

I wish for  
everyone  
to be happy  
and safe

# Children and Young People's Plan 2019-23

Putting Children First: The plan for Jersey's  
children, young people and their families

**R.39/2019**



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## Foreword

We want Jersey to be the best place for children and young people to grow up.

I am proud to present the Children and Young People's Plan, 2019-23, for Jersey, which has been developed with a clear vision that "all children should have an equal opportunity to be safe, flourish and fulfil their potential".

Children and young people from all parts of the island have helped us identify the priorities described within this document. They have participated through their school councils, writing poems, drawing pictures and composing songs to ensure their key issues do not get forgotten. We have also spoken to parents, families, and front-line practitioners in carefully considering all aspects of childhood in Jersey.

The Care Inquiry told us that we needed a plan with a clear set of outcomes that could be measured to understand if we were making a difference or not. This plan identifies four outcomes and has an accompanying 16 indicators that we will continually use to ask ourselves if we have made a difference.

We want every child and young person in Jersey to be able to:

- **Grow up Safely** – feel part of a loving family and a community that cares
- **Learn and Achieve** – have the best start in life and go on to achieve their full potential
- **Live a Healthy Life** – enjoy the best health and wellbeing possible
- **Be Valued and Involved** – have a say in the decisions that affect their everyday lives, regardless of where they live or the school they go to.

We will put children and young people at the heart of what we do over the duration of this plan, seeking to ensure that their needs are understood and met, and that they have clear ways to hold us to account for our decisions.

To help us deliver the improvements required I have set up a new board, which will work across government and the voluntary sector to foster the partnerships and joint working necessary to make our ambition a reality.

This plan is further evidence of the Council of Ministers' commitment to 'Put Children First'. We want this plan to make a difference, not just to the services we deliver but to children's everyday lives. I hope that you will be able to play your part in helping to make this plan a reality for children and young people.

Signed,



Senator Sam Mézec

Children's Minister

## Involving children and young people

Around 30 primary and secondary schools were invited to a workshop, hosted by the Children's Minister, Senator Sam Mézec, to help design the new Children and Young People's Plan for Jersey.

We have included their work throughout this plan.

They shared their ideas on how the new Children and Young People's Plan should be designed and they presented and discussed their ideas through artwork, words, poems, speeches and songs.

### Grow up Safely

S Be Safe  
M Don't Meet up  
A Ask an adult you trust  
R Reliable?  
T Taking emails can be dangerous

Ketaki, Jersey College Prep, Year 6

### Learn and Achieve

We want all children to have the best start in life and go on to achieve their full potential

- More drama in school
- More P.E
- Go to France because all the other school get to go
- Get a tuck shop
- Get more active in school
- More support
- 8hr of school every day
- Restrictions on phones
- School council
- Idea clubs
- More homework
- More school productions at the Opera House -they only do it in Secondary school not Primary school.
- 30 mins extra in school and no homework

Bel Royal School, Year 6

### Live Healthy Lives

#### Things To Keep Your Heart Healthy

- Exercise regularly, so it becomes a daily routine.
- Go outside for more vitamin D levels (vitamin D comes from the sun.)
- Focus on eating a good balanced diet, with manageable courses.

#### Balanced Diet

If you want to go on a diet there's one thing you need to understand. Eating too much healthy food all the time is actually bad for you. There is something called a balanced diet. It's a diet that allows you to have a bit of fat and sugar.

Pedro and Lexie, St Clement's School, Year 6

### Valued and Involved

valued  
Special Friends  
From primary  
Best Friends  
happy and loved  
Saying sorry - value friends



Julia and Phoebe, Mont à l'Abbé School

# Children's Plan on a page

All children will be safe, able to flourish and fulfil their potential.

## Our outcomes for all children and young people:

## Five guiding principles: we will always

Listen and involve

Work creatively and innovatively in close partnership

Celebrate diversity

Think family and community

Prevent problems beginning or escalating

### Grow up Safely



#### Our priorities

- 1 Establish outstanding children's social work practice
- 2 Deliver an island-wide response to tackle domestic abuse
- 3 Ensure a consistent focus to strengthen families and communities

#### How we want to make a difference

- ▼ Safely **reduce** the number of looked after children
- ▼ **Reduce** the number of children involved in domestic abuse cases
- ▼ **Reduce** the number of children being bullied
- ▼ **Reduce** the number of children who are victims of crime

### Learn and Achieve



#### Our priorities

- 1 Provide the best start during early years
- 2 Improve standards in nurseries and schools
- 3 Building better transitions to employment

#### How we want to make a difference

- ▲ **Increase** the number of children achieving the expected level in the Early Learning Goals
- ▲ **Increase** the number of pupils achieving 5+ standard GCSEs
- ▼ **Reduce** the number of young people who become NEET (Not in Education Employment Training)
- ▼ **Reduce** the number of pupils who are persistently absent from school

### Live Healthy Lives



#### Our priorities

- 1 Invest in children's health
- 2 Protect and promote children's mental health
- 3 Focus on disability and inclusion
- 4 A renewed focus on housing and outdoor spaces

#### How we want to make a difference

- ▲ **Increase** children's quality of life
- ▲ **Increase** the number of children who are a healthy weight
- ▲ **Increase** the number of two year olds reaching all developmental milestones
- ▼ **Reduce** dental extractions

### Valued and Involved



#### Our priorities

- 1 Create a sense of belonging
- 2 Ensure fairness of opportunity
- 3 Respect, protect and promote children's rights

#### How we want to make a difference

- ▼ **Reduce** children's experience of poverty and the impact of living in a low income family
- ▲ **Increase** the number of children who are aware of their rights under the UNCRC
- ▲ **Increase** the number of children who feel their school would act on their ideas
- ▲ **Increase** the number of children who feel their community would act on their ideas

## Our passions

Protecting children's rights

Reducing inequalities

Promoting wellbeing

## Our vision

Our vision has been shaped by children and young people themselves, along with those who deliver services to them. We asked them about their hopes for the future and what they would wish to change in Jersey. There is one word which encapsulates the responses of everyone we heard from, and that is 'opportunity'.

It is our vision that:

**All children should have an equal opportunity to be safe, flourish and fulfil their potential.**

In other words, we want every child and young person in Jersey to be able to:

- **Grow up Safely** – feel part of a loving family and a community that cares
- **Learn and Achieve** – have the best start in life and go on to achieve their full potential
- **Live a Healthy Life** – enjoy the best health and wellbeing possible
- **Be Valued and Involved** – having a say in the decisions that affect their everyday lives, regardless of where they live or the school they go to

We do not view these outcomes in isolation. They are inextricably intertwined. By recognising the crucial interaction between these outcomes, we will work together to make the biggest difference in the lives of children and young people. Our ambition is to improve everyday lives for all children and young people. We want to break the link between a person's background and where they get to in life. We will do this through actions in four outcome areas.

