from the session.</p> <p>This sheet can also be used for pupils to self-identify if they think they may be a young carer or to ask for time with the teacher in private.</p>
Extra	Word search worksheet
REFERENCES	Positive Mental Attitudes Curriculum

Worksheet 1

Lorna is caring for her family

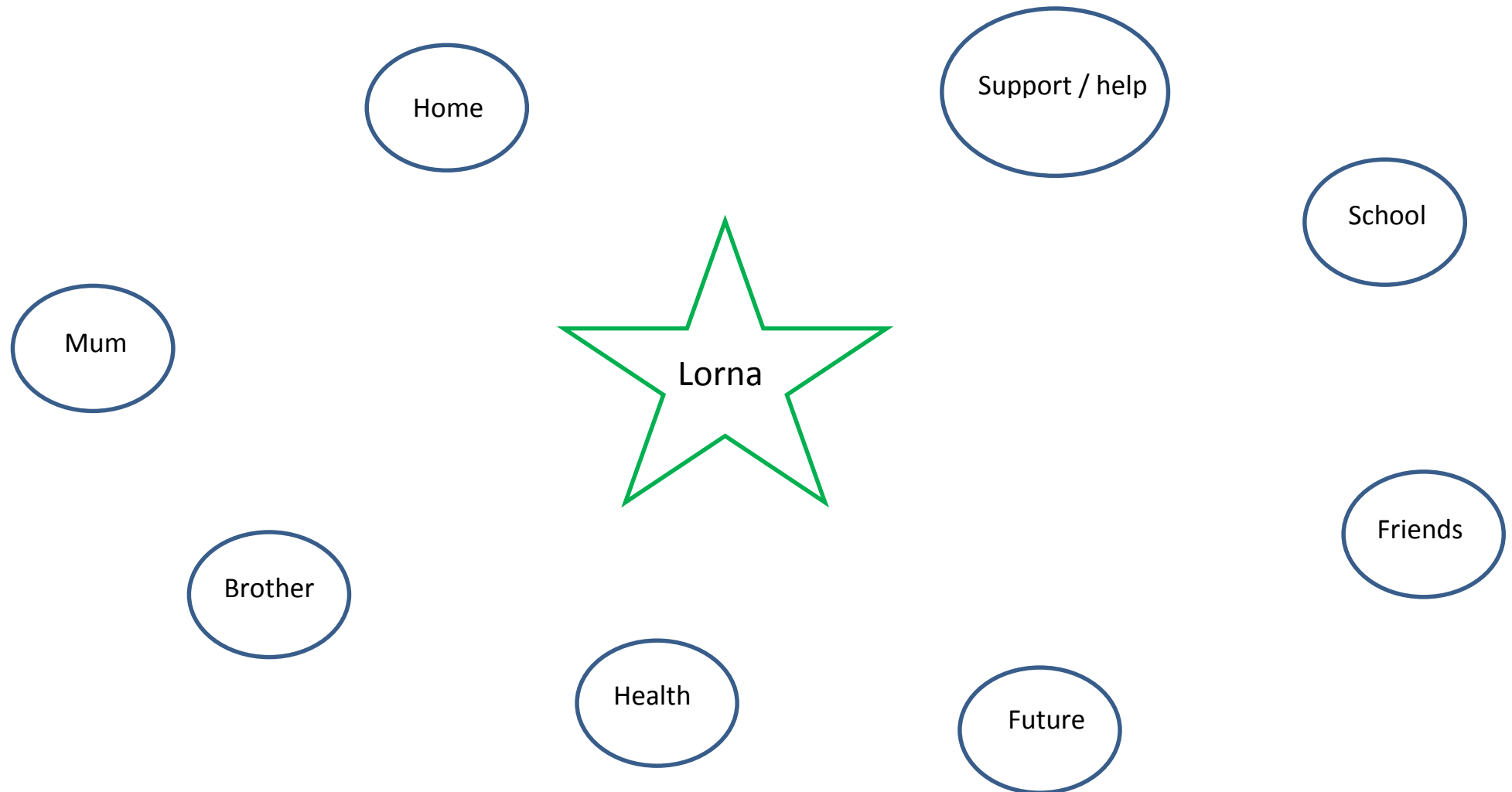
What effect will this have on Lorna day to day during school?

