

Wellbeing Award for Schools (WAS)

Reassessment Report

School name:	Jersey College for Girls
School address and postcode:	Le Mont Millais, St Saviour, Jersey JE2 7YB
School telephone:	01534 516200
School website:	https://jerseycollegeforgirls.com/jcg
Head teacher:	Carl Howarth
Award coordinator:	Simon Milner
Award verifier:	Mark Jennett
Date of reassessment:	11 May 2026

Commentary on the mini-portfolio of evidence:

Evidence provided was clear and concise. It was apparent that leaders had taken care to note and act upon feedback both from the original Award verification and their recent stakeholder surveys and that emotional wellbeing and mental health (EWMH) remains a priority for the school. JCG has made good use of the Award process to, once again, audit its provision, note strengths and address areas for development.

Commentary on the tour of the school:

The meeting was held virtually and the Award coordinator kindly supplied a number of photographs of the school environment. The buildings are well maintained and extremely attractive with numerous examples of students' artwork on display. A particular feature is 'Hector's Café' which is used for parent coffee mornings as well as by staff and students. Staff in particular mentioned how it 'doesn't feel like you're in school' and is a great space for a short break. Plentiful outside space is well used, not least for a wide range of House competitions. Older students also organise games and activities for Prep school pupils. The canteen, library and staff room are all bright, airy and welcoming and there are a number of additional work spaces for staff. There is a sixth form centre with additional social areas and a wellbeing hub including a sensory room and other spaces to support time outs and self-regulation. Offices contain comfortable seating to support informal discussion. There are affirmations around the school and student designed posters with QR codes so that pupils can access online information directly.

Commentary on discussions with stakeholders:

Students described how they can easily access support from tutors or other staff if they are worried or anxious. They particularly appreciate that, in many cases, they will have the same tutor for several years so 'they really know you well'. Older students described their roles as promoters of EWMH including delivering presentations and providing 121 mentoring support to younger girls around exam stress and other concerns. To help with this they receive training from the school's counsellors. Pupils also discussed individual examples of support they had received and how staff provide help and advice but also encourage them to make their own decisions with relation to managing workload etc.

Staff say that, while workload is high, leaders and colleagues are supportive and that they feel proud to be part of such a successful school. They appreciate the recent formation of a staff wellbeing team and the offer of buddies for new staff. They have received useful training around supporting their own and students' wellbeing, including managing staff with a range of neurodiverse conditions, coaching and work around self-harm.

The lead governor for wellbeing described how the Award process has enabled the school to identify priorities and respond appropriately. Recognising the importance of not just providing support but being seen to do so, she cited both the success of the Table Talk parent events and effective social media messaging as helping to confirm this commitment with all stakeholders. This was supported by some excellent communication examples included in the evidence portfolio.

Parents I spoke with were enthusiastic about the breadth of opportunities offered by the school and agreed that staff were always quick to respond to any concerns. They described how staff had picked up on additional needs, advocated for children and families with external agencies and been prepared to provide supportive challenge to parents when appropriate. In particular, they described how the school will alter provision to suit individual children's needs – for example, by encouraging them to try things that may be outside their comfort zone while also being aware the needs of children who may experience higher levels of anxiety.

Strengths identified during reassessment:

Since verification, JCG has considerably developed its offer for parents. It offers after school 'Table Talk' events which provide an opportunity for parents to discuss issues of concern, often with visiting professionals, and is looking at how these could be extended to provide opportunities at other times of day in order to maximise attendance.

The student leadership programme has also been developed, in particular the opportunities available to the lower school with Y7 and 8 students acting as 'kindness ambassadors'. The school also engages with the 'She Leads' programme which encourages girls and young women to take part in decision making and this is complemented by elements of the PSHE programme and drop-down day activities. Girls have also led assemblies on self-care, produced wellbeing podcasts and are taking part in TEDx events focusing on developing confidence and self-belief.

Another area developed since verification has been the increased use of outdoor learning including forest schools provision, onsite allotments, whole college picnics and weekly wellbeing walks led by Hector, the school's canine wellbeing champion.

A recent inspection noted the effectiveness of the above and other activities on creating a strong sense of 'belonging' – one of the school's guiding values – which was echoed by all stakeholders during our conversations.

As noted above, leaders embraced the feedback from recent stakeholder evaluations and have addressed this with the addition of provision such as discussions with students around 'real world' scenarios, increased wellbeing check ins during form time, more staff updates around wellbeing and additional opportunities for parents to raise and discuss concerns. EWMH is a standing item at governor meetings.

As well as introducing a wellbeing policy, the school has also reviewed its behaviour policy which foregrounds the importance of wellbeing, positive relationships and restorative practice.

Tutor teams have received additional training around mentoring, personal development and supporting wellbeing and key staff have undertaken Mental Health First Aid training. 6th form mentors have been trained in active listening and provided both group and 121 support to younger girls. 'Wellbeing buddies' are also available to support staff. Line managers have discussed how to proactively 'check in' with staff about their wellbeing and observations have an explicit focus on noting and praising effective practice.

The frequency of EWMH related CPD has been increased with regular 'refreshers' and tips in staff briefings and targeted training for tutors. The SENCO also regularly joins tutor and faculty team meetings.

The range of in-school support includes ELSA alongside programmes to build resilience and support neurodiverse students. The school has recently expanded its EBSA provision in response to rising needs in this area, including support for parents and increased check ins with vulnerable students. External providers offer inputs around exam stress, training around eating disorders and specialist RSE support. The school has developed effective links with the Local Authority and been consulted around recent Trans inclusion guidance and support for self-harming students as well as being part of the Senior Mental Health Lead network.

Areas for development:

Regarding the Award stakeholder surveys, discuss with students the lower feedback around staff noticing if they are worried or unhappy. Work with focus groups to identify whether this is more prevalent amongst particular groups of students, what additional provision they would find useful etc. Also discuss with staff what they feel are the key 'risk factor' for the student cohort and provide CPD and other support as necessary.

To further raise the profile of EWMH and encourage students to report concerns, continue to widely promote the school's approach to wellbeing through social media, assemblies etc, involving students where possible. One 'quick win' might be to produce a wellbeing 'accountability framework' which identifies the role of all stakeholders in promoting EWMH and share this widely – ideally as graphic. Be specific – what are the responsibilities of different groups of staff and students, parents and governors – and aim to show how EWMH is the business of all stakeholders.

Specifically evaluate the impact of new initiatives such as the addition of staff wellbeing buddies, 6th form mentoring training etc through discussions, focus groups and short surveys and amend provision as appropriate. Both students and the staff wellbeing team could be directly involved in this process.

Verifier recommendation:

I am delighted to recommend that Jersey College for Girls receive the Wellbeing Award for Schools for an additional three years.

Head teacher comments:

We are delighted that the College's commitment to the wellbeing of our whole community has been recognised through this re-verification of the Wellbeing Award for Schools. We are especially proud of the strong culture of care we continue to nurture, one that underpins every aspect of College life and ensures that all members of our community feel valued, supported, and able to thrive. As a genuinely happy community, kindness and compassion sit at the heart of all we do. We value the rigorous self-reflection this process demands and look forward to engaging thoughtfully with the recommendations outlined in the report.

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