## Overall approach

Building on our commitment set out in the 'Putting Children's First' Pledge to Children (appendix 1), we have identified five guiding principles that underpin everything we do, all of the time, when we work with children and families:

**Listen and involve:** We will facilitate conversations to ensure that children and young people are placed at the core of decision making and that we truly listen, give feedback and, as appropriate, act on what they tell us. We are committed to working collectively as equal partners with children, young people and families to identify priorities for change and to co-produce plans that deliver the change that they want to see. This approach is founded on proper respect for children's rights as enshrined in the United Nations Convention.

**Think family and community:** We will always consider the wider context of family and community in working with a child or young person. We do this because families have primary responsibility for, and are the main influence on their children and young people. We will support families and communities to provide safe and secure places for children and young people. We will help them build their capacity so that they can overcome obstacles which limit opportunity and we will work with them to build on their strengths so that all children and young people live in an environment where they can flourish and are able to live life to its fullest.

**Work creatively and innovatively in close partnership:** We will continue to challenge ourselves by looking to national and international best practice to identify imaginative and new ways to improve outcomes. At all times we will ensure that we spend public money wisely, always questioning the impact and effectiveness of our work. As partners we will work collaboratively to meet the needs of children and young people and ensure seamless transitions through a focus on their outcomes, not our organisational boundaries. Our strong working relationships must remain positive and creative at all times. Where we need to, we will share information and infrastructure, pool budgets and jointly commission to meet local need. The contribution of the voluntary sector and the strength of local communities are vitally important in supporting provision and choice in services for children, young people and their families.

**Celebrate diversity:** We know that our children and young people have a wide and diverse range of needs, which if unmet, can pose particular challenges and limit life chances. We will not only recognise these differences, we will embrace and celebrate them. We are inspired by the diversity of our children and young people and endeavour to always develop a better understanding of their needs. We will promote a culture of inclusion and tolerance, and in all that we do we seek to put our inclusive values into action. We will work relentlessly to ensure that no child, young person, family or community experiences discrimination or is at relative disadvantage, and is instead supported to overcome difficulties or barriers to their learning, participation and opportunities.

**Prevent problems beginning or escalating:** We advocate the benefits of providing help early so that problems experienced by families do not escalate to crisis. This not only helps to ensure that children are growing up in a secure and loving space, but also helps to prevent costly and more intrusive later interventions. We recognise the importance of children's experiences in the first few years of their lives; this lays the foundation for their future development and can be predictive of future outcomes. We are determined to work in an integrated and collaborative way to make sure that children have the best possible start on which to build their future lives.



## Three passions

Everything we do will be underpinned by three passions that we will use to test the proposed changes and improvements that are brought forward to deliver the positive changes in children's lives that we aspire to. These include;

- 1. Protecting children's rights:** We will continually check that our practice and progress is Rights Respecting as part of our commitment to the United Nations Convention
- 2. Reducing inequalities:** We know that some children in Jersey will need more support to achieve the life chances that we want for all children growing up in Jersey.
- 3. Promoting wellbeing:** Build on children's and family strengths – practitioners work in partnerships with families recognising and promoting resilience and helping them to build their capabilities.

## About the plan

The plan has been written by the Government of Jersey in partnership with the voluntary sector, children and young people across the Island. It has been written for all children, young people and their families living in Jersey, including families who may only recently have arrived. References to "we" in this document are intended to refer to the government collectively, working together in close partnership with voluntary agencies, children and their families.

Any references to "child" or "children" should be taken to mean any young person aged 0-19 (i.e. their 19th birthday), care leavers up to the age of 25 (i.e., their 25th birthday), and young people up to the age of 25 who have special educational needs and disabilities for whom the Government of Jersey continue to provide support.

We want this plan to make a difference, not just to the services we deliver but to children's everyday lives. Realising the outcomes in this plan cannot be achieved by any single organisation. To really make change happen, we need collective action across all parts of system - from families to children's services, schools and other statutory services, to communities and voluntary organisations. This plan presents a huge opportunity, as well as a great responsibility. It is a responsibility, which the Government of Jersey is privileged to hold and an opportunity it is determined to seize.

## Our call to action

We want to make not just step-by-step improvements, but to start to address some of the more difficult challenges that can limit children's life chances - whether it be the school they go to, the community they grow up in, or the earnings of their parents. We do not accept these limits on the opportunities for children and young people in Jersey.

This plan provides an overarching framework to stimulate action and support continuous challenge of our collective leadership. It is a "live" document designed to be flexible enough to allow for and recognise change. We will keep this plan under continual review, and on an annual basis complete a formal review to ensure it remains relevant, dynamic and aligned with shifting local and national priorities.

We have identified a set of 16 measures of success where we want to see real positive change (see Appendix 2). Some of these we are able to impact through the services we directly provide, and others require us to exert our combined effort to influence wider changes that may have previously felt beyond our reach. We are determined to meet the challenge we have set ourselves and will regularly review progress against these measures. Where it is clear that we need to take action in order to ensure progress is maintained and improved, we will ensure that this happens.

However, the priority list of indicators does not represent the vast range of data, analysis and other evidence which we will continue to review to ensure that this plan is having the impact we would want it to. We will take a flexible approach, making careful use of a range of objective performance information so that we can respond to emerging issues. Importantly, we will always look at the story behind the data through the eyes and voice of children, young people and families.

## Starting points for 2019

In order to start well, we will be establishing a new delivery structure that will support cross government planning and action. A proposed governance structure, planning bookcase (appendix 3) and a shared set of common values and beliefs (appendix 4) are described. Initial focus will be informed by the following:

- Commitments set out in the Council of Ministers Common Strategic Policy
- Current actions being progressed as part of the Children's Services Improvement Plan
- Existing projects being delivered in response to the Care Inquiry
- Findings from the recent Young People's Schools Survey (2018) and Children's Commissioner Questionnaire (2018)





## The Pledge to Children and Young People

States Members have joined Ministers and senior officials in signing the Pledge to Jersey's Children and Young People.

Chief Minister Senator John Le Fondré and Children's Minister Senator Sam Mézec launched the Pledge in September 2018, which will hold the government, legislators and the public service to account for improving safeguarding and care and upholding the rights of every child in the island.

The Pledge was launched as a commitment to the Government of Jersey putting children first and speeding up the pace of change, following the Jersey Care Commission's report on the Ofsted Inspection of Children's Services and as part of the response to the Jersey Care Inquiry.



