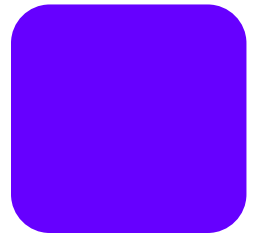
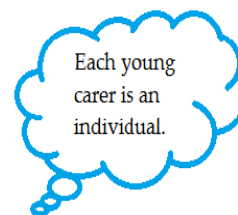
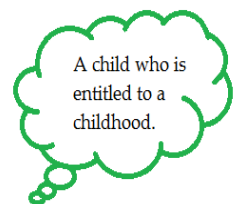
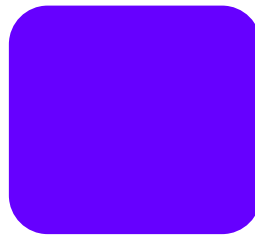
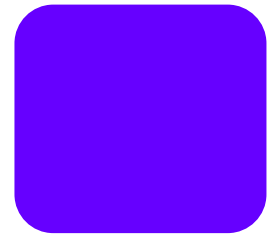


Schools Information & Resource Book Primary and Secondary

YOUNG CARERS



INTRODUCTION

WHAT IS A YOUNG CARER?

Edinburgh Young Carers defines Young Carers as:

Young people who have practical and/or emotional caring responsibilities for another person as a consequence of ill-health, disability, mental health difficulties or drug and alcohol use.

This includes young people who:

- **Are primary carers** – those who carry out the majority or all of the caring tasks.
- **Are secondary carers** – those who whilst not being the primary carer are adversely affected by the caring situation and responsibilities.
- **Have been carers** – whose caring situation has come to an end and who need time to adjust.

The following categories of young people are not considered to be young carers:

- Those caring for someone with a short-term illness i.e. flu, chickenpox
- Those caring for non-disabled siblings whilst non-disabled parents are absent, i.e. because of work commitments, inadequate parenting skills

It should also be noted that the impact of caring may not correspond to the number of hours caring, e.g. during the night some young carers may be up for a short time,

but on many occasions. This may only equate to a small number of hours but the impact on the wellbeing of such young people can be significant.

WHO IS THE PACK FOR?

This pack is aimed at all education staff working with children and young people in Edinburgh, to help to raise awareness of the needs of young carers. Although the profile of young carers has been increasing in recent years, there is still a widespread lack of awareness regarding how to identify and meet the needs of young carers. Similarly, professionals working with young people may not know how to respond to effectively support the needs of young carers.

The *Getting it Right for Young Carers – The Young Carers Strategy for Scotland (2010-2015)* suggests the approaches and principles being advanced by GIRFEC (Getting it Right for Every Child) provide an opportunity to address some of the issues around young carers as a ‘hidden population’. With a focus on wellbeing indicators, GIRFEC seeks to identify all the needs of a young person rather than just those associated with a particular role or label.

Many school staff have good opportunities to identify young carers before situations reach crisis stage; through their day to day contact, the pastoral care they offer and their concern about underlying reasons for

problems with attendance, achievement, attainment and behaviour. Such opportunities may arise through their awareness of the child's wider family circumstances, their partnership working with parents or because professionals in other agencies have shared information about the young person's caring responsibilities.

WHAT DOES THE PACK AIM TO DO?

The pack provides practical resources school staff can use with pupils to raise awareness of the issues faced by young carers. ~~This pack can also be used alongside the "We Care" Schools for Young Carers Award. This pack can also be used alongside the "We Care" Schools for Young Carers Award.~~ It aims to:

- Provide information about young carers
- Help identify young carers
- Promote increased understanding of young carers
- Give ideas about useful support
- Promote supportive school ethos'

Two toolkits can be used to accompany this resource pack. One toolkit has lesson plans that meet the outcomes of the first level of the Curriculum for Excellence (CfE), therefore it is most suitable for children in P2 – P4. The second toolkit is aimed at older children, in later primary school, and in secondary school, from P5 – S3. This pack meets the outcomes for the second and third level of CfE.

It is hoped that the lesson plans included in these accompanying documents will help to

develop pupil's awareness and understanding of young carers and of caring responsibilities within families.

This in turn should result in a more supportive school environment and hopefully reduce feelings of isolation and loneliness that can so often affect young carers. Young carers themselves have identified that negative or ill-informed attitudes of their peers often compound the difficulties that they experience.

Using the pack can also help young people to identify themselves as a young carer. Many may feel the range of tasks they take on at home is 'normal', feel they do not have a right to a childhood as other children do or feel they are the only one in this situation. Finding out during assemblies or awareness-raising sessions that they might be a young carer may encourage them to seek out the support they need, be that informal or professional.

Importantly, using this pack will also help schools fulfil their duties under the [Carers \(Scotland\) Act 2016](#), Education (Additional Support for Learning) (Scotland) Act 2004, as amended by 2009 Act. If young people require additional support to access the curriculum because of their caring responsibilities, they should be supported to do so.

HOW HAS THE PACK BEEN DEVELOPED?

Edinburgh Young Carers established a Schools Awareness Raising Campaign in 2010, and since then have been funded through Carer Information Strategy funding, and currently through the Big Lottery Early Intervention Fund.

The campaign enables direct work with primary and secondary schools across Edinburgh. This work includes engaging with pupils and staff to better understand caring roles of certain children and young people within their households and how to offer better support to such pupils.

Key features of the project include:

- Providing input at staff meetings and delivering training sessions, helping to build skills and knowledge to identify and support young carers
- Delivering awareness-raising assemblies and class workshops for pupils
- Developing and disseminating this Schools Resource Pack and our Lesson Plan Toolkits
- Delivering young carer support through 1-1 or group sessions at school
- Helping to support schools to develop school practice and implement school policy to meet the needs of young carers

Key results of the Schools Awareness Raising Campaign since October 2010 include:

- Working with over 20,000 pupils across Edinburgh
- Working with 25 Schools per year
- Young Carer Co-ordinators established in 80 schools in Edinburgh
- Identified over 400 previously *hidden* young carers
- Engaged 1,246 Education Professionals with the campaign
- Distributed Level Two and Level Three Lesson Plan Packs to all Secondary Schools in Edinburgh

A model of the actions and engagement we have with schools across Edinburgh through our School Awareness Raising Campaign can be found on the following page.

For more information on Schools Awareness Raising Campaign please contact:

Anna Gray, Schools Project Manager,
Edinburgh Young Carers

Telephone: 0131 475 2322

Email: anna.gray@youngcarers.org.uk

SCHOOLS AWARENESS RAISING CAMPAIGN –
 MODEL OF PROJECT ACTIONS FOR PRIMARY AND SECONDARY SCHOOLS

Stage 1: Initial Contact with Schools

Step 1: SPM (Schools Project Manager) initiates contact with school through letter, email or telephone contact inviting school to take part in Awareness Raising Campaign. This may happen as a result of new work in a cluster area or through EYC involvement with a school pupil.

Step 2: Meeting with SPM and school to discuss involvement in Schools Awareness Raising Campaign and appoint a **Young Carer Co-ordinator (YCC)** within the school.

Unable to proceed due to schools' lack of capacity. SPM will make contact again in new

Stage 2: Provision of Work in Schools – Awareness-Raising

SPM and School run an awareness-raising campaign within the school to raise the profile of young carers and encourage *hidden* young carers to self identify. Campaign involves use of leaflets, posters, young carer notice-boards, articles in school newsletters and on website and EYC attendance at school fairs.

Stage 3: Provision of Work in Schools – Identification of Young Carers

Option 1: SPM delivers awareness-raising assemblies – option available to all year groups in Primary and Secondary Schools.

Option 2: SPM delivers awareness-raising workshops – option available to all year groups in Primary Schools S1-S3 Secondary Schools. Presentations can also be given to S4-S6 in Secondary Schools. Single lessons or a series of lessons can be delivered – all delivering CfE Experiences and Outcomes in H&W, and other curricular areas.

Option 3: SPM delivers staff training through CPD or in-service sessions within the school, or Edinburgh-wide CPD sessions for all Primary and Secondary School staff.

Stage 4: Young Carer Initial Assessment

Step 1: Young Carer identified through assemblies, workshops, school staff or young carer self-identification in school.

Step 2: SDW (Schools Development Worker) meets with YCC to discuss Initial Assessment for young carer and referral for support.

Step 3: SDW undertakes Initial Assessment with young carer and discusses support available.

Stage 5: Young Carer Support

Option 1: SDW delivers 1-1 support sessions for young carers within the school environment.

Option 2: SDW delivers group support for young carers within the school environment or cluster area.

Option 3: Referral to core EYC group support is available for young carers moving on from school support.

Stage 6: Evaluation

Evaluate the process and support school to develop sustainable, whole-school approaches to continue Stages 2-5

BACKGROUND INFORMATION

HOW MANY YOUNG CARERS ARE THERE?

The 2001 census revealed there were 174,997 young carers (up to the age of 18) in the UK – 16,701 of who live in Scotland. The 2011 census has identified 10,002 young carers aged 0-15 years living in Scotland (649 in Edinburgh) and 27,391 young adult carers aged 16-24 years living in Scotland (2,179 in Edinburgh).

It is likely, however, that these numbers are an underestimate, as census questionnaires tend to be completed by an adult within each household. Other regional studies have suggested there may be as many as 100,000 young carers in Scotland or **1 in 10 of the school population**¹.

