



JERSEY
COLLEGE
for Girls

Aspire • Inquire • Excel • Belong



JERSEY
COLLEGE
for Girls

Parents' Information Evening Year 12

Wednesday Sept 16th
2026

**Olivia Varney, Sian
Goldhawk & Natalie
Hopkins** : Sixth Form Team

o.varney@jcg.sch.je



Aspire • Inquire • Excel • Belong

Transition to Sixth Form life

Parents and Students

It is a process not a sudden transformation

The support we offer:

- Form tutor**: Twice daily check-well being, programme aimed and opening minds, connecting to external world, building confidence
- Subject Teachers**
- Assistant Head of Sixth-Sian Goldhawk**
- Head of Sixth-Olivia Varney**
- Counsellors** and external agencies
- SENCo : Caroline David** and the Hub
- DSL: Alice Veitch**

Friends, family, new members of the Year group=new perspectives

Support that parents offer each other- especially parents new to JCG



The Tutors

Form	Tutor	Form	Tutor
12AB	Ms Barrett in B2: e.barrett@jcg.sch.je	13AB	Mr Sykes in B13
12CA	Mrs Vernaglione in R20: j.vaernaglione@jcg.sch.je	13CA	Miss Morris in C17
12CF	Ms Hallam B14: K.hallam@jcg.sch.je	13CF	Mrs Jervis in B3
12GA	Mrs Briggs in R13: p.briggs@jcg.sch.je	13GA	Ms Madai/Mr Vibert in B11
12IN	Mr Abraham in B12: r.Abraham@Jcg.sch.je	13IN	Mr Palfreyman in B1
12NI	Ms Lovell & Ms Loose in A1: s.lovell@jcg.sch.je and s.loose@jcg.sch.je	13NI	Mr Moss in C27

What we want your daughters to have:

An **idealistic belief and ambition** in what they can do, might do...

Intellectual courage and integrity to **think independently** and disagree gracefully.

Get **the results** they want and need to get to where they want and need to be to feel fulfilled & full of hope for the future.

Year 12 is expanding out idealistically; Year 13 is focusing in realistically.



Spaces to think and thrive

QSR

Sixth Form Centre

Library

The terrace and the
school field

An All Girls' Education



Spaces in the curriculum to think and thrive

Scaffolding: Adds to their organisation and planning so they can have busy full lives without feeling ill or stressed: **VESPA-Advanced Learner Programme-help to keep motivated and focused**

Variety: Electives that stretch intellectually, offer physical exercise and skills, that benefit well-being, that explore their creativity and fulfil their curiosity-TEFL, EPQ, Crochet, Well-being walks with Hector, Book Buddies, Kick-boxing, Cooking for leaving home, Banking/Finance advice, etc

Community: Mentoring the year 7, buddy programme, understand themselves as people with good to add to others' lives

House Activities: Drama, Music, Art, Sport, etc

What we want to avoid

PERFECTIONISM

Why?

- Counter productive
- Increases anxiety
- Takes enjoyment away from success as this relentless pursuit is part of its mechanism-never to be satisfied



The structure of the curriculum

Lessons 5 x Each subject (Independent study on a par)

Life Skills and choices Tues p2: PSHE/UCAS/SPEAKERS, etc

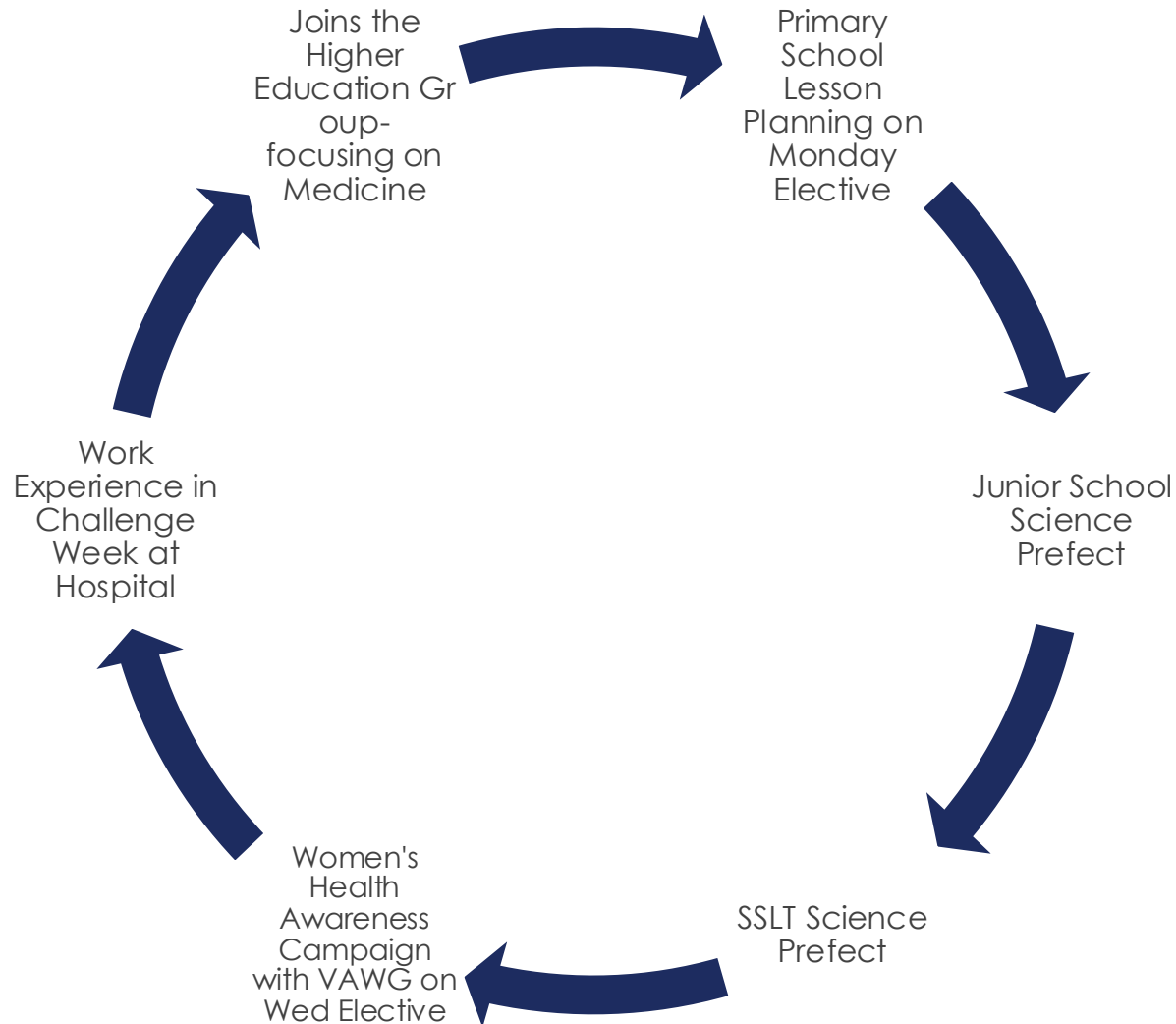
Electives 2 hours a week are choices from range-quals (EPQ, TEFL, Sports Coaching), exercise, creativity, connection to world at large

