

We Care Schools for Young Carers Award

Themes, Standards and Evidence

Theme 1: Awareness and Understanding

Creating a school environment which is inclusive, aware and understanding of young carers and the impact that having a caring role can have is paramount to young carers feeling safe and able to identify themselves without judgement. Young carers are more likely to self-identify in school, or their caring responsibilities be known in school, if they feel that understanding and support are already in place for young carers. The way in which schools respond to a young carer who identifies themselves can have an enormous impact on the young carer, with informed, supportive and sensitive approaches proving hugely beneficial in reducing young carers' anxiety and stress.

	Standard – what you need to achieve...	Ideas to Engage – examples of what you can submit...	Supports – where to find help...
1R1	<p>RECOGNISING All school staff are “young carer aware”, demonstrating an awareness and understanding of young carers, including the impacts this may have on other areas of their lives, and is proactive in communicating this with our pupils, staff, parents and wider community.</p>	<ul style="list-style-type: none"> • Pictures of posters or noticeboards displayed in school • Leaflets that are used in school to raise awareness • Evidence of an awareness-raising young carer assembly taking place • Evidence of information being shared to parents and carers e.g. newsletters or information events • Evidence that all staff are “young carer aware”, including reception staff, pupil support staff, and not only frontline teaching staff 	<ul style="list-style-type: none"> • “<i>Schools Information & Resource Book – Primary and Secondary</i>” <ul style="list-style-type: none"> ➤ What is a Young Carer? ➤ Background Information ➤ The Impact of Caring ➤ Identifying Young Carers • Edinburgh Young Carers Website: What is a Young Carer? <ul style="list-style-type: none"> ➤ https://www.youngcarers.org.uk/about • Carers Trust: About Young Carers <ul style="list-style-type: none"> ➤ https://carers.org/about-us/about-young-carers • Posters, leaflets (for professionals and young people) available from Edinburgh Young Carers • Children & Young People’s Commissioner Scotland <ul style="list-style-type: none"> ➤ “<i>Coping is Difficult but I Feel Proud:</i>” https://www.cypcs.org.uk/publications/young-

			<p>carers</p> <ul style="list-style-type: none"> • Schools Award Portal Support Document <ul style="list-style-type: none"> ➤ <i>Template of an awareness-raising young carer assembly</i>
1R2	<p>RECOGNISING Our school has a dedicated Young Carer Co-ordinator (YCC) who is a main point of contact for young carers identified in school The YCC is identifiable and available to students and families.</p>	<ul style="list-style-type: none"> • Name and contact details of the Young Carer Co-ordinator • Evidence that the YCC is identifiable to students and families • The responsibilities of the YCC in raising awareness of, identifying and supporting young carers 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Developing a Young Carer Co-ordinator within School • Schools Award Portal Support Document <ul style="list-style-type: none"> ➤ <i>The Role of a Young Carer Co-ordinator</i>
1D1	<p>DEVELOPING School staff are given the opportunity to further their understanding of identifying and supporting young carers. Opportunities should arise at staff meetings, and through other networks or forums to share information and good practice</p>	<ul style="list-style-type: none"> • Evidence of staff training and development which has taken place • Agendas of team meetings where young carers are a focus • Policies and procedures within school for sharing information about young carers 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Background Information ➤ Identifying Young Carers ➤ Scottish Guidance and Young Carers • Schools Award Portal Support Document <ul style="list-style-type: none"> ➤ <i>Sharing Information about Young Carers</i> ➤ <i>Template of young carer training event for staff</i>
1D2	<p>DEVELOPING Our school can demonstrate awareness and understanding of how Getting it Right for Every Child (GIRFEC) applies to young carers and understands that the creation of an Assessment of</p>	<ul style="list-style-type: none"> • Anonymised copy of a Child’s Plan/Assessment of Need for a Young Carer • Evidence of including young carer support as part of a Child’s Plan or Assessment of Need • Invitations for young carer 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Following the Getting it Right for Every Child approach for young carers ➤ Scottish Guidance and Young Carers • Getting It Right for Young Carers: The Young Carers Strategy

