

Children and Young People's Plan: 2019-23

Review:
2022-2023

Contents

Executive summary	3
Introduction	5
Introducing Outcomes Based Accountability (OBA) – Turning the Curve	6
Outcome 1: All Children in Jersey Grow Up Safely	7
Outcome 2: All Children in Jersey Learn and Achieve	16
Outcome 3: All Children in Jersey Live Healthy Lives	25
Outcome 4: All Children in Jersey Are Valued and Involved	34
Data Development Agenda	42
Summary	43
Appendix 1: Reviewing the Children and Young People’s Plan – Scoping paper	44
Appendix 2: Key contributors	45
Appendix 3: Partnership Assessment Tool	46
Appendix 4: Partnership Working Survey Questions	49

Executive Summary

The Independent Jersey Care Inquiry 2017 made a specific recommendation regarding the implementation and review of a Children's Plan. The Government of Jersey accepted the headline recommendations and subsequently developed the Children and Young People's Plan 2019-23. This plan uses Outcomes Based Accountability (OBA) to focus on four main outcomes for all children and young people in Jersey:

- Grow Up Safely
- Learn and Achieve
- Live Healthy Lives
- Valued and Involved

Review process

The overall governance responsibility for the plan sat with the Children's Strategic Partnership Board (CSPB). In April 2022 the CSPB endorsed a plan for the review which consisted of three phases:

1. Review and update of data collection attributed to the 16 population level indicators
2. Engagement with key stakeholders to understand the effectiveness of current arrangements to co-design and jointly deliver programmes to improve children's outcomes. Officers consulted with key stakeholders during May and June 2022 as part of the review. This work developed in to the 'story behind the baseline'.
3. Incorporating the work of *Life on the Rock* and the final manifesto from Jersey's first Youth Parliament enabled us to capture the voice of children and young people as part of the review.

The commitment to reviewing the Children's plan also provided an opportunity to assess the effectiveness of partnership arrangements, working towards a robust mechanism of collective accountability.

Youth Friendly were commissioned to produce a youth friendly version of the review document to seek feedback from children and young people.

Outcomes Based Accountability (OBA): Turning the Curve

Reviewing the data for each of the 16 population level indicators and establishing the 'story behind the baseline' enabled the development of key insights for future planning. Following the OBA methodology we asked:

- Have we achieved our original direction and ambition for this indicator?
- What can we learn for use in future plans?

Next steps

Following the elections in June 2022, the review formed an input into engagement workshops hosted by the Minister for Children and Education in October and

November 2022 to review the governance structure. This saw the closure of the Children's Strategic Partnership Board and the establishment of the Children's Outcomes Executive Committee (COEC). With oversight from the COEC, this review will inform future priorities and engagement to produce the next Children's Plan.

Introduction

The Children and Young People's Plan 2019 to 2023 is a plan for Jersey's children, young people and families, which aims to make sure Jersey is the best place to grow up and also improves everyday lives.

The Government of Jersey has developed the plan to achieve better outcomes for children and young people so that they have the brightest futures possible.

Developing and implementing a new Children's Plan for Jersey was recommended by The Independent Jersey Care Inquiry panel in its findings on 3 July 2017. The Government of Jersey accepted the headline recommendations and subsequently developed the Children and Young People's Plan 2019-23 (CYPP 2019-23). The plan uses the Outcomes Based Accountability (OBA)¹ methodology to focus on the following four main outcomes for children and young people:²

- Grow up safely
- Learn and achieve
- Live healthy lives
- Valued and Involved

The Children's Strategic Partnership Board (CSPB) holds the overall governance responsibility for the plan. Terms of reference for the CSPB include 'coordinating ongoing review and evaluation of progress towards the priorities identified in the Children's Plan and informing the focus of future strategic government planning cycles'.³ The plan for the review of the Children and Young People's plan was endorsed by the CSPB in April 2022 (appendix 1).⁴

The commitment to reviewing the Children's plan also provides an opportunity to assess the effectiveness of partnership arrangements, working towards a robust mechanism of collective accountability. A number of key stakeholders were consulted as part of the review process (appendix 2).

The review will be published by the CSPB on the Government Website. Insights from the review are intended to inform future engagement and production of the next Children and Young People's Plan. The Children and Young People (Jersey) Law 202-⁵, approved by the Assembly in February 2022, requires future Responsible Ministers, to prepare and publish a Children and Young People's Plan for each four-year period. They must also report to the Assembly on the extent to which the plan has achieved the aims.

¹ [Outcomes Based Accountability \(ncb.org.uk\)](https://ncb.org.uk)

² [Children and Young People's Plan 2019 to 2023 \(gov.je\)](https://gov.je)

³ [ID Children's Strategic Partnership Board Terms of Reference.pdf \(gov.je\)](https://gov.je)

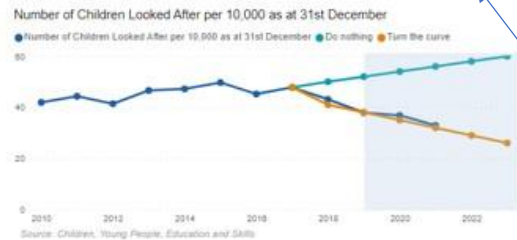
⁴ [Children's Strategic Partnership Board \(CSPB\) \(gov.je\)](https://gov.je)

⁵ [Draft Children and Young People \(Jersey\) Law 202- \(gov.je\)](https://gov.je)

Introducing Outcomes Based Accountability (OBA): Turning the Curve

The Children and Young People’s Plan was developed using the OBA methodology. For each outcome we will include the voice of children and young people. Incorporating the work of *Life on the Rock*⁶ and the final presentation of Jersey’s first Youth Parliament⁷ will enable us to capture the voice of children and young people as part of the review (appendix 3). The review of the sixteen indicators will all follow the same format:

Indicator: Safely reduce the number of looked after children



Key insights for future planning

- The indicator shows that there are fewer children in care now than in 2019
- The turn the curve trend is consistent with the original direction and ambition
- Any future revised plan should carefully consider whether a continued downward trajectory is something that should be pursued, as overall numbers of children in care are comparatively low, and whether further reduction can be achieved safely.

Story behind the baseline

- The number of children who are looked after has shown a downward trend in recent years, despite fluctuations from month to month.
- In the twelve months to April 2022, the number of children looked after has remained between 68 and 74.
- The majority of children who are looked after are in foster care or connected carers i.e. families.
- There are 15 children in residential care homes on and off-island.
- There are currently 18 children placed off island, in foster care, or specialist residential homes.
- Children are experiencing fewer placement changes, and placement stability measures compare favourably with UK service level benchmarks.
- The proportion of children who became looked after for a second or subsequent time in two years has reduced.
- A large proportion of the current children who are looked after are aged fourteen and above, and fewer children under the age of ten are becoming looked after.
- Weekly health safeguarding meetings held to encourage multiagency input and information sharing.
- Recruitment to increase the capacity of Foster Carer Families remains challenging as well as suitable care home accommodation.
- Recruitment to Children’s Social Services remains problematic which has led to some social worker’s caseloads increasing to, on average, 15.4 cases.
- During the COVID-19 pandemic referrals to Children’s Social Care reduced. The number of Child in Need Plans consequently reduced but we have seen a recent increase in Child Protection Plans (43 in April 2021 to 79 in April 2022)
- The Children and Families Hub was launched during 2019, it now provides support and coordination for early intervention across the system.
- There is continued importance of family support during early years which feature programmes such as MESCH (FNHC) and Growing Together (Brighter Futures).
- Greenfields is the Island’s only secure children’s home, as well as its only facility for child detention. It must provide for both detention as a criminal sanction and secure accommodation as a protective measure.
- Greenfields has received two improvement notices in November 2021 and March 2022 in response to breaches of the Regulation of Care (Standards and Requirements) (Jersey) Regulations 2018.

Continuing to turn the curve

- Continue to establish the capacity and capability of early intervention services working together as part of the Jersey Practice Framework³
- Continue to develop intensive Youth Support Services to wrap around young people on the edge of care.⁴
- Progress the statutory guidance and training to support new Children and Young People’s Law.⁵
- Establish Regulations that provide a framework for independent advocacy to support children’s voice in decision making about their case and support.
- Secure a stable workforce required to avoid the risks associated with high staff turnover.
- Continue to work towards developing legislation on fit-for-purpose operational rules for custodial detention arrangements at Greenfields.
- To respond to the changes in service demand, new service models and additional responsibilities under the new Children and Young People Law 202- a costed Sufficiency Strategy will be published.

Indicator baseline data

- Each indicator is represented by a dark blue historic trend line showing the available data.
- The orange ‘Turn the Curve’ line plots our ambition to affect the current trend up or down to improve outcomes for all children in Jersey using the OBA methodology.
- The green ‘Do Nothing’ line estimates what is likely to happen if no new efforts are made to impact the current trend.
- The ‘Turn the Curve’ and ‘Do Nothing’ lines are not intended to set any specific performance targets, but are intended to indicate a possible direction of travel at the time the plan was conceived. A large proportion of the measures have been impacted by the pandemic.
- The timeframe of the plan is shaded in blue (2019-2023)

Key insights for future planning

- Have we achieved our original direction and ambition for this indicator?
- What can we learn for use in future plans?

Story behind the baseline

This section sets out the influences behind the indicator and describes what has happened during the time frame of the plan. Additional data is used where necessary to tell this story.

Continuing to turn the curve

Looking forward, identifying approaches that could continue to contribute to turning the curve for each indicator.

⁶ [Life on the Rock | Children’s Commissioner for Jersey \(childcomjersey.org.je\)](https://www.childcomjersey.org.je)

⁷ [Jersey Youth Parliament - 18th July 2022 - Monday, 18th July 2022 at 4:00pm - States of Jersey Webcasting \(public-i.tv\)](https://www.jersey.gov.je/News/2022/07/18/18th-July-2022-Youth-Parliament)

Outcome 1: All Children in Jersey Grow Up Safely

Indicators:

- 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

Voice of children and young people

Life on the Rock demonstrated that most children appreciate how safe the island is and how everyone knows everyone in the communities in which they live. However, the report also identified that some children could feel unsafe in Jersey, especially when out at night alone. The survey of young people conducted by the Youth Parliament called for the introduction of self-defence into the school curriculum, suggesting that not all children and young people feel safe in Jersey.

Bullying was raised as an issue in *Life on the Rock*, with online bullying being particularly problematic. It was reported that the school were unable to help, as the online bullying had taken place outside of school. The Youth Parliament also cited 'bullying at school' as a recent cause of poor mental health which could lead to anxiety in school environments. The Youth Parliament also raised the issue of safety on Jersey's roads. Young people wish to cycle to school but do not feel safe enough on the roads to do so.

Children can feel unsafe in Jersey especially when out at night alone as they are afraid of being approached by someone if they have to pass through particular areas, or if it is dark and they encounter a stranger who is drunk or on drugs.

