

Minister for Education  
and Lifelong Learning



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Deputy Catherine Curtis  
Chair – Children, Education and Home Affairs Scrutiny Panel  
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**Sent by email only**

16 May 2025

Dear Chair,

**Follow-up matters from the Public Hearing on 7<sup>th</sup> May 2025.**

Thank you for your letter of 8<sup>th</sup> May asking for further details following our public hearing last week. Please see the below answers to your questions and please do not hesitate to contact me if you require any further information.

**Confirmation of whether the costs of locum Educational Psychologists for the period 2021 – 2025 is salary only, or if the quoted figures include travel costs and other expenses.**

The figures provided to the Panel are staff costs only.

**Confirmation of the number and location of Emotional Literacy Support Assistants (ELSAs) in secondary schools.**

There are 22 ELSAs currently working across secondary schools - Beaulieu (2), De La Salle (1), Grainville (5 including 1 in ARP), Haute Vallee (3), Hautlieu (3), JCG (2), Le Rocquier (3), Les Quennevais (2), VCJ (1)

**Further details of when more information will be made available about the use of zero hours contracts in schools and examples of their use, if possible.**

Example of supply cover are to cover long and short term absence, parental leave cover, vacancy cover and to cover a specific need or activity. It includes roles such as teaching, teaching and learning support assistants, invigilators, cleaners, lunch time supervision, technical classroom support, min- bus driving, administration and advisory roles.

Education supply activity over the last 6 months (up to 30<sup>th</sup> April 2025):

Role	Count of Activity
Advisory	1
Education Supply - Teaching assistants	82
Education Supply - MW non-teaching supply list	4
Education Supply - Teacher supply list	87
Inclusion service	1
Invigilator	21
Minibus Driver	10
DT Technician	1
Civil Servant	9
Cleaner	1
Learning Support Assistant	1
Lunchtime cover	4
Administration	2
Teacher	7
Teaching Assistant	16
<b>Grand Total</b>	<b>247</b>

**Details about the data collection being used to track the progress of 14+ movers and comparing their GCSE results and post-GCSE destinations.**

At the start of Year 10, students' CAT4 scores are added to Alps Connect to support with generating minimum expected grades for the end of their GCSE courses. At Hautlieu, these minimum expected grades are reviewed and refined by each subject area, within the first half term of Year 10, on an individual student basis to ensure that they provide challenge to each individual student, are suited to their individual strengths but also retain the overall stretch across all subjects. At the conclusion of the subject area reviews, students receive bespoke target grades that they are aspiring to throughout their GCSE courses for each subject.

Throughout Years 10 and 11, students complete a range of assessments and the results of these are entered into the live, online tracking programme Go4Schools. Each subject area is supported to set up their markbooks in Go4Schools so that they reflect the expectations for the final GCSEs. The markbooks are bespoke and tailored to the relevant examination boards. Students' progress towards their target grades is therefore tracked continuously as individual assessment data for each subject is added across the two years, and this data is further snapshotted at three points across Year 10 and again at a further three points in Year 11, shared with students and parents, and entered into Alps to provide an overall picture of individual student progress. Academic Heads of Year review the student level data, and subject leads review the subject level data, alongside the Senior Leadership Group, throughout Years 10 and 11 in order to adjust the support provided to students where required, to ensure they achieve their very best at the end of the course.

Following the publication of GCSE results each August, the results are analysed in detail at whole school and subject level, as well as by individual student, using Alps and Go4Schools, to identify trends and inform planning in support of future cohorts of students.

## Destinations Data

Year	Hautlieu	Highlands	Employment	Apprenticeship	Other Schools
2024	79%	17%	2%	0	2%
2023	85%	7%	3%	2%	3%
2022	91%	6%	0%	0	3%
2021	86%	8%	1%	2%	3%
2020	89%	6%	2%	1%	2%

**With regards to the headteacher secondments to support CYPES leadership, what is the total additional cost associated with backfilling leadership roles in schools?**

This information will follow.

**An update on any work underway by Government to help identify any unregistered children who are not in formal education.**

CYPES Senior Officers are liaising with officers from Employment, Social Security and Housing to explore feasibility and options for sharing of data.