	Need and/or Child's Plan can be used as a tool to ensure young carers feel safe, cared for and respected.	Development Workers to Child / Young Person's Planning Meetings	<p>for Scotland: 2010 – 2015 https://www.gov.scot/publications/getting-right-young-carers-young-carers-strategy-scotland-2010-2015-summary/pages/1/</p> <ul style="list-style-type: none"> • City of Edinburgh Council GIRFEC documents: http://www.edinburgh.gov.uk/info/20170/girfec/943/
1E1	EXCELLING The Young Carer Co-ordinator demonstrates partnership working within and out-with the school environment to raise the profile and awareness of young carers	<ul style="list-style-type: none"> • Evidence of the Young Carer Co-ordinator or School Lead for young carers attending the Young Carer Co-ordinator Network Meetings • Examples of how the Young Carer Co-ordinator disseminates relevant information to colleagues within the school environment • Minutes or agendas of other meetings or networks attended where young carers are a focus 	<ul style="list-style-type: none"> • "Schools Information & Resource Book – Primary and Secondary" <ul style="list-style-type: none"> ➤ Developing a Young Carer Co-ordinator within school. • Schools Award Portal Support Document <ul style="list-style-type: none"> ➤ <i>The Role of a Young Carer Co-ordinator</i>
1E2	EXCELLING Young carer identification and support is included, or has been included, in our School Improvement Plan , to ensure that plans are based on a whole-school approach. This should take cognisance of local and national young carers policies, including the Carers (Scotland) Act (2016).	<ul style="list-style-type: none"> • School Improvement Plan or extracts of, which are relevant to young carers • Details of how this will be implemented and resourced across the school • Whole-school approaches of raising awareness of disability, illness, diversity, as well as young carers and caring roles 	<ul style="list-style-type: none"> • "Schools Information & Resource Book – Primary and Secondary" <ul style="list-style-type: none"> ➤ Scottish Guidance and Young Carers • Edinburgh Joint Carers Strategy: http://www.edinburgh.gov.uk/info/20215/health_and_social_care/1014/edinburgh_joint_carers_strategy • Carers (Scotland) Act 2016: https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016

Theme 2: Identifying and Assessing

Being able to identify who your young carers are is the first step in being able to support them. Young people often do not know that they are undertaking a caring role. This is because caring is deemed part of typical family responsibility, or there is attached stigma or cultural barrier. Young carers often tell us that they did not know they were a young carer until their caring role had reached an intense point of crisis. If young carers are identified at an early stage and appropriate assessment and intervention provided, this is likely to have a positive impact of the young person in the long term and prevent their caring role from reaching crisis point.

	Standard – what you need to achieve...	Ideas to Engage – examples of what you can submit...	Supports – where to find help...
2R1	<p>RECOGNISING School staff have had opportunities for training to increase their skills and confidence around early identification of “hidden” young carers, and this professional development is updated as appropriate</p>	<ul style="list-style-type: none"> • Photograph of staff training taking place • PDF or Powerpoint document used for staff training • Calendar of professional CPD or events planned throughout the school year • Evidence or feedback that the training has facilitated identification of young carers • Quotes/feedback from staff involved in training events 	<ul style="list-style-type: none"> • “<i>Schools Information & Resource Book – Primary and Secondary</i>” <ul style="list-style-type: none"> ➤ Background Information ➤ Identifying Young Carers ➤ The Impact of Caring • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Template of young carer training event for staff</i> ➤ <i>Identifying young carers in school – signs to look out for</i>
2R1	<p>RECOGNISING School staff have access to resources and information about where to signpost young people they suspect may have a caring role</p>	<ul style="list-style-type: none"> • Staff noticeboard photographs, showing information provided to school staff • Evidence of information sent to staff electronically or included on the staff intranet • Evidence that all staff are “young carer aware”, including reception 	<ul style="list-style-type: none"> • “<i>Schools Information & Resource Book – Primary and Secondary</i>” <ul style="list-style-type: none"> ➤ Identifying Young Carers ➤ Useful Websites, Reading and Key Contacts • Carers Trust website: Find Services near you https://carers.org/search/network-partners • Posters, leaflets (for professionals and young people) available from