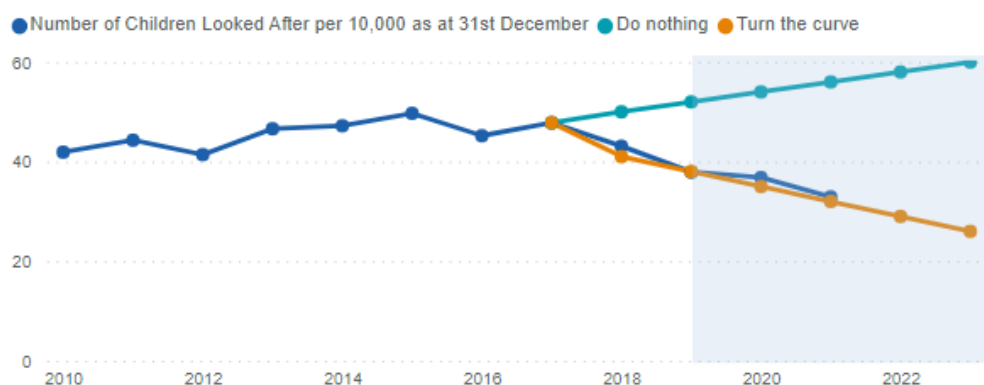
Source: Life on the Rock

Young people were asked if they knew where to go to get support for any issues they encountered in their online lives. For Reuben (14), approaching a teacher was futile because when he approached them before, their response was that the online arguments had taken place outside of school so they can't do anything about it.

Source: Reuben, 14, Life on the Rock

Indicator: Safely reduce the number of looked after children

Number of Children Looked After per 10,000 as at 31st December



Source: Children, Young People, Education and Skills

Key insights for future planning

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Continuing to turn the curve

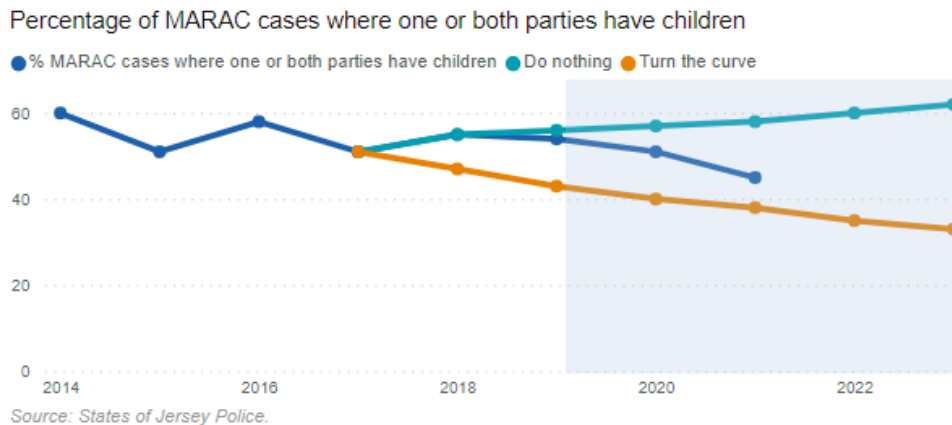
- Continue to establish the capacity and capability of early intervention services working together as part of the Jersey Practice Framework.⁸
- Continue to develop intensive Youth Support Services to wrap around young people on the edge of care.⁹
- Progress the statutory guidance and training to support new Children and Young People's Law.¹⁰
- Establish Regulations that provide a framework for independent advocacy to support children's voice in decision making about their care and support.
- Secure a stable workforce required to avoid the risks associated with high staff turnover.
- Continue to work towards developing legislation on fit-for-purpose operational rules for custodial detention arrangements at Greenfields.
- Produce a costed Sufficiency Strategy to respond to the changes in service demand, new service models and additional responsibilities under the new Children and Young People Law 202-

⁸ [Jersey's Children First in practice \(gov.je\)](https://www.gov.je)

⁹ [Children, Young People, Education and Skills \(gov.je\)](https://www.gov.je)

¹⁰ [Children and Young People \(Jersey\) Law 2022 \(jerseylaw.je\)](https://www.jerseylaw.je)

Indicator: Reduce the number of children involved in domestic abuse cases



Key Insights - Future Planning

- The turn the curve trend is consistent with the original direction and ambition
- Visibility of more cases can also be argued as an opportunity to engage families and undertake a full risk and needs assessment and to offer support.
- Any future revised plan should carefully consider whether a continued downward trajectory is something that should be pursued.
- Future strategies to focus on outcomes for those children repeatedly exposed to domestic abuse.

Story behind the baseline

- Domestic abuse remains a big problem in Jersey with about 500 children in Jersey living in homes where there is domestic abuse.¹¹
- The Multi-Agency Risk Assessment Conference (MARAC) process records cases where one or both parties have children. Since 23/01/2014 there have been 1404 cases discussed at MARAC
 - 499 of these were repeat cases
 - 890 cases were cases where children were present at domestics (including repeats)
- The number of actual children present is hard to determine due to recording of data. However approximately 128 children in total have been present in domestics since 01/02/2022 (some from multi-children households), using the daily domestic recording from PPU. Taking into account an approximate 18% repeat domestic factor, the number of unique children at domestics in 2022 is between 110 and 128.
- During 2020 and 2021, an average of 150 children were repeatedly exposed to domestic abuse.

¹¹ SPB Domestic Abuse Strategy, pending publication (due October 2022)

- The COVID-19 pandemic and wider societal pressures have exacerbated the risks of domestic abuse.¹² In Jersey, however, there was a reduction in reporting of domestic abuse to the police but an increase in referrals to both the women's refuge and Jersey Domestic Abuse Support (JDAS).¹³
- Two children and young people (CYP) workers have been recruited in 2021 to work with those CYP experiencing peer on peer abuse, sexual abuse or living in homes with domestic violence.
- There is now an automatic referral pathway from the police into the Children and Families Hub for all police incidents which involve children and young people. This is family focused and provides early intervention and prevention where possible.

Continuing to turn the curve

- Implementation of the Draft Domestic Abuse (Jersey) Law 202-¹⁴, which was adopted by the States Assembly on 28 April 2022, provides a new criminal offence of 'domestic abuse', which is punishable by up to 5 years in prison and a fine. It also provides for the sentence to be 'aggravated' (increased) by circumstances in where a pregnant person or a child is involved.
- Develop programmes to support the broader political commitment to deliver further work to address Violence Against Women and Girls.
- Deliver the Domestic Abuse Strategy 2022-2024 in particular education and campaigns to change attitudes.
 - The 2022 campaign will have a focus on young people and recognising the signs of peer on peer abuse.
 - Raising awareness through education and strengthening links with the Best Start Partnership, MESCH programme and Brighter Futures is important for the very young who may not identify domestic abuse as abnormal.
- Continue to strengthen the 'Domestic Abuse Sub-group' and twice weekly multi-agency domestic abuse safeguarding meetings and increase the focus on early intervention and prevention.

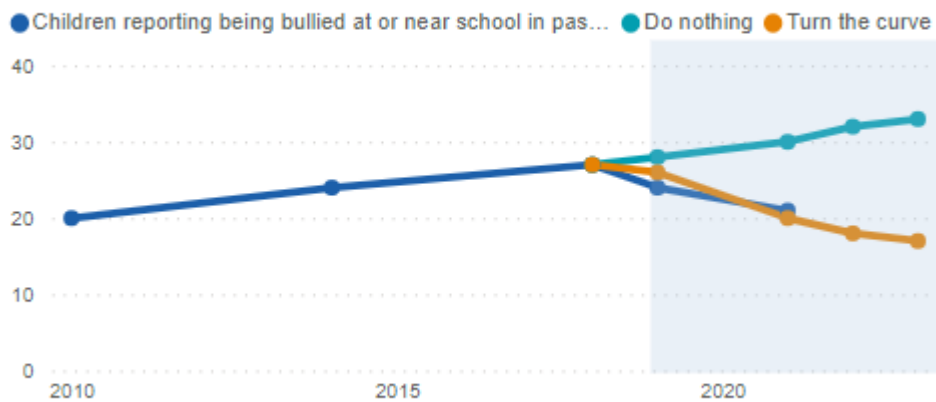
¹² SPB Domestic Abuse Strategy, pending publication (due October 2022)

¹³ [Jersey Domestic Abuse Support \(jdas.je\)](https://www.jdas.je)

¹⁴ [Draft Domestic Abuse \(Jersey\) Law 202- \(gov.je\)](https://www.gov.je)

Indicator: Reduce the number of children being bullied

Percentage of children reporting being bullied at or near school in past 12 months



Source: Children & Young People's Survey

Key Insights - Future Planning

- The turn the curve trend is consistent with the original direction and ambition
- This is accompanied by an increase in the number of children reporting that their school takes bullying seriously.
- There remains a diversity of experience according to school attended, age, gender and cultural heritage.

Story behind the baseline

- The Jersey Children and Young People's Survey 2021 (CYPS 2021) asked about children's experience of being bullied the key findings include:
 - The percentage of primary school children (Year 4 and Year 6) reporting being bullied in the last 12 months has trended downwards since 2014.
 - Percentages of Years 8 and 12 young people reporting being bullied remain largely unchanged over the period from 2006 but Year 10 shows an increasing trend over the same period
 - Of those bullied in the last 12 months
 - Suburban schools have highest rate of bullying reporting an experience of bullying
 - One-third (33%) Romanian speakers have been bullied vs one-fifth (21%) other language speakers
 - Pupils who attended a non fee paying school, who lacked 5 or more items or had low self-esteem were significantly more likely to express fear of going to school at least sometimes because of bullying.
 - The proportions of children in Years 4, 6 and 8 who believe their school takes bullying seriously usually or always has trended upwards in recent years
 - The proportion of young people in Year 12 who believe their school takes bullying seriously usually or always has decreased since 2018

- The proportion of pupils in fee paying schools who believe their school takes bullying seriously usually or always was higher (68%) than pupils in non fee paying schools (62%)
- Three-quarters (75%) of young people with high self-esteem believed their school takes bullying seriously usually or always compared to 45% of young people with low self-esteem
- Bullying remains a consistent theme in referrals to Child and Adolescent Mental Health Services (CAMHS).
- Bullying via the internet and by mobile phone was more prevalent in older year groups.
- Children continue to report mostly being bullied face to face in the CYPS 2021.

Continuing to turn the curve

- The 'Counter Bullying Policy' was introduced by Children, Young People, Education and Skills (CYPES) in March 2019.¹⁵ Almost two-thirds (63%) of all schools in Jersey, that is primary and secondary, have been trained in the Counter bullying approach recommendations.¹⁶
- Schools continue to use a range of methods to address bullying including restorative practice, social stories that put incidents into context and preventative measures through awareness in the PSHE curriculum.
- Restorative practice workshops were held in May 2022 and were attended by multi-disciplinary teams. In response, the Youth Justice Programme Board (YJPB) (consisting of senior leaders from both departments for children and criminal justice) agreed to develop restorative practice within their own services with regular oversight by the YJPB.
- One example of innovation in restorative practice is at Grouville School, where they are piloting a peer mediation approach in partnership with the Resolution Centre.^{17,18}

¹⁵ [Dealing with bullying at school \(gov.ie\)](#)

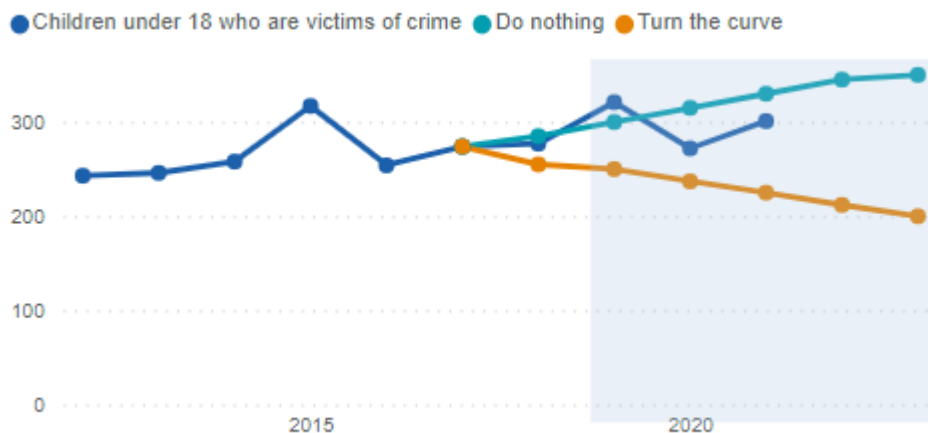
¹⁶ [wg.481-2021.pdf \(gov.ie\)](#)

¹⁷ [Peer Mediation | The Resolution Centre](#)

¹⁸ [Grouville school pupil mediators \(gov.ie\)](#)

Indicator: Reduce the number of children who are victims of crime

Children under 18 who are victims of crime



Source: States of Jersey Police

Key Insights - Future Planning

- This indicator shows an increase in the number of children who are victims of crime
- The turn the curve aspiration is not consistent with the current trend
- Careful consideration of a future indicator will be required to ensure the best alignment with recently launched Child Sexual Abuse and Exploitation Strategy and other policy areas such as Youth Justice and the Violence Against Women and Girls Taskforce.