What effect will this have on Lorna long term if she is not supported?

Worksheet 2 - Lorna is caring for her family – Please complete this mind map in two stages

Stage 1 – Around each heading write what you think is happening for Lorna after part one of the DVD.

Stage 2 – Around each heading write what you think is happening for Lorna after part two of the DVD in a **different** coloured pen.



Quiz – True and False

Question	Answer	Discussion
64% of Young Carers have been caring for 3 years or more.	True	How old was Lorna? Relate back to previous discussions about how this may make you feel.
Bats always turn right when they leave a cave.	Answer false – they always turn left!!	
The average age of a Young Carer is 15 years old.	Answer false – the average age is 12.	Ask pupils to put their hands up if they are (age of the class), again ask how they feel in regard to age and a caring role – FACT → Young carers on average care for three years.
1 in 10 Young Carers miss school because of their caring responsibilities.	False – it's 1 in 5	Missing school is not often by choice. Young carers often feel they should stay at home to help.
Most footballers run 7 miles during a game.	True	Not the goalkeeper!
1 in 5 of us will become carers at some point in our lives.	False – 1 in 3 of us!	How does that make everyone feel? Often we think of carers being older people, but as we have just learnt there are young carers
16 % of Young Carers carry out caring tasks for over 20 hours per week.	True	At least 3 hours every day – imagine doing 3 hour of caring on top of your school day
China has the most post offices in the world.	False – it's actually India	

Young Carers Word search											
O	G	F	A	H	O	L	A	A	A	K	I
U	N	B	L	H	L	A	H	G	W	T	R
T	I	B	O	O	C	T	N	U	K	Y	O
I	H	X	N	U	F	I	T	X	L	M	N
N	S	L	E	C	N	P	A	E	S	E	I
G	A	G	N	A	O	S	N	U	Q	E	N
S	W	M	E	S	H	O	P	P	I	N	G
D	J	L	O	V	L	H	K	H	T	L	N
X	C	S	S	E	N	L	L	I	I	U	A
M	A	T	U	R	E	I	R	R	N	J	N
U	K	V	F	V	L	E	Q	K	Q	G	I
Z	H	K	A	J	D	G	Q	E	Q	H	Y

ALONE

CLEANING

COOKING

HOSPITAL

ILLNESS

LONELY

MATURE

OUTINGS

SHOPPING

TIRED

WASHING

IRONING

Young Carers Word search											
O	G	F	A	H	O	L	A	A	A	K	I
U	N	B	L	H	L	A	H	G	W	T	R
T	I	B	O	O	C	T	N	U	K	Y	O
I	H	X	N	U	F	I	T	X	L	M	N
N	S	L	E	C	N	P	A	E	S	E	I
G	A	G	N	A	O	S	N	U	Q	E	N
S	W	M	E	S	H	O	P	P	I	N	G
D	J	L	O	V	L	H	K	H	T	L	N
X	C	S	S	E	N	L	L	I	I	U	A
M	A	T	U	R	E	I	R	R	N	J	N
U	K	V	F	V	L	E	Q	K	Q	G	I
Z	H	K	A	J	D	G	Q	E	Q	H	Y

ALONE

CLEANING

COOKING

HOSPITAL

ILLNESS

LONELY

MATURE

OUTINGS

SHOPPING

TIRED

WASHING

IRONING

Evaluation

Name _____

- | | | | | |
|---|-----|--------------------------|----|--------------------------|
| • Do you feel you now know what a young carer is? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • Do you know where a young carer can get help? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • Do you think you might be a Young Carer? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

Write something here about what you have learnt.

