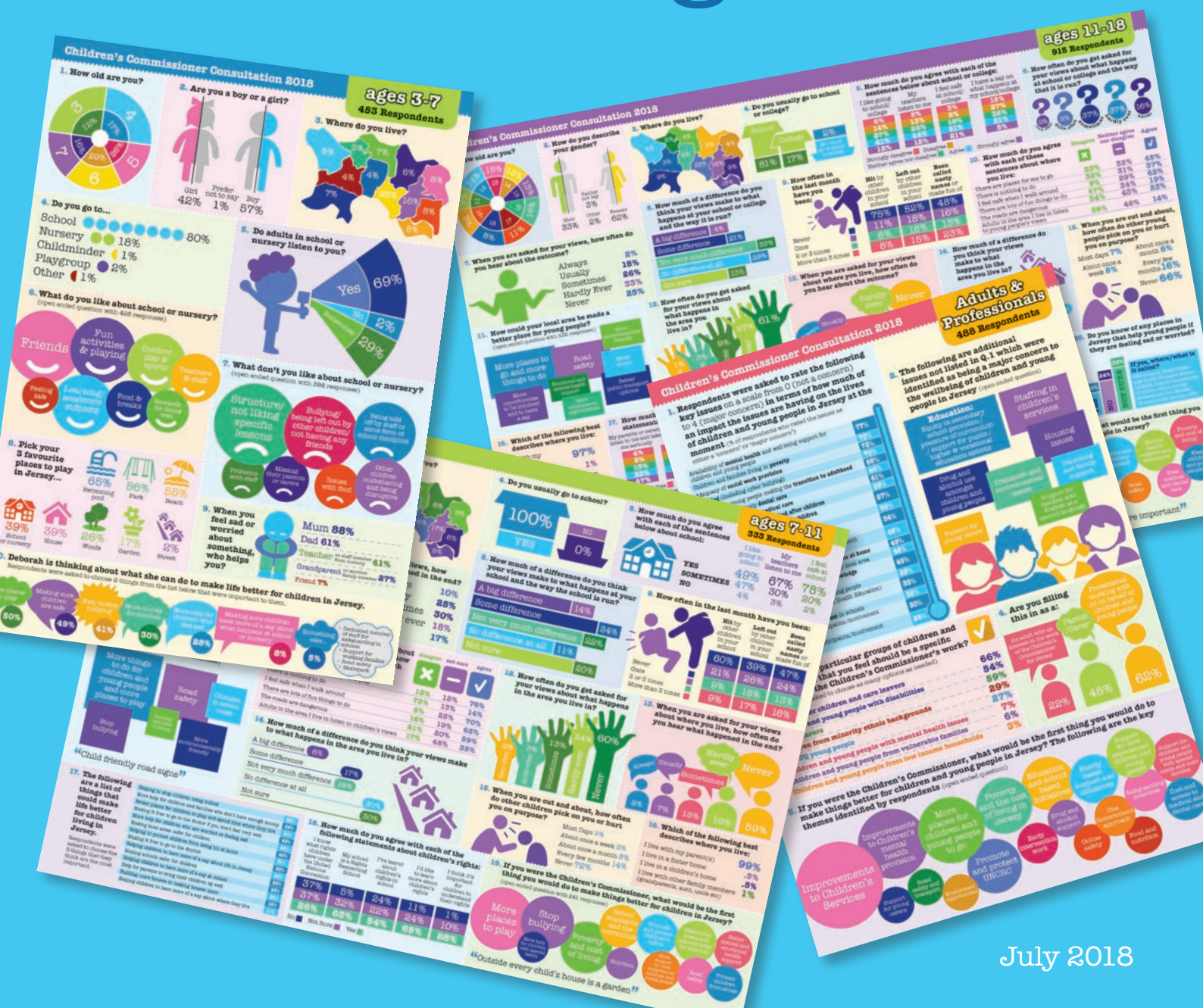


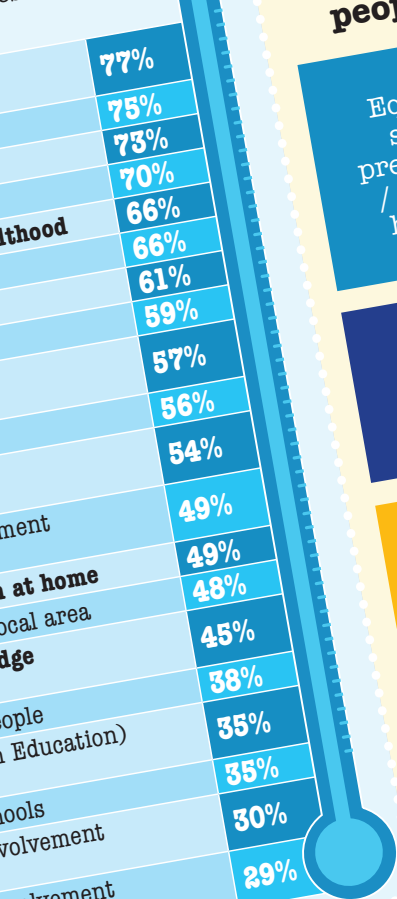


**Children's
Commissioner
for Jersey**
Promoting and Protecting
Children's Rights

Island wide consultation: The findings



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2. The following are issues not listed in identified as being the wellbeing of people in Jersey

Education:
Equity in secondary school provision / pressure of curriculum / support for pupil higher & vocational education options

Drug and alcohol use amongst children and young people

Support for young carers



r groups of children and feel should be a specific n's Commissioner's work? (as many options as needed)



Children's Commissioner, what would r for children and young people in J by respondents (open ended question)



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Introduction

“ On Monday 8 January 2018, my first day in office as the first Children’s Commissioner for Jersey, I gave a promise to all children and young people on the Island.

I promised: “I will listen to children and young people to find out what is important to them. I will speak up for children and young people to ensure their voices are heard.”

To ensure I prioritised the issues that are of the greatest importance to children and young people across Jersey, I launched a public consultation with children, young people and adults who care for them to find out what they think the priorities of the Office of the Children’s Commissioner for Jersey should be. It was crucial for children and young people to be at the heart of that consultation and to have opportunities to share their views, given the remit of the Children’s Commissioner is to promote the right of children to have their views heard. For me to use my influence and carry out my mandate effectively I must be sure that what I say and do reflects the views and interests, and champions the rights, of Jersey’s children and young people.

Online surveys were specifically developed and made available for children aged from three to eighteen years old. We received an encouraging number of responses and my team and I have also spent the last six months meeting groups of children and young people across the Island to make sure they have the opportunity to share their views and interests face to face as well as through the surveys.

I asked children and young people for their views on how to make life better for them living, learning and growing up in Jersey. Over 2000 children, young people and adults shared their views on a range of issues and they asked me to look at specific areas that were concerning them.

Through listening to children and young people I have heard in detail, and sometimes forcefully, what matters to them and what they believe needs to improve for children growing up in Jersey.

These are their hopes and wishes that they want adults in Jersey to fulfil:

- The prevention of bullying;
- Finding more places to play;
- Tackling poverty and providing more help for low income families;
- Better access to healthcare;
- A focus on children who are supported by children’s social care;
- Supporting children with disabilities to live a full life with dignity and independence;
- Tackling barriers to pupils’ learning; and
- Increasing the availability of mental health and wellbeing support for children and young people.

These are just some of the key themes identified through our consultation. I will continue to work with children and young people to consider these and the other issues raised in more depth to inform the development of my plan. The 2019-2022 Children’s Commissioner Plan will set out my priority areas of focus and what action I will be taking to address these issues.

My Plan will be a reflection of my commitment to make life better for the island’s children and young people. It will highlight those areas where children and young people have asked me to speak out on their behalf, as their champion and the advocator and protector of their rights. As Children’s Commissioner, it will not be my role to deliver the services they need. My job will be to promote their rights, ensure their voices are heard and represent their views, whether they want to say a huge thank you, or to raise concerns. They have been very specific in asking me to be their champion. This is what I will be. ”

Deborah McMillan,
Children’s Commissioner



Photograph: Jersey Evening Post

Acknowledgments

Thank you to all of the children, young people and adults who took the time to complete our surveys and to talk to us as part of this consultation. Your views are important and they have been heard – and we will continue to listen to you, and will act based on what you tell us.

Background and aims



Photograph: Jersey Evening Post

Deborah McMillan, Jersey's first Children's Commissioner took up her post in January 2018 and was appointed as a result of **Recommendation 1** of the Independent Jersey Care Inquiry (ICJI). The recommendation was to appoint:

*"an independent Commissioner to have responsibility for the oversight of all matters concerning the welfare and wellbeing of children and young people in Jersey. A consistent theme from those who were supportive of this idea was that there was an absolute need to ensure that any such position was seen to be fully independent of the States. Accordingly, **we recommend that the post of Commissioner for Children in Jersey be established and enshrined in States' legislation** in a manner consistent with the UN Principles Relating to the States of National Institutions (the Paris Principles). The Commissioner's primary function would be to promote and protect the rights of children in the island."*

The second recommendation of the ICJI was to give children and young people a voice – ensuring that the voice of children and young people is heard in relation to all matters affecting their lives, including the development of government and service policy.

With these recommendations in mind, the Children's Commissioner's Island wide consultation was designed to gather the views and experiences of children, young people and adults in Jersey, in order to inform the future priorities of the Commissioner.

Information was gathered from a range of different sources, including visits to and discussions with the following:

- All primary and secondary schools (including all private schools on the Island)
- Youth Service projects
- Children's homes
- Youthful Minds
- Young person's advisory group

The Children's Commissioner's Office also met directly with a range of service providers, including parent forums, staff across the public sector and various voluntary organisations.

About the surveys

Four surveys were designed to gather the views of children and young people and adults, and these were as follows:

- **Children aged 3 to 7:** This survey was intentionally very brief and very visual, using smiley faces, photos, pictures and brightly coloured font. The survey asked 12 questions covering topics linked to nursery, school, play, seeking support and a set of 6 priorities for the children to choose from.
- **Children aged 7 to 11:** This survey was more detailed than the survey for the younger age group, and asked respondents questions about school, participation, safety, their local area and a more detailed set of 14 priorities for the children to choose from. This survey also introduced a few basic questions about the UNCRC.
- **Young people aged 11 to 18+:** The questions in this survey were identical to the questions asked of the 7 to 11 age group, with some additional questions about emotional and mental health.
- **Professionals working with children and young people, parents and other adults:** This survey was very brief and only consisted of 5 questions. Respondents were asked to rate their levels of concern about a set of topics linked to the safety and wellbeing of children and young people in Jersey, as well as a question about the needs of specific subgroups of children and young people.

Very basic demographic data was collected from the 3 surveys for children and young people (these questions were not asked in the adults' survey as they were not relevant).

Distributing the surveys

The surveys were available online for a period of four weeks and were entirely anonymous. Links to the surveys were distributed to all schools, Youth Service provisions, children's homes, various voluntary organisations and were widely publicised via mainstream and social media.

All surveys were available in Polish and Portuguese.

Survey respondents

After data cleansing (where survey responses were removed if the respondent had stopped answering the questionnaire at an early stage and had left most of it blank), the total number of responses consisted of 1,701 children and young people and 488 adults and professionals. In terms of surveys completed in other languages, 2 surveys were submitted in Polish and 7 surveys were submitted in Portuguese, however it is not known how many children and young people with English as a second language completed the English versions of the surveys, as nationality was not recorded in the survey questions.

Table 1: Number of responses to each survey

| SURVEY | No OF RESPONSES |
|--------------------------------|-----------------|
| Children aged 3 and over | 453 |
| Children aged 7 to 11 | 333 |
| Children aged 11 to 18 | 915 |
| Professionals and other adults | 488 |

Structure of this report

This report will outline the findings from each of the surveys. The responses to the 3 surveys aimed at children and young people will be presented together (on the basis that there are some questions asked of some age groups that were not asked of others) and the responses to the survey for adults and professionals will be presented separately as the questions asked of this group of respondents were completely different to the questions asked in the other surveys.

We hope that by presenting the data in this level of detail, it will help to inform decision making across the public and voluntary sector. Whilst it is acknowledged that the data is from a relatively small number of respondents compared to the overall percentage of children and young people in Jersey, the findings from these surveys provide useful new evidence on the views and opinions of children and young people across Jersey, particularly for children as young as 3 years old.

The report includes a number of quotes from children and young people. These are their words, expressed their way and any spelling or grammatical errors have therefore not been corrected.