Story behind the baseline

- Children and Young People are more likely to be victims either of an offence against the person or of a sexual offence than a victim of any other offence category.
- In the last four years, more children and young people in Jersey have been able to access SARC, advocacy and NSPCC services, but gaps remain in availability of varied emotional and body-based therapeutic support for children and their families, and child friendly justice.
- Dewberry House Sexual Assault Referral Centre (SARC) supported 54 children and young people that experienced child sexual abuse, child sexual exploitation and criminal exploitation (CSAE) in 2021.¹⁹ Uptake of the SARC services has significantly increased since opening in 2018, with most children attending the SARC after peer-on-peer or intrafamilial CSAE.
- Between 40-80 children and young people that experience CSAE each year come to the attention of children services²⁰ and 4% of child protection plans note sexual abuse, which is a similar rate to statistical neighbours (Suffolk, IOW, Kent, West Sussex).
- Jersey has a high rate of CSE named on child protection plans, compared to statistical

¹⁹ Dewberry House Service Activity 2018-2021: Cited in CSAE Strategy (2022)

²⁰ Jersey Children Services Service Activity 2018-2021: Cited CSAE Strategy (2022)

neighbours (Suffolk, IOW, Kent, West Sussex) - 28 children per 10,000 compared with approx. 15/10,000.

- Criminal justice processes for children and young people reporting CSAE are worsening with a slowing of investigation timelines and a significant decline in charge rates from 21% (2017) to 11% (2021).²¹
- The only specialist service for children is NSPCC 'Letting the Future In' but referral criteria mean only 14 out of 75 children that reported CSAE in 2021 accessed support. There are limited sibling or parent services via Letting the Future In (NSPCC) and JDAS.
- Common assault alone accounts for a quarter of all offences with a juvenile victim across the 2019-22 period.
- The young are less likely to own property than adults and so are correspondingly less likely to be victims of burglary, theft or malicious damage.²²
- The two main assault categories (common and grave & criminal) have shown consistency in number over the past three years, whereas juvenile victims of disorder and anti-social behaviour have trebled in number from 2019 to 2022.
- One encouraging trend is the year-on-year reduction in Art.9 cruelty/neglect offences. It should be noted, however, that the 17 Art. 9 offences shown for the first five months of 2022 suggests this year's total will be much higher than the 36 recorded in 2021.
- The Jersey Children and Young People's Survey 2021²³ asked children and young people whether they felt that adults in Jersey do as much as possible to keep them safe. The proportion of females in Years 8, 10 and 12 who 'agree strongly' or 'agree' has decreased since 2019.

Continuing to turn the curve

- The Youth Justice Report²⁴ prepared by the Children's Commissioner examines Jersey's system of Parish Hall Enquiries (PHEs) through the lens of the Island's commitments to the UNCRC and contains a number of recommendations that would strengthen the diversionary element of the system.
- Deliver the recently published Child Sexual Abuse and Exploitation Strategy 2022 which outlines clear priorities for multiagency working, to improve outcomes for children and young people and create safer communities for them to live in.
- Develop a programme of initiatives that deliver on the political commitment to address Violence Against Women and Girls

²¹ States of Jersey Police 2017-2021: Cited in CSAE Strategy (2022)

²² Trend Analysis, Analytics Team, States of Jersey Police

²³ [R Jersey Children and Young People's Survey 20220309 SJ.pdf \(gov.je\)](#)

²⁴ [8637-cco-yj-publication-digital.pdf \(childcomjersey.org.je\)](#)

Outcome 2: All Children in Jersey Learn and Achieve

Indicators:

- 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

Voice of children and young people

The Youth Parliament identified COVID as a major contributor of poor mental health for young people. Uncertainty in exam schedules and revision timetables, together with unknowns about the virus impacts in the early days, were also sighted as causes of worrying. These factors were in addition to known issues which included: bullying at school, exam pressures and friendship dynamics. All contributed to anxiety in school environments.

The Youth Parliamentarians' concerns echoed findings from *Life on the Rock* where children identified the constant focus on academic subjects to be draining. Young people described mental illness not being afforded the same allowances as physical illness when it came to school attendance.

There was a call from the Children's Commissioners Advisory Group for more careers advice, employment opportunities and the flexibility to obtain vocational skills. The overarching focus from the education campaign of the Youth Parliament called for a rejuvenation of the personal, social, health and economic (PSHE) curriculum. The top three life skills that students surveyed wanted to learn were self-defence, first aid and budgeting.

'So, I think there's still a lot more careers advice[needed] because people think of like the basic things like being a doctor, nursing and things but there's such like a wide range that people don't get to experience... I feel like even from a young age, they should like start building up like different jobs that people might not think about like, I don't know, like chiropractor or something that younger kids don't know about like, until they're older... There's so much finance in Jersey, it's like, not everyone wants to go into banking!'

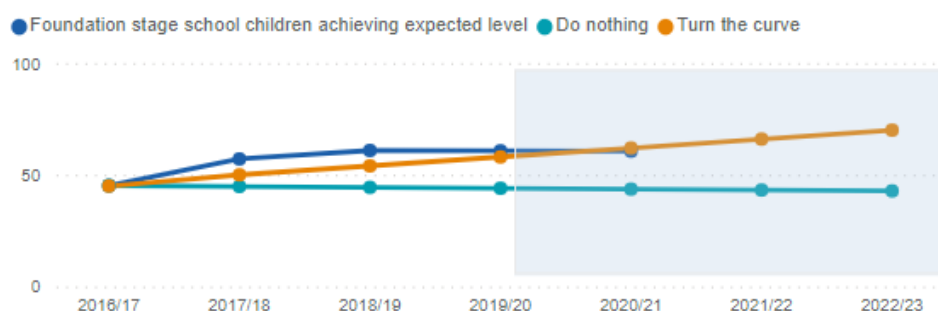
Source: Anna, 16, *Life on the Rock*

'...like you know you have to be in school but you have reasons why you find it very difficult and no matter what circumstance you give the school or whatever, you still have to be at school unless you're physically ill ... if you have a physical illness you go home but if you have a mental illness you don't.'

Source: Anna, 15, *Life on the Rock*

Indicator: Increase the number of children achieving the expected level in the Early Learning Goals

Percentage of Foundation stage school children achieving expected level



Source: Children, Young People, Education and Skills

Key Insights - Future Planning

- The turn the curve trend is consistent with the original direction and ambition
- A number of factors precipitated by the COVID-19 Pandemic has disrupted and slowed progress against this indicator. Data was not required to be submitted in 2020 due to the pandemic.
- The Education Reform Programme has commissioned the Inclusion Review and Independent School Funding Review both of which had key recommendations that will influence this indicator.
- Increases to NEF funding have seen an increase in the number of children remaining in private nursey settings.

Story behind the baseline

- The Independent School Funding Review reported that Jersey spends comparatively little on Early Years at a per pupil level compared to benchmark countries.²⁵
- Early Years was identified as a priority by the Council of Ministers in their Common Strategic Policy 2018-22²⁶ and the Early Years Policy Development Board (EYPDB) was established. The final report of the EYPDB was published in September 2021 including six inter-related policy proposals designed to ensure the best start in life for all children in Jersey.²⁷ This has led to some additional investment.
- Since Early Learning Goal Assessments were piloted in 2017 overall continuous improvements were being made with children reaching the expected level rising from 45% in 2017 to 61% in 2021.
- Children's learning at the early years foundation stage (EYFS) show differences between specific groups of children, including those with Special Educational Needs and Disability (SEND), English as an Additional Language (EAL) and Jersey Premium. For example, children eligible for Jersey Premium, showed a

²⁵ [R Independent School Funding Review Report 20201016.pdf \(gov.je\)](#)

²⁶ [r.11-2019 small amd page 5.pdf \(gov.je\)](#)

²⁷ [Summary of progress \(gov.je\)](#)

deficit of 16% between their overall achievements compared to that of their peers.

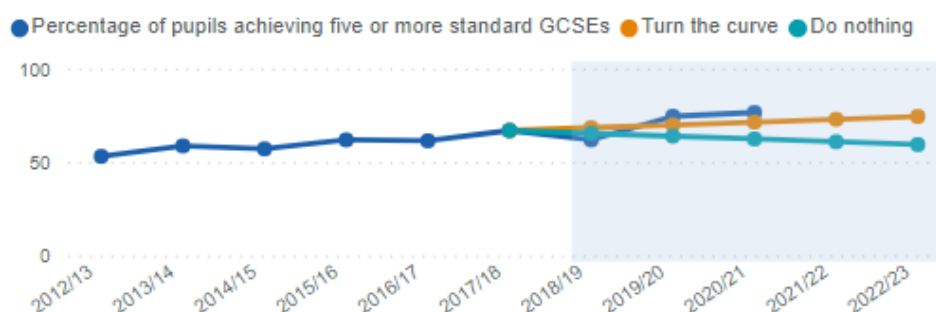
- Following emergency measures to respond to COVID-19, variations have been shown in particular developmental domains including personal, social, and emotional development (PSED), communication and language (C&L) and physical development (PD). These aspects of learning are important as they are time bound and must be secure if a child is going to go on and make future gains in line with their peers.

Continuing to turn the curve

- The recommendations of the Early Years Policy Development Board have started to be implemented with an increase in the Nursey Education Fund (NEF) hours offered to children aged 3-4yrs from September 2021. Alongside an increase in the NEF hourly rate.
- The Education Reform Programme and additional funding from the Post COVID Social Recovery Fund has enabled the Best Start Partnership to develop a single delivery programme for all strategic changes and includes the following work packages:
 - Best Start for all – further a universal approach for all children and families, includes the launch of the ‘50 things to do before you are Five’-app and recruitment of a Best Start Co-Ordinator.
 - Best Start Plus – implementation of training programmes; offer more funded, high quality childcare places to more 2–3-year-olds.
 - Early Years Communication and Language: ECOF Pilot – offering speech and language therapy support to two schools from Autumn 2022.
 - Integrated 3-year assessment – pilot planned to commence in Q4 2022
 - Workforce – establish a joint working group to further explore recruitment and retention in early years.

