



JERSEY
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for Girls

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Year 9 Parent Information Evening

27th November 2025

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This Evening

- Simon Milner: Student welfare
- Jessica Williams: Student progress in Year 9

Welcome

Upper school team

- Jessica Williams (Head of Upper School) – J.Williams@jcg.sch.je
- Hayley Farrell (Assistant to Head of Upper School) H.Farrell@jcg.sch.je
- Simon Milner (Assistant Headteacher & DSL) S.Milner@jcg.sch.je
- Alice Veitch (DDSL and attendance and welfare) A.Veitch@jcg.sch.je



Student Welfare

Simon Milner
(Assistant Headteacher)

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Upper School Wellbeing Worries

- Social media / screen time / parental uncertainty about this
- Friendship groups / feeling excluded / being 'in a group' / where you sit at lunch
- Body image / appearance
- Balance between independence and boundaries
- Personal identity

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Reccomended Reads

[Link to
Reccomended
Reads for Parents](#)



Student Guidance Systems

- Form Tutor
- Head of School / Assistant
- Special Educational Needs Co-Ordinator
- Teaching Assistants – ELSA work
- Counsellors – [School Counsellors Web Link](#)
- Attendance and Welfare Lead
- Assistant Headteacher
- Any adult in College
- Buddies (including Peer Tutors)
- Peer Mentors

Working in Partnership

What our Wellbeing Policy asks of parents:

- Working in partnership with the College to cultivate the wellbeing of your children
- Giving due consideration to advice, from the College, about how the wellbeing of your children might be best supported
- Providing feedback to the College on how the wellbeing of your children might be best supported

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/cypmentalhealth

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](#)

Youth Produced Sexual Imagery (YPSI)

- Sexting
- Nudes/sending nudes
- Pics/pic for pic
- Loot / trading

'Despite what adults believe, young people in our [2020 Cybersurvey](#) told us that sharing nudes is not 'endemic.'

It is most prevalent among those aged 15 and over, with **17%** saying they had shared a nude or sexual photo of themselves. This increases in the mid-teens, from **4%** at age 13 to **7%** at age 14. The rate then more than doubles between the 14 and 15+ age groups, when around **1 in 6** have sent an image of themselves to someone else.'

<https://www.internetmatters.org/issues/sexting/learn-about-sexting/>

A young person's experience:

[Childnet video](#)

Managing concerns as parents/carers

- Encourage open dialogue
- Have the conversation (safety)
- Avoid blaming and shaming
- Be aware of the 'cultural' difference (but also beware stubborn prejudices)
- Aim for a connection rather than surveillance
- Curious not furious

A parent's experience:

- [CEOP Video](#)
- <https://safeguarding.je/wp-content/uploads/2025/08/Be-the-First-Filter-Booklet-A5.pdf>
- <https://www.ceopeducation.co.uk/>

Parent/Carer advice from KCSIE (2025)

Parents/carers whose child has had their nudes or semi-nudes shared publicly should be advised to:

- stay calm and refrain from getting angry with their child
- help their child delete images from social media accounts (included from cloud photo backups) if they have uploaded them themselves
- support their child use the IWF and Childline's Report Remove tool to report an image that has been shared online: www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/sexting/report-nude-image-online/. They can also help their child to use NCMEC's Take It Down tool to help them remove or limit the spread of nudes or semi-nudes that have been shared online: <https://takeitdown.ncmec.org>.
- report sexual images on individual sites to get them taken down. If the image has been shared via a mobile, they should be informed that they can contact the mobile phone operator to have a mobile number changed

Additional information: For detailed information about supporting children please read the following UK guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024) - GOV.UK



Resources tailored to you



Young people

Resources, top tips and advice for young people to help them manage their online lives.



Parents & Carers

Advice and top tips on the devices young people are using and the issues they may face.



Teachers & School Staff

Advice to help you embed online safety across the curriculum.



Remote learning

Free resources from a range of organisations to help support your students to engage in remote learning safely.