SOME STATISTICS

The following statistics were reported in 2004 from a survey of 87 young carers' projects across the UK working with a total of 6178 young carers²:

56% of young carers were female and **44%** male. Overall girls were more involved in all aspects of caring. **75%** of girls provide domestic care opposed to **65%** of boys. **22%** of girls provide personal, intimate care compared to **13%** of boys.

56% of young carers were living in lone parent families

82% of young carers provide emotional support and supervision

10% of young carers were caring for more than one person

50% of young carers were caring for 10 hours or less per week

33% of young carers were caring for 11-20 hours per week

16% of young carers are caring for over 20 hours per week

4% of young carers are caring for over 40 hours a week

The average age of young carers was 12 years old

63% of siblings with care needs had learning difficulties

64% of young carers had been caring for 3 or more years. **3%** had been caring for more than 10 years

The Children's Society produced a report in May 2013, 'Hidden from View'³ which found that:

¹ Scottish Government (2010) *Getting it Right for Young Carers. The Young Carers Strategy 2010-2015*. Scottish Government, Edinburgh.

² Dearden, C & Becker, S (2004) *Young Carers in the UK: the 2004 Report*. Carers UK, London. Available to download from www.carersuk.org

³ The Children's Society (2013) *Hidden from View: The Experiences of Young Carers in England*

The average annual income for families with a young carer is **£5,000 less** than families who do not have a young carer. The 'What Cost to Young Carers'⁴ report published by The Princess Royal Trust for Carers in 2008 found that:

Young carers are saving statutory services at least **£150** per week; **£7,827** per year.

For every £1 investment in young carers, there is a **£6.72 cost saving** for statutory services.

The 'Time to be Heard'⁵ report published by Carers Trust in 2014 provided results from a survey of young adult carers aged 14-25. The research found that young adult carers:

Miss or cut short an average of **48 school days** a year because of their caring role

Have higher rates of **poor mental and physical health** than the average young person.

Rarely receive the assessments they are entitled to, with only **22% of those surveyed receiving a formal assessment** of their needs by the local authority.

Experience **high rates of bullying** – one quarter reported bullying and abuse in school because they were a carer.

THE IMPACT OF CARING

When considering the impact of caring, it is interesting to note that in recent years attention has moved away from quantifying

information about tasks performed by young carers. Instead there is an increasing focus on the social and emotional impact on the individual and the family.

However, misconceptions that young carers only undertake physical tasks still prevail, and recognition of the emotional impact of caring can be neglected. Growing up coping with a disability or illness of a loved one will, in the vast majority of cases at least, result in psychosocial effects for young people. The nature and extent of such effects will most likely depend on a variety of factors including:

- The services and support offered to the family by friends and agencies
- Family structure and dynamics
- The nature of the disability and the personality of the child

In addition, research on resilience suggests that as the number of stressors increase, the ability of children to adapt and respond in healthy ways decreases. Thus, routinely used coping mechanisms may not protect young carers when situations become too intensive or demanding.

⁴ The Princess Royal Trust for Carers (2008) *What Cost to Young Carers*

⁵ Carers Trust (2014) *Time to be Heard: A Call for Recognition and Support for Young Adult Carers*. Carers Trust, London

EDUCATIONAL PROBLEMS

When a young person provides care for a relative or sibling who has a disability, illness or substance misuse problem this can interfere with their education. Difficulties encountered can include: **attendance, lateness, concentration and tiredness and completing homework**. This can, therefore, limit **motivation, achievement and ambition**. The cumulative effects of such difficulties can therefore make it difficult for young carers to **fulfil their full potential**.

One in five young carers has missed school because of their caring responsibilities⁶. Further, Dearden and Becker (2004) found **27% of all young carers in secondary school and 13% in primary school** experienced some educational problems. This number increased to **40%** when the young person was caring for someone with a **substance misuse problem**⁷.

In addition to difficulties accessing the curriculum young carers may experience issues integrating socially within the school environment. A study of 700 young carers by Princess Royal Trust for Carers, reported as many as two thirds of young carers had been bullied by their peers⁸.

In spite of these difficulties, the majority of young carers will not be identified as such by school staff. This is because young carers and their families often remain silent about their caring responsibilities due to fears around statutory involvement and the reaction of peers, or because they are unaware help may be available.

The important role schools can play has been highlighted by young carers accessing local young carer services. They say this is because schools can provide a haven from the pressures they face at home. The positive relationships they develop with teachers and school staff who respond to them in a *sensitive* way regarding their caring role is often reported as beneficial.

SOCIAL PROBLEMS

Young carers can experience a range of social problems as a result of their caring role. Difficulties can occur for practical reasons such as:

- Being unable to go out to play regularly or take part in social activities due to their caring role
- Low income or transport difficulties
- Being seen as 'different' by other children
- The behaviour of the cared for person may be 'embarrassing' to the young carer
- The behaviour of the cared for person may be threatening
- The condition might cause stigmatisation, especially for those caring for people with HIV/AIDS, mental health problems or alcohol or substance dependency

Where young carers are able to access leisure opportunities they often find it

⁶ Dearden, C. & Becker, S. (1998) *Young Carers in the United Kingdom: A Profile*. Carers National Association, London.

⁷ Dearden, C & Becker, S (2004) *Young Carers in the UK: the 2004 Report*. Carers UK, London. Available to download from www.carersuk.org

⁸ <http://news.bbc.co.uk/1/hi/education/8675043.stm>

difficult to relax and enjoy themselves because they are worried about the cared for person they have left at home.

Social problems can include:

- Isolation from peers
- Bullying
- Behavioural difficulties
- Loss of childhood
- Disaffection
- Problems with social and personal development

Caring responsibilities may also lead to false maturity - where the young carer, for example, appears to be very mature for his or her age, but will behave immaturely in a “safe” environment.

The onset of illness or disability may also lead to changes in family relationships and can cause aspects of family breakdown. Subsequent relationships in adulthood may also be affected by social problems young carers encountered during their formative years.

EMOTIONAL PROBLEMS AND MENTAL ILL HEALTH

Given the impact of caring discussed above, it is perhaps not surprising that young carers can frequently experience emotional support and mental health needs. Young carers often describe feelings of isolation, stress, depression, of being different and having a lack of control over their lives and their environment. Feelings of loss and grief are also common due to changes in family relationships, income and activities,

and discernible differences between the childhood experiences of young carers and their peers.

It is not always clear what support to offer in such situations, for instance, giving reassurance to young carers so they do not worry more can create uncertainties and isolation from the family and the cared for person.

Sadly some young carers will experience bereavement, the effects of which may be accentuated by the extended period of intensive caring that precedes it. Emotional distress experienced by young carers may also manifest through conditions such as eating disorders, suicidal behaviours and self harm.

PHYSICAL ILL HEALTH

Like adult carers, young carers can often experience physical ill health and injury because of their caring roles. Injuries may arise from lifting a parent or sibling and from undertaking heavy domestic tasks. Young carers may become ill through lack of sleep or poor self-care/nutrition. Illnesses such as asthma, other allergies and severe headaches also appear to be relatively common in young carers.

POSITIVE IMPACT OF CARING

It is important to remember that being a young carer can be a positive experience for a young person, making them feel more valued and included. The caring role can give young people a sense of responsibility

and identity, and can help build self-confidence and self-esteem. It may also allow the young person to develop life skills which can benefit them in their own lives in the future or in their careers. Young carers also tell us that often they feel they have developed more positive relationships with their families because of their caring, and have taken on a role they are extremely proud of. Being a young carer can help contribute to building the four capacities.

SIBLINGS

Dearden and Becker's research showed **24%** of young carers were caring for a brother or sister with a disability or illness.⁹ Often such young people will be playing a supportive role to their parents, but the impact on siblings and their consequent needs should not be overlooked or undervalued.

The 1995 study *All in the Family: Siblings and Disability*¹⁰, was an exploration of children who had a brother or sister with a disability. The survey found that all of the children interviewed helped to care for their brother or sister in some way. These children reported:

55% had had their sleep disturbed by the sleeping patterns of their disabled sibling

45% were sometimes tired at school

45% had trouble completing homework due to the attention seeking behaviour of the sibling

70% felt jealous or angry at the time parents spent with their brother or sister

Over **40%** were angry or upset because family outings were infrequent or limited in scope

Nearly **40%** felt isolated

60% did not mind helping to care, the remainder refused to comment

Over **40%** were upset by regularly disturbed mealtimes

70% had been bullied or teased at school because of their siblings' disability

Almost **60%** were embarrassed, upset or angry when their sibling's disability spoilt games with friends

Almost **70%** were upset or angry when their sibling acted oddly in public

YOUNG CARER NEEDS

Below is a list of the types of support young carers, and professionals who work with them, have said young carers need. Every young carer and their caring situation is unique and the list will therefore not be appropriate or relevant to all. In addition, whilst some will only require a minimal input, others will require considerably greater levels of support to meet their needs.

⁹ Dearden, C. & Becker, S. (1998) *Young Carers in the United Kingdom: A Profile*. Carers National Association, London.

¹⁰ Aitkinson, N. and Crawforth, M. (1995) *All in the Family: Siblings and Disability*, NCH Action for Children, Watford.

