



Children, Young People,  
Education and Skills

A Whole-of-school approach to address the  
issue of Violence Against Women and Girls  
(VAWG)

## Guidance for Schools

## Overview

This guidance has been developed to support schools across Jersey as part of a government-wide effort to address violence against women and girls (VAWG). This is done with the aim of enhancing the culture of safety, equality, and respect, where the issue of VAWG is proactively addressed by the staff, pupils, and wider school community as a collective.

This work was developed as part of the Government of Jersey's work to implement the recommendations issued in the VAWG Taskforce report. In particular, it supports the implementation of VAWG Taskforce recommendation 77, specifically sub-recommendation 77.1 which states, '*CYPES should consider rolling out a 'whole-of-school' approach across schools.*'

This document is envisaged as being used as a toolkit by school leaders. Throughout it are short checklists to help school leaders self-valuate their school's existing strengths and priorities in this area. Then each section shares knowledge, resources, and practical strategies to help recognise, respond to, and prevent the perpetration of VAWG in the future. It was developed by utilising the expertise and experience of the VAWG Taskforce's education subgroup (ESG), comprised of various stakeholders across the specialist support and education sectors, across a series of meetings from March 2024 to February 2025.

We all have a role to play in tackling VAWG - this guidance is part of the government-wide effort towards addressing and preventing the issue of VAWG in Jersey, which for too long has remained hidden. Implementing a whole-of-school approach to prevent VAWG is not just a moral obligation – it is an investment into the safety, wellbeing, and academic success of all pupils and learners.

We hope schools find this resource helpful.

# How to Use this Toolkit

## Acronyms used throughout

**CYPES** – Children, Young People, Education and Skills

**ESG** - VAWG Taskforce's Education Subgroup (authors of this guidance)

**JSRF** – Jersey Schools Review Framework

**LGBTQ+** - Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, and + for Inclusivity

**PSHE** – Personal, Social and Health Education including Citizenship

**SEMH** – Social, Emotional and Mental Health

**SEND** – Special Educational Needs and/or Disabilities

**VAWG** – Violence Against Women and Girls

**WSA** – Whole School Approach

## Summary of each section

*Several sections begin with a checklist. These are to help schools reflect and self-evaluate existing strengths and priorities prior to considering how the guidance in each section could be helpful*

**Section 1 – Purpose of this guidance:** Outlines the intention of this guidance, what a whole-of-school approach is, and links to the updated 2025 Jersey School Review Framework.

**Section 2 – Understanding the issue of Violence Against Women and Girls within Jersey and its schools:** An overview of what VAWG is, the issue of VAWG in Jersey, and the effect which it has on the experience of children and young people, specifically within education.




**Section 3 – Implementing a whole-of-school approach:** Suggestions on how schools can implement a WSA, advice on ways to engage the community and strategically action the guidance for each of the 6 components (sub-sections 4.2-4.7) as part of a structured plan. It includes assessment tools that schools can use to implement the ideas mentioned within section 4.

**Section 4 – Designing a whole-of-school approach:** Guidance on key principles of of WSA and the 6 component areas a WSA should address). These components are featured in sub-sections 4.2-4.7 and each provides guidance, resources, strategies, and training (where appropriate) for their aspect of school life and community.

**Section 5 - Resources** provides links to a variety of resources which provide further information on topics which are too complex to explore in detail within this Toolkit.

**Red boxes are used throughout this document to highlight content/guidance which is significant and should be closely considered.**

Additionally, where text is highlighted in this Toolkit, it means that it pertains to one of the four following areas:

-  – Where the JSRF Handbook explicitly mentions VAWG
-  – Content relevant for sixth form pupils
-  – Content relevant for pupils with SEND

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# 1 - Purpose of this Guidance

## 1.1 - Background

In March 2024, the Government of Jersey accepted a series of recommendations made by the Violence Against Women and Girls (VAWG) Taskforce that relate to the way in which schools approach the issue of VAWG, specifically recommendations 76 and 77<sup>1</sup>. In response to these recommendations, specific changes have been included within the updated 2025 Jersey School's Review Framework (JSRF).

The **purpose of this Toolkit** is to provide schools in Jersey with the guidance and resources they need to:

- Implement a “whole-of-school approach” to addressing VAWG; and
- Fulfil the new requirements of the updated 2025 JSRF that relate to VAWG.

This **Toolkit is designed to be adaptable for a variety of school settings**, regardless of:

- Whether the school is a state school, a fee-paying school or a private school; Whether the school teaches primary, secondary, or sixth-form level pupils;
- Whether the school provides specialised teaching to SEND/SEMH learners;
- Whether the school is single-sex or mixed; or
- The extent to which work to address VAWG has already been undertaken.

Recognising that the nature of VAWG behaviours and the landscape around support provided to victim-survivors is continually changing, this Toolkit will be **reviewed and updated annually** to ensure that the information provided remains accurate, effective, and usable.

## 1.2 – What is a whole-of-school approach (WSA) to VAWG?

A whole school approach (WSA) to addressing VAWG recognises that schools function not only as educational institutions, but also as workplaces and community hubs. Therefore, the core tenant of a WSA involves ensuring that policy and practice reflect the shared commitment of staff, pupils, and parents/carers **to addressing VAWG**.<sup>2</sup>

Adopting a WSA to addressing VAWG can be transformative for a school. As recognised in the Victorian Department of Education and Training in Australia, “**the single most important criterion for effective violence prevention [...] in schools is the adoption of a whole school approach**”.<sup>3</sup>

The content and structure of this Toolkit have been informed by the work of Our Watch, an Australian organisation at the forefront of preventing violence against women and children. The piloting of Our Watch’s “Respectful Relationships Education Toolkit” approach has already resulted in positive attitudinal changes and improved pupil wellbeing.<sup>4</sup> In developing this Jersey Toolkit, the ESG has looked to draw on the components and structure of the Our Watch Toolkit, whilst also ensuring the guidance is tailored to a Jersey context.

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<sup>1</sup> [VAWG Taskforce Report.pdf \(gov.je\)](#)

<sup>2</sup> [Respectful relationships education toolkit: Overview \(ourwatch.org.au\)](#) p. 10

<sup>3</sup> [Respectful Relationships Education Violence prevention in Vic Sec Schools.pdf](#) p. 27

<sup>4</sup> [Respectful relationships education in schools: Evidence paper](#)

## The 6 components of a WSA to VAWG are:

1. **Leadership and commitment** – Senior staff strive to embed cultural change for gender equality among pupils and staff.
2. **Professional learning** – Staff training to incorporate VAWG issues into their curriculum and address diverse backgrounds and views.
3. **Teaching and learning** – Age-appropriate, ongoing teaching on VAWG and related topics is provided.
4. **Support for staff and students** – Accessible resources guide those who have experienced or perpetrated VAWG.
5. **Families and communities** – Partnerships between schools, community organizations, and parents/carers to raise awareness of VAWG and the school's stance against it.
6. **School culture and environment** – The school's values, culture, language, and communications focus on gender equality.<sup>5</sup>

## 1.3 – 2025 Jersey Schools Review Framework (JSRF)

The updated 2025 JSRF Handbook<sup>6</sup> offers a tool for schools to undertake ongoing self-evaluation and outlines the scope and focus of forthcoming independent and external reviews of schools. The JSRF Handbook aims to help schools achieve continual improvement relating to the four pillars of the curriculum, these being:

1. Development of the child
2. Entitlement
3. Equity
4. Quality

The entitlement and quality pillars of the curriculum retain the JSRF Handbook's role in evaluating each school's academic curriculum provision. However, the Development of the child and equity pillars ensure equal priority is given to the evaluation of the school's promotion of equalities and the personal development of all its pupils. The JSRF recognises and values how many Jersey Schools are committed Unicef Rights Respecting Schools<sup>7</sup>. In addition, a key focus of the JSRF is **to consider how a school is responding to VAWG and challenging any gender stereotypes and gender inequalities.**

This Toolkit seeks to support schools identify the links between the JSRF and VAWG.

The 2025 JSRF Handbook directly references VAWG in paragraphs **261, 267, and 273.**

The majority of the statements which are featured in the checklists within sub-sections 3.2-3.7 **are not specifically required or individually assessed for by the JSRF Handbook.** Where the JSRF specifically references that something is required (as shown above), the relevant statement has been highlighted in the checklist to make this apparent; the same is done in the School Baseline Audit Tool (see x<sup>8</sup>).

<sup>5</sup> [Respectful relationships education toolkit: Overview \(ourwatch.org.au\)](#) pp. 11-14

<sup>6</sup> [Jersey Schools Review Framework](#)

<sup>7</sup> [The Rights Respecting Schools Award | UNICEF UK](#)

<sup>8</sup> **To cite when finalised**

## 2 - Understanding VAWG within Jersey and its schools

### 2.1 - What is Violence Against Women and Girls (VAWG)?

In the United Nations Declaration (1993) on the Elimination of Violence Against Women, Article 1 defines violence against women and girls (VAWG) as –  
“Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”.<sup>9</sup>

#### VAWG-related behaviours include:

- **Domestic abuse (including coercive control)**<sup>10</sup> – When a partner or family member has power and control over their victims and uses abuse to maintain it. Abuse can be physical, emotional, economic, psychological and/or sexual.
- **Rape**<sup>11</sup> – A type of sexual assault involving sexual intercourse, or other forms of sexual activity such as oral sex masturbation, carried out against a person without their **consent**.<sup>12</sup>
- **Sexual harassment**<sup>13</sup> – Unwanted behaviour of a sexual nature which violates someone’s dignity, makes someone feel intimidated, degraded, humiliated and/or creates a hostile or offensive environment.
- **Public sexual harassment**- Unwelcomed and unwanted attention, sexual advances and intimidating behaviour that occurs in public spaces, both in person and online.
- **Stalking**<sup>14</sup> – A pattern of persistent and unwanted attention that makes someone feel pestered, scared, anxious or harassed.
- **So-called ‘honour’ based abuse**<sup>15</sup> – Abuse and violence carried out to protect or defend perceived ‘honour’ of the family and/or community.
- **Female genital mutilation (FGM)**<sup>16</sup> – The partial or total removal of external female genitalia for non-medical reasons.
- **Forced marriage**<sup>17</sup> – Where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so.
- **Forced Abortion and Forced Sterilisation**<sup>18</sup> – When a woman is forced to have an abortion or have surgery to terminate her capacity to reproduce without her consent.

<sup>9</sup>[Declaration on the Elimination of Violence against Women | OHCHR](#)

<sup>10</sup> [What Is Domestic Abuse? | United Nations](#)

<sup>11</sup> [What is Sexual Violence?](#)

<sup>12</sup> **Consent** - The capacity to freely choose to engage in any acts. For any sexual act to be consensual amongst all parties involved, consent should be Freely Given, Reversible, Informed, Enthusiastic, and Specific (FRIES). For more on this acronym, click the following link - [PPS](#).

<sup>13</sup> [Sexual Harassment - Equal Rights Advocates](#)

<sup>14</sup> [Stalking Definition, Awareness, and Prevention](#)

<sup>15</sup> [Honour-based Abuse | Safeguarding Network](#)

<sup>16</sup> [Female genital mutilation](#)

<sup>17</sup> [What is forced marriage? | Metropolitan Police](#)

<sup>18</sup> [Forced Abortions And Sterilisation | Women Win Guides](#)

- **Sexual and Commercial Exploitation (including children)**<sup>19</sup> – Where someone is being coerced or forced into selling sex or sexual acts.
- **Online and Tech-Facilitated Abuse**<sup>20</sup> – VAWG that takes place in digital contexts. It can take many forms including sexual harassment, stalking, zoom bombing, intimate image abuse, trolling, doxing, cyber flashing, and misogynistic hate speech.

For more information and resources on each of these behaviours/acts, see section 5 (Resources)

### What about violence against men and boys?

Violence has no place in society. This toolkit helps schools address VAWG using an approach that benefits pupils, staff, and the wider community. The checklists do not target specific genders, and the included resources educate on behaviours affecting both men and women, such as domestic abuse and sexual exploitation.

While men and boys can experience these forms of violence, evidence shows they disproportionately affect women and are mostly perpetrated by men.<sup>21</sup> Effective prevention recognises the gendered nature of abuse and its roots in gender inequality.

A whole-school approach benefits everyone. Harmful gender stereotypes, including toxic masculinity, contribute to VAWG and rising male mental health struggles. Positive male role models and safe spaces for young men are vital.

VAWG also impacts society, increasing economic strain, homelessness, poor educational outcomes, and mental health issues.<sup>22</sup> Those who witness or experience it in childhood face lasting effects.<sup>23</sup>

This toolkit links VAWG to misogynistic behaviours and provides guidance on addressing gender inequality while promoting positive masculinity. See sub-section 3.1.3 (Engaging young men and boys) for more details.