<https://saferinternet.org.uk/>

Legal and School Contexts

Jersey Police:

Youth produced sexual imagery (YPSI) is defined as an indecent image, still or video of a person under the age of 16.

All reported offences of YPSI are recorded as a crime by the Police i.e. young people (under the age of 16) sharing indecent images, stills or videos, of themselves or of others (i.e. of others under the age of 16).

Note: The legal distinction for the term “YPSI” is under 16 however, persons under 18 are children (by law)

School Safeguarding:

In the latest advice for education settings (UKCIS, 2024), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18.

Police Response

It is important that investigating Officers ascertain whether any **aggravating features** (e.g. adult involvement as perpetrator, age imbalance, is one or more of the individuals involved under 13 years, is there an element of grooming? Is there blackmail/coercion, repeat offender) and/or known vulnerabilities are present and check the welfare of relevant parties.

Providing there are no aggravating factors, clear direction that all copies of any indecent image must be deleted, and proof of deletion may be requested.

Providing that there are no aggravating factors, the crime as detailed above, will be recorded as having happened but for **no formal criminal justice action to be taken**, as it is **not considered to be in the public interest** to do so.

The NSPCC:

*It's a criminal offence to create or share explicit images of a child. However the law is intended to **protect** children and **not criminalise** them.*

Police Guidance for Schools

- **Never** view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (designated safeguarding lead).
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to other members of staff, the young person(s) it involved or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.
- [The DSL and safeguarding team will follow usual safeguarding procedures, including in relation to contacting parents/carers]

Student Progress in Year 9

EMBRACING LEARNING



What is Character Education?

Character is a set of personal traits, dispositions or habits. Our character shapes how we feel about the world and how we are motivated to act. Our character guides us in doing what we think is right.

Character education is all of the activities you experience in your education (not just lessons, but everything you do through school) that help you develop positive character strengths. These strengths are sometimes called *virtues*.

Adapted from the Jubilee Centre

The Jubilee Centre's Framework of Virtues linked to our Values

Intellectual Virtues	Civic Virtues	Moral Virtues	Performance Strengths
Pursuit of knowledge, truth and understanding	How we relate to our local, national and global communities	Our ethical awareness and how we link our own ambitions to the common good	Character traits that allow us to succeed in demonstrating the other virtues
Example: Curiosity	Example: Compassion	Example: Courage	Example: Conscientiousness
Inquire	Belong	Aspire	Excel

SUPPORT

- Who to contact
- How to get in touch
- How to escalate

Staff to contact: Academic Issues

In the first instance, please contact the class teacher

If escalation is needed, please contact the Head of Department, or the Head of Faculty:

- Stuart Sleath, Head of **Maths** Faculty
- Janet Vernaglione, Head of the **Language** Faculty
- Steve Braithwaite, Head of **Science** Faculty
- Edward Palfreyman, Head of **Humanities** Faculty
- Sam Fitzpatrick, Head of **Performance & Creativity** Faculty
- Katharine Moss, Head of **English** Faculty

Staff to contact: General / Pastoral Issues

For most matters, your student's tutor is the first contact:

- 9AB – Mrs Stone
- 9CA – Miss Humphries
- 9CF – Mr Bright
- 9GA – Miss Robinson
- 9IN – Miss Paterson
- 9NI – Miss Harrison

The tutor is your first port of call. They will see their form first every day. They can check in, pass information on, liaise with you and with class teachers.



Upper School

**Numbers, Homework,
Behaviour,
Achievement**

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Homework

Creativity and Performance	Preparation of resources, props, costumes or ingredients, plus one extended home learning task of 45 minutes per Creative subject each half term.
English	30 minutes per week and 30 minutes of reading per day
Humanities	30 minutes per week per subject
Languages	30 minutes per week per subject
Mathematics	30 minutes per week per subject
Comp Science	15 minutes per week
Science	30 minutes per week per subject

GCSE Options

- Prospectus
- Discussions with Year 11 students
- GCSE Options Evening – Tuesday 27th January
- Assembly and conversations with tutors
- Conversations with subject teachers
- Conversations with you