Indicator: Increase the number of pupils achieving 5+ standard GCSEs

Percentage of pupils achieving five or more standard GCSEs



Source: Children, Young People, Education and Skills. NB Due to a change in assessment methodology during the pandemic, it is not appropriate to draw comparisons between datasets from 19/20 and 20/21 and previous years. This is a historic measure which is no longer in use.

Key Insights - Future Planning

- The turn the curve trend is consistent with the original direction and ambition
- A number of factors precipitated by the COVID-19 Pandemic has disrupted and slowed progress against this indicator
- The Education Reform Programme has commissioned the Independent Review of Inclusive Education and Early Years and Independent School Funding Review both of which had key recommendations that will influence this indicator.

Story behind the baseline

- The 'Big Education Conversation'²⁸ showed a public ambition to have a high-performing education system that enables every student to acquire the knowledge, skills and capabilities they need for work and life; have a strong grounding in literacy and numeracy, and digital skills; and become well-rounded and resilient individuals with strong social and emotional skills.
- The Education Reform Programme is a three-year programme of work, which commenced in 2021, to create the policy and practice foundations of a high performing education system in Jersey. Two significant reviews were completed (Independent School Funding Review and the Social Inclusion Review) which have informed future policy, planning and service improvements.
- Due to the COVID-19 pandemic all summer exams in 2020 and 2021 were cancelled.
- In 2020, pupils scheduled to sit GCSE exams were awarded a centre assessment grade (based on what the school or college believed the student would most likely have achieved had exams gone ahead) or their calculated grade using a model developed by Ofqual – whichever was the higher of the two.
- In 2021, pupils were only assessed on the content they had been taught for each course. Schools were given flexibility to decide how to assess their pupils' performance, for example, through mock exams, class tests, and non-exam assessment already completed. GCSE grades were then determined by teachers

²⁸ [The Big Education Conversation \(gov.je\)](https://www.gov.je/the-big-education-conversation)

based on the range of evidence available and they are referred to as teacher-assessed grades, or TAGs.

- As a result, the 2019/20 and 2020/21 data should not be directly compared to attainment data from previous years for the purposes of measuring changes in student performance.

Continuing to turn the curve

- Jersey's education attainment has improved in recent years and Jersey has consistently outperformed England in overall GCSE attainment. However, the recent Independent School Funding Review points to significant variation in attainment by school type in Jersey.
- Comparing Jersey non-fee-paying schools with their like-for-like equivalents in England shows Jersey non-fee-paying schools underperform relative to England. The overall attainment is significantly improved by the fee-paying schools on the island.²⁹
- Inequalities persist for a significant minority of students, particularly those from less affluent backgrounds, those for whom English is an additional language and those with special educational needs and disabilities (SEND).
- The *Independent Review of Inclusive Education and Early Years* identified 50 recommendations. Implementing change of this scale in Jersey will inevitably present significant challenges and requires caution. It is noted that the benefits of an inclusive education system will be to all children and young people.³⁰
- The COVID-19: Jersey Education Recovery Report 2021³¹ was produced by the School Improvement and Advisory Service (SIAS) during the COVID-19 pandemic. The report highlights the impact of the pandemic on Education and the necessary policy actions that were implemented to mitigate the effect it has had on children and schools. Most importantly, the report confirms that the various steps taken are working for Jersey children. Initiatives outlined in the report include:
 - Jersey Tutoring Programme - available for pupils in Years 1-11 in Government non-fee-paying schools
 - Reading Recovery - an evidence-based, highly effective intervention for pupils in Key Stage 1 (KS1) who have the lowest attainment in literacy
 - OLEVI - provides a programme of learning and teaching training for leaders and teachers across Jersey schools
 - Mathematics Recovery Programme
- Recruitment and the wellbeing of the workforce have been identified as ongoing issues. The work of the Anna Freud Centre will assist schools in developing a mental health and wellbeing policy. The increasing cost of living is suggested as a barrier both to recruitment and retention of the education workforce.

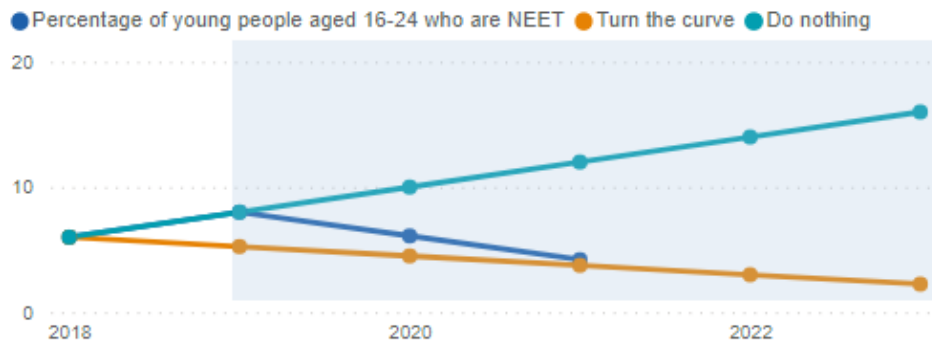
²⁹ [R Independent School Funding Review Report 20201016.pdf \(gov.je\)](#)

³⁰ [R Independent Review of Inclusive Education and Early Years 2021 English.pdf \(gov.je\)](#)

³¹ [A Comprehensive programme for jersey teachers \(gov.je\)](#)

Indicator: Reduce the number of young people who become NEET (Not in Education Employment Training)

Percentage of young people aged 16-18 who are NEET or unknown



Source: Children, Young People, Education and Skills

Key Insights - Future Planning

- The turn the curve trend is not consistent with the original direction and ambition
- Several factors precipitated by the COVID-19 Pandemic has influenced indicator
- The Education Reform Programme has commissioned the Independent Review of Inclusive Education and Early Years and Independent School Funding Review both of which had key recommendations that will influence this indicator.
- There has been investment and delivery of additional skills, mentoring and coaching programmes as part of the Fiscal Stimulus with a renewed focus on establishing a more robust skills system

Story behind the baseline

- The percentage of young people aged 16-18 who are not in education, employment or training (NEET) or unknown – in 2018, this figure was 6%, this increased to 8% in 2019, 6.1% in 2020 and in 2021 the figure was 4.2%.
- The methodology is imperfect and remains the focus of improvement.³²
- A memorandum of understanding is now in place to share data between Skills Jersey and Jersey Youth Service.
- Care leavers are overrepresented in the number of young people who are not in education, employment or training. At the end of April, this figure was 50.6%. Thirty nine care leavers were either seeking work, or unable to seek work due to circumstances including sickness at the end of April.
- There is now a dedicated Back to Work resource at CLS to support care leavers.
- There are currently 77 care leavers in total who are allocated a Personal Advisor within Children's Social Care.
- Apprenticeship opportunities within a range of Government departments are available for this group as part of a wider Corporate Parenting initiative.
- Skills Coaching service in place with priority access given to care leavers.³³

³² Figures taken from CLS reporting

³³ [About Skills Coaching \(gov.je\)](https://www.gov.je/about-skills-coaching)

- The numbers of young people being excluded from school has increased from 355 in 2018/2019 to 412 in 2021 (Source: Government Performance Measures 2021)
- Establishment of a 'Virtual School' provision in 2021 to drive improvements in the educational progress and attainment of all children looked after (CLA), children who are subject to a Child Protection Plan (CPP) and Children in Need (CiN), including those that have been placed in schools in off-island Local Authority areas as if they belonged to a single school.
- There are regular meetings between the Virtual School and Skills Jersey teams to ensure that transition plans are in place for children looked after.
- Highlands college currently monitor student destinations data at 3 months after course completion. In 2019, 91% ex-students were in employment, training or further study. In both 2020 and 2021, the figure was 84%.
- Highlands College has plans to resurvey students not in employment after six months and has launched programme to target support to ensure young people with additional needs receive additional targeted training and assistance to find employment. The programme has been funded via fiscal stimulus following a successful bid.³⁴
- Jersey International Future Skills Framework (JIFS) aims to provide students from the Highlands College Sixth Form with skills, knowledge and experiences which will enhance opportunities post-College and be advantageous to future success.³⁵

Continuing to turn the curve

- Legislative change: Extending the years of mandatory education, which would incur higher direct costs of provision, but would improve outcomes for some young people and stronger economic outcomes through reduction in young people becoming not in education, employment or training (NEET).³⁶
- Development of guidance to accompany the new Children and Young People (Jersey) Law will strengthen the statutory requirements for care leavers
- Work of the Jersey Employer Group (JEG) – an independent body bringing together representatives from all industries to help ensure that the Island's workforce is prepared for the jobs of the future.³⁷
- Continue to engage young people to think about their future vocation or education choices, with the introduction of the 'Inspiring the future' App.³⁸

³⁴ [Free development programmes for young people \(gov.je\)](#)

³⁵ [Jersey International Future Skills Framework \(JIFS\) | Highlands College Jersey](#)

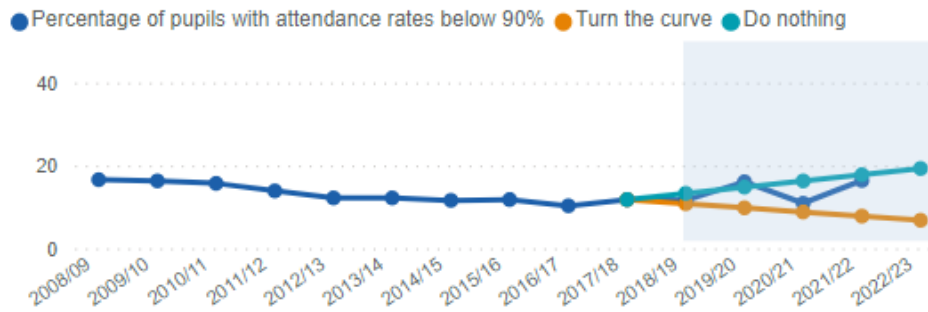
³⁶ [R Independent School Funding Review Report 20201016.pdf \(gov.je\)](#)

³⁷ [Jersey Employer Group \(gov.je\)](#)

³⁸ [About - Inspiring The Future](#)

Indicator: Reduce the number of pupils who are persistently absent from school

Percentage of pupils with attendance rates below 90%



Source: Children, Young People, Education and Skills

Key Insights - Future Planning

- The turn the curve trend is not consistent with the original direction and ambition
- Several factors precipitated by the COVID-19 Pandemic has influenced indicator
- The Education Reform Programme has commissioned the Independent Review of Inclusive Education and Early Years and Independent School Funding Review both of which contain key recommendations that will influence this indicator.

Story behind the baseline

- There has been a significant Impact of COVID-19 pandemic on attendance – school closures, absence due to sickness, anxiety re returning to school. Those already struggling to attend school pre pandemic have been impacted and, in addition, this number has increased.³⁹
- Anna Freud Centre⁴⁰ was commissioned by Community Services and Children Young People Education and Skills to conduct a review of current mental-health support and provision in Jersey schools
- Anna Freud Centre also worked with settings to develop individual actions plans to improve the quality, consistency and impact of mental health and wellbeing support helping children and young people to thrive.⁴¹
- Funding has been secured to ensure that school councillors, Emotional Literacy Support Assistant (ELSA's) and SENCO's are available to work solely in those roles (and not as cover staff or teaching assistants).
- National Award for SEN Co-ordination (NASENCo) training
- The importance of information sharing was highlighted during the pandemic, with the development of a 'critical children's list'.
- Weekly meetings to facilitate multiagency input from States of Jersey Police, Health and Community Services and Children Young People Education and Skills to review any children who are missing or have been missing from care.