Young carers can benefit from:

- Early intervention
- Their role to be acknowledged and valued
- Being heard, believed and respected
- Having someone to talk to
- Assessment and information on how to access their right to an assessment
- Information on the cared for person's condition
- Information on the support available to the young carer and the cared for person
- Knowing there are others in the same position
- Opportunities to take part in age appropriate activities
- A break from caring
- Educational support
- Services for the cared for person
- Services for the whole family that allow them to undertake activities or holidays together
- Support in their caring role (practical and emotional)
- Counselling – including bereavement counselling
- Advocacy
- Opportunities for self-determination and to plan for their futures
- Having their views taken into account in decisions in relation to themselves and their families
- To be empowered to feel that they deserve support
- To feel cared for themselves
- Opportunities to mix with peers and other young carers

IDENTIFICATION AND SUPPORT

IDENTIFYING YOUNG CARERS

Young carers are often difficult to identify because they keep their caring role hidden and secret or have been caring from such a young age, or for such a long time, that they do not realise that they are a young carer. Many young carers fear they will become marginalised from peers or become involved in statutory investigation. For instance, they may worry the person they care for could get into trouble with the police or that they may become caught up in child protection proceedings or be taken into care.

Despite these difficulties in identifying young carers, the impact of caring responsibilities may manifest in a number of ways, and a combination of factors may indicate that a child or young person is caring. These signs can often be misinterpreted, and young carers may instead be labelled as lazy, disruptive or truants.

It is important for front-line teachers and youth work staff to be aware of these issues, as they are often the people who will have the greatest opportunity to spot the signs and identify any problems at home. Specialist young carer services rely on professionals in regular contact with young

people to make appropriate referrals to the project.

The following are *possible* signs that can be used to help identify young carers within the school environment; however please note that they can easily be applied to a range of other situations also.

There are a wide range of indicators, some of which may not seem immediately applicable to young people in caring situations. The important thing is to be aware that behaviour may be masking an incredibly difficult and turbulent situation at home.

TIRED DURING SCHOOL HOURS

Young carers may feel tired at school due to extensive caring tasks and/or stress suffered at home. Young carers who are frightened of being identified as such may spend many hours working until late at night on their schoolwork. They may be awakened during the night to help the person they care for. Some young carers have been known to start paid employment after school hours, at weekends and during holidays to help with financial problems experienced in the family.

ACADEMIC PERFORMANCE BELOW POTENTIAL

Many young carers struggle at school because of their home situation, despite strong academic ability. This may and can affect the entry level for exams and/or complete examination withdrawal from a particular subject. They are often unable to complete or hand in homework on time, and offer poor excuses for their failure to do so. Homework may also be rushed or not up to an acceptable standard, and performance at school can be erratic and unpredictable. School work may suffer because the young carer is taking too much time off school to help out at home.

LACK OF CONCENTRATION OR FOCUS

Young carers often spend time at school worrying about what is happening to the person they care for when they are not there to look after them. They may find it difficult to concentrate for any length of time due to such worries or due to feeling tired and/or stressed.

NEGATIVE ATTITUDES

Young carers may not appreciate the relevance of certain topics being discussed and activities promoted in school. They may feel caught up in their own caring situation and be unable to see how they could achieve opportunities available to other young people. They may feel that their priorities in life are not appreciated or understood. This can lead to young carers feeling disenfranchised.

MAY LOOK AND ACT DEPRESSED AND UNMOTIVATED

Again, this may be as a result of the young person feeling tired and isolated. They can also feel guilty for being well while the loved one is ill, or for not being able to cope when the cared for person's health deteriorates. Young carers may be quiet, withdrawn and morose.

MAJOR SWINGS IN TEMPERAMENT

Extrovert behaviour – on days when they feel 'in control'

Aggressive behaviour – when they are feeling pressurised and defensive

Introvert behaviour – when they feel they are not coping

Emotional behaviour – when they are feeling guilty because of their own good health

BEHAVIOURAL DIFFICULTIES

There is anecdotal evidence to suggest that a significant number of young carers are excluded (and then referred to behaviour support units or schools to support pupils with social, emotional and behavioural difficulties). A large number of young carers who use specialist young carer provision are referred via schools, social work and other similar avenues though not all to do with behavioural difficulties.

ATTENTION SEEKING BEHAVIOUR

This behaviour can be more apparent in young carers than other young people, particularly if a sibling has additional needs. Young carers may feel they need to fight for attention due to the cared for

person's needs being prioritised. They may exaggerate stories and illnesses in order to gain attention.

SOCIAL INTERACTION

Young carers recognise they are different in their outlooks and interests compared to other young people, whilst perhaps simultaneously wishing to conform. Their solution may be not to highlight their differences, but to find a close friend who in turn has similar experiences or is able to support the carer when mixing with groups.

Young carers' interests and priorities in life may differ to such a degree that they find many children of their own age group immature and selfish. Young carers often do not have time to socialise with their peers outside school and often prefer not to ask other children back to their house. They may experience a strong sense of isolation and alienation from other young people. They often find it easier to relate to adults than to their peers.

EATING HABITS/POOR HYGIENE

Poor eating habits may develop for a number of reasons. Young carers may lose their appetite due to tiredness/stress or may avoid food because of guilt feelings caused by spending money. They may feel that by eating less they are saving money. If the cared for person has poor eating habits or is unable to cook properly, the young carer may similarly not eat nutritiously.

Young carers can often display poor hygiene and cleanliness – they may be so rushed to get ready in the morning they are unable to prepare themselves for the day

properly. There may not be anyone at home taking on basic tasks such as washing and ironing clothes on a regular basis. The family may have insufficient funds to buy new, properly fitting clothes and footwear.

SHOWS LEADERSHIP QUALITIES/PARENTAL SKILLS

Some young carers are used to being in control of situations and this helps them cope at home. They may appear organised whilst at the same time being flexible enough to change approach at short notice. Young carers with primary caring responsibilities at home often assume a parental role towards their younger siblings.

PHYSICAL ILLNESS

Young carers may display a range of symptoms of poor physical health because of extra caring responsibilities carried out at home. These can include general illnesses such as flu or stomach complaints as a result of the young person feeling rundown and exhausted. They may also include specific ailments like back or neck ache caused by heavy physical tasks, i.e. moving a disabled parent, carrying heavy loads of shopping.

BULLYING

As noted earlier, many young carers can experience bullying as a result of their caring role. They may be perceived as different or threatening to their peers. Frequently children have a lack of direct understanding and personal experience of illnesses or disabilities of others. This can be reflected in thoughtless or intolerant

attitudes towards young carers. In particular, young carers of adults with mental health or drug/alcohol problems can experience victimisation and stigmatisation from peers.

ABSENCE FROM SCHOOL

If a young carer has been ill, they tend to take longer to recover because of the stress and tiredness and the need to 'keep going' at home. Being ill may gain the attention of family and friends and the young carer may wish to prolong this. The young carer may have a history of frequent and unexplained absences because of changing circumstances at home.

Further, where the person being cared for has numerous appointments with health or care professionals, the young carer may attend these in order to provide support to their parent and be aware of medical interventions being recommended. For instance, knowing what medication is prescribed and when it needs to be administered can be important for carers in assisting with their caring role.

PARENTS

Parents may be difficult to contact and may not attend open days or parents' meetings. They can be wary or defensive when attempts are made to contact them by statutory agencies. Parents may display signs of guilt because of feeling they are holding back their child and piling too much responsibility on their shoulders. Teachers may be sent notes from parents requesting their child stay at home. The young carer may leave school to use the phone or insist on keeping their mobile on

to ensure they can contact their parent. Parents at home may have a history of illness or disability which can be a warning sign of an undisclosed caring role in the young person.

NOT MAKING USE OF LEISURE OR EXTRA-CURRICULAR ACTIVITIES

The young carer may have little time or money to focus on their own leisure needs or to pursue their own interests.

SUPPORTING YOUNG CARERS

Young carers may be identified in school or their caring responsibilities made known to the school. This is more likely to happen if the children and young people in the school are aware of their being support in place for young carers. In such cases, where a young person does confide in someone in the school, the school's response can have an enormous impact on the young carer, with sensitive support from schools proving to be hugely beneficial in reducing young carers' anxiety and stress.

A proportion of young carers and their families will have complex needs that require multi-agency support, and schools are frequently one of the agencies involved.

Schools clearly have a responsibility to address young carers' needs when educational achievement and wellbeing is affected by their caring role. In many cases needs can be met within the school environment, but where necessary, staff should be able to refer on to other agencies as necessary.

Without identification and support, young carers are at risk of underachieving. Understanding the needs of young carers and providing them with support will help attendance, behaviour, achievement and well-being, as well as help them to reach their full potential.

TRANSPORT

Some young carers may have trouble getting to school if their parents are ill or disabled. This can lead to some children

having to get to school on their own or take younger siblings to school, and this can be challenging. Schools can help children to plan their route to the school which would make the journey less intimidating for them. It may also be helpful for schools to support children to look into the public transport in the local area or help them to apply for free transport if they live far enough away from the school.

The implementation of the *Disability Discrimination Act 2005* means that local authorities must provide adequate support to parents with disabilities who need support in getting their children to school.

EDUCATION MAINTENANCE ALLOWANCE (EMA)

Some young carers can find it difficult to have independence and receiving something such as EMA can help them to achieve this independence. The Scottish Government have acknowledged that it may be difficult for young carers to achieve a signature from a parent in order for them to receive EMA and they have made allowances for this. Schools can help in this situation by writing a letter to confirm the child's circumstances. EMA can be withdrawn from a young person due to poor attendance at school, but again, allowances have been made so that a school can vouch for a young carer if they have been missing school due to their caring responsibilities. This can then prevent them from losing their EMA.