This report is aimed at older young people and adults. The infographics provide a child friendly version of these findings and are available at <https://www.gov.je/Government/Departments/HomeAffairs/Pages/ChildrensCommissionerforJersey.aspx>



Characteristics of respondents

3 to 7 year olds:

Table 2: Age and gender of 3 to 7 year old respondents

| GENDER | |
|-------------------|-----|
| Female | 42% |
| Male | 57% |
| Prefer not to say | 1% |
| AGE | |
| 3 years old | 12% |
| 4 years old | 17% |
| 5 years old | 26% |
| 6 years old | 29% |
| 7 years old | 16% |

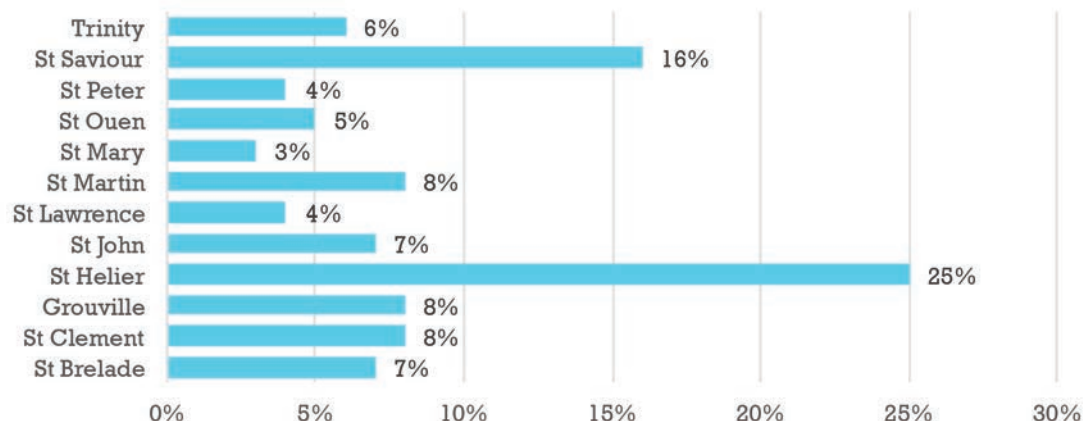


Figure 1: Percentage of 3 to 7 year olds by the Parish they live in

7 to 11 year olds:

Table 3: Age and gender of 7 to 11 year old respondents

| GENDER | |
|-------------------|-----|
| Female | 47% |
| Male | 52% |
| Prefer not to say | 1% |
| AGE | |
| 7 years old | 14% |
| 8 years old | 27% |
| 9 years old | 24% |
| 10 years old | 19% |
| 11 years old | 15% |

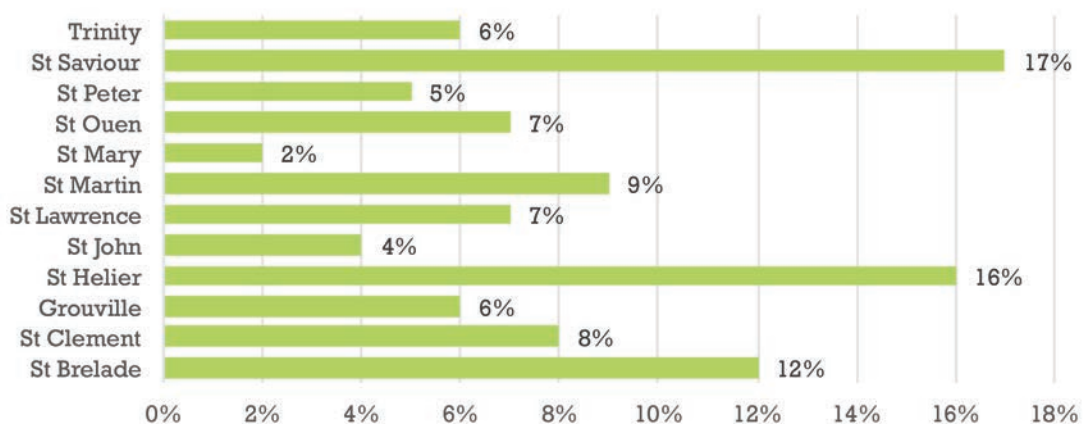


Figure 2: Percentage of 7 to 11 year olds by the Parish they live in



11 to 18 year olds:

Table 4: Age and gender of 11 to 18+ year old respondents

| GENDER | |
|-------------------|-----|
| Female | 62% |
| Male | 33% |
| Prefer not to say | 3% |
| Other | 2% |
| AGE | |
| 11 years old | 7% |
| 12 years old | 14% |
| 13 years old | 15% |
| 14 years old | 13% |
| 15 years old | 13% |
| 16 years old | 16% |
| 17 years old | 11% |
| 18 years old | 8% |
| 18+ years old | 3% |

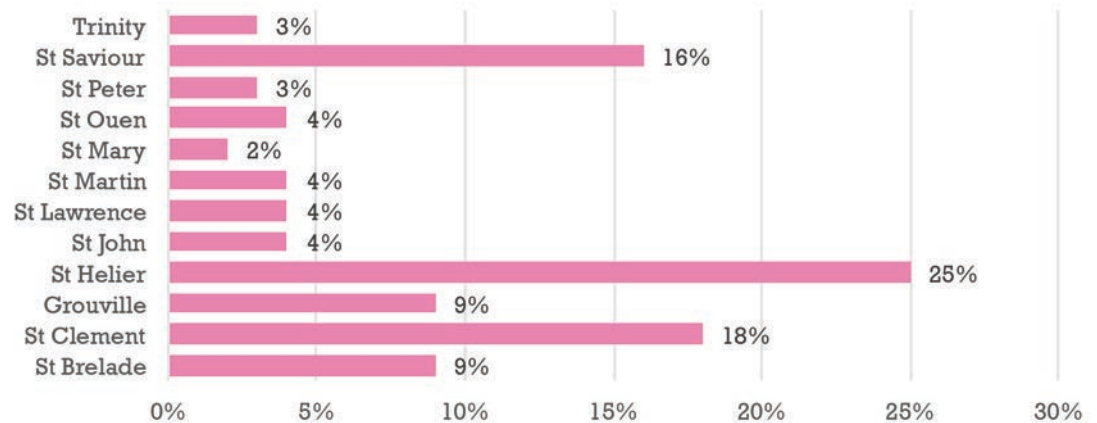


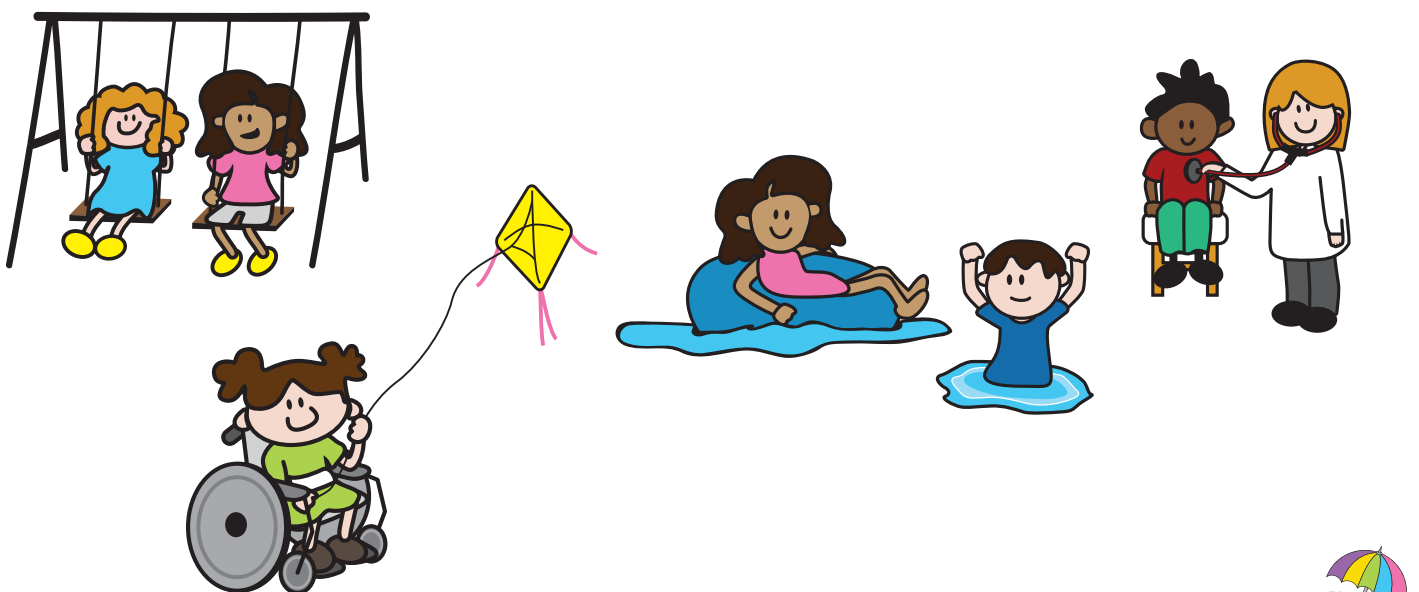
Figure 3: Percentage of 11 to 18 year olds by the Parish they live in

Adults and professionals

Demographic data was not collected from the adults and professionals' survey as this was not relevant. Respondents were asked to specify in what capacity they were completing the questionnaire, and the data from this question is outlined in table 5 below. The majority (62.2%) were completing the survey as a professional working with or on behalf of children and young people. However respondents were able to choose more than one option for this question and so there may have been respondents completing the survey as both a parent and a professional working with children and young people.

Table 5: Breakdown of respondents for the adults and professionals survey

| TYPE OF RESPONDENT | NUMBER |
|---|--------|
| Parent / carer | 234 |
| Professional working with or on behalf of children and young people | 301 |
| An adult with an interest in the work of the Children's Commissioner for Jersey | 108 |



Children and young people survey results

Nursery, school and college attendance

Children and young people of each age group were asked which educational setting they attended during the day.

- Of the 449 3-7 year olds who responded to the survey, 80% go to school, 18% go to nursery, 2% to playgroup and 1% to a childminder.
- 100% of 7-11 year olds said that they go to school
- 81% of 11-18 year olds go to school, 17% to college and 2% don't go to either school or college.

Views on nursery, school and college

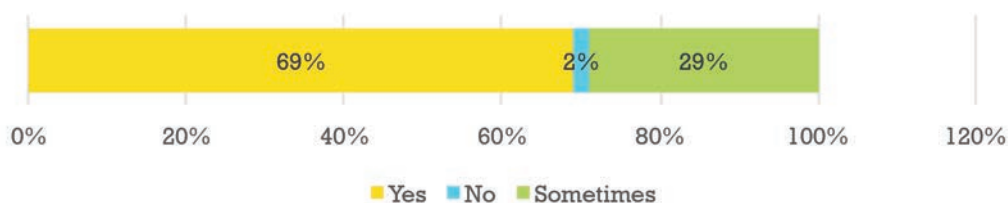
Ages 3-7 years

For the 3-7 year olds, the questions were limited to asking whether adults in school or nursery listen to them, and what they do and don't like about school or nursery. The responses were as follows:

Being listened to in school or nursery

Over two thirds of children said that adults in school or nursery do listen to them, with only 2% saying that adults don't listen to them in school or nursery.

Figure 4: % of 3-7 year olds who said that adults in school and nursery listened to them



Things that children liked about school or nursery

Children were asked an open ended question about what they liked about school or nursery. 428 children gave a response to this question. The key themes identified in the children's responses are outlined below:

- **Friends:** Over 135 children said that they liked seeing their friends in school or nursery. For some children this was linked to specific activities ("I like playing with my friends") and for others it was just an opportunity to see their friends, "I like to see all my friends."
- **Fun activities and playing:** this was the second most popular theme for this question, mentioned by over 130 children:
"I like it when I get to paint."
"Playing with Dinosaurs and cars."
- **Learning and academic subjects:** Over 110 children said that they liked going to school because of the things they learnt - this included responses from children who gave examples of liking specific lessons:
"Reading all the books."
"The lessons are interesting."
"I like doing my maths."
- **Outdoor play and sports:** Over 90 children gave answers linked to playing outdoors or playing sports ("I like football" and "there is a big outside play area")
- **Teachers and staff:** this was mentioned by almost 50 children ("I love school my teachers love me and listen to me")
- **Food:** lunch and break times as well as snacks were mentioned by more than 20 children

“ I like football ”

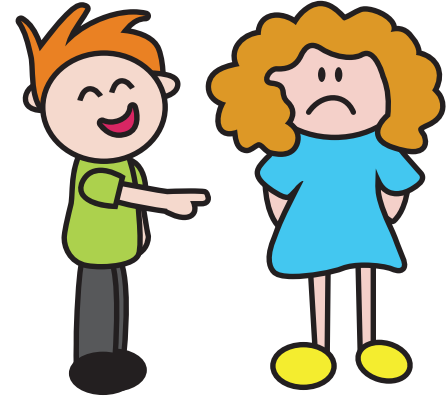


Things that children did not like about school or nursery

Children were asked a very similar question, but this time it was about what they did not like about school or nursery. 396 children responded to this question, however over 100 of these responses were from children saying that there was nothing that they didn't like about school. For the other children, the main themes were as follows:

- The structure of the day or not liking specific lessons:**
 80 children gave examples of things that they didn't like about the structure of the school day itself:
 - "The day is too long."
 - "That we have to do lots of work."
 - "Doing things I can't do."
 - "When you can't choose what you want to do."
 - "English as it's boring."
- Bullying** was mentioned by over 65 children:
 - "People that bully me."
 - "I don't like children making fun of me."
 - "When I get hurt and I don't want to."
 - "Being BULLYD and teachers picking on me and shouting at me when no real teachers are around at lunch time."
- Being told off:** over 20 children gave examples of being told off or some form of school discipline:
 - "I get sad at how I get put on the thinking chair for being naughty."
 - "When my teachers shout."
 - "The teacher does not listen to me."
 - "One thing I want to change is shouting teachers. They don't need to shout, when somebody has done something bad, they can maybe do it not so loud."
 - "Being told off when teacher misses what the other child did to me first."