Continuing to turn the curve

³⁹ [cc-voices-of-englands-missing-children-june-2022.pdf \(childrenscommissioner.gov.uk\)](#)

⁴⁰ [Anna Freud National Centre for Children and Families](#)

⁴¹ [Supporting mental health in schools \(gov.je\)](#)

- Work to strengthen Positive Behavioural Support and modifying the school environment where possible to increase school attendance, where mental health conditions such as ADHD and anxiety are contributing factors to non-attendance.
- New Executive Head Teacher for Social, Emotional and Mental Health (SEMH) provision appointed and due to commence in September 2022.
- Every child needs to be identified and supported to attend school. This may require modifications from the school to ensure the needs of the individual child are being met.

Outcome 3: All Children in Jersey Live Healthy Lives

Indicators:

- 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

Voice of children and young people

The Youth Parliament identified that there was stigma around mental health and feeling judged. They worked with Youthful Minds during their term, with an aim to reduce this stigma. The pandemic, world news, lockdowns, isolation, and disruption to their education were all recognised as having a negative impact on the mental health and well-being of children.

Both the Youth Parliament and *Life on the Rock* called for earlier intervention, with support needed 'before you hit breaking point'. Early access to services and increasing school counsellors could help prevent mental health problems from escalating. *Life on the Rock* also called for free access to healthcare for children and young people.

During 2020-2021 over 80 young people were engaged in developing the children and young people's emotional wellbeing and mental health strategy 2022-2025 including workshops held with the Youth Parliament and Youthful Minds. The new model of care took into account their views, in particular the request for a core early intervention mental health team, access to online support and access to a Saturday drop in service.

'We don't do a lot on mental health before you kind of hit your breaking point really. You hit breaking point and then you get support. It's not before.'

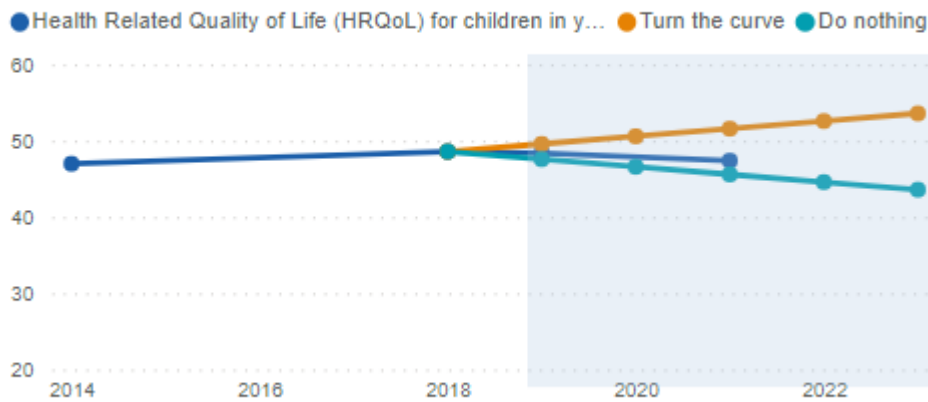
Source: Sophie, 16, *Life on the Rock*

Life in Jersey would be much better for children and young people if doctors, dentists and other healthcare costs were free for those under 18 years. Paying these costs can affect some families being able to access medical help when they need it. This is not fair, as children do not have their own money and it is not their fault if their parents cannot pay.

Source: Children's Advisory Group, *Life on the Rock*

Indicator: Increase children's quality of life

Health Related Quality of Life (HRQoL) for children in years 6,8,10 and 12



Source: Children & Young People's Survey

Key Insights - Future Planning

- The turn the curve trend is not consistent with the original direction and ambition
- Several factors precipitated by the COVID-19 Pandemic have influenced indicator

Story behind the baseline

The COVID-19 pandemic has had an unprecedented impact on the wellbeing and mental health of children and young people.

- The joint survey performed by the Government of Jersey and the Office of the Children's Commissioner clearly articulated children and young people's concerns for their health and the health of others during the pandemic and asked to be kept safe from harm.⁴²
- The Health, Activity and Wellbeing Survey 2021 reported.⁴³
 - Just under half (45%) of people with children indicated that the pandemic had a negative impact on their children's overall wellbeing, and over half (56%) indicated that it had a negative impact on their children's educational progress.
 - Negative impacts on educational progress and overall wellbeing of children were higher amongst those households who found it quite or very difficult to cope financially.
 - Those in households who did not have access to a garden or outdoor space were more likely to report negative impacts on their children's wellbeing (47%) compared to those who did have access to a garden or outdoor space (37%).
- Continued increase in the number of referrals to Child and Adolescent Mental Health Services (CAMHS).

⁴² [Jersey Covid Survey \(childcomjersey.org.ie\)](https://childcomjersey.org.ie)

⁴³ [Health, Activity and Wellbeing Survey 2021 \(gov.je\)](https://gov.je)

- Growing prevalence of a range of mental health conditions including depression, anxiety and eating disorders. This could be in part due to a greater focus and awareness around mental health conditions leading to an increase in referrals.
- Referrals for autism and ADHD assessments have also increased. Work has been undertaken with providers to reduce the waiting time for autism assessments.
- The number of inpatient admissions for mental health conditions has increased, suggestive of an increased intensity of referrals.

Continue to turn the curve

- The Children and Young People Emotional Wellbeing and Mental Health Strategy 2022 to 2025 sets out a number of actions to take forward change over the next 4 years, linking to new funding available through the Government Plan.⁴⁴
- Programme to redesign and increase capacity in the CAMHS team including:
 - streamlined referral pathway with all referrals via the Children and Families Hub
 - setting up new duty and assessment, early intervention and quality assurance teams in addition to the specialist CAMHS team.
- In partnership with CAMHS increase access to additional support services by:
 - Commissioning Kooth online counselling and support for 10-25 year olds
 - Extending Youth Enquiry Service, working to provide a Wellbeing drop-in on Saturdays.
- Continue to support Youthful Minds⁴⁵ to tackle the stigma associated with children and young people's mental health in Jersey.
- Recommissioning of school nursing teams from September 2022 to support implementation of the wellbeing and mental health strategy.
- The forthcoming Public Health Strategy will include improving the wellbeing of children and young people as one of its aims.
- Progress the partnering with the Anna Freud Centre to review and improve the mental health and emotional wellbeing of children and young people in the Island.⁴⁶

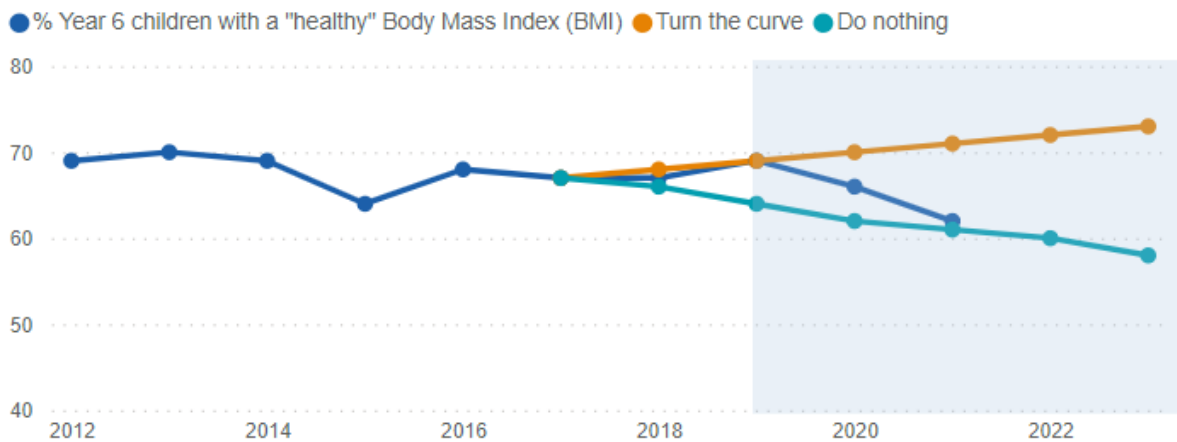
⁴⁴ [Children and Young People's Emotional Wellbeing and Mental Health Strategy 2022 to 2025 \(gov.je\)](#)

⁴⁵ [Mind Jersey](#)

⁴⁶ [New panel set up to support young people's mental health \(gov.je\)](#)

Indicator: Increase the number of children who are a healthy weight

Percentage of Year 6 children with a "healthy" Body Mass Index (BMI)



Source: Public Health Intelligence

Key Insights - Future Planning

- The turn the curve trend is not consistent with the original direction and ambition
- Several factors precipitated by the COVID-19 Pandemic may have influenced this indicator
- Implementation of Jersey Sport's 'Inspiring an Active Jersey'⁴⁷ strategy aims to increase the number of children and young who establish exercise as part of the everyday life
- The continued roll out of the Nutrition Strategy remains key to supporting children to live health lives
- Policy and agreement to roll out primary school meals to all maintained Primary Schools by January 2024. This will be free for those in receipt of Jersey Premium and subsidised for all other primary school children.

Story behind the baseline

- Child Measurement Scheme⁴⁸ data due to be published in August 2022. Although the school closures during the COVID-19 pandemic impacted data collection, catch up measurements have taken place to ensure continuity of the data.
- The Jersey Children and Young People's Survey 2021 showed that:
 - the proportion of young people who ate 5 portions of fruit and vegetables decreased with age
 - pupils in fee paying schools were significantly more likely to have eaten their 5-a-day (38%) compared to pupils in non fee paying schools (27%)
 - young people who had high self-esteem, were lacking fewer than 2 items, lived in rural parishes were also more likely to have eaten their 5-a-day
- The Food and Nutrition Strategy places a focus on evidenced based early interventions to reduce long term disease. Approved by the Council of Ministers in May 2017, it sets out priority actions and programmes, adopting a 'Whole-

⁴⁷ [Strategy • Jersey Sport](#)

⁴⁸ [Child measurement scheme \(gov.je\)](#)

school food approach'. Programmes and services include: Family food and fitness, Food Dudes, Primary school meals partnership (Flourish).⁴⁹

- UNICEF Baby Friendly Breastfeeding initiative – Government funding in place for a breastfeeding coordinator to implement this global accreditation programme. Breastfeeding services continued during COVID-19, with virtual delivery being used when necessary. Jersey's proportion of mothers who were breastfeeding at 6 to 8 weeks after birth (62%) was higher than in England (48%) in 2020-2021.⁵⁰

Continuing to turn the curve

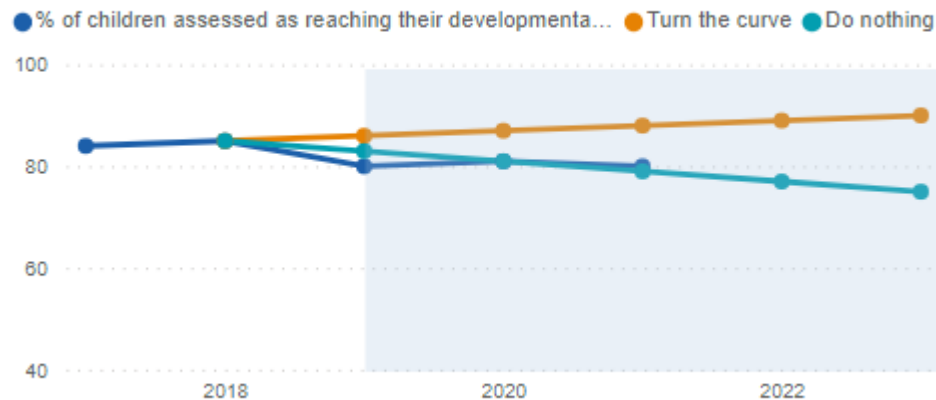
- Investing in prevention at earlier stages of life has a far greater impact than targeting interventions in adulthood when behaviours are ingrained. Initiatives focusing on early years and primary school settings have therefore been prioritised for the first phase of the Food and Nutrition Strategy roll-out.
- Programmes in primary school settings such as Food Dudes, the Family Food and Fitness weight management programme and nutritious primary school meals continue to be expanded to further schools. Future priorities will also include providing nutritional guidance and training to professionals working in early years and implementing nutritional standards in nursery and other early years settings.
- Expanding the Healthy Start fruit and vegetable voucher programme to reach further low-income families (currently the programme reaches low-income parents of 0–3-year-olds).
- As the lead for physical activity delivery within schools, Jersey Sport are valued partners in tackling the growing burden of preventable disease and the nutrition-related health inequalities we know exist in Jersey. Jersey Sport are commissioned to deliver the physical activity component of the Family Food and Fitness programme.
- Recruitment of health visitors is now a national challenge. An Island wide workforce strategy is to be developed as part of the Jersey Care Model in addition to a Health and Community Services (HCS) specific workforce strategy.
- Pursue the implementation of a local training pathway for specialist community public health nursing (SCPHN). This currently requires off island training.

