Getting it Right for Young Carers in Fife

Strategy 2018-21
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Introduction

The ‘Getting it Right for Young Carers in Fife’ strategy reflects the partnership work of all Children’s Services, working together to support young carers in Fife. On the 1st April 2018 the Carers (Scotland) Act 2016 (the ‘2016 Act’) was enacted. This updated version of the 2015 Fife strategy for young carers aligns itself directly with the Act and is also aligned to the carer’s strategy for unpaid adult carers in Fife.

The most important aspect of this strategy is that it reflects the views, hopes and aspirations of young carers in Fife and gives them an opportunity to shape and influence how they are supported and how services are delivered to them. The work also complements the Fife Children’s Services Plan where the vision is ‘to make Fife a place where every child and young person matters and help all children and young people to overcome the barriers that they face’ Carer involvement is a key principle of the 2016 Act, as is the importance of empowering young carers with the most useful and appropriate information about support available to them. Formal consultation has been completed to find out what is important to young carers and what support and information is most helpful. From this consultation Fife has developed a vision for young carers.
Our vision for young carers

Young carers will have access to information at a time and place that best meets their needs. Support will be based on their individual outcomes and will be provided as appropriate to allow them to continue in their caring role if they wish to do so. Most importantly young carers will lead a fulfilling life with access to the same opportunities as their non-caring peers.

Having consulted and listened to young carers, we have updated our goals and action plan to reflect this vision. We have adopted five outcomes based on what young carers have told us and this underpins the updated young carer’s strategy.

Outcomes:
1. Sharing responsibility
2. Making connections
3. Balancing my time
4. Being involved
5. Emotional wellbeing

The strategy has been designed to help partners across all Children’s Services provide the best support possible for young carers. We know that when informed, knowledgeable and skilled service providers are at the universal level, the less need there is to access additional or more specialised supports. This is less intrusive for children and families and allows key resources to be used as efficiently as possible. However we need to make sure that appropriate additional, sometimes intensive levels of support are easily available when required and the strategy will provide guidance on how to do this.
The strategy begins with a more detailed definition of a young carer followed by two essential elements in getting it right for our young carers: identification and assessment of need.

The outcomes identified by young carers have been linked to the Getting It Right for Every Child well-being indicators - Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included (SHANARRI) and provide the framework to the strategy goals. We then outline our commitment to young carers and how we are going to measure success against each outcome. We also report on support currently available and what may be required in the future. Finally we describe in general how everyone working in Children’s Services can best support young carers.

The strategy concludes with a statement of our key goals, which is underpinned by a more detailed action plan. Young carers contribute to the ongoing development and review of this strategy via the young carers strategy group. The strategy group are also responsible for developing the joint action plan, monitoring progress, evaluating the impact of the strategy and reporting on this to the Children’s Services Partnership Group.

Policy context

The 2016 Act places an emphasis on recognising the significant contribution young carers make as well as the need to support young carers to continue to care if appropriate to do so.

The Act contributes to the government’s vision of a healthier and fairer Scotland. It exists alongside policies on health and social care integration and the Children and Young People (Scotland) Act 2014. The Fife Children’s Services Partnership work to date and the Getting it Right in Fife approach provide an ideal context for implementation of the new Act and to take forward the specified developments that will help further improve support for young carers in Fife.

Based on the priorities that emerged from our consultation with young carers, we will endeavour to:

- Make things work better
- Increase understanding and action
- Provide more of what works for young carers
Strategic needs assessment

The number of self-identified young carers in Scotland is estimated to be in the range of 29,000\(^1\), 4% of the child population (aged 4 - 15 years old) and 64,000 young adult carers aged 16 - 24 years old as noted in the Scottish Health Survey 2013. According to Scotland’s 2011 Census, almost 3% of young people aged 0 - 24 provide unpaid care, however the Census is thought to underestimate this caring role. Due to the large numbers in Scotland’s Census, it is still the best source for detailed data on the profile of young carers and young adult carers so will be used in this needs assessment. Scotland’s Census 2011 report there was 34,828\(^2\) unpaid carers of all ages in Fife. This equates to approximately 2,403\(^3\) young carers and young adult carers in Fife, however Fife Young Carers suggest there are over 4,000 young carers. Through Fife Education’s large-scale Pupil Wise survey in session (2017-2018) 6,785 children and young people identified themselves as a young carer. This variation in numbers presents a challenge when forecasting future need and potential demand for support services for young carers in Fife.

The current information we have in Fife is based on 5 - 17 years old. It highlights that caring roles increase with older children and then slowly reduces into early adulthood. This is most likely to happen due to young people leaving home or moving on to further work or study. This reflects trends at a national level and we can predict that this trend will continue for our young adult carers in Fife. (see figure 2 and 3)

Figure 2: Analysis of Young Carers (aged under 18 providing >0 hours of unpaid care) (Scotland Census 2011)

Figure 3: Age profile of young and student carers in Fife and Scotland (Scotland Census 2011)

\(^1\) Number of young carers as highlighted via Scottish Health Survey 2012 - 2013.
\(^2\) Scotland’s Census 2011; the percentage of the population who provide unpaid care.
\(^3\) Scotland Census 2011; the percentage of young carers and adult young carers (0 - 24 yrs) providing unpaid care in Fife.
We also know that higher proportions of identified young people with caring responsibilities live in areas of higher deprivation and lower income as identified in Scotland Census 2011. Census data also shows that young carers living in the most deprived areas are most likely to provide more than 35 hours of care per week. Around two thirds of young carers and young adult carers provide between one and nineteen hours per week, with 13% providing over 35 hours of care per week, this level of care is more likely to be provided by young adult carers. (see figure 4)

Figure 4: Number of unpaid carers in Scotland, by single year of age and hours of care (Scotland Census 2011)

We know young carer’s health and wellbeing is more likely to be affected because of their caring role, with young carers and young adult carers twice as likely as other young people to report a mental health condition. There is also a link with young carers own health issues and their caring role. The data shows that young carers have worse self-reported health than non-carers and their health tends to become progressively worse depending on how much care is being provided. Carers Trust Survey 2017 also report young carers are less likely to go on to positive post school destination with young adult carers four times as likely to drop out of college or University because of their caring role.

The data available at a national level can help us predict need at local level in Fife and that we need to focus resources within areas of deprivation. It also supports the need to provide preventative measures to help reduce the impact of the caring role on young carer’s health, wellbeing and education as early as possible.