**Any data from the Early Years pilots (to be shared in confidence, if required).**

Data had been shared in confidence due to small numbers and risk of identification.

**Further detail about the capital building work due to commence at Highlands College.**

A prioritised programme of works has now been agreed between the College and Jersey Property Holdings. JPH have now commenced with the tender process for the various work items and in the next month, will be awarding contracts and mobilising for start on site.

Monthly meetings are being held to ensure progress is being made in line with the programme.

**Freedom of Information data shows a fivefold rise in violence against school staff since 2021, with 18 Emergency Department attendances in 2024. What are the root causes of this rise, and how are you addressing them?**

A contributing factor to this rise is the updated CYPES Incident Reporting and Investigation Policy, which was revised in April 2023. This policy includes specific guidelines on violence and aggression, providing detailed instructions to CYPES on how and what to report. Additionally, the CYPES Integrated Reporting system offers a more detailed breakdown of these incidents, which are reported on a monthly basis. This enhanced reporting mechanism ensures that incidents are documented more comprehensively, contributing to the perceived increase in violence and aggression within schools.

**Will you publish anonymised school-level incident data to improve transparency and allow school communities to understand local risks?**

It is not possible to publish school level data even if anonymised as there will be many schools with small numbers of incidents which can lead to personal identification of staff or pupils. Schools will understand the risks within their own pupil cohort, and are expected to share information appropriately as part of any transition arrangements.

**What practical support has been introduced for teachers and teaching assistants who face aggression, beyond amending job descriptions for example, de-escalation training or injury leave policies?**

There are 4 levels of practical de-escalation training offered to all teaching, support and assisting staff within school settings as follows (outlined in the inclusion Training Offer to Schools – attached);

- Level 1 - MAYBO Positive Approaches to behaviour (Mandatory) repeated every 2 years. Provides positive and proactive approaches to managing behaviours of concern based on respect for the individual
- Level 2 – MAYBO Safer De-escalation – (Mandatory) delivered to all staff front line teaching/admin/support staff. Covers person-centred de-escalation strategies to alleviate a situation and prevent distress or behaviours of concern from escalating

Both of the above courses are overseen by SEMHIT, completed during INSET or over two afterschool training sessions, and are bespoke to school setting scenario based.

- Level 3 – MAYBO Personal Safety & Guiding. Provides practical strategies for reducing risk and maintaining safety. It can include low arousal guiding and re-direction skills and is relevant where behaviours can present risks of harm for a child and/or those that support and care for them
- Level 4 – MAYBO Safer Holding – Child and/or Adolescents. Provides non-aggressive physical intervention skills for use as a last resort to prevent harm

The need for the above is based on early indications of need – Including V&A reporting through incident reporting portals, and via H&S team who inform SEMHIT of incidents involving V&A where a pupil has a handling plan in place.

**Additional practical support** - SEMHIT will attend and observe and make recommendations and strategies usually after the first instance of a staff member being assaulted and then a consolidation period give to allow those strategies to be tested and reviewed. If the recommendations do not work a risk assessment is the completed bespoke to that particular child.

### **School Behaviour Policies**

Under the [CYPES Positive Behaviour & Exclusions Policy & Practice](#) all schools and settings need to ensure policies on behaviour and physical intervention are consistent with relevant statutory duties and/or related guidance and standards. Each school is responsible for writing their own behaviour policy and publishing on their own schools' website, given this autonomy there is some variance between schools. Schools should ensure that at least one member of teaching staff is trained in writing a consistent Management Plan - SEMHIT offer training in this area. Handling plans should be reviewed on a monthly basis with SEMHIT to assess whether they need updating or are no longer required. Guiding/Holding Plans are created specific to a child, parents and school staff are involved and staff are trained in the specific guiding or holding techniques. Staff cannot be involved in this process unless they have had the relevant MAYBO training.

CYPES H&S Team audit on the following in relation to managing violence and aggression in schools (evidence is requested where applicable):

- Has the risk of violence and aggression to staff and others been assessed and control measures implemented?
- How are staff made aware of the risks and the control measures in place to reduce them?
- Are staff up to date with (V&A) training identified from risk assessments?
- Are incidents of violence and aggression reported online?
- Are suitable support mechanisms (e.g. debrief) in place for any staff member who is subjected to violence or abuse?