⁴⁹ [Food and Nutrition Strategy \(gov.je\)](#)

⁵⁰ [Births, fertility and breastfeeding 2021 \(gov.je\)](#)

Indicator: Increase the number of two year olds reaching all developmental milestones

Percentage of children assessed as reaching their developmental milestones across all domains at age two



Source: Family Nursing & Home Care

Key Insights - Future Planning

- The turn the curve trend is not consistent with the original direction and ambition
- Several factors precipitated by the COVID-19 Pandemic may have influenced this indicator

Story behind the baseline

- Currently approximately 80% of two-year-old assessments are completed – the age range of completion is 20 months – 2 ¾ years.
- Children and Families Hub established as the ‘single front door’. A source of advice, information and support. The pandemic accelerated the set up of the Children and Families Hub as there was an anticipated increase in safeguarding concerns.⁵¹
- Baby Steps and Maternal Early Childhood Sustained Home Visiting Programme (MESCH)⁵² established as universal and targeted offers.
- It is anticipated that the pandemic and associated restrictions will have impacted early child development, particularly in the domains of communication and socialisation. A shortage of therapeutic staff, combined with the disruption to services during the pandemic, has exacerbated the need for speech and language therapy. These concerns are being addressed as part of the COVID Recovery package.
- The Best Start Partnership is critical to coordinated action and development for Early Years Services.
- Key programmes of work led by Voluntary Sector organisations remain critical to the choice of support families can engage with during early years.

⁵¹ [Public and professional acting as eyes and ears to keep children and families safe \(gov.uk\)](https://www.gov.uk/government/news/public-and-professional-acting-as-eyes-and-ears-to-keep-children-and-families-safe)

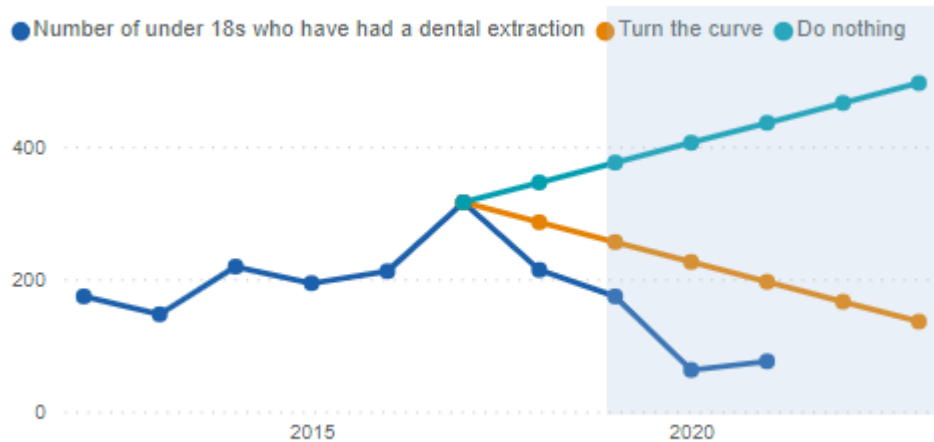
⁵² [MECSH | Family Nursing & Home Care \(fnhc.org.uk\)](https://www.fnhc.org.uk/mesoch)

Continuing to turn the curve

- The recommendations of the Early Years Policy Development Board have started to be implemented with an increase in the Nursey Education Fund (NEF) hours offered to children aged 3-4yrs from September 2021. Alongside an increase in the NEF hourly rate.
- The Education Reform Programme and additional funding from the Post COVID Social Recovery Fund has enabled the Best Start Partnership to develop a single delivery programme for all strategic changes and includes the following work packages:
 - Best Start for all – further a universal approach for all children and families, includes the launch of the ‘50 things to do before you are Five’-app and recruitment of a Best Start Co-Ordinator.
 - Best Start Plus – implementation of training programmes; offer more funded, high quality childcare places to more 2–3-year-olds.
 - Early Years Communication and Language: ECOF Pilot – offering speech and language therapy support to schools.
 - Integrated 3-year assessment – pilot planned to commence in Q4 2022
 - Workforce – joint working group to further explore recruitment and retention in early years has been established as part of the Best Start COVID Recovery packages.
- Continue to strengthen the Children and Families Hub and use of Jersey Practice Framework will support consistency of experience for families during early years. The training and roll out of the Jersey Practice Framework will be critical in this work.
- Design of a new perinatal mental health service- this will be launched within Adult Mental Health Services in October 2022, the team is multi-agency and includes a Health Visitor, Midwife, Psychology, Nursing, Psychiatry and Peer Support.

Indicator: Reduce dental extractions

Number of under 18s who have had a dental extraction



Source: Health & Community Services

Key Insights - Future Planning

- The turn the curve trend is not consistent with the original direction and ambition
- Several factors precipitated by the COVID-19 Pandemic may have influenced this indicator
- The continued roll out of the Nutrition Strategy remains key to delivering this indicator
- The Jersey Care Model which includes an Oral Health Strategy
- The future Public Health Strategy includes a range of objectives relating to improved oral health prevention, developing schools-based approaches and inputting into work on primary care funding.

Story behind the baseline

- As an indicator, it is noted that dental extraction does not necessarily indicate the presence of tooth decay. Trauma or orthodontic requirements can also result in extraction, although the numbers in young children would tend to be low.
- Measurement of oral health in children would require an island wide survey. The last survey of this type by the British Association for the Study of Community Dentistry (BASCD) took place in 2014.
- The Covid-19 pandemic in 2020 caused the suspension of all dental appointments except for emergencies. This inevitably caused an increase in waiting lists and prevented the school's yearly assessment and tooth brushing education.
- Children from low-income groups are known to be particularly disadvantaged as the cost of private dental care often acts as a barrier to them. Private services are the only alternative to dental appointments through the hospital dental department. Consequently, due to the high waiting list for hospital dental appointments, children missed during 2020 are at higher risk of multiple fillings or even extractions.

- Children from affluent homes may have been negatively impacted during the pandemic due to being at home with access to frequent snacks while parents were working.
- Dental packs from Super Smiles⁵³ continue to be distributed to families via health visitors at 9 months and 24 months of age with an 85% uptake. This was initially a targeted offer to those on the MESCH programme but has subsequently been expanded as a universal offer to all families.

The Jersey Children and Young People's Survey 2021⁵⁴ highlighted the following:

- The proportion of young people who have visited the dentist in the last 6 months has decreased since 2006
- Children are less likely to have visited the dentist in the last 6 months if they thought their family was not very well off, live in an urban parish or attend an urban school.
- Overall, 20% of children and young people reported not having visited the dentist within the last year
- 16% of children who thought their family was 'very well off' reported not having visited the dentist within the last year compared to 37% of those who thought they were 'not at all well off'
- Cleaning teeth twice a day followed a similar pattern:
 - 84% of young people said they had brushed their teeth two or more times the previous day
 - a small percentage of children said that they had not brushed their teeth at all the previous day (between 1% and 2% in each year group)
 - 4% of pupils with low self-esteem had not brushed their teeth at all the previous day
 - young people who were lacking 5 or more items were significantly less likely to have brushed their teeth twice or more the previous day (57%)

Continuing to turn the curve

- The Customer and Local Services (CLS) COVID-19 dental catch up scheme⁵⁵ aimed to address the risk that children from low-income households were disproportionately affected by the pandemic resulting in a growing burden of dental disease.
- A public health approach to dental interventions is required. The newly formed Public Health Directorate will work with HCS, CYPES and Super Smiles to ensure the delivery of the preventative aspects of the HCS Oral Health Strategy, including schools-based screening and dental health checks.

⁵³ [Super Smiles | Jersey Charity Providing Oral Health Support for Children](#)

⁵⁴ [Jersey Children and Young People's Survey \(gov.je\)](#)

⁵⁵ [Covid-19 Children's Dental Scheme \(gov.je\)](#)

Outcome 4: All Children in Jersey Are Valued and Involved

Indicators:

- 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

Voice of children and young people

Children surveyed as part of the *Life on the Rock* research identified the high cost of things causing them to sometimes 'miss out' on the things their friends were doing. The Children's Advisory Group called for the Government to do more to help people and families that are struggling to pay their bills to prevent them becoming 'hungry and homeless'.

The student council was credited as having some influence on events, but it was observed that the treatment of the student council sometimes felt 'tokenistic'. The Youth Parliament called for the inclusion of political education into the curriculum and asked for the States Assembly to think of children and young people both in the present and as Jersey's future.

Everything costs a lot of money we don't have much so I miss out on things my friends do sometimes.

Source: survey respondent, male, 10, Life on the Rock

The government need to do more to help people and families that are struggling to pay their bills so they will not end up hungry and homeless. They should introduce breakfast club at schools so all students can have breakfast.

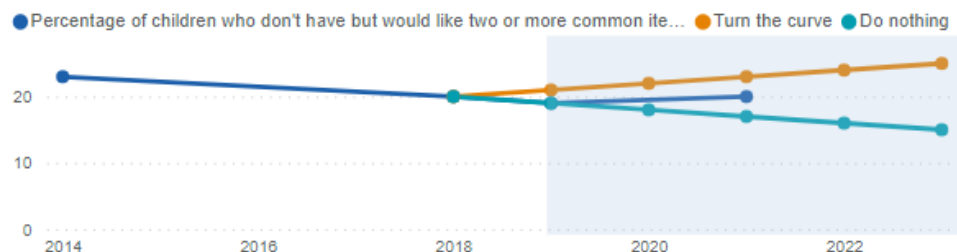
Source: Children's Advisory Group, Life on the Rock

Whilst the student council has had an audience that has taken their views seriously and credited them with some influence on events, however, Elliott also explained how some treatment of the student council was tokenistic, particularly in relation to the Jersey government's Putting Children First policy priority.