IDEAS FOR SUPPORT IN CLASSROOMS / FOR CLASS TEACHERS – SUPPORT PATHWAY 1

- Teachers should only tell those staff who need to know the young person has caring responsibilities, and only with the young person's permission. Young carers might not tell their schools about their caring role because they are afraid of people finding out or interfering. Most young carers say they want teachers to know, but do not want to be treated differently. Communicate information about young carers and their families on a 'need to know' basis and discuss beforehand with young carers your intention (and reasons) to pass on information.
- Teachers should speak to the young person in private and not in front of their peers. They should establish what the young carer needs and how they can help. Schools should have an emphasis on a child centred approach – listen to young carers, respect and believe what they say rather than treating them with suspicion, i.e. *another bad mark for lateness, more missed homework, etc.*
- It's important to be flexible where possible. By the time many young carers set off for school, they may have already helped an adult with washing, dressing or using the bathroom, as well as getting younger brothers or sisters ready for school. It may not be their fault if they are late.
- Teachers should be sensitive to cultural issues. The Joseph Rowntree Foundation has information on research about young carers in BME (Black and Minority Ethnic) families.
- Teachers should allow the young person the use of a private phone to contact home during break or lunchtime. This will help to reduce any anxiety they feel about the welfare of the cared for person, thus defusing stress and improving attendance and concentration. Young carers often stay off school when the person they care for is doing badly, rather than spend all day worrying about them.
- Support the young carers own health and wellbeing by encouraging and supporting them to attend regular and timely doctors, dentist and optician appointments.
- Young carers should be allowed time to talk about issues and worries at their own pace. Teachers should listen to the child's perspective and be sensitive to their needs. Sometimes young carers find it difficult to make the first step in talking to a teacher. Often a simple 'Hello, how are you doing?' will be enough for the young person to feel that they can open up about how they are feeling.
- Young carers need to hear that their education is important and that their school will look for ways of supporting them. Be flexible in relation to punctuality, attendance and completion of homework – punitive responses to poor attendance, repeated lateness and failure to complete homework on time will only serve to aggravate young carers' difficulties. However, a balance

does need to be struck that ensures young carers do receive a full education and are not set apart as being different from the rest of their class. Options include providing a quiet place to do homework during the school day and help on catching up with any missed work.

- Teachers/youth workers can find out about the work of EYC and suggest that the young carer gets in touch. The young person can check out the website (www.youngcarers.org.uk) or information can be sent out to the home.

IDEAS FOR DEVELOPING WHOLE SCHOOL APPROACHES – SUPPORT PATHWAYS TWO AND THREE

Establishing a support framework for young carers based around a whole school approach is vital for removing the barriers to learning that young carers can often face. Providing the right support at the right time will help young carers experience the same educational and life experiences as their peers.

A whole-school approach should be underpinned by policy and include how support is provided, training of staff, teaching on the issues of caring and disability, wider school activities, such as assemblies, and working in partnership with other agencies. Above all, it should enable pupils who are young carers to help shape the support.

- Once a young carer has been identified they should be recorded on SEEMIS as a young carer. Guidance on this process

can be found on the City of Edinburgh Council website. This recording helps build a picture of how many young carers have been identified within Edinburgh, but more importantly, it allows young carers to be eligible for further support and ensures they do not lose support during times of transition between schools.

- Young carers may get little support at home with homework, and little time to do it. Lunchtime homework clubs can help or give discretionary extra time for homework. However, a balance must be struck because often the only chance a young carer gets to see their friends at school will be at lunchtime.
- Many young carers lack self-esteem, so any opportunity to achieve activities other than caring can be valuable. You can find projects on the young carers' website of the Princess Royal Trust for Carers (www.youngcarers.net), or on the Children's Society website (www.childrensociety.org.uk/youngcarers).
- School nurses can help by asking pupils if anyone at home is poorly and if they help look after anyone at home.
- Parents who have care needs can often be scared of services taking their children away, so staff should approach the subject with sensitivity.
- The school should promote tolerance of disability and mental illness. Bullies often use derogatory words to describe young carers' family members. A peer-led approach to bullying can help.

Challenge bullying or isolation of young carers and where necessary help them to integrate into existing groups run in the school.

- Support parents with mobility problems in visiting the school and attending school events, for example by ensuring premises are wheelchair accessible. Maintain regular phone contact with parents unable to come into school.
- Schools should be aware of - and disseminate information to staff about - the range of youth services and specialist young carer services that exist in the area. Staff should be advised on how to make referrals to these services.
- Schools should have procedures in place for joint working between statutory and voluntary agencies in relation to young carers. They may need a multi-agency approach with liaison workers from education welfare, health and social services. Teachers and schools are not alone in identifying and supporting young carers – there is plenty help and support available for staff.

DEVELOPING A YOUNG CARER CO-ORDINATOR WITHIN SCHOOL

We would recommend that each school assigns a school lead for young carers – a Young Carer Co-ordinator / Champion. The lead would have specific duties and responsibilities to support young carers in school more effectively. The aim of the school lead is to develop a framework of support which is embedded within the whole school.

The Young Carer Co-ordinator could be a member of the school leadership team, a Pupil Support Teacher or a teacher who aspires to move into pupil support role.

One of the main tasks of the Young Carer Co-ordinator would be **developing a school policy specific to young carers**, and ensuring that young carers and their families are included in the creation and development of this document. An example of a Primary School Young Carers Policy can be found in appendix 8. This has been used with kind permission from Niddrie Mill Primary School, Edinburgh (<http://www.niddriemill.edin.sch.uk/>).

Edinburgh Young Carers organises and chairs a bi-annual Young Carer Co-ordinator Network Meeting, open to all young carer lead teachers in Primary and Secondary Schools across Edinburgh. If you would like to be involved please contact: tracey.stewart@youngcarers.org.uk.

FOLLOWING THE GETTING IT RIGHT FOR EVERY CHILD APPROACH FOR YOUNG CARERS

Where a young person is identified as a young carer, the Getting it Right for Every Child pathway should be followed, similarly where there are concerns for the health and wellbeing of a young carer.

Every young carer has the right to an assessment of their caring situation. This assessment is undertaken through the Getting it Right for Every Child Assessment of Need process. The purpose of the assessment is to look holistically at the child

or young person's situation – including their caring role and how their wellbeing is affected, resilience factors and looking at the family as a whole. The assessment will involve a plan of action for support, if any is required.

An accompanying document to support the Assessment of Need for Young Carers can be found on the City of Edinburgh Council GIRFEC webpage:

http://www.edinburgh.gov.uk/downloads/download/273/girfec_forms

Where there is concern for a young carer's wellbeing, a Getting it Right for Every Child Wellbeing Concern Form should be completed and sent to the Named Person.

- Encourage children and young people to access and read the fiction literature given in appendix 2.
- Review the suggested reading in appendix 6 to understand more about young carers and the impacts caring situations may have on their lives.

Appendix 7 provides a checklist for making sure you have done all you can to support young carers you identify.

IDEAS FOR USING THIS PACK

- Use this pack to train staff in young carers' issues and to raise pupils' awareness. Incorporate information on young carers into lessons within Personal and Social Education (PSE) using the sample lesson plans in this pack.
- Include information from this pack as part of staff training, CPD, CLPL or staff meetings.
- Adopt a Young Carers' Policy for Schools – see appendix 8 for a sample version. Place this somewhere visible in the school or on the school website, and review and update regularly.
- Contact Edinburgh Young Carers to find out more about young carers and how to support them effectively.

EDINBURGH YOUNG CARERS

BACKGROUND INFORMATION

Edinburgh Young Carers (EYC) is a voluntary organisation, established as a local young carers project in North East Edinburgh in 1994, and expanded to offer support to young carers city-wide in 1996. We are now one of the largest dedicated young carers organisations in Scotland. We work with young carers across Edinburgh, from ages 5 to 20 years old. We are currently working with over 150 young carers at the moment.

Our mission is to make a positive difference in the lives and futures of young carers, through support, information, respite, and personal development and training. Our services are young-person centred and inclusive, and include providing practical and emotional support and information for young carers. The support we provide is age-specific and determined by priority and need. Young carers we work with have a Footprints Development Plan, which enables our support to be tailored to the young person through a bespoke plan and allows us to measure their progress against their personal outcomes.

EYC provides the following support and services to assist young carers to cope with the stress and complexities of their family situation:

- Fortnightly sessions for different age groups so that they have some free time
- Intensive one to one support for young carers experiencing particular difficulties
- Residential breaks and outings during the holidays for respite
- Support for young carers to maintain their schooling
- A dedicated project worker that supports young carers of a parent or family member with drug and alcohol issues
- 16+ project supporting young adult carers as they move from adolescence into adulthood
- Young Carers Forum
- In house counselling service

We receive referrals from a wide range of both statutory/voluntary organisations which include,

Health & Social Care, Education, Health Service, Early Intervention Teams, and other Voluntary Organisations, and also from parents and self-referrals from young carers themselves.

Many young carers supported by EYC fit the following profile:

- they experience chronic economic deprivation
- they have high rates of health service usage, in particular, mental health outpatients appointments, casualty and admissions to hospital
- 54% of young carers live in lone parent households
- one third of young carers have a child protection referral, due to their exposure to risk factors for child abuse and neglect including parental mental health problems, drug and alcohol abuse compounded by low levels of social support.