One 'elective' is rotation of core useful skills: IRL, Beyond Beans, Financial: Santander, Trending Now, Public Speaking, Truth or Trend/Carbon Literacy

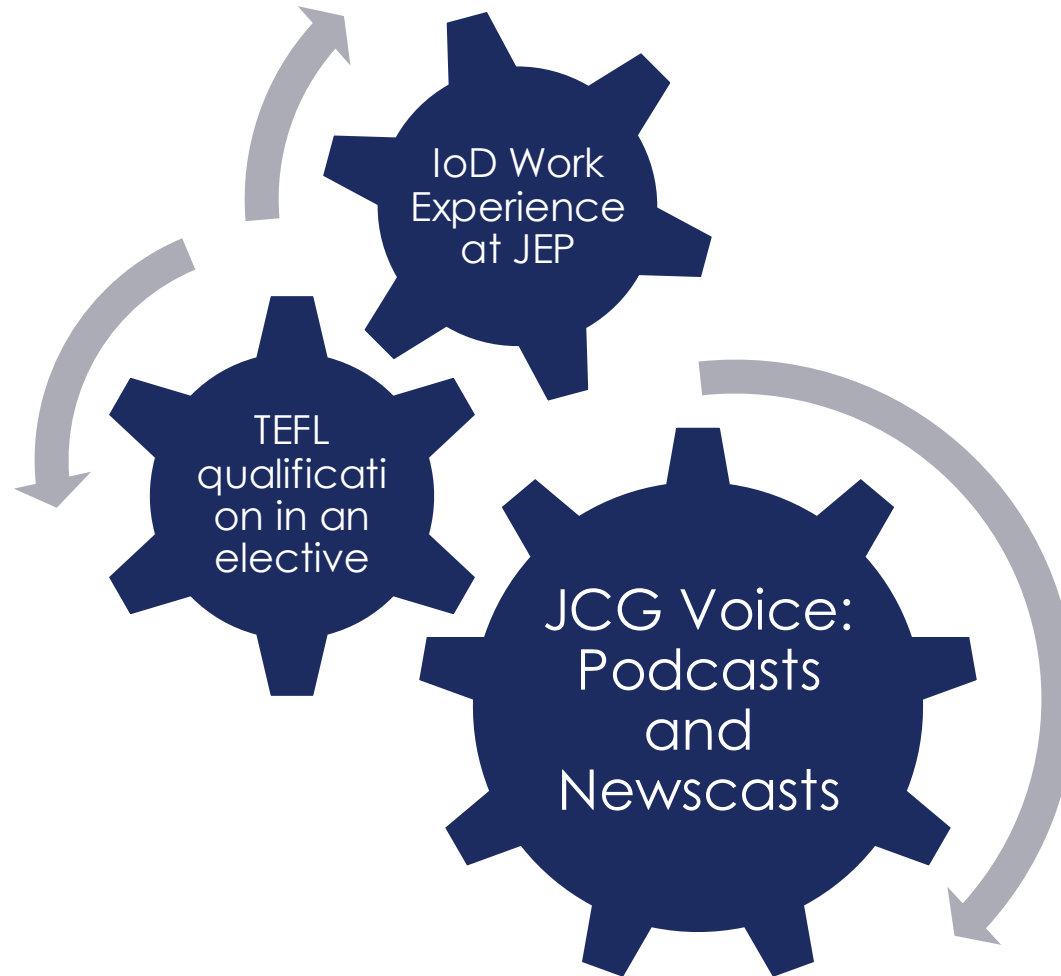
Finally, **VESPA**: Study and organisational skill- how to revise, how to prioritise, how to plan a long term project, etc

Currently, 5 more periods **Supervised Study**- Learner profile will influence decisions from there

How they may choose to put together their Sixth Form Experience



Or...