		staff, pupil support staff, and not only frontline teaching staff	Edinburgh Young Carers
			<ul style="list-style-type: none"> • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Resources for supporting young carers and their families</i>
2D1	DEVELOPING Our school is proactive in organising ways to identify pupils who have “hidden” caring roles at home, and providing tools for young carers to self-identify.	<ul style="list-style-type: none"> • Evidence of an awareness-raising assembly provided to the whole school • Evidence of in-class workshops undertaken to further explore issues around young carers (e.g. in PSE time). • Methods of self-identification tools for young carers to disclose their caring role • Evidence of a Young Carer “Drop-in” taking place 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Identifying Young Carers • Posters, leaflets (for professionals and young people) available from Edinburgh Young Carers • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Template of an awareness-raising young carer assembly</i> ➤ <i>Identifying young carers in school – signs to look out for</i>
2D2	DEVELOPING We have systems in place to monitor and evaluate the attendance, achievements, attainment and health and wellbeing of young carers who are identified in our school.	<ul style="list-style-type: none"> • Policies and procedures on how young carers are monitored in school to ensure early identification of issues • Anonymous report showing this monitoring 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary:” <ul style="list-style-type: none"> ➤ Impact of Caring • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Baseline Review – how well do we support young carers in school?</i>
2E1	EXCELLING Our school takes into account caring roles, illness and disability at the point of enrolment for our school pupils	<ul style="list-style-type: none"> • Enrolment paperwork showing information which is gathered about caring roles and responsibilities, and illness/disability within the household • Evidence of information about young carers included in information sent to new and 	<ul style="list-style-type: none"> • Schools Award Portal <ul style="list-style-type: none"> ➤ <i>Baseline Review – how well do we support young carers in school?</i> • Local Authority “Equality, Diversity and Rights Framework”

		prospective pupils, parents and carers	
2E2	<p>EXCELLING</p> <p>A Young Carer Statement is provided to young carers identified in our school, in line with Carers (Scotland) Act 2016 guidance. Young Carers Statements are reviewed regularly, taking into account periods of transition, including information about receiving an Adult Carer Support Plan.</p>	<ul style="list-style-type: none"> • Establishment of a framework of charter for support of young carers, which details rights to a Young Carer Statement • Evidence that the “We Care, Do You?” film has been shown to pupils • Anonymised copy of a Young Carer Statement • Information about the process for completing and reviewing Young Carer Statements in school, or requesting Young Carer Statements from other professionals 	<ul style="list-style-type: none"> • Scottish Government Website <ul style="list-style-type: none"> ➤ Carers’ Charter, Part 3: Young Carer Statement: https://www.gov.scot/publications/carers-charter/ ➤ Carers (Scotland) Act 2016 https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016 ➤ Jargon Buster for Young Carers: https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/ProgrammesandInitiatives/youngcarers • “We Care, Do You?” Video for Young People and Professionals <ul style="list-style-type: none"> ➤ https://www.youtube.com/watch?v=wUDpvR7IrlY • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Emotional Literacy / Assessment tools for young carers</i>