Being a young carer clearly has a profound and lifelong impact on their lives. For many, caring is not a totally negative experience as they value the responsibility they were given at a young age which they felt led to greater maturity than their peers. However, our work suggests that being a young carer generally has a negative impact on their mental health and life chances.

Most young carers do not get help until there is a crisis. EYC are working to change this to ensure that different service providers communicate and co-operate so that young carers are identified and supported in order to prevent problems.

SUPPORT OFFERED BY EDINBURGH YOUNG CARERS

YOUNG CARER GROUPS

(Organised activities, discussions, support and a chance to meet other young carers and have fun)

Group support is our main service at EYC and offers young carers the chance to make new friends and get a bit of respite from their caring role at home. Our groups run fortnightly and afford young people the chance to try out fun activities that they often won't otherwise have an opportunity to do so, such as film-making and photography, dry slope skiing and pottery painting. We also run a variety of issue-based sessions around topics such as health and wellbeing, children's rights and careers and future choices. Young carers enjoy these opportunities to have a break and some fun, but just as important is the peer support that young people receive at the groups. Our young carers cite friendships as one of the main factors they come along to our groups - underlining the important role that we play in facilitating friendships with peers who share similar backgrounds and experiences. *'It helps to realise your situation is not as bad as some peoples or that other people have been going through similar things to you.'*

YOUNG CARER INDIVIDUAL SUPPORT

(One-to-one time with a worker)

Individual support from a key worker is offered to young people who are experiencing a particularly difficult time, are having trouble settling into group support or are requiring more intensive support to work towards achieving their personal outcomes.

RESIDENTIAL AND DAY TRIPS

(Time-out away from home - a chance to try new things and have fun)

From time to time we are able to offer young carers the chance to get away for a week or a weekend if their home situation

allows. We also organise one-off day trips and open days for young carers. These trips are often run with other charities and offer young people the chance for a real break from their caring role and an opportunity to gain new skills and confidence from being away from home *'You gain confidence through the residentials and groups which you can then take to college and high school and use. So my involvement with the group has had a positive impact. You can be more of a leader and I know how to approach a job. I used to be really quiet, but now I'm not.'*

INFORMATION AND SUPPORT

(To enable young carers and their families to access other services)

We endeavour to provide all the information we can to young carers and their family members to support their situation – including signposting and referring to other specialist organisations as appropriate. We have excellent links with other third-sector organisations and frontline services throughout Edinburgh.

ADVOCACY / YOUNG CARERS FORUM

(An opportunity for young carers to have their say and take action on what matters to them)

An important part of our service is allowing young people the chance to have their say and take action on matters relevant to them. We have a Young Carers Forum within EYC for young people aged 12 years and over to get involved in the running of EYC – through contributing to strategies, evaluations and staff interviews – and recently we have appointed a young carer onto our Board of Directors. Our forum and groups are frequently asked to respond and take part in CEC consultations – including the new Joint Carers Strategy.

AWARENESS RAISING SERVICES

EYC aim to highlight young carers issues and inform other professionals in order to help identify 'hidden' young carers. This is offered on the basis of training to professionals who feel they would benefit from learning more about young carers and their specific needs and issues. Sessions can be arranged to meet the needs of the individual organisation.

FAMILY WORK

Recognising that caring has impacts on the whole family, we are working with our 5-9 year age group families to support them in a way which benefits the young carer.

16+ AND YOUNG ADULT CARERS

We have a specialist worker who is working with this age group, with a focus on supporting young adult carers around the transitions that will be happening at this time of their lives, becoming independent young adults, as well as supporting them to access adult services as appropriate.

Please contact Edinburgh Young Carers to find out more:

Edinburgh Young Carers
Norton Park
57 Albion Road
Edinburgh
EH7 5QT
Tel: 0131 475 2322
Email: info@youngcares.org.uk
Web: www.youngcarers.org.uk

Other Young Carers' Organisations in Edinburgh

NORTH WEST CARERS CENTRE

North West Carers Centre supports carers in the north west of Edinburgh. They provide support for adults as well as young carers. Their WI Rascals group is the only young carers project based in the North West of Edinburgh.

Please contact NW Carers for more information at:

North West Carers Centre
The Prentice Centre
1 Granton Mains Avenue
Edinburgh
EH4 4GA

Tel: 0131 315 3130
Email: angela@nwcарers.org.uk

BROOMHOUSE YOUNG CARERS SUPPORT PROJECT

Broomhouse Young Carers Support Project aims to improve the quality of life for Young Carers in West Edinburgh through group and individual support. They also provide information and advice to young carers to help build their confidence and self-esteem.

Please contact Broomhouse Young Carers for more information at:

The Broomhouse Centre
79-89 Broomhouse Crescent
Edinburgh
EH11 3RH

Tel: 0131 455 7731
Email: youngcarers@broomhousecentre.org.uk

IN YOUR CORNER

In Your Corner supports young adults (aged 16-25) with responsibilities. They offer both 1-1 and group support, with a specific focus on transitions and future plans. Please contact In Your Corner for more information at:

In Your Corner
Cornerstone Canalside Day Centre
26 Hailesland Place, Wester Hailes
EH142SL

Tel: 01314589860

EDINBURGH COMMUNITY HEALTH PARTNERSHIP

Edinburgh Community Health Partnership is a joint partnership between NHS Lothian and City of Edinburgh Council Health and Social Care. It works to develop community based health and care services and addresses health inequalities.

CARER SUPPORT TEAM

Since 2010 the ECHP has operated a carer support team to provide one to one support for

carers from the age of 12 years onwards. This service takes referrals from carers, GP practices and other health and social care staff. The team can:

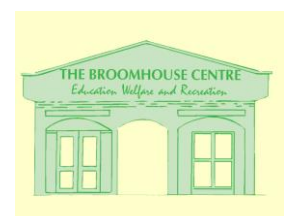
- work with you to improve the support you could get for you or the person you care for
- help you feel more confident in your caring role
- help you access benefits and services such as counselling or training
- give you information on the law and your rights as a carer
- help you deal with any challenges you face as a carer
- offer guided support to reflect on your situation and explore options for your future
- advise on any respite that may be available
- ensure you are aware of all the support that's available.

Please contact the Carer Support Team for more information at:

The City of Edinburgh Council
Health and Social Care
1.8 Waverley Court
4 East Market Street
Edinburgh
EH8 8BG

Tel: 0131 836 3371

Web: www.edinburgh.gov.uk/carersupport



Fiction with a Young Carer

Theme

The following is a list of stories showing various aspects of what it is like to be a young carer for a parent, sibling or elderly relative:

Cole, N - Bring in the Spring

Sarah's life finally changes when Bel, who is helping out on a school placement, recognises Sarah's attempts at communication and proves to Bel that she is not completely brain damaged. Life is not easy for Bel at the moment but, she is determined to help Sarah even if it means going against the school's authority.

Cross, Gillian - Tightrope

Ashley's life at home is difficult as she has sole care of her mother but she has another secret life, as a dare-devil graffiti artist. She sneaks out at night and risks her life to write her pseudonym in beautiful detail, in extraordinary places.

Desai, Anita - Village by the Sea

Set in an Indian village, this is the story of a family of four children who have an ill mother and a father with a severe drink problem. They have no other adults to support them and consequently the two oldest children have to support the whole family and forego their own education and youth. The story does have a positive ending.

Fine, A - The Granny Project

Ivan and his brother and sisters cannot believe it when their parents want to put their Grandmother into a home for the elderly. They refuse to allow this to happen and find out what it is like to look after someone else.

Feeny, Josephine - The Day My Parents Ran Away

Sarah's dad has a nervous breakdown. Then, just when he seems to be getting better, he runs away. Her mum sets out to bring him back and Sarah has promised to tell no one they have gone. She is left alone with her two little sisters but how long can she keep the secret?

Fowler, T - The Wind Is Silver

Jennifer's world is turned upside down when the accident happens. Margaret, her older sister, is away in Melbourne so Jennifer takes responsibility for running the family home, a test that she faces with strength and courage which surprises everyone and alters her life dramatically.

Gavin, J - I Want To Be An Angel

Effie has always had a secret dream of playing an angel, but life is so busy she misses the auditions for the school nativity play. Effie cares for her disabled mum, but to keep the family together she must find help, everything seems to be going against her, then Mum mentions Auntie Janice....

Gleitzman, Morris - Two Weeks With The Queen

Colin's younger brother Luke is dying of cancer and Colin decides to find a doctor who can cure him. Colin moves to England, and during one of his visits to a top London hospital to find a doctor who will help Luke, he befriends a man called Ted, whose friend is dying with Aids.

Laird, E - Red Sky In The Morning

A very moving sensitive story that is both sad and funny. The story tells how Anna comes to terms with her new baby brother Ben who is born with a disability. The characters and situations are so real you are drawn into the story from the very beginning.

Mahy, Margaret - Memory

Johnny still blames himself for his sister's death. He searches for Bonny, who was his sister's best friend. During his search, he meets up with Sophie, an elderly lady who has senile dementia. He is horrified to learn she lives alone, and decides to do something about it.

Moore, Ishbel - Daughter

Fourteen year old Sylvie enjoys fashion, parties, music and is beginning to be interested in boys too, but her mum is starting to behave strangely. Some days she can't even remember her daughter's name and Sylvie's life is turning upside down. A touching teenage novel about a family coping with Alzheimer's disease.

