**Young Carer Action Form crib sheet**

This is designed to work alongside the Young Carer Action forms and to act as a guide when having a conversation with a young carer.

During the conversation, always allow the young carer to use their own words and provide their view on the situation without having any preconceptions on what you believe the situation seems. Always remember, every young person is different and every caring role is different.

**How are you feeling?**

Explore the young carers feelings and look out for positive and negative feelings:-

|  |  |
| --- | --- |
| **Positive Feelings** | **Negative feelings** |
| Doing something good | Having to do things that are upsetting |
| Being helpful | Stressed, worried and anxious |
| Feeling closer to family | Lonely and isolated |
| Feeling good about themselves | Tired and withdrawn |
| Learning new things | Suicidal thoughts |

**Useful tool** - The Positive and Negative Outcomes of Caring (PANOC) questionnaire is designed to give an idea of the impact of a caring role based on the feelings of the young carer.

**My hobbies and interests**

* Explore hobbies, interests and activities currently taking part in and how this might be helping the young person
* Explore any possible access difficulties, for example, lack of time, financial difficulties, transport issues, mental health barriers.

**What’s going well at school? What do I need help with?**

Factors to consider:

* Attendance, timeliness
* Homework/coursework/revision
* Behaviour
* Other achievements/goals
* Health/mental health/lifestyle
* Friendships/relationships with teachers/lecturers/support staff
* Learning need/disability

A young person is unlikely to be able to identify the support or help they need or likely to know what support or help is available.

**Has anything changed at home or school?**

**Who else helps you and your family?**

As well as support from the wider family, other agencies and professionals may be involved, such as social workers, family key workers, GP and health consultants. Be mindful a young person may not fully understand who is offering the support or what the support is, ‘a lady sees mum in the week when I’m at school’. Ask questions to help the young carer explain or identify.

Not all family/caring situations require help or support from outside agencies – this conversation can help to review needs and highlight if the young carer/family are in need of additional support.

**Write about who you help to look after**

Look at who the young person is caring for, what the relationship is and the illness/disability – this could be a physical or learning disability, mental health, a long-term/life limiting condition or substance misuse, or in many circumstances, could be a combination of many.

Remember a young person might be reluctant to say or may not have enough knowledge or understanding to articulate.

You may find the young person has multiple caring roles for several members of the family.

A young person may also highlight looking after younger siblings, which could be due to an unwell parent or due to a sibling having their own condition/disability, resulting in an additional caring role.

**What do you help them with?**

Examples of help provided by a young carer can include: -

* Household – cooking, shopping, cleaning, washing up, laundry
* Personal Care – getting dressed, going to the toilet, having a bath/shower, changing dressings
* Help with mobility - in and out of bed, up and down stairs, assist with wheelchair use
* Assistance with medication, accompanying to medical appointments, liaising with health professionals
* Emotional support and keeping their loved one safe
* Looking after siblings – taking and picking up from school, providing meals, personal care

**Useful tool** - Multidimensional Assessment of Caring Activities (MACA) questionnaire is designed to give an idea of the amount of caring activity undertaken by a young carer . (see attached)

**Next steps/tutor notes**

Discuss possible actions or targets to be put into place and agree a suitable timeframe.

Discuss/advise of support that could be provided.

Support options to help overcome any highlighted barriers, could include: -

* **Homework/Coursework**
	+ Flexibility with deadline/hand in dates
	+ Lunchtime/after school sessions
	+ Contact awarding bodies to secure extensions/provide details of mitigating circumstances/have additional measures in place for exams.
* **Behavioural support**
	+ Have a time out card system
	+ Have a flexible policy for mobile phone use
* **Health/Mental Health support**
	+ Refer to inhouse school nurse, GP, CAMHS, Thrive
	+ Refer to other agencies
* **Emotional support**
	+ Hold YC groups/clubs (to encourage peer support)
	+ Support staff with easy accessibility/availability
	+ Peer mentoring scheme,
	+ Refer to inhouse support services e.g., counsellor
	+ Look at support with attending school clubs (transport/cost/respite),
* **Transition support**
	+ Link with feeder school, share information, ensure continuation of relevant support keeping young person/parent informed.
* **Make relevant referrals to other organisations**
	+ Adult/children services (social and health)
	+ Young carers services (Wiltshire Council, Carer Support Wiltshire, Youth Action Wiltshire)
	+ Support young person with the process and keep them informed at all times – no surprises!