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4 Scotland Census 2011; 3.7% of young carers compared to 1.4% of young people without caring responsibilities.
5 Scotland Census 2011; 97% of non-carers were in good/very good health compared with 89% for those caring 35hrs or more per week.
6 302 young adult carers aged 16 - 24 years participated from across the UK via online survey.
Definition of young carers

The 2016 Act defines a young carer as ‘anyone under the age of 18 years, or who is 18 years and still attending school, who provides or is intending to provide care’. The guidance makes reference to pre-school children and the need to follow appropriate child protection protocols as appropriate. Reference is also made to young adult carers (aged 16 - 25 years) who are a group of young people who are transitioning into adulthood, making important decision about their lives whilst balancing their caring role. It is important to acknowledge young adult carers as part of this strategy and the transition between being a young carer and an adult carer, which is guided by a separate strategy.

Young carers are children and young people who in some way look after or support someone in their family who has an illness, a disability, or is affected by mental ill-health or substance misuse. Young carers often take on practical and/or emotional caring responsibilities which would normally be expected of an adult. The tasks and level of caring undertaken by young carers can vary according to the nature of the illness or disability, the level and frequency of need for care and the structure of the family as a whole. Sometimes young carers look after siblings, either because a parent is unable to do so due to their ill health or as respite for a parent who has a disabled child.

Identification process

Everyone working in Children’s Services needs to be aware that being a young carer may be a significant contributing factor in a young person’s circumstances. We always need to consider the possibility that being a young carer may be significantly impacting on a young person’s behaviour, relationships, development and attainment particularly when the young person is experiencing difficulties.

This strategy aims to help all services accurately identify young carers in our communities. In order to do this we need to develop meaningful processes which will enable us to ensure that we know which children and young people have active caring responsibilities, and to take this into account in our delivery of any service to them. Part of the new legislation is the requirement to offer to complete a Young Carer Statement.

In some cases a young person will identify themselves as a young carer or be identified by family or friends. In other cases, knowledge about a young person’s caring status will be held by other adults who may be working with the young person or the person they care for such as health or education staff. All staff working with children and young people have a responsibility to know how to identify and support young carers, completing a Young Carer Statement as part of the wellbeing pathway as appropriate. When a young carer is identified by a service, this service and with permission from the young carer, should consider linking with the Named Person regarding the young person’s caring role at home.
Whilst identification is important we need to recognise and respect the rights of a young person not to be identified or labelled as a young carer, and always to see them as a whole person. A statement can be offered and completed only if the young carer wishes to do so. This protects children and young person’s rights under article 12\(^7\) of the UNCRC to be recognised as responsible and their views taken into account.

It is important to help young carers realise the potential benefits of their status and the value of completing young carer statements to identify their needs. Young Carer’s Champions have been identified across schools to help raise the profile of young carers, the issues they face and the benefits of seeking help and support however, all partners working with children and young people can help do this.

**What young carers tell us about identification:**

Megan, Young Carer, Fife

I don’t always tell people I am a young carer as I feel it would sometimes make both the person and myself feel uncomfortable.

Lee, Young Carer, Fife

Please don’t jump to conclusions in terms of excuses for poor attendance, punctuality, following deadlines.

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\(^7\) The United Nations Convention on the Rights of the Child - Article 12 - Children should be recognised as responsible and their views taken into account.
Assessing the demand for support

It is difficult to identify our young carer population for the following reasons:

• They do not realise they are a young carer or identify with that role
• They have not had the opportunity to share their story
• They may wish to keep it a secret due to stigma or bullying
• Fear of family break up or that they will get into trouble
• Census data is completed by adults in the household who do not consider the child or children in the home to be a carer

We need to continue to raise the profile of and celebrate young carers in Fife communities and schools and help them to access support when they need it. Some young carers are supported via the NHS, social work and voluntary organisations. However many of young carers are not accessing any form of support. This may be because their caring role is not impacting on them or support is provided by family or friends or they don’t know the support that is available.

However, we know that some young carers need support but do not receive any or know how or from whom to ask for help. It is already possible for children and young people to be recorded as a young carer through the SEEMiS education system in Fife. However, the numbers currently recorded are very low and are therefore not likely to be an accurate representation of the actual numbers of young carers. More work is needed to record young carers’ information and it is anticipated the use of Young Carer Statements will help with accurate data collection.

We can predict that the use of Young Carer Statements will result in more children being identified as having needs for support in relation to their caring role. However because support required will be based on individual outcomes it is difficult to predict the demand, type of support and at what level this will be required.

Our approach to supporting young carers

When working with children in Fife we use best practice approaches outlined in the Getting it Right in Fife Framework (GIRIFF). A continuum of support will be considered and help direct the support required. This will also ensure the appropriate level of support for the child or young person at universal, additional or intensive levels. It promotes building on assets and strengths and helps identify when more formal support is required. In line with the 2016 Act, every young carer will be offered an assessment of needs in the form of a young carer statement.
Timescales for developing statements

Fife Children’s Services Partnership has agreed the required timescales for completing Young Carer Statements (YCS) as follows. This is linked to the eligibility criteria set for young carers (see appendix C).

**Figure 1 - timescales for young carer statements (Y.C.S)**

- **Intensive**
  
  The young person’s caring role is at high risk of collapse. Help may prevent imminent care breakdown and keep families together. Support needs will be assessed through a Child Wellbeing meeting and a YCS will be offered and created, if permission by the young carer, and will link to the Child’s Plan as appropriate. Support will be provided by Children’s Services partners to meet young carers personal outcomes.

  Start process and have initial conversation within 5 school days / 1 week (Child/Adult Protection - normal protocol)

- **Additional**
  
  Help will support the young carer to maintain their situation and wellbeing, and meet personal, education and/or employment goals. Support needs will be assessed through the Child Wellbeing Pathway process and a YCS will be offered and created, if permission is given by the young carer, and will link to Additional Support Plan (ASP) as appropriate. Support will be provided by appropriate agencies based on individual needs identified via YCS.

  Start process and have initial conversation within 4 weeks.

- **Universal**
  
  Support and advice will promote the young carer’s independence, contribution to the community and connection to their peers. Support needs will be assessed through the Child Wellbeing Pathway process and a YCS will be offered & created, if permission has been given by the young carer. Young carers will be well informed about local services as will adults who support them.

  Start process and have initial conversation within 8 weeks.
Current support for young carers

There is a variety of support available for Young Carers in Fife involving a range of services. Fife Young Carers enable young carers to meet regularly in supportive social groups across Fife. They also provide direct support to schools to help raise awareness of the issues Young Carers face and to support the Young Carers Champions identified in each school. Young Carers authorisation cards are on offer in Fife. These enable information sharing with Young Carers about the people they care for and also provide easy access to support. Opportunities for respite are available for through the ‘Time for Me!’ fund and Young Carers can also apply for finding for respite through ‘Creative Breaks’. A range of resources have been developed in the form of lesson packs for schools about Young Carers, and awareness raising posters and film clips for all services. Resources continue to be developed to continue to raise awareness and to address the issues Young Carers face. In order to fulfil the requirements of the new carers legislation, a Change Manager has been appointed to support young carers service development and to ensure the implementation of the 2016 Act. This along with plans to develop quality information for carers, the hospital discharge support service, assessment planning and investments in short breaks as outlined in the adult carer strategy will also benefit young carers.