Paul, Bette - Becca's Race

Digby sees life as one big movie. Even when his sister is diagnosed as having Leukaemia and he has to look after his younger brother he cannot help seeing events as a 'scene' in a film he is going to make. However the extra responsibility and his first serious relationship with a girl makes him come back down to earth ... sometimes.

Sallis, S - No Time At All

When Matt and Sam move with their family to a bungalow, Sam, who is in a wheelchair, finds life a lot easier. However the bungalow is not as normal a home as they had expected and they uncover ghostly secrets from the past.

Wilson, Jacqueline - The Illustrated Mum

Many people say that Marigold is a dreadful mother but to Dolphin she is the best and most beautiful mum in the world. She is totally covered in tattoos and has mood swings due to

manic depression, so Dolphin and her sister work hard at trying to make her happy.

Wilson, Jacqueline - The Mum-Minder

Sadie's mum is a childminder who minds three young children. Disaster strikes when Sadie's mum gets the flu. All of the other mums get together to sort out the childcare arrangements; some of them are great fun for Sadie although she often has to take control. She also has her mum to look after, a task she does very willingly and calls herself a 'mum-minder'.

Zindel, Paul - A Begonia For Miss Applebaum

Miss Applebaum is a popular teacher whom Henry and Zelda adore being around. They are horrified to discover she has left the school because she has a terminal illness. All three share a wonderful relationship during the last few months of her life.

YOUNGER CHILDREN'S FICTION

Aliki (1987) "FEELINGS". *Pan*

Althea (1988) "WHEN UNCLE BOB DIED".
Dinosaur Publications

Ames, R "OUR BROTHER HAS DOWNS SYNDROME"

Anderson, R (1988) "JESSY RUNS AWAY". *Alblack*

Anderson, R (1989) "THE BUS PEOPLE". *Oxford University Press*

Beresford, E (1988) "THE FOUR OF US".
Hutchinson

Buchanan Smith, D (1987) "A TASTE OF BLACKBERRIES". *Penguin*

Burningham, J (1994) "GRANPA". *Jonathan Cape*

Striker, S & Kimmel, E (1978) "THE ANTI COLOURING BOOK". *Hippo / Scholastic*

Literature on Issues of Loss and Bereavement

Many young carers experience loss or bereavement. This may be related to the parent no longer being able to do certain activities, a loss of income and in some cases the death of the cared for person.

The Richmond Hope foundation based in Edinburgh, aim to enable children to express and understand their emotions, and deal with their grief through using various techniques.

There are various publications and other resources that can be used with young people in these situations or provide useful advice to school staff:

Bryant-Mole, K (1992) *DEATH. Wayland*

Couldrick, A (1991) *WHEN YOUR MUM OR DAD HAS CANCER. Sobell Publications*

Dyregrov, A (1991) *GRIEF IN CHILDREN, A HANDBOOK FOR ADULTS. Jessica Kingsley Publishers*

Grollman, E (1993) *STRAIGHT TALK ABOUT DEATH FOR TEENAGERS – HOW TO COPE WITH LOSING SOMEONE YOU LOVE. Beacon Press US*

Heegaard, M (1991) *WHEN SOMEONE VERY SPECIAL DIES – CHILDREN CAN LEARN TO COPE WITH GRIEF. Woodland Press US*

Heegaard, M (1991) *WHEN SOMETHING TERRIBLE HAPPENS – CHILDREN CAN LEARN TO COPE WITH GRIEF. Woodland press US*

Hollins, S & Sireling L (1994) *WHEN DAD DIED, WHEN MUM DIED. St. George's Mental Health Library*

Limb, S (1993) *COME BACK GRANDMA. Bodley Head*

Mayled, J (1986) *DEATH CUSTOMS. Wayland*

Perkins, G & Moms, L (1991) *REMEMBERING MUM. Al Black*

Sanders, P (1990) *DEATH AND DYING. Franklin Gloucester Press*

Searle, Y and Steng, I (1996) *THE GRIEF GAME. Jessica Kingsley Publishers*

Simmonds, R (1987) *FRED. Picture Puffin*

Smith, S C & Pennells, M (1996) *INTERVENTIONS WITH BEREAVED CHILDREN. Jessica Kingsley Publishers*

Smith, S C & Pennells, M (1994) *GUIDELINES FOR WORKING WITH BEREAVED CHILDREN. Jessica Kingsley Publishers*

Turner, M & Thomas, B (1997) *TALKING WITH CHILDREN AND YOUNG PEOPLE ABOUT DEATH AND DYING. Jessica Kingsley Publishers*

Varley, S (1984) *BADGER'S PARTING GIFTS. Picture Lions*

Ward, B (1995) **GOOD GRIEF 1** EXPLORING FEELINGS, LOSS AND DEATH WITH UNDER 11'S. 2ND ED.

GOOD GRIEF 2. EXPLORING FEELINGS, LOSS AND DEATH WITH OVER 11'S AND ADULTS, 2ND ED. *Jessica Kingsley Publishers*

Wilhelm, H (1992) **I'LL ALWAYS LOVE YOU.** *Hodder & Stoughton*

Scottish Guidance and Young Carers

CARERS (SCOTLAND) ACT 2016

With the introduction of the Carers (Scotland) Act 2016, young carers in Scotland are now entitled to a 'Young Carer Statement' (YCS).

The responsible local authority must offer a Young Carer Statement to any young person it identifies as a young carer or to any young carer who requests one. The responsible local authority has a duty to prepare a Young Carer Statement in either of these circumstances.

The Young Carer Statement will contain information about the young carer's caring role and wider circumstances.

This must include information about:

- ✓ The nature and extent of the care provided and impact on the young carer's wellbeing and day-to-day life;
- ✓ The extent to which the young carer is willing and able to provide care;
- ✓ Whether it is deemed appropriate for a particular young person to be providing care for the person they care for;
- ✓ Emergency planning;
- ✓ Personal outcomes that matter to the young carer, to improve their own health and wellbeing;

- ✓ Support available to the young carer locally (including support available if the young carer lives in a different locality to the person they care for);
- ✓ Any support which the local authority intends to provide the young carer with;
- ✓ The circumstance in which the YCS is to be reviewed.

USEFUL RESOURCES

We Care, Do You?

<https://www.youtube.com/watch?v=wUDpvR7IrlY>

Carers' Charter

<https://www.gov.scot/publications/carers-charter/pages/4/>

Carers (Scotland) Act 2016

<http://www.legislation.gov.uk/asp/2016/9/contents/enacted>

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

https://carers.org/sites/default/files/media/carers_scotland_act_2016_jargon_buster_for_young_carers.pdf

**GETTING IT RIGHT FOR YOUNG CARERS:
THE YOUNG CARERS STRATEGY FOR SCOTLAND
2010 - 2015**

“We are ... pleased to have produced Getting it Right for Young Carers, which we believe will result in better outcomes for young carers. To the best of our knowledge, it is the first ever national young carers' strategy in Europe.

We recognise that many young people can benefit from providing care to a relative or friend affected by illness, disability or substance misuse. However, we are committed to ensuring that young carers are relieved of inappropriate caring roles and are supported to be children and young people first and foremost.

We are taking important steps to improve young carer **identification and support within schools**, colleges and the health service. The strategy also endorses an approach which organises services around the child or young person so that all the needs of the child or young person will be identified and addressed, including the impact of caring on their health, well-being and education.”

*Foreword (emphasis added)
Shona Robinson MSP*

Key actions identified by the National Strategy for Young Carers include:

- Classifying young carers in the school census
- Put in place measures to identify young carers
- Improve provision of information and advice to young carers
- Develop flexible, personalised short breaks for young carers
- Commission research into characteristics of young carers
- Improve support to young adult carers

**THE CHILDREN AND YOUNG PEOPLE (SCOTLAND)
ACT 2014**

This children and young people (Scotland) act was passed by MSP's in February 2014 and it will now become law. The act is separated into 14 parts, and those with direct relevance to work with young carers include:

Part 1 – relates to the UN convention on the rights of the child (UNCRC). The UNCRC states that ‘children and young people have the right to the best available education and to opportunities to develop their personality, mental and physical ability to their fullest potential.’ Part one of this act explores what duties public authorities have in order to help meet this right.

Part 4 – Requires health boards to provide a named person for each child of pre-school age and for local authorities to provide one for every child of school age. The named person is responsible for the wellbeing of the child under their care and will be in a position to identify any difficulties children may be having.

Part 5 – A child’s plan has to be created if their wellbeing cannot be met without targeted intervention.

Part 9 – The local authority must make arrangements to secure counselling services for families seeking assistance where a child’s wellbeing may be at risk.

GETTING IN RIGHT FOR EVERY CHILD

Getting it Right for Every Child is a consistent way for people to work with all children and young people. This approach encourages practitioners to focus on what makes a positive difference for children and young people. It is underpinned by a model of practice that can be applied in all services. The Getting it Right approach is also linked to the children and young people’s act with the implementation of a ‘Named Person.’

At the heart of this approach are eight indicators of wellbeing for children and young people: safe, healthy, active, nurtured, achieving, respected, responsible and included. These indicators are incorporated into a practice model that can be used to assess, plan and take action to promote individual children's wellbeing.

When a young carer, as with any other child or young person, has their wellbeing affected in one of these areas, a Wellbeing Concern Form should be submitted to their Named Person.

Named Persons should also remember young carers have a legal right to an assessment, which should be undertaken through the Assessment of Need Process.