### **What is there in place for support networks**

All schools were given the opportunity and funding to complete the Anna Freud mental health lead training following the Covid pandemic. All schools should now have a mental health lead within each establishment. In line with the [CYPES Positive Behaviour & Exclusions Policy & Practice](#) post incident management should include a de-brief by an appropriate manager with staff to allow for reflection and the manager to deal with the emotions raised by the incident.

### **Safety protocols like SOPS in place**

When the management/behaviour plan and risk assessment indicate the likely need for school staff to hold or physically intervene with a child/young person to prevent an injury, the school should record this in a Positive Safer Handling Plan (PSHP).

### **Is there evidence that statutory testing periods such as SATs contribute to a spike in behavioural incidents, and will your department consider adjusting staffing or timetables accordingly?**

For a number of years the department has collected feedback from schools and pupils regarding any impact of key stage 2 tests on pupils. This has consistently confirmed that, for the vast majority of pupils, testing is organised in such a way as to limit or remove any significant emotional impact, beyond that to be expected from a standard assessment process. Where pupils feedback on nervousness or anxiety, teachers provide support and strategies for those pupils. Schools take pupil feedback into consideration for any further formal assessments, and in their approach to testing the following year.

We do not collate behavioural incidents for such a narrow timeframe, data can be collated monthly. There appears to be no significant spike in the summer half term compared to other half terms for Primary schools. Therefore, currently the department does not consider there is a need to adjust staffing or timetables but would review provision if the situation changed.

### **Minister, you've previously stated that a 'readiness assessment' will inform the implementation timeline for the universal 2–3-year-old offer. Could you now clarify what the threshold criteria are such as staffing availability, provider capacity, and funding envelope that must be met to trigger implementation?**

There are several criteria, first and foremost the availability of adequate levels of investment (Budget 2026 – 29). Further investment will be required to implement this offer.

Then, an assessment of demand for, and supply of places. Feedback from the Q4 2024 provider survey, overlayed with demographic data on birthrates, indicates that a universal offer could be implemented in 2026. This indication will be tested further with providers and our analytics team.

Other criteria include:

- Finalisation of universal offer (e.g. rate, hours, weeks, eligible providers)
- Readiness of provider and parent application processes
- Supporting governance and accountability processes

I will be happy to share the full assessment criteria and developing performance over the course of 2025.

### **Sector stakeholders have flagged workforce pay gaps between government-led pilots and private provision. How will you address the risk that enhanced government-funded settings draw staff away from private nurseries, and will you publish comparative pay data to support a sector-wide workforce strategy?**

School workforce engaged in pilots are on standard terms and conditions. Other providers determine their own pay structure. Pay is not the only variable influencing candidates, the opportunity for part time and/or term time hours, investment in continuous professional development (CPD) and other aspects are also influential.

It is likely, in this sector, that there will remain a gap between the full compensation offer from the States Employment Board, as employer, and that offered by registered settings.

I have no intention to collect and publish comparative pay data. The annual provider survey may develop this theme in the future.

**Minister, [in your letter to the Panel on 24th March] you've cited the role of both the Best Start Partnership survey and the parent survey commissioned for 2025. Can you commit to publishing a clear decision trail showing how these findings directly influence funding rates, ratio decisions, and capacity targets in the next Government Budget?**

Yes.

**You noted that all but one private provider surveyed expected to remain viable over the next 12 months. What specific financial or regulatory contingencies are in place if those forecasts change, particularly if uptake shifts significantly towards state-funded settings after the universal offer is launched?**

The critical contingency plan is to ensure the availability of high-quality childcare spaces, regardless of provider. The reducing birthrate has provided capacity in schools which, with further investment in resources, could provide that capacity. Note, this exists as a contingency plan, not a strategic intent.

Financial contingency is centred on the rate for any universal offer reflecting the true cost of provision. Whilst I am not yet sighted on the work to propose a rate I am, as described, reassured that this is underway between provider representatives and the Government's economy team.

