

THINK YOUNG CARER

Multi-Agency Toolkit to Support Young Carers

January 2019

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Foreword from Councillor Jenny Laing



In Scotland new legislation, Carers (Scotland) Act 2016, has given all Carers a heightened profile and an opportunity to receive the support that they need and deserve. Aberdeen Health & Social Care Partnership and Aberdeen City Council have developed a Carers Strategy to help drive the implementation of the legislation. For Young Carers this gives them the entitlement for the first time for an assessment that will be known as a Young Carers Statement.

Young Carers are likely to be one of the biggest single groups of children in need. Estimates suggest that in a city the size of Aberdeen, there may be up to 2000 children and young people aged between 5 to 18 years who undertake caring responsibilities for a family member or close friend. Caring for another person is a complex but not always a negative experience for children and young people. Young Carers in Aberdeen City have told us that they feel very proud about their caring responsibilities. Young Carers make a significant contribution to their families and the impact of their caring role on their own lives can be considerable and not always negative. Understandably some Young Carers are anxious about the person they care for this can adversely affect their own wellbeing, some others access restricted experiences and these restrictions can compromise their educational progress and health.

I am delighted to endorse the introduction of this toolkit which includes approaches to help Practitioners identify and support Young Carers. Following the best practice described in the Toolkit will result in a better-informed workforce across partnership services and improved outcomes for all Young Carers in Aberdeen.

A handwritten signature in black ink that reads "J Laing". The signature is fluid and cursive, with the first letter of each name being capitalized.

Cllr Jenny Laing

Introduction

The Carers Act

The Carers (Scotland) Act 2016 came into effect in April 2018. The Act provides Carers and Young Carers with new rights that complement those already existing as set out in the **Carers Recognition and Services (Scotland) Act 1995**. The Carers Act also establishes a duty for Local Authorities to develop a strategy to clarify how they will discharge the new duties. The Aberdeen City Carers Strategy (2018-2021) can be found [here](#).

[Aberdeen City Carers Strategy \(2018-2021\)](#)

The **Children and Young People (Scotland) Act 2014** places the wellbeing of all children and young people in Scotland at the heart of all children's services. This act is underpinned by the Getting It Right For Every Child (GIRFEC) approach which is already well established across Aberdeen City.

Who are Young Carers?

A Carer is generally defined as a person of any age who provides unpaid help and support to a relative, friend or neighbour who due to illness or disability cannot manage to live independently without the carer's help.

The **Carer (Scotland) Act 2016** defines a "Young Carer" as a person who is -

"Under 18 years old or has attained the age of 18 years while a pupil at a school and has since attaining that age remained a pupil at that or another school."

The tasks and level of caring undertaken will vary according to the nature of the illness or disability, the level and frequency of need for care and the structure of the family. A caring role may be undertaken on an ongoing basis or be of a more transient nature. Caring responsibilities may include physical, practical and/or emotional support due to illness, disability, mental health or substance misuse. This may include supporting siblings where the parent/s is unable to fully undertake the parenting role. A child or young person can still be identified as a Young Carer even if they are not the primary carer.

For Young Carers this might include:

- Practical tasks like cooking, housework or shopping
- Physical care, such as helping someone out of bed or up the stairs
- Emotional support, such as talking to someone who is distressed
- Personal care, such as helping someone dress, washing or toileting
- Household management such as paying bills, managing finance or collecting prescriptions
- Administering medication
- Interpretation such as helping someone communicate
- Looking after brothers and sisters

The Potential Impact of a Caring Role

Young Carers report feeling tremendously proud of their caring responsibilities and caring is not always a negative experience, they learn many practical and caring skills. There are some risks associated with being a Young Carer and it is really important that all staff working with children and young people are aware of how caring responsibilities can impact on long term outcomes so that they can mitigate these risks.

Young Carers may be more likely to experience difficulties at school. Caring responsibilities can have an adverse effect on health and employment. Being a Young Carer can impact on a young person's health, social life and self-confidence. Young Carers can find it hard to balance their caring role with their education and this can impact on school attendance and school performance. Very few Young Carers disclose their caring responsibilities and hide the reason why they have less spare time than other peers. Many Young Carers are bullied because of their caring role.

Each caring role is different and sometimes Young Carers need some extra help. Some Young Carers tell us that they can feel:

- Stressed by too much responsibility
- Tired by caring through the night and/or repeatedly lifting a heavy adult
- Worried about the person they care for
- Anxious about making time for homework or missing school
- Embarrassed by their situation
- Physically tired
- Isolated and unhappy
- Low self-esteem, anger or guilt

Young Carers obviously have the same rights as all children and young people. The challenges Young Carers face can deny them their full rights and Practitioners need to be aware of and mitigate this risk.



Aims of this Toolkit

This Toolkit aims to support schools and services to increase awareness of the needs of Young Carers and put in place the reasonable adjustments necessary to ensure that Young Carers reach their full potential. It also offers guidance on how to develop a Young Carers Statement.

Multi-Agency partners have identified 5 key actions to help schools and services become Carer Friendly. The Toolkit will be kept under review to ensure that it continues to guide best practice across our schools and services.

1. Informed staff

All Practitioners in schools and services should understand the challenges that Young Carers may face and the potential risks associated with being a Young Carer. This should include an understanding of the new legislative requirements afforded to Young Carers to support planning through the provision of a Young Carers Statement.

2. Effective Systems to identify Young Carers

Robust procedures should be in place to ensure that children, young people and their families are afforded every opportunity to disclose caring responsibilities without fear of discrimination from Practitioners or peers.

3. A Carer Friendly Ethos.

Schools and services should raise awareness of the needs of Young Carers to promote a positive ethos of inclusion. This positive ethos will better enable Young Carers to seek and access additional support.

4. Personalised planning to meet individual needs

Practitioners should be able to confidently undertake child centred single and multi-agency assessments. This will enable Practitioners to develop single and multi-agency plans which coordinate the right support, from the right people at the right time.

5. Effective Multi-Agency Partnerships

Effective multi-agency partnership plays a pivotal role in identifying and supporting Young Carers. All Young Carers live in unique situations and therefore the support required from services across the Partnership will be varied.

Schools and services should routinely review how effectively they are performing against these 5 key actions in order to continually improve practice.

Section 1 - Informed Staff

It is essential that all staff in schools and services across Aberdeen understand the implications of having caring responsibilities and have a sense of how to recognise any 'hidden' Carers. This is best achieved by raising awareness through professional learning opportunities and training should be made available to all staff. As a minimum, this professional learning should focus on;

- what caring roles involve and how they potentially impact upon attainment and wellbeing;
- the indicators that a child or young person has a caring role;
- approaches to identifying 'hidden' Young Carers and what all staff can do within their own role; and
- potential sources of support including who is the lead for Young Carers in school.

A partnership training package will be made available to all agencies across Aberdeen City. This package will include a film and accompanying training materials.

Some members of staff will require more detailed understanding including all Named Persons, members of Senior Leadership Teams, School Nurses, Community Paediatricians, Social Work staff and a Young Carer's Champion/Lead if identified. This group should have an understanding of:

- Distressed and distressing behaviour which Young Carers may exhibit alongside a knowledge how best to manage these.
- The knowledge and skills necessary to complete a Young Carers Statement to improve wellbeing, attainment and achievement.
- Services who can offer support and the eligibility criteria for specialist support for Young Carers
- How best to embed a culture of acceptance and understanding of Young Carers within the school community
- Strategies to empower Young Carers to shape their support and influence change.

In most cases the child's Named Person will have a key role in assessing and planning for individual Young Carers. Generic concerns may be better supported by the provision of a Young Carers Lead/Champion and schools may wish to consider this approach to help lead and monitor the impact of work in this area.

In summary schools and services should:

- Ensure that all staff have access to general Young Carer training
- Ensure that staff in senior positions have access to enhanced training
- Decide if it would be appropriate to appoint a Young Carers Champion or if this responsibility will sit with the Named Person.



Section 2 - Identifying Young Carers

Being able to identify Young Carers is key to offering them the support they require to minimise any negative impact caring can have on educational attainment and wellbeing. Many children and young people choose to keep their caring role hidden and the onus is on the staff team to look for any outward signs which are recognisable to informed Practitioners. Practitioners must be mindful that these indicators may also be indicative of other concerns and that the list below is not exhaustive, but a level of professional curiosity will be required to understand any changes.

- Distressed or distressing behaviour
- Frequently absent
- Tired, anxious or withdrawn
- Difficulties socialising
- Mature for age
- Victim of bullying
- Unable to attend trips/extracurricular activities
- Often late for school
- Not handing in homework
- Not performing to their ability
- Concerned about a relative
- Isolated
- Secretive about home life
- Signs of neglect
- Poor diet
- Difficulty concentrating
- Physical problems such as a sore back
- Possible financial difficulties

Clear systems should be in place to highlight any changes in behaviour that could indicate a wellbeing concern; these approaches will be in keeping with the partnership GIRFEC Operational Guidance, 2016.

It is important to consider that being a Young Carer does not implicitly mean that a child/young person is in need of additional support although this could change in the future, some only require to be routinely asked how they are and all responses should be proportionate to need. All services must maximise opportunities to keep a watching brief upon a Young Carer's wellbeing and highlight any changes immediately to the Named Person to enable timely planning and intervention. Any child protection concerns must be raised in keeping with agreed policy.

Identifying Young Carers can often be challenging for many reasons and Young Carers have supported us to understand some of the barriers they face. Some of these barriers could be overcome by asking parents to identify their child as a Young Carer during school admission and when engaging with any service.



“I didn’t think it would make a difference if I marked ‘young carer’ on a form, why would it?”

“Maybe a person just doesn’t see themselves as a Young Carer. Maybe they don’t know that they are because it is just their life.”

“I am embarrassed to tell other people because they might not understand. Some teachers in school don’t understand and some do.”

“Not knowing who to ask or what to do to get help might make someone not see the point in telling others they are a Young Carer.”

“The council have got more important things to worry about than me.”

“A Young Carer might be worried to tell anyone because they might have to leave the family home.”

Many children and young people do not recognise themselves as Young Carers. Raising the profile of caring across services and the school community and being open about the support available to Young Carers should help to reduce children and young people feeling this way. It is really important that children and young people are clear of who to approach for help, this will usually be the Named Person but could be a Carers Champion. Schools should make use of the suite of teaching activities within this toolkit and Aberdeen City Council’s Young Carer film and accompanying materials to raise the profile of Young Carers.

In summary, schools and services should:

- Ensure there are clear systems to escalate wellbeing concerns and encourage professional curiosity
- Ensure staff are aware of any known Young Carers
- Utilise admission processes to establish if children or young people have a caring role
- Raise the profile of caring across the school community.

Section 3 - Developing a Young Carer friendly ethos in our schools

Creating a whole school ethos of acceptance and equality will benefit all children and young people including Young Carers, an ethos of acceptance will better enable Young Carers to seek support.

To achieve an ethos of acceptance and equality, members of the Senior Management Team will be a positive role model and will have established close and effective working arrangements with a range of agencies and partners as exemplified in How Good is Our School 4 Quality Indicator 3.1.

Where Young Carers have been identified their attendance, attainment and wellbeing should be carefully tracked to ensure that any dips in performance are identified and supported at the earliest opportunity.

Known Young Carers should be supported to guide how the school becomes more carer friendly. They should be central to any self-evaluation and inform the direction of travel as they are the experts.

It is suggested that Senior Managers within schools consider identifying a Lead/champion for Young Carers and publicise this within the school community. This may be any member of staff interested in undertaking a leading role.

The strategies to become a Young Carer Friendly School are listed below. Aberdeen City Council has developed a multi-agency training film to support practitioners to meet Young Carers needs and also a teaching film for children and young people in schools to raise the profile of Young Carers. These tools should be used to support development of a Young Carer friendly ethos in schools.

Many schools will already have systems in place to reflect many of the actions, so the lead/champion should first evaluate where the school is to determine which areas to develop first. Those marked essential will be required to comply with the Carers (Scotland) Act 2016.

Whole school strategies to support a Young Carer friendly ethos

| To be evidenced to comply with legislation | In place | A priority for action | To be developed |
|--|----------|-----------------------|-----------------|
| Ensure all staff undertake and maintain CPD to best equip them to; <ul style="list-style-type: none"> • What caring roles involve and how they potentially impact upon attainment and wellbeing; • The indicators that a child or young person has a caring role; • Approaches to identifying 'hidden' Young Carers and what all staff can do within their own role; and • Potential sources of support including who is the lead for Young Carers in school | | | |
| As school policies are being reviewed give proportionate consideration as to how the needs of Young Carers impact on the policy. | | | |
| Track and monitor the attendance, attainment, progress and wellbeing of identified Young Carers and use this information to inform next steps for individuals, classes, whole school and ASG approaches. | | | |
| Lessons which challenge inequality and bullying by delivering positive messages regarding the protected characteristics. | | | |



| Recommended for Best Practice | In place | A priority for action | To be developed |
|---|----------|-----------------------|-----------------|
| Establish a Working Group of school staff to support the needs of Young Carers within school and across the ASG. | | | |
| Develop a Young Carers school policy in collaboration with pupils | | | |
| Establish a Young Carers peer support group | | | |
| Consider the need to include developing the schools approach to supporting Young Carers in the School Improvement Plan | | | |
| Promote positive images and information about disability, illness and Young Carers throughout the school (Appendix 9) | | | |
| Deliver regular assemblies to raise the profile of Young Carers in unison with positive messages about disability, ill health, alcohol and substance misuse (Young Carers may wish to inform the content of assemblies and the use of partnership services should be considered) | | | |
| Raise the profile of Young Carers through the Pupil Council and through the Parent Council. This may involve creating a Young Carer's leaflet or policy. (Appendix 5) | | | |
| Include positive articles in the school newsletter/web pages to raise awareness of Young Carers | | | |
| <p>Utilise lesson plans focusing on raising the profile of Young Carers. This could include utilising the expertise of Multi-Agency Services through presentations and workshops. Lessons should cover:</p> <ul style="list-style-type: none"> • <i>What being a Young Carer means</i> • <i>What kinds of caring responsibilities Young Carers have</i> • <i>Potential varied impacts of being a Young Carer.</i> • <i>Where Young Carers can seek support</i> <p>Appendix 12</p> | | | |
| Use of a school post box to enable anonymous concerns/ideas to be brought to the attention of practitioners | | | |
| Publicise the school commitment to Young Carers within the school prospectus and website | | | |
| Publicising the School Young Carers Lead and contact details within the prospectus, website, newsletters, and during induction processes | | | |
| During parent/carer curriculum information evenings, and where appropriate include information on Young Carers | | | |

| Recommended for Best Practice | In place | A priority for action | To be developed |
|---|----------|-----------------------|-----------------|
| Maintaining a prominent display board containing information on progress within school to support Young Carers and signpost services | | | |
| Support charities which focus on disabilities, mental health, substance misuse or carer support | | | |
| Use the Pupil Council or Young Carers Group to establish differing ways to celebrate Young Carers day on the 25th January and Young Carers week during the second week in June. | | | |
| Ensure that libraries include stories and information which address disability, mental health, substance misuse and caring roles. (See Appendix 10) | | | |