Theme 3: Supporting Young Carers			
<p>Young carers can often view school as a place of respite; a chance to spend time with their friends in an environment where expectations placed upon them are age-appropriate, and they can escape the stresses of their caring responsibilities at home. However, at times school can also feel like an additional stress and responsibility which the young carer has to deal with. With a proactive, child-centred approach to support provision for young carers and their families, young carers can achieve more positive outcomes with regards to their educational attainment, emotional health, social inclusion and other identified personal outcomes.</p>			
	Standard – what you need to achieve...	Ideas to Engage – examples of what you can submit...	Supports – where to find help...
3R1	<p>RECOGNISING Young carers are supported through existing frameworks, reasonable adjustments and partnerships within the school environment. We promote the positive emotional health and wellbeing of young carers through all aspects of school life, considering school programmes and approaches which might benefit.</p>	<ul style="list-style-type: none"> • A School Charter or Framework of Support for Young Carers • Other documents which detail supports that are available for young carers • Pictures of posters or school noticeboards that demonstrate support available • Examples of how school promotes positive emotional and mental wellbeing through all pathways • Evidence of programmes within schools that young carers can access to support their emotional health and wellbeing (such as Nurture, Place 2 Be, Mindfulness, Counselling and Trauma-Informed Practice) • Evidence of established communication links and referral pathways to receive such support • Quotes/feedback from young carers 	<ul style="list-style-type: none"> • <i>“Schools Information & Resource Book – Primary and Secondary”</i> <ul style="list-style-type: none"> ➢ The Impact of Caring ➢ Supporting Young Carers ➢ Needs of Young Carers ➢ Checklist for Action ➢ Useful Websites, Reading and Key Contacts • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➢ <i>Top tips from young carers</i> ➢ <i>Template young carer charter</i> ➢ <i>Template framework/model of support</i> • Posters, leaflets (for professionals and young people) available from Edinburgh Young Carers
3R2	<p>RECOGNISING We are aware of our responsibilities to make information and support</p>	<ul style="list-style-type: none"> • School Inclusion or Equalities Policy • Providing examples of ways that you have been creative in engaging parents or carers in their child’s learning or support needs 	<ul style="list-style-type: none"> • Local Authority <i>“Equality, Diversity and Rights Framework”</i> for guidance • Schools Award Portal Support Documents

	accessible to parents and carers, who may have support needs themselves		<ul style="list-style-type: none"> ➤ Resources for supporting young carers and their families
3D1	<p>DEVELOPING</p> <p>Our school signposts and provides young carers with information on support available outwith the school environment, including, but not limited to, specialist young carers organisations, such as Edinburgh Young Carers, and takes a proactive approach to referring young carers to these support services.</p>	<ul style="list-style-type: none"> • Pictures of posters or school noticeboards that demonstrate signposting to local young carers organisations • Examples of signposting and support provided from other statutory and/or voluntary agencies • Examples of newsletter articles, website notices, or other communication tools which provide information about services to families • Quotes/feedback from young carers 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Supporting Young Carers ➤ Needs of Young Carers ➤ Edinburgh Young Carers • Edinburgh Young Carers website: www.youngcarers.org.uk • Posters, leaflets (for professionals and young people) available from Edinburgh Young Carers
3D2	<p>DEVELOPING</p> <p>Our school provides opportunities for young carers to spend time together in a group during school time, for respite, peer support or time to talk</p>	<ul style="list-style-type: none"> • Timetable or plan of young carer group / drop-in sessions • Evidence of how young carers have been actively involved in the co-production of these supports • Quotes/feedback from young carers 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Supporting Young Carers ➤ Needs of Young Carers • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Guidance on running a young carer group in your school</i> • Posters, leaflets (for professionals and young people) available from Edinburgh Young Carers
3E1	<p>EXCELLING</p> <p>Our school takes a proactive approach in signposting and providing information to the cared-for person and other members of the young carer’s</p>	<ul style="list-style-type: none"> • Examples of signposting to specialist services, through posters, newsletters, website notices etc... • Evidence of established communication links and referral pathways to receive such support • A case study of a family who has been 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Supporting Young Carers ➤ Checklist for Action • Schools Award Portal Support Documents