Collaboration among parents, carers, staff, and pupils, regardless of gender, is essential. Tackling VAWG benefits all.

## 2.2 - What is Jersey's 'conductive context'?

The VAWG Taskforce Report concluded that “a range of factors within Jersey **created an environment wherein VAWG is able to occur**”. The complex interaction of these factors was described as “the conducive context to violence against women and girls in Jersey”.<sup>24</sup>

These factors made VAWG more likely to occur, victim-survivors less able to engage with support, and professionals/systems unable to appropriately respond to VAWG, both in terms of supporting victim-survivors or responding to perpetrators.

<sup>19</sup> [Learning to recognise the signs of Child Sexual Exploitation](#)

<sup>20</sup> [Online and technology-facilitated abuse](#)

<sup>21</sup> [Domestic abuse prevalence and victim characteristics - Office for National Statistics \(ons.gov.uk\)](#)

<sup>22</sup> [Men's mental health - Mental Health UK](#)

<sup>23</sup> [VAWG Taskforce Report.pdf \(gov.je\)](#) pp. 28-30

<sup>24</sup> [VAWG Taskforce Report.pdf \(gov.je\)](#) p. 38

The conducive context refers to the following key areas:

- An Island culture that promotes gender inequality
- A poor understanding of what VAWG is and how it manifests
- Low levels of trust and accountability of institutions, and
- A range of structural barriers that limit the capacity the Island's to respond.

Ensuring that a WSA is considerate of the local context is essential, particularly when considering disclosures and the safeguarding of victim-survivors. Therefore, it is imperative that the key areas listed above are discussed and explored within PSHE lessons, as well being considered when implementing other strategies as part of the WSA.<sup>25 26 27</sup>

In addressing the conducive context across education, schools can become part of the island-wide effort to tackle VAWG and inspire generational change.

## 2.3 VAWG and Jersey Pupils

VAWG-related issues present at home or in the wider community can affect school-life (e.g. domestic abuse or forced marriage), as well as originate within the school itself too (e.g. instances of sexual harassment or online and technology-facilitated abuse). The VAWG Taskforce commissioned a report in early 2022 to investigate children and young people's views, knowledge, and experience of VAWG-related behaviours in Jersey.<sup>28</sup> Approximately 1,800 young people aged between 11-25 responded to the Taskforce survey.

Key findings included:

- **52% of girls/young women and 18% of boys/young men had experienced at least one of 21 behaviours listed in the survey**
- 60% of boys/young men felt Jersey was safer than the UK, compared to 34% of girls/young women and 2% of non-binary respondents
- Attitudes toward acceptable behaviour varied by gender—of the 6% who saw catcalling as acceptable or were unsure, 183 were young men, while 43 were young women
- A consensus that PSHE was a wasted opportunity within schools
- Girls felt unfairly treated regarding dress codes, with staff justifications perceived as offensive.
- While many saw parents/carers as key sources of support, they often lacked the necessary knowledge.
- 59% of young people did not know of Dewberry House, 44% did not know of Jersey Action Against Rape and 44% did not know of Jersey Domestic Abuse Service.
- Regardless of their demographic or the school pupils attended, the respondents felt that schools were not doing enough to tackle VAWG.

This report highlighted the need for an improved approach to addressing VAWG across education.

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<sup>25</sup> [Global guidance on addressing school-related gender-based violence; 2016 \(unwomen.org\)](#) p. 33

<sup>26</sup> [Engage men and boys to end VAWG | Spotlight Initiative, Respectful relationships education toolkit: Overview \(ourwatch.org.au\)](#) p. 16

<sup>27</sup> [Good practice guide English document \(gov.wales\)](#) p. 11

<sup>28</sup> [VAWG understanding the views of Children and Young People.pdf](#)

## 3 – How to implement a WSA

This section offers guidance on:

- How to implement a WSA to a school, regardless of any prior progress on addressing VAWG
- How a school can self-evaluate and review its own WSA to addressing VAWG to ensure there is continuous improvement
- Resources which can be used by the school to help them successfully implement a WSA.

### 3.1 Preparing the school

#### Checklist for 3.1

- Establish an implementation team.
- Develop an understanding of VAWG amongst the SLT and members of the implementation team
- Ensuring that the school can respond to disclosures of VAWG
- Ensure all school staff are supported and adequately resourced to be able to address VAWG throughout the school

#### Establishing an implementation team

Schools will need to establish an implementation team; a group to lead on the planning, implementation, monitoring, and evaluation of their WSAs.

It is acknowledged that primary schools may have fewer staff and so less capacity than secondary schools for their implementation team. A smaller team or one nominated member of staff to lead the work may be more suitable for your school.

The implementation team should be led by a staff member and aim to include members from all areas of the school community, such as:

- Members of the senior leadership team, teaching staff and support staff
- School governors
- Wellbeing team
- The pupil body – e.g. school council members or a VAWG student group (see sub-section 4.7.5)
- Families/the broader school community
- Community organisations and support services<sup>29</sup>

It is also important to make sure that the diversity of the school community is represented by the members chosen for this group, taking care to ensure that marginalised voices are included.

#### Develop an understanding of VAWG amongst the SLT and members of the implementation team

Before undertaking any part of implementing a WSA, the school's leadership team and the implementation team must attain an appropriate level of understanding regarding VAWG, especially within the context of Jersey. Section 2 (Understanding the issue of VAWG within Jersey and its schools) and sub-section 4.1 (Key principles of a WSA), will help here.

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<sup>29</sup> [Respectful relationships education toolkit: Implementation steps](#) p. 9

**Useful Link:** The [VAWG Taskforce Summary Report](#) provides a comprehensive overview of the issue of VAWG within Jersey including a list of recommendations to the Government of Jersey and other relevant institutions to address it.

### **Ensuring that the school can respond to disclosures of VAWG**

Jersey's '[Keeping Children Safe in Education](#)' (KCSIE) provides the relevant information for how to handle disclosures of violence and abuse which a school may receive from either staff or pupils. Before any additional work to implement a WSA is undertaken, checking the school's safeguarding policies and procedures are aligned with the most recently published guidance is recommended.

**Note: When undertaking a WSA to address VAWG, an increase in the number of disclosures made by staff and pupils may well occur.** This will likely be a consequence of better training for staff, and better education for pupils, making the school more aware of what constitutes VAWG as well as its severity.

### **Ensuring staff feel equipped in delivering and recognising VAWG**

The training resources provided in sub-section 4.3 (Professional learning) seeks to support staff's expertise in delivering teaching on VAWG.

Similarly, the suggested training resources within sub-section 4.5 (Support for staff and students) will help staff recognise harmful sexual behaviours (HSB) and how best to respond to sexual harassment within schools, aiding staff and pupil victims to feel safe within school and confident in challenging negative behaviours.

The suggested lesson plans and information on local external support within sub-section 4.4 (Teaching and learning) seeks to help staff with resources and external support to deliver effective and meaningful PSHE lessons raising awareness of issues relating to VAWG.

## **3.2 Engaging the school community**

### **Checklist for 3.2**

- Ensure the whole school community is aware of the implementation of the WSA.
- Equip staff to contribute to changing the school culture to effectively address VAWG
- Empower pupil voice, considering their views when designing and implementing the WSA.
- Publicly communicate the school's initiative to addressing VAWG to the wider community.

Before the school begins to engage with the school community; staff, pupils, and parents/carers will need to be notified of the school's commitment. Information on the decision to take a WSA to address VAWG should be communicated with the school community before further work is undertaken. Examples of how to communicate this include:

- Staff discussion and workshops during inset days, staff meetings, or via staff bulletins
- Involving pupils through assemblies, form times, or PSHE lessons
- Parent emails, newsletters, or open days
- Using the school's website or Facebook pages to discuss the rationale for the school's decision as well as what the school's commitments are in relation to VAWG. These could then later be utilised to display progress made on addressing the issue.

EqualiTeach's *Outside the Box* guidance recommends schools consider:<sup>30</sup>

- When staff training is needed to promote the WSA and explain changes
- When and how to adapt or repeat training
- How to engage pupils (e.g., assemblies, form-time activities)
- How to show the community that feedback is being implemented
- How to communicate finalized changes (e.g., website, newsletters, emails).

Ways in which the different groups that comprise the school community could be engaged have been explored throughout sections 4.2 to 4.7. Listed below is the relevant section for each group of the school community.

### **Engaging Staff**

A genuine WSA requires that all staff understand the importance of promoting gender equality and respectful relationships to address issues of VAWG. All staff need to be trained and supported to build a culture where gender stereotypes are challenged and gender equality is actively promoted and modelled, in and out of the classroom. Staff should be also aware of and model school policies to promote cultural change.

See 4.7.2 (Behavioural Policy) Also section 4.5.2 (Useful Training Programs to Develop Staff's Understanding of VAWG and to Help Staff Identify and Respond to Harmful Behaviours)

### **Engaging Pupils**

The goal is to empower young people; therefore it is important that young people's opinions, concerns, and ideas form the foundations of the work.

Pupils should also be aware of behaviour and anti-bullying policies, so they know what is expected of them and model respectful behaviour throughout the school.

See section 4.7.2 (Behavioural Policy) and section 4.7.5 (Promote Pupil Leadership)

### **Engaging Families**

For the implementation of the WSA to be successful and sustainable, creating opportunities for discussion and feedback from parents, caregivers, and families is essential.

See section 4.6.1 (Engaging Families)

### **Engaging Communities**

A WSA needs the engagement of local organisations and services to accompany and support a school in delivering sensitive issues relating to VAWG. This will ensure that all members of a school community have the relevant support in terms of aiding educators and supporting victim-survivors.

See section 4.6.2 (Engaging Communities)

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<sup>30</sup> EqualiTeach is a U.K. based organisation founded in 2013 that focuses on helping promote equality, diversity and inclusion within educational settings - [OUTSIDE THE BOX rev6.indd](#) p. 19

### 3.3 Exploring current practice

#### Checklist for 3.5

- Use the School Baseline Audit Tool to evaluate current policies and practices in relation to VAWG, and any areas that could potentially be improved.
- Use pupil and staff surveys to monitor their perception of VAWG, and how effective they believe their school is at managing it.

Having completed the first two stages of the implementation process, schools can then begin to assess how effectively they have been addressing the issue of VAWG.

Several documents are provided alongside this toolkit to help the implementation team here. They will help map school's current policies addressing VAWG and identify potential areas which may require improvement.

#### School baseline audit tool

This compiles the checklist statements from the six components of a WSA (sections 4.2-4.7) and puts them into a template which the implementation team can complete.

Like the checklists at the end of each component section, the statements within the template which directly relate to the JSRF assessment criteria are highlighted in blue so that schools can prioritise these actions.

The link to this tool is here: (X)

#### Secondary student surveys

Aligned with the school baseline audit tool is a secondary pupil survey template. This survey is designed to help the implementation team ascertain the level of satisfaction and awareness amongst pupils of their school's policies and approach towards VAWG-related issues.

It also be helpful in section 3.5 (Evaluation and Review); recurrent use of these surveys can indicate whether changes in satisfaction/awareness have occurred following a school's implementation of the WSA.

The link to the survey is here: Secondary pupil survey – (x)

#### Jersey Children and Young People Survey (JCYPS)

The JCYPS is a report produced roughly every 2 years by Statistics Jersey. Children and young people from years 4, 6, 8, 10 and 12 as well as home-schooled pupils voluntarily participate in the survey, providing their own experience and opinion on a variety of topics such as their hobbies, living situation and mental wellbeing.

**Recent surveys have featured more questions relating to VAWG.** These are asked only to respondents of an appropriate age and cover topics such as the participants' opinions on coercive control and gender stereotypes, as well as whether they have experienced VAWG-related behaviours such as sexual harassment or child sexual exploitation.

Though the participants responses are entirely anonymised, **schools are sent a report which summarises their pupils' responses that is disaggregated by year-group.** This report also features the average response from other schools on each question. This is a valuable resource that Implementation Teams should consult when targeting areas which their school may struggle with.

For more on the JCYPS, follow the link below:

- [Jersey Children and Young People's Survey](#)

## 3.4 Planning and implementation

### Checklist for 3.4

- Develop an implementation plan that establishes priority actions following the completion of sections 3.2 (Engaging the School Community) and 3.3 (Exploring Current Practice)

### Identify Priority Actions from the Data Gathered in Steps 3.3

Once the school's current practice has been mapped, it may arise that there are components of a WSA, which may also be specifically outlined in the JSRF Handbook, which has yet to be in place.

