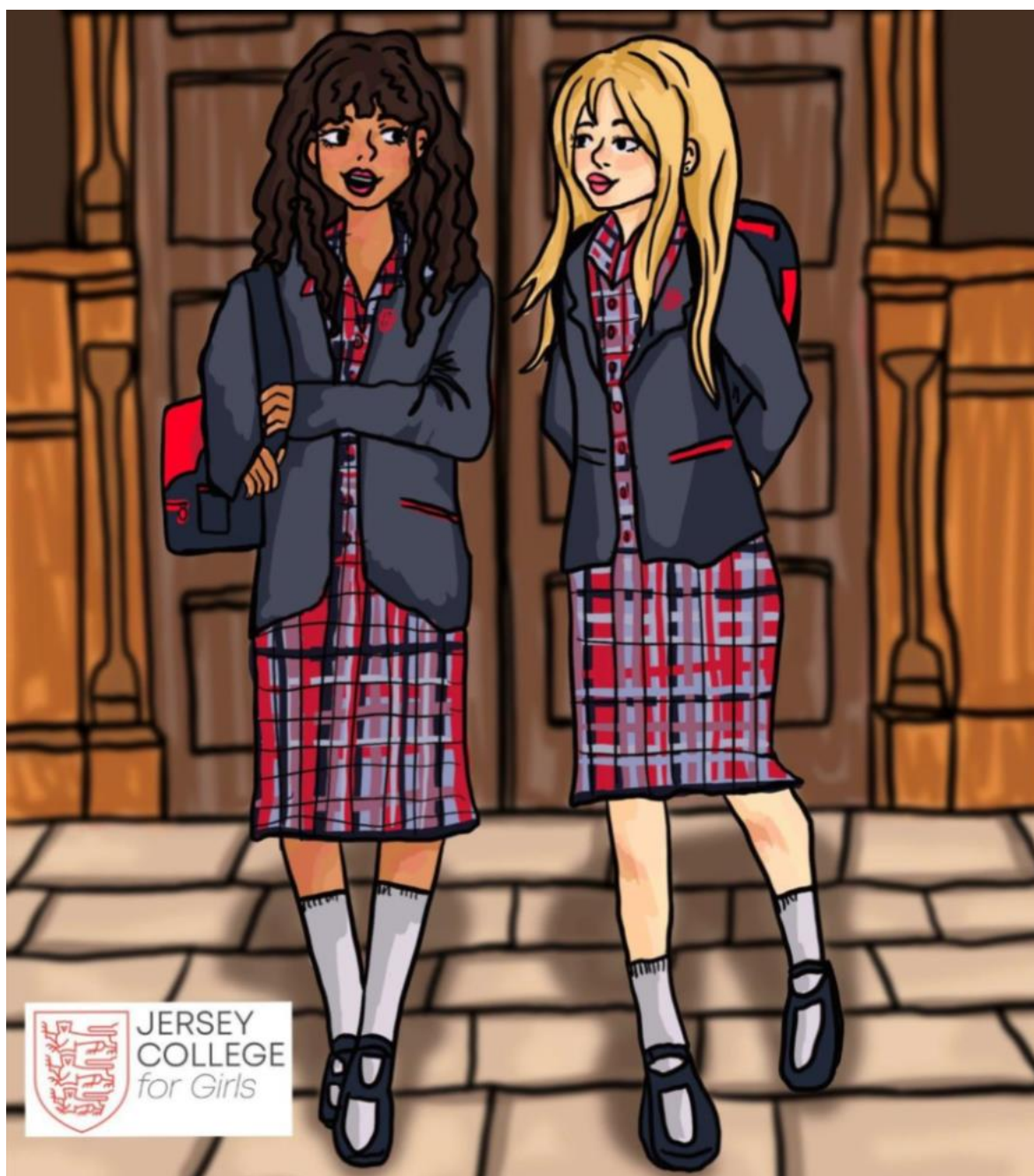




JCG Y7 Parent Handbook 2025 - 2026

Table of Contents

Welcome to JCG and the Lower School	3
Form Tutors and Staff Directory	3
Student Guidance Team	4
Safeguarding	4
SENCO and Teaching Assistants	4
Daily Routine	6
Uniform	6
Home Learning	6
Devices	7
Co-curricular Opportunities and SOCS	8
Maths in Year 7	8
PSHE in Year 7	9
Absence due to Illness	10
Planned Absence	10
Key Dates	11
Appendix 1: Tech, Social Media and Self-Esteem (Natasha Devon)	13