## Putting Children First

Members of the States Assembly, the Council of Ministers and the Executive Leadership of the public service pledge that we will work together and support and challenge one another to ensure that:

- 1 **We will listen** directly to children and young people and involve them in how we design, deliver and review our services
- 2 **We will provide** integrated support for families that need extra help caring for their children
- 3 **We will provide** all children in our care with access to a safe, loving, secure home environment
- 4 **We will expand**, join up and target our early help offer to ensure that children and young people get the support they need when they need it, to prevent risk and issues from escalating
- 5 **We will work together** to recruit and retain a child-centred, stable, highly professional workforce
- 6 **We will make** it easier for data and insight across organisations to be shared so that, when assessing how best to meet their needs, we look at children's and young people's lives as a whole
- 7 **We will ensure** that sufficient funding is available to be effective and that any regulatory and legislative changes needed will be progressed swiftly
- 8 **We will work together** to ensure that we set and publish clear standards and be held publicly to account for achieving them

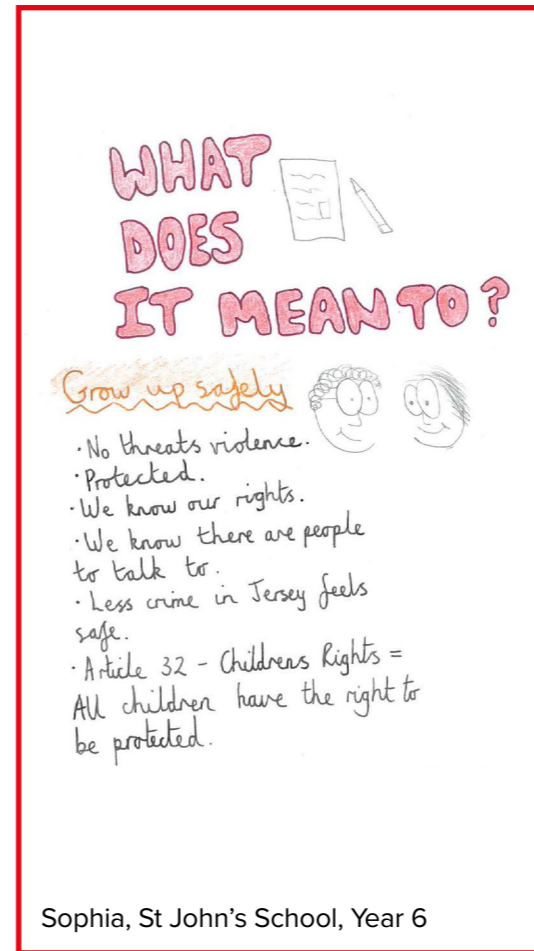
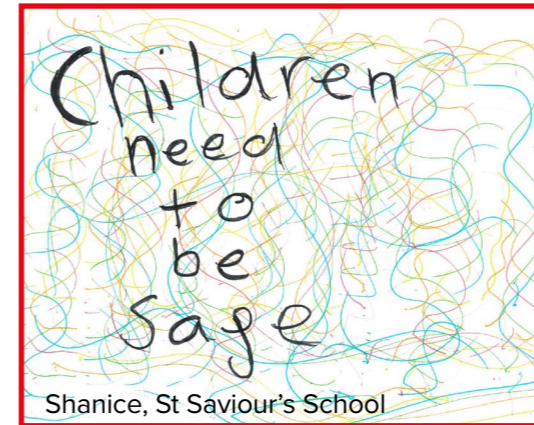


MORE ABOUT OUTCOME 1:

# All children in Jersey Grow up Safely



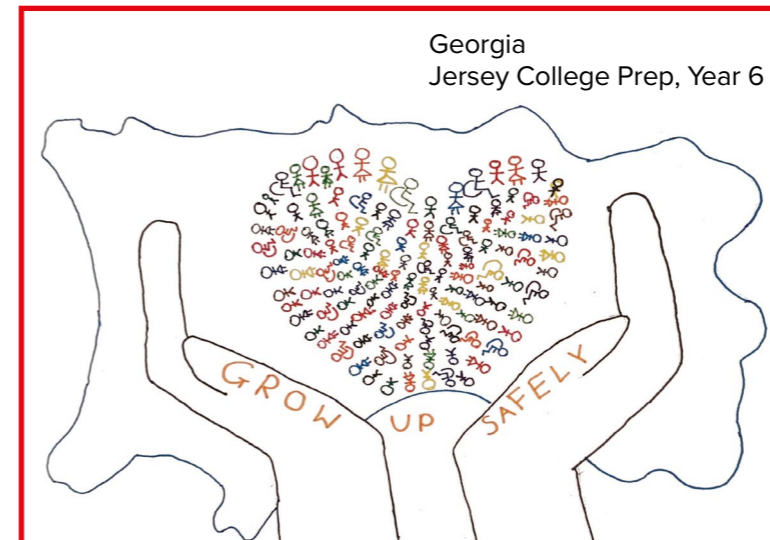
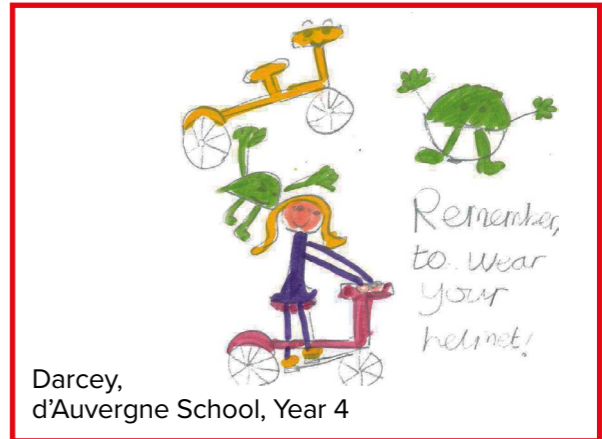
AMBITION		KEY POLICY AREAS
We want all children in Jersey to feel part of a loving family and a community that cares.		<ul style="list-style-type: none"> <li>• Children's Services</li> <li>• Improvement Plan</li> <li>• Corporate Parenting Policy</li> <li>• Criminal Justice Policy</li> <li>• Domestic Abuse Strategy</li> <li>• Child Exploitation Strategy</li> <li>• Cyber Security Strategy</li> <li>• School Bullying Policy</li> <li>• Disability Strategy</li> </ul>
WHY?		
Children live in families that live in parishes that make up our Island of Jersey. Ensuring that all children grow up in loving families is fundamental to children growing to be fulfilled adults. When some families need help, we know that a timely non-judgemental approach is key to building trusting relationships that support families to work through challenges. Where children cannot live with their family then government needs to step in to provide the love and nurture every child needs as well as ensuring equal life chances.		
HOW WE WANT TO MAKE A DIFFERENCE	KEY INSIGHTS	
<b>Reduce</b> the number of children being bullied	<ul style="list-style-type: none"> <li>• Children with a disability or long-term illness are almost twice as likely to report being bullied</li> <li>• Locally prevalence of bullying decreases after Year 10</li> <li>• Children in States schools are less likely to report that their school always takes bullying seriously</li> <li>• The majority of reported bullying is face to face, with cyber bullying higher for older children</li> <li>• National research shows that persistent bullying can lead to poor mental health</li> </ul>	
<b>Reduce</b> the number of children involved in the most serious domestic abuse cases	<ul style="list-style-type: none"> <li>• Domestic violence is the highest recorded crime on the Island</li> <li>• Domestic violence is still considered to be under reported locally</li> <li>• In cases reported to the Police where children are involved there is a slight decline since 2014</li> <li>• Local data identifies the need to support Polish and Portuguese communities</li> <li>• Confidence in the justice system is important in ensuring those who suffer abuse disclose this</li> </ul>	
Safely <b>reduce</b> the number of Looked After Children	<ul style="list-style-type: none"> <li>• The number of Looked After Children (LAC) remains relatively constant</li> <li>• There is considerable variation in the number of children on the Child Protection Register</li> <li>• Jersey has a relatively young tradition of coordinated early help provision</li> <li>• No local statutory duty to provide services to 'children in need'</li> </ul>	
<b>Reduce</b> the number of under 18s who become victims of crime	<ul style="list-style-type: none"> <li>• Overall number of crimes with child victims is falling</li> <li>• Common assault was the most frequently reported crime</li> <li>• Almost 10% of children who were victims of crime in 2017 were also offenders</li> <li>• Alcohol is an influencing factor in the majority of crimes committed in Jersey</li> </ul>	