When choosing which of these gaps to focus on, Our Watch lists the following considerations to take before an implementation plan is formulated which will be useful for the implementation team:

- Do these actions respond to the feedback and evidence gathered from members of the school community?
- Do these actions equally address the needs of staff and pupils?
- Are these actions likely to help us create sustainable cultural change in our school?
- Do these actions align with the goals and strategies in our school's strategic plan or other overarching planning documents?
- Are these actions feasible right now? Do we have the knowledge, resources and support systems to undertake these actions?<sup>31</sup>

Using these questions should help. Additionally, implementation teams will want to prioritise actions, consider setting SMART targets and ensuring suitable timescales. A commitment to completing all a school's priority actions in a singular term, though noble, is likely not realistic!

## 3.5 Evaluation and review

### Checklist for 3.5

- Establish a review cycle.
- Establish milestones and share their achievement, as well as other relevant findings, with the school community.
- Ethical considerations when reviewing the progress accomplished by adopting a WSA

### Establishing a review cycle

When done effectively, the evaluation and review process ensures that the needs and experiences of the school community are continually understood and addressed. However, the impact of a WSA will not immediately be apparent due to the slow pace at which cultures tend to fully change. As such, it is recommended that measuring change should be undertaken no more than once every 6 months for attitudinal change (surveys, etc.) and no more than once per year for behavioural change (number of disclosures/incidents, etc.).<sup>32</sup>

There are many tools which could be utilised by a school to measure the efficacy of its WSA, including:

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<sup>31</sup> [Respectful relationships education toolkit: Implementation steps](#) p. 15

<sup>32</sup> [Respectful relationships education toolkit: Implementation steps](#) p. 17

- Audits
- Interviews
- Demographic data in staffing/leadership
- Focus groups
- Pupil and staff surveys

Some of these tools have already been provided within this Toolkit and can be recurrently used to track the impact of the school's adoption of a WSA, such as the School baseline audit and pupil and staff surveys.

### **Creating milestones and sharing achievements with the school community**

Creating and achieving milestones around priority actions help a school signal to its community that a proactive approach to addressing VAWG is being taken. Using surveys to assess staff's confidence both before and after undertaking CPD is useful.

### **Ethical Considerations**

There are necessary ethical considerations when evaluating progress on sensitive issues like VAWG and other similar topics. The implementation team and SLT conducting the evaluation should have a strong knowledge of how evaluative processes can be ethically conducted.

The following points are useful to consider:

- **APPROVAL** – Who's approval is required for the evaluation to be undertaken? If communicating the findings to those external to the school, who will need to be notified?
- **ACCESS** – Which staff will be able to access the data and where will it be stored?
- **CONSENT** – How will participants give their consent to participate in the evaluation activity? How will the school accompany every valuation activity with a straightforward and informative?
- **ANONYMITY** – How will the responses to the evaluation activities be anonymised to ensure that they are honest?

**Useful Link:** The United Nations Evaluation Group's [Ethical Guidelines for Evaluation](#), though not specific to a school-context, is a brief yet comprehensive document which outlines what considerations should be taken when conducting an evaluative activity.

## **4 - Designing a whole-of-school approach (WSA)**

### **4.1 Key principles of WSA**

A WSA to VAWG should be underpinned by the following key principles:

- 4.1.1 Gender inequality is the root cause of VAWG
- 4.1.2 Intersectionality
- 4.1.3 Engagement of young men and boys in violence prevention

These principles are congruent and synergise well with one another. By utilising them, schools can be sure that regardless of the different methods they may employ to deliver a WSA to VAWG, their approaches share the same understanding of its issues, causes, and impacts.

For more information and resources on each of these principles, see section 5 (Resources)
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#### 4.1.1 Gender inequality is the root cause of VAWG

A WSA must recognise that the root cause of VAWG is gender inequality and actively work to unpick the harmful gender dynamics and stereotypes that contribute to this violence, as well as challenge misogynistic and sexist attitudes.

It is important to recognise when, where, and how women and men experience the world differently. An awareness of how the construction of gender, gender roles, and the impact that these roles can have on schoolchildren is important when implementing a WSA.

**Useful Link:** Our Watch's [Respectful Relationships Education Toolkit: Implementation Steps](#) features a list of questions on pages 7-8 that schools can routinely ask themselves when reviewing their practices or policies to ensure that they do not perpetuate gender inequality.

#### 4.1.2 Intersectionality

The term 'intersectional' relates to "understanding the ways that multiple forms of inequality or disadvantage sometimes compound themselves and create obstacles that often are not understood among conventional ways of thinking".<sup>33</sup> The experience of accessing support is not universal amongst victim-survivors of VAWG and is strongly affected by the complex interplay of a variety of other factors which relate to their identity, such as their class, age, race, sexuality and disability.

Implementing an intersectional approach to VAWG supports educators to discuss how different overlapping identities can impact a person's experience of the world as a safe and welcoming place. It will also ensure that the teaching and support that pupils receive on VAWG is not tailored to only one demographic.

**Useful Link:** UN Women's "[Intersectionality Resource Guide and Toolkit](#)" provides detailed information on the best practice to follow to achieve an intersectional approach on pages 13-14.

#### **Pupils with Special Educational Needs and Disabilities (SEND)**

This toolkit recognises that some pupils have additional needs and may require extra support when learning about abstract issues of VAWG and related issues such as gender stereotypes and consent.

Children with SEND are more likely than other children to be abused or neglected. Sometimes this is because of high care needs, difficulties expressing their concerns, or because they don't understand that what is being done to them is abusive.<sup>34</sup>

Therefore, it is important that schools aim to educate pupils with SEND on issues that may affect them personally. This toolkit provides resources that may be used by staff to aid the delivery of VAWG education; for more on this topic, see sections 3.3.3 (Professional learning), 4.4.1 (External support for schools), and 4.4.2 (Useful lesson plan toolkits for PSHE).

#### 4.1.3 Engagement of young men and boys in violence prevention

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<sup>33</sup> [Kimberlé Crenshaw: What is Intersectionality? - YouTube 0:07](#)

<sup>34</sup> [Specific Risks for Children with SEND | Safeguarding Network](#)

Engaging young men and boys is essential in any whole-school approach (WSA) to tackling VAWG.

Equimundo and Unilever's study, [The Man Box](#), highlights how societal expectations of masculinity perpetuate VAWG. These beliefs, reinforced by parents, media, and peers, reward those who conform. In the UK, a survey of 1,225 men (18-30) found that 60% of those 'within' the Man Box admitted to perpetrating sexual harassment in the last month, compared to 9% outside of it. Additionally, 46% agreed they felt pressured to have the final say in relationships and always know their partner's whereabouts.

The report stresses that boys/young men struggle to break free from these pressures without support from key figures like teachers and parents. The VAWG Taskforce report found that boys often felt unsure about what was acceptable to say at school, sometimes feeling pressured to express views that didn't align with their real thoughts.<sup>35</sup> This underscores the need for schools to provide a safe space for open, judgment-free discussions. Without this, schools risk missing opportunities to challenge harmful attitudes and their link to VAWG.

The rise of the 'manosphere' and figures like Andrew Tate<sup>36</sup> reflects society's failure to meaningfully engage boys on masculinity and VAWG. By embedding this focus into a WSA, schools can play a vital role in reducing VAWG in society.

**Useful Link:** [The Spotlight Initiative](#) provides detailed information on the best practice to follow to ensure the engagement of boys and young men in a VAWG strategy is achieved.

For more information on how to involve and engage parents/carers in a WSA, see sub-section 4.6 (Families and Communities).

For more information on how to involve and engage teachers in a WSA, see sub-sections 4.2 (Leadership and commitment) and 4.7 (School culture and environment).

## 4.2 – Leadership and commitment

### Checklist for 4.2

- 4.2.1.1 Our school strategically allocates resources towards its WSA to addressing VAWG
- 4.2.1.2 Our school has policies and procedures in place which aim to make the staffing of the organisation as equitable as possible, through ways such as:
  - Offering flexible leadership roles
  - Offering equitable workload distribution of non-promotable tasks
- 4.2.1.3 Our school's induction process discusses the school's commitment towards:
  - Equality.
  - Preventing VAWG.
  - Promotion of VAWG-related CPD to all members of staff.
  - The current safeguarding policy in place for both staff and pupils.

The 'Leadership & Management' section of the JSRF Handbook has paragraphs relevant to this component. These include paragraphs 274, 279 and 282.

<sup>35</sup> [VAWG understanding the views of Children and Young People.pdf](#) p. 23

<sup>36</sup> Andrew Tate is a controversial social media personality, former kickboxing champion, and entrepreneur. Known for promoting a "high-value man" lifestyle, he gained notoriety for his misogynistic views and online courses. His influence has sparked debates on masculinity, and he's faced legal issues, including charges of human trafficking.

### 4.2.1 Leading staff

The quality of leadership when delivering a WSA to addressing VAWG is a key determinant of whether the initiative will be successful. Leaders will need to ensure resources are appropriately allocated to adopting a WSA, induction policies explicitly refer to the school's commitment to taking a stance against VAWG, and the school's organisation policies and procedures champion gender equity.

#### 4.2.1.1 Allocation of resources

A significant part of implementing a WSA is adapting the existing curriculum to better align with the key principles and issues relating to VAWG. Much of this work will require little to no additional cost. However, the WSA is a commitment that will require time and commitment. To be as effective it can be, school leaders should incorporate this commitment within the wider school organisation.

**The following advice is directed more towards secondary schools rather than primary.**

#### Time allocation

This toolkit recognises the busy schedules of school leaders and staff and understands that additional time to implement further VAWG-related training/resources may cause strain on already busy timetables. Below are some suggestions as to how a school could ease this pressure:

- **Monitoring and reflection** - The implementation team (3.1 Getting a school ready) will need dedicated time to plan the implementation and monitoring of the WSA without impeding other work.
- **Collaboration with external organisations/other schools** - The implementation team/school leaders need time to attend/host community events where VAWG is discussed (4.6 Families and communities)
- **Dedicated staff training time** – Staff will need time for completing CPD courses relating to VAWG and other relevant areas (4.3 Professional learning).
- **Campaigns and awareness initiatives** – The creation of posters, newsletters or social media content to raise awareness amongst pupils, staff and families (4.4.3.5 Inclusive classroom environment or 4.6.1 Engaging families in a WSA).

#### Funding

- **External partnerships** – Consider how your pupils would benefit from involving external providers of PSHE lessons/workshops (4.4.1 External support for schools).
- **Professional learning** – Funds could be allocated for training external specialists to deliver workshops on VAWG prevention/intervention (4.3 Professional learning).
- **Resources and tools** – Funds could be allocated towards educational resources, such as books, videos, or lesson plans, which promote an understanding of both VAWG as well as gender equity and other related topics (4.4 Teaching and learning).

#### 4.2.1.2 Equitable organisation policies and procedures

A way of demonstrating that a school recognises that VAWG is a consequence of gender inequality is by implementing policies for staff which aim to achieve equity and promote inclusion. Examples of possible ways in which school leaders could encourage an inclusive organisational structure is by providing:

- **Flexible leadership roles** - Schools can offer job-sharing or part-time leadership positions, with the rationale for this being that those with caregiving responsibilities or other commitments would still be able to be promoted to a senior leadership position.
- **Equitable workload distribution** – Where possible, ensure that non-promotable tasks are fairly distributed so that certain staff are not disproportionately assigned tasks that don't contribute towards their career advancement.

**Useful Link:** Government of Jersey's [Flexible Working Policy](#). The Government is committed to allowing its staff to work flexibly wherever possible.

#### **4.2.1.3 Induction processes**

School leaders can demonstrate their commitment to taking a WSA to addressing VAWG by including it within the school's induction process for new or returning staff. Examples of potential points to highlight during this process could include discussing the school's:

- WSA to preventing VAWG
- Safeguarding policies/procedures for both staff and pupils to identify, manage and respond to disclosures from the school community
- Commitment to equality, which is embedded within the curriculum as well as the school's values/ethos statement and code of conduct
- Strong stance against VAWG-related behaviour, including abusive or discriminatory language
- Promotion of VAWG-related CPD to all members of staff (4.3 Professional learning)).

#### **4.2.2 Leading Pupils**

##### **4.2.2.1 School culture and environment**

School leaders shape school culture by promoting behavioural policies, recognition programs, pupil voice, and open dialogue. (4.7 School culture and environment) explores school culture's impact on VAWG-related issues and provides practical strategies for improvement.

##### **4.2.3 Communicating with families**

Communicating with families and the wider community is key to displaying a commitment to taking a successful WSA – (4.6 Families and communities) discusses how school leaders can accomplish this.