Welcome to JCG

Dear Parents and Carers,

I would like to welcome both you and your daughter to Jersey College for Girls. We hope that your daughter has had an enjoyable start to her time with us, meeting her Form Tutor, getting to grips with her device, having her first Whole School Assembly and making some new connections.

This handbook has been designed to be both practical and informative, helping you to understand how both the College and the Lower School work, to support your daughter during her first year with us.

Following this evening, if you do have any further questions, please do not hesitate to contact your daughter's Form Tutor who will be happy to help.

Yours sincerely,

Bronagh Dowdall

Head of Lower School

Form Tutors

7AB	Mr Sleath
7CA	Miss Stirk
7CF	Mrs Fitzpatrick
7GA	Mr Orr
7IN	Mr Clements
7NI	Mr Cartant

Please use the link to visit the Staff Directory on our school website to contact any member of staff in College:

<https://jerseycollegeforgirls.com/pages/staff-directory>

Student Guidance Team

The Student Guidance Team work collaboratively to ensure that the support and guidance for students in relation to their academic progress and their personal well-being is varied, extensive and continuous.

Bronagh Dowdall	Head of Lower School
Daniel Aubin	Head of Lower School Assistant
Simon Milner	Assistant Head Teacher: Student Guidance, Designated Safeguarding Lead
Alice Veitch	Attendance and Welfare Lead, Deputy Designated Safeguarding Lead

Safeguarding

One of JCG's core values is belong; being safe and feeling safe is integral to a sense of belonging. It is the foundation of safety and belonging that allows students to aspire, inquire and excel. JCG is therefore committed to safeguarding and promoting the welfare of children and young people. All members of staff complete necessary training and share this commitment. We recognise that students have a fundamental right to be protected from harm and that students cannot learn effectively unless they feel secure. We therefore aim to provide a school environment which promotes self-confidence, a feeling of self-worth and the knowledge that students' concerns will be listened to and acted upon.

SENCO and Teaching Assistants

SENCO - Special Educational Needs Co-Ordinator (Caroline David)

At JCG, we aim to provide a challenging, academic and broad curriculum delivered by experienced staff, who have high expectations and who model excellence. All students are equally entitled to have their needs recognised, supported and stretched and this is the responsibility of all members of staff. We aim to reduce under-achievement and nurture and develop talent.

We aim to promote best practice, not only within Jersey College for Girls but also in collaboration with the Department of Education. The College aims to provide equality of opportunity for all students to be inspired, motivated and enthused by an innovative curriculum that offers both enhancement and enrichment in order for them to excel. Students are encouraged to be both positive and proud of their abilities and to feel they belong. Jersey College for Girls aims to provide the opportunities and resources to ensure this occurs. Effectively meeting the individual needs of students will rely upon the College, the student and the parents working together. Individual needs may include:

- Specific Learning Difficulties, e.g. dyslexia, dyspraxia
- Social Emotional and Mental Health, e.g. ADHD
- Speech and language and communication difficulties e.g. ASC
- Sensory and physical difficulties
- Multilingual Learners (MLL)

Miss David works closely with a team of Teaching Assistants (who also form part of the Student Guidance Team), Nikki Masters and Ella McClymont. Our Teaching Assistants provide both 1-1 sessions with students and support in the classroom either specifically with identified students or to provide additional support for the class as a whole. Both Teaching Assistants are also trained Emotional Literacy Support Assistants (ELSAs) to work with individual students to provide emotional and social support and development for our students, creating kind and caring relationships to help them reach their potential socially, emotionally and academically. An ELSAs role is not to fix the issues but to guide the students to find their own solutions using the tools and skillsets that they will learn and master over a course of six sessions. Our ELSAs are trained by Educational Psychologists and receive ongoing supervision. The SEN Hub is managed by Mrs Jennifer Ryan who also coordinates all the SEN admin.