Assessment (Young Carer Statement)

The 2016 Act outlines clearly that assessment of need should be completed as a statutory duty in the form of a Young Carer Statement. Such an assessment, which can be requested by the young carer in their own right, should be offered before their caring role requires support at an intensive level. The statement process promotes a supportive conversation between the young person and adult and helps identify what the young carer needs to continue in their caring role or reduce this caring role if appropriate to do so. The statement process and guidance is in place to support staff from any service to complete this assessment.

How is assessment carried out?

The GIRFEC wellbeing indicators offer a general framework around which assessment can be structured, with more specific tools offered by the ‘My World Triangle’ and the ‘Resilience Matrix’ (see appendix A). In particular we need to consider the GIRFEC key questions and use this to structure the conversation with the young carer:

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

A Young Carer Profile has been developed by young carers in Fife and can be used with the questions above to begin to structure the meaningful and often sensitive conversation people have around their caring role. There are also specific tools that can be used like, MACA - YC18 - ‘jobs I do’ checklist and young carer profile in turn will help the adults to populate the Young Carer’s Statement. This is a record of the young carer’s story, and
the impact of their caring role across all areas of their life e.g. education, leisure, and personal independence. It also considers the physical and emotional support the young carer provide to the person they care for, what they are finding difficult and the time they have for themselves.

Familiarity with these approaches and a range of assessment tools will allow key adults working with young carers to assist them to help the young person make informed decisions about the level of support they need. This support can range from general help and advice available at a universal level through to more intense support that requires formal co-ordination of services. In order to do this eligibility criteria and guidance has been created to help support the decision making process. (see appendix B)

All cases require a conversation with the young carer around their personal outcomes and potential support however not all cases will require high level of input to achieve their outcomes. Some cases will require a more structured approach to ensure the delivery of focused and co-ordinated support is an accurate response to a young carer's needs. Statements will also help to protect children's rights under articles 23 & 31 of the UNCRC: children with particular needs should receive the correct support and every child has a right to rest, leisure, play and recreation.

A key element of support is in relation to what the young person can do in an emergency, for example in relation to a hospital admittance for themselves or the person they care for. Also future planning around caring into adulthood and support required. This planning is essential and is required to keep the young person safe and healthy.

What young carers tell us about assessment:

Anon. young carer, Fife

**Young Carer’s have developed a profile form that can be used to collect information at school and to help staff have a more detailed conversation with us.**

Anon. young carer, Fife

**It is important to keep raising awareness in schools, don’t stop just because you feel like you have already done it.**
Beverley’s story
Young carer aged 13 years

I care for my Dad who has terminal cancer. I share caring duties with other family members and mainly help with medication, emergency medical care and providing emotional support to my Mum and Dad. My mum got in touch with Fife Young Carers to say that I was going through a difficult time and was sometimes angry towards other people and this was having an impact on me at school. The schools worker offered to meet me. School were supportive of the meetings and made a room available for us. In the sessions I explored what had been going on for me, in school and around my caring role. It was really beneficial to meet and in particular explore anger management techniques together. We looked at the definition of anger and how it might relate to me and my caring role. We also discuss the cycle of thoughts, feelings and behaviour and how these all link to managing my anger. We also focussed on relaxation and mindfulness and techniques that I could use to help keep calm. The schools worker used emotion cards with me. I used these when I felt stressed, angry or annoyed. I could also use some cards when I was feeling ok or before bedtime. I am able to use the tools to help me understand and manage my emotions in relation to my caring role. It was really beneficial to have someone to talk to and help me work out what I needed. I feel more able to cope with my anger. I still do get angry but have learnt techniques to help understand what my anger is about and how to control it. I am getting on better at school now and can take myself away from a situation and calm myself down.
Consultation and outcomes
A consultation was completed with young carers in Fife from April 2018 until June 2018. Focus group discussions were used in secondary schools and activity sessions in primary schools to gain young carer’s views. An online survey was also compiled and offered to young people via school and our third sector partners. Consultation was initiated at the Fife Young Carers focus group where they were asked about services and the support being offered. The group also commenced the review of the current young carer strategy. The consultation was then formally launched via the weekly news bulletin to all head teachers and support for learning teachers on the 11th May. There was also general information compiled via the education pupil wise survey 2017-2018. The main consultation was completed in two parts:

1. Focus groups offered and completed across schools
2. Online Survey offered to young carers across Fife

134 young carers in total participated in the consultation. 102 young people participated in the online survey. 32 young people participated in the focus groups and young carers and young adult carers were represented from across Fife.

Young carers views

Responsible

All children and young people should have opportunities and encouragement to play active and responsible roles in their schools and communities with guidance and supervision as required.

Outcome 1 - Sharing responsibility

Young carers will have access to appropriate support and information to allow them to continue in their caring role if they wish to and if it is appropriate to do so. They can also access help that they need at a time that they need it.

What young carers said: 85% report it was important to have access to support should they need it - support with emergency care planning was rated as most important.
Our commitment: We will offer all young carers a statement where an individual assessment of their need will determine if any support is required and at what level, including plans in an emergency. Their action plan in relation to achieving their outcomes will also be reviewed to measure if this has made an impact. Named Persons in schools are the point of contact for partners across Children’s Services with the consent of those involved. We will also make young carers aware of the ‘Time for Me!’ fund as well as any other additional funding opportunities available to them. We will support them to access this via the Young Carer’s Statement.

All services have a responsibility to ensure at all times that the caring responsibilities carried out by young carers are proportionate, manageable and age appropriate. Professionals should recognise the responsibilities that young carers carry and the immense contribution that they make to their families and communities at large. The goal is to keep families together and to help young carers access not just what they need but also what the ‘cared for’ person also needs.

Success: We will endeavour to gain an accurate baseline of the number of young carers in Fife. We will know that we are successful because there will be an increase in the number of statements being completed and reports of improvement to young carers health and wellbeing by young carers through statement reviews.

Young carer’s said:

Anon. young carer, 14yrs

There should be a bit more about what to do in an emergency. I don’t think we get enough help. My Gran has seizures and it would be good to know a bit more about what to do.

Anon. young carer, 12yrs

I don’t usually go out to many activities, I don’t like to be away in-case something goes wrong.
Outcome 2 - Making connections

Young carers will be able to access activities important to them, connect with other young people and develop friendships and relationships with people who understand them.