Source: Elliott, 16, Life on the Rock

Indicator: Reduce children’s experience of poverty and the impact of living in a low-income family

Percentage of children who don't have but would like two or more common items/experiences



Key Insights - Future Planning

- The turn the curve trend is not consistent with the original direction and ambition
- Several factors precipitated by the COVID-19 Pandemic may have influenced this indicator
- The recent economic context which has increased the cost of living will contribute negatively to delivering on this indicator

Story behind the baseline

- Jersey Premium is additional funding offered to Government of Jersey fee-paying and non-fee-paying schools and colleges on a per pupil basis as follows:
 - Pupils who are or have ever been Children Looked After
 - Pupils from households which have recently claimed Income Support
 - Pupils from households with 'Registered' status that would qualify to claim Income Support if they had lived in Jersey for five years
- The overall percentage of pupils of compulsory school age in Government schools in Jersey that were in receipt of Jersey Premium funding in January 2020 was 24%, reflecting 2,476 pupils.⁵⁶ This rose to 26% in 2021 (2,747 children and young people).
- 1 in 4 children (24%) were in relative low income in 2019/2020, a lower proportion than the UK (31%)⁵⁷
- The Health, Activity and Wellbeing Survey 2021⁵⁸ included additional questions to gauge the impact of COVID-19 on islanders. The following findings relate to this indicator:
 - One third (33%) of people said their household finances got a little or a lot worse due to the COVID-19 pandemic
 - Single parent households (with a child under the age of 16) were most likely to be materially deprived to some extent (43%), compared to 6% of pensioners or couples with no children being materially deprived
 - For households with children⁵⁹:
 - 7% had gone without new clothes

⁵⁶ [2019/20 Schools, Pupils, and their Characteristics](#)

⁵⁷ [R Income Distribution Report 2019 20220506 SJ.pdf \(gov.je\)](#)

⁵⁸ [Health, Activity and Wellbeing Survey 2021 \(gov.je\)](#)

⁵⁹ [Health, Activity and Wellbeing Survey 2021 \(gov.je\)](#)

- 3% went without a waterproof coat and two pairs of all-weather shoes
- The Jersey Children and Young People’s Survey 2021⁶⁰ captured the following insights:
 - overall, almost a fifth (19%) lacked 2-4 items and 1% lacked 5 or more items that children and young people think are necessary for a ‘normal kind of life’⁶¹
 - the proportion of young people who said they were ‘not at all well off’ or ‘not very well off’ has remained roughly the same since 2019
- The Better Life Report⁶² found that average spending on housing in Jersey accounted for over a quarter (27%) of household net adjusted disposable income in 2019, over 6 percentage points (pp) greater than the OECD average.
- On a measure of disposable income, Jersey ranked 21st out of 41 countries. In 2019, mean net adjusted disposable income per capita in Jersey was £28,692, which was below the OECD average of £30,490.

Continuing to Turn the curve

- The Government Plan 2022-25 committed to developing a poverty strategy. This work will include exploratory interviews with key stakeholders including Caring Cooks and local food banks.
- Access to health services remains an issue which was highlighted during the pandemic. The Health Access Scheme provides free GP surgery or telephone consultations for children and young people aged 16 years and under in an income support household.⁶³
- The current cost of living crisis could further compromise those families who are ‘just about managing’. The most recent Retail Prices Index (RPI) report revealed that the June 2022 twelve month increase in RPI is the largest since September 1991.⁶⁴ Housing and motoring groups had the greatest contribution to the annual change. Work is underway to address the rising cost of living in Jersey.

⁶⁰ [R Jersey Children and Young People's Survey 20220309 SJ.pdf \(gov.je\)](#)

⁶¹ [Microsoft Word - Missing Out Report FINAL_1_.doc \(lotc.org.uk\)](#)

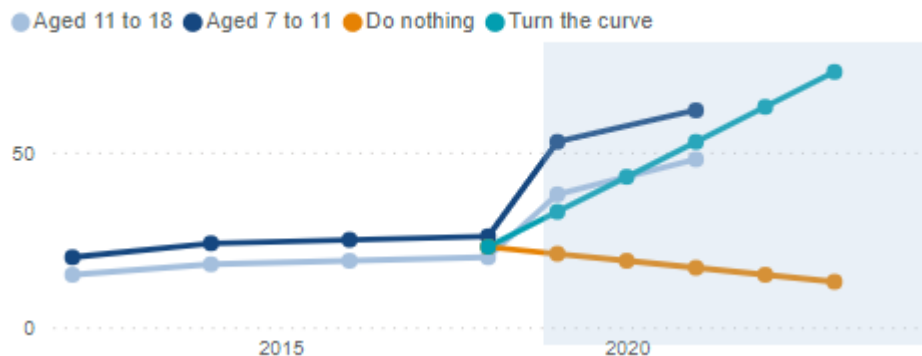
⁶² [R JerseyBetterLifeIndex 20220412 SJ.pdf \(gov.je\)](#)

⁶³ [Health Access Scheme \(gov.je\)](#)

⁶⁴ [June 2022 Retail Prices Index report published \(gov.je\)](#)

Indicator: Increase the number of children who are aware of their rights under the UNCRC

Percentage of children who are aware of their rights under UNCRC



Key Insights - Future Planning

- The turn the curve trend is consistent with the original direction and ambition
- Key programmes of work such as the Rights Respecting Schools, Youth Parliament and the work of the Children’s Commissioners Office have contributed to raising the profile of children’s rights.

Story behind the baseline

- Findings from the Jersey Children and Young People’s Survey 2021⁶⁵ showed that:
 - 60% of young people had heard about the United Nations Convention on the Rights of the Child, a significant increase from 2019 when the figure was 52%.
 - a higher proportion of Year 6 children knew what rights young people have under the United Nations Convention than in the other year groups. This profile was similar to 2019 where once again Year 6 had the highest proportion of children and young people reporting knowing their rights under the UN convention
 - the proportions of children and young people who reported knowing their rights was significantly higher in all year groups than in 2019
 - pupils who attended fee paying schools, had high self-esteem or were lacking fewer than 2 items were significantly more likely to know what their rights were
- Children’s Commissioners Office has engaged with local Children and Young People in participating with the European Network of Youth Advisors.⁶⁶

⁶⁵ [R Jersey Children and Young People's Survey 20220309 SJ.pdf \(gov.je\)](#)

⁶⁶ [International work | Children's Commissioner for Jersey \(childcomjersey.org.je\)](#)

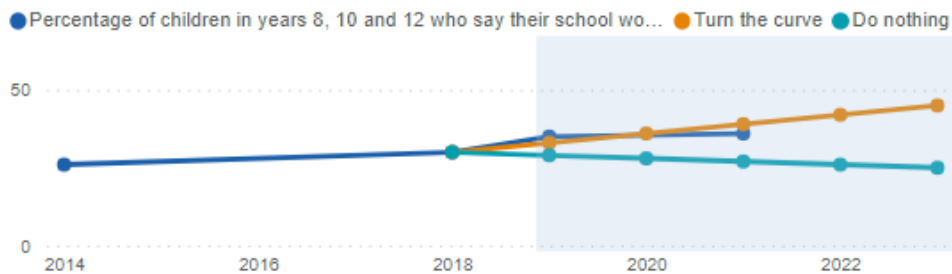
Continuing to turn the curve

- In March 2022, the States Assembly approved the draft Children (Convention Rights) Jersey Law⁶⁷, which will require four groups of duty-bearers (including States Members and named Public Authorities such as JCCT and FNHC), to give consideration to the UNCRC when making key decisions and introduce a statutory Children's Rights Impact Assessment (CRIA) process.
- Work has commenced on the co-production of a children and young people's voice and participation strategy which includes a charter which organisations all sign up to.

⁶⁷ [Draft Children \(Convention Rights\) \(Jersey\) Law 202- \(gov.je\)](#)

Indicator: Increase the number of children who feel their school would act on their ideas

Percentage of children in years 8, 10 and 12 who say their school would act on their ideas



Key Insights - Future Planning

- The turn the curve trend is consistent with the original direction and ambition
- Key programmes of work such as the Rights Respecting Schools, Youth Parliament and the work of the Children's Commissioners Office have contributed to raising the importance of engaging children in decision making in aspects of school life.

Story behind the baseline

- The Jersey Children and Young People's Survey 2021⁶⁸ asked a series of questions to assess whether young people felt they had a voice that was heard in their school or community:
- more than four-in-ten Year 10s disagree or strongly disagree that their school would act on their ideas

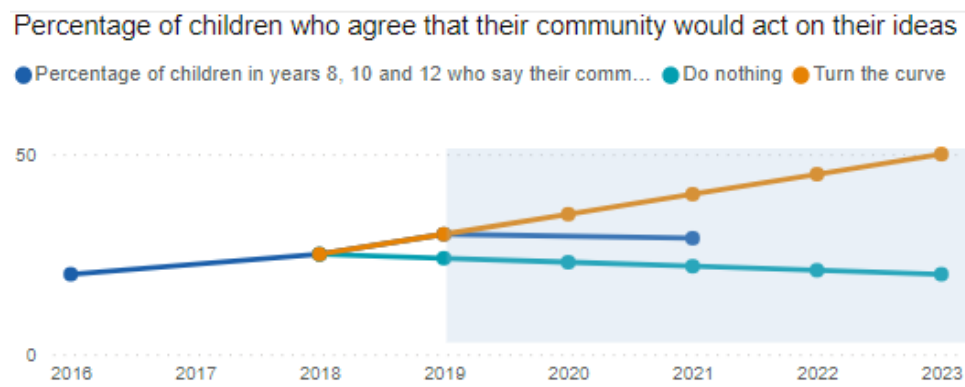
Continuing to turn the curve

- Continue to progress the Rights Respecting Schools Award is a UNICEF initiative that aims to put children's rights at the heart of schools. In 2018 the Office of the Children's Commissioner provided the opportunity for all schools in Jersey to become a 'Rights Respecting School'.⁶⁹ Currently 4 schools are at the registration stage, 21 are at bronze (Rights Committed), 11 are at silver (Rights Aware), and three have attained gold (Rights Respecting).

⁶⁸ [R Jersey Children and Young People's Survey 20220309 SJ.pdf \(gov.je\)](#)

⁶⁹ [Rights Respecting Schools | Children's Commissioner for Jersey \(childcomjersey.org.je\)](#)

Indicator: Increase the number of children who feel their community would act on their ideas



Key Insights - Future Planning

- The turn the curve trend is consistent with the original direction and ambition
- Key programmes of work such as the Youth Parliament and the work of the Children's Commissioners Office have contributed to raising the importance of engaging children in decision making in aspects of community life.

Story behind the baseline

- There has historically been a failure to act on the feedback from young people and children continue to voice their concerns that they are not being listened to. A challenge remains to ensure those 'seldom heard voices' are captured.

The Jersey Children and Young People's Survey 2021⁷⁰ asked 'If I had ideas about changing the way things are done in my community, my community would act on them':

- the proportion of young people who 'strongly agree' or 'agree' that their community would listen to and act on their ideas decreases with age

Turn the curve

- Jersey Youth Service developed '*Engaging with Young People and Children in Jersey – A Practical Toolkit for Government Departments*'. This was presented to the Children's Strategic Partnership Board (CSPB) but has yet to be widely adopted beyond the youth service. Further work on meaningfully engaging children and young people is ongoing including the development of a participation strategy.
- Jersey's first Youth Parliament was launched in 2021.⁷¹ The Youth Parliament provides a platform for children and young people and demonstrates a commitment by the Government to listen to their views.
- Care Ambassadors – enabling those with care experience to have a voice. Work includes developing peer mentoring scheme for care leavers or those in care. Peer mentors will be trained towards an accredited peer mentoring certificate.