Daily Routine

08:25 – 08:35	Morning registration (students should be on campus no later than 08:20 to ensure that they are prepared for the school day)
08:35 – 09:35	Period 1
09:40 – 10:40	Period 2
10:40 – 11:00	Break
11:00 – 12:00	Period 3
12:05 – 13:05	Period 4
13:05 – 14:00	Lunch
14:00 – 14:25	Afternoon registration / Assemblies
14:25 – 15:25	Period 5
15:25	School day ends

Uniform

It is important to us that all students at JCG wear their uniform smartly and with pride. Our uniform reinforces a real sense of identity and belonging to the College. The students are our greatest ambassadors. How they are presented reflects upon both themselves and the College as a whole. We are rightly proud of our pupils and students and expect their pride to be reciprocated through their own presentation. Please make sure that all items of uniform are clearly labelled with your daughter's name. Please use the following link for the current uniform list: [New Uniform - Sept 2022 | Jersey College for Girls \(sch.je\)](https://www.jerseycollegefor girls.sch.je)

Home Learning

We believe that all students benefit from completing regular, purposeful home learning tasks. It is an essential and integral part of the teaching and learning process and instills good learning habits and independence. Home learning also provides parents and important and valuable opportunity to participate in their daughter's learning and support the development of their growth mindset.

For the first few weeks of term (until 29th September), Year 7 students will be set 30 minutes of Mathematics homework each week. They will also be expected to complete 30 minutes of reading each day.

Please note, when home learning is extended to all subjects, students will be given a four day minimum period to submit home learning and no home learning will be set over a holiday period, we want students to relax and re-energise during this time. Home learning will be set through Satchel One, which parents will also be issued logins for so that they can monitor and support with home learning submission. Please contact the admin@jcg.sch.je if you have not received this.

From 29th September onwards, Year 7 home learning will encompass the following:

Creativity and Performance	Preparation of resources, plus one extended home learning task of 45 minutes per subject each half term for Creative subjects, no home learning for Performance
English	20 minutes reading per day (monitored by English teachers) and 20 mins SPAG or preview/review per week
Humanities	15 minutes per Humanities subject per week = 45 mins
Languages	30 mins per week (vocab learning)
Mathematics	30 minutes weekly to practise and consolidate topics covered in class
Comp Science	15 minutes per week
Science	15 minutes per Science subject per week = 45 mins

Digital Devices in School

The use of devices in Lower School has been instrumental in providing exceptional learning opportunities and allowing students to develop their digital literacy skills. Where possible, we would also ask that parents regularly review their child's device. It is important to make the distinction between the use of their device in school for learning and other devices, such as phones, for leisure and social engagement. We therefore suggest that any applications that are not for the purpose of learning are discussed and considered by parents with children to ensure that they are able to manage any distractions to learning suitably.

The website below will take you to the Student Acceptable Use Agreement:

<https://jerseycollegeforgirls.com/pages/about-jcg/our-policies-and-procedures/safeguarding-and-child-protection-policy/student-acceptable-use-agreement-aea-use-technology-college#:~:text=I%20will%20not%20use%20Social,to%20cause%20hurt%20or%20embarrassment.>

Please also see Appendix 1: Tech, Social Media and Self-Esteem (Natasha Devon)

As a parent, you may find it useful to read the book 'Clicks – How to be your best self online' by Natasha Devon, we will be using the learnings from this book to inform elements of the Tutor Programme in the Lower School.