##### **4.2.4 Involving governors**

Governors play a key role in shaping a school's vision and strategy, making their engagement vital in a WSA on VAWG. Their participation in the implementation team is crucial for success (see section 3.1)

**Useful Link:** Welsh Government's "[Guidance for Governors](#)". Though the document does refer to Welsh resources and legal requirements and guidance, it still provides excellent advice and ideas on ways in which school governors can involve themselves with a WSA.

## 4.3 – Professional learning

### Checklist for 4.3

- 4.3.1/4.3.2** Our school offers training to staff, both teaching and non-teaching, that increases their knowledge and understanding of VAWG (**JSRF Handbook – Paragraph 273**).
- 4.3.1/4.3.2** Our school offers training to staff that teaches them how to educate pupils on complex, sensitive subjects which are VAWG-related (**JSRF Handbook – Paragraph 273**).
- 4.3.1** Our school recognises that CPD is continual and has a structured training strategy which considers:
  - Monitoring training which has been completed by staff
  - Identifying subjects where staff may lack knowledge, particularly if this pertains to their role
  - Continually review new training schemes offered by external providers
- 4.3.1** The CPD which our school offers includes teaching on the way in which possessing different identities can affect a pupil or staff's experience of navigating VAWG and related behaviours, and how support can be provided to these people.
- 4.3.1** The CPD which our school offers are responsive to the ever-changing context of pupil's lived experience of VAWG-related issues, both within and outside of the school.

This section does not include professional training specific to safeguarding pupils or staff, but instead features training that focuses on helping teachers to develop knowledge on VAWG-related behaviours, as well as on how to deliver lessons on issues related to VAWG.

For guidance and links to professional training on safeguarding pupils and staff, see section 4.5 (Support for staff and students).

**JSRF Handbook** paragraphs relevant to this component include: 149, 241, 244, 273, 277 and 286

### 4.3.1 Guiding principles for sourcing and providing CPD

Schools will benefit from underpinning the following principles when providing VAWG-related CPD:

- Offer relevant training to all staff, in secondary schools this will most likely prioritise PSHE teachers, DSLs, and SLT.
- CPD should be ongoing due to evolving VAWG behaviours, especially with technology. Regular sessions should update staff on best practices, research, and emerging threats. Training records should be monitored.
- Encourage reflective practices through self-assessment, discussions, and feedback to evaluate staff understanding and training effectiveness.
- Training should reflect diverse cultural, social, and economic experiences of VAWG.
- CPD should address specific VAWG issues relevant to each school or pupil cohort.
- Schools should collaborate by sharing effective training courses.
- Staff who complete CPD should share key learning in meetings, but this should not replace expert-led training

### 4.3.2 Useful training programmes for developing staff's skills in teaching VAWG

A selection of trusted resources and courses which have been positively reviewed by the staff who have participated in them is shared below.

The following training programmes are part of [Brook's Professional Training Sessions](#). Maximum number of participants for each of these sessions is 20.

Name of session/course	Description	Format	Length	Cost
Teaching sensitive subjects	Two of the following sensitive topics are taught to a group of staff in depth, teaching them how to take a trauma-informed <sup>37</sup> and lived experience approach when delivering the content: <ul style="list-style-type: none"> <li>• Pleasure</li> <li>• Pornography</li> <li>• Consent</li> <li>• Gender</li> <li>• Sexually transmitted infections</li> <li>• LGBT+ diversity</li> <li>• Puberty</li> <li>• Youth-Produced Sexual Imagery (YPSI)</li> <li>• Masculinity and tackling misogyny</li> </ul>	Either	2 hours	From £355 with up to 20 participants per session
Managing difficult questions	This course was created in response to educators (especially those teaching PSHE) expressing that the unpredictability of the questions as well as the sensitivity of certain issues make certain topics daunting to teach. This course educates teaching staff on how they can: <ul style="list-style-type: none"> <li>• Create a safe learning space that encourages young people's curiosity,</li> <li>• Answer difficult questions effectively and in an age-appropriate manner, and</li> <li>• Identify further sources of information and support.</li> </ul>	Either	2 hours	From £355 with up to 20 participants per session

<sup>37</sup> For more on what trauma-informed practice is, see the following: [Trauma informed practice | Mental Health Australia](#)

RSE for the neurodivergent	It is important that SEND learners are taught about relationships and sex. This session provides participants with the knowledge and skills to deliver PSHE more confidently to neurodiverse young people. This training will: <ul style="list-style-type: none"> <li>• Help educators identify suitable teaching methods, and</li> <li>• Help educators plan how they will respond to the challenges which they may be likely to encounter.</li> </ul>	Either	3 hours or full day	From £525 with up to 20 participants per session
Talking to care-experienced young people	This session educates staff on how to talk and deliver lessons that are considerate of the specific issues and challenges care-experienced young people may have, how best to engage them, and ways in which additional help and support could be provided for them. <sup>38</sup>	Either	Full day or 2 half days (3 hours each)	From £885 with up to 20 participants per session
Supporting and including LGBTQ+ young people	Drawing upon the lived experiences of LGBTQ+ young people, this training helps staff understand: <ul style="list-style-type: none"> <li>• Existing pressures facing young people,</li> <li>• How to create PSHE lessons that are LGBTQ+ inclusive and friendly, and</li> <li>• How to manage challenging questions/beliefs to LGBTQ+ as a topic.</li> </ul>	Either	2 or 3.5 hours	From £355 with up to 20 participants per session
Understanding masculinity and tackling misogyny	This training increases professionals' confidence in raising awareness and tackling misogyny at school by helping them to: <ul style="list-style-type: none"> <li>• Understand the gender-related pressures among young people,</li> <li>• Understand the nature and scale of online misogyny, and</li> <li>• Identify and mitigate the push-pull factors that attract young people towards extreme online ideologies.</li> </ul>	Either	4 hours	From £525 with up to 20 participants per session
Pornography and youth produced sexual imagery (YPSI)	This session will provide staff with information and guidance on: <ul style="list-style-type: none"> <li>• How to discuss and challenge viral trends,</li> <li>• How to improve young people's self-awareness about the influence of social media and pornography on their opinions and beliefs, and</li> <li>• How to use viral trends to generate discussion around consent, sexual health and body image.</li> </ul>	Either	3 hours	From £525 with up to 20 participants per session

<sup>38</sup> "A child or young person is 'care-experienced' if they are living, or have lived, in care at any stage in their life" [Care experienced learners' rights - Enquire](#)

Name of session/course	Description	Format	Length	Cost
NSPCC's " <a href="#">Talk Relationships: delivering sex and relationships education</a> " training courses	<p>These courses are directed towards secondary education practitioners, teaching them how to deliver teaching sex and relationships education. There are two sessions available – the leader's course and the teachers' course.</p> <p>The <b>leaders' course</b> will teach leaders how to:</p> <ul style="list-style-type: none"> <li>• implement a whole-of-school approach to sex and relationships education</li> <li>• create safe, inclusive learning environments</li> <li>• understand how sex &amp; relationships education relate to safeguarding and child protection</li> <li>• support teaching staff delivering sex and relationships education</li> <li>• recognise and monitor outcomes of the school's sex and relationships education provision.</li> </ul> <p>The <b>teachers' course</b> will teach teachers how to:</p> <ul style="list-style-type: none"> <li>• understand the importance of good-quality sex and relationships education</li> <li>• create safe and respectful learning environments</li> <li>• respond to safeguarding concerns and young people sharing their experiences of abuse</li> <li>• handle difficult discussions and respond to questions from young people</li> <li>• overcome common challenges and barriers</li> <li>• have effective conversations with parents and carers</li> </ul>	Online	3 hours	Free

Name of resource	Description
<a href="#">PSHE Association</a>	<p>The PSHE Association is the national body for Personal, Social, Health, and Economic (PSHE) education in the U.K., supporting schools with guidance, resources, and training to deliver effective, high-quality PSHE education that promotes pupils' well-being, safety, and personal development. CYPES pays the annual subscription of £155 <b>for every government school</b>, providing log-on information each January. The resources which the PSHE Association includes are:</p> <ul style="list-style-type: none"> <li>• An expansive library of quality assured resources</li> <li>• Members-only CPD training and events</li> <li>• Email newsletters with resources, top-tips and policy updates</li> <li>• Personalised support from PSHE Association's Subject Specialists</li> </ul>

## 4.4 – Teaching and Learning

### Checklist for 4.4

- 4.4.1** Our school supplements the VAWG-related PSHE lessons provided with external support who have a high level of knowledge/experience on the topic.
- 4.4.2** Our school uses or draws upon external support to enrich the education of our pupils.
- 4.4.3.1** Our school regularly reviews its curriculum and resources for bias, ensuring that subjects highlight the contributions of a diverse group of identities.
- 4.4.3.2** Our school is a place where neutral language is used throughout, and staff and pupils' preferred pronouns are respected.
- 4.4.3.3** We critically examine gender norms and historical gender inequity within relevant subjects.
- 4.4.3.4** Our school encourages equitable participation that is adapted to ensure that all pupils are included and involved within lessons.
- 4.4.3.5** Our school's classrooms feature posters, charts and materials which challenges harmful comments and behaviours.
- 4.4.3.6** Our school champions role models of all genders.
- 4.4.4.1** Our school promotes awareness events which relate to either gender or VAWG, such as International Day for the Elimination of Violence against Women.
- 4.4.5** Our school's VAWG-related PSHE content is informed by and aligned with current legislation, and is continually reviewed to ensure that this alignment remains.

This section of this toolkit emphasises the importance of embedding inclusive and equitable values throughout the whole school curriculum. Empowering pupils to engage meaningfully with the curriculum and develop a deeper understanding of gender equality, respect, and healthy relationships, is fundamental to a WSA.

This section will offer guidance on:

- The use of external support to deliver education of VAWG
- Useful lesson plans for age-appropriate delivery and education of VAWG
- Strategies to ensure the curriculum and learning materials are gender inclusive
- Ways to address VAWG in assemblies

**JSRF Handbook** paragraphs relevant to this component include: 213, 219, 242, 278, 282, and 283

### 4.4.1 External support for schools

For information regarding what topics to address within PSHE, schools should carefully refer to CYPES' [Non-Statutory Guidance](#) for PSHE content.

Though schools should have in-house staff that are appropriately trained to deliver sensitive issues around VAWG (see sections 4.3.2 and 4.3.3 for useful staff training), a variety of specialist external providers and organisations are also available to support schools to deliver this content and compliment their WSA.

The table below includes suggested local external providers, a description of what is covered by each organisation, and how each module/lesson aligns to the Non-Statutory PSHE Guidance. External providers of PSHE will cover a variety of themes within the [PSHE Non-Statutory Guidance for KS3 and 4](#), including respectful relationships, types of friendships, and diversity.

External provider	Description of what is included
<p><b><u>Liberate</u></b> <b>(KS1+)</b></p>	<p>Liberate delivers an 'Introduction to Gender and Sexuality' workshop and provides age-appropriate versions of for key stages 1-4 as well as post 16+ pupils. This is a 45-minute lesson. Liberate also provide a primary school programme called DIFERA Jr, which is designed to provide teachers with training and lesson plans around the topics of Diversity, Inclusion, Fairness, Equality, Respect and Acceptance, with a specific focus on characteristics such as age, religion, disability, race, sexuality, and gender.</p> <p>Liberate also offers tailored content to suit the needs of all pupils within a school community, including learners with SEND.</p>
<p><b><u>YouMatter</u></b> <b>(KS2+)</b></p>	<p>YouMatter is a Jersey- based Relationships, Sex and Health Education charity provides high-quality, interactive and engaging workshops for young people in schools, youth clubs and other community settings.</p> <p>YouMatter offers age-appropriate workshops for pupils in school years 5 to 13. Workshop topics include self-esteem, emotional health and wellbeing, body image, puberty, positive relationships, sexual decision-making, sexual health (including HIV/AIDS), consent, online safety, pornography, sending nudes and risky sharing.</p> <p>YouMatter also offers workshops and information evenings for parents and carers, and training for professionals. All of YouMatter's services for young people are offered free of charge.</p>
<p><b><u>Brook Jersey</u></b> <b>(KS3 +)</b></p>	<p>Brook offers lessons which focuses on helping young people understand their sexual health and wellbeing. They offer lessons for years 7 to those in post 16 education, with examples of the workshops which they offer being listed below:</p> <ul style="list-style-type: none"> <li>• Year 7: Build on knowledge from KS2: Puberty and Healthy Boundaries</li> <li>• Year 8: Introduction to Brook and Sexual Health and Introduction to Sex and Relationships</li> <li>• Year 9: Contraception, STI's, and Ready for Sex?</li> <li>• Year 10 and 11: Enthusiastic Consent, Pregnancy Choices, SEXpectations, Myth Busting, Menstruation from Puberty to Menopause, and Contraception Myth Busting</li> <li>• Post 16: Talking about Sex in a Mature way- Pleasure, Good/Bad Sex, Sex and the Law, Positive and Negative Motivations for Sex, and Taboo around Sex</li> </ul>
<p><b><u>FREEDA</u></b> <b>(KS3+)</b></p>	<p>Freeda have a wealth of experience in delivering a bespoke, localised version of the Expect Respect Toolkit to Jersey's secondary schools. Freeda also provides further complimentary class workshops that are provided once over the school year for each year group:</p> <ul style="list-style-type: none"> <li>• Year 7: Healthy Relationships and How to Manage Conflict</li> <li>• Year 8: The What, Who, Where and How of Domestic Abuse?</li> <li>• Year 9: Coercive Control</li> <li>• Year 10: Red Flag/Green Flag</li> <li>• Year 11: Domestic Abuse and the Law</li> </ul> <p>Sixth Form: Presentation A presentation which focuses on the work of FREEDA within the Jersey community.</p> <p>Freeda also offers bespoke workshops that can address emerging issues (VAWG, sexual harassment etc), relevant concerns (gender stereotypes, 'toxic' masculinity etc), and support local/international events (International Women's Day, White Ribbon Day etc).</p>
<p><b><u>JAAR</u></b> <b>(KS3+)</b></p>	<p>JAAR delivers workshops to KS4+ (including post 16 education) which aim to provide young people with critical knowledge and practical strategies for understanding and addressing issues related to sexual violence.</p> <p>The three core workshops offered are:</p> <ul style="list-style-type: none"> <li>• Consent and the Jersey Sexual Offences Law</li> <li>• Challenging Rape Culture</li> <li>• The Impact of Sexual Violence</li> </ul>