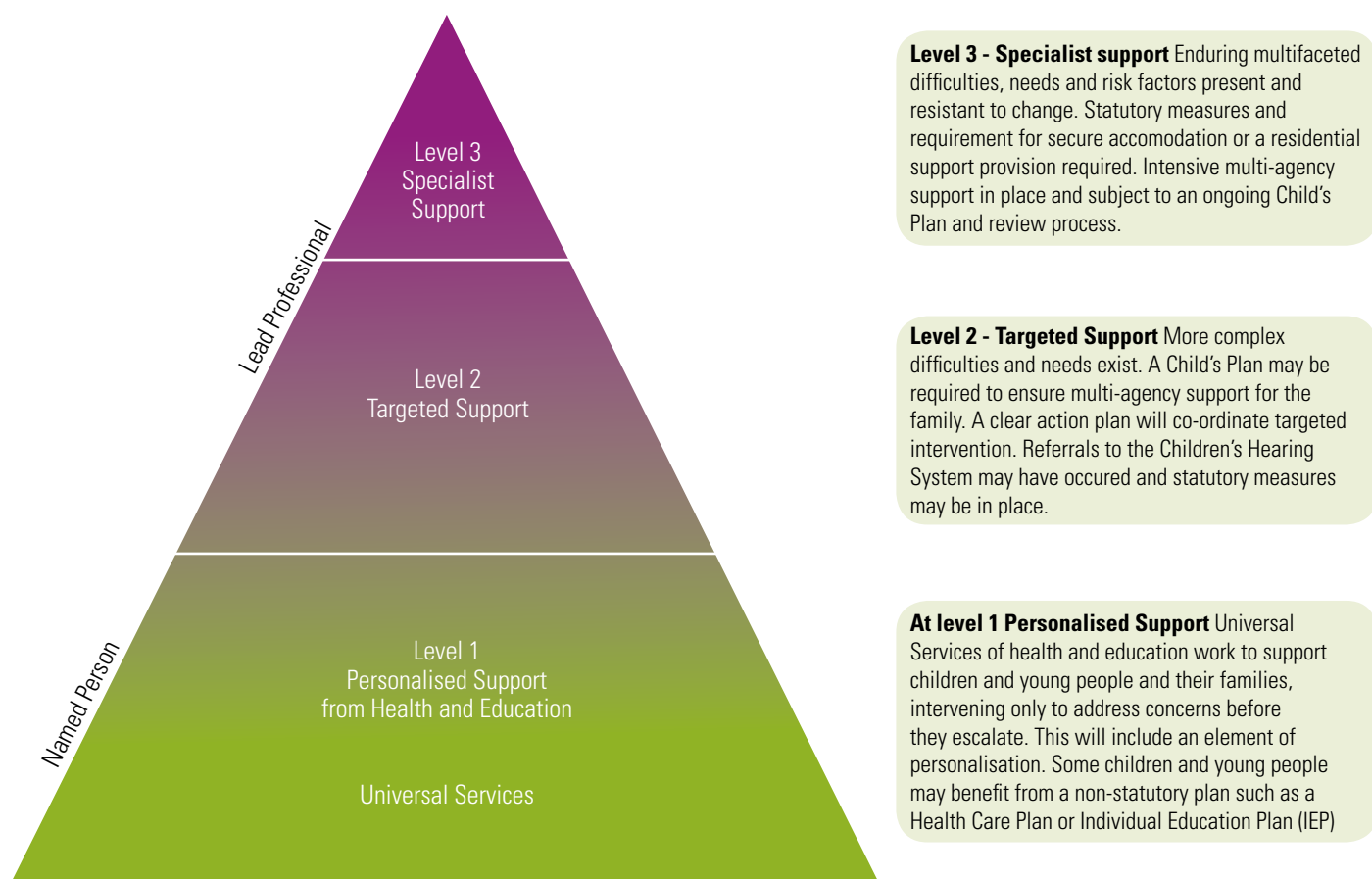
In summary a number of actions will be required depending upon the individual circumstances of the school. In order to realise these, it is suggested that schools:

- Self-evaluate against the HGIOS 4 QI 3.1 to determine next steps
- Involve identified Young Carers fully in decision making and planning
- Identify and publicise a Young Carers lead or champion
- Carefully track the performance of identified Young Carers



Section 4 - Personal planning to meet individual needs and the Young Carer's Statement

The GIRFEC approach in Aberdeen is based on all Partners working together at the earliest opportunity to support a child or young person, and their family. The GIRFEC Tiered Intervention Framework supports partnership working to improve outcomes for all children and young people, inclusive of Young Carers. It is a continuum of support; ensuring interventions are timely, appropriate, and proportionate.



The Staged Intervention Framework used in Education has been developed to align fully with Tiered Intervention Framework. This framework enables Education Practitioners to respond proportionately to unmet wellbeing needs whilst fully upholding the principles underpinned by GIRFEC. More information on the Tiered Intervention and Staged Intervention Framework can be found in [Aberdeen City Council, GIRFEC Operational Guidance, 2016.](#)

The Carers (Scotland) Act 2016 implements changes to how Young Carers can access support through 'Young Carers Statements' (YCS). Under previous legislation, a carer had to provide 'regular and substantial' care in order to access a support plan. However, now all Young Carers are entitled to a Young Carer's Statement and their needs will be assessed separately from the needs of the person that they are caring for.

Eligibility Criteria

Quality of Life indicators and SHANARRI

The Carers (Scotland) Act 2016 gives all Young Carers a right to a Young Carer Statement (YCS). Through this, young carers will identify their need for support to meet their personal outcomes. The preparation of the YCS is an opportunity to discuss the caring situation and consider the impact caring has upon a number of areas in a Young Carer's life and the risk of the carer not being able to continue in that role. These areas, or quality of life indicators form the framework for eligibility criteria for carers. For Young Carers though, they have been aligned to the SHANARRI framework, which those working in Children's Services are more familiar with. See Appendix 1

Application of Eligibility Criteria

In determining a Young Carer's need for support it is important to recognise that a Young Carer's needs in relation to the SHANARRI indicators (Appendix 1) will not always exist in isolation from one another. It is appropriate and desirable that indicators should be explored in relation to one another. For example, it would be appropriate to discuss the impact of insufficient household income in relation to the effect that financial hardship can have upon a Young Carer's emotional health and well-being. Similarly, some indicators may be overarching, such as the ability to have a life alongside caring, which may be affected by the cumulative impact of the caring role upon several areas of a Young Carer's life.

The Act also provides for a discretionary power to provide support to Young Carers even where their caring role is not assessed to be impacting upon their personal outcomes. This will be within the threshold for personalised support in the Aberdeen Integrated Children's Services Tiered Intervention Framework, as described above. For example, they may access and benefit from a variety of information, advice and support including discussions with professionals (from school, health and social care teams and third sector organisations), to signposting to benefits advice or community groups. Even though a Young Carer may have no current assessed needs against these indicators, if they are caring for a terminally ill person where the current situation is not having a major impact upon their personal outcomes, but where it can be foreseen that the demands on them will increase dramatically in a short space of time, then providing additional support, as described below, may be appropriate.

Those Young Carers whose assessed needs against the indicators outlined in Appendix 1 meet the threshold for targeted support in the Aberdeen Integrated Children's Services Tiered Intervention Framework, as described above, will be eligible for additional support. This means Young Carers whose caring responsibilities are adversely affecting their development and who require time limited targeted intervention. Such supports may be provided by a range of universal, and commissioned services within the city.

Young Carers whose assessed needs against the indicators meet the additional threshold for specialist support in the Aberdeen Integrated Children's Services Tiered Intervention Framework, as described below at Section 5, will also be eligible for support from, or on behalf of, specialist services such as social work. These will be Young Carers whose welfare is being significantly impaired by their caring responsibilities.

Further guidance on the identification and assessment of a Young Carer's needs and their eligibility for support is provided at Appendix 2.

Responding to needs

Once the decision is made to provide support, the necessary arrangements should be made to put this in place. The Young Carer must have as much involvement as they wish in relation to the provision of support or services, a collaborative approach is required. Reasonable steps must be taken to ensure that their right to dignity is respected. In determining the support to be provided for both eligible and non-eligible needs, the Young Carer's own strengths and capabilities along with their wider support network, community, cultural and spiritual networks should be taken into account.

The Young Carer should also be given the opportunity to choose from the four options provided in the Social Care (Self-Directed Support) (Scotland) Act 2013 unless they are deemed to be ineligible under the terms of the legislation. Examples of how Young Carers may use these options to meet their eligible needs are detailed in Appendix 3.

There is a duty under Section 24(4)(a) of the Carers (Scotland) Act 2016 to provide, or arrange, replacement care based on the Young Carer's needs, whether or not the cared-for person has eligible social care needs in their own right. Young Carers may not be charged for any proportion of funded support provided to meet substantial and critical identified personal outcomes and needs.

Who is responsible for the Young Carers Statement?

As with Child's Plans the responsibility for completing Young Carers Statement falls within the remit of the Named Person and Lead Professional. Where a multi-agency response is required it is the responsibility of all relevant Multi-Agency Partners to contribute to this. If an agreement cannot be reached as to who is the most appropriate Practitioner to act as the Lead Professional, Practitioners should refer to the resolution pathway in Aberdeen City Council's GIREFC Operational Guidance, 2016. Careful consideration should be given to the Young Carer's view of who is most appropriate to write the YCS.

For Young Carers who are aged 16 years until their eighteenth birthday who are not enrolled in school, the Named Person Service will be provided by a Central based Education Officer. The Central based Officer would take responsibility for writing the YCS, where a multi-agency response is not required, and no Lead Professional identified.

Where a child or young person is affected by a 'caring role' but is not a Young Carer

A child or young person aged under 18, who lives in a household where there is a caring role being undertaken may have unmet wellbeing needs although they are not directly responsible for caring. These children and young people **do not** require a Young Carer's Statement but as with all children and young people they may require a wellbeing assessment to determine whether intervention is required.



The Young Carer's Statement

Where a child/young person is known to be a Young Carer the Named Person within school should be made aware and through careful dialogue offer a Young Carers Statement. The child/young person is free to decline the YCS, but it is important that they understand the purpose of it and the potential benefits. In this situation it may be appropriate to signpost Young Carers to alternative forms of support and agree on a date to revisit this. Young Carers are deemed to have additional support needs unless a wellbeing assessment demonstrates otherwise.

When it is identified that a child/young person is either affected by a caring role or is a Young Carer, a wellbeing assessment must be undertaken using the SHANARRI indicators and consideration given to the proportionate use of the My World Triangle and the Resilience Matrix, to identify any unmet wellbeing needs. For some, the Young Carer's Statement will be brief, whilst others who undertake high level caring roles, a more detailed plan will be required. The child/young person should be placed at the centre of this process and their voice should fully inform the assessment.

This assessment will support Practitioners in planning effectively to meet their needs at either a Universal, Targeted or Specialist level. It will support Practitioners in identifying whether a single or multi-agency response is required. If a child or young person has a Young Carers Statement they do not require a separate Child's Plan.

Placing the child/young person at the centre of the Assessment and Planning Process

Best practise when undertaking the Wellbeing Assessment is to start with the premise that, children are children first, whose rights must be upheld in accordance with the UNCRC. Article 12 of the UNCRC states that children and young people have the right to be heard and listened to, especially in decisions affecting them. It is the responsibility of the Named Person and/or Lead Professional to ensure that the Young Carer's voice fully informs the Assessment and Planning Process.

Practitioners should consider different means for capturing the child/young person's opinions and feelings in an appropriate way. This is best done on a 1-1 basis: Young Carers are all individuals and varied and flexible approaches are required. Some Young Carers may feel comfortable attending a Multi-Agency Meeting, whilst others may not. It is most important to capture their voice in a manner appropriate and comfortable for them. Practitioners in Universal Services are well placed to do this due to their daily contact and capacity to build relationships with Young Carers. The Young Carer's Statement Guidance (Appendix 4) has useful prompts and questions to support dialogue to inform assessment and ensure that the Young Carer is placed at the centre of this process. Additionally, the Young Carer's wellbeing indicator prompts will give Practitioners additional questions to support assessment (Appendix 1).

The Young Carer's Statement should be used to encourage ambition and support Young Carers to realise their full potential. They should be supported in recognising the skills and qualities they have acquired through caring and supported to set aspirational goals.



Consider the location and time of meetings to formulate the Young Carer's Statement

Practitioners need to give consideration to the time and venue of meetings in accordance with the needs of those attending, specifically the Young Carer and the cared-for person. It may be more practical and appropriate that some communications take place via home visits, telephone, text or email and recorded and shared appropriately. More information on holding an effective Multi-Agency meeting can be found at [Effective Multi Agency meeting](#). This is a brief guide highlighting best practice for Multi-Agency Meetings.

Information Sharing

Information sharing about Young Carers is particularly complex when considering the nature of the information which may be shared and about whom. Information of a confidential and personal nature may be disclosed regarding not only the Young Carer but also the cared-for person. **Practitioners should adhere to the following;**

'Only share information that you consider relevant, necessary, legitimate, appropriate and proportionate to your worry or concern. Unless there is a potential risk of harm to the child or young person you should ensure that they or their parents/carers have agreed to the information being shared - children have a right to express their views and have them taken into account when decisions are made about what should happen to them.'

Practitioners Guide to Information Sharing, Confidentiality and Consent (2018).