Evaluation

Name _____

- | | | | | |
|---|-----|--------------------------|----|--------------------------|
| • Do you feel you now know what a young carer is? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • Do you know where a young carer can get help? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • Do you think you might be a Young Carer? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

Write something here about what you have learnt.

Scottish Charity No:
SC028201

Topic	Aims	Stage	Success Criteria	Key Vocab
<p>Young Carers</p> <p>45 minute session</p>	<p>Awareness of Young Carers</p> <p>Awareness of responsibilities Young Carers have and the effects of caring. Focussing on Mental Health; worries and stress in particular.</p> <p>What support may help.</p> <p>Who to go to for support - in school and out with school.</p>	S3+	<p>Pupils understand the role of a Young Carer and how this may affect a young person.</p> <p>Pupils able to show empathy.</p> <p>Pupil show awareness of where to get support and what this could be.</p> <p>HWB 4-01a → HWB 3-14a</p>	<p>Young Carers</p> <p>School Support</p> <p>Young Carers School Champion</p> <p>Mental health</p>
Resources	<p>Schools information pack – Fife Young Carers</p> <p>DVD film clip https://www.youtube.com/watch?v=yTO5oCdbRkW</p> <p>Worksheet 1(a) and 1(b) - Timetable Task – please follow instructions on the sheet</p> <p>Worksheet 2 - Top 10 ways to manage worries and stress</p> <p>Evaluation sheet</p>			

<p>Introduction</p> <p>10 minutes</p>	<p>Define a Young Carer</p> <ul style="list-style-type: none"> • Young carers are children and young people who look after someone in their family who has an illness, a disability, a mental ill health or a substance misuse issue. Young carers often take on both practical and emotional caring. See pack for additional information regarding the definition. • Physical – cooking / cleaning / washing clothes / helping with medication / bath/showing cared for • Emotional – keeping safe / keeping company / caring / trying to cheer up → link this to what happens when they are ill <p>Watch DVD</p> <p>DISCUSSION around responsibilities and effects of caring day to day.</p>
<p>TASK 1</p> <p>25 minutes</p>	<p>FACT – Many young carers spend over 20 hours per week caring for someone.</p> <p>QUESTION - Think of the similarities and differences your roles and responsibilities are to that of a Young Carer. Use WORKSHEET 1(a) and 1(b) – Timetable Task</p> <p>DISCUSSION - points may include; What would you have to change in your use of time / what would you have to give up? Own time / homework / exam revision / focus on stress / worries / relate back to DVD clip</p> <p>DISCUSSION – Link to support available in school and out with school to help young carers and to help manage worries and stress – complete WORKSHEET 2 (if time allows) Examples of support: Fife Young Carers / Young Carers School Champion / Young Carer school notice board / Childline / GP</p>
<p>EXTENSION TASK</p>	<p>Ask the group to research organisations that are available to help young carers and also people that can help manage stress and bring back to the next class for discussion.</p>

Plenary 5 minutes	<ol style="list-style-type: none"> 1. Ask the pupils to remind you of where they could go for help and advice – if they are worried about someone or if they think they might be a Young Carer. 2. Reiterate that everyone needs help at some point in their lives and that it's ok to ask for help. 3. 1 in 10 school pupils may be a young carer – over 5000 in Fife - reminder of being respectful and understanding of Young Carers and their responsibilities and feelings. 4. Remind pupils about support available for managing stress and as a young carer. Remind in particular about the Young Carer's Authorisation Card.
Evaluation 5 minutes	<p>Hand out an evaluation sheet and ask the pupil to write down something they have learnt from the session.</p> <p>This sheet can also be used for pupils to self-identify that they think they may be a young carer or to ask for time with the teacher in private.</p>
References	<p>NHS UK – NHS choices for the DVD film clip. Schools Information Pack – Fife Young Carers Fife Young Carers – www.fifeyoungcarers.co.uk</p>

Worksheet 1 (a) – Cut the sheet out and arrange them on the timetable.