	They also deliver assemblies about JAAR as a support service, organise various creative workshops as part of larger campaigns, and support Brook Bitesize events/carousel days. JAAR also offers staff training for teachers and other professionals working with young people, as well as talks for parents and guardians.
<b>Jersey Youth Service (KS1+)</b>	The Jersey Youth Service (JYS) offers support to schools on a case-by-case basis, meaning schools are able to request for JYS professionals to deliver current issues that are relevant to pupils at that time. JYS are knowledgeable on issues which are currently affecting Jersey's youth and are able to tailor lessons to different ages and abilities, making their lessons suitable for pupils with SEND and schools which offer post-16 education.

#### 4.4.2 Useful Lesson Plan Toolkits for PSHE Curriculum

**Expect Respect** is the gold standard for lesson plans aimed at addressing important issues of VAWG. They provide lesson plans aimed at primary and secondary school ages as well as sixth form, and provide resources, case studies, and activities to help staff deliver the content. Topics covered in this curriculum include, but are not limited to:

- Domestic abuse and the impact on young people and adults
- Young people and relationships
- Gender stereotypes
- Resolving conflict and where to get help
- Online behaviours and relationships
- Verbal and non-verbal consent
- Coercive control

See the Expect Respect Toolkit here: [Expect Respect Toolkit](#)

**NSPCC** is a highly respected resource for schools to use, offering lesson plans for all primary school ages from 4-11. Additionally, NSPCC also has bespoke resources for teaching pupils with SEND.

Topics covered within these PSHE lesson plans include subject relating to VAWG, how to stay safe, information on different forms of harmful behaviours and how to challenge them, and more.

NSPCC also provides **CASPAR** (Child Safeguarding Practice Review Panel) briefings for people working or volunteering with children and young people to help them understand changes to safeguarding and child protection policy and guidance. Also included are summaries of key research and reports from independent bodies to help staff stay updated on key issues.

See resources for pupils with SEND here: [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)

See resources for CASPAR briefings here: [CASPAR briefings | NSPCC Learning](#)

See NSPCC homepage for Teaching Resources and Lesson Plans: [Teaching resources and lesson plans | NSPCC Learning](#)

Below are additional PSHE lesson plan Toolkits (split into Key Stage 1 to 5 school ages) that could be used to supplement PSHE teaching materials:

#### 4.4.2.1 Primary school resources:

Organisation	Topic Area	What is included
<a href="#">Expect Respect</a>	Gender expectations, relationships/friendship, resolving conflict, where to seek help, secrets, violence and responsibility	Resources, activities, and lesson plans (KS1-2)
<a href="#">Jigsaw</a>	Lessons focus on identity, difference, dreams and goals, health, relationships, and puberty.	Resources, activities, and lesson plans (KS1-2)
<a href="#">UK Feminista</a>	Gender stereotypes	Provides guidance and classroom activities for KS1-2
<a href="#">NSPCC: PANTS</a>	Recognising private parts of the body and individual rights, consent, speaking out, and where to get help	<b>PANTS</b> lesson plans, PowerPoints, and classroom activities (KS1-2)
<a href="#">NSPCC: Love Life</a>	Lesson plans to help teach pupils with SEND about feelings, privacy and boundaries, friendship, different kinds of love, and online safety	<b>You, Me and Us, PANTS</b> , Changes and Choices resources for staff teaching pupils with SEND. Provides films, lesson plans and worksheets (KS2+)
<a href="#">NSPCC: PANTS for Pupils with SEND</a>	Children learn to understand PANTS rules, understand private parts of the body and different types of touch, and learn how to seek help	Lesson plans to help staff deliver <b>PANTS</b> content to pupils with SEND (KS1-2)
<a href="#">NSPCC: PANTS for pupils who communicate through Makaton</a>	Children learn to understand the five PANTS rules	Videos for pupils who communicate using <b>Makaton</b> . Also provides prompt cards for staff to help teach PANTS, a workbook for pupils, and a guide for parents (KS1+)
<a href="#">NSPCC: It's Not Love</a>	Healthy and unhealthy relationships, peer on peer and familial abuse	<b>It's Not Love</b> lesson plans for ages 11-14 (KS2+3) including video resources and workshop
<a href="#">PSHE Association: Healthy Relationships and Puberty</a>	Healthy relationships and puberty	Lesson packs for KS1-2, with 13 lesson plans including teacher guidance, pupils facing resources and PowerPoints
<a href="#">PSHE Association: Consent</a>	Consent, sexual harassment, and relationship abuse	Teacher guidance, lesson plans, and PowerPoints to help staff deliver age appropriate PSHE content (KS1-5)

<a href="#"><u>KAPOW</u></a>	Learning that families are varied, and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; and how behaviour affects others	<b>Families and Relationships:</b> lesson plans for years KS2 to aid pupils in transitioning into secondary school.
<a href="#"><u>SCARF</u></a>	This learning resources covers a range of essential topics for primary years about relationships education, including: Caring Friendships, Respectful Relationships, Online Relationships, and Being Safe	Resources, activities, strategies, and lesson plans (KS1-2)

#### 4.4.2.2 Secondary school resources:

Organisation	Topic Area	What is included
<a href="#"><u>Expect Respect</u></a>	Managing conflict, online identities, myths and realities, consent, domestic abuse, coercive control, online relationships	Resources, workshops, activities, and lesson plans (KS3-5)
<a href="#"><u>ChildNet: Healthy Relationships</u></a>	Online healthy relationships and behaviours	Worksheets and lesson plans (KS3-4)
<a href="#"><u>ChildNet: Myths versus Realities</u></a>	Online pornography, healthy relationships, and body image	Lesson plans, workshops, and activities (KS3)
<a href="#"><u>Bold Voices: Andrew Tate Toolkit</u></a>	Gender stereotypes, misogyny, sexism, control of women, and objectification	Provides lesson plans and guidance based on different themes (KS3-5)
<a href="#"><u>NSPCC: Love Life</u></a>	Lesson plans to help teach pupils with SEND about feelings, privacy and boundaries, friendship, different kinds of love, and online safety	You, Me and Us, PANTS, Changes and Choices resources for staff teaching pupils with SEND. Provides films, lesson plans and worksheets (KS2+)
<a href="#"><u>NSPCC: PANTS for pupils who communicate with Makaton</u></a>	Children learn to understand the five PANTS rules	Videos for pupils who communicate using <b>Makaton</b> . Also provides prompt cards for staff to help teach PANTS, a workbook for pupils, and a guide for parents (KS1+)
<a href="#"><u>NSPCC: Talk Relationships</u></a>	Sex and relationships, how to respond to negative behaviours, sexualised media, sexual harassment, HSB, and pornography	<b>Talk Relationships</b> lesson plans (KS3-4). Teaching notes, assessments, PowerPoints, and worksheets
<a href="#"><u>NSPCC: It's Not Okay</u></a>	Online safety, grooming, sexting, HSB, child sexual abuse, and child sexual exploitation	<b>It's Not Okay</b> lesson plans include videos, activities, and sources of support to deliver content (KS3-4)

<a href="#"><u>NSPCC: It's Not Love</u></a>	Healthy and unhealthy relationships, peer on peer and familial abuse	<b>It's Not Love</b> lesson plans for ages 11-14 (KS2-3) including video resources and workshop
<a href="#"><u>UK Feminista</u></a>	Misogyny and online influencers and the impact this has on society	Provides lesson plans, tips and guidance, case studies, and classroom activities (KS3-5)
<a href="#"><u>PSHE Association: Relationships and Sex Education</u></a>	Healthy relationships, puberty, consenting to contraception, and pornography	Lesson plans for KS3-4, which comprises of teacher guidance, pupil-facing resources, and PowerPoints.
<a href="#"><u>PSHE Association: Consent</u></a>	Consent, sexual harassment, and relationship abuse	Teacher guidance, lesson plans, and PowerPoints to help staff deliver age appropriate PSHE content (K1-5)
<a href="#"><u>Outside the Box: Engaging Young Men and Boys</u></a>	Understanding 'masculinity', destigmatising harmful stereotypes of masculinity, and engaging men and boys in VAWG education in a healthy and destigmatising way	Lesson plans for KS3+. (Sessions 8 and 9 are particularly useful for engaging men and boys and destigmatising 'masculinity')

### 4.4.3 Inclusivity across the curriculum

A WSA must not limit teaching on VAWG to be only present in PSHE lessons. Where they arise, opportunities to discuss gender equality, sexism, and sexual harassment across other subjects or extra-curricular activities should be seized. All teaching and learning opportunities need to provide space for young people to see themselves reflected in what they are learning and to identify positive role models.

Below are some helpful strategies to ensure gender equality and inclusivity are imbedded across the curriculum:

#### 4.4.3.1 Review the Current Curriculum for Bias

##### Audit teaching resources

To promote gender inclusivity, schools should review textbooks, case studies, and learning materials to ensure they challenge, rather than reinforce, gender stereotypes. If needed, update resources to include diverse and positive representations of gender roles.

For example, explore themes of gender, feminism, or sexualization in subjects like drama or art to encourage discussion.

Helpful resources:

- [Outside the Box Toolkit](#). Pages 44-50 of this WSA Toolkit offers guidance on how to ensure that all learning materials are inclusive of different gender identities (suitable for primary and secondary schools).
- [UNICEF Gender Responsivity Pedagogy](#). Unit 7 (Pages 56-66) provides guidance on identifying gender stereotypes in teaching and learning materials and how to transform gender biased messages in existing teaching and learning materials (suitable for primary and secondary schools).

##### Diverse representation

Schools should ensure a wide range of genders are represented in the people studied across all subjects to highlight contributions of individuals from all gender identities, for example, including more gender diverse authors in English literature and language lessons.

##### **Helpful Resources:**

Primary individual reading materials to support primaries in ensuring the resources they include are inclusive and diverse and meet the needs of the required curriculum:

- [Best children's books - Diverse & Inclusive Books for Upper KS2](#)
- [Browse diverse and inclusive books - Peters](#)

[Women's Sport and Fitness Foundation](#) provides a Toolkit for PE teachers to help them include more girls in school sport and PE lessons (suitable for primary and secondary schools).

#### 4.4.3.2 Use gender neutral language

##### Adjust language and be pronoun aware

When speaking to pupils, staff, or the community, use neutral language—say **"Hello everyone"** instead of **"Hello girls and boys"** or **"Ladies and gentlemen."**

Be mindful of preferred pronouns and use them. In writing and instructions, avoid gendered pronouns unless necessary.

**Helpful resource:** [Gender Inclusive Language Toolkit](#). This Toolkit offers guidance as to how to address people neutrally and offers guidance on pronouns and what to do if you mistakenly misgender someone (suitable for primary and secondary schools).

#### 4.4.3.3 Challenge Gender Stereotypes

##### Highlight gender equity in lessons

Help pupils understand the importance of gender equity by challenging stereotypes, promoting fairness, and encouraging inclusive attitudes for a more equal future.

Example: In STEM lessons, discuss how gender discrimination has led to the underrepresentation of women and non-binary individuals, and highlight efforts to promote equality. Connect these conversations to other subjects and school values.