**What does it mean to you to grow up safely in Jersey?**

To be told that you can be safe while growing up lifts a weight off of your shoulders. When you look on the news and see all the crimes and atrocities happening all around the world to children, teenagers and adults alike you can become scared. To be told you are not going to be a victim of that is reassuring and will most likely bolster children's and my own confidence. Growing up safely also means at home and at school, when you are at home you should be living in a stable environment and at school you should feel supported by teachers and friends. Knowing that this will become a reality will encourage me and other children to learn and develop.

**Daniel, Victoria College**



Growing Up Safely In Jersey

What does this look like?  
Children having fun, not having to worry. Children expressing their joy.

What should this be like?  
Children should be able to feel safe in their homes and their schools. They shouldn't feel afraid to tell a grown-up if they feel as if they are in danger.

What does it mean?  
It means we can always feel safe because we know that there are grown-ups we can rely on such as parents, teachers, police...

**Demi and Matthew, Springfield School**



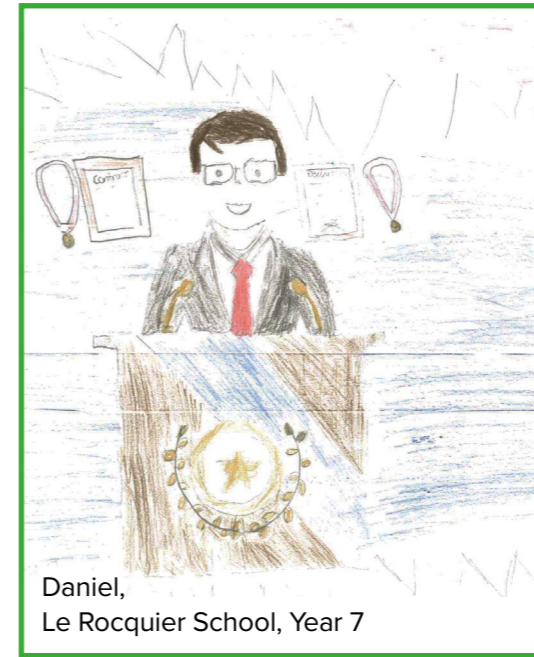
MORE ABOUT OUTCOME 2:

# All children in Jersey Learn and Achieve



AMBITION	KEY POLICY AREAS
We want all children to have the best start in life and go on to achieve their full potential.	<ul style="list-style-type: none"> <li>• Education Policy</li> <li>• Skills Strategy</li> <li>• Higher Education Strategy</li> <li>• Early Years Strategy</li> <li>• Sports Strategy</li> <li>• Disability Strategy</li> <li>• Countryside Access Strategy</li> <li>• Innovation Strategy</li> <li>• Enterprise Strategy</li> <li>• Carers Strategy</li> </ul>
WHY?	
Today's children will determine Jersey's future as they become tomorrow's citizens. Development in a child's early years is an important predictor of success in later life. Children who access a high quality early learning experience are likely to achieve better results at the end of both primary and secondary school. Education plays a key role in determining how someone spends their adult life. Young people leaving education and training prematurely run a greater risk of struggling to find employment and are more likely to work in insecure and low-paid jobs or experience longer periods of unemployment later in life.	

HOW WE WANT TO MAKE A DIFFERENCE	KEY INSIGHTS
<b>Reduce</b> the number of pupils who are recorded as persistently absent from school	<ul style="list-style-type: none"> <li>• Persistent absence is defined as 90% attendance or below. It is a bigger issue in secondary schools and for children in receipt of Jersey Premium</li> <li>• Persistent absence may be related to: Mental health/emotional wellbeing (pupil or family); Physical health; Attitudes about school (pupil and family) and the importance of doing well; School behaviour; Previous school experience, including attainment; Socio-economic factors</li> </ul>
<b>Increase</b> the number of four and five year olds achieving the expected level in the Early Learning Goals	<ul style="list-style-type: none"> <li>• Early Learning Goals were introduced to Jersey in 2015/16</li> <li>• The specific early learning goals with the lowest percentage of children achieving the expected standard are: writing (61%); numbers (71%) and reading (72%)</li> <li>• Parenting and the home environment are important to a child being ready for nursery</li> <li>• High quality child care has a positive influence through the child's academic journey</li> </ul>
<b>Increase</b> the number of pupils achieving five or more good GCSEs including English and Mathematics	<ul style="list-style-type: none"> <li>• Children in receipt of Jersey Premium, those with English as an additional language (EAL) or Special Educational Needs (SEN) are much less likely to achieve five or more standard GCSEs</li> <li>• In 2017 61% of all pupils, 29% of pupils in receipt of Jersey Premium, 44% of pupils with EAL and 53% of pupils with SEN, attained five or more standard GCSEs</li> <li>• The progress pupils make while at secondary school is measured by comparing their GCSE results with expectations based on their primary school performance. This measure is known as 'value added'.</li> </ul>
<b>Reduce</b> the number of young people who are not in education, employment or training (NEET)	<ul style="list-style-type: none"> <li>• Jersey's compulsory school age may contribute to the risk of young people becoming NEET</li> <li>• Key risk factors nationally include: Low educational attainment at GCSE; health problems, caring responsibilities and difficult family circumstances; difficult labour market conditions, a lack of training and apprenticeship opportunities and welfare support providing a higher income than potential wages</li> </ul>



Daniel,  
Le Rocquier School, Year 7

### What does it mean to you to learn and achieve?

I believe that learn and Achieve means for children to be able to be educated and to be able to be well educated. Also, this means that a child could be recognised after achieving something as their goal or what not. Personally I think that children should be recognised for their achievements because it can give them a huge boost in confidence and can also push them to try harder and produce their very best.