[Practitioners Guide to Information Sharing, Confidentiality and Consent](#)

Sections of the Young Carer's Statement

There are some key considerations for Practitioners when developing a Young Carers Statement.

Current circumstances

In the current circumstances section of the YCS, Practitioners, in collaboration with the Young Carer must establish the nature and extent of care provided at the time. This must consider fully the impact of caring upon the Young Carer's day-to-day life. It is vital to acknowledge the positive impacts of caring such as feeling valued, appreciated and proud, as well as the potential adverse effects. When a child/young person is known to be a Young Carer the wellbeing assessment requires assessment of the;

- Impact of caring responsibilities upon wellbeing
- Appropriateness of the caring responsibilities undertaken
- Capacity to undertake caring responsibilities
- Willingness to carry out those caring responsibilities.

Key points for practitioner consideration on each of these additional areas of assessment are detailed below.

Impact of Caring Responsibilities upon wellbeing

Assessment of the impact of caring upon wellbeing must;

- Recognise that each child is a unique, holistic individual
- Assess whether deviations from positive wellbeing are a result of caring responsibilities or whether there is another underlying cause.
- Consider whether the parents/carers have the capacity to meet the Young Carers needs.
- Seek and consider parental/carer views about their child's wellbeing and barriers to education
- Consider differences of opinions regarding the child's caring role and the impact upon their wellbeing and record these.
- Consider any adverse impacts on educational attainment
- Consider any adverse impacts on capacity to build and sustain friendships

Appropriateness of Caring responsibilities

Assessment of the appropriateness of caring responsibilities must consider;

- Appropriateness in relation to age and stage of development
- Whether the child is giving excessive care which significantly limits their own life
- Whether responsibilities are out with the competence of the Young Carer
- Whether responsibilities place the Young Carer at risk of harm or significant harm
- Whether responsibilities are physically strenuous
- Inappropriate tasks may include;
 - o Intimate personal care
 - o Administering medicine
 - o Emotional support beyond their competence.
 - o Parenting of siblings

Capacity to undertake caring responsibilities

Practitioners need to consider whether caring responsibilities are adversely affecting the Young Carer's;

- Physical wellbeing and or mental wellbeing
- Capacity to attend education provision or risk of affecting this
- Capacity to reach full potential across the totality of the curriculum
- Relationship with the person that they are caring for
- Inclusion in school, community and extracurricular activities
- Opportunities to be listened to and involved in decisions affecting them

Willingness to care

The Young Carer should be asked sensitively how they feel about their caring role, if they have been consulted about it previously and whether they want to continue to undertake it as it currently is, change aspects of it, or stop all caring responsibilities. This conversation should be managed realistically given the time and context to plan additional services which may be required.

Analysis

In the analysis section of the Young Carer's Statement, Practitioners should, using the wellbeing assessment, analyse whether the Young Carer is undertaking responsibilities which they need to be protected from. Consideration should be given to whether the root causes of any wellbeing concerns are the caring responsibilities being undertaken. The analysis must be informed by the assessment of the impact of caring upon wellbeing, willingness to care, appropriateness of care, or capacity to care as outlined above.

Planning Interventions

As with the majority of children and young people, many of the wellbeing concerns identified during the assessment process will be supported at a Universal or Targeted level, with a smaller percentage of Young Carers meeting the eligibility criteria for specialist support.

SMART Young Carer's Statements

SMART planning must be evident in all YCS Action Plans so that change may be understood, measured and owned by all partners who have contributed, including the child or young person and their family. The succinct 'Child's Plan; SMART Action Plan Guidance' will support Practitioners in creating SMART Young Carer's Statements.

[Guidance for Creating SMART Action Plans](#)

Aberdeen21

Aberdeen21 has been implemented locally across the Integrated Children's Services Partnership to support positive outcomes for children and young people, inclusive of Young Carers. It provides a bank of 21 'Indicators' of positive wellbeing and a bank of agreed measures for interventions. This supports all partners in creating SMART action plans which achieve desired outcomes.



Bank of specific interventions for Young Carers

Where the assessment and analysis section of the YCS has identified unmet wellbeing needs, a focus on delivering specific interventions should be given to improve outcomes. It is better to support Young Carers through early intervention rather than allowing them to struggle later. Young Carers who have already accessed Universal support are less likely to refuse additional support should their caring role increase, and/or their situation deteriorates.

Whilst many interventions may be similar to those in a Childs Plan and unique to the child/young person, many will also be specific to the caring commonality which Young Carers have. Through consultation with Young Carers in Aberdeen City it has been identified that many interventions which could alleviate some of the challenges that Young Carers may face are simple and sustainable and can be applied at a Universal level.

“I would like to do activities in school, like football that I do not get the chance to do at home. That would help me be less stressed.”

“Planned time in school to revise would help. Some subjects should know my situation so teachers don’t get angry at me and fail me”

“I would like to get a chance to have time away from caring, like a break if I get tired.”

“A free period might help to sit down and calm down in a quiet space. Sometimes I need that and I don’t get that at home.”

“I would like help with my homework or for the teacher to understand that sometimes I don’t have time to do it. It is not that I don’t want to do it.”

“I would like if my guidance teacher talked to other teachers to tell them what my life is like so they might understand if I am having a bad day.”

“I might like a support group with other young carers who get me.”

The interventions generated by young carer’s in Aberdeen are simple, sustainable and may prevent a situation from escalating.

It is important that interventions are regularly monitored in alignment with the Young Carer's situation, as things can change rapidly due to the fluidity and transient nature of caring roles. Therefore, regular communication and review are essential, and a flexible approach is required. Below is a bank of interventions which may be utilised at a Universal Level to support Young Carers and their families, intervening early to address concerns before they escalate. This list is not exhaustive but is indicative of potential interventions.

If the Young Carer requires support to access the curriculum you could consider:

- Agreeing pupil progress Review Meetings to identify changes in behaviour/attainment and consider whether these may be due to caring role
- Establishing an absence and lateness routine, where reception staff and class teachers are informed proportionately, to guide their responses and plan interventions (see absence routine section below)
- Targeted numeracy or literacy support for Young Carers at risk of underperforming
- Homework clubs or additional study sessions particularly during exam/prelim time
- Sensitivity in situations where a Young Carer forgets materials and planned interventions, such as having spare materials available
- Pre-agreed plans in the event that homework is not complete as a result of caring responsibilities
- Alternatives to parent evenings where this is challenging for the cared-for person to attend
- Additional planning to support attendance at school events/trips
- Appropriate adjustments to ensure the school and its communications are accessible to families of Young Carers
- Peer mentoring to support those most at risk of not achieving
- If the Young Carer is undertaking a transition between primary and secondary school, between schools or moving on to further education consider the need for an enhanced transition.



A Young Carer in need of some wellbeing support may benefit from:

- Support from an identified adult within school/Universal Services (consider if regular ongoing planned 1-1 support is appropriate or if it is overwhelming for the Young Carer).
- Proportionately sharing information with relevant school/universal staff with informed and explicit consent (see Information Sharing in Informed staff above)
- Opportunities to access a quiet, safe space within school, either in a planned capacity and/or on an as and when needs basis
- Planned opportunities to have a school nurse review
- Wellbeing programmes or nurture groups to increase resilience, confidence, coping skills and building positive friendships
- Strategies to raise mental and physical health awareness
- Planned opportunities to socialise and be with friends
- Additional counselling for Young Carers in crisis
- Planned opportunities to speak to the cared-for person during breaks and lunchtimes to reduce anxiety

A Young Carer may also benefit from some Community support including:

- Culture, leisure, and health and wellbeing activities built into the school day
- Planned opportunities to undertake hobbies
- Effective signposting of targeted interventions which are not delivered in school and support to access these
- Access to appropriate Third Sector organisations <http://www.grampiancaredata.gov.uk/>
- Access to 'What's on in Aberdeen Libraries' available at www.aberdeencity.gov.uk/Library



Establishing an absence routine

Attendance and punctuality is frequently a challenge for Young Carers due to the nature of their caring responsibilities. Where school recognises attendance and punctuality concerns it is important to firstly establish if these are due to the caring role. In situations where it has been established that it is not due to caring responsibilities, Aberdeen City Councils Attendance Policy should be followed. In situations where absence is caused by the caring role it may also be appropriate to follow this policy. Where concerns are arising from the caring role, the responsibility lies with the school to establish a routine (flexibility may be required) and communicate regularly regarding this with all relevant persons. Schools should consider;

- Setting a time limit for absence
- Whether sending work home to be completed during the absence is appropriate
- How to communicate with the parent if they are unable to phone school
- Sharing relevant and proportionate information with school reception staff
- Careful monitoring of attendance and punctuality
- Additional assessment and support if Young Carers are missing large amounts of school.

When a young person is absent from school due to their caring role the exceptional domestic circumstances code should be entered as the reason on SEEMIS.

Consideration of whether the Young Carer needs respite from their caring role

The Young Carer's Statement requires Practitioner consideration of the need for breaks from their caring role. Breaks from caring must be given priority in planning and careful consideration to whether support is required to enable breaks and whether the Young Carer wants this. Breaks from caring may take various forms depending on the needs of the Young Carer. For example, a break may entail a planned attendance at regular after school curricular activities, planned sleep overs at a relative's home, or access to a more specialist respite provision.

Aberdeen City Council's Family Information Service provides information on wellbeing services, libraries, and sport and expressive arts activities for children and young people. There is also information available about holiday activities through the, 'Summer in the City' guide being offered by partner agencies. FIS is a single point of contact for the signposting of all services and information relevant to Young Carers and should be utilised by all services.

<https://www.aberdeencity.gov.uk/services/education-and-childcare/family-information-service>

'Take a Break Scotland' also provides grants for short breaks for the carers of disabled children, young people and their families in Scotland. <https://takeabreakscotland.org.uk/>

Additional Care Planning

The Young Carer's Statement must include information on emergency care planning (contingency planning), future care planning, anticipatory care planning and where appropriate, advanced care planning (when the cared-for person is receiving end of life care). These are detailed below. Such plans will usually be made in partnership with Multi-Agency Practitioners.

Emergency Care planning

The Emergency Plan provides information on immediate care needs of the cared for person. This will increase the confidence that the Young Carer has that the cared-for person's health and social care needs will be provided for in the event that they cannot continue to provide care. It will also alleviate concerns regarding the care provision for the Young Carer. The emergency plan must be appropriate, taking into account the Young Carer's age, maturity and capacity. This section of the plan should include;

- Emergency contacts
- A plan of action if something happens whilst the Young Carer is in school
- A plan of action if something happens whilst the Young Carer is not in school
- How the school would communicate with the family
- How the school would support learning if the Young Carer was absent for some time
- Support needs of the cared-for person
- Daily routine of the cared-for person
- Risk factors of the cared-for person
- Provision of care for the Young Carer

Future Care planning

Future care planning will enable Young Carers to make a plan for future care arrangements of the person that they care for. This process will be supported by relevant Practitioners and family members. It will enable Young Carers to be more prepared having made considered decisions in the event that they can no longer fulfil their caring role on a long-term basis. For example, if they wish to attend Higher Education away from home. This plan may alleviate stress and feelings of guilt for the Young Carer. These plans are applicable to the cared-for person and not the sole responsibility of the Young Carer.

Anticipatory Care planning

An Anticipatory Care Plan (ACP) is a person-centred, pre-emptive, approach, which requires collaborative partnership between services, the cared-for person, carers (inclusive of Young Carers) and their families. Anticipatory care planning will explore scenarios related to the cared-for person's condition, the Young Carer's needs and the family circumstances to anticipate and plan for potential support needs.

Advanced care planning

In the event that end of life of the cared-for person is expected, the Young Carer's Statement should include an Advanced Care Planning section. This plan will be created in partnership with relevant services supporting the cared-for person, such as carers, or health and social care professionals and those supporting the Young Carer.

Often the cared for person will create an Advanced Statement which has a key focus to plan for the last months, weeks, days and hours of life in terms of their preferences, wishes, beliefs and values. This will inform everyone involved in the care of the cared-for person, including the Young Carer. It is up to the cared-for person who has access to this information and it may be only appropriate to reference it in the Young Carer's Statement and then capture the information relevant to the Young Carer within their Advanced Care Planning section of the YCS.

The role for Practitioners (this may not always be the Named Person but more likely a Specialist Nurse, for example) supporting the Young Carer is to ensure that:

- The Young Carer understands the cared-for person's wishes and any interventions which affect them and their caring role. For example, in situations where the cared-for person wants to receive end of life care from the Young Carer; the location where they want to be cared for; and practical arrangements for caring.
- Any interventions contained within the cared-for person's Advanced Statement, to be delivered by the Young Carer are appropriate and that they have capacity and willingness to undertake these interventions.
- The Young Carer's wishes are listened to and captured within the Advanced Care plan section of the YCS.

Review of the Young Carers Statement.

It is essential, as with all Child's plan's, that the Young Carer's Statement records triggers for early review. These triggers may occur for any number of reasons, but the caring commonality requires consideration of triggers related to changes in the;

- Cared-for persons health and wellbeing
- Structure of care within the home
- Services which provide support for the cared-for person or Young Carer
- Capacity, appropriateness or willingness of the Young Carer to provide care



At the review of the Young Carer's Statement the essential questions for practitioners to consider with the Young Carer and their family are;

- What has improved in the Young Carer's circumstances?
- What if anything has deteriorated?
- Have the outcomes in the Young Carer's Statement been achieved?
- If not, is there anything in the plan that needs to be changed?
- Who is the most appropriate person to continue to manage the Young Carer's Statement?

In summary, planning for Young Carers, including the possible provision of a Young Carer's Statement should be proportionate to need. Where a Young Carer's needs can be met by a single agency, like Education, it is likely that the school based Named Person will write the Young Carer's Statement. An example, of where this may be appropriate is a Young Carer who supports a parent by answering the phone and using sign language to communicate messages to their parent. In this situation it is unlikely that the Young Carer would require an Anticipatory and Advanced Care planning section in their YCS. In more complex situations, such as where the cared-for person has severe and complex medical needs, impacting significantly upon the Young Carer, a multi-agency response will be required. In such a situation, an appropriate Health professional would likely become the Lead Professionals. Please see the above section, 'Who is responsible for the Young Carer's Statement'.