What young carers said: 80% of young carers rated time with friends and doing leisure activities as important. 77% of young carers rated staff having more understanding of their role as helpful.

Young carers said:

Anon. young carer, 12yrs

Dad cannot take me to my kick boxing anymore which I love. It would be good to have someone to help with that.

Anon. young carer, 14yrs

I still think they need to recognise young carers more in school. We need more awareness raising around the authorisation card.
Our commitment: We will continue with supports previously provided to education staff for example, young carer school packs to help guide best practice and lesson plans to help raise awareness with peers. Schools will continue to make use of their young carer champions to promote a positive learning environment for young carers and to support education staff regarding the needs of young carers.

We will make sure all staff are aware of general advice and information available at a universal level so they can support and signpost young carers as required.

We will continue to offer opportunities for young carers to connect with their peer group and have time with other young carers. We will identify their interests and support them to become involved in relevant activities through their Young Carer Statement.

We will invite them to consider involvement in other activities or pastimes which are available, and where necessary offer them support to engage in these, through breaks from caring or referral to our third sector. We will help them to overcome any practical or financial barriers to participation in activities. For example using ‘Time for Me!’ fund.

When a young carer is involved in an activity we will, with their permission, share relevant information about them with adult group or activity leaders for example active schools co-ordinators so that account can be taken of their individual needs in order to remove barriers and support their participation. We will also develop links with community learning and development services to support young carers into adulthood and help young carers to access community groups appropriate to their needs. Active schools service will continue to raise awareness amongst their staff and communities regarding young carer’s needs. They will also continue to provide training and advice direct to young carers.

All services can help young carers to overcome barriers and inequalities socially, educationally, economically and geographically. At a universal level, all services will ensure that the risks of social exclusion are recognised, understood and avoided and to enable young carers to express their views with confidence. Schools will continue to raise awareness amongst peer groups in order to promote understanding and inclusion. All services need to be aware of the possibility of a young carers status being hidden because of the stigma associated with their circumstances. Good, effective conversations are required to support young people in this situation. When required, it is essential for Lead Professionals to put high quality multi agency support packages in place.

Success: We will know we have been successful when all schools offer young carer drop in groups where a need has been identified. We will use young carer statements to identify activities that are important to young carers and provide appropriate support to ensure they can access them. There will be an increase in the amount of statements being completed with young carers. Awareness and understanding of support for young carers will increase in schools, GP surgeries and local communities. There will be an increase in number of young carers using authorisations cards. Young carers will continue to use free leisure and bus travel.
Outcome 3 - Balancing time

Young carers will have the correct support to balance their caring role and time for themselves, including breaks from caring based on their individual needs and preferences or choices.

What young carers said: 83% of young carers rated having a break from their caring role as important, 51% of young carers report that their caring role affected their schoolwork.

Young carers said:

Anon. young carer, 10yrs

If I had time for myself I would still make sure everything is ok at home first, I would tidy up, then go out and have fun, just be a kid.

I really struggled last year to do my national 5's. The focus should be as you go into 4th year and the workload goes up, that is when the support is needed.

Anon. young carer, 17yrs
Our commitment: We will continue to support young carers to gain a balance of their caring role with school and essential leisure time through the use of leisure cards, active school group places and flexible timetable options. Young carers will also be supported to access breaks from their caring role when required and encouraged to access the ‘Time for Me!’ fund. We will continue to offer short breaks or respite based on individual needs. We also acknowledge the importance of exam time and that our young carers sometimes require extra support and understanding at this time.

All services have the responsibility to develop an awareness of the health issues that may potentially affect young carers and to help them achieve the highest attainable standard of physical and mental health and wellbeing. All services working with young carers can raise awareness of the services available to children and young people. Every effort needs to be made to ensure that young carers have access to suitable health care.

It is important to consider mental health and wellbeing of both young carers and the adults they may be supporting. Children and young people may benefit from approaches available through Our Mind Matters initiative in schools. Adult services practitioners also play an essential role in signposting young carers to appropriate support and liaising with other agencies e.g. education staff, if permission is given to do so. We will develop strong links with adult services in order to support young carers and where appropriate invite professionals to wellbeing meetings as agreed with the cared for person if an intensive level of need has been identified for the young carer.

We will develop a greater understanding among staff of the needs of young carers, and how their caring responsibilities can impact on their attendance, punctuality, learning and progress. We will continue to put a range of measures in place to support young carers educationally, with a particular emphasis on identifying them accurately. We will continue to provide young carer authorisation cards across schools. This helps raise awareness of young carers with staff. This in turn reduces their anxiety and stress around their caring role. Flexible timetable options can also help support young carers to access their studies and reduce stress and pressure of deadlines. We will ensure that key information about their needs is shared at transition points between services and at key points in their school life e.g. transition to secondary from primary school, and take particular account of their status as young adult carers when leaving school.

All services can provide young carers with opportunities to discuss any concerns regarding their health and to make sure that they are involved in any decisions regarding their health. Services can provide support to young carers in choosing to make healthy and safe choices including the provision of health related information in an accessible format. This may include health issues or topics which affect those they care for. It is essential for all school nurses to have an awareness of a young carer’s status so that they can offer relevant health advice and support young carers via their health hubs in schools.

Success: We will know we have been successful when young carers begin to report via their statement review if support provided has been helpful at gaining time back for them. There will be an improvement in the young carer’s health and wellbeing as rated through self-reporting. There will also be an increase in the amount of applications made to the ‘Time for Me!’ fund.
Outcome 4 - Being involved

Young carers will have access to high quality information about their caring role and the person the care for and be seen as a valued expert in this role.

What young carers say: 83% of young carers reported that it is important to receive information and relevant advice about the person they care for.

Young carers said:

- Anon. young carer, 15yrs

  There is not enough information around, you don’t get told the background information or what is wrong or why.

- Anon. young carer, 13yrs

  I have been told by the doctor how to put my mum in the recovery position, that helps.

Our commitment: We will provide accurate universal information and advice that is readily accessible to young carers via NHS choices website and other relevant web based resources. Young carers can access the hospital carers discharge support service if required and all young carers will be supported to develop their own emergency plan through their young carer statement. We will continue to develop awareness raising in all services, particularly schools as the universal service for all young people, about the rights of young carers, entitlements and available support services. We will also continue to offer referral for Young Carer’s authorisation card as appropriate. We will provide opportunities to talk about and celebrate young carers in our communities and promote young carer awareness across Fife. For example via our GP surgeries and health care centres.
Any service who identifies a caring role can offer a Young Carer’s Statement, explaining to the young person the benefits in doing so. Part of the support to be considered by key adults and alongside young carers are links with Adult Services for parents experiencing their own health issues. This is with a view to providing advice and information to support their needs and so reduce the caring role of the child or young person.