“ I don't like children making fun of me ”

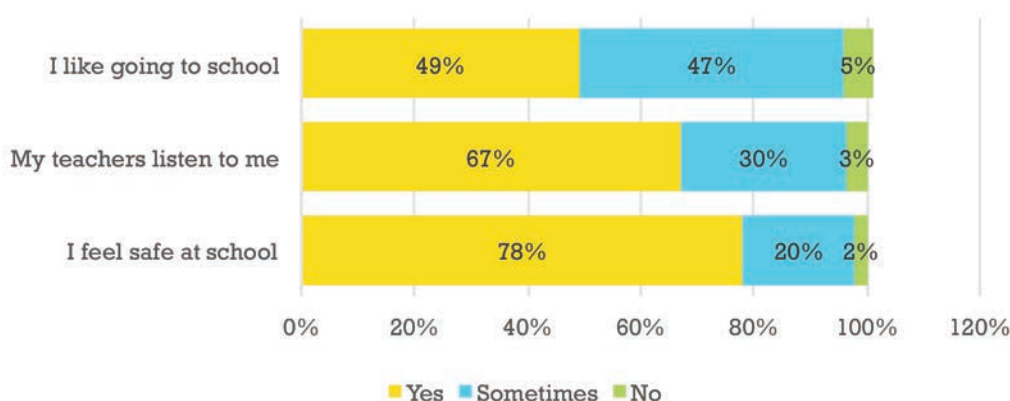


Ages 7 to 11

The survey asked children questions about how they feel about their school, participation in decision making at school, and questions about experiences of bullying in school.

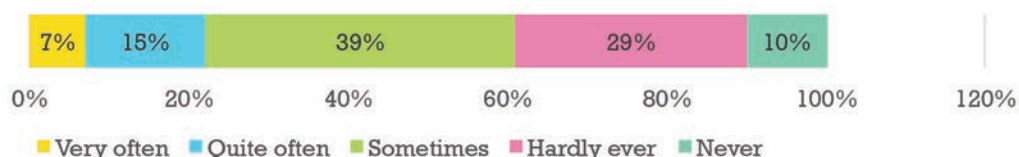
Almost 50% of children said that they like going to school, with 67% of children saying that their teachers listen to them. The majority of children said that they feel safe at school (78%).

Figure 5: Children's responses to general questions about their school (ages 7-11)

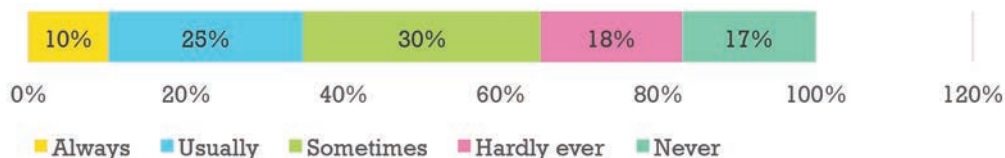


Children were asked how often they are asked for their views about what happens at school, and when they are asked for their views, how often they hear the outcome and how much of a difference they think their input has on what happens in school.

Only 7% of children said that they were asked for their views 'very often', with 39% of children saying that they are 'hardly ever' or 'never' asked for their views.

Figure 6: Frequency of being asked views about what happens at school (ages 7-11)

Children were asked how often they hear the outcome of what happened after they have been asked for their views. 35% of children said that they 'always' or 'usually' hear the outcome, with 17% saying that they never hear what happens.

Figure 7: Frequency of hearing outcomes after being consulted on what happens at school (ages 7-11)

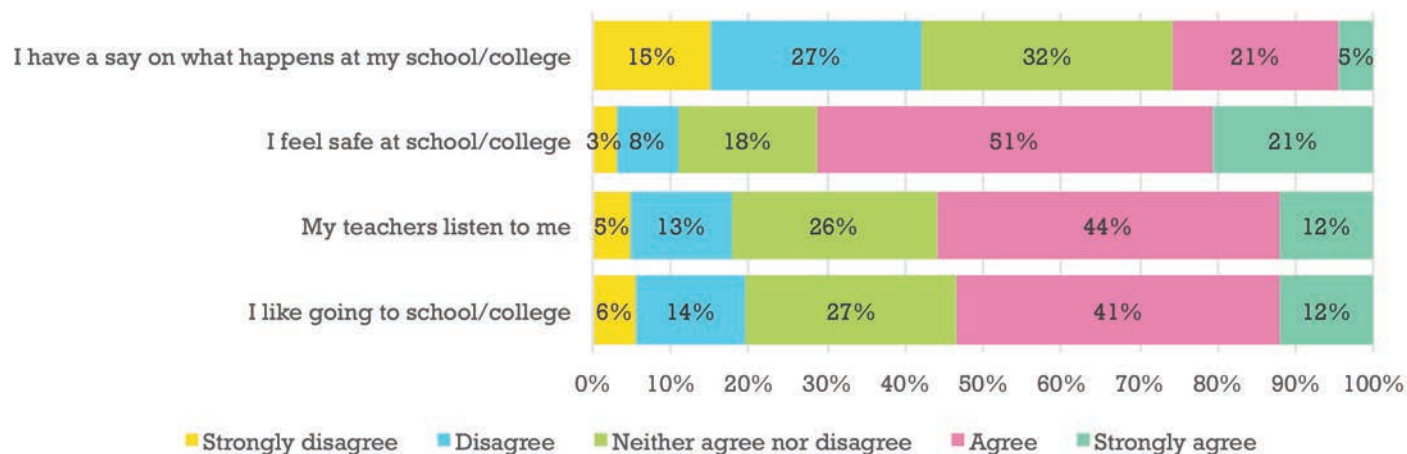
Children were more positive about the difference they think their views make to what happens at school, with 48% of children saying that they thought their views make 'a big difference' or 'some difference'. 11% of children said that they didn't think their views would make any difference at all.

Figure 8: Frequency of how much difference children's views make at school (ages 7-11)

Ages 11 to 18+

Young people in this age group were asked almost identical questions to those in the 7 to 11 age group, with the questions focusing on how they feel about going to school, safety, and participation in decision making in school.

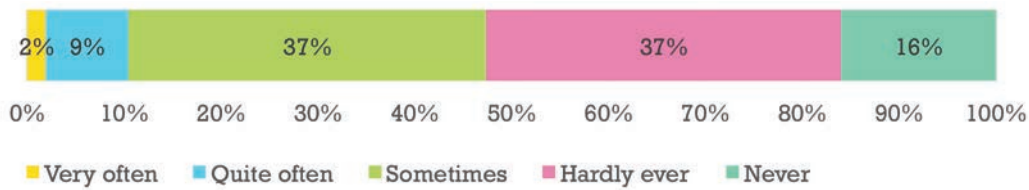
- 53% said that they like going to school/college (answered 'agree' or 'strongly agree' to this question)
- 56% said that their teachers listened to them (answered 'agree' or 'strongly agree' to this question)
- The majority of young people said that they feel safe at school (72%)
- 26% said that they have a say on what happens at school / college (answered 'agree' or 'strongly agree' to this question)

Figure 9: Young people's responses to general questions about their school (ages 11-18+)

Young people in this age group were asked the same questions as the children aged 7 to 11 years old.

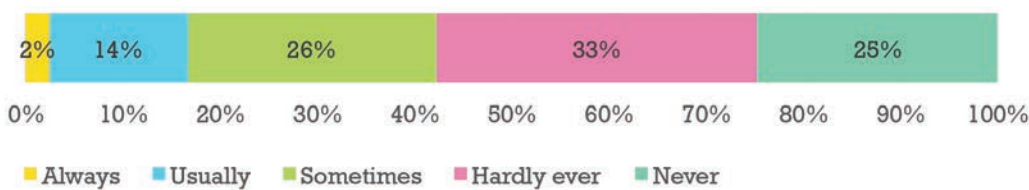
Over half of the young people said that they are hardly ever, or never asked for their views about what happens in school or college and the way that it is run.

Figure 10: Frequency of being asked views about what happens at school or college (ages 11-18+)



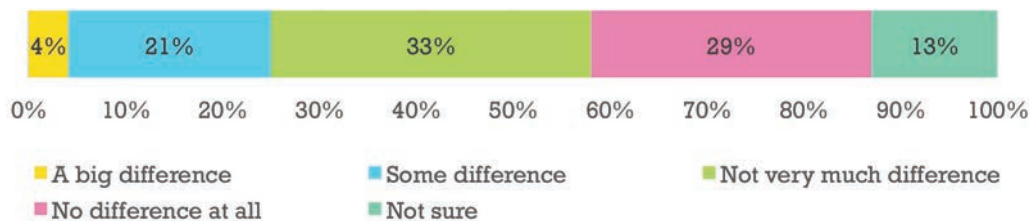
Only 16% of young people aged 11 to 18+ said that they hear the outcomes after being consulted on what happens at school or college with the majority (55%) saying that they hardly ever or never hear the outcome.

Figure 11: Frequency of hearing outcomes after being consulted on what happens at school or college (ages 11-18+)



25% of young people aged 11 to 18+ thought that their views either made a big difference or some difference to what happens at their school or college, however 59% said that they didn't think their views made a difference to what happens.

Figure 12: Frequency of how much difference young people's views make to what happens at school or college (ages 11-18+)



These results demonstrate that young people aged 11 to 18+ years believe they have less of a say about what happens at school or college compared to children aged 7 to 11 years. Young people aged 11 to 18+ also believe their views have less of an impact than younger children.

67% of 7-11 year olds said that their teachers listened to them



72% of 11-18 year olds said that they feel safe at school

Experiences of being bullied in school

Children and young people were asked about their experiences of being bullied. The 3-7 year old survey didn't directly ask questions about bullying, however as outlined previously, this came out as a key theme in the children's responses to the open ended questions that were asked.

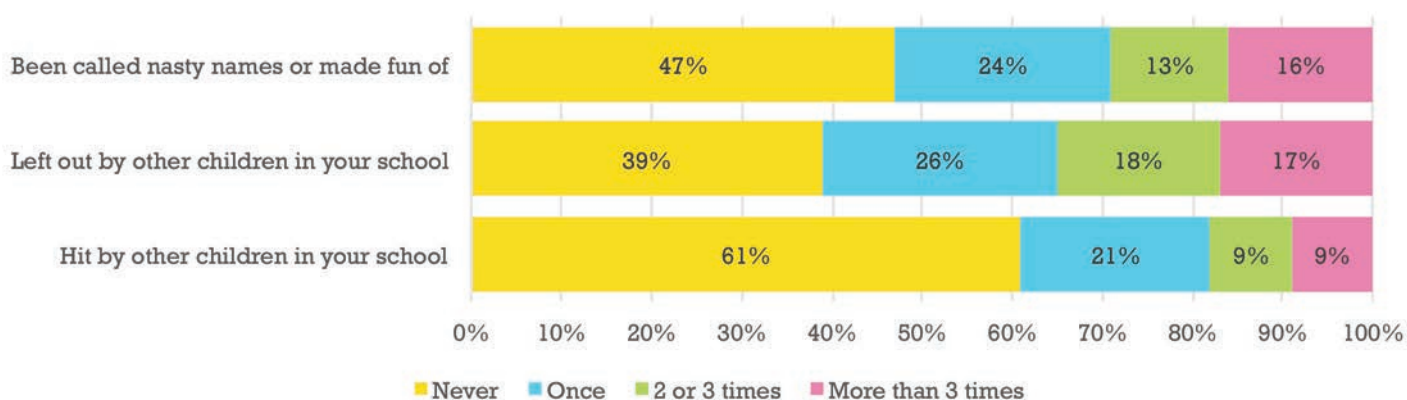
Children aged 7-11 and young people aged 11-18 were directly asked questions about their experiences of being bullied, and were asked how often they had experienced the following in the last month:

- Being hit by other children in their school
- Left out by other children in their school
- Called nasty names or made fun of

Ages 7 to 11

Overall responses to these questions are shown in Figure 13. Over two thirds of children had been hit by other children, 61% of children had been left out by other children and 53% of children had been called nasty names or made fun of at least once in the last month.

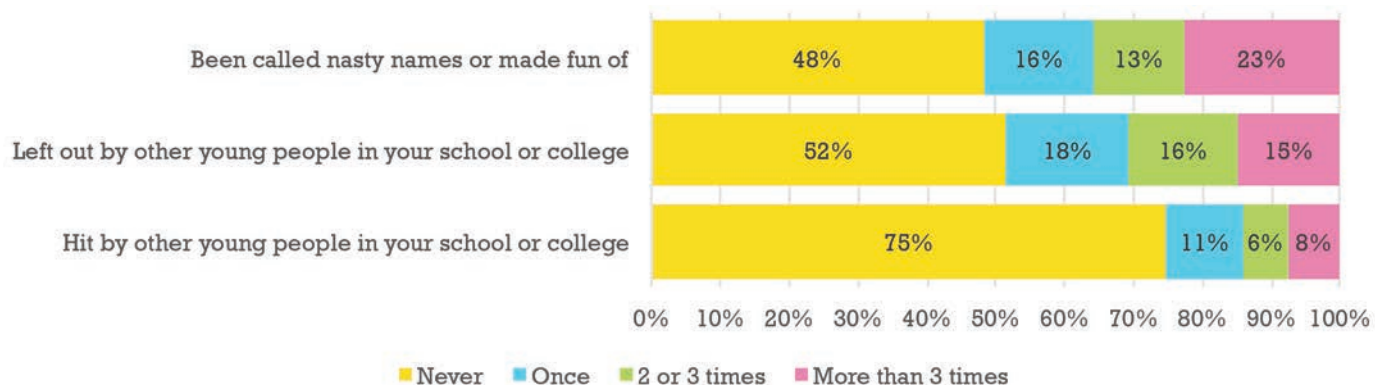
Figure 13: Experiences of being bullied in school (ages 7-11):



Ages 11 to 18+

Responses to these questions are shown in Figure 14. Compared to 7 to 11 year olds, 11 to 18 year olds reported less occurrences of bullying, with greater percentages of young people answering 'never' to all three questions compared to the younger age group. 25% of young people had been hit by other children at least once in the last month, 49% of young people had been left out by other children in their school at least once in the last month and 52% of young people had been called nasty names or made fun of at least once in the last month. However, whilst the overall percentages are lower than those reported by 7 to 11 year olds, it's important to remember how many young people these percentages equate to. 68 (8%) young people reported being hit more than 3 times in school in the last 4 weeks, which when combined with the 57 (6%) young people who reported being hit 2 or 3 times, means 125 young people said that they had regularly been the victims of physical violence in school in the last 4 weeks.

