

JERSEY CHILDREN'S DAY WORKSHOP January 21st, 2019

In attendance

Members of the Citizens Panel (anonymous).

██████████: Jersey Cares. ██████████, Barnardo's Jersey. Edward Jewell: Chief Librarian. ██████████: Consultant Social Worker from NSPCC. ██████████ Children's Commissioning and Redesign Manager, CYPES. ██████████ Deputy Head of Childcare & Animal Management, Childhood Studies, Highlands College. ██████████ Policy Principal - Children's Policy, Department for Strategic Policy, Performance and Population. Peter Bryant and Claire Mason: Facilitators: Contact Consulting. ██████████: Senior Advisor, CYPES. Senator Sam Mézec: Minister for Children and Housing. ██████████ Children's Rights Officer, CYPES.

Workshop aims

For members of the Citizens Panel and relevant stakeholders to:

1. Share the findings of the Citizens Panel and in particular recommendations on the establishment of a Jersey Children's Day.
2. Share ideas on what needs to be included in the commissioning brief for the Children's Day

Members of the Citizens Panel started the workshop with a brief presentation on their recommendations for a Jersey Children's Day. The full report can be viewed [here](#) and their recommendations are listed in the back of this report.

Ways of working

Members of the Citizens Panel described how they have worked well together as a group and what actions they had taken to enable this to happen. These 'ways of working' are listed in the back of this report. Workshop participants were invited to agree to work in a similar way throughout this and any future workshops.

Jersey Children's Day: messages

All workshop participants split into two groups to answer the following questions:

- a) What are the key messages that activities in the Children's Day need to get across?

b) Who are these key messages aimed at?

The flipcharts produced by these two groups are reproduced below:

Group 1:

a) Key messages:

1. children feel encouraged that they have the opportunity to speak out and to know they will be heard (speaking out includes disclosing and also other concerns).
2. children need to know who to speak to, for example in schools (e.g. school councils) and other settings both in and outside of Jersey and understand the process that will follow (i.e. what will happen with the information).
3. to understand failures of the past and why the Children's Day is happening. The importance of understanding the history was discussed, in showing that things have changed as a way of answering the question 'what is the point – nothing has changed?'. This shows that change has happened and that should be celebrated.

The group also discussed the safeguarding board training and whether a) this could be adapted to use with children and b) whether this compulsory training should also include an understanding of the failures of the past.

b) Who are these key messages aimed at? These messages are aimed at everyone (from government to doctors to ambulance service to Social Security to the Guides.)

Group 2:

a) Key messages:

1. Children have a voice and their voices must be heard by adults.
2. Children understand their rights.
3. Action is taken or if not the children/young people know why action hasn't been taken – **showing change.**
4. There are no taboos.
5. Ensuring professionals working with children are suitably trained/have awareness of signs/observations etc.
6. This is for all children and young people.
7. There is no wrong person to go to, it's everyone's business (message to adults and children).
8. Children and young people are first.
9. Celebrate the joy of childhood and family life.
10. Freedom should be core to childhood – to be themselves.
11. Children's Day is driven by children.
12. Adults haven't always got it right for children in Jersey. They are sorry and want to ensure things improve and aren't repeated

Jersey Children's Day: what should it look like?

Workshop participants worked in small groups to look at a number of examples of 'national days' from around the world that have been organised to mark a particular event or raise awareness on a particular issue. Participants visited a number of stations to look at resources, websites and videos to inspire their thinking about how 'national days' can be organised. These included the following:

[International Womens Day: https://www.internationalwomensday.com/](https://www.internationalwomensday.com/)

[Children's Mental Health week: Childrens%20Mental%20Health%20week:%20%20https://www.childrensmentalhealthweek.org.uk/](https://www.childrensmentalhealthweek.org.uk/)

[Walk to School Week \(UK\): https://www.livingstreets.org.uk/what-we-do/projects/walk-to-school-week](https://www.livingstreets.org.uk/what-we-do/projects/walk-to-school-week)

[Anti-bullying week: https://www.bullying.co.uk/anti-bullying-week/](https://www.bullying.co.uk/anti-bullying-week/)

[Universal Children's Day: http://www.un.org/en/events/childrenday/index.shtml](http://www.un.org/en/events/childrenday/index.shtml)

[National Day of Racial Healing \(U.S.\): https://healourcommunities.org/day-of-racial-healing/](https://healourcommunities.org/day-of-racial-healing/)

[PlayDay \(UK\): http://playday.gn.apc.org/planning-events/](http://playday.gn.apc.org/planning-events/)

The group then came up with the following list in answer to the questions: Jersey Children's Day what should it look like? What activities should be taking place? Who is organising them?

- a) It must be inclusive.
- b) There should be a colour for Jersey Children's Day (and the emblem) that unifies all the different activities.
- c) There should be an ambassador/ambassadors/champions to act as the face of the day.
- d) A pledge: i) to be part of Jersey Children's Day (e.g. facilities are free to families), ii) to a principle, iii) for employers/organisations to show they are on board.
- e) A website at the centre linking lots of different activities in different settings (e.g. an interactive map of Jersey).
- f) Clarity of message.
- g) Resource pack with ideas/assembly guides. Including a countdown (e.g. the Racial Healing (US) [engagement guide](#)).
- h) Fun and memorable for children (in schools explore the idea of employers releasing parents to collect children early).
- i) Flexibility – for settings to decide what they organise.
- j) Champions – famous Islanders.
- k) Children's voice: assembly packs to download – including one that can be run by young people themselves.