##### **Helpful resources:**

- [The Girls in STEM Toolkit \(GIST\)](#) provides resources and reflections to help staff avoid implementing gender biases in STEM lessons (suitable for primary and secondary schools).
- Role models in STEM. Of course, this list is not exhaustive, however, staff can access a range of suggested role models of all genders through websites such as the one linked below:
  - [Incredible Female Role Models in STEM - SheCanCode](#)
  - [LGBTQ+ in STEM: Celebrating Role Models - Career Zone](#)

#### 4.4.3.4 Inclusive teaching practices

##### Equitable participation and adapted teaching

Ensure **all** pupils have equal opportunities to participate in discussions, group work, and activities. Be mindful of classroom dynamics that might unintentionally silence certain groups, and address them sensitively. Recognise diverse learning needs and avoid gender-based assumptions.

##### **Helpful resource:**

- [UNICEF Gender Responsive Pedagogy](#). Page 54 includes tips for ensuring a lesson is gender inclusive and gender responsive and how to engage all pupils equally (suitable for primary and secondary schools).

#### 4.4.3.5 Inclusive Classroom Environment

##### Visual representation to address and prevent discrimination

Schools should consider displaying posters, charts, and materials that celebrate gender diversity. Visual reinforcement helps to normalise the idea that all genders are equally valued, creating a classroom culture where sexist jokes, comments, and behaviours are not tolerated.

### Helpful Resources:

- [UK Feminista](#) offers guidance for teachers on how to address sexism in the classroom (suitable for secondary schools).
- [NSPCC PANTS Poster](#) (suitable for primary schools)

#### 4.4.4 Outside the classroom: How to address VAWG in assemblies

Please Note: Some pupils and staff may find that addressing sensitive issues in whole school assemblies is triggering and/or overwhelming.<sup>39</sup> Additionally, addressing sensitive issues to an audience of different age groups may not be age inappropriate. Instead, assemblies could be used to raise awareness through positive conversations around combatting gender stereotypes, rather than more sensitive issues such as violence, which would be better discussed in lessons with school staff who are easily accessible and professionally trained to support pupils.

In any case, always ensure that all presentations/lessons to pupils or staff on topics relating to VAWG include relevant signposting to internal/external places for support (see Appendix A of section 5 for a list of local support services), as well as offering for pupils to leave the room at any time if they feel upset or overwhelmed.

##### 4.4.4.1 Awareness events

Assemblies and PSHE visiting speakers etc can provide special opportunities to deconstruct stereotypes surrounding gender and address issues of VAWG.

The following events are examples of what could be discussed:

- LGBTQ+ Awareness Month: Every February
- International Day of Zero Tolerance for Female Genital Mutilation: 6th February
- International Day of Women and Girls in Science: 11th February
- International Women's Day: 8th March
- Transgender Day of Visibility: 31st March
- International Day of Families: 15th May
- International Day Against Homophobia, Transphobia and Biphobia: 17th May
- Celebrate Bisexuality Day: 23rd September
- International Men's Day: 19th November
- Transgender Day of Remembrance: 20th November
- International Day for the Elimination of Violence against Women: 25th November

##### 4.4.5 Aligning with up-to-date legislation

To ground conversations regarding VAWG, schools can refer to Jersey's legislation so that pupils have a firm and clear understanding of what constitutes illegal conduct.

It is important that when teaching pupils about these laws/offences, the learning resources reflect the most current version of the law. As VAWG is a strategic priority of the Government of Jersey until the end of this government's term-of-office in 2026 and every government-aimed recommendation from the VAWG Taskforce

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<sup>39</sup>[SPB-Child-Sexual-Abuse-and-Exploitation-Strategy-July-2022-Updated.pdf](#)

Report was accepted, a number of laws that relate to VAWG are being amended alongside the introduction of new laws and offences. As such, teachers educating pupils about VAWG issues should ensure they are up to date with the latest legislative developments in this space.

For a list of links to VAWG-related offences/laws, see section 5 (Resources)

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## 4.5 – Support for staff and students

*\*To see the list for support services for staff, see Appendix A.*

### Checklist for 4.5

- 4.5.1** Our school's safeguarding policies and procedures are entirely compliant with the Keeping Children Safe in Education Guidance (**JSRF Handbook – Paragraph 261**).
- 4.5.2** We provide appropriate training for all staff which helps them safeguard pupils and staff.
- 4.5.3.1** Our school ensures that pupils are aware of all on-site support offered, such as:
  - o The on-site counsellor.
  - o The Designated Safeguarding Lead (DSL).
  - o Any Emotional Literacy Support Assistants (ELSAs) (**JSRF Handbook – Paragraph 267**).
- 4.5.3.2** Our school ensures that pupils and staff are aware of off-site support services available to them (**JSRF Handbook – Paragraph 267**).
- 4.5.3.3** Our school has an effective policy which supports members of staff in case they are experiencing or have experienced abuse or other VAWG-related behaviour, including: sexual harassment in the workplace, domestic abuse and gender discrimination

This following section provides guidance on:

- Useful training for school staff which helps them safeguard pupils as well as other staff.
- Clearly signposting to support services which the entirety of the school community can access.
- Other resources which provide information on how to help and support members of the school community, such as the Children and Families Hub.

**JSRF Handbook** paragraphs relevant to this component include: 88, 206 – 211, 249, 253 – 254, 261, 267, and 282

### 4.5.1 General guidance for staff

Dealing with incidents and disclosures of VAWG can be a challenging situation, in these circumstances staff should refer to the [Keeping Children Safe in Education Guidance](#) (KCSIE) for safeguarding guidance. This guidance can help staff with the following:

- How to manage and respond to disclosures.
- How to handle anonymous disclosures.
- How to respond to pupils who display harmful sexual behaviour.

As well as the KCSIE guidance, the Jersey Children and Families Hub offers a consultation service for professionals who may be unclear about what action they should take in relation to a safeguarding concern that they have identified to help with their decision making.

**Children and Families Hub: Telephone: 01534 519000 Email: [childrenandfamilieshub@gov.je](mailto:childrenandfamilieshub@gov.je)**

**If a child or adult is at risk of immediate harm, call the police on 999.**

**Follow the [Children and Young Person Safeguarding Referrals](#)**

**Refer to the [Child and Families Hub](#).**

#### 4.5.2 Useful Training Programs to Develop Staff's Understanding of VAWG and Identify and Respond to Harmful Behaviours

Name of Session/Course	Description	Format	Length	Cost
<a href="#">NSPCC's Online Safety Training</a>	<p>This training will help staff to:</p> <ul style="list-style-type: none"> <li>• Understand how the online world can impact children and young people positively and negatively</li> <li>• Identify the ways children and young people communicate and interact online</li> <li>• Identify the key risks and harm children and young people can be exposed to online; and</li> <li>• Know how to access advice and support to be able to better protect children and support parents and carers to help keep children safe online.</li> </ul>	Online	4 hours	£30 per person
<a href="#">Equation's Twilight sessions</a>	<p>'Twilights' sessions for professionals within education which explore key issues related to VAWG, including:</p> <ul style="list-style-type: none"> <li>• Domestic abuse awareness</li> <li>• Domestic abuse in teenage intimate relationships</li> <li>• Online safety</li> <li>• Youth produced sexual imagery</li> <li>• Sexual harassment in a school setting</li> <li>• Consent</li> <li>• Female genital mutilation (FGM)</li> <li>• Forced marriage and honour-based abuse</li> <li>• Child sexual exploitation: Basic awareness</li> </ul>	Online	60-90 Minutes per session	Free
<a href="#">Waltham Forest VAWG team's Training Programme</a>	<p>Waltham Forest Council's VAWG Team works to reduce VAWG by building partnerships and fostering a safer community. They offer training on various VAWG-related topics. The link provides sessions through March 2025, with more dates to be added in 2025/26. Early 2025 sessions include:</p> <ul style="list-style-type: none"> <li>• FGM Awareness Training (13<sup>th</sup> January // 11am-1pm)</li> <li>• Safe &amp; Together: Intersections &amp; Intersectionality's (13<sup>th</sup> January // 1pm – 4:30pm – Delivered by Respect)</li> <li>• Sexual Violence Awareness (11<sup>th</sup> February // 1:30pm – 4:30pm)</li> </ul>	Online/in-person	2-4 hours	Free
<a href="#">UN's "Understanding violence against women and girls" training</a>	<p>A free, online course which provides a broad overview of the prevalence, drivers and impact of VAWG as well as how it can begin to be addressed.</p>	Online	90 Minutes	Free

<b>IDAS' <a href="#">Sexual Violence Essential Training</a></b>	<p>This CPD-accredited course provides its participants with knowledge on:</p> <ul style="list-style-type: none"> <li>• The spectrum and forms of sexual violence,</li> <li>• Attitudes and feelings about sexual violence, including myths surrounding it and ways to address these myths,</li> <li>• The effects which different forms of sexual violence have on someone and the stages which they may navigate from the experience(s), and</li> <li>• Ways in which the victim-survivor may be able to access support services and begin to recover.</li> </ul>	Online	Own pace	£10 per person
<b>IDAS' <a href="#">Domestic Abuse Essential Training</a></b>	<p>This CPD-accredited course provides its participants with knowledge on:</p> <ul style="list-style-type: none"> <li>• What domestic abuse is, its gendered nature, the forms it may take and the effects it can have on a victim-survivor/any children who witness it,</li> <li>• Ways in which the victim-survivor may be able to access support services and begin to recover.</li> </ul>	Online	Own pace	Free
<b>University of Strathclyde's <a href="#">"Understanding Violence Against Women: Myths and Realities" training</a></b>	<p>This highly rated course and provides staff with a comprehensive knowledge on VAWG, helping them to obtain:</p> <ul style="list-style-type: none"> <li>• A deeper understanding of the origins and concepts of Violence Against Women in private and public life as currently defined;</li> <li>• A developed awareness of the nature and extent of Violence Against Women in private and public life;</li> <li>• A critical approach to societal views, attitudes and responses to Violence Against Women;</li> <li>• An informed understanding of the impact of Violence Against Women on individuals, families and communities; and</li> <li>• An awareness of examples of good practice and strategies for preventing Violence Against Women.</li> </ul>	Online	2 hours a week for 6 weeks	Free
<b>UK Feminista's <a href="#">"Online teacher training"</a></b>	<p>Provides staff with:</p> <ul style="list-style-type: none"> <li>• An understanding of sexism as well as its impacts on schools and across society</li> <li>• Practical tools for preventing sexual harassment/sexism and stereotyping in the classroom</li> <li>• Guidance on ways in which schools can strategically implement a 'whole school' approach to tackle sexism</li> </ul> <p>It also has numerous downloadable resources, including strategy and action plans which can help teachers to put what they have learnt into practice.</p>	Online	90 minutes	Free

<b>CSA Centre's</b> <a href="#">"Harmful sexual behaviour in online contexts" training</a>	<p>This training covers the following areas:</p> <ul style="list-style-type: none"> <li>• The context and emergence of harmful sexual behaviour in online contexts and why it is an important subject for professionals working with young people.</li> <li>• Exploration of the (limited) research base, alongside practice examples to highlight considerations for professionals.</li> <li>• Sexual development in a digital world and what this might mean for today's young people.</li> <li>• The impact of harmful sexual behaviour in online contexts on children and young people.</li> <li>• Specific considerations for those who have displayed harmful sexual behaviour in online contexts.</li> <li>• Considerations working with parents and carers.</li> <li>• Safety planning for home, school and other settings.</li> </ul>	Online	Half-day	£480 for 6 to 25 participants
<b>Women's Aid's</b> <a href="#">Understanding Coercive and Controlling behaviour Course</a>	<p>Women's Aid is a U.K. based charity working to end domestic abuse by providing support, advocacy, and refuge for survivors while campaigning for societal change and improved policies. They offer award-winning training for any professional whose work brings them into contact with victims and perpetrators of controlling and coercive behaviour.</p>	Online	Whole day	£75 per person
<a href="#">Brook Learn</a>	<p>Relevant courses that are featured on the website are listed below:</p> <ul style="list-style-type: none"> <li>• <a href="#">Consent</a></li> <li>• <a href="#">Child Sexual Exploitation (CSE)</a></li> <li>• <a href="#">Relationships &amp; Enduring Love?</a></li> </ul>	Online	Varies	Free
<b>Brook Sexual Behaviours Traffic Light Tool</b>	<p>A guide to identify, understand and respond to harmful sexual behaviours in children and young people. The SPB launched harmful sexual behaviours training alongside the Brook Toolkit in 2023 which provides a comprehensive support framework for understanding and responding to sexual behaviours in children and young people.</p> <p>The Brook Traffic Light Tool supports staff to:</p> <ul style="list-style-type: none"> <li>• Identify behaviour and establish if sexual behaviour is typical or developmentally appropriate, problematic or harmful.</li> <li>• Understand what that behaviour is communicating and why the child or young person may be exhibiting the behaviour.</li> <li>• Respond appropriately, considering how the type of response will depend on what's motivating the behaviour, what the behaviour is communicating and the severity of the behaviour.</li> </ul>	Online (Connect People)	Own pace	Free