**Success:** Young carers will report an improvement in the quality of information available. There will be an increase in the number of young carers accessing the hospital discharge support service. More young adult carers will access positive post-school destinations. Colleges, universities and local businesses will be more carer aware. All young carers will have an emergency plan in place as appropriate.

---

**Safe**

All children and young people should be protected from abuse, neglect and harm by others at home, at school and in the community. They may be in need of protection when their basic needs are not being met or they may be at risk from deliberate acts of harm.

---

**Nurtured**

The basic need for nurture is the same for all children. If a child is required to assume a level of responsibility beyond their years, this can deny them the necessary emotional support, praise, engagement and recognition they need to develop and thrive.

---

**Outcome 5 - Emotional wellbeing**

Young carers will have access to correct support to help them deal with emotional side of caring and build resilience to cope.

**What young carers said:** 61% of young carers reported feeling tired or worried, which often led to their own issues with anxiety.
**Young carers said:**

**Anon. young carer, 10yrs**

I find it hard to cope with it. I get angry, hide in cupboards and punch walls. I need strategies to help me deal with my anger.

**Anon. young adult carer, 18yrs**

When a young carer asks for help, really listen to what they are asking for. Don’t wait until they get to the stage I did. I felt so depressed and suicidal I was self harming to cope with the stress and pressure of caring for someone.

**Our Commitment:** We will ensure young carers feel safe and cared for.

Providers of services for adults with significant health issues will be aware of the caring implications for the children in those households, and alert colleagues as appropriate. Professionals involved in devising support plans for adults should not rely disproportionately on a young carer’s contribution. If a young carer is involved, their contribution will be regularly reviewed via their own young carer statement if this is what the child wishes.

It is important to emphasise that the young carer’s role is often complex and requires adult support to work out what is best. This can be completed by any supporting adult in the child’s life. Cross communication and a multiagency approach from services should be encouraged in line with GIRFEC framework. Advocacy support is also available to support the young carer’s views and ensure their own needs are fully considered.

We will continue to offer support with emotional wellbeing through Our Minds Matter programme in schools and we will continue to provide young carers with the right advice and signposting to services in relation to their own mental health and wellbeing.

Emotional failure to thrive will require the adults around a young carer to interpret what their behaviour is communicating and offer appropriate support. All partners will be aware of the importance of nurture for healthy child development and the potential risks for children who have the role of young carer. Professionals will ensure the young person’s needs are considered in the wider context of the caring role and communicated to the family sensitively. We will also continue to promote positive health links through physical and mental health advice.
A focus on early intervention will help avoid the escalation for more intensive services later and this is key to improving outcomes for children and young people. However, when the support required is at an intense level, a lead professional will be identified and part of their role is to make sure a Child’s Plan is in place. The Young Carer Statement will feed into this process. The Lead Professional will ensure that where a young carer has a multi-agency Child’s Plan, their caring role and the supports they require, along with any potential risks to them, are clearly identified and reviewed regularly. Where a young carer does not have a Child’s Plan they should be offered a Young Carer Statement. Where statements are declined by the young carer, their school will monitor the young carer’s wellbeing and record information on SEEMiS (school information system) if permission given to do this. The Named Person will ensure that potential child protection issues are recognised at the earliest opportunity and that action is taken to safeguard the young carer.

**Child protection is everyone’s responsibility and any adult with a concern about a young person’s safety should ensure that this is shared appropriately with others.**

We will continue to support our third sector partners to work with young carers in primary school and secondary school. We will also encourage access to more specialist 1:1 support for complex mental health issues when required. We will develop links with adult mental health services regarding supporting the cared for person and to raise awareness of young carers at home. There is a risk that the needs of the young carer are seen as secondary in certain caring situations where things may be quite critical for the family. Professionals should ensure that the welfare of the young carer is taken into account in support planning whether their they are in a primary or secondary caring role. Support should be agreed with this in mind and could be in the form of practical support within the home or direct support to the young person or a combination of the two. The aim should be to ensure the young carer’s outcomes are achieved. The view of the young carer should always be sought when support is being considered. Potentially challenging behaviour of a young person should be interpreted in the context of the young carer role and supported accordingly.

**Success:** Young carers will report an improvement in their emotional wellbeing. There will be an increase in awareness in adult services regarding young carers and how to support them. Strong links will form between adult mental health and children’s services.
Kelly’s story
Young adult carer aged 19 years

Mum became unwell when I was around 10 years old. At that time Mum had a partner who cared for her because of her mental health issues. When I was 12 years old Mum and her partner separated leaving me to take on the primary caring role. This meant cooking, cleaning, doing the dishes, shopping, banking and providing emotional support for mum. By the time I was 14 years old my caring role was having a huge impact on my mental wellbeing and education and I was constantly late for school. Mum recognised the effect it was having and her counsellor did a referral Fife Young Carers. I have been supported a lot over the years in different ways but support from the transition service made a huge difference to me. I was first supported by the Transitions service when I was 17 years old and in my 5th year at high school. During that school year, my mind set changed. My confidence in a long held plan for post-school studies faltered, leaving me feeling isolated, lost and lacking direction. One to one sessions from Lucy my support worker from Fife Young Carers, initially focused on study support, exam motivation and developing coping strategies to help me balance my caring role with my studies. This final school year was really challenging. Many of my sessions focused on resilience building. We worked together to find out about college courses. I decided that an HND in Working with Communities was a great fit for my skills. Lucy helped me with my college application, ensuring my caring role was highlighted on the application to facilitate additional support from my guidance team. Lucy worked with me to find a placement to fit in with my course and we hit the jackpot with Wakeboard and Water Ski Scotland. This is the first placement of its kind launched there so I am trail blazing for other young carers. I am learning lots about the specific skills needed to be a water sports instructor, as well as developing customer service skills that I can transfer to future jobs.

The transitions service brings a fresh perspective to collaborative work in schools and with other services that are there to support all young people with post-school options.
Investing in a future for young carers

We will support our young carers at a universal level with good quality, general advice and information. Ongoing awareness raising will continue through school in-service training, development sessions, notice boards and the work of the Young Carer Champions in schools. We will also continue to work in partnership with NHS Fife and Fife Young Carers to ensure the continued success of the authorisation cards, support work in schools and ‘Time for Me!’ fund. In recognition of the 5 outcomes we will re-design services with our third sector colleagues and invest in targeted areas identified via the consultation with young carers. More accurate data capture is required in relation to identifying future needs and this will be the focus of work with young carers moving forward.

