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Deputy Catherine Curtis
Chair – Children, Education and Home Affairs Scrutiny Panel

Sent by email only

24 September 2025

Dear Chair,

Follow-up matters from the Public Hearing on 16th September 2025.

Thank you for your letter of 18th September 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.

Bullying in schools

1. Can you please outline schools' reporting requirements and policies in cases of bullying?

The reporting requirements for bullying are defined in the [Counter Bullying Policy](#), please note the GOJ counter bullying policy is due for review in the next academic year.

Additionally, under the Children and Young Peoples Law 2022 all schools are required to follow the [Jersey Keeping Children Safe in Education](#) (KCSIE) guidelines (updated annually) in relation to their safeguarding responsibilities. This document details how schools will work to safeguard children and young people and specifically addresses the identification and responses to bullying behaviours.

2. Can you inform the Panel the role of Jersey Designated Officers in cases of bullying in schools?

The Jersey Designated Officer's key role is in managing allegations against staff. They would not be directly involved in managing cases of bullying in schools unless it was an allegation of a staff member demonstrating bullying behaviours.

Accessibility and inclusivity in schools

3. How are school uniform policies being adapted to support children with sensory processing issues or physical disabilities, and are schools empowered to make reasonable adjustments without requiring formal diagnosis or lengthy approval processes?

Schools are empowered to make reasonable adjustments on a case-by-case basis as an exception to their current policies.

4. What policies are currently in place to ensure that children with disabilities or neurodivergent conditions receive appropriate exam accommodations, such as extra time, assistive technology, or alternative formats, and how is consistency ensured across schools?

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior Joint Council for Qualifications (JCQ) awarding body approval.

The policy is updated annually so Centre must adhere to the guidance.

[JCQ-AARA-2025 FINAL.pdf](#)

Each school is a centre, and the JCQ externally verifies centres through its JCQ Centre Inspection Service, which visits approved centres throughout the year to ensure compliance with JCQ regulations and the standards of awarding bodies.

5. What proportion of Jersey's school buildings are currently fully accessible to wheelchair users, and what plans exist to upgrade facilities that fall short of accessibility standards, including toilets, entrances, and classroom layouts?

All new schools must be designed to meet building byelaws for accessibility.

The JPH Community Improvements budget of £750k per annum across the entire estate is being utilised to enhance the accessibility to our school sites for all, although it is complicated by issues where the school is listed. By the end of 2025, we will have completed upgrades at 12 schools, addressing a portion of the 35 Liberate Accessibility reports we currently hold. Our goal is to complete all remaining sites within the next two years.

In addition to these accessibility improvements, significant lighting upgrades are being implemented across numerous schools.

Alterations required to meet the needs of students, teachers, staff or building users, such as changes to operational areas, should either be funded and driven through the CYPES DDA budget or mitigated by amendments to the operation of the facility – changing which classrooms are used etc.

Standard maintenance responsibilities, like lighting, will continue to be covered under our existing service level agreement.

Higher Education

6. Can you inform the Panel of what support is currently available to Jersey university students undertaking distance learning degree programmes?

Further to my answer to oral question 160/2025 from Deputy Catherine Curtis, I am pleased to confirm again that there will be local in-person support for students studying by distance learning. Students can access in-person face-to-face support from Skills Jersey who offer a range of services to all local residents, including those studying remotely.

a. Does Skills Jersey provide structured mentoring or access to mental health and academic support services to students completing their degrees remotely?

Skills Jersey offers a Mentoring service that is accessible for students completing their degrees remotely.

For those doing degrees or post-graduate qualifications, the mentoring service can support with:

- regular meetings with a mentor
- study plans and action planning
- help with balancing study and employment (if applicable)
- identifying strengths, setting goals, exploring pathways etc.

Skills Jersey also offers free, confidential and impartial career guidance to people of all ages, which includes students completing their degrees remotely.

b. Are students studying remotely eligible for the same career guidance and work experience opportunities as off-island students?

Yes.

7. Can you advise the Panel of what funding is available for students pursuing distance learning degrees in Jersey?

Funding availability for distance learning degrees was detailed in my [letter to the Panel of 18th June 2025](#).

a. How does the funding model compare to traditional full-time, in-person study support?

Comparison tables were provided in my letter to the Panel of 18th June 2025 (see above).

b. Are maintenance grants offered for remote learners?

The Panel were advised of this previously in my letter to the Panel of 18th June 2025 (see above).

c. How is eligibility assessed for distance learning grants under the Education (Grants and Allowances) (Jersey) Order 2018?

Eligibility assessment criteria were detailed in my letter to the Panel of 18th June 2025 (see above).

8. Has the government considered expanding partnerships with institutions such as the Open University or University of London to increase access to remote programmes for islanders?

The government generally does not pursue formal partnerships with specific universities. The exception being agreements with two French institutions to secure favourable terms and additional support for our students. These arrangements aim to strengthen our educational ties and broader relationship with France.

University choice is a personal decision, and the government does not aim to steer students toward any particular provider.

Our careers services and outreach activities by student finance offer guidance on key considerations when choosing a subject, mode of study and institution. This helps students make informed choices that suit their individual needs.

At present, we are not aware of any Jersey-specific barriers to accessing distance learning courses that would necessitate bespoke arrangements with individual institutions.

That said, relationships between student finance and universities often develop organically through handling application-related queries.

This enables the team to build a network of key contacts across institutions. Where issues do arise, these existing relationships support constructive dialogue to resolve matters. In the event a barrier is identified that stems from national or regional rules rather than a specific university, there is a mechanism to raise this with the Minister.

Adrenaline Auto Injectors in schools

9. In relation to follow up correspondence from the Minister to the Panel dated 16th May 2025, the Panel was informed that law drafting to amend the Order that has the effect of permitting the supply of Adrenaline Auto Injectors to schools had been drafted and was ready for the Minister for Health and Social Services to progress. The Panel was informed that the Minister and Officers were exploring whether the cost of the medicines can be met by the Health insurance Fund, with September 2025 as an aspiration for this policy to be in place. Could you confirm whether this policy has now been implemented?

I am advised that the Law drafting has now been completed and the Minister for HCS will soon be progressing the Order permitting the supply of Adrenaline Auto Injectors to schools.

Operational policy and guidance on the 'Management of Allergies in Schools' which includes the use of Adrenaline Auto Injectors has been approved by officers. Additionally, the policy and standard operating procedure have been reviewed and endorsed by the Medicines Advisory Council.

I am pleased to confirm that the project to permit the supply of Adrenaline Auto Injectors to schools will be ready by October half term.

Yours sincerely,



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