	family, which will help to reduce the caring role and impacts on the young carer	supported through such proactive signposting and referrals	➤ <i>Resources for supporting young carers and their families</i>
3E2	<p>EXCELLING</p> <p>Young carers are provided with enhanced support at times of educational transitions, to ensure that transitions do not negatively affect their health and wellbeing, and that they have information to make informed, non-judgemental options</p>	<ul style="list-style-type: none"> • Evidence of transition meetings / events between Primary and Secondary schools for the benefit of young carers • Agreed transition plans for young carers between schools and Higher Education / Further Education or training providers • Examples of joint working with Skills Development Scotland or other organisations to enhance career choices • Evidence of joint working between schools and HE/FE establishments • Examples of how young carers are actively involved in their own transition plans and decisions • Plans for how young carers leaving school can transition to an Adult Carer Support Plan 	<ul style="list-style-type: none"> • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Supporting young carers through educational transitions</i> • Edinburgh Young Carers Schools Awareness Raising Project – Transitions Project and Advice available for schools • <i>Young Adult Carers at College and University (Carers Trust):</i> https://professionals.carers.org/sites/default/files/young_adult_carers_at_college_and_university.pdf • Research – Barriers to Employment for Young Adult Carers: https://www.learningandwork.org.uk/wp-content/uploads/2018/11/YAC-employment-report-FINAL.pdf

Theme 4: Listening and Involving Young Carers			
<p>Young carers are undertaking a vital, and often overlooked role, which has immense value to their families, and society as a whole. Too often, young carers have to reach crisis point before they are identified or supported, and this is often the result of a lack of professional understanding of the lived experiences of young carers and the impacts their caring role may have on their lives. Listening to young carers, and their families, and involving them in decisions and school plans, can help them feel valued, understood, and more likely to be accepting of support.</p>			
	Standard – what you need to achieve...	Ideas to Engage – examples of what you can submit...	Supports – where to find help...
4R1	<p>RECOGNISING Young carers and their families are regularly involved in making decisions about their own individual support plans, and about the support available generally to young carers in our school</p>	<ul style="list-style-type: none"> • Evidence to show how young carers are involved in choosing support to meet their personal outcomes • Evidence to show how young carers views are taken into consideration when supports for young carers are established in school e.g. questionnaires, focus groups, anonymous feedback tools • Quotes/feedback from young carers • Evidence to show how young carers views are taken into consideration when developing policies and practice, including but not limited to anti-bullying policies, transition policies • Examples of tools utilised to record these views • Evidence of young carer involvement in reviewing and updating policies, as required • Examples of school policies, practices and plans which reference young carers 	<ul style="list-style-type: none"> • <i>“Schools Information & Resource Book – Primary and Secondary”</i> <ul style="list-style-type: none"> ➢ Supporting Young Carers ➢ Checklist for Action • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➢ <i>How to gather the views of young carers</i>
4R2	<p>RECOGNISING Our school provides equity for young carers, ensuring they are</p>	<ul style="list-style-type: none"> • Inclusion Policy • Evidence to show how young carers are given flexible opportunities to be involved in 	<ul style="list-style-type: none"> • <i>“Schools Information & Resource Book – Primary and Secondary”</i> <ul style="list-style-type: none"> ➢ The Impact of Caring