Figure 14: Experiences of being bullied in school (ages 11-18+):



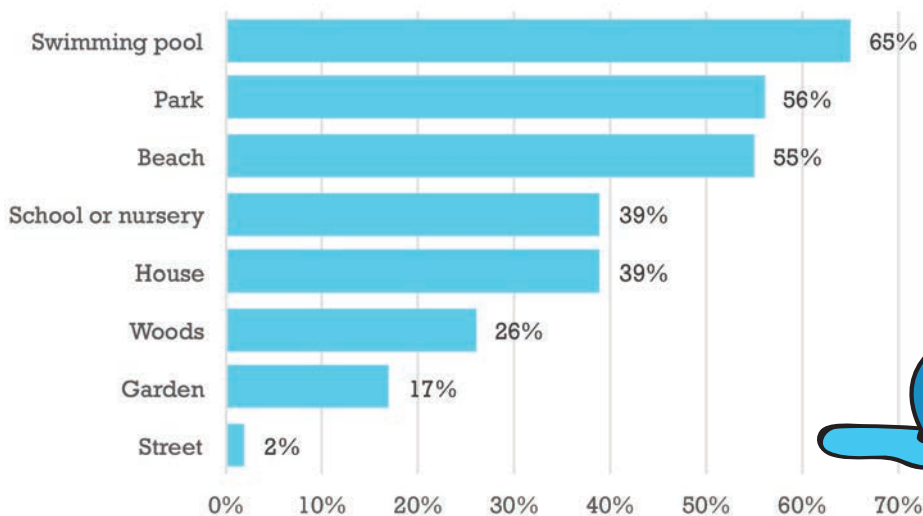
The local area

Children and young people were asked a range of questions about their local area. For children aged 3-7, the question focused on their favourite places to play. For children and young people aged 7-18 the questions focused on places for them to go and places for them to play, safety, including bullying in their local area, and whether adults in their local area listen to children's views, as well as an open ended question on how their local area could be made a better place for children and young people.

Ages 3-7

Children aged 3-7 years old were asked to pick their 3 favourite places to play in Jersey from a list of 8 different options. Each option was supported by a photograph of a local place. The majority of children (65%) chose a swimming pool as their favourite place to play, with parks coming in as the second favourite (56%).

Figure 15: Children's favourite places to play (ages 3-7 years):



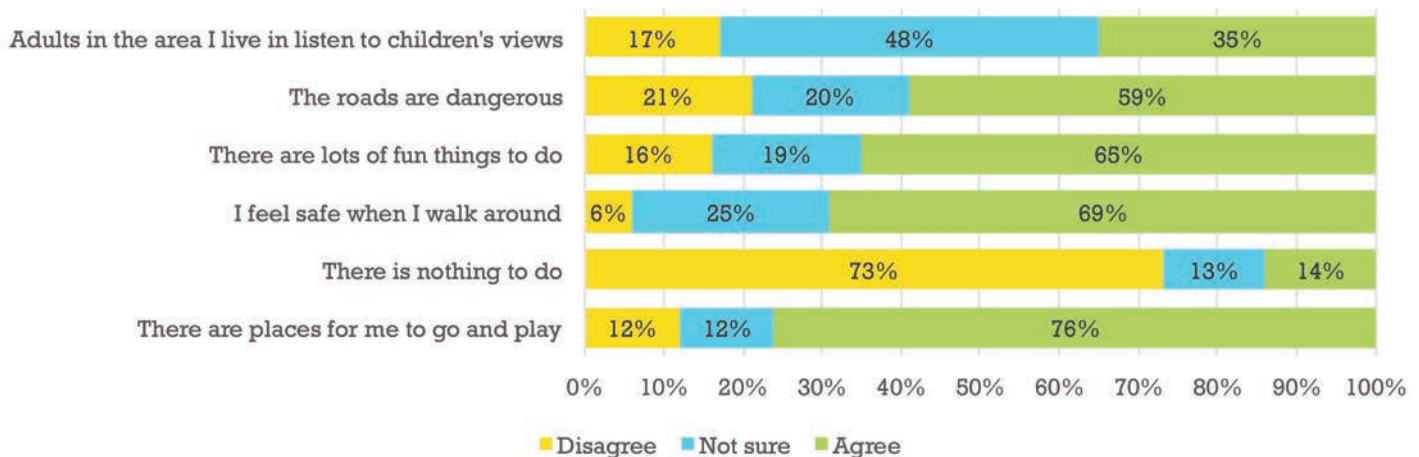
65% of 3-7 year olds said the swimming pool was their favourite place to play



Ages 7-11

Children aged 7-11 were asked whether they agreed or disagreed with statements about their local area. The majority of children (76%) said that there were places for them to go and play, and 69% of children said that they feel safe when they walk around. Road safety was an issue, with 59% of children saying that the roads are dangerous in their local area. Adults listening to children's views was also an area of concern, with only 35% of children agreeing with this statement.

Figure 16: Children's views of their local area (ages 7-11):



How could the local area be improved?

Children were asked how their local area could be made a better place for children. This was an open ended question with 234 responses (once the data had been cleaned to remove blank responses). The children's answers have been grouped into key themes, which are outlined below, with quotes provided to demonstrate some of the detail given. The themes are listed in descending order, based on the number of times they were mentioned.

- **More things to do for children and young people and more places to play:**

"We could have more places for children to meet with their friends and other children without there parents there but where they are still safe and still have responsible adults to make sure they are alright."

"I think there should be more to do for children on this island, especially my age, something that doesn't cost a lot. I would also love it if more children lived in my area or I got to know the children who live in my area better."

"More parks and play areas for children aged 8 years+. A community Centre where kids can meet everyday and play - weekly disco's. Jersey can be a very lonely place if you don't live on a cul de sac."

"It could have parks nearby for children to play on and also it could be more kid-friendly (Bigger pavements, clean walls, slower cars ect)."

- **Road safety:** more street lighting, pedestrian crossings and wider pavements:

"Having somewhere to walk safely on the road because i live in the countryside and there is no where to walk."

"A zebra crossing so I can get to the park when I am old enof."

- **Stop bullying:** as well as bullying coming out as a key theme in schools, this was also an issue that was raised by children about their local area.

- **More environmentally friendly:** requests for more green areas, more bins, and more nature trails for children to learn about nature and the environment.

- **Poverty and cost of living:**

"There is no garden or space in area where I live. We just need a better flat where I can have my one room, and all the children should have the same. But mum says that is to expansive to move to a different place a specially when she is not sure how much money she is going to get in a week. No child should have the same problem as my family."

In terms of being involved in decisions about what happens in their local area, the results were disappointing –

- The majority of children (58%) said that they are never asked for their views about what happens and 24% said that they are hardly ever asked for their views
- 59% of children said that when they are asked for their views, they never hear the outcome
- Almost half of children (47%) thought that their views would make no difference or very little difference to what happens in their local area

Figure 17: Frequency of being asked for their views about what happens in their local area (ages 7-11):

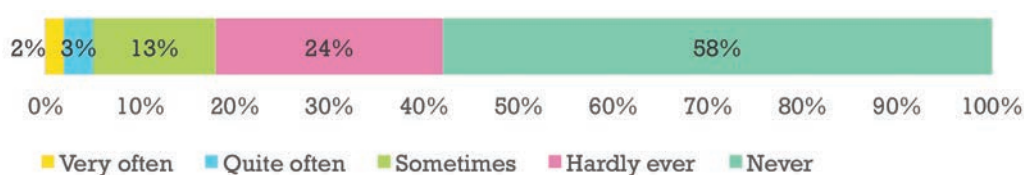


Figure 18: Frequency of hearing the outcome after being consulted about what happens in their local area (ages 7-11):

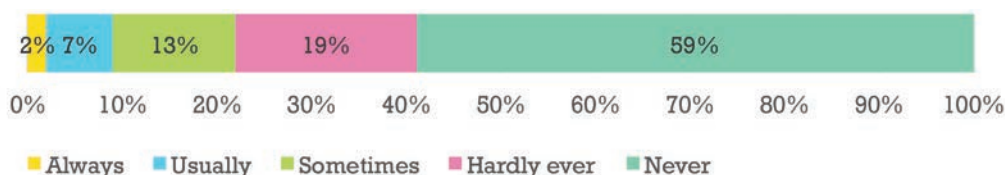
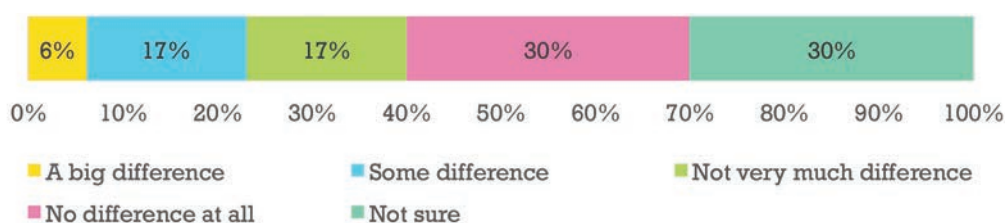


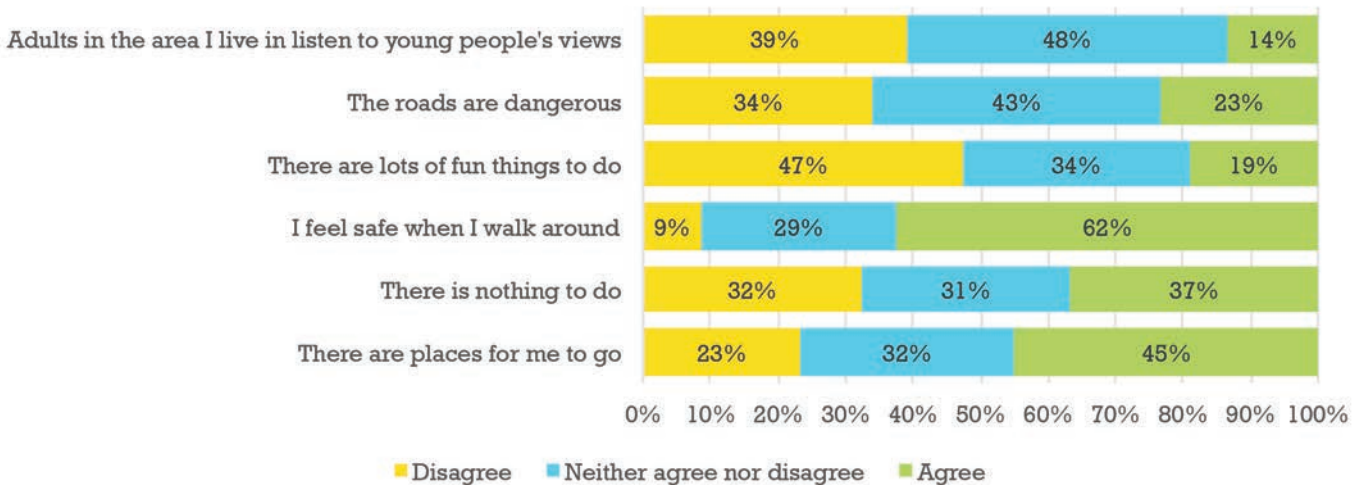
Figure 19: Children's perceptions of how much of a difference their views make to what happens in their local area (ages 7-11):



Ages 11-18+

Young people aged 11-18+ were asked the same questions as children aged 7-11 about their local area. The most positive response was relating to safety, with 62% of young people saying that they feel safe when they walk around their local area and only 23% feeling that the roads in their local area are dangerous. In terms of there being places to go and things to do in their local area, 45% agreed that there were places for them to go, but only 19% agreed that there were fun things to do. The question with the least positive response was regarding participation, with only 14% of young people agreeing that adults in their local area listen to young people's views.

Figure 20: Young people's views of their local area (ages 11-18+):



How could the local area be improved?

Young people were asked how their local area could be made a better place for children and young people. This was an open ended question with 432 responses (once the data had been cleaned to remove blank responses). The young people's answers have been grouped into key themes, which are outlined below, with quotes provided to demonstrate some of the detail given. The themes are listed in descending order, based on the number of times they were mentioned.

- More places to go and more things to do:** the responses focused on wanting more places to go and more things to do, that weren't expensive, but that were specifically aimed at teenagers.

"More healthy fun activities for 11+ like trampolining, all year ice skating and roller skating, another activity centre similar to creepy valley nearer town."

"Free gym memberships as I feel self conscious and want to change the way I look and get into shape but it's too expensive even at active. More outdoor activity's that aren't mega expensive. More communal areas that are safe."

"More things to do- young people resort to alcohol and drugs very early in Jersey because there is nothing to do."

"Make the parks safer, such as Parade and Peoples. Lots of homeless people stray around Parade and I've often been insistently talked to on purpose in order to get a reaction. People's park is okay in the playground area but the field is really close to the road and if children are wanting to play football it's a bit dangerous so this could be improved in terms of safety."

- Road safety:** whilst only 23% said that the roads are dangerous where they live, this came out as a big issue for this age group in their qualitative responses, with comments explaining that there are not enough (or not big enough pavements), not enough pedestrian crossings, and that cars drive too quickly without due regard for pedestrians and cyclists.

"I live near green island beach, on the other side of the road to the bus stop. I get the bus to school in the morning since there is no other way. I have missed the bus in the morning several times because I couldn't cross the road since no cars would stop and let me past. So maybe a zebra crossing on busy roads with bus stops."

"An issue that affects me and my younger siblings on our way to school is the crossing in the five oaks roundabout. I think it's incredibly difficult to navigate around, in the sense that it is unknown which car is coming from which direction - especially considering I am responsible for two young children to walk to and from school."