⁷⁰ [R Jersey Children and Young People's Survey 20220309 SJ.pdf \(gov.je\)](#)

⁷¹ [About Us - Youth Parliament \(jyp.je\)](#)

- Children and young people are increasingly present on interview panels and have an active voice in recruitment processes. This includes the recent appointment of the first Jersey Graduate Trainee Teacher Bursary cohort.⁷²
- 'Mind of my own' app⁷³ is now being used within Children's Social Care. This enables children to give voice to their lived experience and to be heard.

⁷² [Students appoint trainee teachers \(gov.je\)](#)

⁷³ [Mind Of My Own | Making it easier for children and young people to communicate](#)

Data Development Agenda

In line with the Code of Practice for Statistics we continue to focus on enhancing the trustworthiness, quality and value of data relating to children. We want to ensure that our data accurately reflects children's experiences, and that our activity data is strengthened by listening to children through service feedback and other mechanisms such as the Children and Young People's Survey. Alongside the indicators selected within the Children and Young People's Plan, we have a range of datasets that tell us what is happening for specific cohorts of children and young people. We are considering how we can develop this further by linking datasets to give a richer picture of children's needs.

Grow up safely

- States of Jersey Police and Children, Young People, Education and Skills are working together to develop an operational dashboard that gives an overview of the youth justice situation.
- We intend to address data quality issues with behaviour coding in schools which will give a more accurate picture of bullying in schools which would complement information shared within the Children and Young People's Survey.
- Our measure for domestic abuse (% of MARAC cases involving children) does not currently give us the detailed insights that we need, or indicate if there has been an actual increase or decrease in the number of children living with domestic abuse. This indicator requires further development.

Learn and Achieve

- We have developed additional data collection mechanisms in 2023 to understand the extent to which nursery aged children are meeting Age Related Expectations which will complement existing datasets for Reception aged pupils (Early Learning Goals).
- We are working with colleagues in Customer and Local Services to ensure that we improve our use of data to identify young people Not in Education, Employment or Training, in order to offer additional support through Skills Jersey.
- The GCSE measure selected in the 2019-23 Children's Plan reflects an historic accountability measure that is no longer used. Our focus is now on the % of pupils achieving a standard or strong pass in English and mathematics, and the Jersey 8 score for each pupil, as well as progress scores.

Live healthy lives

- There is a need to focus on achieving good quality data on dental health, which is currently lacking due to the structure of dental service provision in the island.

Summary

The ambition for the plan is for it to be a single policy framework, which describes the Government's improvement agenda for children. Maintaining close alignment between the priorities for children identified in the Children and Young People's Plan and the recurring Government Plan (as established in the Common Strategic Policy), intends to enable a future-focused set of priorities for children to remain at the forefront of Government's commitment to children and families.⁷⁴

The OBA methodology is underpinned by use of a common language. For the plan to succeed this language needs to be fully embraced and used consistently by key stakeholders. There is a shift towards multiagency working yet greater accountability to the outcomes of the plan is still required.

Cross-cutting themes

- Early intervention – prevention and early intervention is key to reducing further difficulties and costs. Both the Food and Nutrition Strategy and the Mental Health and Wellbeing Strategy identify this.
- Deprivation – some children and young people in Jersey can be disadvantaged across all four of the outcomes if they come from lower socioeconomic backgrounds.
- Workforce crisis – recruitment and retention of skilled staff has been reported during the process of this review by multiple sectors working with children and young people including education, children's social services and healthcare.
- Impact of COVID-19 pandemic – while the impact across all outcomes cannot be underestimated, the full impact may not be realised for some time to come.

⁷⁴ [Summary of progress \(gov.je\)](https://www.gov.je/summary-of-progress)

Appendix 1
Reviewing the Children and Young People's Plan 2019-23
Scoping paper



2022.02.01 CYP Plan
Review FINAL.pdf

Appendix 2

Key contributors

The following key stakeholders were consulted as part of this review.

	Job title
1.	Group Director of Education
2.	Head of Early Years – Childcare and Early Years Service
3.	Director Public Health
4.	Group Director CYPES and Chief Social Worker
5.	Associate Director for Young People Services
6.	Detective Superintendent, States of Jersey Police
7.	Head of Commissioning and Service Redesign
8.	Head of Service – Family and Community Support
9.	Head of Service – Children’s Services
10.	CEO, Jersey Cares
11.	Head of Analytics and Statistics Enablement Team
12.	Service Manager for Vulnerable Children Virtual School Headteacher
13.	Associate Director for Children’s Social Care/Services
14.	Team Manager System Redesign and Commissioning
15.	Safeguarding Partnership Board
16.	Associate Director for Education
17.	Senior Policy Officer, SPPP
18.	Executive Director, Jersey Child Care Trust
19.	Head of Service for Skills
20.	Business Partner - OD Talent Programmes
21.	Head of Health Intelligence
22.	Statistics Jersey
23.	Associate Director for Mental Health and Wellbeing
24.	Children and Young People’s Mental Health Service Manager, Mind Jersey
25.	Head of Health Improvement
26.	Senior Policy Officer, Public Health
27.	Operational Lead for Child and Family Service, FNHC
28.	Consultant in Public Health
29.	Dentist, Super Smiles
30.	Policy Principal, SPPP
31.	Poverty Policy Officer
32.	Senior Youth Worker - Jersey Youth Parliament
33.	Independent Reviewing Officer Team Manager
34.	Mentor Co-ordinator, Children’s Social Care Services
35.	Associate Director for Engagement in CYPES

Appendix 3

Partnership Assessment Tool

A survey was sent to all members of the Children's Strategic Partnership Board (CSPB) adapted from the 'Assessing Strategic Partnership: The Partnership Assessment Tool'⁷⁵. The survey formed part of the second phase of the review and asked for Board member's experience of partnership working in their role as a Board member⁷⁶.

Summary of results

The survey was sent to 18 Board members and received 8 responses (44%). Individual responses were analysed and scored for each of the 6 principles.

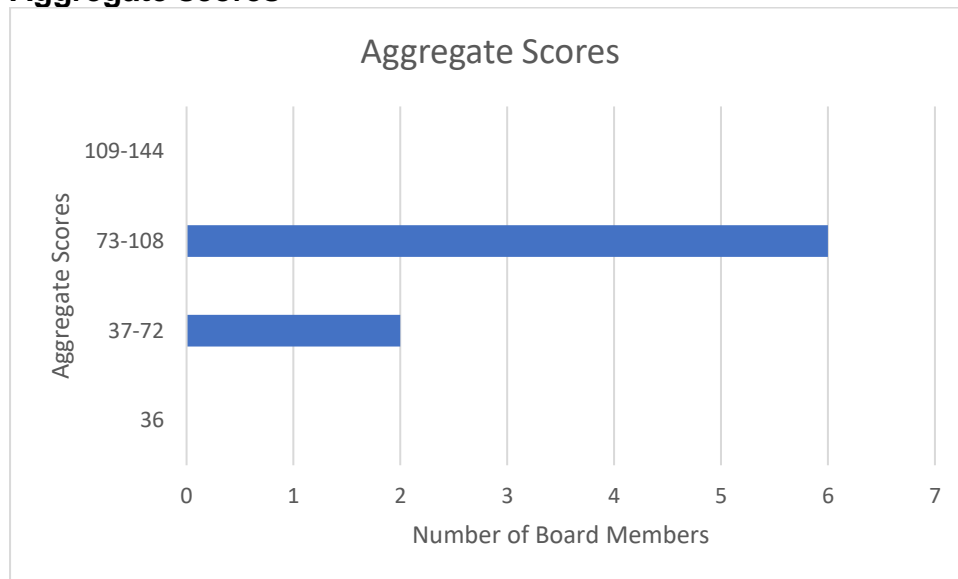
Principle		Results
1	Recognise and accept the need for partnership	The need for partnership is recognised and accepted by 88% of the respondents. Only 12% feel that the recognition and acceptance of the need for partnership is limited.
2	Develop clarity and realism of purpose	Most respondents (88%) feel that there is some degree of purpose and realism to the partnership. A minority (12%) feel that limited clarity and realism of purpose exists.
3	Ensure commitment and ownership	Three quarters of respondents agree that there is some degree of commitment to, and ownership of, the partnership. A quarter of respondents disagree, identifying only limited partnership commitment and ownership.
4	Develop and maintain trust	This principle demonstrated a more divided response. Some degree of trust amongst partners was agreed by 63% while the remaining 37% answered that trust amongst partners is poorly developed.
5	Create clear and robust partnership working arrangements	This principle refers to the need for partnership working arrangements to be as lean as possible. Partners can become frustrated with excess bureaucracy which can impact enthusiasm for, and commitment to, the partnership. Responses to this principle revealed a 50/50 split between those who feel that partnership working arrangements are <u>reasonably</u> clear and robust and those who feel that they are <u>insufficiently</u> clear and robust. This principle received the most ' <i>strongly disagree</i> ' responses to the questions.
6	Monitor, measure and learn	This principle refers to the reflective component of partnership working. 63% of respondents agreed that the partnership monitors, measures and learns from its performance reasonably well while 37% answered that this was done poorly in some respects.

⁷⁵ [\(PDF\) Assessing Strategic Partnership: The Partnership Assessment Tool \(researchgate.net\)](#)

⁷⁶ A Data Protection Impact Assessment (DPIA) screen was completed prior to distribution of the survey.

Individual scores for each principle were then totalled to give an aggregate score (range 144-36) for each partner.

Aggregate scores



- 109–144 The partnership is working well enough in all or most respects to make the need for further detailed work unnecessary.
- 73–108 The partnership is working well enough overall but some aspects may need further exploration and attention.
- 37–72 The partnership may be working well in some respects but these are outweighed by areas of concern sufficient to require remedial action.
- 36 The partnership is working badly enough in all respects for further detailed remedial work to be essential

A final question asked to what extent Board members agreed with the following statement:

'The Children's Strategic Partnership Board is achieving its aims and objectives'.
88% disagreed and 13% agreed.

Insights

Reviewing the results suggests that the partnership is working well in some parts but there are concerns about others. There is a general willingness from those who responded to the survey to participate and make improvements. However, the response rate (44%) and subsequent small sample size (8 members) needs to be considered when interpreting the findings.

Looking at the individual principles can help to establish where some of these concerns may be focused. Principles 4,5 and 6 received the most divided responses, suggesting that the following areas could be improved within the partnership:

- developing and maintaining trust
- creating clear and robust working arrangements
- the ability to monitor, measure and learn.

Principles 1,2 and 3 received greater agreement which recognises and accepts the need for the partnership, suggests that there is some degree of purpose and realism to the partnership and some degree of commitment to and ownership of the partnership.

Board members identified the need for an increased profile and clearer definition of purpose. A review of membership and increased accountability of members would be beneficial. It was suggested that a flexible approach to new or emerging needs is required, rather than a rigid response to previously agreed programmes. The Board should generate high level discussion, prompting a call to action and providing system leadership when presented with Island wide data driven insights.

Appendix 4

Partnership Working Survey Questions

Review of the Children's Strategic Partnership Board – Survey Questions



2022.07.18 Smart
Survey quesitons.pdf