Behaviour & Achievement

Achievement marks

- Emails home and praise from tutor
- Certificates and Vouchers
- Letters from the Vice Principal

Behaviour marks

- Emails home
- Monitored weekly and discussions with tutor
- Could result in daily report monitoring

Achievement Marks

Supporting Student Behaviour Policy:

<https://jerseycollegeforgirls.com/pages/Keepingchildrensafe/supporting-student-behaviour-policy>

30 = Bronze certificate awarded by tutor

60 = Silver certificate awarded by tutor

90 = Gold certificate awarded by Head of School in lower/upper school assembly

120 = Platinum certificate and Amazon voucher awarded by Head of School in lower/upper school assembly

Graham Nuthall's Magic Number



Retrieval Practice



Interleaving



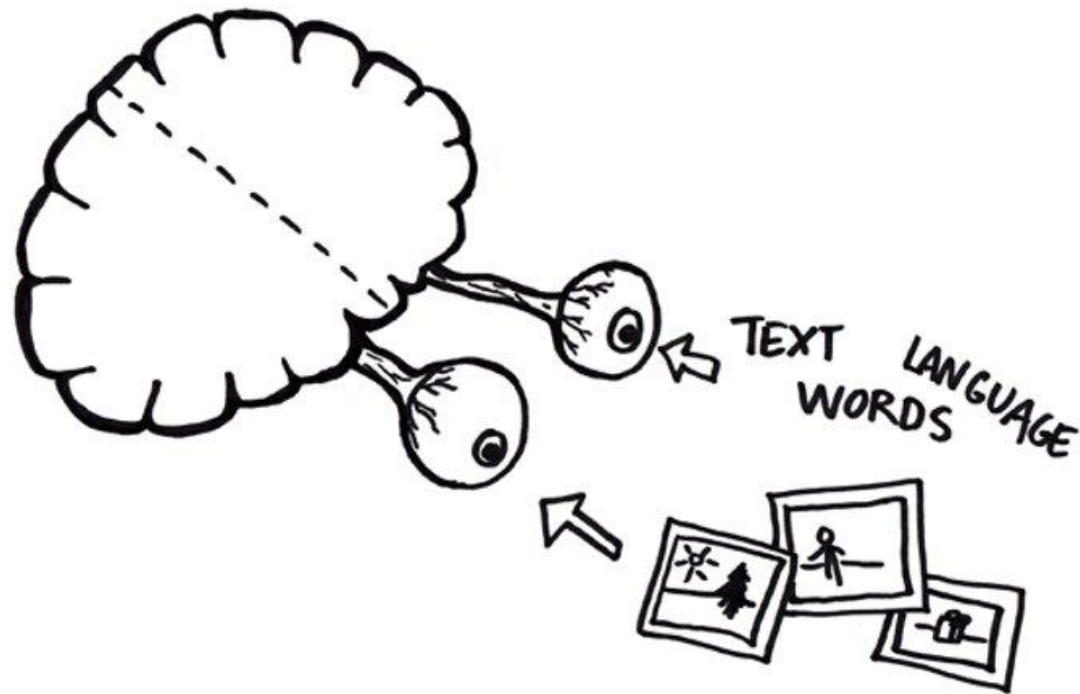
Elaboration



Concrete Examples



Dual Coding (Visuals)

