



**MARICOURT**  
CATHOLIC  
HIGH SCHOOL  
& SIXTH FORM CENTRE

# Young Carers Policy

## Mission Statement

Our Maricourt family, with Christ at the centre, is a community of welcome, compassion and respect in which we are encouraged to discover our true purpose and empowered to achieve the extraordinary so as to be the change we want to see in our world.

**INSPIRE**  
WITH  
MARICOURT

[www.maricourt.net](http://www.maricourt.net)

POLICY REVIEWED: June 2026  
SCHEDULED REVIEW: July 2027

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## **Policy statement**

At Maricourt High School, we are committed to and fully recognise our responsibilities for supporting young carers; this policy has been developed to ensure that all adults are working together to safeguard and promote the welfare of young carers. We will ensure timely and effective identification of students who are taking on a caring role.

## **2.0 Scope**

This policy is a guide to all staff – including non-teaching and governors – outlining Maricourt High School approach to identifying, assessing, and supporting young carers.

It should be read in conjunction with other relevant school policies.

To reinforce this Ofsted recognises young carers as a vulnerable and disadvantaged group. It has strengthened its guidance in The Common Inspection Framework: Education, Skills and Early Years (Ofsted, 2015) stating that “in making judgements inspectors will pay particular attention to young carers”.

## **3.0 Policy Aims**

- To provide staff with the framework to promote and safeguard the wellbeing of young carers.
- To ensure consistent good practice across the school by increasing understanding and awareness of, and communication about, young carers.
- To ensure students at the school with caring responsibilities are identified and supported so they can play a full and active role in school life, remain healthy, and achieve their academic potential.
- To enable staff to understand how and when to request a statutory young carers assessment.
- To encourage students who are impacted by parental ill-health, disability, or substance misuse to self-identify and that the school works to a whole family approach and will signpost them and their parents/carers for specific support.

## **4.0 Key Staff Members**

This policy aims to ensure all staff take responsibility to identify young carers. The School's Senior Leadership Team Young Carer's Champion is Mrs Lawler. The Young Carers Team are:

Mrs Turner

Miss Corkery

Mrs McCarthy

They will act as a point of contact for on-going information, advice, and guidance via the commissioned young carers' service.

They may delegate the day-to-day operational management to another member of staff.

Other key members of staff have specific roles to play:

- Pastoral Staff including Learning Mentors and Progress Leader Teams
- Designated Safeguarding Lead
- Form Tutors
- SENCO and Send Team
- Chaplain
- PSHE Curriculum Leader

## 5.0 Raising awareness of young carers

### Who are they?

A young carer is defined in law as a 'person under 18 who provides or intends to provide care for another person'. This includes 'providing practical or emotional support' (Children and Families Act 2014).

### The scale

The 2011 census identified over 166,363 young carers in England, although research conducted in 2010 by the BBC and the University of Nottingham suggests that as many as 700,000 young people could be providing unpaid care. This is 1 in 12 children.

In Liverpool according to the Joint Strategic Needs Assessment over 5,100 people in Liverpool aged under 25 identified themselves as providing unpaid care, equating to 3.5% of that group. The level of unpaid care provided by young people in the city is the highest among the eight core cities in England, and significantly above both national and regional levels.

### How do we identify young carers?

- We contact home and gather data twice per year.
- Students can self-refer (noticeboards and assemblies).
- Students can be referred by the Pastoral Team or external agencies.

### How do we identify young carers to staff?

- Students are identified with pastoral staff via the school's inclusion dashboard.
- Staff are informed via inclusion dashboard.
- Staff are informed on Class Charts and Provision Map (Edukey).
- Round Robins regularly sent to staff to remind them of challenges and strategies that can be applied.
- The young carers have a YC on identifying photographs on Class Charts to ensure staff and supply agency staff are aware. (Smiley face)

### What do young carers do?

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.

Young carers often take on practical and/or emotional caring responsibilities that would normally be expected of an adult.

These can include:

- Practical tasks – cooking, housework, and shopping.
- Physical care – lifting or helping someone use the stairs.
- Personal care – dressing, washing, helping with toileting needs.
- Emotional support – listening, calming, being present.
- Managing the family budget, collecting benefits and prescriptions.
- Medication management.
- Looking after younger siblings.
- Helping someone communicate.
- This can be caring for any family member including supporting siblings.

### How does caring affect a child or young person's life?

- **Physical health:** Young carers are often affected by caring through the night, repeatedly lifting a heavy adult, poor diet, and lack of sleep.
- **Emotional wellbeing:** Stress, tiredness and mental ill-health are common for young carers.
- **Socialisation:** Young carers can feel different or isolated from their peers and have limited opportunities for socialising. A quarter of young carers in the UK said they were bullied at school because of their caring role. Locally this was reported as high as 60% (Schools Anti-Bullying Audit).
- **Stable environment:** Young carers can experience traumatic life changes such as bereavement, family break up, losing income and housing, or seeing the effects of an illness or addiction on the person they care for.

### As a result, caring responsibilities have a significant impact on a pupil's learning:

- 27% of young carers of secondary school age in England experience educational difficulties or miss school (Dearden and Becker, 2004).
- If left unsupported, young carers can continue to struggle with school and have significantly lower educational attainment at GCSE level – the difference between nine Cs and nine Ds (The Children's Society, 2013).
- Young carers are more likely than the national average not to be in education, employment or training (NEET) between 16 and 19. Of these, 75% had been NEET at least once (compared with 25% of all young people) and 42% had been NEET for six months or more (compared with 10% of all young people) (The Children's Society, 2013).