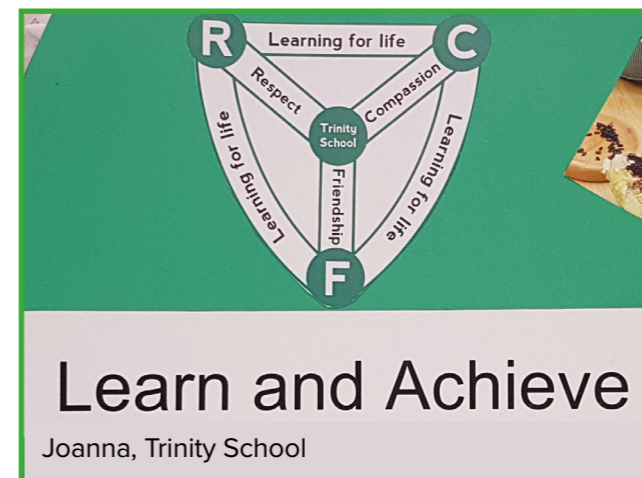
Kate,  
Le Rocquier School, Year 7



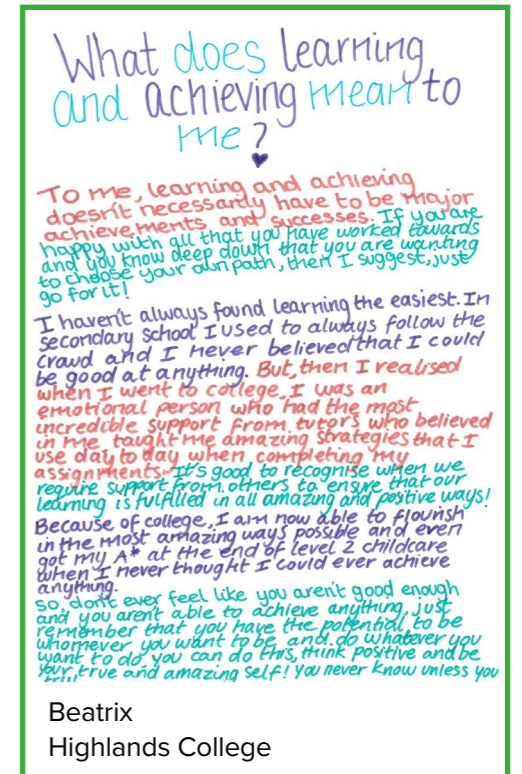
Scarlett and Sophie  
Samarès School



Olga and Michal,  
Plat Douet School



Joanna, Trinity School





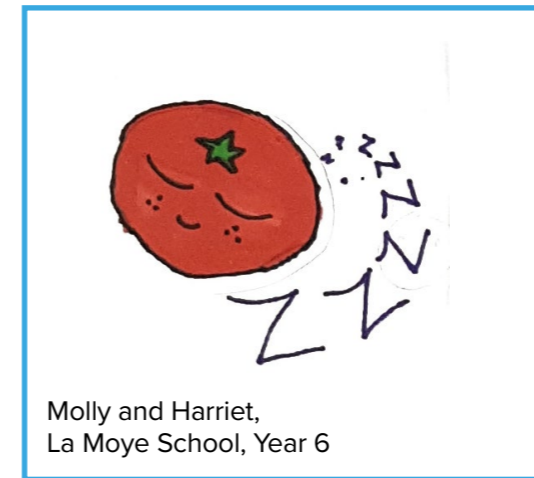
MORE ABOUT OUTCOME 3:

# All children in Jersey Live Healthy Lives



AMBITION	KEY POLICY AREAS
We want children to be heard, valued and involved in the decisions that affect their everyday lives, regardless of where they live or the school they go to.	<ul style="list-style-type: none"> <li>Public Health Strategies</li> <li>Mental Health Strategy</li> <li>Disability Strategy</li> <li>Sustainable Transport</li> <li>Policy</li> <li>St Helier Masterplan</li> <li>Primary Care Strategy</li> <li>Open Space Strategy</li> <li>Culture Strategy</li> </ul>
WHY?	
Good health is an essential foundation for children's quality of life. Often healthy behaviours (e.g. a balanced diet, regular exercise avoidance of tobacco and alcohol) established in childhood can last into adulthood and reduce the chances of developing a chronic condition later in life. There can be no health without mental health, yet demand for child mental health services are continuing to increase. Timely access to health services is important in securing a healthy start to life. In addition, wider factors such as good quality housing, active transport, and access to parks and countryside are recognised as having a key role to play in supporting healthy childhoods.	