<p><b>NSPCC Harmful Sexual Behaviour in Schools Training</b></p>	<p>These courses help staff to gain the knowledge they need to confidently identify and manage incidences of harmful or problematic sexualised behaviour. There is a separate course for primary and secondary schools.</p> <p>The courses will help staff to:</p> <ul style="list-style-type: none"> <li>• Recognise which sexual behaviours are developmentally typical, which are of concern, and what the possible contributing factors are.</li> <li>• Respond to incidents of sexualised behaviour and deal with the personal impact of witnessing this behaviour.</li> <li>• Record, with accuracy and detail, any incidents of sexualised behaviour in your school.</li> <li>• Report concerns internally and to external agencies, including children's services.</li> <li>• Manage the risks of sexualised behaviour within your school by implementing safety plans.</li> </ul>	<p>Online</p>	<p>2 hours</p>	<p>£35 Per Person</p>
<p><b>SPB: Developing and Understanding of HSB</b></p>	<p>The learning outcomes are as follows:</p> <ul style="list-style-type: none"> <li>• An introduction to Harmful Sexual Behaviours (HSB).</li> <li>• Delegates feel more confident in identifying and responding to HSB.</li> <li>• Appreciate the continuum of sexual behaviours displayed by children and young people, requiring a continuum of responses.</li> <li>• Explore the range of behaviours in the context of wider considerations, to identify appropriate responses.</li> <li>• Explore possible pathways to behaviour and factors of abuse.</li> <li>• Working within the young person's network, including considerations when working with families/carers.</li> </ul> <p>Before completing this course, professionals must have completed the Brook Traffic Light Tool Training available on Connect People.</p>	<p>In-person</p>	<p>1 Day</p>	<p>Free</p>
<p><b>Bystander Training</b></p>	<p>This training equips staff with the skills they need to challenge unacceptable behaviour, including those which may have become normalised over time. The modules include:</p> <ul style="list-style-type: none"> <li>• Overcoming fear and paralysis in challenging situations.</li> <li>• Using the right words and expressions when challenging behaviours.</li> <li>• How to tackle micro-aggressions, including eye-rolling, sighing and constant interruptions<sup>40</sup></li> </ul>	<p>Online</p>	<p>60 to 90 minutes</p>	<p>From £450</p>
<p><b>Right to Be Bystander Training</b></p>	<p>Free online training webinars which focus on bystander training in different contexts, including:</p> <ul style="list-style-type: none"> <li>• Engaging boys and men as allies</li> <li>• Bystander interventions</li> <li>• Stop hate based harassment</li> <li>• How to be an ally when you witness abuse online</li> </ul>	<p>Online</p>	<p>60-75 minutes</p>	<p>Free</p>

<sup>40</sup> For more on what bystander training is, follow this link: [What is Bystander Intervention Training? — CultureAlly](#)

<p><b><u>UK Feminista Training Course</u></b></p>	<p>This training course equips teachers and trainee teachers with the knowledge, tools and confidence to challenge sexism and sexual harassment in the classroom.</p> <p>In this course, teachers will learn:</p> <ul style="list-style-type: none"> <li>• practical tools for preventing sexual harassment, sexist language and gender stereotyping in the classroom</li> <li>• how schools can take a strategic, 'whole school' approach to tackling sexism</li> <li>• what impact sexism has in schools and society</li> </ul>	<p>Online</p>	<p>90 Minutes-flexible</p>	<p>Free</p>
<p><b><u>UK Feminista Training Videos</u></b></p>	<p>UK Feminista provides training films for teachers, school staff and parents/carers on tackling sexism and sexual harassment in schools and colleges. Each video is less than ten minutes long, available in bitesize chunks so they are easily accessible and easily to digest. Once purchased, they can be downloaded and shared to all staff.</p> <p>The four films they offer are:</p> <ol style="list-style-type: none"> <li>1. How to take a whole school approach to preventing sexism and sexual harassment</li> <li>2. How to combat sexual harassment in schools and colleges</li> <li>3. Everyday teaching tactics for tackling sexism in the classroom</li> <li>4. A video for parents and carers: Why schools need to take action against sexism and sexual harassment</li> </ol>	<p>Online</p>	<p>&lt;10 Minutes</p>	<p>£15 Each/£50 for all</p>

### **4.5.3 Support for student victim-survivors of VAWG**

Supporting pupils who have experienced a form of VAWG is crucial for their personal and academic development. It is important that school staff are aware of both the internal and external support services available to them, so they are able to respond to disclosures appropriately and follow the correct referral pathways. Adopting a WSA to VAWG may result in more disclosures of current and previous experiences of VAWG from both staff and pupils.<sup>41</sup>

#### **4.5.3.1 Internal services**

Having on-site support for pupil victim-survivors of VAWG is a crucial part of ensuring that the school is a safe space for pupils who have experienced abuse.

All pupils must be aware of:

- Their on-site school counsellor
- The Designated Safeguarding Lead (DSL)
- ELSA staff

#### **4.5.3.2 External Services**

It is important that schools have referral protocols in place with relevant response organisations, including services that specialise in supporting victims of domestic abuse and sexual violence.

*\*For a list of support services which address VAWG-related issues, see Appendix A.*

#### **4.5.3.3 Support for Staff Victim-Survivors of VAWG**

It is good practice to assume that members of the school staff team may have experienced VAWG. They may have experienced a form of VAWG outside work, or they may be living with a current situation.

They may have also experienced one of the following in the workplace:

- Vicarious trauma from caring for staff and pupil victim-survivors of VAWG,
- Experiencing VAWG behaviours from a pupil, staff member, parent/carer, or member of the community
- They may have witnessed acts of VAWG in the school.

Experiences of such abuse can have long lasting impacts on individuals' mental health and wellbeing.<sup>42</sup>

Schools should:

- Ensure all staff are informed about wellbeing policies, on-site support, and VAWG-related services.
- Provide clear reporting procedures and encourage staff to report any issues.
- Monitor reports and ensure safety measures are in place.
- Always challenge sexual harassment and gender-discrimination towards staff.
- Highlight available support mechanisms, such as special leave, flexible working, and employee assistance programs.

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<sup>41</sup> [Respectful Relationships Education in Schools: The Beginnings of Change - Final Evaluation Report \(ourwatch.org.au\)](https://www.ourwatch.org.au)

<sup>42</sup> [Preventing and Responding to Gender Based Violence: A Whole School Framework \(www.gov.scot\)](https://www.gov.scot)

## 4.6 – Families and communities

### Checklist for 4.6

- 4.6.1/4.2** Our school promotes the adoption of a WSA to addressing VAWG to parents/caregivers
- 4.6.1.1** Our school encourages regular feedback on the WSA from parents/caregivers, potentially through ways such as:
  - A parent ambassador programme.
  - Parent forums/dedicated feedback groups.
  - Anonymous surveys and questionnaires.
- 4.6.1.2** Our school has an established strategy towards responding to resistance from parent/caregivers which teachers are aware of and are capable of using.
- 4.6.2.1** Our school attends and engages with community awareness campaigns relating to VAWG.
- 4.6.2.2** Our school encourages pupils to either volunteer for or lead their own initiatives which support women's rights and anti-violence.

The following guidance shares how to engage families/parents/carers, and the wider community.

**JSRF Handbook** paragraphs relevant to this component include: 255, 274, and 283

### 4.6.1 Engaging families in a WSA

Parents/carers may not be aware of VAWG, its presence in Jersey, or agree with the WSA's message against VAWG. Therefore, managing this relationship and ensuring their understanding and inclusion is crucial for the success of a WSA.

It is important to promote the school's WSA to the families of pupils as it signals to them, as well as the wider community, that a school is proactive in tackling the issue. Adopting and promoting a WSA will:

- Engage parents and carers on the efficacy of the Toolkit, and
- Show the community that the school is committed to addressing issues of VAWG

#### 4.6.1.1 Encouraging parent/caregiver feedback

As stated in a WSA in London schools designed by Tender, parents should be encouraged to attend whole-school community events and should also be offered additional opportunities to participate in the WSA.<sup>43</sup> Examples of ways in which this could be achieved are listed below:

- **Parent forums/feedback groups** – Early forums help address parent concerns. Consider parents' schedules when planning and offer alternative consultation methods if some can't attend.
- **Anonymous reporting** – To include all parents, especially those hesitant to speak up, provide anonymous reporting options, like a suggestion box or a "Report a Concern" section on the school website.
- **Surveys/questionnaires** – Well-designed surveys are an effective way to gather parent opinions. Tools like [SurveyMonkey](#), [Google Forms](#) or [Microsoft Forms](#), allow easy collection of feedback.

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<sup>43</sup> A U.K. charity that works to prevent domestic abuse and sexual violence by promoting healthy relationships amongst young people. They use creative workshops and educational programs to raise awareness and encourage positive behavioural change. See: [Acting for healthy relationships - Tender](#)

Utilising existing channels, such as parent/carer-teacher meetings, newsletters, or school events, to notify parents/carers that a school has adopted a WSA to VAWG is a simple and effective way to raise awareness of the approach amongst parents/carers.

These channels can also put out regular updates regarding the impact of the WSA during its implementation stage (see section 4.2 (Engaging the School Community)).

Schools should seek to **ensure that there is support available for those who do not speak English as their first language** as they may not be able to understand important issues which directly relate to and affect their child(ren), leaving them at risk of missing out on important safeguarding information and potential risks to their child(ren).

Additionally, parents/carers could be advised by schools to reach out to local services if they are unsure of certain topics. The [Jersey Youth Service](#) offers signposting to local support networks and groups which can help parents/carers if they are struggling to manage concerns with their child.

#### **4.6.1.2 Handling parental resistance towards a WSA to VAWG**

Challenging the status quo often leads to resistance. It is important to prepare responses that acknowledge parents' concerns while guiding them to understand the school's rationale for adopting a WSA to VAWG and addressing common myths.

Helpful Resource: [VicHealth](#) provides guidance on responding to resistance to gender equality initiatives with strategies for overcoming challenges (available in the publication "(En)countering Resistance")

#### **4.6.2 Engaging the wider community in a WSA**

Living and working in a close-knit community island, such as Jersey, provides a unique opportunity for successful community-based education regarding issues of VAWG. No one sector, organisation, or service can tackle the prevention and eradication of VAWG alone, therefore it is crucial for schools to work together with other sectors to tackle VAWG.

How a school can engage the wider community with the school's agenda to address VAWG:

##### **4.6.2.1 Community awareness campaigns**

Consider how school staff and pupils could engage with local events such as marches and information fairs that focus on raising awareness of VAWG to create visibility and community solidarity in addressing key issues.

*\*See section 4.4.4.1 for the list of awareness days where schools could get involved with local events.*

##### **4.6.2.2 Pupil-Led Initiatives**

As appropriate, encourage pupils to participate in community-based volunteering opportunities that support women's rights and anti-violence initiatives. This could also include fundraising for local shelters or support services.

Staff and pupils should be encouraged to take part in community events such as Jersey Pride to celebrate and raise awareness for respecting everyone within the wider community, as well as in the school.

Jersey Action Against Rape (JAAR) offers some useful information on fundraising ideas on their website, see: [Fundraising – JAAR – Jersey Action Against Rape](#)

### Signposting to Support Services

Whenever communicating with the school community about topics relating to VAWG, schools **are stringly recommended to include signposting to relevant support services** that could be of help to those within the school community who have experienced, or are currently experiencing, abuse or a form of sexual violence/harassment.

For instance, if a school planned to include within their newsletter a segment on a recent awareness event on domestic abuse which pupils and staff attended, links to relevant support services, such as Jersey Domestic Abuse Service (JDAS) or Freeda, need to be included.

For a list of support services, most of which are local, which can help both young people as well as adults, see Appendix A in section 5 (Resources).

## 4.7 – School culture and environment

### Checklist for 4.7

- 4.7.1/4.7.2** The school's behavioural policies and value/ethos statements reference our active stance against VAWG (**JSRF Handbook – Paragraph 261**).
- 4.7.3** Our school uniform is not split into gendered lists e.g., one list for boys, one list for girls.
- 4.7.4** Our school promotes pupil leadership, in ways such as:
  - Training pupils to become peer mentors to other pupils.
  - Promoting external organisations to pupils which could help them build their leadership.
- 4.7.5** The school's built environment features designated spaces where both staff and pupils can seek support, such as:
  - Safe zones where pupils can seek support, raise questions and discuss issues relating to VAWG e.g. the school counsellor's office.
  - Inclusive spaces which meet the requirements of staff and pupils, such as a designated space for breastfeeding.
- 4.7.6** Our school is a place where open dialogue around VAWG and other related issues can occur, in ways such as:
  - Putting up posters which encourage discussion around important topics that affect children.

