



# Supporting Young Carers in Fife Schools

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A Guide for Primary 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**

Scottish Charity Number – SC028201

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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](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)**<sup>1</sup> – this is a national approach to supporting children and young people across Scotland by working together across all sectors.
- **Young Carers Strategy in Fife**<sup>2</sup> – 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**<sup>3</sup> – 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.**

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

<sup>2</sup> [www.fifedirect.org.uk/youngcarers](http://www.fifedirect.org.uk/youngcarers)

<sup>3</sup> <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 Capacities<sup>4</sup>.**

### **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.

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

[www.fifedirect.org.uk/youngcarers](http://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 parents who has a disabled child.”**

Getting It Right for Young Carers in Fife

[www.fifedirect.org.uk/youngcarers](http://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** <sup>5</sup>.

Young carers come from all kinds of 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 recipient<sup>6</sup>.

Further research by Dearden and Becker<sup>7</sup> 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.

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

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

<sup>7</sup> 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 Carer<sup>8</sup>. 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 team<sup>9</sup> 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.

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

<sup>9</sup> 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](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’ 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 this person 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](http://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 the pupil support team
- Be aware if the Young Carer requires their phone on during class<sup>10</sup>
- 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.**

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<sup>10</sup> 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 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?

Getting it Right for Young Carers in Fife  
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 care for:.....

My Caring Role means:  
I find it hard to complete homework on time  
It's hard to concentrate in class

Other, please state.....

At home I have to :

- 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.

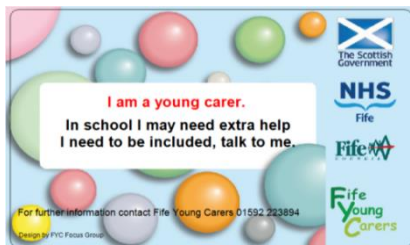
## Young Carers Authorisation Card

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.



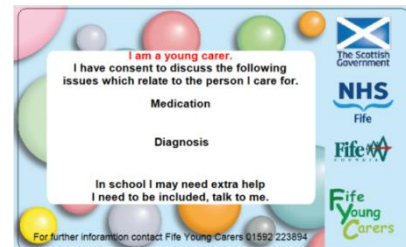
**Young Carers Authorisation Cards can be applied for through Fife Young Carers.**

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



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.

- 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](http://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
<b>Aim</b>	<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>
<b>Resources</b>	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’
<b>Evaluation</b>	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
<b>Next Step</b>	<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><b>Follow Flowchart of support – this can be found in the Fife Young Carers Schools Pack</b></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](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](http://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](http://www.fifedirect.org.uk/youngcarers)
- The Princess Royal Trust for Carers website  
[www.youngcarers.net](http://www.youngcarers.net)
- Education Scotland  
[www.educationscotland.gov.uk](http://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.