She Leads, She Serves, She Grows

A quick word from Mrs Natalie Hopkins who set this Personal Development Initiative up

**JERSEY COLLEGE**
for Girls

Year 12
Personal Development Opportunities



- Senior Student Leadership Team
 - Junior Prefects
 - Student Council
- Student Led Assemblies
 - STEM Racing
- Institute of Directors Future Leaders Scheme
- 'Art of Leadership' – Driving Leadership
- Year 12 Leadership opportunities during Challenge Week
 - Collas Crill MOOT Competition
- Gold DofE Expedition / Young Leader for Bronze DofE
- TEDx Youth Culture Club (Leading)
- Festival of Cultures (Leading Sessions)
 - Jersey Youth Assembly
 - Podcast Creation
- She's The Moment (Chairing)
- MUN Conference and Committee
 - CCF – Leadership Roles



- Running of extracurricular clubs and study sessions for younger years
- Year 12 volunteering opportunities during Challenge Week
 - Gold DofE Volunteering
 - CCF
- Book Buddies/MLL Book Buddies
 - Volunteer to support Outdoor Ed sessions
- Supporting Year 7 joint PSHE sessions with VCJ
 - Shoebox Appeal
- Opportunities to support local fundraising appeals
 - House Charities
 - College Tours
 - Swimathon
 - Open Afternoon



- Life Skills and Choices Programme
 - Elective Programme
 - Jersey Skills Show
 - Careers Insight Events
 - Jersey Higher Ed Fair
 - Voices of Experience Event
 - Oxbridge Aspirations session
 - Internships in school holidays
- Year 12 work experience opportunities during Challenge Week
- 1-to-1 appointments with advisors from Skills Jersey
 - Gold DofE Skills and Physical / Residential
 - House Events
 - External Speakers
 - PEFS opportunities

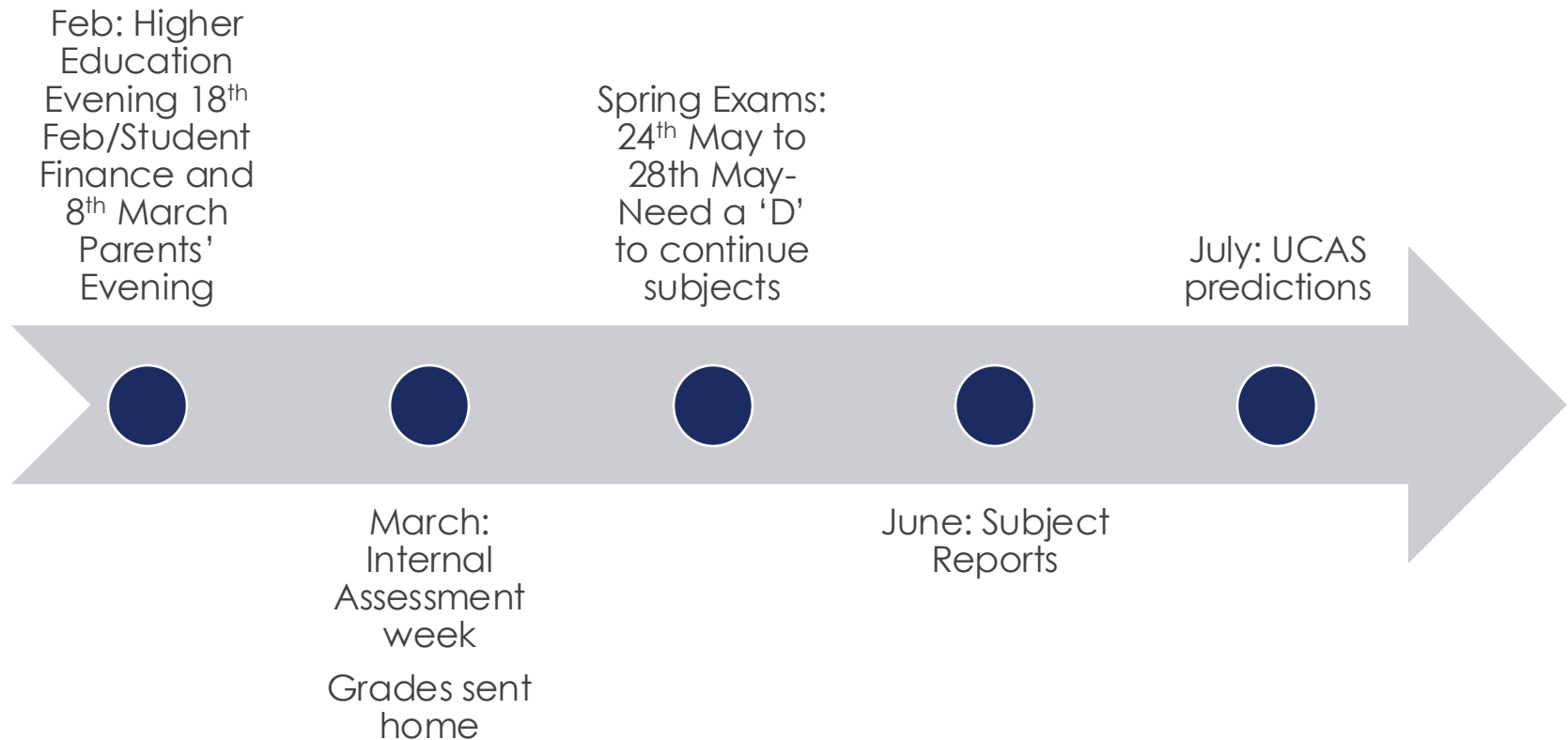
KEY DATES 2026

Learner Profile:
Attitude to learning,
HW- late Sept-
Internal school
monitoring

Dec: Periodics:
Students will be
given a target
grade for the end of
their A level course,
a current grade, a
likely to achieve
grade

Tests in class
5th / 6th Oct-
Guide, not
an exam

KEY DATES 2027



Watch words

Balance

Ownership

Communication

TEST match and not a 20/20 bash!