Section 5 - Effective Multi-Agency Partnerships

Effective collaboration and partnership is vital in achieving positive outcomes for Young Carers. Whilst each service will offer unique support and interventions to Young Carers and may utilise differing single service strategies to achieve these, all single agency processes are underpinned by the principles of GIRFEC and the Aberdeen City GIRFEC Operational Guidance. Therefore, all services (inclusive of Adult Services) have a duty to collaborate to get the right support in place at the right time and the Named Person and Lead Professional (if required) will be central to this.

The Interface between Education Services and Multi-Agency Child and Adult Services

All Young Carers will have a Named Person who will either be based within the school they attend or if they are not enrolled in a school due to being home educated or post school leaving age, the Named Person Service will be provided by a centrally based Education Officer. It is the responsibility of all services to ensure that all Practitioners possess adequate understanding of the role and remit of the Named Person Service and how to contact the relevant Named Person, inclusive of Adult Services supporting the cared for person. All services should refer to [Aberdeen City's GIRFEC Operational Guidance, 2016](#)

Named Persons are best placed to make appropriate and proportionate decisions to support the Young Carer when they have received information from other relevant services, whether they be a service that directly support the Young Carer or from an adult based service supporting the cared for person.

NHS Grampian and the School Health Team

School Nurses

Since 2013 the Scottish Government have started redefining the school nursing role to focus on delivering consistent and more efficient services to meet current needs of the 5-19 year olds. This is in the process of being implemented in Aberdeen City. The School Nurse Role will comprise of two main elements:

- Responsibility and leadership for children and families with additional healthcare needs
- Focused and targeted interventions with vulnerable population groups, one of which is Young Carers

The developing role of School Nurses will better recognise Young Carers and help reduce any negative impact of caring upon wellbeing by:

- Using School Nurse reviews as an opportunity to enquire about family backgrounds and whether any family members have a disability or ill health
- Enabling Young Carers to receive timely, age appropriate information
- Communicating relevant information with the Young Carer's Named Person and Lead Professional
- Recognising any emerging health needs
- Ensuring that Young Carers are accessing appropriate Health Services

The School Nurse will work in close partnership with Named Persons within schools and other services where appropriate.

Community Paediatricians

Community Paediatricians are doctors experienced in child health who see children outside hospital, in schools or clinics in local health centres. They see children for a wide variety of reasons, including those with long-term disability (e.g. Cerebral Palsy, learning disability), children with developmental delay, those with specific developmental problems (e.g. ADHD and Autism), children who are being fostered or adopted and children with sensory impairments such as visual difficulties or hearing loss. Community Paediatricians work closely with school nurses and other school staff, including Named Persons, as well as allied health professionals such as speech and language therapists and hospital based specialist doctors.

General Practitioners

A general practitioner, also called a GP, provides routine health care and assessment and treatment of many different conditions, illnesses and injuries. They treat patients with long-term (chronic) conditions and provide ongoing medical care to patients in all age groups. People who are seeking medical care usually contact a general practitioner first. When a patient develops a serious condition, a general practitioner may refer him or her to a specialist. GPs work in local health centres and also visit patients in their homes when required. They are well placed to identify Young Carers and contact the Named Person.

Health and Social Care Partnership and the interface with the Named Person Service and the Lead Professional

Adult based services within the Health and Social Care Partnership are often best placed to identify Young Carers through their service delivery with the cared-for person and their family. Where the care-for person is receiving support from Adult NHS Services it is essential that information which may safeguard, promote or support the wellbeing of the Young Carer is shared with the Named Person, and if relevant, the Lead Professional, in alignment with Information Sharing Legislation. This will enable the Young Carer to receive the right support, at the right time and from the right people. Where a concern is considered to be a child protection matter, child protection policies will be followed. Where Adult Services hold information which may impact upon the wellbeing of the Young Carer, explicit and informed consent should be sought prior to sharing this with the Named Person and/or Lead Professional.



Hospital Discharge

Where there is a planned hospital discharge for the cared-for person, and there are no child protection concerns, consent should be sought by adult based services to share this information with the Young Carer's Named Person prior to the discharge date to ensure that the Young Carer's needs are fully met. Where relevant, the Named Person will communicate this with the Lead Professional, if this has not already been done.

Social Work Intervention and Eligibility Criteria

In situations where targeted single agency support is not addressing wellbeing needs, consideration should be given to escalating the level of support required. At this point the need for a Multi-Agency Assessment and Plan must be considered. It may be that the Young Carer requires specialist supports to address their wellbeing and welfare needs.

The Eligibility Criteria sets out the circumstances in which children and young people may be entitled to a service from Children's Social Work. The guide to the Tiered Intervention Framework, including current eligibility criteria is available at:

<http://www.aberdeengettingitright.org.uk/docs/OperationalGuidance/Staged%20Intervention%20Process.pdf>

and

<https://aberdeencity.mylifeportal.co.uk/media/20904/childrens-eligibility.pdf>

Specialist Social Work Services may be appropriate for children who require support within level 2 and above. Where the referral relates to a child or young person who is not already open to the Social Work Service, the entry point to the Social Work Service will be through the Intake Services, being the Reception Team or the Joint Child Protection Team (JCPT).

The threshold for receiving a Specialist Social Work Service is consistent across all Teams and therefore is the same in both the JCPT and the Reception Team. Their remit is divided with the JCPT focusing on referrals where a joint Police/Social Work response is deemed likely, and the Reception Team dealing with all other cases where child care and protection concerns are indicated. As you might expect, there is fluidity between the two teams and anyone unsure about what team to refer to, should speak with the Duty Social Worker in either team to discuss further. Where a child/family has previously been open to a Social Work Unit or Team within the previous 3 months, then in the spirit of offering some consistency for children and their families, the previous case holding Unit or Team may be best placed to pick up the new referral. A flexible child centred approach will be adopted across Children's Social Work in line with best practice.

Children's Social Work has particular duties and responsibilities in relation to all children and young people, inclusive of Young Carers. These include a duty and responsibility:

- To give paramount consideration to safeguarding and promoting the welfare of such children and young people.
- To properly consider how best to intervene in the life of the child or young person and his or her family.
- To seek the views of the child or young person and take account of these.
- To inform and involve parents/guardians/those caring for children and young people.
- To refer a child or young person to the Reporter if he or she may be in need of compulsory measures of supervision.
- To develop and implement, along with other agencies, a child protection plan for those children and young people deemed to be at risk of significant harm.

The first priority will be the safety of the child. If assessed to be unsafe, appropriate interventions will be taken immediately. When the safety of the child has been considered and addressed, then a fuller assessment of the child's circumstances and the risks to the child will proceed. Liaison with other agencies will be instigated at an early stage and arrangements will be made for the staff involved to maintain contact with each other throughout the joint investigation.

Following the initial inquiry phase of the work, where concerns are validated Children's Social Work Services will action appropriate and proportionate responses to safeguard the wellbeing of the Young Carer. Where a Young Carer is open to Social Work, effective communication will be established between the Named Person (as outlined above in the Education section) and the Lead Professional. This will ensure that where information is passed from all other services (both child and adult based) to the Named Person, it is effectively communicated to the Lead Professional enabling them to fully enact their duties.



Third Sector organisations

A new service is to be commissioned during the forthcoming year which will increase the provision available for Young Carers in the city.

RAFT (Reaching Aberdeen Families Together) is a consortium of five, Third Sector organisations working in partnership to provide an 'Early Help' service. RAFT offers time limited and targeted intervention to work with children and families who are:

1. at the margin of social work involvement;
2. at risk of becoming 'Looked After' by the local authority and/or subject to compulsory measures from the Children's Panel; or
3. those who need continued support following a period of social work involvement.

All referrals to RAFT come through Children and Families Social Work to ensure they meet tier two and three of the social work eligibility criteria.

Young Carers can be referred to RAFT through Children and Families Social Work, where they are identified as having more complex difficulties and moderate priority needs as per social work eligibility criteria. RAFT offer a range of specialist assessments and interventions appropriate to presenting needs to support the child and family on both a 1:1 basis and through a whole family approach.

Adult based services within the Health and Social Care Partnership are often best placed to identify Young Carers through their service delivery with the cared-for person and their family. Where the care-for person is receiving support from Adult NHS Services it is essential that information which may safeguard, promote or support the wellbeing of the Young Carer is shared with the Named Person, and if relevant, the Lead Professional, in alignment with Information Sharing Legislation. This will enable the Young Carer to receive the right support, at the right time and from the right people. Where a concern is considered to be a child protection matter, child protection policies will be followed. Where Adult Services hold information which may impact upon the wellbeing of the Young Carer, explicit and informed consent should be sought prior to sharing this with the Named Person and/or Lead Professional.

Sources of Support (both expertise and financial)

Central Young Carers Champion

A centrally based Young Carer's champion will be available to support schools and services.

ASG Partnership Forums

Effective collaboration across Associated Schools Groups (ASGs) may ensure that increased numbers of Young Carers achieve their full potential. Collaboration across an ASG could provide a cost effective and sustainable way of building capacity, capitalising on local resource and of pooling expertise.

The Pupil Equity Fund

Preventative and creative uses of the Pupil Equity Fund will alleviate some of the inequalities and barriers Young Carers may face and help to close the attainment gap. The Pupil Equity Fund should be considered as a resource to support Young Carers on this premise, especially if they fall into other indicators of risk including SIMD, school absence and free school meal entitlement which is often common with this group of children and young people.

Education Maintenance Allowance (EMA)

EMA is payable to eligible 16-19 year olds in Scotland.

Young Carers within this age band may miss school or college due to caring responsibilities. If identified in school, Practitioners should encourage Young Carer to inform staff of their situation. New EMA guidance recognises potential vulnerabilities and thus supports granted additional flexibility around entitlement for Young Carers'.

Young Carers Grant

The Scottish Government has developed a new package of benefits and support for Young Carers in Scotland - which includes a new Young Carer Grant.









Young Carers aged 16-18 in Scotland who do not currently qualify for [Carer's Allowance](#), may be eligible for a new £300 annual payment to help them access life opportunities. Recipients of the Young Carer Grant will also be eligible for free concessionary bus travel in Scotland. The Young Carer Grant will be paid from autumn 2019. Find out more on the [Scottish Government](#) website. Other non-cash benefits, entitlements and rewards for Young Carers aged 11-18 will become available through the [Young Scot National Entitlement Card](#) and [young.Scot](#) and will be rolled out from April 2019.



Appendix 1

SHANARRI Indicators

The quality of life indicators form the framework for eligibility criteria for carers. For Young Carers though, they have been aligned to the SHANARRI framework, which those working in Children’s Services are more familiar with.

-  **Safe** = **Living Environment**
-  **Healthy** = **Education**
-  **Achieving** = **Relationships**
-  **Nurtured** = **Life Balance**
-  **Active**
-  **Respected**
-  **Responsible**
-  **Included** = **Finance**

| Indicator | How the Young Carer’s caring role may impact upon their personal outcomes |
|----------------------------------|--|
| Safe / Living Environment | The caring role may have an impact on a Young Carer’s feeling of being safe as they may experience challenging behaviours or less parental supervision than their peers. A Young Carer may have to carry out moving and handling procedures and take part in cooking and cleaning routines with limited knowledge of the correct way to undertake these tasks. In some cases, a home may have to be adapted to accommodate the needs of the cared-for person. This can fundamentally change a Young Carer’s own living experience. |
| Healthy | The impact could be upon a Young Carer’s mental or physical health, or wellbeing, and could range from them feeling a bit worried about things to depression; from a general feeling of tiredness to serious joint and/or muscle damage; from helping the cared-for person to get about to perhaps having to assist with lifting and moving the cared-for person. |
| Achieving / Education | A Young Carer’s role may impact upon their ability to attend school on time and/or regularly or undertake homework. This may lead to the Young Carer not achieving their potential within school which will impact upon their future opportunities. |
| Nurtured / Relationships | Caring for a loved one can often be upsetting particularly if the person is physically deteriorating, or their personality is changing, or they find social relationships difficult (e.g. siblings with Autism Spectrum Disorder (ASD)). This can affect a Young Carer’s emotions and in some cases their experience can be similar to grief or feeling bereaved. Relationships with family and friends can become strained. |
| Active / Life Balance | Dedicating time to caring can mean that a Young Carer can often not find time to socialise or even just have some “me time” to do things that they want to do for themselves. They may often put the needs of the cared-for person first and don’t have the time or the energy to fully consider their own needs leading to these being neglected. |

| | |
|------------------------------------|---|
| Respected & Responsible | A Young Carer may have limited opportunities to share their views on their caring role, be involved in decisions being made with or by their cared-for person and how this impacts upon their life. A Young Carer may undertake responsibilities that are beyond those expected of their peers. |
| Included / Finance | A Young Carer may not feel included or accepted within their community due to their caring role/situation. The family circumstances and caring role may have an impact upon the financial resources within the household which may limit the opportunities available to the Young Carer. |