**Future investments and resources:**

From our consultation with young carers the following areas have been identified as important:

- Further awareness raising in schools and support to access help
- Support to access activities and opportunities in the communities
- Support with transitions into adulthood
- Support with mental health, especially during school holidays

Future service planning for young carers will be based on these key points which will help services focus their limited resources where it is most needed. We acknowledge there is more to do in relation to developing the right services for young carers. Education, children’s services, health and social care partnership, Fife Council and third sector will continue to work together to deliver the Scottish Governments commitment by providing a range of services based in young carers individual needs.
Our commitment:

**Outcome 1: Sharing responsibility**
Information and practice development sessions will be provided across Fife to support practitioners in their work with young carers. Should the young person’s caring role become unmanageable, adult services may need to re-assess support needs of the cared for person in order to reduce pressures on the young carer. Future investment may be required to support young carers who are most vulnerable.

**Outcome 2: Making connections** and
**Outcome 3: Balancing time**
Initial future investment of £75,000 will be provided by the Health and Social Care Partnership to fund a befriending service for young carers across Fife. This is to support young carers to attend activities that are important to them and to gain a break from their caring role if required. This priority for young carers will continue to be enhanced as required.

**Outcome 4: Being involved**
Future investment of £60,000 has been provided to develop a hospital discharge carer support service which is being rolled out across Fife. A further £40,000 has also been invested in a joint advocacy service for adult and young carers. Further accurate data capture is required regarding the needs of young adult carers and any gaps in service demand identified. Future investment may be required in this area.

**Outcome 5: Emotional wellbeing**
Initial future investment of £25,000 will be provided by the Health and Social Care Partnership to develop support over the summer break with a focus on emotional health and wellbeing. This can be incorporated into the befriending service model highlighted above. This priority will continue to be enhanced as required. We will endeavour to strengthen links with community learning and development and offer support to young carers through their youth services.
Goals - Fife Young Carers Strategy

Identification

• Establish an effective multi-agency process to identify young carers and improve data integrity around identifying young carers
• Clearly identify who our young carers are in Fife
• Assess young carers needs accurately and provide appropriate advice and support as required
• Identify services and resources required to help young carers achieve their outcomes

Assessment (Young Carer Statements)

• Make available a range of approaches to assess and support young carers, and evaluate the impact of Young Carer Statements
• Offer and provide young carer statement within the required timescale
• Review this process and if young carers have achieved desired outcomes

Responsible

Outcome 1: Sharing responsibility
• Raise awareness of the impact that caring responsibilities can have on a young carer and ensure they have the same opportunities as non–caring peers
• Promote opportunities to celebrate their role as young carers and how this contributes to wider society

Healthy and Achieving

Outcome 2: Making connections
• Support all professionals working with young carers to be aware of potential health issues including the impact on young carers of the health issues of the people they are caring for, and the need to ensure appropriate support is accessed as required
• Support schools to take full account of young carers’ particular needs, and the potential impact of their caring responsibilities on achievement, including attendance at school and engaging in school life

Included and Active

Outcome 3: Balancing care
• Commit to enabling all young carers to being fully included in all aspects of their communities, and able to access the same range of opportunities and experiences as their peers
• Support young carers access to the full range of social, sporting and cultural activities available to all young people and help identify and overcome any barriers which may prevent them achieving this
Quality management

An extensive action plan is attached to these goals. This will be monitored and development in relation to supporting young carers in Fife. Central to this process is the ongoing and regular consultation with young carers on the strategy and its impact. Review work will continue around awareness raising, access to education and community based activities that promote connections with peers. All of which were highlighted as important by young carers. We will continue to liaise with Fife Young Carers focus group and request regular feedback from young carers to gain an update of their experiences of services. Assessment of the impact of Getting it Right for Young Carers in Fife will be completed via the young carer strategy group with a formal review being completed at three year internals via the children’s services partnership group.
Glossary of terms

“The Act” or “Carers Act” The Carers (Scotland) Act 2016 and any regulation passed subsequent to this which relate to the Act.

Carers Section 1 of the Act defines a carer as any individual, save for certain exceptions, who provides or intends to provide unpaid care for another individual.

Young Carers Section 2 of the Act defines a young carers as under 18 years old, or has attained the age of 18 years and remains a pupil at school.

“YCS” Young Carers Statement


Acknowledgements

We wish to thank all young carers and their families, services and professionals who contributed to the consultation and update of our Young Carer Strategy for Fife.

Useful information and links

Fife Young Carers: www.fifeyoungcarers.co.uk
NHS Fife: www.nhsfife.org
Psychological Service: www.fifedirect.org.uk/youngcarers
Education and Learning Directorate: www.fifedirect.org.uk/youngcarers
16+ Learning Choices Support Team: www.opportunitiesfife.org
Social Work Service: www.fifedirect.org.uk/youngcarers
Young Scot: www.young.scot/information/rights/carers-act
Adult carer strategy: www.fifehealthandsocialcare.org
Appendix A - My world triangle and resilience matrix
Appendix B - Eligibility criteria

What are eligibility criteria?
Eligibility means meeting the stated requirements.

There are three aspects to eligibility:

1. The criteria that determines it
2. The thresholds that must be passed to trigger it
3. The services that follow it

This will be the criteria framework for services in Fife to work towards in order to support Young Carers appropriately based on their individual needs and outcomes.

Why do we need a local eligibility framework?
The Carers (Scotland) Act 2016 commences on 1st April 2018. This is law that places a duty on local authorities to support carers who meet the local eligibility criteria. There is a need to develop local eligibility criteria to provide support to carers in different caring situations and across a whole range of life circumstances. Local eligibility criteria will help local authorities to prioritise support and to target available resources. Under the legislation all Young Carers (Y.C) have the right to Young Carers Statements (Y.C.S). This is where they will identify their needs and personal outcomes.

In Fife we already have eligibility criteria against which we measure adult carer’s needs for support which is set against critical criteria. In order for this to meet the needs of children and young people the levels of risk (critical, substantial, moderate and low) have been adapted in line with GIRFEC to read as follows: Intensive (including child protection), Additional and Universal. For child protection timescales are in keeping with standards of child protection and necessary protocols followed. For all other needs the threshold of support will be set at additional in relation to significant impact of the caring role on the child’s wellbeing and development. The timescale around this will be set at 10 weeks in line with Fife Carer’s Strategy.