Sort out medication and remind Dad to take his tablets in the morning	Get breakfast and lunch prepared for Dad
Worry about Dad – hope he hasn't fallen	Cook dinner for everyone and then clean up
Help Dad out of bed and help him get to the bathroom	Do the laundry
Food shopping	Managing the money to make sure we have enough left for the week
Help younger brother with his homework	Get younger brother up and ready for school
Play computer game	Help Dad get dressed
Go and play football in the park with mates	Spend time with Dad to cheer him up
Help Dad into bed	Go to youth club
Phone home at lunchtime	Take Dad to doctor appointment at 5pm
Prepare PE kit for brother next day	Collect prescription on way home from school
Help Dad have a shower	Homework
Help Dad get ready for bed	

Worksheet 1 (b) – In the first column describe a typical day for you. In the second column add in all the tasks a young carer is trying to do. Can you fit them all in? How does this make you feel? Add your thoughts in the last box.

	Describe a typical day for someone your age
Before School	
During School	
After School	
FEELINGS	

Worksheet 1 (b) –In this second column add in all the tasks a young carer is trying to do. Can you fit them all in? How does this make you feel? Add your thoughts in the last box. **Compare the two days. What are the differences?**

	A day in a life of a young carer...
Before School	
During School	
After School	
FEELINGS	

Worksheet 2 - **Top 10** ways to manage Worries and Stress

Think about what stress is and how it shows itself in our behaviour. Then write down what could help manage these worries and stresses. It may be a simple idea or more complex support. Think about support that is available both in and outside of school.

1.
.....
2.
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3.
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4.
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5.
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6.
.....
7.
.....
8.
.....
9.
.....
10.
.....

Evaluation

Name _____

- | | | |
|---|------------------------------|-----------------------------|
| • Do you feel you now know what a young carer is? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • Do you know where a young carer can get help? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • Do you think you might be a Young Carer? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

Write something here about what you have learnt.

Evaluation

Name _____

- | | | |
|---|------------------------------|-----------------------------|
| • Do you feel you now know what a young carer is? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • Do you know where a young carer can get help? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |
| • Do you think you might be a Young Carer? | YES <input type="checkbox"/> | NO <input type="checkbox"/> |

Write something here about what you have learnt.

Flowchart to aid all schools in identifying and supporting young carers

All schools have the following information available in order to assist staff to identify, assess and support young carers.

Please see the Young Carers Schools Pack for more information.

For staff:

- 'Who might be a Young Carer?'
- Family dynamics → please always have in mind a potential caring situation
- GIRFEC principles
- Support school can provide
- Fife Young Carers

For pupils:

- School noticeboard with Young Carers information – 'What is a Young Carer?'
- What support is available
- What to expect if they think they might be a Young Carer
- A safe place to talk about their concerns
- Who the Young Carers School Champion is



Young person identifies themselves as a Young Carer

OR

A staff member identifies a possible Young Carer



Notify the guidance/pupil support teacher



Guidance/pupil support teacher identifies most appropriate person to talk to the young person and assess the potential caring role.

To aid identification and assessment a MACA 18 'Jobs I do' assessment form and the GIRFEC Key Questions can be used. During assessment the impact of the young person's caring role should be considered.

The Young Carers Schools Pack is available to aid identification and assessment. The Fife Young Carers Schools Worker can provide information and training on the use of the MACA 18.



**Not assessed as a Young Carer →**

School to monitor wellbeing of the young person, record information and action as appropriate.

**Assessed as a Young Carer →**

Record on SEEMIS / Pupil Record and share information for support and planning (unless the Young Carer or the Family does not want it recorded). ** A Young Carer may want you to be aware of home circumstances but not be identified as a Young Carer.

Make the young person aware of who they can go to for support. The guidance/pupil support teacher to check-in as appropriate.