Appendix 2

Eligibility Criteria Framework for Young Carers

| | | | |
|---------------------------------|---|---|---|
| | Young Carer can receive support within the threshold for PERSONALISED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework | Young Carer can receive support within the threshold for TARGETED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework | Young Carer can receive support within the threshold for SPECIALIST SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework |
| Indicators | Caring has no impact and is sustainable NO RISK | Caring has moderate impact and is sustainable MODERATE RISK | Caring has substantial impact and limited sustainability SUBSTANTIAL RISK |
| | Caring has low impact and is sustainable LOW RISK | Caring has moderate impact and is sustainable MODERATE RISK | Caring has critical impact and is not sustainable CRITICAL RISK |
| Safe/ Living Environment | Young Carer free from abuse, neglect or harm at home, at school and in the community. | Young Carer's situation at home, school or in the community is not ideal and there is potential risk to young and cared for person. | Young Carer's situation at home, school or in the community is not ideal and there are risks which cannot be remedied in the short term. |
| | Young Carer's situation at home, at school and in the community, is currently stable and manageable. | Young Carer's situation at home, school or in the community is not ideal and there are risks which cannot be remedied in the short term. | Young Carer's situation at home, school or in the community is unsuitable and there are risks for the young carer and the cared-for person. |

| | | | |
|------------------------------|--|--|--|
| | <p>Young Carer can receive support within the threshold for PERSONALISED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for TARGETED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for SPECIALIST SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> |
| Indicators | <p>Caring has no impact and is sustainable NO RISK</p> | <p>Caring has low impact and is sustainable LOW RISK</p> | <p>Caring has moderate impact and is sustainable MODERATE RISK</p> |
| Healthy | <p>Young Carer is in good physical and mental health with no identified medical needs.</p> | <p>Young Carer is able to manage some aspects of the caring/family/social roles and responsibilities and social contact and there is a possibility of the Young Carer's health being affected.</p> | <p>Young Carer is able to manage some of the aspects of caring/family/social role and responsibilities and social contact, but the Young Carer's health may be affected.</p> |
| Achieving / Education | <p>Young Carer continues to access education/training and has no difficulty in managing caring and education/training.</p> | <p>Young Carer has some difficulty managing caring and education/training. There is a small risk to sustaining education/training in the long term.</p> | <p>Young Carer has difficulty managing caring and education/training. There is a risk to sustaining education/training in the medium term.</p> |
| | <p>Caring has substantial impact and limited sustainability SUBSTANTIAL RISK</p> | <p>Caring has critical impact and is not sustainable CRITICAL RISK</p> | <p>Young Carer has significant physical/mental difficulties due to the impact of their role as a carer which may cause significant harm.</p> |
| | <p>Young Carer is having difficulty in managing aspects of the caring/family/social roles and the Young Carer's mental and physical health is affected as a result.</p> | <p>The Young Carer is missing education/training and there is a risk of this ending in the near future.</p> | <p>The Young Carer is at significant risk or has had to give up education/training.</p> |

| | | | | |
|--|---|--|---|--|
| | <p>Young Carer can receive support within the threshold for PERSONALISED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for TARGETED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for SPECIALIST SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | |
| <p>Indicators</p> | <p>Caring has no impact and is sustainable NO RISK</p> | <p>Caring has low impact and is sustainable LOW RISK</p> | <p>Caring has moderate impact and is sustainable MODERATE RISK</p> | <p>Caring has substantial impact and limited sustainability SUBSTANTIAL RISK</p> |
| | <p>Young Carer has positive emotional wellbeing. They have a nurturing place to live and do not require additional help. Young Carer has a positive relationship with the cared for person and feels acknowledged by professionals.</p> | <p>Young Carer's caring role beginning to have an impact on emotional wellbeing and may require additional help when needed. Risk of detrimental impact on relationship with cared-for person.</p> | <p>There is some impact on the Young Carer's wellbeing and on their relationship with the cared-for person resulting in a strained relationship. Need additional help where possible, in a suitable care setting.</p> | <p>There is a major impact on a daily basis to the Young Carer's wellbeing and this impacts on the cared-for-person. Young Carer is unable to sustain many aspects of their caring role.</p> |
| <p>Nurtured / Relationships</p> | | | | |

| | | | |
|-------------------------------------|---|--|--|
| | <p>Young Carer can receive support within the threshold for PERSONALISED SUPPORT in the Aberdeen Integrated Children’s Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for TARGETED SUPPORT in the Aberdeen Integrated Children’s Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for SPECIALIST SUPPORT in the Aberdeen Integrated Children’s Services Tiered Intervention Framework</p> |
| <p>Indicators</p> | <p>Caring has no impact and is sustainable NO RISK</p> | <p>Caring has low impact and is sustainable LOW RISK</p> | <p>Caring has moderate impact and is sustainable MODERATE RISK</p> |
| <p>Active / Life Balance</p> | <p>The Young Carer has opportunities to take part in activities such as play, recreation and sport at homes, in school and in community.</p> | <p>The Young Carer has some opportunities to take part in activities such as play, recreation and sport at home, in school and in the community.</p> | <p>The Young Carer has limited opportunities to take part in activities such as play, recreation and sport at home, in school and in the community.</p> |
| | <p>The Young Carer has few and irregular opportunities to take part in activities such as play, recreation and sport at home, in school and in the community and this may have a negative effect to healthy growth and development.</p> | <p>The Young Carer has substantial impact and limited sustainability SUBSTANTIAL RISK</p> | <p>Caring has critical impact and is not sustainable CRITICAL RISK</p> |
| | <p>The Young Carer has no opportunities to take part in activities such as play, recreation and sport at home in school and in the community and this has had a negative effect to healthy growth and development.</p> | | |

| | | | | |
|--------------------------------|--|---|--|--|
| | <p>Young Carer can receive support within the threshold for PERSONALISED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for TARGETED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for SPECIALIST SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | |
| Indicators | <p>Caring has no impact and is sustainable NO RISK</p> | <p>Caring has low impact and is sustainable LOW RISK</p> | <p>Caring has moderate impact and is sustainable MODERATE RISK</p> | <p>Caring has substantial impact and limited sustainability SUBSTANTIAL RISK</p> <p>Caring has critical impact and is not sustainable CRITICAL RISK</p> |
| Respected / Responsible | <p>The Young Carer has regular opportunities to be heard and involved in decisions and have an active and responsible role to be involved in decisions that affect them.</p> | <p>The Young Carer has some opportunities to be heard and involved in decisions and have an active and responsible role to be involved in decisions that affect them.</p> | <p>Due to their caring role, the Young Carer has limited opportunities to be heard and involved in decisions that affect them.</p> | <p>The Young Carer has few and irregular opportunities to be heard and involved in decisions that affect them.</p> <p>The Young Carer has no opportunities to be heard and involved in decisions that affect them.</p> |

| | | | |
|----------------------------------|---|---|--|
| | <p>Young Carer can receive support within the threshold for PERSONALISED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for TARGETED SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> | <p>Young Carer can receive support within the threshold for SPECIALIST SUPPORT in the Aberdeen Integrated Children's Services Tiered Intervention Framework</p> |
| <p>Indicators</p> | <p>Caring has no impact and is sustainable NO RISK</p> | <p>Caring has low impact and is sustainable LOW RISK</p> | <p>Caring has moderate impact and is sustainable MODERATE RISK</p> |
| <p>Included / Finance</p> | <p>The Young Carer feels accepted as part of community in which they live and learn. Has time to become part of community activities. Free from financial stress.</p> | <p>The Young Carer feels some acceptance as part of the community in which they live and learn but is unsure how to become part of the community activities. There is a small risk of financial stress.</p> | <p>Due to their caring role, the Young Carer has limited acceptance as part of the community in which they live and learn There is a risk of financial pressure.</p> |
| | <p>The Young Carer feels isolated and not confident in the community in which they live in. Needing financial support.</p> | <p>The Young Carer does not feel accepted as part of the community in which they live in. The Young Carer's financial position is severe and there is financial hardship.</p> | |
| | <p>Caring has substantial impact and limited sustainability SUBSTANTIAL RISK</p> | <p>Caring has critical impact and is not sustainable CRITICAL RISK</p> | |


Appendix 3: Examples of Self-directed Support Options for Young Carers

| 2013 Act option | Example |
|---|--|
| <p>Option 1 Direct payment</p> | <p><u>Example 1</u></p> <p>Young Carer who lives in a remote rural area is feeling increasingly isolated and depressed. She has no friends or other family living nearby and nearest youth group and swimming pool are miles away. The cost of bus fares mean that she cannot afford to travel to the youth group and her mother is not able to drive due to her condition. The Young Carer uses a direct payment to pay for a bus pass and membership to the youth group and swimming pool. This means she can keep in touch with her friends through more regular attendance at the youth group and her health has been improved through regular swimming sessions. Both are having a positive impact on her mental health and wellbeing.</p> <p><u>Example 2</u></p> <p>A Young Carer who cares for his mother expresses that he has not had the same opportunity to learn to drive as his friends. Whilst all his friends are learning to drive, he cannot because his mother cannot afford the cost and because of his caring role he cannot take on a part-time job in order to earn extra money. He thinks that having a driving licence would be useful as the family could get a motability car, which would help with a lot of the tasks around his caring role such as shopping and taking his mum to places. He also thinks that being able to drive would open up more job opportunities. The Young Carer uses his direct payment to pay for several driving lessons and the cost of the driving tests.</p> |
| <p>Option 2 Directing the available support</p> | <p><u>Example 1</u></p> <p>A Young Carer has no quality time with his mother as most of their time is spent caring for his sibling who has a disability and complex health conditions. The Young Carer would like to have a break from his caring role with his mother on a weekly basis when they can go cycling together. The Young Carer uses an Individual Service Fund to purchase support from a care agency for his sibling.</p> <p><u>Example 2</u></p> <p>A Young Carer has been experiencing anxiety and feelings of grief following the deterioration of his father's health condition. Referrals to the local Counselling Services are taking a long time to be progressed and being placed on a long waiting list would be detrimental to the Young Carer's own health and wellbeing. An Individual Service Fund has been set up for the Young Carer to enable them to purchase grief counselling and a series of 'relax well balanced kids' sessions which offers relaxation, meditation and yoga of teenagers.</p> |
| <p>Option 3</p> | <p><u>Example 1</u></p> <p>A Young Carer talks about feeling isolated due to her caring role and does not think</p> |

| 2013 Act option | Example |
|--------------------------|--|
| Arranged services | <p>that her school friends understand her situation. She cares for her mother who has an alcohol dependency and therefore experiences bullying as a result of the stigma around substance misuse issues. The Young Carer has expressed an interest in meeting other young people in a similar situation to herself. As she is already known to the commissioned Support Service, they will enable her to meet other Young Carers as part of the support that they offer. A volunteer driver is arranged to take the young carer to regular groups and outings.</p> <p><u>Example 2</u></p> <p>A Young Carer talks about missing out spending time with her friends as she never has time because of her caring role. She expresses an interest in attending badminton group in a Local Authority Community Centre. The authority arranges for the Young Carer to attend the badminton group and arranges replacement care for the person she cares for once a week.</p> <p>NB: The badminton class would be categorised under the Carers Act as general services and enabling the carer to attend this class would be providing general services (i.e. meeting non-eligible needs). The provision of replacement care would be either under the power or duty to support the Carer (depending on whether her needs met the local eligibility criteria).</p> |

Appendix 4

Please visit www.aberdeengettingitright.org.uk for the full guidance document.



Designed by Young Carers from St Machar Academy

| | |
|-------------------------------------|--|
| Young Carer Name (in full): | Insert full name |
| Known as: | Insert what the child is known as if different |
| Other names previously used: | Insert any names the child has been known by in the past |
| Date of Birth | Insert date of birth |


| | | | |
|---|--|--|--|
| Cared For Person's Name (in full): | Insert the cared for person's name in full | | |
| Relationship to Young Carer | Insert the relationship between the young carer and the cared for person | | |

| | |
|--|---|
| Current address of the young carer: | Cared for Person's address (if different from current address) |
| Insert current address of the young carer | Insert current address of the cared for person if different from the young carers address |

| | | | |
|---------------------------------------|--|---|--|
| Written by: | Author of the Young Carers Statement | Date of completion (of this plan): | Insert date. Do not insert 'ongoing' |
| Agency: | Insert agency – Education, Health, Social Work | Submitted to / shared with: | Insert who the YCS has been shared with when seeking support |
| Date of previous plan (if any) | Insert previous version date | Date of submission / sharing: *with Chronology | Insert date if submitting/sharing a chronology |
| Named Person: | Insert name of Named Person | Lead Professional (if appropriate): | Insert name of Lead Professional – only applicable if a Multi-agency YCS |

| | |
|---|--|
| Young Carer's GP details | Nursery / school / further education |
| Insert Young Carer's GP contact details | Insert Education provision details if applicable |

| | | | |
|------------------|---------------------------------|--|-------------------------------------|
| Gender | Insert gender (if known) | CHI (Community Health Index Number) | Health insert CHI |
| Ethnicity | Insert ethnicity (if known) | SCN (Scottish Candidate Number) | Education insert SCN |
| Religion | Insert religion (if known) | Care First Number | Social work insert Carefirst number |



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Me and my caring role



Safe

Have you ever been hurt because of your caring role?
Does caring ever hurt your body, for example, have you ever had a sore back from lifting the person you care for?
Do you think that your parent(s)/carer(s) have enough money?
Does the person you care for ever behave in a way which is upsetting or frightening for you?
Do you ever look after your siblings?



Healthy

Do the caring responsibilities you have ever make you feel unwell, sad, tired, angry, worried or upset?
Do you feel that you get all the help and support you need from your parents/carers to make sure you are healthy?
Is your sleep affected by your caring role, for example do you ever have to wake up at night to help the person you care for?
Do you ever feel lonely because of the caring responsibilities you have?
Do you ever give intimate personal care to another person?



Active

Do you have opportunities to take part in any activities which interest you?
Do you have opportunities to meet with other young people?
Do you feel you miss out on opportunities to be active outside your home?



Nurtured

Does caring make you feel closer to your family and good about yourself?
Do you feel that you are listened to and your thoughts and feelings matter?
Do you get the care and attention you feel you need from other people in your life? This may be days out, visiting family/friends, help with homework etc.
Do you feel appreciated by others?
Do you feel supported by others?
Do you ever feel that the needs of the person you care for are more important than your needs?

Achieving



Do you feel that you are doing well at school?

Does your parent/carer give you support to help you do well at school? For example, do they praise your efforts and help you with homework.

Does your caring role make it difficult for you to focus in school? For example, you might be too tired, or you might be worried about the person you are caring for.

Does your caring role make it hard for you to attend school or be there on time?

Do you get enough help and support from teachers in school?

Responsible



Do the caring responsibilities you have ever make you feel unwell, sad, tired, angry, worried or upset?

Do you feel that you get all the help and support you need from your parents/carers to make sure you are healthy?

Is your sleep affected by your caring role, for example do you ever have to wake up at night to help the person you care for?

Do you ever feel lonely because of the caring responsibilities you have?

Do you ever give intimate personal care to another person?

Respected



Do you have opportunities to take part in any activities which interest you?

Do you have opportunities to meet with other young people?

Do you feel you miss out on opportunities to be active outside your home?

Included



Does caring make you feel closer to your family and good about yourself?

Do you feel that you are listened to and your thoughts and feelings matter?

Do you get the care and attention you feel you need from other people in your life? This may be days out, visiting family/friends, help with homework etc.

Do you feel appreciated by others?

Do you feel supported by others?

Do you ever feel that the needs of the person you care for are more important than your needs?

Appendix 6

Who can help you if you think you are a Young Carer?