"Better road safety - me and my younger siblings have been almost run over countless times, there are no traffic lights/zebra crossings or anything even though we live near a spot where lots of roads meet."

- More opportunities to be involved and to have a say:** as well as wanting more opportunities to have a say, young people referred to the need for their views to be listened to and taken seriously by adults.

"Listen to a variety of different young people's views. The island needs to provide safe places for lgbt young people as well as young people who have a mental."

"We seem isolated from the rest of the island so maybe more local contribution is needed to break this division."

"The older generations to be more polite and understanding of the younger generation. To simply listen to what we have to say and don't always assume, and think that they know better."

"If there was a council or some way that we could express our views and get some younger people involved because they are more likely to agree than racist old people."
- Better public transport options:** young people talked about rural parishes being isolating in terms of public transport, with buses running infrequently, making it difficult for them to meet up with their friends or get to other parts of the Island.

"I live at the top of Trinity Hill and there are not many regular bus routes for a link to town. The only bus that passes my are is the 4 and it s very irregular. By not having a regular bus route and not being able to drive it is very difficult to meet people in town or other parts of the island."
- More environmentally friendly:**

"I'd like to mention cleaner beaches. Although, young people are also to blame for the uncleanness of the local beaches, I strongly believe there are things which can be done to reduce beach litter and pollution that are not yet being put into action."

"More parks or less roads, some unnecessary roads should be turned in to some green area, Jersey is becoming more of a city not an island, when I walk home from school, I smell fuel and some cars or speeding."
- More employment opportunities:** young people wanted more employment opportunities at the weekend and during school holidays, so that they could earn money but also gain work experience.
- More shops:** young people wanted more shops but also later opening hours, explaining that they wanted places to go in the evenings and on Sunday's.

Participation in their local area

Responses to the additional questions about participation in their local area were concerning, with 61% of young people saying that they are never asked for their views about what happens where they live, and 61% also saying that when they are asked for their views, they never hear the outcome. 43% of young people said that their views make no difference at all to what happens in the area they live in.

Figure 21: Frequency of being asked for their views about what happens in their local area (ages 11-18+):

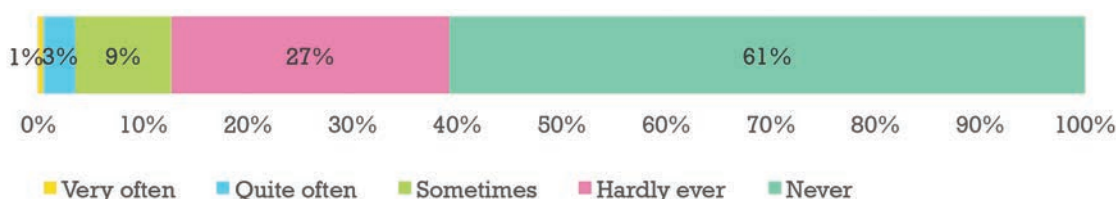


Figure 22: Frequency of hearing the outcome after being consulted about what happens in their local area (ages 11-18+):

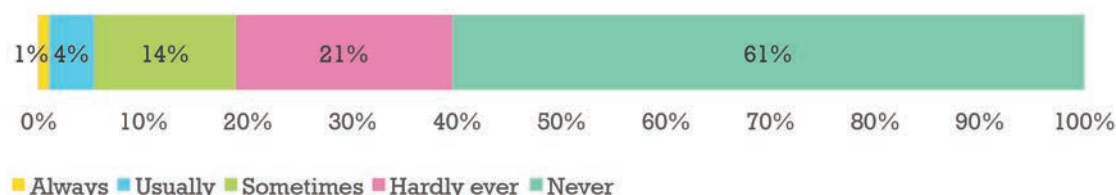
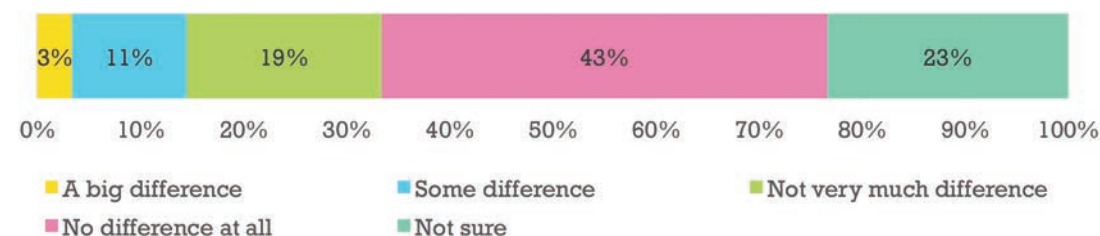


Figure 23: Young people's perceptions of how much of a difference their views make to what happens in their local area (ages 11-18+):



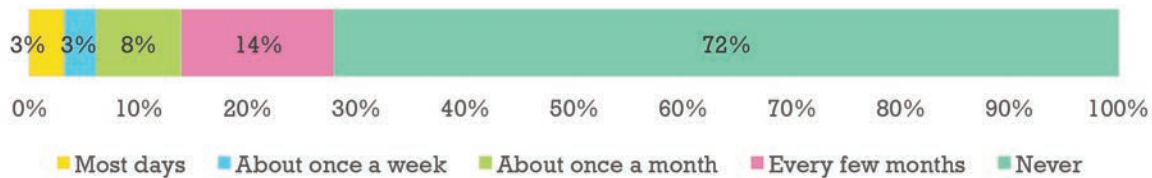
Experiences of victimisation in their local area

Children and young people aged 7-18 were asked how often other children pick on them or hurt them on purpose when they are out and about.

Ages 7-11

The majority of children (72%) had never experienced being picked on or hurt on purpose in their local area, however 28% of children had experienced some form of victimisation when they are out and about.

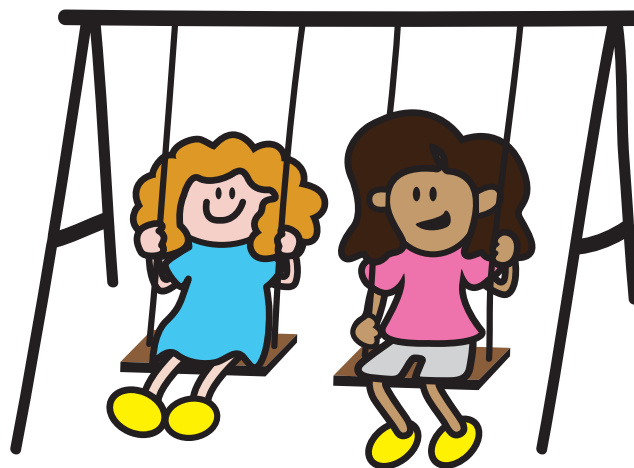
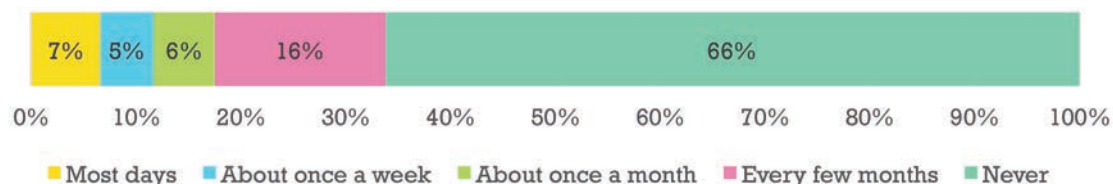
Figure 24: Experiences of victimisation in their local area (ages 7-11)



Ages 11-18+

The majority of young people (66%) had never experienced any form of victimisation in their local area, however 18% of young people said that they are picked on or hurt on purpose at least monthly.

Figure 25: Experiences of victimisation in their local area (ages 11-18+)



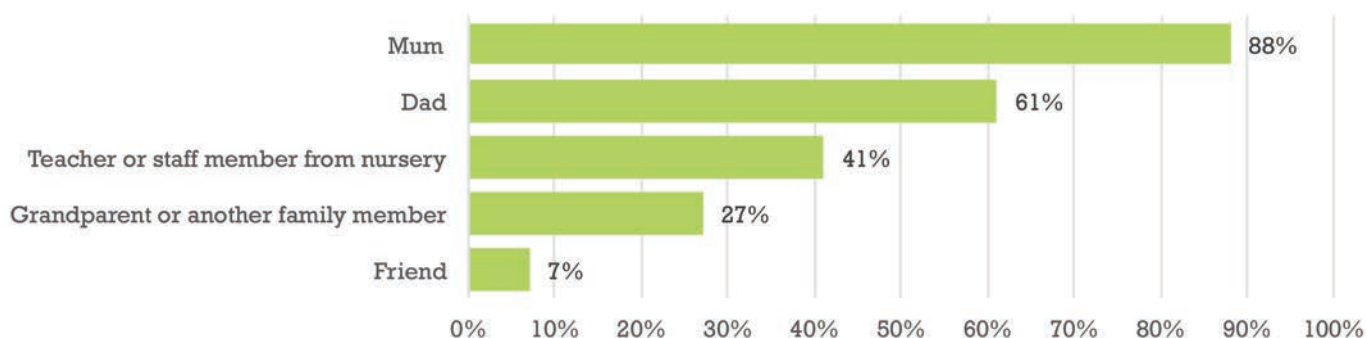
“More parks or less roads, some unnecessary roads should be turned in to some green area”

Emotional wellbeing and mental health

Ages 3 to 7

Children aged 3-7 years old were asked who helps them when they feel sad or worried about something (the responses were not mutually exclusive and so children could choose more than one option). The majority of children (88%) said that their mum helps them, followed by 61% who chose their dad.

Figure 26: Frequency of who children ask for help when they feel sad or worried (ages 3-7)

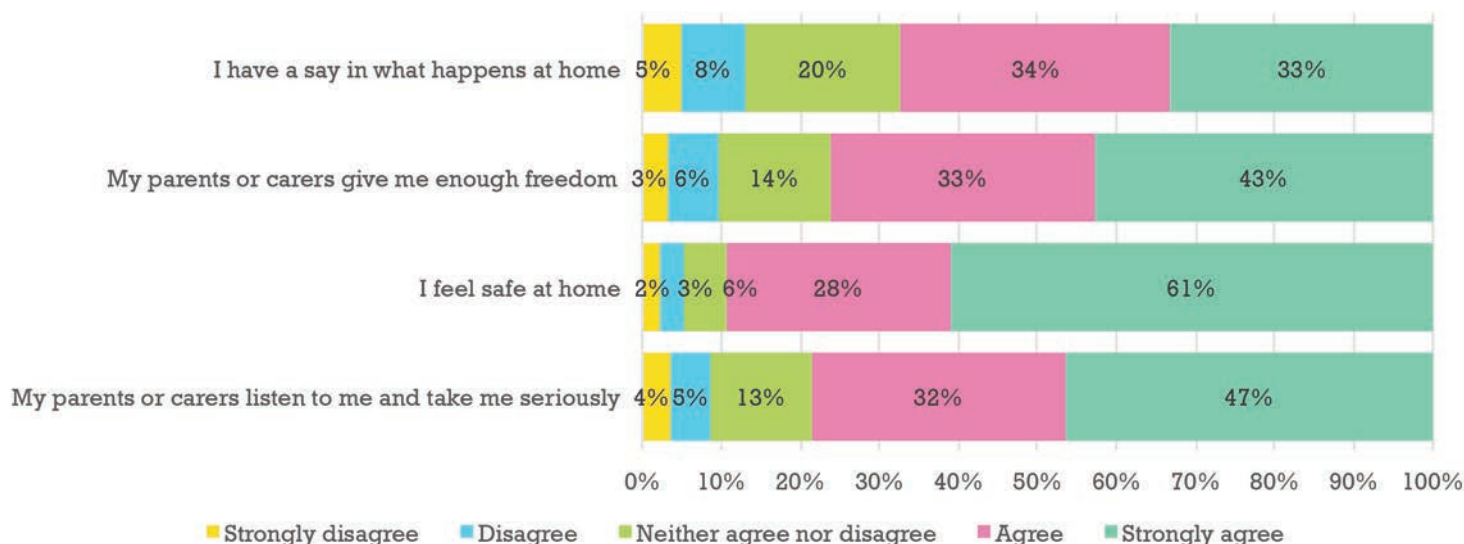


Ages 11 to 18+

Young people aged 11 to 18+ were asked several questions about their home environment, emotional wellbeing, and questions about what they would do if they felt worried or sad.

In terms of their home environment, 97% of young people said that they live with their parent(s), with 3% living with other family members and 2% of young people living in a foster home or a children's home (the response options were not limited to only choosing one response and so the percentages do not add up to 100%). The majority (89%) of young people said that they feel safe at home and 79% of young people felt that their parents or carers listen to them and take them seriously. 67% of young people felt that they have a say in what happens at home and 76% said that their parents or carers give them enough freedom.