Young carers at Maricourt are included in the inclusion strategy, which aims at giving students with disadvantages and added vulnerabilities enhanced support.

Exmples include (but not limited to):

- Preparing for careers guidance
- Extra Careers Guidance interviews.
- Work experience priority
- Trips.
- University and College visits
- Prioritised for the School Counsellor or other wellbeing initiatives

## **6.0 Possible reasons used by School to indicate that a child/young person may be a young carer**

- Low attendance - lateness to or absence from school.
- Achievement – failing to reach their potential.
- Presentation –tired/ hungry/ unkempt.
- Not taking part in extracurricular activities.
- Social skills – under or overdeveloped.
- Isolated/ being bullied.
- Homework /coursework is late or poor quality.
- Anxiety/constantly worried.
- Behavioural problems and poor concentration.
- Physical problems.
- *No obvious signs – school may be a break from caring.*

Tracking of behaviour, attendance, punctuality & progress will trigger pastoral interventions and support plans. Teams are experienced in identifying Identify potential barriers with pupil vice and support allocated using a tailored approach, depending on barrier or identified need. Consideration and adjustments needed at times when applying the behaviour and attendance policies. Communication tools in school used to identify, track and log support includes; CPOMS, Class Charts and Edukey.

## **7.0 Early Help and Young Carers Pathway**

We will ensure that staff, students, and parents/carers are aware of the right to a young carers' assessment, as well as the support and services available to them, and how they can access these services.

Within the school (noticeboards, well-being areas, and communal areas) and through our communication channels (socials, website, and assemblies), we will share and display relevant information about young carers and how they can access support as well as who they can talk to in school.

### **Young Carer's Assessment**

- The school will utilise the Early Help Framework and if a student has identified needs related to and associated with the negative impact of caring.
- Barnardo's Action with Young Carers is a city-wide community-based service that ensures young carers and young adult carers in Liverpool are identified and can receive a carer's assessment, support plan, and review under the statutory duty of the Council.
- A request to Barnardo's Action with Young Carers Service for a Young Carers Assessment (for students under 18 or those transitioning to work, further / higher education, or training).
- Young carers themselves and /or family members are encouraged to contact the service to request the assessment and seek support.
- Once assessed the young carer will have an agreed support plan considering the needs of the whole family and aims to reduce the negative impact of caring on the child/young person.
- Students are welcome to join the young carers cohort in school without an assessment.
- Early help will be raised when appropriate, school will utilise its own resources.

## **8.0 Support at school**

- Monthly movie afternoons for young carers, including refreshments.
  - Community donations to provide seasonal gifts for young carers and families.
  - 1:1 bereavement support session.
  - External support services from Sefton Young Carers.
  - 1:1 support for Young Carers in Knowsley.
  - Group work support delivered through Sefton Young Carers.
  - Drop-in support sessions with mentors.
  - Access to a wellbeing garden where young carers can meet and socialise during warmer months at lunchtime.
  - Access to well-being and access to nurturing opportunities.
  - Inclusion enhanced programmes through PHSE, PSE, careers, trips, and extra curriculum activities.
  - External partnerships and personal development programmes e.g. LFC Foundation.
- The school will look to consider alternative arrangements if a young carer cannot attend after-school activities, for example: lunchtime and gardening clubs.
  - The school will consider lunchtime detentions rather than after-school detentions.
  - The school will allow young carers to use a phone to call home during breaks and lunchtimes to reduce the worry that they may have about a family member.
  - The school actively seeks feedback from our young carers and their families to look at how we can improve the support we put in place for young carers.
  - Pupil premium funding will be used where possible to minimise any barriers to education and learning experienced by an eligible young carer, including trips, travel, equipment, and uniform.

## Local Support

We recognise some children and young people are at greater risk of experiencing poorer mental health and this includes young carers. In Liverpool, there is a range of organisations and groups offering support, including the **CAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing. These partners, which include Action with Young Carers, deliver accessible support to children, young people, and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training, and participation.

<https://www.liverpoolcamhs.com/>

[help@carers.sefton.gov.uk](mailto:help@carers.sefton.gov.uk)

[carers.sefton.gov.uk](http://carers.sefton.gov.uk)

Sefton Mental Health Team

## 9.0 Whole school approach

We will ensure all appropriate policies reflect the needs of young carers and have mechanisms in place to monitor how many students are taking on a caring role and the outcomes for this group.

## 10.0 Supporting parents

- Communication with parents and guardians
- Support with raising EH, if needed.
- Offer WhatsApp calls and phone calls when there is a physical or emotional barrier to attend meetings and class.
- Offer financial assistance with transport to attend meetings e.g. provide taxis.

## Training and Young Carers in School Award

As part of the city's commitment to continual improvement for young carers and their families, we will participate in the Sefton Young Carers with The Carers Trust which includes both multi-agency and targeted sessions for schools.

We aim to achieve the Young Carers in School award

<https://www.childrenssociety.org.uk/youngcarer/schools/award>

## 12.0 Policy Review

This policy will be reviewed every year as a minimum. The next review date is **25/07/27**.

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Danielle Lawler (Deputy Headteacher) with the support of the Well-Being and pastoral Teams

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Any personnel changes will be implemented immediately.