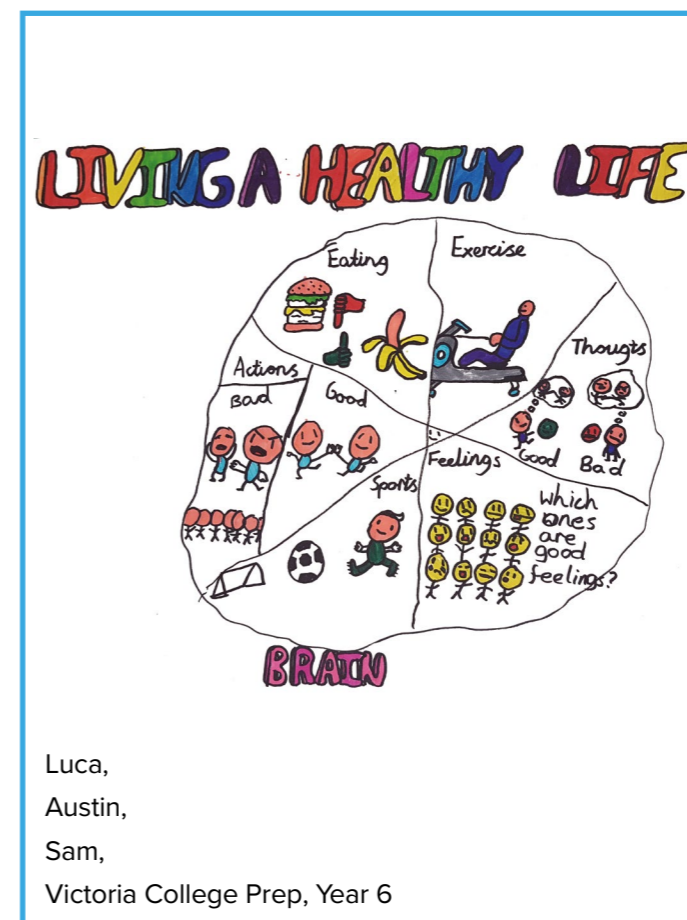
HOW WE WANT TO MAKE A DIFFERENCE	KEY INSIGHTS
<b>Increase</b> the number of Year 6 pupils who are a healthy weight	<ul style="list-style-type: none"> <li>Average BMI has stayed the same since 2011 but hides variations</li> <li>Cost of fresh food is higher than processed alternatives - impacting low incomes families</li> <li>High employment rates challenge family and work-life balance</li> <li>Variation in exercise and fresh food consumption can be shown according to ethnicity and school</li> <li>Rates of breastfeeding initiation are lower than European average but similar to England's average</li> </ul>
<b>Increase</b> the number of two year olds who reach their developmental milestones in all domains	<ul style="list-style-type: none"> <li>Percentage of 2 year olds reaching their developmental milestone is already good</li> <li>Delay in communication domains are the most common factor in a child not reaching their milestones locally</li> <li>Parenting and home learning environment critical to achieving developmental goals</li> <li>The new Early Years Quality Framework was introduced in September 2018</li> </ul>
<b>Reduce</b> the number of under 18s who require a dental extraction	<ul style="list-style-type: none"> <li>Increasing number of children in the Community Dental Service seen for teeth extraction</li> <li>Timely access to the Community Dental Service is a key issue</li> <li>Children who attend States primary schools, are of Portuguese ethnicity or who live in single parent households were least likely to have visited a dentist in the previous year</li> </ul>
<b>Increase</b> the number of pupils who report they have a good quality of life	<ul style="list-style-type: none"> <li>Jersey children's 'Health Related Quality of Life' score is slightly lower than European average</li> <li>Increasing trend over years on low levels of self-esteem among young people</li> <li>13% of Jersey children lived in households below relative low-income threshold. 44% of single-parent households find it difficult to cope.</li> <li>Access to communal spaces and social/recreational activities likely to be key factors in reporting a good quality life.</li> </ul>



Molly and Harriet, La Moye School, Year 6



Livi and Helier, Les Landes School, Year 6



Luca, Austin, Sam, Victoria College Prep, Year 6

**What does it mean to you to live a healthy life?**

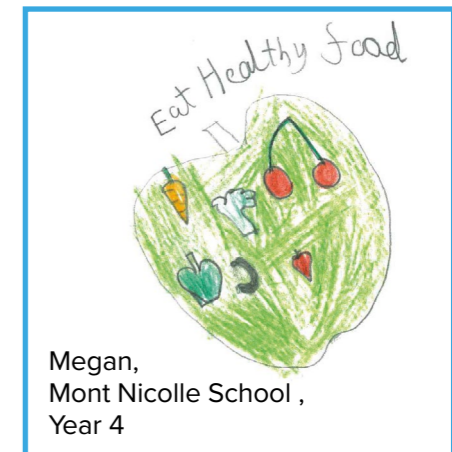
'Student voice' - to have our say in what goes into healthy life-styles section of the children and young people's plan.

Access to wellbeing facilities such as a wellbeing room, sensory room, chill out areas, school counsellor, key worker and CAMHS.

Promote good feel factor by praising and recognising things that are done well by children and young people.

School day is structured so that no home work is necessary. This will relieve stress

Mia, La Sente School



Megan, Mont Nicolle School, Year 4

MENTAL HEALTH	SEXUAL HEALTH	LIFE STYLE
<ul style="list-style-type: none"> <li>* SOCIAL MEDIA</li> <li>* BULLYING</li> <li>* ROLE MODELS</li> <li>* FAMILY LIFE</li> <li>* STRESS/ ANXIETY</li> <li>* MALE SUICIDE RATE 18-40</li> </ul>	<ul style="list-style-type: none"> <li>* BROOKE HEALTH CARE</li> <li>* PSHE</li> <li>* GENDER</li> <li>* LGBTQ+</li> <li>* STD</li> <li>* TEEN PREGNANCY</li> <li>* LOWER COMPARED TO UK</li> </ul>	<ul style="list-style-type: none"> <li>* SMOKING DRINKING HAPPENS A LOT MORE AT A YOUNGER AGE</li> <li>* DRUGS</li> <li>* PEER PRESSURE</li> </ul>
Les Quennevais School, Year 10		



MORE ABOUT OUTCOME 4:



# All children in Jersey are Valued and Involved

AMBITION	KEY POLICY AREAS
We want children to be heard, valued and involved in the decisions that affect their everyday lives, regardless of where they live or the school they go to.	<ul style="list-style-type: none"> <li>• Children Services</li> <li>• Improvement Plan</li> <li>• Corporate Parenting Policy</li> <li>• Disability Strategy</li> <li>• Income Support Policy</li> <li>• Housing Strategy</li> <li>• Migration Policy</li> </ul>
WHY?	
Only by listening to children's experiences of growing up in Jersey will we be able to understand their achievements and challenges. We know that not all children in Jersey enjoy the same opportunities and life chances due to a variety of circumstances. Jersey has now committed to the incorporation of the UNCRC into domestic law, meaning that all children should enjoy the same rights. A rights based approach will inform how disadvantage in its variety of forms can be overcome and equality of opportunity for all achieved in Jersey.	