PLEASE CONSIDER ALL FOUR FOLLOWING OPTIONS:**Consider if in school support required?**

For example: -

- Young Carers Profile Page
- Peer or staff Buddy
- Drop-In group
- 1:1
- ASN time / adapted timetable
- Staff monitoring - particular attention to transitions, any change of home circumstances, or personality changes

Please see the Young Carers Schools Pack for more information.

***Please note - This does not need to be resource intensive.

Consider involvement of other appropriate organisations.

For example: Educational Psychology, DAPL, CAMHS

Consider if the Young Carer would benefit from a Young Carers Authorisation Card

Information can be found in the Young Carers Schools Pack → Contact Fife Young Carers to discuss

Consider if referral to Fife Young Carers (FYC) is required.

Is there a significant impact on the child's wellbeing? If so, a referral may be appropriate → Contact FYC to discuss the referral and follow the guidance on the referral form.

Once a referral is made FYC will maintain contact with the referrer and encourage the continuation of support that is already in place. FYC will Let the referrer know if a place is made available to the Young Carer, and explain the reasons if not.

Please note a young person 12+ can self-refer to FYC

Young Carers Profile

Name:.....

D.O.B:.....Year Group:.....

School.....

Are you happy for this information to be shared with people who can support you?

Yes / No

I do / do not attend Fife Young Carers support groups

I do / do not have a Young Carers Authorisation Card

I care for.....

At home I have to:.....

These people already help me and my family:

My Caring Role means:

I find it hard to complete homework on time

It is hard to concentrate in class

Other, please state.....

A day in my life:

Before School:

During School:

After School:

At weekends:

05/10/2020

P^SWW] fa_ kYg[VS` UW bgb[^egbbad fVUZWad fZWkag` Y5ScWELZaa^5ZS_ b[a` [XkagZShVS` k
cgW[a` eStagf fZ[e bdaXWbSYW

This form was filled in by..... Date:

B^SWa` afdkS` Vfs] Stagf_ kUSd` Yda`W` USeadi ZWkag_ Wf_ W` fZWadVad; f[eYdWf
fZSf kag USdMgf; i a` yfWkagZai ; dS^kS_ [` Xa` faXafZWbWbW

Initial assessment of Young Person's Caring Role

The following tool was developed by Fiona Becker, Saul Becker, Stephen Joseph and Steve Regel to assist professionals in determining the level of a young person's caring role. It can be used to assist in care planning and ensuring that a young carers' role is not inappropriate or too demanding.

Multidimensional Assessment of Caring Activities (MACA-YC18)

The Multidimensional Assessment of Caring Activities (MACA-YC18) is a questionnaire to be completed by young carers (an 18-item self-report measure) that can be used to provide an index (or score) of the total amount of caring activity undertaken by a child or young person, as well as six subscale scores for:

- (1) domestic tasks,
- (2) household management,
- (3) personal care,
- (4) emotional care,
- (5) sibling care, and
- (6) financial/practical care.

The MACA-YC18 was designed as a very short, easy to use, psychometric instrument able to provide an index of the extent of caring activities that the young person is currently engaged in (Joseph, Becker, Becker and Regel, 2009). The MACA-YC18 is recommended for:

- Use in surveys of the amount of caring activity undertaken by children and young people.
- To compare different groups of children and young people on the amount of caring activity.
- To use before and after interventions to examine what sort of interventions are helpful in reducing caring burden.
- To examine the association between caring activity and other factors – such as age and gender.
- To use in a one-to-one context by professionals who want to understand the types of caring tasks undertaken, but where time is short.

How to use the MACA-YC18

Care has been taken to ensure that the wording is appropriate for most children and young people so that they will be able to complete the MACA-YC18 by themselves. Although it may be appropriate sometimes to help with explanations, we recommend that children and young people are given the opportunity to complete the MACA-YC18 by themselves whenever possible. When it is necessary to provide explanations this should be carried out by the professional involved. We do not recommend that the MACA-YC18 be completed in the presence of the person who is being supported. Young carers' responses on the MACA-YC18 should always be treated in confidence and used in line with an appropriate professional Code of Ethics and within an organisation's child protection and confidentiality policies.