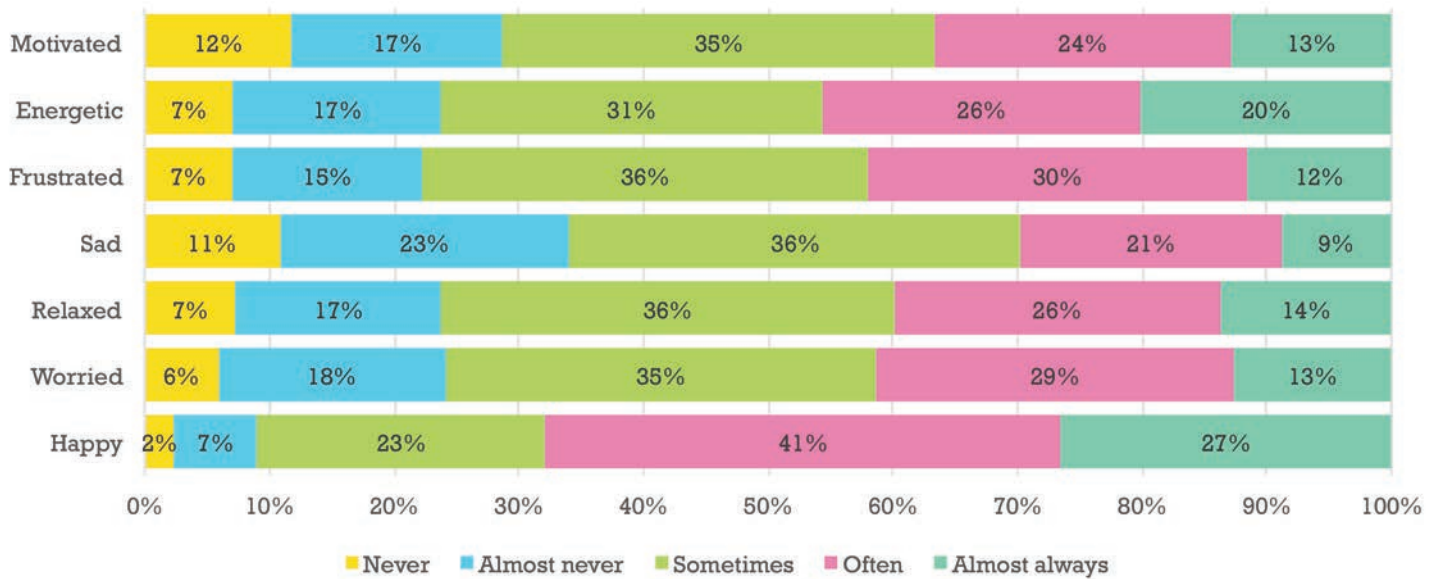
Figure 27: Young people's views on their home environment (ages 11-18+)



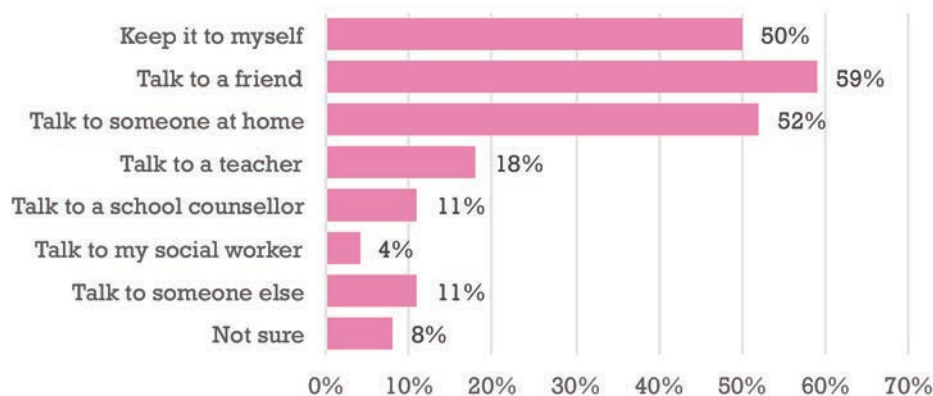
In terms of emotional wellbeing, young people were asked how often they had felt various emotions in the last four weeks. In response to the positive feelings (motivated, energetic, relaxed and happy), 68% of young people said that they felt happy often or almost always, however the results from the other feelings were not as positive. Only 37% of young people said that they often or almost always felt motivated, 46% said that they often or almost always felt energetic and 40% said that they often or almost always felt relaxed. 12% said that they had never felt motivated in the last month and 7% said that they had never felt relaxed or energetic.

In terms of the negative feelings, almost one third (30%) said they almost always or often felt sad in the last month – this equates to 263 young people. 42% had often or almost always felt frustrated and 42% had often or almost always felt worried. These findings paint a concerning picture for the emotional wellbeing of this group of 11 to 18+ year olds in Jersey.

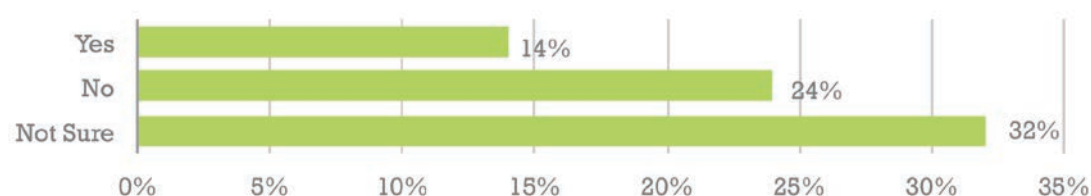


Figure 28: Frequency of positive and negative feelings in the last four weeks (ages 11-18+)

Young people were asked what they would do if they felt worried or sad and wanted to talk to someone about it. These results were concerning, with 50% of young people saying that they would keep it to themselves. If young people were going to talk to someone about it, they would be most likely to talk to a friend (59%) or to someone at home (52%). Young people were able to select more than one option in answer to this question and so the percentages add up to more than 100%. The overall responses are shown in figure 29.

Figure 29: If you felt worried or sad and you wanted to talk to someone about it, what would you do?

Young people were then asked if they knew of any places in Jersey that help young people if they are feeling sad or worried. 14% of young people answered yes to this question, and a further 30% of young people named a specific service that they knew of. However 56% of young people said that they either didn't know of a service or weren't sure.

Figure 30: Knowledge of services that help young people if they are feeling sad or worried

Of those young people who named a specific service, the most frequently named services were as follows:

- YES Project
- Youth clubs and youth workers
- Brook
- CAMHS
- School Counsellors
- Childline, Mind Jersey, Samaritans and You Matter were mentioned, but by less than 15 young people each

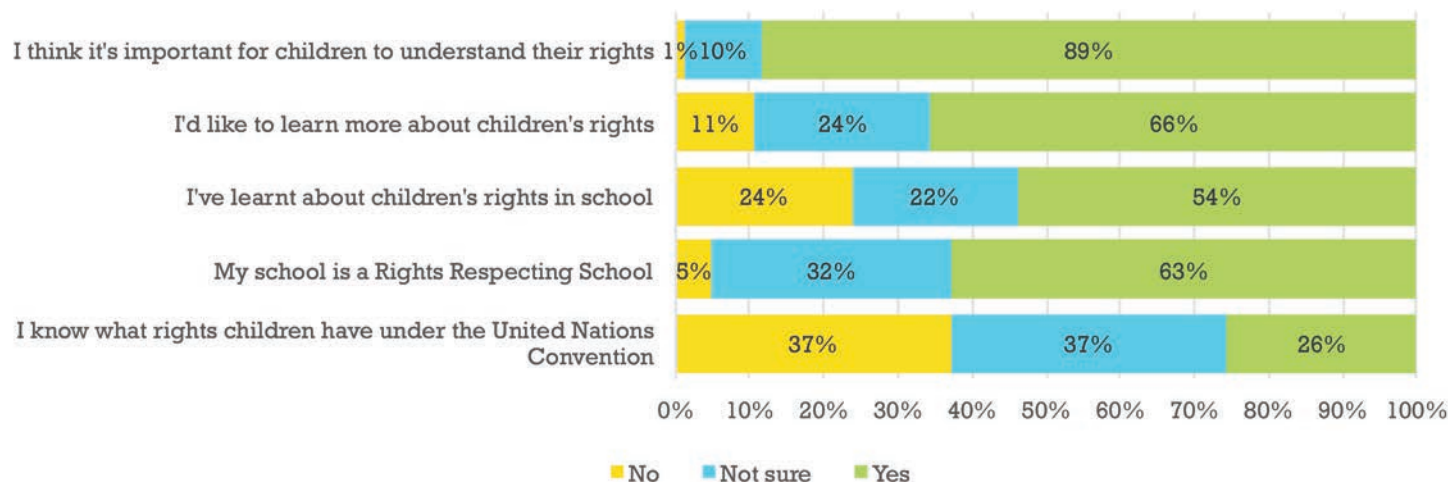
Knowledge of children's rights

Children and young people aged 7-18 were asked a series of questions about children's rights. The results for each age group are summarised below. Some of the questions asked referred to the Unicef Rights Respecting Schools Award (RRSA). The RRSA puts children's rights at the heart of schools. The Award uses the UNCRC as the basis for embedding these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. Jersey currently has 10 primary schools signed up to the RRSA, and a key focus of the work of the Children's Commissioner over the next few years will be to provide the opportunity for all schools in Jersey to become Rights Respecting.

Ages 7 to 11

The majority of children (74%) didn't know, or weren't sure about what rights children have under the United Nations Convention, however 63% of children said that their school was a Rights Respecting School (as it was voluntary for schools to distribute the survey to students, it is possible that Rights Respecting Schools may be more likely to distribute a survey focused on these areas than non-Rights Respecting Schools). The majority of children (89%) think it's important for children to understand their rights, and 66% of children would like to learn more about their rights.

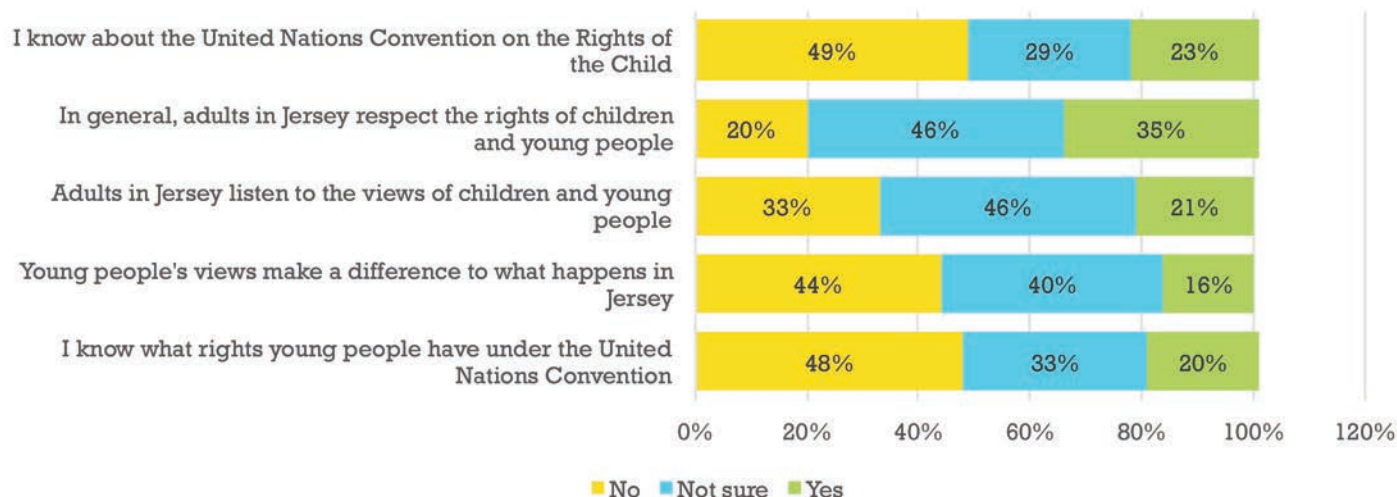
Figure 31: Knowledge of children's rights (ages 7 to 11)



Ages 11 to 18+

Knowledge of the United Nations Convention on the rights of the child was lower amongst 11 to 18 year olds than amongst 7 to 11 year olds – only 20% of young people aged 11 to 18+ said that they know what rights young people have. Only 16% of young people felt that their views make a difference to what happens in Jersey and only 21% felt that adults in Jersey listen to the views of children and young people.

Figure 32: Knowledge of young people's rights (ages 11 to 18+)



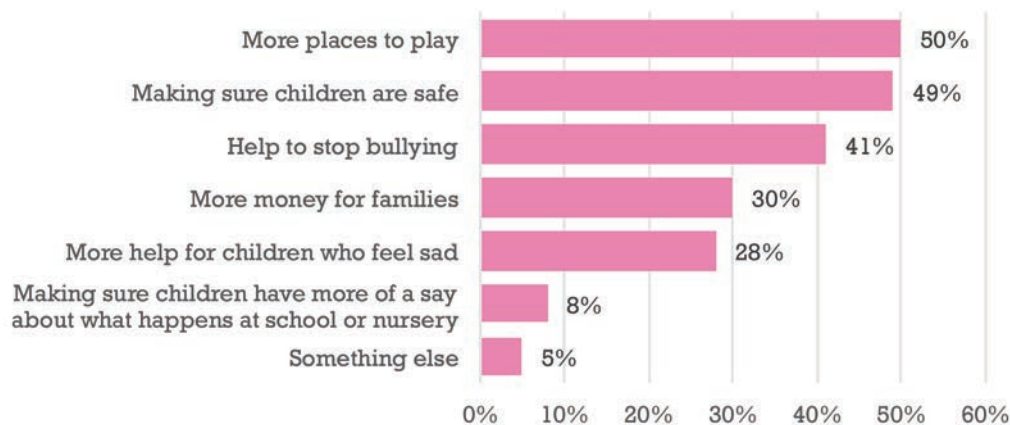
The Children's Commissioner's priorities

Children and young people across all ages were asked to choose priorities from a list of options. The priorities all focused on things that could make life better for children and young people living in Jersey. Children aged 3-7 years were asked to choose 2 options from a list of 6 priorities, children aged 7-11 were asked to choose 5 options from a list of 14 priorities and young people aged 11-18 were asked to choose 5 options from a list of 18 priorities. The responses from each age group are outlined below.

Ages 3 to 7

The strongest priority (chosen by 50% of children) was 'more places to play', followed closely by 'making sure children are safe' (chosen by 49% of children). The priority chosen by the fewest number of children was 'making sure children have more of a say about what happens in school or nursery' – this was chosen by 8% of children.