**JSRF Handbook** paragraphs relevant to this component include; 249, 263, 274, and 280.

School culture is the set of beliefs, values, and norms that shape the way staff and pupils interact, which impacts the learning environment and the overall sense of safety and well-being within the school.

A school culture which tolerates or ignores incidents of VAWG can lead to the normalisation of harmful behaviours and attitudes, whilst also discouraging people from reporting incidents.<sup>44</sup> Conversely, a positive and inclusive culture can empower pupils to reject violence and embrace equality.

This section offers guidance on how to achieve a positive school culture and environment to promote respect and address issues of VAWG.

<sup>44</sup> [Violence against women and girls: Addressing Violence against Women and Girls in Education Programming Part A \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

#### 4.7.1 Embedding anti-VAWG within existing policies

Staff and pupils should be aware of their school's policies concerning what behaviours are expected of them, as well as what conduct is not tolerated by the school.

The VAWG Taskforce was supportive of schools creating a '**Bill of Rights**' which clearly sets out what is and isn't acceptable behaviour within their respective school. Recommendation 77 of the VAWG Taskforce Report therefore reflects this and emphasises that pupils should be involved in the document's development process.

**Useful Link:** [UK Feminista](#) guidance on combatting sexism in schools provides advice on how schools can demonstrate commitment to tackling sexist attitudes and behaviour within an education setting.

#### 4.7.2 Value/ethos statements

The promotion of equity and respectful relationships must be considered within the school's value/ethos statement. This will ensure that staff, pupils, and parents/carers are aware that the school is dedicated to addressing all forms of discrimination, including issues related to VAWG. These values should also be communicated in school open days, pupil induction packs, and recruitment processes.

Examples of value and ethos statements could include:

- 'Our values include that all people have equal human value, dignity, and potential. We are dedicated to addressing issues of inequalities and Violence Against Women and Girls'
- 'We aspire to create communities free from violence in which all people, regardless of age, race, gender or sexual preference feel safe, equal, and respected'
- 'We model relationships of trust and respect and value inclusivity for everyone'

#### 4.7.3 Inclusive uniform policies

A school can help foster the flourishing of their pupils' personal identities by ensuring that they are not constrained by a school uniform policy that conforms to rigid gender stereotypes.

This thinking is reflected in CYPES' '[School Uniform Policy](#)' guidance, where it is stated that:

- *4.1.9 Schools should consider that their uniform policy is gender neutral and does not infringe upon the rights of pupils with protected characteristics.*

#### 4.7.4 Promote student leadership

Schools should seek to empower pupil voice. One approach is forming a **Pupil VAWG Group**, a team of pupil ambassadors who regularly discuss and promote VAWG awareness in their school. They could attend events (e.g., those run by FREEDA), lead assemblies, and fundraise, helping to shift school culture and inspire activism. To ensure commitment, schools could require pupils to submit a short application explaining their interest. These groups can also connect with peers from other schools, fostering collaboration and breaking down gender barriers.

Pupils might also be encouraged to join local groups, such as the [Jersey Youth Advisory Group](#), which is a group within the Children's Commissioner organisation and allows for young people to:

- Advise, support and challenge the work of the Commissioner and her team, meeting regularly for updates on any progress.
- Help create documents and reports.
- Take part in fun activities such as valley adventure centre, boat rides and escape rooms.
- Attend events with the Commissioner and meet other youth groups in different countries.
- Take part in projects that interests them. This varies from social media, podcasts, blogging, art and design, filming and lots more.

Another useful initiative is the [Jersey Youth Parliament](#), an island wide forum composed of up to 40 young people aged between 12 to 18. This group picks topics which are salient to the youth of Jersey, conducts research on them, and then finally presents their findings and opinions to States Assembly members.

#### 4.7.5 Create safe zones and inclusive spaces

To demonstrate commitment to addressing discrimination, including VAWG, and promote social interaction and integration, schools should designate specific areas within the school in which staff and pupils can seek support, raise questions, and discuss issues related to VAWG.

Safe zones could include:

- In the school counsellor's office
- Designated outside/playground area(s)
- Designated classroom(s) during lunch hours

Schools should also ensure female staff have access to appropriate breastfeeding facilities, including storage and equipment, as well as cleaning facilities for expressing milk. As well as this, appropriate modifications should be made to work requirements for women returning from maternity leave. In doing this, the school is actively raising awareness of respect and equality, aiding the shift towards a school culture which values respect for all staff and pupils.

#### 4.7.6 Open Dialogue

It is paramount that the school facilitates regular discussions or surveys throughout the school where everyone can discuss issues and experiences of VAWG and discuss prevention strategies to ensure issues of VAWG are not ignored and work is always being carried out to prevent harmful behaviours.

##### Posters

Schools should consider displaying posters which spark conversations about 'toxic' masculinity, intersectional issues, equality, and stereotypes. ['Let's Talk'](#) and [UK Feminista](#) provide free posters for schools to use, see examples below:



Other than within the classroom and communal areas, posters could also be put up in more private spaces, such as toilets, which offers information on where staff and pupils can access support if they have been a victim of VAWG. Examples of such posters could include the contact details of the external support services mentioned in Appendix A.

# 5 - Resources

## 1. Purpose of the toolkit

### 1.1 Background

- [VAWG Taskforce Report.pdf \(gov.je\)](#)

### 1.2 What is a whole-of-school approach (WSA) to VAWG?

- [Respectful relationships education Toolkit: Overview \(ourwatch.org.au\)](#)
- [Respectful Relationships Education Violence prevention in Vic Sec Schools.pdf](#)
- [Respectful relationships education in schools: Evidence paper](#)

### 1.3 2025 Jersey Schools Review Framework

- [The Jersey School Review Framework](#)

### 1.4 How to use this toolkit

[Respectful relationships education Toolkit: Overview](#)

## 2. Understanding the issue of VAWG within Jersey and its schools

### 2.1 What is Violence Against Women and Girls (VAWG)?

- [Declaration on the Elimination of Violence against Women | OHCHR](#)
- [Domestic abuse prevalence and victim characteristics - Office for National Statistics \(ons.gov.uk\)](#)

### 2.2 What is Jersey's 'conducive context'?

- [VAWG Taskforce Report.pdf \(gov.je\)](#)

### 2.3 VAWG and Jersey students

- [VAWG understanding the views of Children and Young People.pdf](#)

## 3. How to implement a WSA

- [Our Watch | Respectful relationships education in schools evidence...](#)
- [Respectful relationships education Toolkit: Implementation steps](#)
- [EqualiTeach: Outside the Box](#)

## 4. Designing a whole-of-school approach

### 4.1 Key Principles of a Whole-of-School Approach

- [Respectful relationships education Toolkit: Implementation steps](#)
- [Specific Risks for Children with SEND | Safeguarding Network](#)
- [VAWG understanding the views of Children and Young People.pdf](#)
- [Male role models helping to address VAWG](#)
- [Speakers Collective - Jo Morgan<sup>45</sup>](#)

### 4.2 Leadership and Commitment

- ["Keeping Children Safe in Education" \(KCSIE\) Guidance](#)
- [VAWG: A guide for School Governors](#)

### 4.3 Professional Learning

- [Care experienced learners' rights - Enquire](#)

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<sup>45</sup> Jo Morgan is an award-winning professional speaker, trainer and consultant specialising in Relationships and Sex Education, PSHE and Diversity and Inclusion. Her book, 'Empowering Relationships and Sex Education. A guide for secondary teachers.' Is a useful resources, especially for engaging young men and boys.

#### 4.4 Teaching and learning

- [PSHE NonStatutory Guidance KS3 and KS4.pdf \(gov.ie\)](#)
- [SPB Child Sexual Abuse and Exploitation Strategy](#)
- [Expect Respect Toolkit](#)
- [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#)
- [CASPAR briefings | NSPCC Learning](#)
- [Teaching resources and lesson plans | NSPCC Learning](#)

#### 4.4.5 Aligning with up-to-date legislation

##### VAWG-related offences/laws

- [Sexual Offences \(Jersey\) Law 2018](#)
- [Domestic Abuse \(Jersey\) Law 2022](#)
- [Crime \(Public Order\) \(Jersey\) Law 2024](#)
- [Telecommunications \(Jersey\) Law 2002](#)

#### 4.5 Support for staff and students

- [Keeping Children Safe in Education 2024](#)
- [Children and Young Person Safeguarding Referrals](#)
- [Children and Families Hub](#)

#### 4.6 Families and communities

- [Acting for healthy relationships - Tender](#)
- [Encountering Resistance](#)

#### 4.7 Culture and environment

- [Violence against women and girls: Addressing Violence against Women and Girls in Education Programming Part A \(publishing.service.gov.uk\)](#)
- [Behaviour in Schools: Advice for Headteachers and Staff](#)

## Appendix A: Jersey support services

Name	Service Provided	Contact
Dewberry House, SARC (Sexual Assault Referral Centre)	Provides 24/7 crisis support for those who have been raped or sexually assaulted. Available for both children and adults.	Telephone: 01534 888222 Email: <a href="mailto:Dewberryhouse@gov.je">Dewberryhouse@gov.je</a>
JDAS (Jersey Domestic Abuse Support)	Provides support for men, women, and children who have been victim to sexual and/or domestic abuse. They have a young person's advisor that is specially trained to support young people.	Telephone: 01534 880505 Email: <a href="mailto:Jdas@gov.je">Jdas@gov.je</a>
JAAR (Jersey Action Against Rape)	Provides long-term counselling and support for those who have experienced trauma from rape or sexual abuse.  They also offer a young person's counselling service.	Telephone: 01534 482800 Email: <a href="mailto:help@jaar.je">help@jaar.je</a>
FREEDA (Free from Domestic Abuse)	Formerly known as the Jersey Women's Refuge, this organisation offers support for those experiencing domestic abuse.  It is available 24/7 to support those experiencing abuse straight away.	24/7 Helpline Telephone: 0800 7356836.  Email: <a href="mailto:hello@freeda.org.je">hello@freeda.org.je</a>
NSPCC	Provides counselling service ('Letting the Future In') for children and young people aged between 4 and 17 years old who have experienced sexual abuse.	Telephone: 01534 760800 Email: <a href="mailto:jerseyservicecentre@nspcc.org.uk">jerseyservicecentre@nspcc.org.uk</a>
NSPCC Helpline	Helpline available for anyone who has concerns about a child. Their specialist team will listen, advise, and take any action needed on any issues raised.	Telephone: 0808 800 5000 Email: <a href="mailto:help@NSPCC.org.uk">help@NSPCC.org.uk</a>
Childline	Free counselling service for young people, 24/7 helpline to discuss any problems young people are facing	Telephone: 0800 1111 Online chat: <a href="http://www.childline.org.uk">www.childline.org.uk</a>
CAMHS (Children and Adolescent Mental Health Service) <sup>46</sup>	Therapeutic service for children and young people aged between 5 and 18.	Telephone: 01534 445030 Email: <a href="mailto:hsscams@health.gov.je">hsscams@health.gov.je</a>
YES (Youth Enquiry Service)	Free one-to-one counselling for young people aged 12 to 25 years old.	Telephone: 0800 7350 010 Email: <a href="mailto:yes@jvs.je">yes@jvs.je</a>

<sup>46</sup> N.B. CAMHS is not specialised in supporting children who have experienced sexual harm

MIND jersey	Mental health support service.	Telephone: 01534 880584 Email: <a href="mailto:admin@mindjersey.org">admin@mindjersey.org</a>
Kooth Jersey	Online counselling service by the British Association for Counselling and Psychotherapy which provides free online counselling for young people aged between 13 and 25.	Website: <a href="https://www.kooth.com/">https://www.kooth.com/</a>
The Children and Families Hub	Offers support for staff and parents on any issues concerning young people, as well as their families.	Telephone: 01534 519000 Email: <a href="mailto:childrenandfamilieshub@gov.je">childrenandfamilieshub@gov.je</a>
Safeguarding Partnership Board	Offers guidance, resources, and training for safeguarding both children and adults.	Telephone: 01534 442752 General enquiries email: <a href="mailto:safeguardingpartnershipboard@gov.je">safeguardingpartnershipboard@gov.je</a> Training enquiries email: <a href="mailto:safeguardingtraining@gov.je">safeguardingtraining@gov.je</a>

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