The vital part you play, please!

Support: Over uniform, over perfectionism, over attendance-BELONG

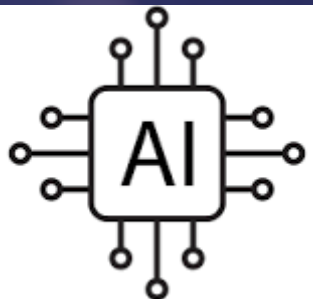
Encouraging: balancing realism and idealism-ASPIRE

Communication: We can't help if we don't know, tutor, me, Miss Goldhawk, talk to your daughters, find out what they want to do in the future-INQUIRE

Trust in them and in us, let it be their journey of ownership, as they take on new roles, subjects, ambitions: EXCEL

Elevate who will be partners with us and your daughters in bringing about the realisation of their ambitions

Parent Workshop Using AI Ethically & Effectively



Who is Elevate Education?

2001	Research Company
Offices	UK, Australia, USA, South Africa
Programs	Study Skills, AI Workshops, Teachers, Parents
Schools	4,000 schools in 15 countries
TEDx	Tallinn, Estonia



AI Trivia



1. What do the following terms stand for?

- AGI
- LLM
- ChatGPT

2. What is fake/incorrect information that is produced by AI called?

AI Trivia

1. What do the following terms stand for?

- AGI = Artificial General Intelligence
- LLM = Large Language Model
- ChatGPT = Generative Pre-Trained Transformer

2. What is fake/incorrect information that is produced by AI called?

- Hallucinations

AI Trivia

3. Which of these is an example of AI?

- A) Air conditioning automatically changing temperature
- B) A fingerprint scanner on iPhones/laptops
- C) Spotify creating a personalised playlist for you
- D) The autopilot setting on aeroplanes

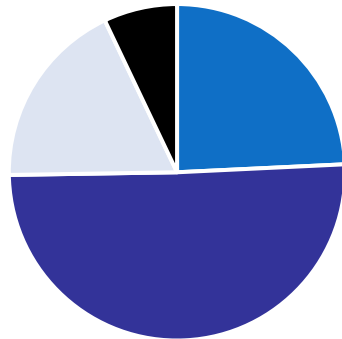
 **Answer: C – Spotify**

Spotify uses AI to personalise recommendations and experiences

How are students currently using AI?

Student Feedback

How often do you use AI to study?



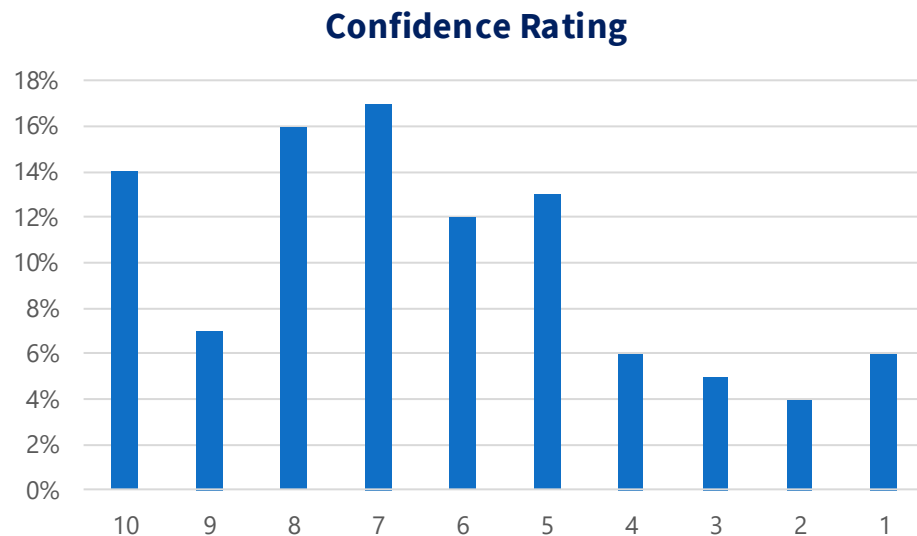
■ Frequently (every day) ■ Occasionally (a few times a week)
■ I've tried it before, but I don't use it ■ Never

Frequently (every day)	25%
Occasionally (a few times a week)	50%
I've tried it before, but I don't use it	18%
Never	7%
Total	100%

75% of students are using AI at least a few times a week

Student Feedback

How confident are you using AI to study?



Only 21% of students rated themselves 9 or 10 confidence in using AI to study

Student Feedback

What would you like to learn about AI that you don't already know?

- How to get it to do what you want
- Does it have sentience?
- How to use it 100% ethically
- How to cheat
- How to use it without getting caught
- I want it to go away
- Is it actually bad for the environment?
- Will it take over the world?

