

STATES OF JERSEY



A NATIONAL DAY FOR JERSEY (P.6/2025): CHILDREN'S RIGHTS IMPACT ASSESSMENT

**Presented to the States on 3rd February 2025
by the Minister for International Development**

STATES GREFFE

CHILDREN'S RIGHTS IMPACT ASSESSMENT (CRIA)

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Carolyn Labey, Minister for International Development
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Rose Dickinson, Policy Officer
Date:	03.02.25

- 1) Name and brief description of the proposed decision
The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the '**decision**'
- What is the problem or issue the decision is trying to address?
 - Do children experience this problem differently from adults?

The decision to designate Liberation Day and Beautiful Jersey as Jersey's official national day and local anthem.

This decision addresses the following issues:

- Jersey's low rates of civic engagement reported by the OECD¹;
- Jersey's lack of an official national day (the United Kingdom and Denmark are the only nations who do not have a designated national day);
- Confusion around which song to play at sporting and cultural events, given the lack of an official local anthem; and
- the commemoration of Liberation Day as a date of cultural importance to Jersey, particularly as we move further away from the original date.

Children learn about Liberation Day at school and are affected by the public holiday. They may also learn Beautiful Jersey at school (some schools teach it) and may have cause to sing a local anthem when taking part in sporting and cultural events.

All children who live in Jersey belong to the Island's community and are therefore affected by concepts of national identity and belonging, regardless of their ethnic or cultural background.

- 2) Which groups of children and young people are likely to be affected?
Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children

All children who live in Jersey belong to the Island's community and are therefore affected by a sense of national identity and belonging, regardless of their ethnic or cultural background. Children of primary school age would be affected more

¹ [Jersey's Better Life Index](#)

<p>directly as they are more likely to learn about Liberation Day and the local anthem at school.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC • Will different groups of children be affected differently by this decision?
<p>Positive impact on children as the decision aims to strengthen a sense of island identity and belonging for all those who live in Jersey, regardless of their ethnic or cultural background (UNRC Article 8 – right to an identity).</p> <p>Children of primary school age would be affected more directly as they are more likely to learn about Liberation Day and the local anthem at school.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes.</p>

If screening determines that a full CRIA is needed, complete Part 2

Part 2: FULL CHILDREN’S RIGHTS IMPACT ASSESSMENT

<p>5) What will be the impacts (positive or negative) of the proposed decision on children’s rights?</p> <p>For each of the UNCRC articles described below, click to identify any that may be relevant <input checked="" type="checkbox"/></p>			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	<input type="checkbox"/>
	Respect for the child’s views (Art 12)	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	X	<input type="checkbox"/>

	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>	
Basic Health and Welfare	Rights of disabled children (Art 23)	<input type="checkbox"/>	<input type="checkbox"/>

	Right to health and health services (Art 24)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	<input type="checkbox"/>
	Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse (Art 33)	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation (Art 34)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>	

	Optional protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>
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<p>6) Information and research What evidence has been used to inform your assessment?</p>		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
<p>All nations have a designated national day which celebrates the nationhood of a state or country (with the exception of the UK and Denmark).</p> <p>Liberation Day is already a public holiday in Jersey and is considered by many to be an unofficial national day. Children have the day off from school. Liberation Day represents freedom for Jersey and its people, regardless of ethnic or cultural background.</p> <p>Anthems are a symbol of unity, identity and cultural expression. There is confusion about which song should be played at sporting and cultural events in Jersey as there isn't an official local anthem. Some schools in Jersey have taught "Beautiful Jersey" to children. Children's choirs have performed the song.</p>	<p>Designating Liberation Day, which represents freedom, as our national day would help to preserve a sense of Jersey identity for future generations and strengthen a sense of unity among our island's children, regardless of ethnic or cultural background (particularly as Jersey's population becomes increasingly diverse).</p> <p>Designating an official anthem will clarify which song should be played at sporting or cultural events. It is also a revival of a national symbol which unites islanders, including children, in song, regardless of ethnic or cultural background.</p>	<p>Limited data available on the long-term impact of designating an official national day and local anthem on children's sense of identity, community, pride and belonging around the world, as most nations have had an anthem and national day for many years.</p>

<p>7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?</p>
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Groups consulted	How they were involved	What were the findings?
<p>Students were consulted in their Jerriais lessons between November 18 2024 – January 18 2025. Schools include: JCG Prep, JCG, Victoria College, Plat Douet, St. Lawrence, Beaulieu Primary, D’Auvergne, Springfield, Hautlieu and La Passerelle. This was facilitated by L’Office du Jerriais on behalf of the Island Identity project.</p> <p>The consultation was submitted to the following groups, welcoming their feedback on the proposals:</p> <ul style="list-style-type: none"> - The School Councils Network - Youth Parliament 	<p>Students were encouraged to fill in the survey during lessons. At least 1,207 responses were received from young people under 18.</p> <p>Contacted the Jersey Youth Service to engage with Youth Parliament; worked with the Engagement Lead within CYPES to disseminate the consultation to school councils.</p>	<p>85% of respondents from schools were in favour of Liberation Day as the National Day.</p> <p>59% were in favour of “Beautiful Jersey” as the local anthem.</p>

<p>8) Assessing Impact on children’s rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children’s rights identified in question 5)?</p>		
Relevant UNCRC Articles (rights) identified in Q5	Describe the positive or negative impacts on these rights	Which group(s) of children are likely to be affected?
<p>Article 8 – Right to an identity.</p>	<p>Positive – increased sense of island identity, pride, community and belonging, regardless of the child’s ethnic or cultural background.</p>	<p>Primary school children who are more likely to learn about Liberation Day and the anthem in school.</p>

<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced? 		
<p>N/A</p>		

<p>10) Conclusions</p> <p>In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?</p>
<p>Designating Liberation Day, which represents freedom, as our national day would help to preserve a sense of Jersey identity for future generations and strengthen a sense of unity among our island’s children, regardless of ethnic or cultural background (particularly as Jersey’s population becomes increasingly diverse).</p> <p>Designating an official anthem will clarify which song should be played at sporting or cultural events. It is also a revival of a national symbol which unites islanders, including children, in song, regardless of ethnic or cultural background.</p>