There are a number of people who can help you if you think you are a Young Carer:

- Head Teacher or School Nurse if you are in Primary school,
- Guidance teacher or School Nurse if you are in Secondary school,
- Education Officer if you have left school or are home educated,
- Social worker if you are supported by one.
- Family Information Service can be accessed on Aberdeen City Council's website.

Sometimes other people from different services, such as a charity, can also help you.



What will they do?

The person you speak to about being a Young Carer will ask you if you would like help to look at your needs as a Young Carer. This would mean having a Young Carers Statement.

A Young Carers Statement is a plan to help any child or young person who cares for someone else. It helps Young Carers to work out how caring responsibilities affect their life and support they need.

To find out a bit more about a Young Carers Statement see the Young Carers Statement leaflet.

If you think that you are a Young Carer you can find more information by emailing youngcarers@aberdeencity.gov.uk



AM I A YOUNG CARER?



Information for Young Carers



What is a Young Carer?

A Young Carer is someone under 18 or is 18 years but still at school, who provides unpaid help and support to a relative, friend or neighbour who due to illness or disability cannot manage to live independently without their help.

Some children and young people will have small caring roles, and some will have big caring roles.

You might share this caring role with another sibling or other Young Carers or an adult carer.



What does a young carer do?

You may help to care for somebody all the time because, for example you live with them. Or you may care for someone now and again, for example at weekends or holidays.

Caring may include:

- Physical care, like helping someone to wash and dress.
- Practical care, for example helping with household chores.
- Emotional support due to illness, disability, mental health or substance misuse, for example taking responsibility for things.
- It may include supporting siblings where your parent/s is unable to.



What impact can being a Young Carer have?

Being a Young Carer can:

- Make feel proud and help you develop life skills;
- Make you tired;
- Make it hard to have social time with your friends;
- Make it hard to concentrate at school;
- Make it hard to have time to do homework;
- Put lots of responsibility on you.



Appendix 7

Your rights

It is important that you understand all the information in your statement and it is the job of the person who made it with you to explain it to you.

You have the right to see the information in your statement.

Just because you are a Young Carer does not mean that you have to have a Young Carers Statement. If you don't want one, it is your choice.

If you decide that you would like a Young Carers Statement and then change your mind, you have the right to ask for it to be removed.



Contact details

If you are a Young Carer or think you might be a Young Carer and would like a Young Carers Statement you can make contact by emailing youngcarers@aberdeencity.gov.uk

The Family Information Service can also offer advice and be accessed on Aberdeen City Council's website.



WHAT IS A YOUNG CARERS STATEMENT?

Information for Young Carers



What is a Young Carers Statement?

A Young Carers Statement is a plan to help any child or young person who cares for someone else. It helps Young Carers to work out how caring responsibilities affect their life.

Some children and young people will have a short Young Carer's Statement and others who have large caring roles, will have a bigger plan.

The Young Carers Statement is for anyone aged under 18, or over 18 but still at school who has a caring role. The caring role might be small or big.



What are the benefits of having a Young Carers Statement?

The Young Carers Statement will help you to voice your feelings and needs about what it is like for you to be a Young Carer. Having one will make sure that you are listened to, especially about decisions that affect you.

It will help you work out what help you need and then plan to get you the right help from the right people.

The Young Carer's Statement will help you to recognise your

- strengths,
- skills
- qualities
- personal goals



Who will make my Young Carers Statement?

If you decide that you want a Young Carers Statement the person who will help is likely to be your:

- Head Teacher or School Nurse if you are in Primary school,
- Guidance teacher or School Nurse if you are in Secondary school,
- Education Officer if you have left school or are home educated,
- Social worker if you are supported by one.

It may be that another professional will help you to complete your Statement because you would prefer this. It is important that you have a say about who you feel comfortable with completing it.

Sometimes other people from different services, such as a charity, will also help to complete your Young Carers Statement because they can give you the help you need.



Appendix 8

Carers (Scotland) Act 2016 - Jargon Buster for Young Carers

Words and phrases in or associated with the Act which need to be explained a bit more:

Adult Carer Support Plan – This is the equivalent of a Young Carer statement for Carers who are over 18 and have left school. When you turn 18, any Young Carer statement you have will continue until you are provided with an Adult Carer Support Plan. If you do not wish to continue providing care, you can choose not to have an Adult Carer Support Plan.

Assessment – This is a talk with someone to find out what they need and decide what support they can have. The key points are written down.

People might say 'Assessment' to mean talking with you as part of preparing a Young Carer statement. The person you talk to might be a Social Worker, Health Professional, Teacher or someone else who can provide help. An Assessment isn't an exam. The focus is on what you need and not about how good you are at supporting the person you care for.

There are also other assessments about what the person you care for needs. You should be asked for your opinions about these as part of carer involvement.

Break from caring – when you have time away from caring for someone. These are sometimes called short breaks. When you talk to someone about your Young Carer statement, you might be asked if you need a break from caring or a short break.

For example, a break from caring could mean you attending the cinema on a Tuesday night or going to the Young Carers Festival in the summer.

Carer – If you look after someone else who needs support as a result of their illness (including physical, mental health, and substance misuse), condition or disability you are a Carer. It does not matter how many hours you spend looking after them. If you are also under 18 or still at school, you are a young carer.

Carer involvement – This happens when people ask your opinions about what is happening to you and the person you care for. They need to consider your opinions when they make decisions.

You might also be asked about how things can be made better for all Carers and the people they look after. You might be invited to meetings where people discuss this.

Duty – This means a law that says something must be done.

For example - Duty to offer and prepare Young Carer statement – if you are an identified Young Carer this means that someone has to ask you if you want a ‘Young Carer Statement’. If you say yes, then someone has to prepare a young carer statement by talking with you to find out what help you need.

Health board – These control hospitals, some GP Practices, and other Health Services in the area you live. They have a duty to involve Carers in decisions about hospital discharge.

Hospital discharge – This is what happens when someone comes out of hospital after having treatment. Health boards have to try to tell you and ask for your opinion when the person you look after is going to come out of hospital.

Identified needs – These are the things you need to achieve your personal outcomes (the goals you want to reach). Sometimes you might already know exactly what your needs are, and other times a conversation might help you to identify them. It’s important to think about what’s right for you and what kind of help you might need and want. Someone will talk to you about your needs and will write these down as part of your Young Carer statement.

For instance, you may like to have an afternoon activity planned on a Sunday twice a month to enable you to have a break from caring.

Local Carer Strategies – These are official plans about support for Carers and Young Carers which are made in the area you live and apply to all carers who live in that area. These will be published so you are able to read them if you want.

Personal circumstances – This is a description about what your life is like. This can be about things like where you live, who you live with, things you like doing, what you normally do every day. Someone will talk to you about your personal circumstances and write the key points down as part of your Young Carer statement.

Personal outcomes – These are a way of describing what is important to you and the things you would like to happen in your life. You could also call them aims, hopes or goals. For example, you might like to:

- feel happier at school;
- have more time to be with your friends;
- feel valued;
- feel informed; or
- be listened to

Someone will talk to you about your caring role to help you to decide what your personal outcomes are. They will be written down as part of your Young Carer statement. These belong to you and you can have these shared with anyone you want.

Power - This is a law which means something can be done. It gives someone a choice about whether to do it or not.

For example – Local Authorities have a power to support Carers. They might not have a duty to give you help (because of local eligibility criteria), but they might still choose to give you help in other ways if they can.

Progressive Disease – When someone has an illness or condition that may deteriorate over time or stabilise. This could eventually result in their death (see Terminal illness).

Short breaks – One way that you can take a break from caring for someone. Examples of short breaks might be: going swimming, going to the cinema, playing music, spending time at a community club, a weekend break, or a day trip.

Short breaks services statements – An official document in your area about the short breaks that are available to Carers. This will be published so you are able to read it if you want.

Regulations – These are extra laws that tell people who work in Health, Social Services or Education how to carry out what is written in the Carers (Scotland) Act.

Responsible Authority – This usually means the Local Authority or Health Board of the area where you live. If you go to a grant-aided or independent school, it might mean the people who control your school. The responsible authority has a duty to offer and prepare Young Carer statements.

Review – This is when a Social Worker, Health Professional, Teacher or someone else talks with you when some things change in your life. This might mean looking again at your Young Carer statement and deciding if you need more help or less help. There are regulations about when to review Young Carer statements.

Terminal illness - This is when someone you care for is suffering from a progressive disease, that cannot be treated, and they are expected to live for less than 6 months.

Young Carer – A child or young person under the age of 18, or 18 but still at school, who provides help or care to someone who couldn't manage without this help.

Young Carer Statement – This starts with a conversation that helps you to think about your caring role and what is important to you in your life. That would be to find out about:

- You
- The caring you do
- Your goals and what is important to you

It helps to find out what help you might need to do the things you enjoy doing when you're not caring (like playing football or hanging out with friends). It will also look at help that other people like Teachers and Doctors can give to make sure that you are not doing things that you feel uncomfortable about. The conversation will also help to decide if you meet the local eligibility criteria and then what help you will get. The key points of the conversation will be written down and this becomes your young carer statement.

When it is written down, the plan will talk about your personal circumstances, personal outcomes and identified needs and the support you can get. If you get a Young Carer statement, it is done with you and you will get your own copy to keep.

Wellbeing – This is about how you feel about your life and about how healthy you feel in your body.

For instance, if you were a happy person who can run and jump and play, then you would have good wellbeing. If you were unhappy about things and maybe didn't sleep very well, you wouldn't have good wellbeing.

Appendix 9

Check List of Best Practice to Support Young Carers

When established that a child or young person has caring responsibilities, check to see that you have done all you can to support them at the earliest possible time. This check list is designed for Universal Services but aspects of it are applicable to all services.

Developed a trusting/supportive relationship which enables the Young Carer to speak to you regarding their caring role.

Contacted their Named Person where relevant and appropriate.

Ensured that you have explicit and informed consent to share any wellbeing concerns

Ensured that the Young Carer understands if they disclose a child protection concern it will need to be reported in line with your services Child Protection policy.

Made the Young Carer aware of the Young Carer's Statement and ask whether they would like one.

Ensuring a quality single or multi-agency assessment of wellbeing, action plan, emergency, future, anticipatory and advanced plans (where relevant) is completed within the Young Carers Statement.

Asked whether they would like you to share that they are a Young Carer with other services that support them or other colleagues within your own service.

Enquired about any incidents of bullying or social isolation.

Asked whether they feel the cared for person is getting the support they need.

Signposted to other relevant services and support any referrals.

Requested permission to record their Young Carer's status on your services electronic system, such as SEEMIS (within school) where appropriate.

Appendix 10

Useful online resources

- Edinburgh Young Carers site has useful resources and posters.
<https://www.youngcarers.org.uk/resources>
- Barnardo's Young Carers site has useful information, resources and Young Carer's stories and videos.
http://www.barnardos.org.uk/what_we_do/our_work/young_carers.htm
- Care information Scotland site has useful information and videos exploring what it is like to be a Young Carer.
<http://www.careinfoscotland.scot/topics/young-carers-and-young-adult-carers/>
- Life in a Spin site has an interactive game which explores the challenges of the responsibilities of caring.
<http://lifeinaspin.org/intro>
- Young Scot has useful information about legislation in relation to Young Carers.
<https://young.scot/information/rights/carers-act/>
- **Information on support for working families families**
Family Friendly Working Scotland (FFWS)
<https://www.familyfriendlyworkingscotland.org.uk/>

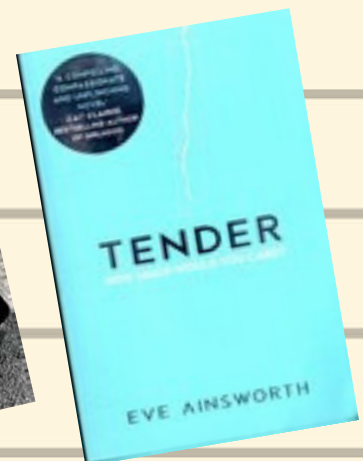
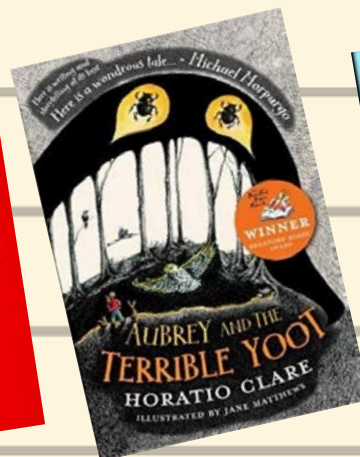
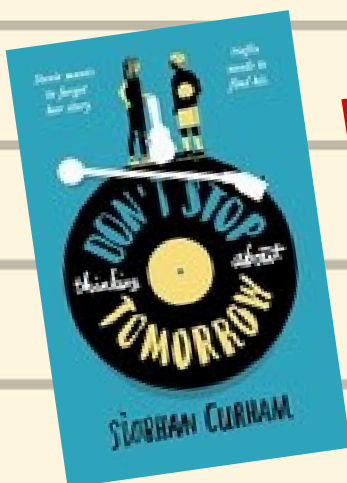
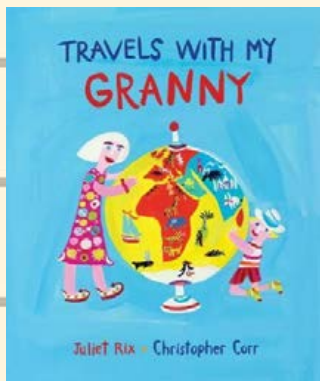
Parenting Across Scotland
<http://www.parentingacrossscotland.org/>

Working Families
<https://www.workingfamilies.org.uk/>

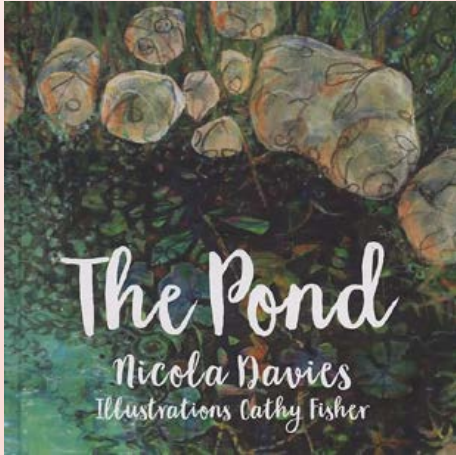
Appendix 11



When A Book May Help

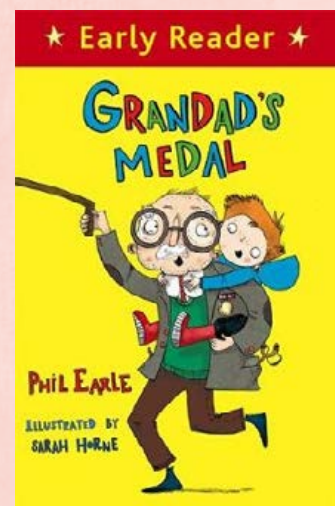


Age 3-7

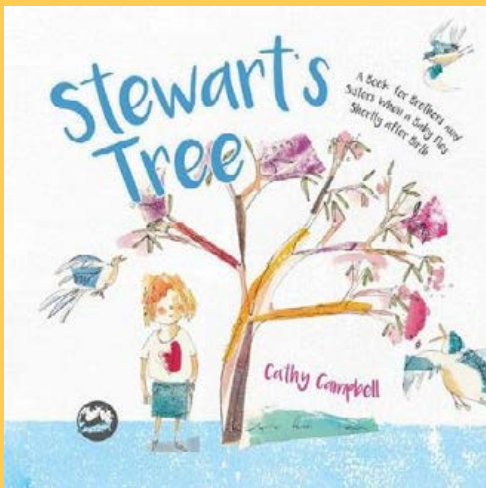


The Pond' is a touching picture book about a young boy and his family, overcoming the loss of his father through a small pond in the garden. This colourful, emotional book is filled with natural imagery and will teach children not only about death, and loss, but the importance of the natural world.