EDUCATION (ADDITIONAL SUPPORT FOR LEARNING) (SCOTLAND) ACT 2004, AS AMENDED BY THE 2009 ACT

This Act introduces a framework for supporting children and young people who require additional assistance to access the school curriculum. Young carers are identified in the associated Code of Practice as an example of a group of children who may require additional support. The Act promotes an inclusive approach, encouraging engagement with families and other appropriate agencies to address barriers to learning.

SCHOOLS (HEALTH PROMOTION AND NUTRITION) (SCOTLAND) ACT 2007

This Act ensures that health promotion has a central and continuing focus in education. It acknowledges the centrality of health and wellbeing to a child's learning and indicates that schools should provide planned opportunities for pupils to develop life skills.

The Act requires local authorities to:

- Ensure schools are health promoting – including embedding health promotion within the curriculum
- Promote school lunches, and in particular, free school lunches
- Take steps to protect the identity of those receiving free school lunches

A school is seen to be 'health promoting' if it provides activities, an environment and facilities which promote the physical, social, mental and emotional health and wellbeing of pupils in attendance at the school.

CURRICULUM FOR EXCELLENCE

'Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.'¹¹

This clearly has relevance to young carers in the emphasis it places on all staff working within schools, including voluntary sector organisations, to take responsibility for the health and wellbeing of children and young people.

CARERS (SCOTLAND) BILL 2015

The Scottish Government consulted on the proposals for a Carers Bill from January to April 2014. They published their response in March 2015, brought the Bill to the Scottish Parliament on 10th March 2015 and legislation is expected to be introduced later in 2015.

The Bill proposes new ways of assessing young carers and creating personalised support plans for them, through *Young Carer Statements*.

EDINBURGH JOINT CARERS STRATEGY 2014 – 2017

The strategy has six broad, strategic priorities in relation to support for carers in Edinburgh. One of these priorities is young adult carers, and importance is given to how best to identify,

¹¹ Education Scotland

assess and support this group of carers at a key stage in their transition into adulthood.

The Council's strategic objective is "to develop a multi-agency partnership approach to identifying, assessing and personal support at the right time to young adult carers".

Local priorities are identified for young carers, including promotion of awareness about young carers among school staff and young people in schools, and identifying, assessing and supporting young carers in their educational and any other appropriate settings.

Further UK Wide Guidance on Young

CARERS (RECOGNITION AND SERVICES) ACT 1995
CARERS AND DISABLED CHILDREN ACT 2001
CARERS (EQUAL OPPORTUNITIES ACT) 2004

These Acts give young carers varying rights to an assessment of their needs, which must take into account their right to an education. See the SCIE practice guide to the Carers (Equal Opportunities Act) 2004: www.scie.org.uk commissioned by the Department of Health.

This includes information, advice and support provided through universal services, as well as targeted and more specialist support for parents of children who need them.

The Government, in partnership with local areas, is working to make sure parents and families have access to the support that they need, when they need it, so that all children can benefit from confident, positive and resilient parenting, from birth through to the teenage years. The steps being taken will help to ensure:

- Good quality universal support, in the form of information, advice and signposting to other services, is available to all parents - both mothers and fathers. It is important that access to support can be found in places where, and ways in which, parents and carers feel comfortable such as: early years settings, schools, primary healthcare services; and through childcare information services, telephone helplines and web based information.
- More specialised targeted support is available at local level to meet the needs of families and communities facing additional difficulties. Types of support offered could include structured parenting education groups, couple support, home visiting and employment or training advice.
- All schools actively seek to engage parents in children and young people's education helping parents to understand what they can do at home to work with the school.
- Children's centres and extended schools develop a coherent set of services both to support parents and to involve them properly at all stages of a child's learning and development.

"Pupil performance and well-being go hand in hand. Pupils can't learn if they don't feel safe or if health problems are allowed to create barriers. And doing well in education is the most effective route for young people out of poverty and disaffection."

- Every Child Matters: Change for Children in Schools DfES/1089/2004

Useful Websites, Reading and Key Contacts

The following provides a range of websites you may find useful to find out more about young carers. These links were active at the time of going to print.

KEY WEBSITES ON YOUNG CARERS

www.youngcarers.org.uk

Website of Edinburgh Young Carers

<https://babble.carers.org/>

<https://professionals.carers.org/>

Princess Royal Trust for Carers site for young carers - also particularly useful for staff as it has a site designed for professionals.

www.youngcarer.com

Pages on young carers from the Children's Society

www.birmingham.ac.uk/staff/profiles/social-sciences/becker-saul.aspx

Professor Saul Becker page at Birmingham University with information on young carer research

CHARITIES WORKING TO SUPPORT YOUNG CARERS

www.actionforchildren.org.uk/our-services/young-people/supporting-young-carers

Some information on young carers

<http://www.childrensociety.org.uk/sites/default/files/Young-Carers-Web-Pub-v13/player.html>

E-learning module for staff working with young carers

www.barnardos.org.uk/young_carers

Barnardos is a national charity that works with young carers

www.children1st.org.uk/

Leading children's charity with range of resources about child care and local projects

http://www.cyrenians.org.uk/about_cyrenians/

Cyrenians work with people who feel that they are outside of society, including those at risk of exclusion from family, home work or community.

<http://www.rocktrust.org/>

The Rock Trust helps children who are homeless or are at risk of becoming homeless

https://www.princes-trust.org.uk/about_the_trust/in_your_region/scotland/edinburgh_centre.aspx

The Prince's Trust supports 13 to 30 year olds who are unemployed and those struggling at school and at risk of exclusion

LOCAL YOUTH WORK INFORMATION

http://www.edinburgh.gov.uk/info/20107/youth-clubs_and_participation

Information on local youth work services across Edinburgh

HEALTH RELEVANT WEBSITES

www.richmondshope.org.uk

Information for children dealing with bereavement

www.onesite.info/camh/

Information on child and adolescent mental health, for young people, parents and professionals

www.youngminds.org.uk/

Information for Young People on mental health issues

www.riprap.org.uk/

Website for children who have a parent with cancer

<http://www.macmillan.org.uk/Cancerinformation/Ifsomeoneelsehascancer/Youngcarers/Youngcarers.aspx>

Information for young carers caring for someone with cancer, written by young people who have been in their shoes

www.theplace2be.org.uk

Place2be is a charity providing counselling within schools to improve the emotional wellbeing of children. Has a 'hub' in Edinburgh.

www.kidshealth.org

An American site, but with sections on health issues for children, teens and professionals - also has a section in Spanish

DOWNLOADABLE RESOURCES

SUPPORT IN MIND (formerly the National Schizophrenia Fellowship) has produced 3 excellent booklets for young people living with an adult suffering from mental illness. These are free to download or order from the following link: www.supportinmindscotland.org.uk/

- *It's about You Too!* (for children aged 8-10)
- *Need to Know* (for young people aged 11-14)
- *Making Time to Talk* (advice for parents)

The **MENTAL HEALTH FOUNDATION** has produced a booklet for children and young people supporting someone with dementia. It can be downloaded free from:

www.mentalhealth.org.uk

- *The Milk's in the Oven* (a booklet about dementia for children & young people)

NHS HEALTH SCOTLAND has produced booklets for children about how to deal with negative emotions including:

- *R u sad?* (a guide to what you can do when you're sad)
- *R u worried?* (a guide to what you can do when worried)
- *R u friends?* (a guide to making, keeping and helping friends)
- *Head kit: Tools for healthy minds in healthy bodies*

These can all be downloaded from:

www.wellscotland.info

ADFAM is a national organisation working to support those affected by drugs and alcohol. There are a range of downloadable resources for professionals.

www.adfam.org.uk

- *Adfam research, toolkits and policy documents*
- *Data and statistics*
- *Parental substance use and safeguarding*
- *Kinship care and grandparents*

- *Strategies and policy initiatives*
- *Guidance and protocols*

If you have identified young carers in your class you may like to contact the following organisations and agencies to see what support could be available:

Local carers support worker or young carers support worker

Education Welfare Officer

Local Social Services Access Office

Youth services / youth counseling service

Educational Psychologist

Disability charities such as the Multiple Sclerosis Society, Motor Neurone Disease Association, etc

Richmond's Hope – Local bereavement support

Children 1st

Social Care Direct

A Place2be

For further information & other agency details:

www.edinburgh.gov.uk

You might find the following documents and information useful for further information and ideas to raise awareness, identify and support young carers:

Getting it Right for Young Carers: The Young Carers Strategy for Scotland 2010 – 2015
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<http://www.scotland.gov.uk/Publications/2010/08/16095043/0>

Edinburgh Joint Carers Strategy 2014 – 2017

<http://www.edinburgh.gov.uk/info/20215/adult-social-care-and-support/1014/edinburgh-joint-carers-strategy>

Edinburgh Young Carers referral forms and guidelines

<http://www.youngcarers.org.uk/documents>

Toolkit to Identify and Support Young Carers in Primary Schools in Scotland

<http://static.carers.org/files/prtc-young-carers-toolkit-5795.pdf>

Supporting Young Carers: A Resource for Scottish Secondary Schools

<http://static.carers.org/files/main-resource-booklet-6246.pdf>

Supporting Young Carers: A Resource for Schools

<http://professionals.carers.org/young-carers/articles/schools-resource-pack,6282,PR.html>

Doing the Right Thing Well in Schools: A Good Practice Guide for Working with Young Carers in Schools

<http://static.carers.org/files/prt-schools-guide-1-4025.pdf>

HMIe Report: How Good are our Services for Young Carers and Their Families?