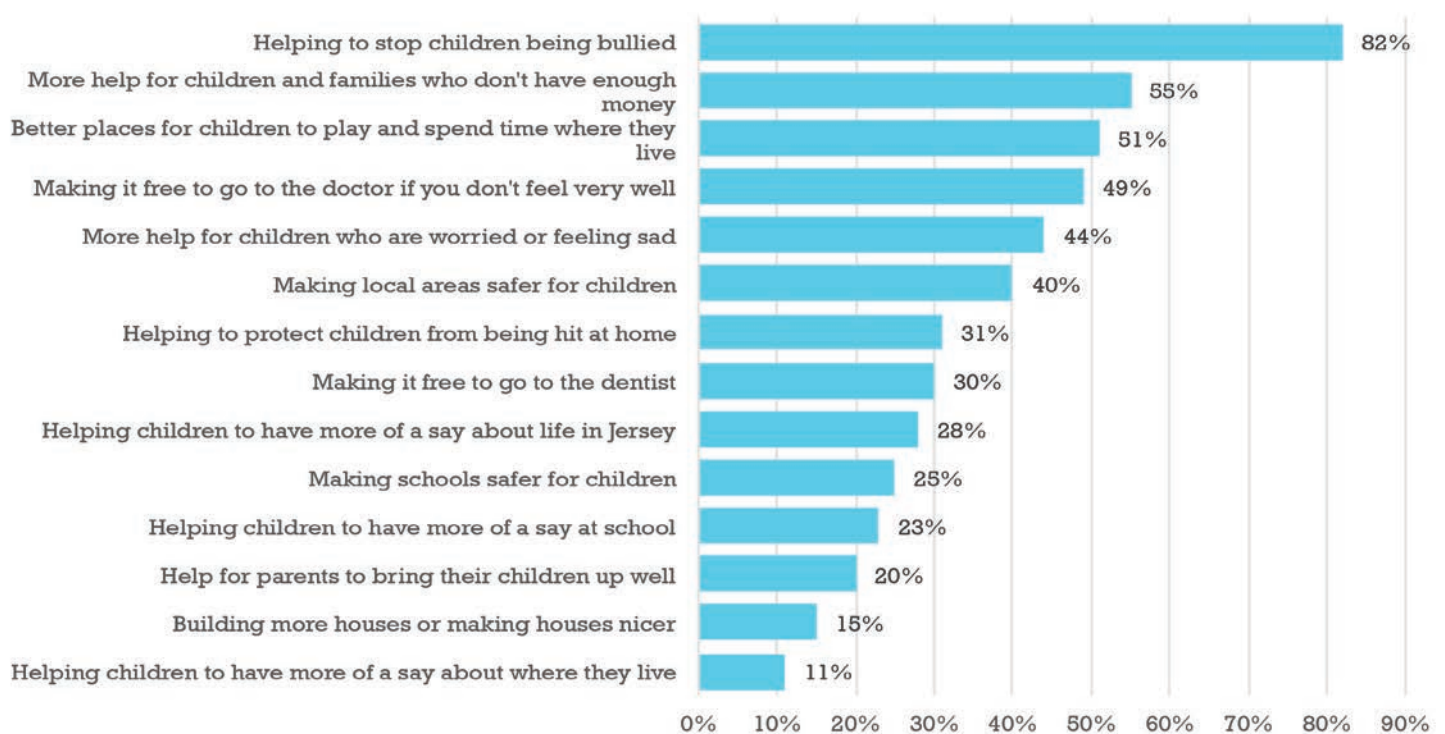
Figure 33: Priorities for children and young people (ages 3-7)



Ages 7 to 11

'Helping to stop children being bullied' was the most frequently chosen priority for this age group and was chosen by 82% of the children who responded. This was followed by 'more help for children and families who don't have enough money', which was chosen by 55% of children and 'better places for children to play and spend time where they live' which was chosen by 51% of children. The responses are outlined below and are listed in descending order of prioritisation. The priority chosen by the fewest children was 'helping children to have more of a say about where they live'.

Figure 34: Children's priorities to make things better for children and young people in Jersey (ages 7-11)



Children aged 7 to 11 were also asked the question 'If you were the Children's Commissioner, what would be the first thing you would do to make things better for children in Jersey?' This was an open ended question with no fixed responses, and the children's answers have been grouped into key themes. The themes that were mentioned the most frequently are outlined below, and supported by quotes from the children who answered this question. Some of the themes mentioned overlap with topics already mentioned in the children's responses to the question that asked about how their local area could be improved, which demonstrates how important these issues are to the children who completed this survey.

- **More places to play:**

"Lots of outdoor activities but not costing lots of money as people in Jersey don't have much money because it is really expensive."

"Help me and other kids who are over weyt to do free things like swim or bouncing and learn to do cartwheels because dad is ill but looks after us but can't afford to. When we go to mum's she dose noting with us."

- **Stop bullying:**

"Help schools to stop bullying and do something to stop this happening . Last month I was kicked in my shin and Mum went to my teacher about it . I'm always left out and never allowed to play at playtime."

"Sometimes when something happens in the playground at the school for example there is a boy in the same class as me and he always saying to others not to play with me or kicking me when no one is watching and I did try to ask for help a teacher, they didn't helped me. or when something happens and I know that it wasn't my fault, often they do not want to listen my explanation by saying for me what has happened . I feel sad and bad. I think the teachers should listen the children not treating them in the same way as others. You can say that to the teachers that most important is to listen, and try to know the child better. Thank you."

- **Poverty and cost of living:**

"Being able to go the doctors without it costing my parents lots of money."

"Make sure they all had a home with food and drink."

"I would like to make play activities and outdoor activities something that all children can do without worrying if their family can afford it."

"I think houses and flats are really expensive in Jersey and sometimes mums and dads don't earn enough money to afford a nice house for them and their children to live in and sometimes landlords have nice big houses but won't let children live in them."

"Outside of every Childs house is a garden."

- **School standards and the curriculum:**

"I think school should be made more fun by adding more creativity subjects and making every pupil have equal opportunities and that their should definitely be more to do."

"More help if children are struggling in school."

"Have talks every week at schools to see what we want and if we have problems we can talk about."

"I also think that there should be equal opportunity for schools that you don't pay to attend."

- **Promote and protect children's rights:**

"I would make sure that all children know what the UN rights mean and what it means for them and how to exercise your rights."

"I would let people listen to children's voices and opinions because they don't really have a say in anything that happens like knocking down a house or something like that."

- **Make local areas and schools safer for children:**

"I would go to each school and ask everyone maybe in an assembly or something 'Do you feel safe at school?' because at my school my head-teacher asked that and only two year 6s put their hand up and she didn't ask afterwards which I think was quite bad. I would also ask 'Do you feel safe at home?' because if kids are having troubles at home they should not come to school and take it out on other children, because that is not fair on the other children."

- **Better mental and emotional health support:**

"The first thing I would do is, make sure children know what to do if something strange or upsetting has happened to us or someone we know and that we know who we can talk to."

"Something really good would be if children could have a person who they can phone or talk to if they are worried about something because I find it hard to tell things to teachers and adults I know without feeling embarrassed."

"To offer more support for children feeling sad or worried especially for people about to move up to secondary school."



- **Protect children from abuse:**

"Give children who are hurt by their parents someone to talk to."

"Make those kids at home with nasty or cruel parents safer and make them feel loved to somebody who will care them."

"Make sure that children who are being hit in there homes that they become safe."

"Every child in Jersey should have parents or someone who loves them."

- **Other key areas mentioned were:**

- Road safety
- More support for care experienced children and young people
- Nutrition
- More help for children with special needs

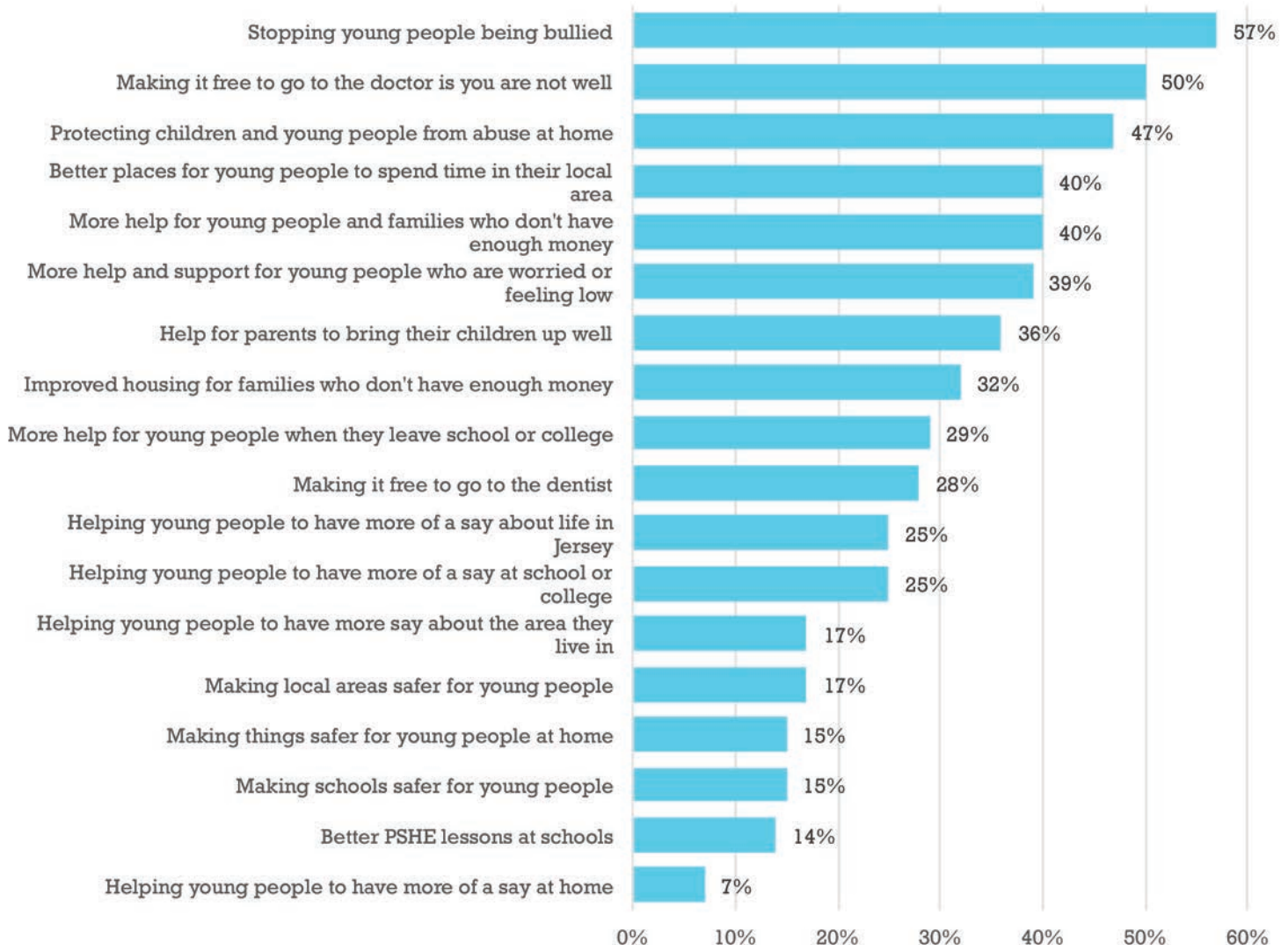


“ Lots of outdoor activities but not costing lots of money as people in Jersey don't have much money because it is really expensive ”

Ages 11 to 18+

Bullying was chosen as the highest ranking priority for young people aged 11 to 18+, demonstrating that children and young people aged 7 through to 18+ see this as an issue that needs to be addressed. The second highest ranking priority was 'making it free to go to the doctor' which was chosen by 50% of the young people who responded to the survey, closely followed by 'protecting children and young people from abuse at home' (47%). The lowest ranking priority for young people aged 11 to 18+ was helping young people to have more of a say at home.

Figure 35: Young people's priorities to make things better for children and young people in Jersey (ages 11-18+)



Young people aged 11 to 18 years old were also asked the question 'If you were the Children's Commissioner, what would be the first thing you would do to make things better for children in Jersey?' This was an open ended question with no fixed responses, and so the young people's answers have been grouped into key themes. The themes that were mentioned the most frequently are outlined below, and supported by quotes. Some of the themes mentioned overlap with topics already mentioned in the young people's responses to the question that asked about how their local area could be improved, which demonstrates how important these issues are to the young people who completed this survey.

- **More places to go and more things to do:** young people's responses focused on wanting affordable activities, including affordable access to physical activities and gym memberships.

"Free gym memberships to promote healthy lifestyles and body confidence in young people."

"Free activities for all children under 16 to encourage fitness, entertaining themselves to prevent boredom and crime in their future and to prevent obesity."

"Create new things to do for older teenagers 16+ as there isn't enough for them to do. e.g. redo the old Fort Regent swimming pool and make that into something like a trampoline center."

"Put on lots of events to give people stuff to look forward to and do. e.g. sports, festivals, meet ups with social media influencers."

"Improve and increase the number of places cheap enough for students and children to socialise - to allow them to meet new people and look forward to plans. This area would make children feel safe. Helping children who are being bullied to meet new friends and confide in them."

- **Make sure young people have a voice:**

"I feel that children are not listened to due to people assuming that the stereotype of a child being immature are true, meaning that adults would not take our opinions seriously, but I feel that when you are 16, by having the vote this does allow our views to be heard as we are of an age where we can make decisions."