All of the indicators set out in the eligibility criteria applies to young carers although some of the descriptions would change from those provided. The domains and indicators are linked to the eight wellbeing indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included as shown in the table below. The use of the local eligibility criteria for Young Carers is in relation to the impact of the caring role on the Young Carer. The Young Carer might have other needs unrelated to the impact of the caring role. In these circumstances, they could be eligible for other services.
## Wellbeing Indicators: impact and risk to Y.C’s outcomes

<table>
<thead>
<tr>
<th>Safe/Living environment</th>
<th>Universals support &gt; local authority ‘power to support’</th>
<th>Targeted &gt; local authority ‘duty to support’</th>
</tr>
</thead>
<tbody>
<tr>
<td>No impact</td>
<td>Y.C free from abuse, neglect or harm at home, at school and in the community.</td>
<td>Y.C’s situation at home/within community is currently stable and manageable.</td>
</tr>
<tr>
<td>Low/Universal</td>
<td>Y.C’s situation at home/within community is currently stable and manageable.</td>
<td>Y.C is able to manage some aspects of caring/family/social roles/ responsibilities and contact - the Y.C’s health is being affected.</td>
</tr>
<tr>
<td>Moderate/Additional</td>
<td>Y.C is able to manage some aspects of caring/family/social roles/ responsibilities and contact - there is a possibility of the Y.C’s health being affected.</td>
<td>Y.C is having difficulty in managing aspects of the caring/family/domestic/social roles/ responsibilities - the Y.C’s mental and physical health is affected as a result.</td>
</tr>
<tr>
<td>Substantial/Intensive</td>
<td>Y.C is able to manage some aspects of caring/family/social roles/ responsibilities and contact - there is a possibility of the Y.C’s health being affected.</td>
<td>Y.C has difficulty managing caring, education/training. There is a risk to accessing education in the long term.</td>
</tr>
<tr>
<td>Critical/Child Protection</td>
<td>Y.C has difficulty managing caring, education/training. There is a risk to accessing education in the medium term.</td>
<td>Y.C has difficulty managing caring, education/training. There is a risk to accessing education in the medium term.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health</th>
<th>Y.C is in good physical and mental health with no identified medical needs.</th>
<th>Y.C has difficulty managing aspects of caring/family/social roles/ responsibilities and contact. Y.C’s health is being affected.</th>
<th>Y.C has significant physical/mental health difficulties due to the impact of their caring role - this may cause life threatening harm and negative impact on development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieving/Education</td>
<td>Y.C continues to access education/training and has no difficulty in managing caring and education.</td>
<td>Y.C has some difficulty managing caring, education/training. There is a risk to accessing education in the long term.</td>
<td>The Y.C is missing education/training and there is a risk of this ending in the near future.</td>
</tr>
<tr>
<td>Nurtured/Relationships</td>
<td>Y.C has positive emotional wellbeing. Has a nurturing place to live - Does not require additional help. Has a positive relationship with the cared-for person.</td>
<td>There is some impact on the Y.C’s wellbeing and on their relationship with the cared for person resulting in a strained relationship. Need additional help in a suitable care setting.</td>
<td>Complete breakdown in the relationship between the person and the Y.C, unable to continue caring/has difficulty sustaining vital aspects of caring role. Input is needed for the Y.C wellbeing. Y.C never feels acknowledged, therefore feels excluded.</td>
</tr>
</tbody>
</table>

34
<table>
<thead>
<tr>
<th>Universals support &gt; local authority ‘power to support’</th>
<th>Targeted &gt; local authority ‘duty to support’</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No impact</strong></td>
<td><strong>Substantial/Intensive</strong></td>
</tr>
<tr>
<td><strong>Active/Life balance</strong></td>
<td><strong>Critical/Child Protection</strong></td>
</tr>
<tr>
<td>The Y.C has opportunities to take part in activities such as play, recreation and sport at home, in school and in the community.</td>
<td>The Y.C has no opportunities to take part in activities such as play, recreation and sport at home, in school and in the community which may have a negative impact on healthy growth and development.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Low/Universal</strong></th>
<th><strong>Moderate/Additional</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect/Responsible</strong></td>
<td></td>
</tr>
<tr>
<td>The Y.C has regular opportunities to be heard / be involved in decisions and have a responsible role to be involved in decisions that affect them.</td>
<td>Due to their caring role, the Y.C has limited opportunities to be heard and involved in decisions that affect them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Moderate/Additional</strong></th>
<th><strong>Substantial/Intensive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Included/Finances</strong></td>
<td><strong>Critical/Child Protection</strong></td>
</tr>
<tr>
<td>The Y.C feels accepted as part of the community in which they live and learn. Has time to become part of community activities. Free from financial stress.</td>
<td>The Y.C feels isolated and not confident in the community in which they live in. Lack significant connections with other young people. Need financial support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Substantial/Intensive</strong></th>
<th><strong>Critical/Child Protection</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical/Child Protection</strong></td>
<td></td>
</tr>
<tr>
<td>The Y.C has few opportunities to take part in activities such as play, recreation and sport at home, in school and in the community.</td>
<td>The Y.C has no opportunities to take part in activities such as play, recreation and sport at home, in school and in the community which may have a negative impact on healthy growth and development.</td>
</tr>
</tbody>
</table>
How we determine if a young carer is eligible for additional support

To determine the level of need an assessment (YCS) will be made which will relate to the impact of the caring role on the individual. It will address the following questions:

• Is the carer able (and willing) to continue in their role?
• What is the risk of the caring role breaking down?
• Is the caring role inappropriate or excessive for age/stage of child or young person providing the care?

Young Carers Statements will consider the risks that affect the carer’s ability and willingness to care, also considering the impact of their caring role on their development and ability to be a child. These risk factors are balanced against those that apply to adult with care needs, such as:

• Risks to the young carer’s independence and freedom to make choices
• Risks to the young carer’s health, safety and wellbeing
• Is the young carer able to manage their own daily routines and are they deemed age appropriate?
• Is the young carer able to be involved in education, leisure and community life?

The eligibility framework is split into three bands, broadly covering the same areas as the eligibility criteria for service users (combining critical and intensive as one) aligning with GIRFEC definitions and outlining child protection issues under critical criteria. The intention is to provide support in a preventative model based on individual needs and outcomes. For children and young people this support needs to be flexible and work on a continuum, in order to meet needs across a variety of caring situations (covering universal, additional and intensive). Also where appropriate that support provided to the ‘cared for’ adult is considered in order to prevent Young Carer undertaking excessive or inappropriate care.

Reviewing Young Carers Statements

Young Carers Statements will include a timescale and describe any changes of circumstances agreed with the carer that would trigger a review of the statement. This may be:

• A periodic triggers, for example annually
• A specific change of circumstances such as moving home
• Any change which has a material impact on the care provided by the young carer
• If the young carers declines the assessment and/or YCS, or the review
• When the young carer no longer wishes to be a carer or deemed as being a child protection issue requiring action
• When the young carer becomes an adult carer as defined by the Act (requirement to prepare adult carer support plan)

Young Carers can request a review of their Young Carer Statement at any time. Getting it right for Young Carers will continue to promote partnership working with organisations and communities across Fife. This preventative approach will promote a positive impact on Young Carers’ experience of caring, supporting them to be a child first and foremost.
Appendix C - Protected characteristics

Getting it right for young carers in Fife and the services that support young carers are based on the principle of equality and fair access for all. The education directorate and Fife Council are committed to equality and diversity and to ensuring all services are fully inclusive. We recognise the need and responsibility of all services to ensure the safety and protection of children who may be more vulnerable due to real or perceived differences affecting them or their family.