What The Research Says

- Bloom's 2 Sigma Problem: tutoring outperforms classroom by 2 standard deviations
- MIT/Harvard: AI tutoring replicates Bloom's results
- Students using ChatGPT freely underperformed vs textbook learners
- AI as a tutor = one of the most powerful learning tools

Today's Outcomes

1. Learn more about what AI is and how it works
2. Look at how students can use AI effectively
3. Understand how students can use AI responsibly

What is AI?



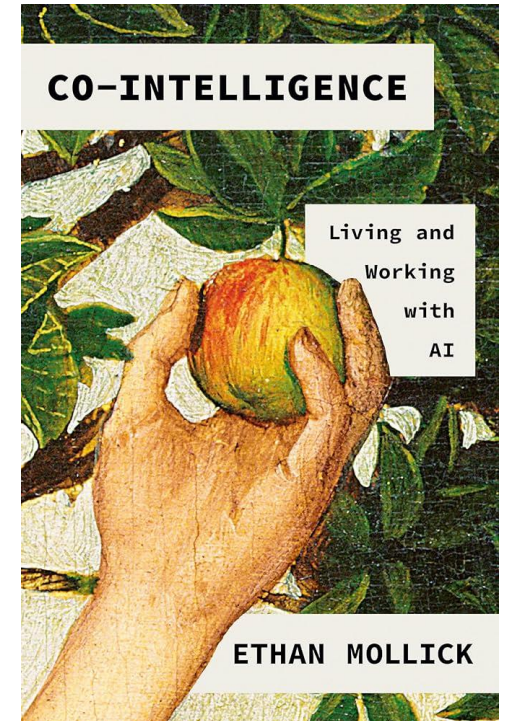
What is AI?

Artificial Intelligence (AI) refers to the ability of computer systems to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.

Essentially, AI is a technology that enables computers and machines to simulate human learning and comprehension in a faster and more efficient manner.

Key Principles

1. AI is a double-edged sword
2. 'Principles over platforms'
3. Be the 'human in the loop'



The Ethics Behind AI

1. Environmental impact
2. Copyright & the creative industry
3. Critical thinking – ‘cognitive offloading’



What is an LLM?



Large Language Model

- LLMs are trained on gigantic datasets
- They generate responses based on patterns in its training data
- Think of it like a very well-read assistant
- LLMs have a knowledge cutoff

What is an LLM?

LLMs use pattern matching to predict the most probable next word. For example:

1. God save the...
2. Twinkle, twinkle, little...
3. You have the right to remain...
4. The quick brown fox jumps over the lazy...
5. You'll be the prince and I'll be the princess,
it's a love story baby just say...

What is an LLM?



What are LLMs trained on?

The world's information e.g. internet sources

- All models are prone to hallucinations

What is an LLM?

- An LLM doesn't know its own process for coming to an answer
- It is programmed to be confident!
- This leads to **hallucinations**

+ Ask anything



ChatGPT can make mistakes. Check important info.

Copilot may make mistakes. Your conversations are personalised and help train AI. [Opt out.](#)

Here's a list of artists—both historical and modern—who have painted or prominently featured **giraffes** in their work:

Historical / Classical Artists

- **Jacopo Ligozzi (1547–1627)** – Italian painter and naturalist who illustrated exotic animals, including giraffes, for the Medici court.
- **Jean-Baptiste Oudry (1686–1755)** – French Rococo painter known for animal paintings; did works of exotic creatures including giraffes.
- **George Stubbs (1724–1806)** – English painter famous for horses but also painted other exotic animals, including a giraffe in the late 18th century.
- **Jacques-Laurent Agasse (1767–1849)** – Swiss painter of animals, created studies of giraffes.
- **Sir Edwin Landseer (1802–1873)** – British artist known for animal subjects; painted “The Nubian Giraffe” (1827), based on the famous giraffe given to George IV.
- **Nicolas Maréchal (1753–1803)** – French painter and engraver, worked at the menagerie of the French court; painted exotic animals including giraffes.

Modern / Contemporary Artists

- **Salvador Dalí (1904–1989)** – included giraffes in surrealist works (e.g., the “Burning Giraffe”).
- **Rene Magritte (1898–1967)** – though not as central as in Dalí, surrealist depictions of giraffe-like creatures appear in his whimsical work.
- **Franz Marc (1880–1916)** – German Expressionist painter known for vibrant animal paintings; painted giraffes among other wildlife.
- **Walt Disney artists (20th century)** – concept artists for *Fantasia* and *The Lion King* produced iconic painted giraffe imagery.
- **Hunt Slonem (b. 1951)** – contemporary American painter who frequently paints animals, including giraffes, in bright, textured styles.
- **Joel Rea (b. 1983)** – Australian painter whose hyperrealist-surrealist works sometimes feature giraffes in dreamlike landscapes.



Good question — let's fact-check carefully. Some of the names I gave you really did paint giraffes, but others were shaky or outright wrong. Here's the breakdown:

✅ **Correct / Historically Documented**

- **Jacopo Ligozzi (1547–1627)** – Correct. As a Medici court painter and natural history illustrator, he painted exotic animals, including giraffes.
- **Jean-Baptiste Oudry (1686–1755)** – Correct. He painted exotic animals for the French royal menagerie, including a giraffe.
- **George Stubbs (1724–1806)** – Correct. Stubbs painted *The Kongouro from New Holland* and *The Giraffe* (commissioned by Sir Joseph Banks).
- **Jacques-Laurent Agasse (1767–1849)** – Correct. He painted studies of exotic animals, including a giraffe in the London menagerie.
- **Sir Edwin Landseer (1802–1873)** – Correct. He painted *The Nubian Giraffe* (1827), based on the famous giraffe gifted to George IV of England.
- **Nicolas Maréchal (1753–1803)** – Correct. As an animal painter for the French court, he documented giraffes at the menagerie.
- **Salvador Dalí (1904–1989)** – Correct. His *The Burning Giraffe* (1937) is one of his best-known surrealist paintings.
- **Franz Marc (1880–1916)** – Correct. He painted a work titled *The Giraffe* (1912).