Co-curricular Opportunities and SOCS

Jersey College for Girls has an extensive variety of co-curricular clubs for the students to enjoy. Clubs are led by a mixture of staff, sixth form students and external agencies providing a multitude of different opportunities. Our offering of clubs can be viewed via tutor notices and displayed on the TV in the Dome.

For extracurricular clubs and clinics run by staff, students just need to consult the tutor notices schedule to find out where the club is being held and turn up. There is no sign up required.

We do have several clubs that do incur a cost and are run by external agencies. These clubs will be advertised via parent mail and tutor notices in September, and throughout the year when they become available with details of the cost and instructions on how to sign up. The school only facilitates these clubs for our students, so all queries need to be directed to the external organisation.

Each year group may have clubs which are limited to them only, or some clubs are accessible to all year groups.

Clubs and Clinics will start the second full week back in September. Please check tutor notices regularly to view when Clubs and Clinics are available and when new activities have been added.

If you would like any more information on the various clubs and clinics we offer, please email Mrs Sandra Coleman on s.coleman@jcg.sch.je

Maths in Year 7

The transition to Maths from Year 6 to Year 7 can be challenging for both students and parents as often there is less time in lessons spent per week in Maths by comparison to Primary Schools. Our staff will endeavour to get to know each student as well as possible when they join their class, but they are yet to form a relationship. Each student will be familiar with various methods and techniques from different Primary Schools, it may therefore take some time for some students to adjust to new and different techniques used here at JCG.

Maths home learning is therefore essential as it provides another opportunity in the week to practice the methods, some home learning will be set to be covered over the

weekend to ensure that the learning is continuous. 'Century Tech' will provide each individual a path through topics covered which will enable consolidation when needed and extension where appropriate.

There will be Maths support through drop-in sessions which students will be notified of, these will be overseen by the Key Stage 3 Maths co-ordinator with the support of sixth form students. These sessions will provide opportunities to receive support if students have found a particular task or topic challenging, catch-up on any missed work and access extension activities and competition practice for those wishing to further their knowledge and skill base.

PSHE in Year 7

Students will have one PSHE lesson a week with their form group. Each form will complete a rotation of six weeks duration throughout the year to cover the following topics. We also collaborate with year 7 Victoria College students for a joint PSHE lesson once every half-term where students get to team build and take part in fun teamwork activities.

Diversity and Inclusion	with Mrs Jervis
Relationships and Sex Education	with Mrs Mynes
Healthy Lifestyles	with Ms Welburn
Mental Health and Wellbeing	with Miss David
UNCRC* and Model UN	with Ms Nicholls
Careers and Citizenship	with Mr Howarth

* United Nation Convention on the Rights of the Child

We aim to nurture students' well-being and self-esteem in a safe environment and place emphasis on emotional literacy and positive values. We promote the physical, social, moral and emotional health of every student in order to help them reach their full potential as both individuals and members of the wider community.

We strive to give students a sense of empowerment and the opportunities and knowledge, skills and understanding to become informed, aware, active and responsible citizens, both at a local and global level. We aim to prepare students for the opportunities, responsibilities, risks and experience of adult life and relationships and the world of work and help them to develop the skills of critical thinking, political literacy, decision-making, economic understanding and financial capability necessary

to meet the challenges of a changing world. We also aim to increase students' awareness of the international dimension through links with other students and schools in other parts of the world.

Head of PSHE – Mrs Dani Mynes d.mynes@jcg.sch.je

Absences due to illness

Please contact the main office either using admin@jcg.sch.je or by calling 01534 516200, if your daughter is unwell and unable to attend school. If your daughter is unwell for several days you will need to inform school on each day.

If a student is unwell during the school day and therefore requires collecting to go home, students should inform our staff at the office who will make the appropriate contact.

Planned absences

Should you wish to request an absence for any reason during school time, including medical appointments and sporting activities, we ask that you send an email to the office on admin@jcg.sch.je each request will be considered individually.