We recognise the importance of protected characteristics as identified in the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Only some of these characteristic may apply to children directly. Age, marriage and civil partnerships are also considered relevant because they apply to children’s parents, carers or other family members. We also recognise the potential vulnerability of children in the following circumstances:

- Asylum seeker or refugee status
- Body image
- Looked after status
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents, siblings other family members

As outlined in our anti-bullying policy we have included young carers information to highlight to all staff the importance of considering the impact of caring on the child or young person’s school life and relationships. There is also guidance attached for staff to support young carers who may be being bullied.

As well as supporting young carers with protected characteristics, we will ensure any help offered and provided is accessible to all, especially to those living in more rural parts of Fife. We will continue to work with our voluntary partners to promote connections with young carers who feel under represented at the moment.

Getting it right for young carers in Fife and the attached action plan acknowledges the challenges some children and young people with protected characteristics may face. We will ensure further work is completed to promote inclusion and celebrate the diversity of all young carers. To find out more about children’s rights visit: www.cypcs.org.uk
## Appendix D - Summary of consultation

**Online survey results (102 young carers responded)**

1. **Which of the following are most important?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Information and advice</th>
<th>Support with caring</th>
<th>Respite</th>
<th>Meeting my friends</th>
<th>Access to school work</th>
<th>Access to leisure activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>84</td>
<td>86</td>
<td>81</td>
<td>81</td>
<td>77</td>
<td>81</td>
</tr>
<tr>
<td>Not important</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>11</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Not sure</td>
<td>7</td>
<td>11</td>
<td>18</td>
<td>9</td>
<td>13</td>
<td>12</td>
</tr>
</tbody>
</table>

2. **Do you benefit from any of the following?**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Helps me be responsible</th>
<th>Helps me with organisation/multitasking</th>
<th>Looking after someone is rewarding</th>
<th>Helps my confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88</td>
<td>74</td>
<td>69</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Not sure</td>
<td>7</td>
<td>18</td>
<td>25</td>
<td>24</td>
</tr>
</tbody>
</table>

3. **Does caring affect you in any of the following ways?**

<table>
<thead>
<tr>
<th>Affect</th>
<th>Affects my school work</th>
<th>Stops me meeting my friends</th>
<th>I feel isolated and alone</th>
<th>I am tired and worried</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
<td>44</td>
<td>41</td>
<td>60</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>36</td>
<td>34</td>
<td>18</td>
</tr>
<tr>
<td>Not sure</td>
<td>19</td>
<td>18</td>
<td>23</td>
<td>20</td>
</tr>
</tbody>
</table>

4. **What support would you find helpful?**

<table>
<thead>
<tr>
<th>Support</th>
<th>School understanding more</th>
<th>Someone to talk to</th>
<th>Breaks away</th>
<th>Training and advice</th>
<th>What to do in an emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td>77</td>
<td>68</td>
<td>69</td>
<td>71</td>
<td>80</td>
</tr>
<tr>
<td>Not helpful</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Not sure</td>
<td>16</td>
<td>25</td>
<td>19</td>
<td>22</td>
<td>13</td>
</tr>
</tbody>
</table>

5. **What help do you access at the moment?**

<table>
<thead>
<tr>
<th>Help</th>
<th>Authorisation card</th>
<th>Flexible timetable</th>
<th>'Time for Me!' fund</th>
<th>Fife Young Carers</th>
<th>Talking to Young Carers</th>
<th>Friends and family</th>
<th>Free travel and leisure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance</td>
<td>61</td>
<td>9</td>
<td>46</td>
<td>44</td>
<td>58</td>
<td>39</td>
<td>59</td>
</tr>
</tbody>
</table>
Focus group results  
*(32 young carers participated from 7 schools across Fife)*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling responsible</td>
<td>Sharing responsibility</td>
</tr>
<tr>
<td>Sharing the load</td>
<td></td>
</tr>
<tr>
<td>Being ‘on call’</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>Making connections</td>
</tr>
<tr>
<td>Connecting with others</td>
<td></td>
</tr>
<tr>
<td>Someone to talk to</td>
<td></td>
</tr>
<tr>
<td>Accessing communities</td>
<td></td>
</tr>
<tr>
<td>Balance caring</td>
<td>Balancing Time</td>
</tr>
<tr>
<td>Time for self</td>
<td></td>
</tr>
<tr>
<td>Breaks from care</td>
<td></td>
</tr>
<tr>
<td>Time to be a child</td>
<td></td>
</tr>
<tr>
<td>Help during holidays</td>
<td></td>
</tr>
<tr>
<td>Mental health</td>
<td>Emotional wellbeing</td>
</tr>
<tr>
<td>Identifying with role</td>
<td></td>
</tr>
<tr>
<td>Dealing with emotions</td>
<td></td>
</tr>
<tr>
<td>My well being</td>
<td></td>
</tr>
<tr>
<td>Hardship</td>
<td></td>
</tr>
<tr>
<td>Knowledge and understanding</td>
<td>Being involved</td>
</tr>
<tr>
<td>Just keep me updated</td>
<td></td>
</tr>
<tr>
<td>Being a part of something</td>
<td></td>
</tr>
<tr>
<td>Keep me informed</td>
<td></td>
</tr>
</tbody>
</table>

**Education pupilwise survey**  
*(6,785 identifying themselves as young carers)*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>School help young carers to be safe on line, make healthy choices and provide opportunities to be physically active.</td>
<td>Better recognition of individual’s skills, interests and achievements, opportunity to give feedback on how to improve their learning and increase enjoyment.</td>
</tr>
<tr>
<td>Young carers report having friends they can go to or someone in school to go to if they are upset or worried.</td>
<td>Support adults to feel confident about supporting children’s emotional wellbeing. Enable young people to understand their own emotional wellbeing and how to keep well.</td>
</tr>
<tr>
<td>Young carers are aware of their rights and responsibilities.</td>
<td>More opportunities for young people to be involve in matters that affect them and to influence change and improvements in schools and communities.</td>
</tr>
</tbody>
</table>

Full consultation results can be view at:  
*fifedirect.org.uk/youngcarers girfec.fife.scot* - young carers section
Fife Young Carers focus group
Thank you to everyone who contributed to the development of the strategy particularly the children and young people who participated in the consultations and our voluntary sector partners who have advocated on behalf of all young carers across Fife.

Alternative Formats
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03451 55 55 66