HOW WE WANT TO MAKE A DIFFERENCE	KEY INSIGHTS
<b>Increase</b> the number of children who believe their community would act on their ideas	<ul style="list-style-type: none"> <li>• 25% of children in Years 8, 10 and 12 agree that their community would act on their ideas</li> <li>• Processes and systems needed to facilitate young people's voice</li> <li>• Lack of accessible information to inform young people on how to become involved</li> <li>• Young people report previous failure to act or feedback to them after engagement</li> <li>• Lack of legislation requiring children's involvement in policy making</li> </ul>
<b>Increase</b> the number of children who believe they can influence what happens in their school	<ul style="list-style-type: none"> <li>• 30% of children in Years 8, 10 and 12 agree that their school would act on their ideas</li> <li>• Not all schools have a school council</li> <li>• No existing standards to inform school council</li> <li>• Schools already under curriculum pressure</li> <li>• Youth Service key source of expertise</li> </ul>
<b>Increase</b> the number of children who are aware of their rights under the UNCRC	<ul style="list-style-type: none"> <li>• Jersey only ratified UNCRC (UN Convention on the Rights of the Child) in 2014</li> <li>• States Assembly approved proposals to develop legislation</li> <li>• Investment in Children's Commissioner's office</li> </ul>
<b>Reduce</b> children's experience of poverty and the impact of living in a low-income family	<ul style="list-style-type: none"> <li>• 20% of children do not have but would like two or more items from a list of ten common items</li> <li>• 5% of total dwellings in Jersey were classed as 'overcrowded'; 10% of households with dependent children and 19% of households with any children aged under 1</li> <li>• Families from minority ethnicities were more likely to report 'overcrowded' housing; 30% of Portuguese/Madeiran families and 56% of Polish families</li> <li>• Approximately 3,500 children are eligible for the Jersey Premium targeted funding programme</li> <li>• 13% of Jersey children live in households below the relative low income threshold; 44% of single parent households report difficulty coping financially.</li> </ul>

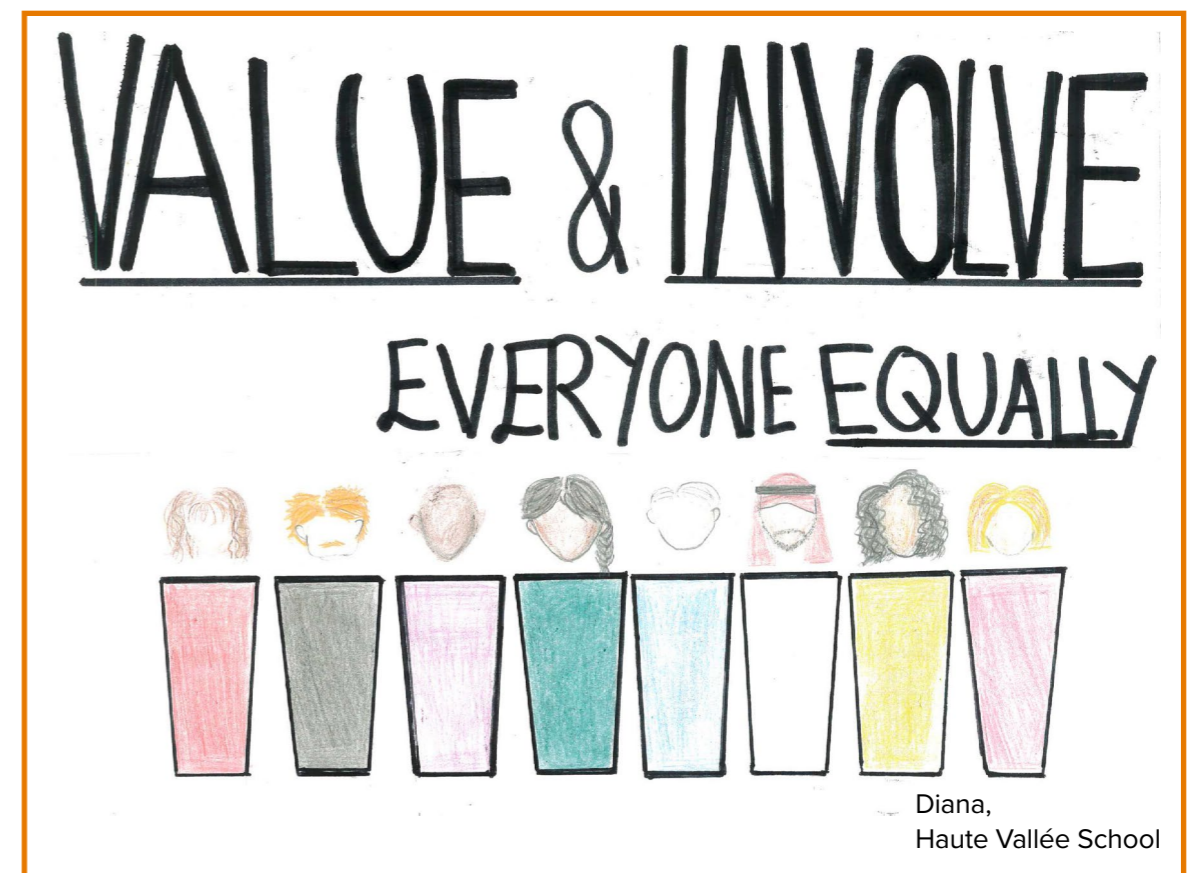


What does it mean to you to feel valued and involved?

I am care experienced and to be quite honest, I own it and I think so should everyone else. If someone has experience of care, they shouldn't be stigmatised for it, we shouldn't be made to feel like less of a person. We have experience that makes us the person we are today and I love that!

I have a full-time job, I also work alongside some of the most influential people in Jersey. I am going to travel to some of the coolest places on the planet. I have people around me that I couldn't adore more than I already do and I am care experienced. So, if someone tells you, that you can't do something because you're care experienced, they are wrong because someone's experience doesn't disable them as a person, it enables them!