Key Dates

Autumn Term 1	3rd September – 24th October (7 weeks and 4 days) INSET 1st, 2nd, 26th September School Closed on 11th September
Half Term	25th October – 4th November
Autumn Term 2	5th November – 18th December (6 weeks and 4 days)
Christmas Holidays	19th December – 4th January
Spring Term 1	5th January – 13th February (6 weeks)
Half Term	14th February – 22nd February
Spring Term 2	23rd February – 1st April (5 weeks and 3 days)
Easter Holidays	2nd April – 19th April
Summer Term 1	20th April – 22nd May (4 weeks and 2 days)
Half Term	23rd May – 30th May
Summer Term 2	1st June – 17th July (7 weeks)

Parent Evenings

Meet the Tutor	Wednesday 22nd Oct 2025
Year 7 A Population:	Wednesday 4th Feb 2026
Year 7 B Population:	Monday 9th Feb 2026

Please note that academic parent evenings will take place online. Instructions will be sent out 2 weeks before and the website will go live the same day at 7.00pm.

Reports

21st November 2025	Autumn Term Periodic
27th March 2026	Spring Term Periodic
9th July 2026	Subject and Tutor Reports

Other Dates

18th – 22nd May 2026 School Exam Week

13th – 17th July 2026 Challenge Week (information will be sent out this term)

Tech, Social Media & Self-Esteem

Reminder Sheet for Workshop by Natasha Devon

(www.natashadevon.com)

AVOIDING TECH ADDICTION

- Remember you don't have to be on every app; pick the ones you find the most fun and useful and the least toxic;
- Disable screen notifications;
- Decide in advance how much time you want to spend playing a game or browsing an app;
- Find ways to create 'space' between the urge and action of scrolling/gaming;
- Set a 'digital sunset' (a time when your phone goes in a drawer/on airplane mode) about an hour before you want to go to sleep.

SWERVING FAKE NEWS

- Search each piece of content or question 'fresh'. Don't just watch the videos or click on the links the algorithm suggests;
- Check sources and whether the studies cited come from reputable publications, have a decent sample size and are peer reviewed;
- Don't assume 'traditional media' (newspapers, TV, radio) is completely impartial – whilst they have to follow more stringent guidelines, they are just as likely to have an agenda;
- Use websites with a proven track record of impartiality to fact check anything you're unsure about.

WHAT TO ENGAGE WITH

- See your clicks and engagement as currency – Spend it wisely, on the kind of content which nourishes you and you'd like to see more of;
- Try to avoid the temptations of click bait – It fuels the outrage economy and encourages the creation of more unethical and irresponsible content;
- Don't feed the trolls. If you must share something offensive or outrageous, screenshot and anonymise where possible to avoid inadvertently amplifying their message and growing their following;

WHO TO FOLLOW

- Regularly evaluate who you're following by mindfully scrolling through your feed and noticing how content is making you feel;

- Seek out role models who are inspiring, positive, stimulating, entertaining and diverse;
- Don't expect your online role models to be perfect – We're all human;
- Follow some people outside of your 'stream' but make sure, if their opinions differ radically from your own, there is evidence for what they are saying and their motivations seem to be good;
- Remember to show love and support for people whose content you appreciate.

ONLINE SAFETY

- Use strong passwords;
- Set up two-factor authentications on all your apps;
- Don't post anything which inadvertently reveals your address or exact date of birth;
- Use only secure websites where possible;
- Never click on phishing links;
- Always log out after each session.

EMOTIONAL ONLINE SAFETY

- Mute users or hashtags if they are triggering;
- Remember, you don't have to comment or come up with a take on every trending topic – It's okay to sit it out;
- If you're piled on, log off for 48 hours, then apologise sincerely (if you are actually sorry) or don't engage;
- If you are being cyberstalked, harassed or feel unsafe for any reason, report to the police.

For organisations who can provide evidence-based advice and confidential support on mental health visit <https://www.natashadevon.com/advice-support>