- l) Speakers who have direct experience talking in schools: Recovery College support for those telling/sharing stories. Theatre production: similar to [Chelsea's Choice](#) , Forum Theatre.

Jersey Children's Day: how should it be organised? A discussion

A large group discussion covered the following topics:

- a) The date of the Jersey Children's Day:
- The Citizens Panel recommendations state that '*It should be on 3rd July (to coincide with the launch of the Independent Care Inquiry Report)*'.
 - Workshop participants discussed: i) whether if the day falls on the school day it is accessible to all? ii) that GCSE, AS level, A level and vocational students would not be at college as they finish on 26 June; iii) the impact of school transition days in that week when traditionally on the first Thursday/Friday in July primary school children spend the day in their new year group or secondary school; iv) would a weekend day mean a more family orientated event would happen? v) it may be possible to have a focus on the third of July but that there should also be activities in the days and weeks surrounding the date?
- b) The value of starting small for the organisation of Jersey Children's Day 2019.
- c) The formation of a Jersey Children's Day steering group made up of members of the Citizens Panel and other relevant organisations.

Jersey Children's Day: the future

Members of the Citizens Panel met in a closed session to reflect upon the day and to make some decisions. The Panel's decisions are as follows:

1. The focus of the first Jersey Children's Day should be July 3rd 2019, with a recognition that activities can happen around that day.
2. In the first year of the Jersey Children's Day we will start small.
3. The activities of the Jersey Children's Day and the commissioning of an organisation/s to run the first day will be guided by a **steering group** which will ideally comprise the following members:
 - a. Members of the Citizens Panel (x7)
 - b. Community and voluntary sector representation (E.g. NSPCC/ JCCT) (x1)
 - c. Representative from the Children's Commissioner's Office (x1).
 - d. Senior representation from CYPES (formerly the Education Department which now includes Children's Services) covering from Early Years upwards in both private and public education (x1).
 - e. Children and young people's voice via a participation service e.g. Barnardo's (x1).

The steering group will be supported by a wider group of 'colleagues' which might include the library service, private sector etc. The steering group can only meet if it is quorate with members of the Citizens Panel (number of members required for it to be quorate to be decided at the next meeting). At the first meeting of the steering group and agenda item should be 'how can the day mark an act of remembrance?'

4. The detail of which activities should be the focus of the first Jersey Children's Day will be discussed at the next meeting of the Citizens Panel in March (date TBC).

Other information

Citizens Panel recommendations for a Jersey Children's Day

The Jersey Children's Day should provide the opportunity to both remember the survivors and victims and provide a focus on children and young people living on the Island now.

The Day would have the following aims:

- a) An opportunity to remind children and young people that they should always be able to express themselves and share their opinions at any time
- b) To educate children, young people and adults of children's rights and how they should not be afraid to speak out. It is everyone's concern
- c) To provide activities that celebrate childhood and family life
- d) To make children, young people and families aware of the failures of the past and how they were let down
- e) For there to be a yearly public remembrance.

The Children's Day should be an annual event and should have the following features:

- a) It should be on 3rd July (to coincide with the launch of the Independent Care Inquiry Report)
- b) It should be a part of the Jersey school curriculum
- c) It should include a minute silence observed across the Island
- d) Children need to have a central role in how this is delivered.

The Children's Day could include the following activities:

- a) An activity in schools where children and young people are given the opportunity to share their feelings using the emblem (e.g. writing on butterfly papers)
- b) Wrist bands and pin badges carrying the legacy emblem are sold across the Island and in school in advance of the day and money raised used to fund Children's Day activities.

Ways of working

'We welcome you to today's session and before we start we would like to share with you a little bit about our group and the way we work together.

As you have heard we have worked hard together as a group and are proud of what we have achieved in producing our report and recommendations.

We are excited about this next phase of working with others to bring our recommendations into reality. We recognise the need for other people's knowledge and expertise and are pleased that you want to work with us.

For us to have got to this point, we have had to work to create a positive and safe culture of working together and we'd like to share with you some of the key principles that we have used to achieve this:

1. **We are all driven** by a shared ambition – as expressed in our recommendations
2. **We understand** that we will not always agree and our feelings are often driven by our own experiences. We therefore need time to talk through and reach consensus
3. **We understand and respect** that each of our experiences is unique and we don't make assumptions
4. **We listen** to each other and accept the help of others in ensuring we do this
5. **We try to also make time to have a laugh** – humour is important to us
6. **We don't judge each other's behaviour**- we have all learnt different ways to take care of ourselves and our sessions accommodate this.
7. **We communicate** between sessions and are kept up to date as needed
8. We are at the core of this project and want to see it to the end
9. **Trust is fundamental** to our way of working and we expect all to keep what is discussed in the group as confidential'