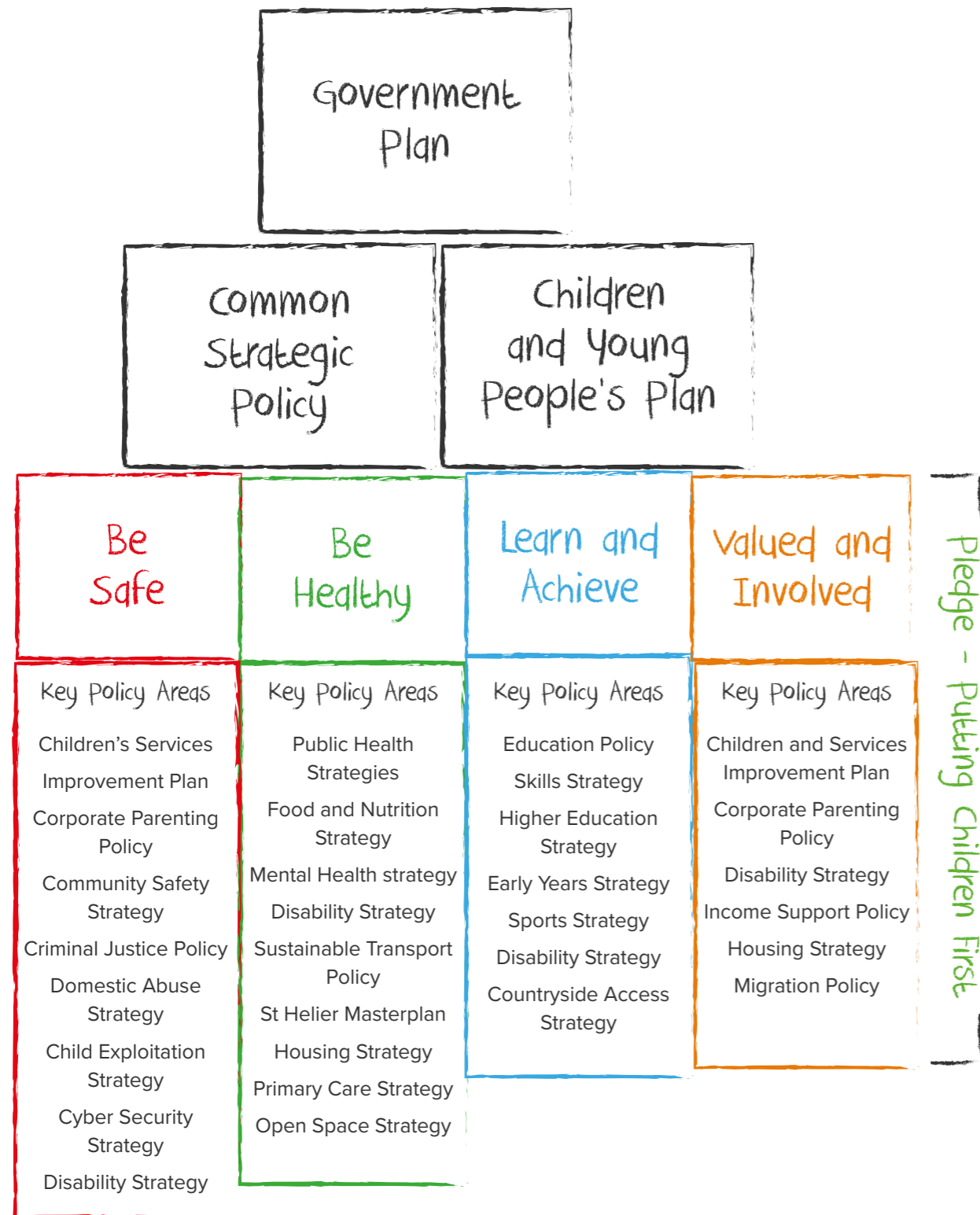
Jay  
Jersey Cares



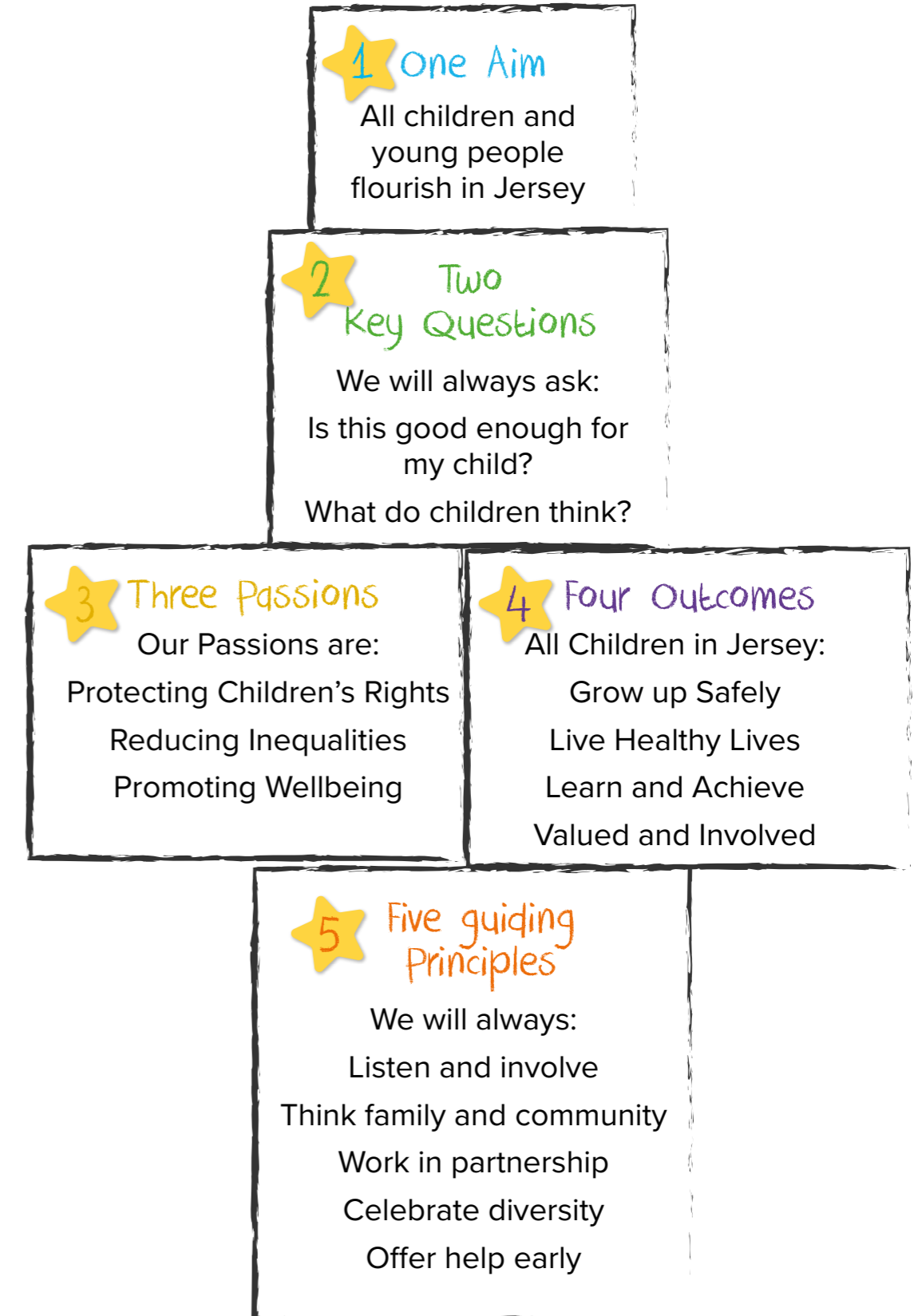
Diana,  
Haute Vallée School



## Planning the Children and Young People's Plan



## Putting Children First





For more information about the Children's Plan,  
please visit [gov.je/childrensplan](http://gov.je/childrensplan)