Marvin loves going on his adventures with his granddad - escaping from hairy yetis, taking daytrips to Mars and hunting ferocious tigers - all without leaving the house. Marvin thinks his granddad is the bravest person he's ever met; he even has a medal from the war to prove it. And, more than anything else, Marvin wants us to be brave too. But when Granddad must go on his final adventure alone, Marvin finds he has to be braver than he's ever been before. Until he discovers that Granddad has left behind a very special surprise just for him.

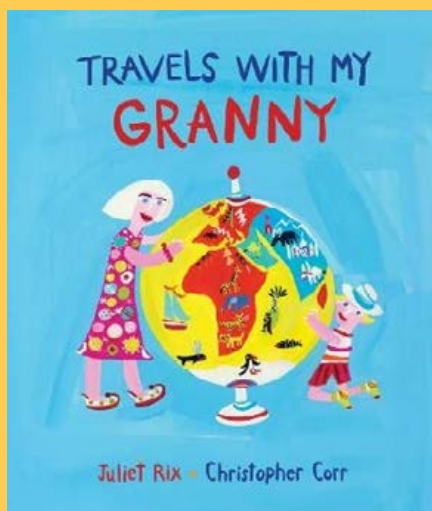
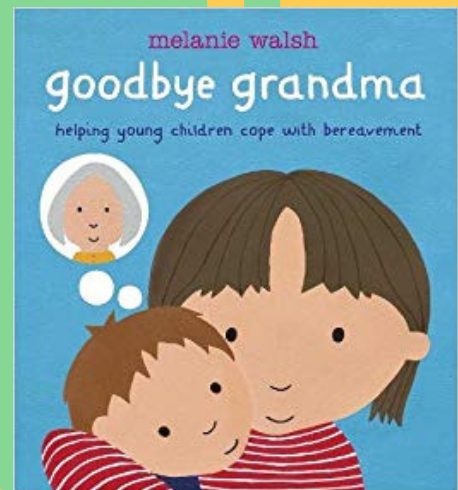


When the boy's grandma dies, he finds all of her old building materials in the garden shed - the girders and cement and bricks. At night, through wind, snow and rain, he builds a structure in the garden. A giant iron woman with soft tissue hands. And when he's finished, she comes to life!



This colourful picture book for children aged 3+ offers a comforting story for grieving families, helping to explain sibling loss shortly after birth. It then focuses on the happy memories of a lost child and looks towards the future. Includes a guide to bereavement written by qualified clinicians.

When a little boy is told that his grandma has died, he isn't really sure what death means. In this reassuring lift-the-flap book with bold and colourful illustrations, he asks his mum important questions about death and bereavement. Why do people have to die? What happens to them once they are dead? What can he do to remember his grandma?



A sensitive introduction to old-age confusion and dementia, through the loving and imaginative relationship between Granny and her grandchild - and their colourful journeys.



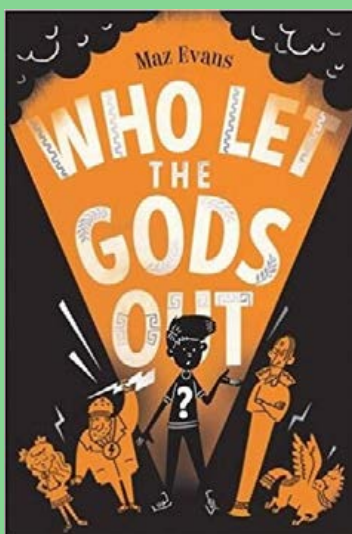
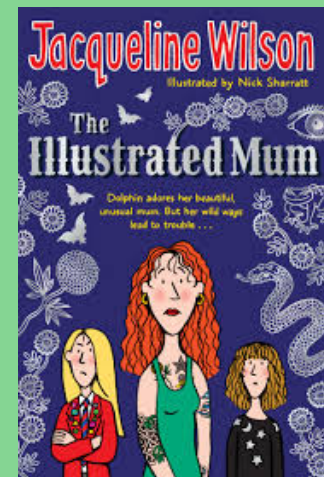


Age 8 -11

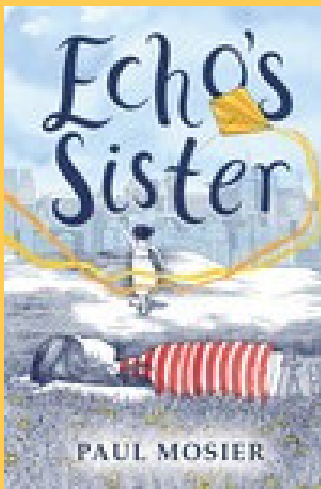


Eleven-year-old Martha is used to being the one who has to keep her head. Tug, her little brother, is too small. Dad is too strange. And Mum's not here anymore. So when Dad falls off the roof, it's Martha who ices his knee and takes him to the doctor. And when Dad doesn't come home, it's Martha who cooks Tug's favourite pie and reads him his bedtime story. And when Dad passes out, it's Martha who cleans him up and keeps his secret. But eventually Dad's problems become too big for even Martha to solve. There is only one person who can sort things out now. Dad.

Dolphin adores her mother: she's got wonderful clothes, bright hair and vivid tattoos all over her body. She definitely lives a colourful life. Dolphin's older sister, Star, also loves her but is beginning to wonder if staying with a mum whose temper can be as flashy as her body-art is the best thing for the girls.

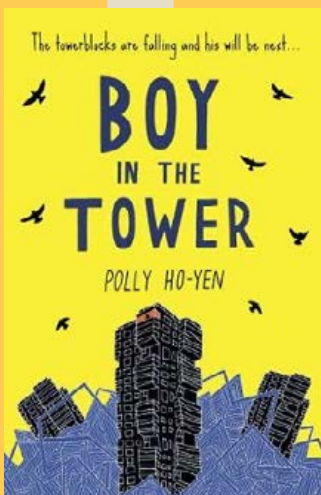
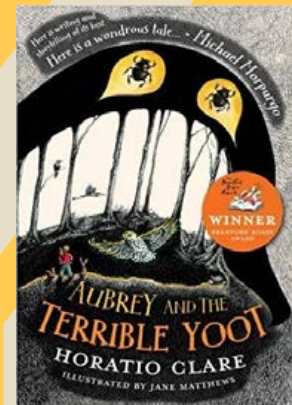


Elliot's mum is ill and his home is under threat, but a shooting star crashes to earth and changes his life forever. The star is Virgo - a young Zodiac goddess on a mission. But the pair accidentally release Thanatos, a wicked death daemon imprisoned beneath Stonehenge, and must then turn to the old Olympian gods for help. After centuries of cushy retirement on earth, are Zeus and his crew up to the task of saving the world - and solving Elliot's problems too?



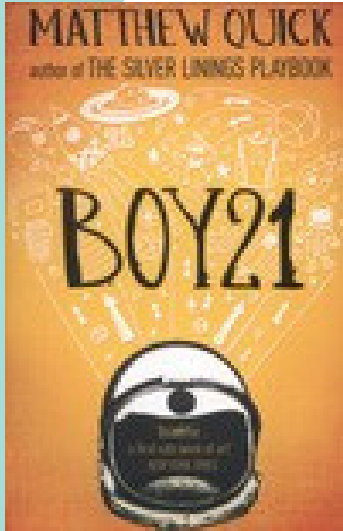
Everything will be great. But when her dad picks her up after school and tells her that her younger sister, Echo, has a life-threatening illness, her world is suddenly turned upside down. And with her parents now pressed for time and money, El feels lost and powerless. Then she befriends Octavius, the only other kid in school who gets what she's going through. As El begins to adjust to her new life, she soon finds that maybe a little hope and a lot of love can overcome any obstacle.

Adventurous Aubrey is a happy little boy who enjoys Night Venturing. Entering his fierce and vivid imagination as he lies in bed, he explores the forest outside and finds that he can talk to the animals there. But one day, a horrible sadness - the Terrible Yoot - takes hold of his father and won't let go. Aubrey travels into his imagination to find a solution and finds that he can help his father by confronting the Terrible Yoot together.



Ade lives at the top of a tower block. From his window, he feels like he can see the whole world stretching out beneath him. His mum doesn't really like looking outside and hates going outside. She's happier sleeping all day inside their tower, where it's safe. But one day, other tower blocks on the estate start falling down around them and strange, menacing plants begin to appear. Ade and his mum are trapped and there's no way out.

Age 12+

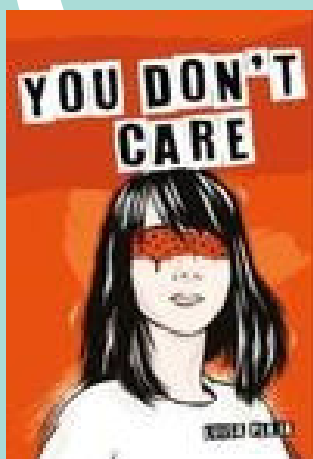


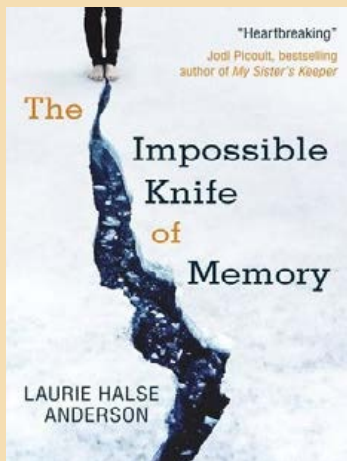
Basketball has always been an escape for Finley. He lives in grey, broken Belmont, a town ruled by the Irish Mob, drugs, violence, and racially charged rivalries. At home, he takes care of his disabled grandfather, and at school he's called White Rabbit, the only white kid on the varsity basketball team. He's always dreamed of getting out somehow with his girlfriend, Erin.

Fourteen-year-old Stevie lives in Lewes with her beloved vinyl collection, her mum, and her mum's depression. When Stevie's mum's disability benefits are cut, Stevie and her mother are plunged into a life of poverty. But irrepressible Stevie is determined not to be beaten and she takes inspiration from the lyrics of her father's 1980s record collection and dreams of a life as a musician.



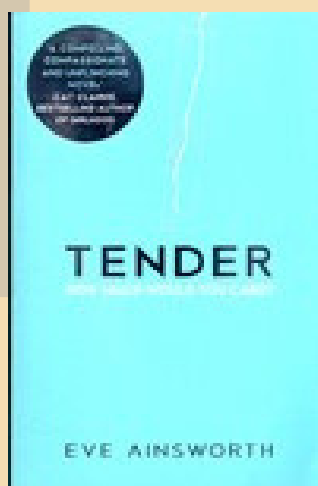
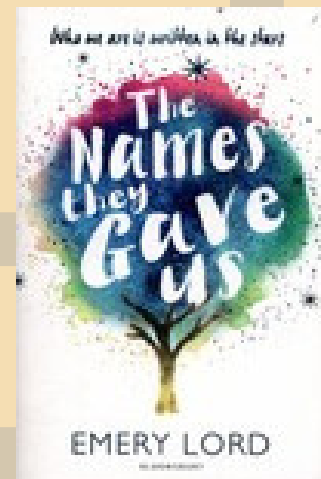
Jordan likes Hannah even though his friend says she's bad news. Jordan is sure it's just gossip... until Hannah starts cancelling their plans for no reason. Hannah likes Jordan, but she has to look after her dad and sister. She can't always find time to go out and have fun. Does Jordan care more about what his friend says than he does about Hannah?



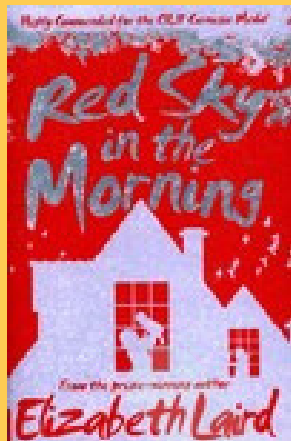


For the past five years, Hayley Kincaid and her father, Andy, have been on the road, never staying long in one place as he struggles to escape the demons that have tortured him since his return from Iraq. Now they are back in the town where he grew up.

Lucy Hansson's mum's cancer reappears, Lucy falters - in her faith and in her ability to cope. When her boyfriend 'pauses' their relationship and her summer job switches to a different camp - one for troubled kids - Lucy isn't sure how much more she can handle. Attempting to accept a new normal, Lucy slowly regains footing among her vibrant, diverse co-workers, Sundays with her mum, and a crush on a fellow counsellor. But when long-hidden family secrets emerge, can Lucy set aside her problems and discover what grace really means?