⚠ Partially Misleading / Doubtful

- **René Magritte** – While his surrealism often featured strange juxtapositions of animals, I couldn't find any record of him actually painting giraffes. This one's likely **wrong**.
 - **Walt Disney studio artists** – They definitely painted giraffes in concept art and animations (*Fantasia* 1940, *The Lion King* 1994), but these are more "animation concept paintings" than fine art. So technically true, but not the same category as the others.
-

✗ Made Up / No Evidence

- **Hunt Slonem** – Famous for rabbits, birds, and butterflies, but I couldn't find credible examples of giraffe paintings. Probably not correct.
- **Joel Rea** – Contemporary Australian painter of hyperreal surrealism (sharks, tigers, storms, dogs) — but not giraffes. I slipped up here.

High court tells UK lawyers to stop misuse of AI after fake case-law citations

The high court has told senior lawyers to take urgent action to prevent the misuse of artificial intelligence after dozens of fake case-law citations were put before the courts that were either completely fictitious or contained made-up passages.

Lawyers are increasingly using AI systems to help them build legal arguments, but two cases this year were blighted by made-up case-law citations that were either definitely or suspected to have been generated by AI.

In a £89m damages case against the Qatar National Bank, the claimants made 45 case-law citations, 18 of which turned out to be fictitious, with quotes in many of the others also bogus. The claimant admitted using publicly available AI tools and his solicitor accepted he cited the sham authorities.

Activity



Create a list of:

1. Things that an LLM would be good at for study
2. What an LLM would not be so good at

Example

Things LLMs are good at	Things to be careful about
Coding/building websites	Real-time information
Excel formulas	Numerical reasoning and complex maths
Idea generation	Verifying its own accuracy
Summarising	Highly localised/niche content
Explaining difficult concepts	Genuine originality/lived experience

How to use an LLM effectively

The key questions that students always need to ask are:

1. Has the LLM been trained on the content/context that I am going to use it for?
2. Can I brief the LLM?

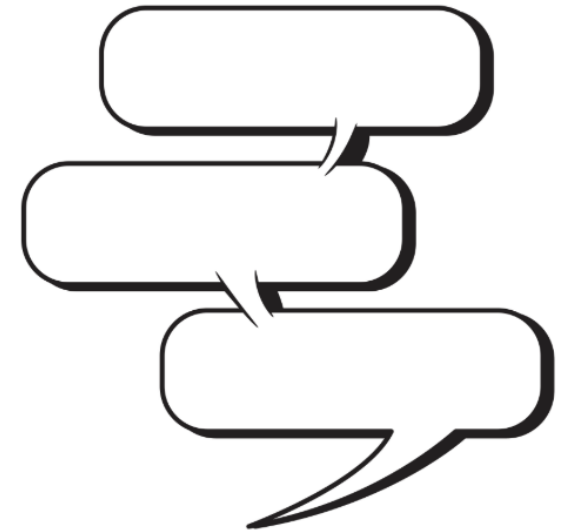
Prompts

What is a prompt?

A prompt for a Large Language Model (LLM) is an input that initiates a conversation or triggers a response from the model.

Examples

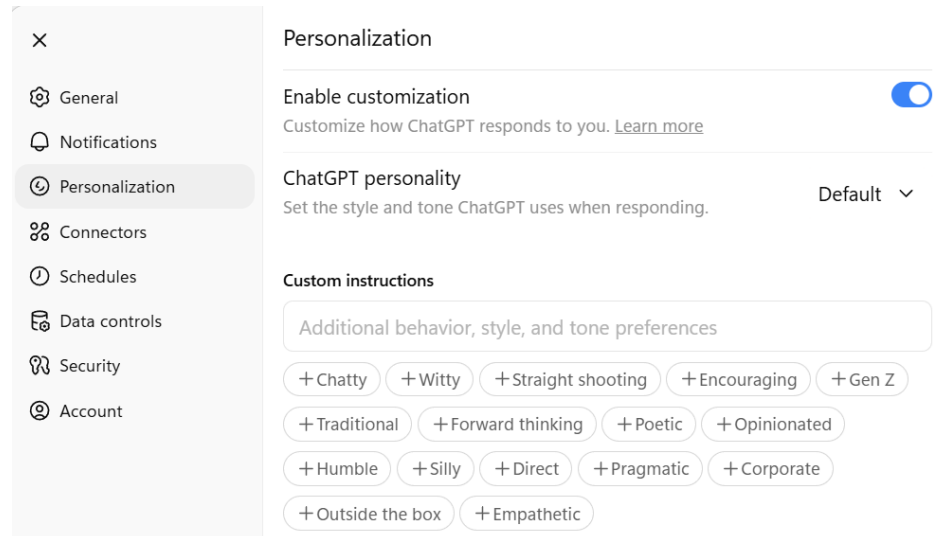
- What is the best restaurant in London?
- What are the themes in KPop Demon Hunters?
- Who is the best footballer in the world?