Scoring for the MACA-YC18

For the MACA-YC18 each of the items are rated on a 3-point scale, 'Never', 'Some of the time', and 'A lot of the time'.

For scoring purposes:

'Never' = 0

'Some of the time' = 1

'A lot of the time' = 2

Overall Score of Caring Activity

The MACA-YC18 can be used to provide an overall summary score (index) of caring activity by totalling all 18 items. The lowest the young person can score is 0 and the highest the young person can score is 36. For example, if the young person ticks 'never' for each of the 18 items, they would get a total score of 0 but if they ticked 'a lot of the time' for each of the items, they would get a score of 36. Of course, most children and young people will score somewhere in between these two extremes. The average score is around 14.

Interpretation of scores on the MACA-YC18

Higher scores indicate greater levels of caring activity. The following categories are useful:

0 No caring activity recorded

1-9 Low amount of caring activity

10-13 Moderate amount

14-17 High amount

18 and above Very high amount of caring activity

The caring jobs I do

Below are some jobs that young carers do to help. Think about the help you have provided **over the last month**.

Please read each one and put an **X** in the

box to show how often you have done each of the jobs in the last month.

Jobs I do	NEVER	SOME OF THE TIME	A LOT OF THE TIME
1. Clean your own bedroom			
2. Clean other rooms			
3. Wash up dishes or put dishes in a dishwasher			
4. Decorate rooms			
5. Take responsibility for shopping for food			
6. Help with lifting or carrying heavy things			
7. Help with financial matters such as dealing with bills, banking money, collecting benefits			
8. Work part time to bring money in			
9. Interpret, sign or use another communication system for the person you care for			
10. Help the person you care for to dress or undress			
11. Help the person you care for to have a wash			
12. Help the person you care for to have a bath or shower			
13. Keep the person you care for company e.g. sitting with them, reading to them, talking to them			
14. Keep an eye on the person you care for to make sure they are alright			
15. Take the person you care for out e.g. for a walk or to see friends or relatives			
16. Take brothers or sisters to school			
17. Look after brothers or sisters whilst another adult is near by			
18. Look after brothers or sisters on your own			

Checklist for staff

This is a checklist designed to help staff identify possible young carers. It highlights a number of indicators that a pupil may display if they have a caring role at home. Please note that not all of these indicators will be met and that some pupils will not show any signs of being a young carer.

From this checklist you may find that you need to have a further, more detailed conversation with the young person. The MACA 18 'Jobs I Do' assessment form can be used to highlight the amount of caring responsibly the young person has. This may lead to a young person identifying that they are a young carer. Pass on any information to the pupil's guidance/pupil support teacher. **Always follow your school's Child Protection policy.** Please see the Schools Pack for more information for ideas about how to have this conversation.

Remember:

- Age is no barrier – carers can be very young, some as young as 7 years old
- Approximately 1 in 10 pupils in Fife has a caring role
- Young people may be either the primary carer or a secondary carer

Do I know a pupil who is...

Often absent / late / leaving school at breaks?	
Not coping with class work or homework?	
Withdrawn, quiet or unusually mature for their age?	
Isolated, bullied or often stressed and tired?	
Often on their phone to home (checking messages etc.)	

Does this pupil...

Take on adult responsibilities?	
Have a family member who has a disability, illness, or mental ill health?	
Do most or all of the household tasks including shopping and paying bills?	
Look after younger brothers or sisters?	
Stay at home a lot to look after someone?	

Could they be looking after someone at home?

YES	NO	NOT SURE
If you have answered 'yes' or 'not sure' please speak to the pupil's guidance/pupil support teacher		