The likelihood of a significant shift towards state-funded settings because of the introduction of a new universal offer is low. The current provision (to 2-3-year-olds) is almost exclusively from registered settings, childminders and nannies. The evidence of the shift between state-funded settings (schools in this instance) and registered providers in the NEF year, where school provision broadly matches that of registered settings, is an increase in the proportion of children attending registered settings. This is assumed to be because the offer (longer days, full time) better matches the needs of working parents; this assumption will be tested in the parent survey.

It is important to note that public spending needs to be reviewed continually to ensure efficient and effective investment. That review process may necessitate changes to provider models over time.

**What share of the 1,656 Skills Development Fund enrolments since April 2025 were focused on core basic skills literacy, numeracy and digital and how will you expand that share in 2026?**

92% of 2024 enrolments were on core basic skills literacy, numeracy and digital.

78% of 2023 enrolments were on core basic skills literacy, numeracy and digital.

**Is the £2,000 employer incentive for apprenticeships new funding or a repackaging of a previous scheme, and what retention conditions apply to avoid misuse?**

This is new additional funding from the Better Business Support Package and falls within the remit of the Minister for Sustainable Economic Development who has overall responsibility for this package.

Full application and process details can be found [here](#). This includes a list of all approved apprenticeship subjects. The incentive is designed to help employers cover apprentice wages during training as Jersey transitions to a living wage.

Eligible businesses receive up to £2,000 per apprentice in 2025 and again in 2026. Grants are paid directly to businesses who pay their apprentices to attend regular training on a government supported apprenticeship. Grants are only available where the apprentice is starting a new training course and this is in addition to the £1,600 grant from Skills Jersey to assist with tuition fees for training

**How are you measuring the return on investment for each pound spent through the Skills Development Fund specifically in terms of qualifications achieved and wage progression?**

Return on investment is evaluated based on how effectively the training addressed the identified skills gap. The assessment includes:

**Participant feedback:** Collected immediately upon completion, focusing on their experience and perceived quality of the training.

**Follow-Up-Survey:** Conducted 6 months post-completion, sent to both participants and, where applicable, their employers

**Participant feedback example - Digital upskilling courses 2024:**

- Overall Satisfaction 88%
- Topic relevance 87%
- Confidence gained 84%

**Follow-Up Survey example - Heat Pump upskilling:**

- 37% of people improved their knowledge from no knowledge to full knowledge.
- 24% of people improved their knowledge from some knowledge to full knowledge.

**Investment in Skills Development Scheme: Per-Person Breakdown**

- Average Investment: £120 per participant
- Qualifications Achieved in 2024:
  - 787 accredited professional certificates
  - 24 Level 1 technical qualifications
  - 36 Level 2 technical qualifications
  - 12 Level 3 accredited certificates

**Please could you update the Panel on the current status of any plans to upgrade the sports facilities at Le Rocquier School, including any recent developments or decisions we should be aware of?**

Jersey Property Holdings were instructed to seek pre-application advice on a new 3G pitch from the Planning Department to determine if this would be feasible. Advice has now been received and there are no major concerns, however further details will need to be provided around changing room facilities and whether floodlighting will be included and scope etc.

Initial thoughts had been to approach the Football Association for contribution funding. Whilst this is still an option, the FA do not have funding available until 2030 at the earliest.

Currently, there isn't any budget within the Government Plan, and should this move forward, CYPES would need to request funding to progress.

**Please could you provide the Panel with an update on the current policy for EpiPens and auto-adrenaline injectors in schools, particularly regarding staff training, the availability of spare devices on site, and any recent or planned improvements to emergency medical protocols?**

Law drafting to amend the Order that has the effect of permitting the supply of Adrenaline Auto Injectors to schools, has been drafted and is ready for the Minister for Health and Social Services to progress.

Guidance on the 'Management of Allergies in Schools' which includes the use of Adrenaline Auto Injectors has been drafted and is currently being reviewed by the Medicines Advisory Council.

A standing operating procedure and training for school staff is now being considered and advice on the correct procurement approach, to engage a pharmacy provider to run the scheme, is also being sought from commercial services.

We are currently exploring whether the cost of the medicines can be met by the Health Insurance Fund (HiF). The start of the school term in September 2025 remains an aspiration for this policy to be in place.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Rob Ward', with a long horizontal stroke extending to the right.

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