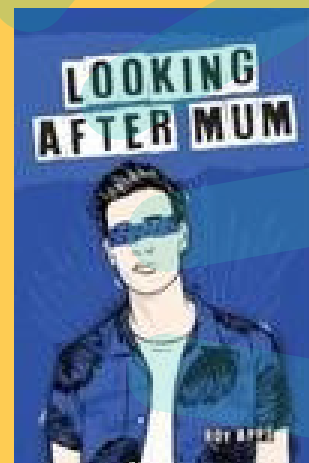


Marty and Daisy spend their lives pretending. Marty pretends his mum's grip on reality isn't slipping by the day. Daisy pretends her parents aren't burning out while they look after her incurably ill brother. They both pretend they're fine. But the thing about pretending is, at some point, it has to stop. And then what?

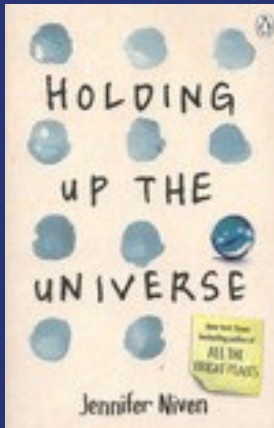


Anna will never forget the night her brother was born. The doctors say Ben is profoundly disabled and will never lead a normal life. Her family struggles to come to terms with their baby, but for Anna it's love at first sight.

Dani is looking forward to Matt's birthday meal with their friends at the local pizza place. But Matt doesn't show up. Then, when Matt doesn't reply to her texts, Dani is upset. She can't believe Matt is the kind of guy who'd behave like that. But Matt has problems of his own at home. Problems that he can't bear to share with anyone, least of all his friends. Will Dani discover the truth?



Philip's happy-go-lucky life is disrupted when his mother gets breast cancer. Bad enough that your mother is seriously ill - but could she not have developed a less embarrassing kind of cancer - toe cancer, maybe, or ear cancer? Philip's attempt to cope with his situation are both hilarious and touching. Through it all, he's writing letters to his hero, the comedian Harry Hill, looking for advice. Harry Hill remains stonily silent, and Philip has to get by without his advice. In the end, though, Harry Hill comes up trumps.



Everyone thinks they know Libby Stout, the girl once dubbed 'America's Fattest Teen'. But no one's taken the time to look past her weight to get to see who she really is. Since her mum's death, she's been picking up the pieces in the privacy of her home, dealing with her heartbroken father and her own grief. Now, Libby's ready: for high school, for new friends, for love and for every possibility life has to offer.

Aberdeen City Libraries

Getting a library card is easy and completely free. Details on how to join can be found online -visit www.aberdeencity.gov.uk/libraries
Once you are a member you can borrow and return items at any library in the city.

You can reserve these and any other items through the online catalogue.

Further information about resources and services to Children and Young People is available on the Aberdeen City Libraries website.

Any queries, just ask in your local library or email CentralLibrary@aberdeencity.gov.uk

This booklist was designed and produced by a Duke of Edinburgh's Award volunteer.



Appendix 12 Exemplar school charter

Aberdeen School's Charter of Action for Young Carer's

Aberdeen School is committed to supporting all Young Carers to reach their full potential across the curriculum. This charter will ensure that Young Carers are identified and offered the right support, at the right time and from the right people.

To achieve this Aberdeen School will:

Raise the profile of Young Carers.

Informed staff within Aberdeen School will possess knowledge and understanding of the challenges Young Carers may face and deliver practise accordingly.

Embed a culture of understanding, acceptance and equality throughout the whole school which is sensitive to the needs of Young Carers to ensure the Young Carers participate fully and enjoy all aspects of school life.

Relevant staff within Aberdeen School will confidently undertake child centred single and Multi-Agency Assessments to support effective delivery of Young Carer's Statements.

Aberdeen School will work in effective Multi-Agency Partnership to identify and best support Young Carers' needs.

Appoint a "Young Carers Champion" within Aberdeen School who will support delivery of this charter and be a point of contact for children.

Aberdeen School will deliver regular information sessions on Young Carers for pupils throughout the academic year through quality lessons and assemblies.

Aberdeen School will deliver regular CPD Sessions on Young Carers to ensure informed staff.

Signed _____ (Head Teacher)

Signed _____ (Young Carers Champion)

Signed _____ (Pupil Council)

Appendix 13

Educational Activities

Included below are ideas to form lesson plans. These may be adapted to meet the needs of the children and young people Practitioners you are supporting. Case studies have been included to support lesson delivery. These case studies are examples and the language used should be adapted to suit the age groups of the pupils participating. Practitioners delivering to children and young people should use their professional judgement coupled with the knowledge of individual pupils to assess the appropriateness of each case study.

Whilst many Experiences and Outcomes have may be covered when delivering such lessons, the list below has been included to support Practitioners.

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

Activity 1

Below are scenarios Young Carers are facing. They are based on real examples of problems that Young Carers have had. What might you say to help them? Choose one and respond to the Young Carer in the style of an agony aunt letter. Include at least three pieces of supportive advice.

I am nine years old. My sister is eleven years and goes to the same school as me. She has a learning disability which means she gets upset easily and shouts and cries a lot. I am the only one that can calm her down and she only listens to me. This is making me really stressed and I just don't get a break without her. I love her, but I have no space. My mum finds it really hard to cope. She cries a lot and leaves me to play with my sister most of the time. I don't know what to do to get help for my sister and get a break. **Sarah**

I am thirteen. My mum is a single parent and is disabled. She needs me to do lots to help in the house and to look after my little brother, who is six years old. I have to take him to school and pick him up, so I am always late. I can't go out with my friends a lot and they have started leaving me out at school too now. Even my Teachers don't understand why I am tired and can't always get my homework done on time. Everything has got so much I don't think I can cope. **Jacob**

I am fifteen years old. My mum's in hospital at the moment because she has kidney problems. So, me and my little sister are living with our auntie but she works a lot, so we are left alone lots. My sister keeps crying loads which makes me sad. I miss my mum and get upset because no one will tell me what's going on and if she will get out of hospital– **Jamie**

I am twelve years old. My dad has bad depression and most of the time he can't get out his bed. He does go to the doctor sometimes, but it doesn't seem to help much. I try my hardest to make him smile but it doesn't really work. At night I can hear him crying. I try my hardest to go to the shops to buy food when he can't go out and I do lots of house work. I am tired and sometimes I don't have the energy to go to school. – **Jack**

I am ten years old. I live with mum. She is deaf and so I must help her make phone calls and go to appointments with her. I get pretty fed up with it but feel guilty and would never want to hurt her feelings, so don't complain. I miss lots of time with my friends. When my mum came to school some other kids saw us using sign language and they have started making fun of me. I don't have anyone to talk to and feel alone. **Stacey**

Activity 2

Further lesson ideas based on the case studies.

- In groups read the case studies and write a 'Day in the Life of a Young Carer' in diary form or timetable format (06:00 Get up and make breakfast for Mum). Include the responsibilities, thoughts and feelings that a Young Carer may have.
- Choose a case study and draw a mind map of the Young Carer's family in the centre of a page. In mind map form, write down different challenges a Young Carer and their family may be facing. Add to the map how you think each family member could be supported.
- Research activity. Use the resources and the internet to research and present ten facts about Young Carers. Include the following: What do young carers do? How might being a Carer affect a young person? What support is available for Young Carers? Present your findings to the class.

Activity 3

These case studies are a guide and the language used should be adapted to suit the age groups of the pupils participating.

Hi,

I am writing you this letter to tell you about my life. My name is Gemma. I am thirteen years old. I live with my mum and my two younger brothers. James is six years old and David is 12 months old. I go to Northpark School but I do not like it. I get bullied because my clothes are sometimes dirty. I spend a lot of time doing chores around the house because my mum gets depressed and she can't get out of her bed. Sometimes she drinks alcohol to help her feel better.

I remember when I was little she used to be fun. I do not know who my dad is. James and David's dad aren't around either. When mum can't cope I stay at home and look after her and my baby brother and I take James to school and pick him up.

I really don't like my house. It is small, and I have to share a bed with my brother. There is not a lot of furniture in our house because my mum's depression means she can't go to work so we don't have money for furniture. I feel embarrassed by it. The house is messy, and I try my hardest to clean it when my mum is ill but it is hard because my brothers make mess all the time. I try to clean our clothes too, but I don't think I do a good job of that. I am learning to cook at school and I like it, but we mostly just eat chips from the chipper, it is easier for me to make sure my brothers eat.

I haven't got any friends but even if I did I couldn't take them to my house. I wish I was like other kids at school, but I am overweight, and I have nothing in common to talk about. I really love my brothers and my mum lot, but I am tired of looking after them all.

Task

Imagine what a day is like for Gemma. Consider what she experiences across a 24 hour period of time. Present this to the wider group by preparing a cartoon strip.

Hi,

My name is Dylan. I am writing this letter to tell you a bit about what my life is like. I am fifteen years old. I live with my mum and little sister. My mum has MS which means that some days she can't walk. At home I help look after my mum. Sometimes I don't mind but sometimes I get pretty fed up and want my little sister to do more. I kind of know it's not her fault because she is nine years, but I just feel like everything is on my shoulders. Don't get me wrong, I love my mum, she is sort of like a hero to me. Her life is hard, but she keeps smiling and I feel proud I can help her.

In the house I do cleaning jobs but also personal tasks like helping mum to get up, get dressed and use the toilet. Mum feels very guilty about the help I give her, but we don't have a choice as her carer only comes for two 2 hours a day.

I don't really go out with my mates and I never invite them over to mine. I don't think anyone at school would understand. Last week I didn't do my homework and my Teacher shouted at me. I just wanted to tell her I didn't have time because I was looking after my mum all night, but I couldn't. Instead I punched the wall. Now I have been warned I might get excluded. My mum would be so disappointed.

Task

Imagine what a day is like for Dylan. Consider what he experiences across a 24 hour period of time. Present this to the wider group by preparing a cartoon strip.

Hi,

My name is Gillian. I am 11 years old. I live alone with my dad. A few months ago, my dad was diagnosed with cancer. I can't tell you how sad I felt when he told me. I worried that he might die and often I cried myself to sleep. Things are looking better now as she is getting treatment at the hospital.

When dad goes to the hospital for treatment he gets sick when he comes home. He can't do much at all. He just sleeps a lot and is sick. I help to get him a bucket to be sick in. I am proud I can help him to feel better and I love him, and I want to do all I can to help him get better again.

I do all the food shopping and cooking and cleaning in the house. When my dad has had his treatment, he is mostly in bed, so I just get on with things. My dad did tell my Teacher at school and sometimes she asks me how I am. I just say I am fine even when I am not because I know she has more important things to worry about than me. I have stopped going out to see my friends because I just want to be with dad, he needs me, and I need him.

Task

Imagine what a day is like for Gillian. Consider what she experiences across a 24 hour period of time. Present this to the wider group by preparing a cartoon strip.

Hi

My name is Ahmed. I am writing you this letter to tell you about what my life is like. I came to live in Aberdeen as a refugee from Syria. There is a war in my country and it was really frightening. I like Aberdeen and my new school.

I look after my mum who has a physical disability following an attack in our home country. I have to look after the house and take care of mum because her disability stops her from being able to do it. I do all the cooking and make breakfast, lunch and dinner for both of us. I go home from school at lunchtime to help mum with lunch and to check she is ok. I worry about her when I am at school.

After school I do the food shopping and clean the house. I also help mum with her personal care, including helping her to get dressed, bathing her, helping her go to the toilet and giving her medication. I don't like doing these tasks very much, but she needs me and I feel proud I can help her. Mum doesn't speak much English and so she relies on me to translate information when she sees the Doctor or when the Social Worker visits. I miss a lot of school to go to appointments with her.

I am happy at school and have a lot of friends, but I find it difficult to concentrate and keep up with school work, as I worry about mum.

Task

Imagine what a day is like for Ahmed. Consider what he experiences across a 24 hour period of time. Present this to the wider group by preparing a cartoon strip.

Activity 4

Read your case study then answer the following:

1. Make a list of the responsibilities and tasks that your Young Carer has done, does now or may do now or in the future.

2. How might the Young Carer in your case study FEEL about these roles and responsibilities? Remember to think about positive feelings as well.

3. What problems, concerns or worries do you think the Young Carers in your case study might have?

- At home

- At school

- With their friends

4. Think about how different or similar your roles and responsibilities are to that of the Young Carer in the case study. List the responsibilities you have at home.

5. If the Young Carer in the case study was your friend or a person in your class do you think you could help them? List how you could help them?

Activity 5

Work in groups. Each group should be given a case study, flip chart paper and a marker pen. Encourage group organisation and collaboration prior to starting, such as agreeing who will read the case study to the group, write and how this will be presented back to the wider class group.

Groups should read the case study and be allocated 5 minutes to discuss it. Groups will then be given 10 minutes to agree on what support they feel they should offer from the perspective of a best friend. This discussion should be noted on the flip chart.

Groups are then tasked to write the Young Carer a letter of support from the perspective of a best friend. Groups should think about any feelings, responsibilities, concerns and difficulties that the Young Carer may have and how they could support them. When finalised groups should present this letter and the case study to wider class group.

Suggestions for the content of the letter may include;

- I will be there for you to talk to
- I can help you with your homework
- You are my best mate.
- I will tell you about anything work you miss in school.
- We can speak to a teacher together
- You are not alone
- I will stand by your side and not let anyone bully you.
- You can call me anytime
- I am proud of you
- I will be more understanding when you can't hang out.
- I can visit you at home if you can't come out.
- I can come and help you at home
- You are a strong person
- If you want me to talk to other friends for you I can?

Activity 6

Use the following list to make into cards. Ask children to work in groups to sort the activities into those that they think are carried out by an adult and those that may be carried out by a child/young person. This will support introduction to the concept of being a Young Carer.

washing up

drying pots

dusting

vacuuming

polishing

washing clothes ironing

cooking

shopping

washing car

feeding a pet

mowing a lawn

gardening

changing a light bulb

feeding someone

giving someone medicine

getting someone out of bed

helping someone into a bath

listening to someone who is
unhappy

helping someone get dressed

pushing someone in a wheelchair

looking after brother or sister

Activity 7

Introduce the concept of caring for others. Around the stick person ask children to list all the ways that a person can care for another, such as cooking a meal.



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