	supported to be involved in all areas of school life, including but not limited to, student councils, school trips and other opportunities	<p>school life</p> <ul style="list-style-type: none"> Referral / application processes for receiving funding for young carers to make these opportunities possible 	<ul style="list-style-type: none"> ➤ Supporting Young Carers ➤ Checklist for Action • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Funding opportunities for young carers and their families</i>
4D1	DEVELOPING We recognise the achievements of young carers , both within our school, as well as celebrating extra-curricular achievements	<ul style="list-style-type: none"> Evidence of young carer achievements and celebrations Pictures of posters or school noticeboards that display extra-curricular opportunities for young carers 	<ul style="list-style-type: none"> • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Funding opportunities for young carers and their families</i>
4D2	DEVELOPING Young carers have a “forum” or other formal group opportunity to meet together within school and evaluate whole-school policies and practice, relevant to young carers	<ul style="list-style-type: none"> Timetable or plan of young carers “forum” Evidence of the forum being involved in the creation and/or review of whole-school policies and practice Examples of school policies, practices and plans which reference young carers Quotes/feedback from “forum” members 	<ul style="list-style-type: none"> • “Schools Information & Resource Book – Primary and Secondary” <ul style="list-style-type: none"> ➤ Young Carer Policy • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>How to gather the views of young carers</i> ➤ <i>EYC Forum – a Case Study</i> ➤ <i>Guidance on running a young carer group in your school</i>
4E1	EXCELLING Young carers are supported to work towards and achieve Youth Awards , with a view to celebrating their caring role and responsibilities	<ul style="list-style-type: none"> Pictures of posters or school noticeboards that display Youth Award opportunities Lesson plans, assemblies or other evidence Evidence of awards achieved by young carers, and how they have been supported/encouraged by school 	<ul style="list-style-type: none"> • Awards Network: The network of Youth Awards in Scotland (https://www.awardsnetwork.org/)
4E2	EXCELLING Young carers in our school are given a platform to express their views on a wide range of local and national issues . This might include being	<ul style="list-style-type: none"> Evidence of opportunities young carers have been given to express their views on local and national issues relevant to young carers Evidence of communications with political 	<ul style="list-style-type: none"> • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>How to gather the views of young carers</i> ➤ <i>EYC Forum – a Case Study</i>

	<p>supported to attend the Carers Parliament, Scottish Youth Parliament, national young carer forums or corresponding with political figures.</p>	<p>figures or media</p> <ul style="list-style-type: none"> • Evidence of support provided to young carers to be “effective contributors” and “responsible citizens” on a wider platform than school 	
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Theme 5: Working Together for Young Carers (Partnerships and Policies)			
<p>No one service should be working in isolation to support young carers and their families. At the very heart of Getting it Right for Every Child is the ambition to ensure all children and young people in Scotland receive the right support at the right time, and we recognise that this can only be achieved by partnership working. Oftentimes, young carers will only feel supported in their caring role, if the needs of the cared-for person are met more effectively; something that should be achieved by working across services. Young carer’s rights are at the forefront of policies such as the Children and Young People (Scotland) Act 2014, and the Carers (Scotland) Act 2015, which help to cement the outcomes of such partnership working into legislation.</p>			
	Standard – what you need to achieve...	Ideas to Engage – examples of what you can submit...	Supports – where to find help...
5R1	<p>RECOGNISING There are opportunities for young carers to receive support as a result of appropriate partnerships to ensure the needs of young carers and their families are met within and outside of the school environment</p>	<ul style="list-style-type: none"> • Evidence of support from additional services within the school environment • Evidence of supports available from partners for young carers and their families • Examples of established pathways of referrals to access these services • Quotes/feedback from young carers and their families • Case studies of young carer and/or families who have been supported through such partnerships • Partnerships can include, but are not limited to Additional Support for Learning, Place2Be, Youth Workers, Educational Psychologists and Education Welfare Officers, CAMHS, Social Work Department, voluntary sector and community provisions 	<ul style="list-style-type: none"> • <i>“Schools Information & Resource Book – Primary and Secondary”</i> <ul style="list-style-type: none"> ➤ Supporting Young Carers ➤ Checklist for Action • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Top tips from young carers</i> ➤ <i>Template young carer charter</i> ➤ <i>Template framework/model of support</i>
5R2	<p>RECOGNISING Our school has a charter or framework for the support available for young carers and their families, which is made</p>	<ul style="list-style-type: none"> • School charter or framework of support for young carers and their families • Details of how the charter or framework has been created (with young carers), and how it is publicised and promoted to staff, partners 	<ul style="list-style-type: none"> • <i>“Schools Information & Resource Book – Primary and Secondary”</i> <ul style="list-style-type: none"> ➤ Supporting Young Carers ➤ Checklist for Action