How to use an LLM effectively

Step 1: Set the guidelines

- “Don’t give me the answers”
- “Don’t make inferences or assumptions, only use the information that I have provided you”
- “If events or information are beyond your scope or knowledge, provide a response stating, 'I don't know' and elaborate on why the information is unavailable”



The screenshot shows the 'Personalization' settings page in the ChatGPT interface. On the left is a sidebar with navigation options: General, Notifications, Personalization (selected), Connectors, Schedules, Data controls, Security, and Account. The main content area is titled 'Personalization' and includes a toggle for 'Enable customization' which is turned on. Below this is a section for 'ChatGPT personality' with a dropdown menu set to 'Default'. The 'Custom instructions' section features a text input field with the placeholder 'Additional behavior, style, and tone preferences'. Below the input field are several buttons with plus signs and labels: '+ Chatty', '+ Witty', '+ Straight shooting', '+ Encouraging', '+ Gen Z', '+ Traditional', '+ Forward thinking', '+ Poetic', '+ Opinionated', '+ Humble', '+ Silly', '+ Direct', '+ Pragmatic', '+ Corporate', '+ Outside the box', and '+ Empathetic'.

How to use an LLM effectively

Step 2: Organise your conversations by subject

- Every prompt is saved and used to evaluate the next response
- Persistent memory

Chats

Chemistry

Theatre Studies

English Language

Business Management

Create a personal project

What are you working on?

Name your project

What are you trying to achieve?

Describe your project, goals, subject, etc...

Cancel Create project

How to use an LLM effectively

Step 3: Upload supporting documents (if allowed!)

- Providing important context helps to get a more accurate response
- Be mindful of privacy and data

 Economics Specification.pdf
PDF

I am a student in Upper Sixth studying for Economics for my A Levels.
This is the specification for the subject. Please create a practice exam
for me to do based on the content

Great — I've used your **AQA A-Level Economics specification**  Economics Specification to design a **realistic full practice exam** that mirrors the actual structure:

- Paper 1: Markets & Market Failure
- Paper 2: National & International Economy
- Paper 3: Economic Principles & Issues

Prompt Engineering

The process of designing and optimising prompts to guide an LLM's responses.

Better quality input = better quality output

How to use prompts effectively

1. Be clear and specific

Prompt formula (PSI)

- **Persona:** Who are you?
- **Specifics:** Be clear and concise. What is the context?
- **Intent:** What do you want? In what form?

explain photosynthesis



Sure! Let's break down **photosynthesis** in a clear way:

What is Photosynthesis?

Photosynthesis is the process plants, algae, and some bacteria use to make their own food. They take in **light energy** (usually from the sun) and convert it into **chemical energy** stored in glucose (a type of sugar).

It's how energy from the sun enters the food chain — without it, most life on Earth wouldn't exist.

The Basic Equation



- CO_2 = carbon dioxide (from the air)
- H_2O = water (from the soil)
- **Light energy** = usually from the sun
- **Glucose ($C_6H_{12}O_6$)** = food for the plant
- O_2 = oxygen (released into the air, which we breathe!)

Where It Happens

- Photosynthesis happens mainly in **chloroplasts**, tiny structures in plant cells.
- Inside chloroplasts, there's a green pigment called **chlorophyll** that absorbs sunlight (especially red and blue light, not green — that's why plants look green).

Two Main Stages

1. **Light-dependent reactions** (in the thylakoid membranes):

- Use light energy to split water into hydrogen and oxygen.
- Oxygen is released.
- Energy is stored in molecules (ATP and NADPH).

2. **Light-independent reactions** (Calvin cycle, in the stroma):

- Use ATP, NADPH, and carbon dioxide to make glucose.
- These reactions don't need light directly, but they depend on the products of the light-dependent stage.

Why It's Important

- Produces **oxygen** we breathe.
- Provides **food** (glucose) for plants — and ultimately for all organisms.
- Removes **carbon dioxide** from the atmosphere, helping regulate Earth's climate.



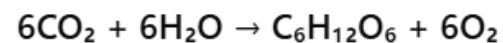
I'm a Year 11 student doing my GCSEs. I want to know what photosynthesis is in simple, easy-to-understand terms. I am trying to complete my science homework, which requires me to have background knowledge of photosynthesis. Give me a short explanation of photosynthesis in bullet point form.

Sure! Here's a clear and simple explanation of photosynthesis, perfect for a Year 11 (GCSE) student 🙌

🌱 Photosynthesis — Simple Summary

- **Photosynthesis** is the process plants use to **make their own food (glucose)**.
- It happens in the **chloroplasts** of plant cells, mainly in the **leaves**.
- **Chlorophyll** (the green pigment) **absorbs light energy** from the sun.
- Plants take in **carbon dioxide (CO₂)** from the air through small openings in the leaves.
- They absorb **water (H₂O)** from the soil through their roots.
- Light energy is used to **convert carbon dioxide and water into glucose**.
- The **glucose** is used for **energy, growth, and storage** (e.g. as starch).
- **Oxygen (O₂)** is released as a **by-product** into the air.

🧪 **Balanced symbol equation (GCSE level):**



(in the presence of light and chlorophyll)

How to use prompts effectively

2. Refine the prompt

Examples

- “Give me 5 examples that are more relevant to the UK”
- “Summarise this in bullet points and a diagram”
- “Explain it in a different way using a sports analogy”

How to use prompts effectively

Step 3: Request a character or tone

Examples

- “Pretend you are the author of the book”
- “Imagine you are the CEO of a global company”
- “You are an expert in grammar and English”



How to use prompts effectively



Step 4: Ask what is missing?