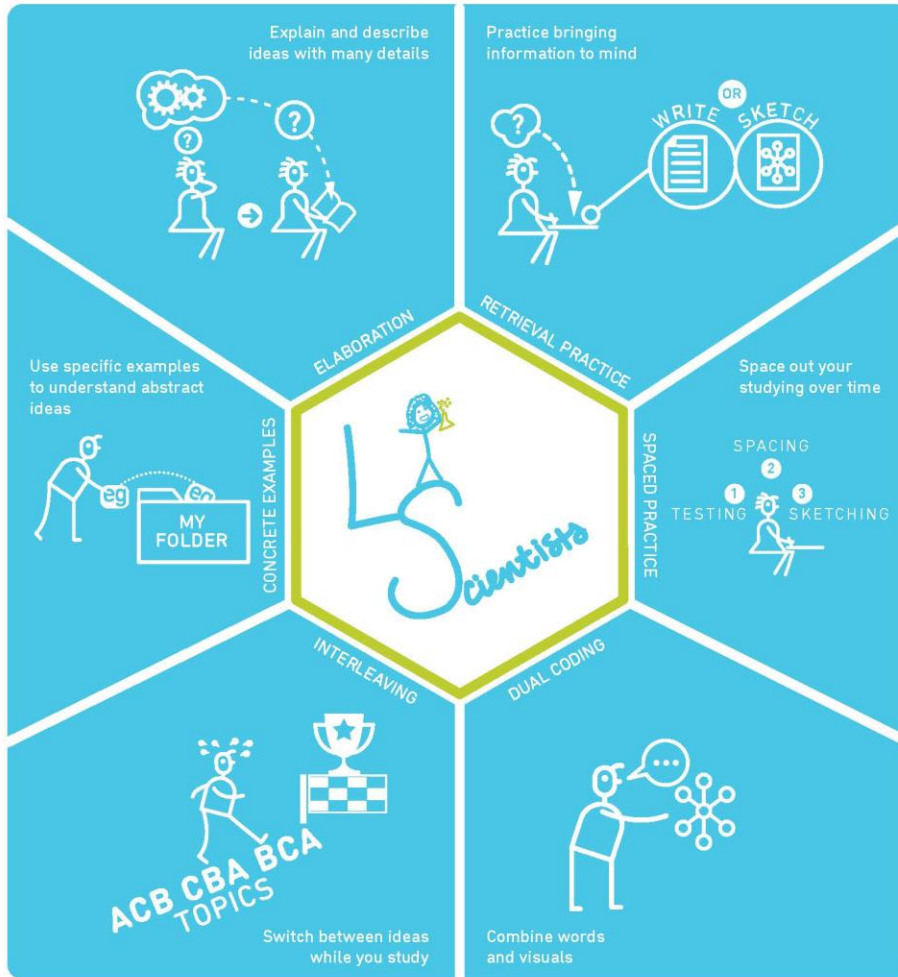




Six Strategies for Effective Learning

LEARNINGSOCIETISTS.ORG

All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.



<https://www.learningscientists.org/>

Content by Yana Weinstein [University of Massachusetts Lowell] & Megan Smith [Rhode Island College] | Illustrations by Oliver Caviglioli [teachinghow2s.com/cogsci] Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science

One More Strategy...

SLEEP AND TEENS

A Good Night's Sleep Has a Great Effect on Your Teen's Health

9 HOURS

the average amount of sleep a teen needs each night.

28%

of teens fall asleep at school once a week or more.

14%

of teens arrive late for school at least once a week or more.

WHY SLEEP IS IMPORTANT



Zzz's Can Lead to A's

Sleep helps your ability to listen, concentrate, remember, learn, and solve problems.



Good Mood

Lack of sleep can lead to moodiness, irritability, and depression.



Keeps You Physically Healthy

Sleep allows your body to repair itself. Lack of sleep can lead to a poor complexion, and increase your obesity risk.

COMMON SLEEP DISORDERS IN TEENS

Sleep Deprivation

A disorder resulting from early school start times, long homework hours and extracurricular activities creating busy schedules and not enough time for sleep.

Inadequate Sleep Hygiene

Poor sleep habits which include using electronics at bedtime, eating late/drinking caffeine, and not keeping a regular sleep schedule.

Circadian Rhythm Disorder

(Delayed Sleep Phase Syndrome) A disorder in which there is a continuous or occasional disruption of sleep patterns caused by changes in a teen's biological clock as they go through puberty.

TIPS FOR BETTER SLEEP

Establish a bedtime routine.



Keep the bedroom cool, dark, and quiet.



Don't eat, drink, or exercise before bed.



MOST IMPORTANTLY: Turn off all electronic devices.

The body produces melatonin at night to induce sleep. Bright lights from electronic devices signal the brain to suppress melatonin production, causing sleep problems.



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