	available to everyone and details the pathway for identification and assessment, as well as the support which is available from school and other partners	<p>and families</p> <ul style="list-style-type: none"> • Examples or case studies of young carers who have moved through the pathway 	<ul style="list-style-type: none"> • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Top tips from young carers</i> ➤ <i>Template framework/model of support</i>
5D1	DEVELOPING Our school staff work closely with the School Nursing Team , referring young carers for health and wellbeing support as appropriate, through the new School Nursing Service of which young carers are a “priority” group	<ul style="list-style-type: none"> • Examples of pathways of referrals to access these services • Evidence of established communication links and meetings between school staff and/or Young Carer Co-ordinator with the School Nurse Team • Evidence of the School Nurse Team receiving young carer training and development 	<ul style="list-style-type: none"> • NHS Lothian School Nursing: https://services.nhsllothian.scot/SchoolNursing/Pages/default.aspx
5D2	DEVELOPING We have developed a “ Young Carer Policy ”, and/or have reviewed our current policies, with a view to ensuring our approach to supporting young carers and their families is inclusive, holistic, young-person centred and takes cognisance of local and national young carer policies . These policies should be reviewed and updated (as required) on a regular basis.	<ul style="list-style-type: none"> • Young Carer Policy or details of the mechanisms of which current policies have been reviewed to ensure they consider young carers, and reference where appropriate • Details of the review process for these policies • Examples of how young carers have been involved in policy creation, development and review • A case study of how a young carer has been included in all stages of policy across a timeframe 	<ul style="list-style-type: none"> • “<i>Schools Information & Resource Book – Primary and Secondary</i>” <ul style="list-style-type: none"> ○ Example Young Carers Policy • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>How to gather the views of young carers</i>
5E1	EXCELLING We are exploring opportunities across our cluster schools and/or within our locality, to share good practice and ensure consistency or approach to identifying and	<ul style="list-style-type: none"> • Minutes of meetings / events with other schools within the cluster or locality where young carers have been a focus • Young carer support groups or other groups which have been created, allowing young carers the opportunity to meet pupils from 	<ul style="list-style-type: none"> • Schools Award Portal Support Documents <ul style="list-style-type: none"> ➤ <i>Guidance on running a young carer group in your school</i>

	supporting young carers.	schools other than their own	
5E2	<p>EXCELLING The Young Carer Co-ordinator and other key members of staff within our school remain up to date with key policies and legislation for young carers, including, but not limited to, the Carers (Scotland) Act 2016, and the Edinburgh Joint Carers Strategy. We are aware of our responsibilities to identify, assess and support young carers under these policies.</p>	<ul style="list-style-type: none"> • Evidence of YCC or other staff members attending professional development events or utilising time to research policies and strategies • Copy of the school’s Young Carer Policy, which details responsibilities under these local and national strategies • Information about the process for completing and reviewing Young Carer Statements in school, or requesting Young Carer Statements from other professionals 	<ul style="list-style-type: none"> • Edinburgh Joint Carers Strategy: http://www.edinburgh.gov.uk/info/20215/health_and_social_care/1014/edinburgh_joint_carers_strategy • Carers (Scotland) Act 2016: https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/Implementation/Carers-scotland-act-2016 • Carers’ Charter, Part 3: Young Carer Statement: https://www.gov.scot/publications/carers-charter/ • Jargon Buster for Young Carers: https://www2.gov.scot/Topics/Health/Support-Social-Care/Unpaid-Carers/ProgrammesandInitiatives/youngcarers • “We Care, Do You?” Video for Young People and Professionals: https://www.youtube.com/watch?v=wUDpvR7IrIY

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