- “Do you need any more information to give me what I want?”
- “Is there anything I have missed that would be helpful to know?”

Prompt Engineering Activity

Prompt Makeover

Objective: Improve vague, confusing, or unhelpful prompts

Bad prompts:

- “What caused WW2?”
- “Help me with my essay structure”
- “How does DNA work?”

Activity: Rewrite each prompt to make it more useful

Digital Literacy

The future world of work needs people with:

- (a) Knowledge:** How do you know if you've been given the wrong answer if you don't know anything?
- (b) Skills:** You still need to know how to write, think, analyse & evaluate

Critical Thinking

Critical thinking is a kind of thinking in which you **question, analyse, interpret, evaluate** and **make a judgement** about what you read, hear, say, or write. Good critical thinking is about making reliable judgements based on reliable information.

TECHNOLOGY

Google's top AI scientist says 'learning how to learn' will be next generation's most needed skill

Pupils fear AI is eroding their ability to study, research finds

One in four students say AI 'makes it too easy' for them to find answers



📷 Despite AI's popularity, 62% of the students said it has had a negative impact on their skills and development at school. Photograph: MBI/Alamy

Pupils fear that using artificial intelligence is eroding their ability to study, with many complaining it makes schoolwork “too easy” and others saying it limits their creativity and stops them learning new skills, according to new research.

Biggest student mistakes in using AI

1. Not knowing what to use AI for
2. Not knowing how to use AI effectively
3. Using AI to give them the answer
4. Copying and pasting information
5. Trusting everything blindly
6. Not referencing properly

AI Training

Our workshops have been developed to address these issues:

- **Educate:** Make sure students understand how to use AI effectively, ethically, and safely
- **Enable self-regulation:** We believe that when students know how an LLM works and doesn't work, they are much more likely to use it ethically

Using AI - Best Practices



1. Use AI as a Tutor

Golden Rule: Do the work first, then use AI to check it

- ‘Teach it back’ method
- The Socratic Coach
- The Personalised Tutor
- Role Play

Example prompt: “I’m going to explain the concept of natural selection to you.

Tell me whether my explanation is accurate, what I’ve missed, and what misconceptions I might have.

[Student’s own explanation]”

Using AI - Best Practices



2. Use AI for Study Resources and Notes

- Summarise long texts or articles
- Create flashcards or revision notes (***Quizlet, Anki***)
- Turn class content into simpler formats
- Turn your notes into a song/podcast to help you memorise them

Using AI - Best Practices



3. AI as a Writing Coach

AI should be the editor, not the author

- Pressure-testing ideas before writing
- Structural feedback on a draft
- Sentence-level feedback
- The Examiner's Perspective

“Don’t rewrite it for me - just tell me what’s working and what could be stronger”

Using AI - Best Practices



4. Use AI for Test and Exam Preparation

Golden rule: Earn the mark before you check it

- The Quiz Master - quiz yourself using AI-generated questions
- Practice questions - use AI to revise through repetition or mock tests
- Mark your own marking - self-mark first, then compare

Using AI Responsibly

1. Always verify and fact-check information provided by AI

2. Don't copy and paste information straight from AI

- Key test: Could you explain it to someone else

3. Always reference information you have taken from AI

- Make sure you understand the school's/teachers' policy on AI-use

4. Keep private information private

What You Can Do At Home

1. Have the conversation
2. Encourage AI as a tutor, not an answerer
3. Know the warning signs of AI-dependency
4. Remind students of the key principles
 - AI is a double-edged sword
 - Be the human in the loop
 - Check with the school/teachers
 - Don't use AI as a replacement for thinking
 - Use AI as a tool, not a crutch
 - Embrace productive struggle

Welcome to the Student Portal.

If you've seen an Elevate seminar,
your presenter would have given
you a **password**. Enter it below for
premium access!

Support Beyond College

Support Services for Children, Young People and Families

Children and Families Hub
Information, advice and support for families and young people
Call: 519000 or email childrenandfamilieshub@gov.je
Monday to Friday 9-5pm

Child and Adolescent Mental Health Service (CAMHS)
CAMHS is a mental health assessment and therapeutic service for children and young people, aged 5-18, and their families.
Referrals to CAMHS are via the Children and Families Hub – you can also contact the hub to speak with a mental health practitioner

The YES project (Youth Enquiry Service)
Counselling for ages 13-25
Freephone: 0800 7350 010
or visit yes.je

Mind Jersey
Mental Health Charity
Freephone: 0800 7359 404
or visit mindjersey.org

Kooth Jersey
Online counselling and support for ages 10-25
Visit kooth.com and "choose Jersey"

NSPCC
NSPCC: Seeking Solutions
The NSPCC provide a service called Seeking Solutions at the Gower Centre in town for children and young people aged 7 to 18. This helps with problems such as: relationships, bullying and managing anxiety.
Young people can self-refer.
Telephone: +44 (0) 1534 760800
Located at The Gower Centre in Stopford Road, St Helier

childline
An out of hours resource that children and young people can access
Freephone: 0800 1111
or visit childline.org.uk

SAMARITANS
Samaritans Jersey
116 123 or email jo@samaritans.org

School-Based Counsellors
Available in most secondary schools
Visit gov.je/cymentalhealth

For a full list of support available scan here:

The College's role:

- Signposting
- Making referrals
- Working alongside other professionals
- Leading an Early Help 'team around the child'

[Support Outside of College Web Link](#)