<http://static.carers.org/files/how-good-is-our-work-with-scot-3495.pdf>

Time to be Heard: A Call for Recognition and Support for Young Adult Carers

http://www.carers.org/sites/default/files/time_to_be_heard_report_final.pdf

Hidden from View: The Experiences of Young Carers in England

http://www.childrensociety.org.uk/sites/default/files/tcs/report_hidden-from-view_young-carers_final.pdf

Checklist for Action

Once you have identified that a young person has caring responsibilities, check to see that you have done all you can to support them. Use this checklist to help you.

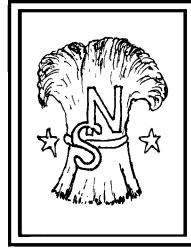
- Spoken to them about their role, and offered your support as a 'listening ear' – built a trusting relationship
- Informed them that anything they say will be confidential unless you feel they are at risk of harm, in which case you will need to pass this on
- Advised them of their right to a 'Young Carers Assessment' (Assessment of Need). If they would like one, let the GIRFEC Named Person about their request
- Found out what other services they use, and discussed with them if they are willing for you to speak to staff in these services to let them know they are a young carer
- Asked about their relationship with their peers, and identified if there are any issues relating to bullying or isolation
- Discussed with the family if they feel the cared-for person needs more support. If so, and with their permission, contact Social Care Direct on 0131 200 2324 or email: socialcaredirect@edinburgh.gov.uk
- Identified any cultural issues and taken account of these in your approach
- Thought about ways you could make adjustments to your practice to allow appropriate levels of flexibility to the young carer e.g. timekeeping, homework, use of mobile phones – **Support Pathway One**
- Where you are concerned for the welfare of the young carer or feel their caring role is having a negative impact on their health and wellbeing, complete a GIRFEC 'Wellbeing Concern Form' and send to the Named Person
- Recorded on SEEMIS that they are a young carer and taken steps to make sure that the school has a 'whole school' approach to addressing the needs of young carers – **Support Pathway Two**
- Considered other groups or services they could access (e.g. young carer organisations, befriending, youth projects, counselling) and referral as appropriate – **Support Pathway Three**

Example Young Carers Policy

The school policy on the following pages is a new Young Carers Policy adopted by Niddrie Mill Primary School, Edinburgh, in February 2015.

We are grateful to the staff and pupils at Niddrie Mill Primary School for allowing us to reproduce their policy.

For further information, please contact: Jennifer Goodall, Principal Teacher, Niddrie Mill Primary School, Jennifer.goodall@niddriemill.edin.sch.uk, 0131 468 7025



NIDDRIE MILL PRIMARY SCHOOL
YOUNG CARERS POLICY

February 2015

OUR VALUES AND BELIEFS

At Niddrie Mill Primary School we believe that everyone in our school community matters and that everyone should be cared for, respected and valued. We recognise that we have Young Carers within our school community and we are committed to supporting them to achieve success across the curriculum and wider world.

BACKGROUND

During session 2013 – 2014 Niddrie Mill began working with Edinburgh Young Carers to raise awareness about young carers in our school community and the challenges they face in their daily lives. Three young carers were identified and their status as young carers recorded on SEEMIS. In October 2014 Jennifer Goodall attended the “Young Carers – Identification and Support” event for raising awareness in schools at the Edinburgh Faith Mission. It was through this CPD that the need to develop a policy was identified and work began on this document.

YOUNG CARERS

A young carer is someone under 18 years of age who helps to look after a parent, guardian or sibling who is disabled physically or mentally, or has a substance misuse.

Information about the Edinburgh Young Carers (EYC) can be found at <http://www.youngcarers.org.uk/>. We are grateful for their support in providing the following information:

Young carers are young people who care for or are affected by someone else at home - usually a parent or sibling. The person they care for may suffer from:

- mental health problems
- disability
- chronic ill-health
- drug and alcohol misuse

Caring responsibilities can affect a young person:

- EMOTIONALLY - Putting other people's needs first, being worried, anxious or stressed. Feelings of guilt, anger, being trapped, isolated and being misunderstood.
- PHYSICALLY - Suffering from pains or strains from heavy lifting or helping someone to wash or dress.
- SOCIALLY - Not able to meet up with friends regularly. Feeling isolated and lacking confidence. A possible target for being bullied.
- EDUCATIONALLY - Difficulties concentrating in class, feeling tired, worried, with no time to do homework.
- FINANCIALLY - Low family income. Not having enough money for basic needs.

Most young carers go unnoticed or unrecognised, until there is a crisis.

Often, family members do not want people outside the home to know that someone is ill.

They may fear that the family could become separated.

The level and type of care undertaken by a young carer varies according to their individual circumstance.

LINKS TO CURRICULUM FOR EXCELLENCE

The support offered to Young Carers at Niddrie Mill Primary School is driven by the 'Health and wellbeing across learning: experiences and outcomes' from Curriculum for Excellence:

Mental and emotional wellbeing

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

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

Social Wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a

Niddrie Mill Primary School	How this will work	When it will happen	Who will help make this happen
Will have one member of staff with special responsibility for young carers	<ul style="list-style-type: none"> The key member of staff will let all pupils know what support is available to young carers Staff will know where to refer young carers 	Ongoing	Jennifer Goodall
Will have a staff representative at the Edinburgh Young Carers Co-ordinator Network	<ul style="list-style-type: none"> Staff to attend the meetings as and when they are scheduled. 	Ongoing	Jennifer Goodall
Will raise awareness of the challenges faced by young carers	<ul style="list-style-type: none"> Awareness raising presentations on young carers will be included in schedule of assemblies Awareness of young carers and associated issues will be included in HWB lessons Information leaflets and posters will be available in school and on the school website 	Ongoing	Jennifer Goodall EYC
The school will support young carers to identify themselves and link up with appropriate support agencies and information	<ul style="list-style-type: none"> Young carer information will be displayed on a school noticeboard Contact information for the EYC will be displayed and available to pupils, parents and members of school staff 	Ongoing	Jennifer Goodall EYC
Will make sure the school and its information is accessible to parents who have disability, impairment or other support needs	<ul style="list-style-type: none"> Information can be given to families in a way they can best read or understand it (eg translated into another language) We will try to accommodate meetings outwith normal school hours if needed 	When requested	Jennifer Goodall NMPS SMT Young carers and family EAL Service
Will respect young carers' right to privacy	<ul style="list-style-type: none"> With young carer consent, the EYC will share appropriate information with key staff With young carer consent, teachers and the Education Welfare Officer will be informed of the names of young carers and this will be recorded on SEEMIS 	Ongoing As young carers are identified	Jennifer Goodall EYC EWO Admin Staff

Will support young carers to make contact with their family when necessary	<ul style="list-style-type: none"> When permission is obtained, telephone calls home can be made at break times using a school phone in a private area Young carers may be issued with a Pass to indicate that they have permission to keep their mobile phone switched on in silent mode to receive important text messages – the pass will make no reference to ‘young carer’ 	When requested When requested	Jennifer Goodall Young carers and family Key NMPS Staff
Will support young carers to attend events that will support their safety, skill development and wellbeing	<ul style="list-style-type: none"> Information that is missed when attending events will be given to help young carers catch up with any school work 	When requested	Class teachers Young carers and family
Will be considerate of latecoming to school due to caring responsibilities	<ul style="list-style-type: none"> NMPS SMT, Class Teachers and the Education Welfare Officer will be informed of family situations as they arise 	When needed	NMPS SMT EWO Class Teachers Young carers and family
Will allow absence from school and early release when young carers need to provide family support in times of crisis	<ul style="list-style-type: none"> This will be arranged with SMT staff following discussion with young carer, family, or the EYC as appropriate 	When requested	NMPS SMT Young carers & family EYC
Will allow appropriate extensions to homework deadlines for young carers	<ul style="list-style-type: none"> Young carers will be given as much notice as possible about any deadline issues 	When needed	Class teachers Young carers
Will make sure that school staff have access to CPD (training)	<ul style="list-style-type: none"> Through the CEC CPD directory and links with EYC or other relevant partner agencies 	When needed	Jennifer Goodall

opportunities that encourage better understanding of the issues faced by young carers			EYC Other appropriate agencies
Will provide educational opportunities for staff in recognising the signs that a young person has a caring responsibility, as well as increasing their understanding of these responsibilities	<ul style="list-style-type: none"> Information leaflets and posters will be available in school and on the school website In-school training events will be planned 	Ongoing	Jennifer Goodall EYC Young carers
Will make sure that a Young Person's Plan recognises their specific needs as a young carer	<ul style="list-style-type: none"> GIRFEC guidance and associated documents Through Assessments of Need and Child Planning Meetings 	As needed	NMPS SMT NMPS SfL Young carers and family Partner agencies
Will recognise young carer achievements	<ul style="list-style-type: none"> Achievements in school and as part of the wider extracurricular life of young carers will be celebrated at assemblies, in school newsletters, on the school website and by any other appropriate means. 	Ongoing	All NMPS Staff Young carers and family EYC
Will make sure other school policies and agreements link appropriately with the Young Carers Policy	<ul style="list-style-type: none"> The Young Carers Policy will be included in the school handbook 	Annually	Jennifer Goodall

The Niddrie Mill Primary School Young Carers Policy will be reviewed annually by representative young carers, school staff and the EYC staff