"Give them a voice because half the time you feel like you're not being listened to. Create a panel of children who can feedback from different schools the issues they find in their schools and they deal with and what they want to happen then all feedback to find common issues."

"Make young people feel like their views are important and that we have our voices heard, not just in school but Jersey as a whole. We don't get enough information about our government and voting, and when we do it's often not presented in a way that interests us. It means that we may not have our opinion heard when decisions which affect us and our futures are being discussed in the States."

"At school, there is very little opportunity for students to express their concerns. There is no school council, or anything similar, so if a student has any concerns, it is difficult to know where to take said concerns."

- **Education system and the curriculum:** young people wanted schools to be less results focused, and for PSHE lessons to have more of a focus on life skills. They also wanted more accessible and more affordable higher education options:

"Better education on things they will actually have to deal with when they leave school/college (e.g banking)."

"Look at the structure of exams and schoolwork against family and social life expectations, as often it feels that it is unachievable to be successful and happy with an appropriate balance."

"Children aren't taught about their rights. PSHE lessons centre heavily around drugs and STDs, with very little focus on building healthy relationships or mental health, or how to manage your life once you leave full-time education (taxes, housing, etc.). Some secondary schools do better than others, but I have still found better information online."

"To allow higher education of both post 16 and post 18 accessible to everyone, as it is a human right to be educated."

"Make the education system less stressful and depressing for young people. GCSE's are unnecessarily difficult now and the education department is unfair when dealing with people with mental health issues. Teachers can't control the problem students who bully other students and make life difficult for those already suffering. The whole education needs to be updated with the input of students."

- **Bullying and antisocial behaviour:** young people wanted schools to have stricter and better enforced campaigns around bullying, and wanted this to be addressed on an Island wide basis.

"Make schools more strict about bullying."

"Teachers take it seriously if there is a problem. In year 7 i was bullied for 2 years and teachers didn't do anything."

"Make sure that all the teachers at school take bullying more seriously because at my school, if somebody tells a teacher that somebody else is calling them names, the teacher would just say to walk away or ignore them and they don't deal with everything seriously. in my school the best teachers to go to are our pshe because they understand you really well."



- **Mental health support and awareness:** young people wanted better provision for young people to access emotional and wellbeing support, but also for more work to be done in terms of removing the stigma that surrounds mental health issues.

“Work to remove the stigma towards mental health that may be a driving factor as to why people that need help don’t tend to reach out from the fear of being judged.”

“If young people are feeling as if they have no one to speak to they should be reassured that there are people/ counsellors available to talk. There is a huge stigma around going to see a counsellor however having somebody to vent/confide in can be the best thing for them.”

“Build a support center for children. Dedicated to mental health and general support for the children. Parents won’t be informed if they use the services unless they are at risk of danger, and everything is confidential.”

“I would have an app to book an appointment with a counsellor who would come to you and talk to confidentially about your worries.”

- **Poverty and cost of living:**

“Focus on the financial imbalance and fluctuating behaviour that affects low income homes and split families and how it can severely affect the education, livelihood and future of the children living in those homes.”

“Make sure families have enough money to buy good food for there children. I’ve heard some children have had less food in there lunch boxes nearer the end of the month.”

“Young families with limited money giving them a safe environment plenty of food and drink and a warm home.”

- **Keep children and young people safe:**

“Make sure that all children at home feel safe and if not help sort it out.”

“I would raise the punishments and consequences for parents and/or carers who abuse there children in anyway shape or form.”

“To stop young children being abused and hurt at home and making their home a safer and better place to live and giving children and families the support they need and stop children from being bullied.”

- **Free medical and dental care:**

“If I was the Children’s commissioner the first thing that I would try and action is to make doctors and dentists free for those under the age of 18. I think it is important that children are well and can attend school. However I know the prices for these services are extortionate, resulting in some parents being unable to pay these fees. This will prevent the children going to the doctors/dentist and getting themselves better. As a child myself I know people who have not been to the doctors as they have been unwell, as the parents cannot afford to go, and they only got worse resulting in them having more time off school than they should have had.”

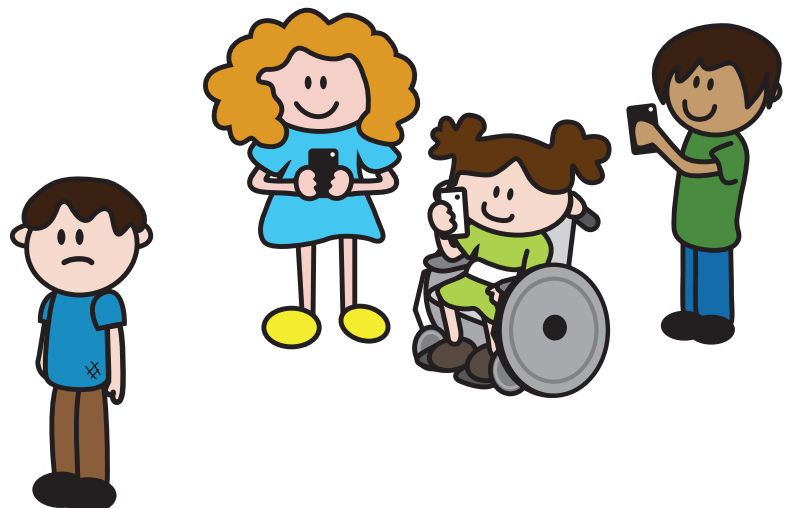
“Have regular doctor check ups for free and maybe within the schools.”

“Free dentists as they could be bullied and not have any self confidence because of their teeth.”

Other key areas mentioned were:

- Road safety
- Better public transport
- Parenting and family support

“ Focus on the financial imbalance and fluctuating behaviour that affects low income homes ”



Adults and professionals survey results

This survey focused on the following three areas:

- Levels of concern about a range of issues affecting children and young people
- Views on groups of children that should be prioritised for the Children's Commissioner
- Views on what would improve things for children and young people

The results to these questions are outlined below.

Levels of concern about issues affecting children and young people in Jersey

Respondents were given a list of key issues that impact on the lives of children and young people in Jersey, and were asked to rate to what extent these issues are a concern regarding the lives of children and young people in Jersey at the moment. Respondents rated the issues on a five-point scale from 0 to 4, where 0 was 'not a concern' and 4 was 'major concern'.

A full summary of the responses to this question is shown in **Figure 36:**

- The issue of greatest concern to the respondents was the availability of mental health and wellbeing services for children and young people. This was rated as a major concern by over 54% of respondents.
- The next highest levels of concern related to adequacy of social work provision (rated as a major concern by 51% of respondents) and affordable and timely dental care (45%). However children and families living in poverty scored very highly when adding the scores from respondents who rated this as either 3 or 4 (75%).
- The three issues that were rated as being of the least concern were adequacy of Personal, Health and Sexual Education (PSHE) lessons (13%), children's participation in decisions at school (9%) and children's participation in decisions at home (7%).

54% of the adults and professionals who took part in the survey said that the availability of mental health and well-being support for young people and children was of major concern

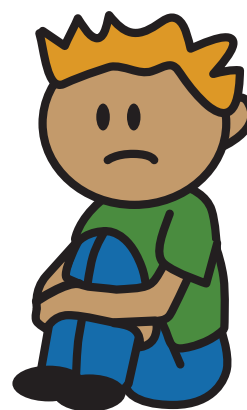
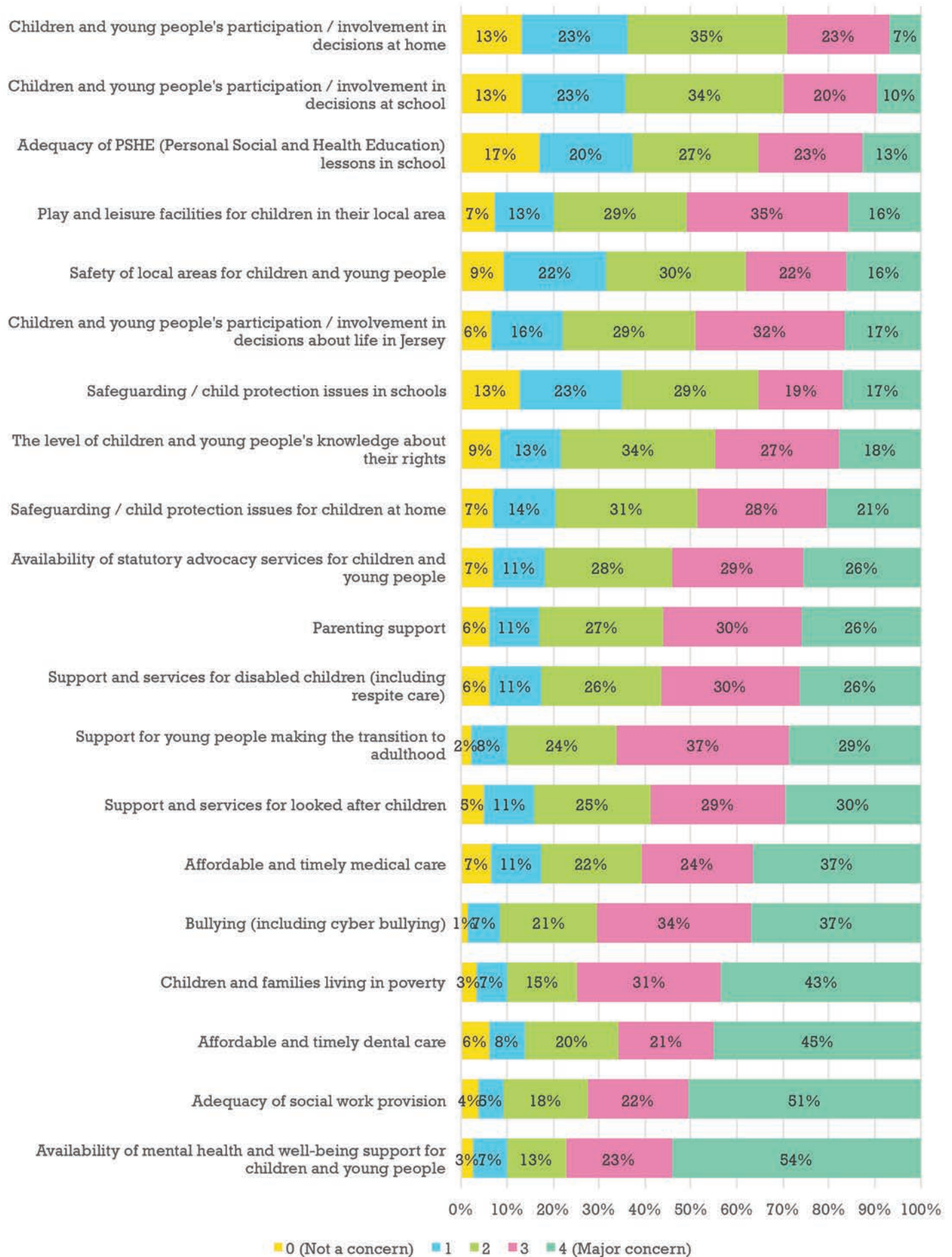


Figure 36: Levels of concern about different issues impacting the lives of children and young people in Jersey

Respondents were also asked if there were any additional issues that had not been listed that were a major concern to the wellbeing of children and young people in Jersey. This was an open ended question and so respondents' answers to this question have been grouped into overall themes.

The issue that was identified by the greatest number of respondents was issues surrounding **schools and the education system**. Respondents identified problems with the equity of secondary school provision, a school system overly focused on results which causes undue pressure in children and young people, and a lack of support and alternatives for children struggling in mainstream schools. Some of the comments that were included were as follows:

"There are no alternative education facilities or provisions for children / young people such as vocational learning (without specific learning difficulties) who have challenges integrating in mainstream school, or who face difficulties with the curriculum."

"When the 11-16 school is not the most appropriate educational setting for a young person, the alternatives are extremely limited and support for schools to support them is insufficient. If a young person cannot learn or be supported effectively in the main stream 11-16 school this is letting them down for life and also affects other children in the school."

"Children have too much pressure on them at school. Lessons are one hour and 45 minutes with a change not a break but a change of subject in between, all children struggle with this. They have few playing opportunities and play in or out of class is a second class activity next to learning, when in reality for primary school children at least up to year 6 is a priority."

Difficulty with staffing in key areas across the States of Jersey was raised by numerous respondents, including many staff working with children and young people being overworked, and problems in recruiting and retaining trained Social Workers:

"Children's Services, particularly Social Workers are too reliant on Agency Workers resulting in constant changes in Social Workers for children and young people. There are Looked After Children who have had up to 8 changes in Social Worker in a year and this continues."

"Mental health of teachers and school staff in general. There IS a teaching crisis. Staff are overwhelmed with the demands put upon them in terms of unrealistic workloads and expectations from an uncaring department. A 60-70 hour working week is not unusual for teachers. I know many teachers who are on the verge of breaking down; this places a huge strain on personal relationships/family life and how can they possibly function properly at work when continually physically, mentally and emotionally exhausted. Too many teachers are thinking of leaving the professions, and many have already left."

Respondents also raised issues in terms of **housing in Jersey**, including overcrowded and substandard accommodation, no access to play areas or green space, and the high cost of housing overall. One respondent said that -

"The affordable accommodation available in Jersey, in my opinion, does not even meet basic standards. For example I know of families living in a room, no cooking facilities, and sharing a shower room with other families. There are no real standards in place for landlords to adhere to."

Drug and alcohol use amongst young people, as well as the high level of alcoholism in Jersey was also raised as an issue by several respondents. The following comments were made relating to this issue -

"Children and Young people are not protected in Jersey, the Police often fail to safeguard young children that are out late at night in local parks, taking drugs and drinking alcohol. However as soon as these young people cause a disturbance they jump on them and arrest them."

There were also comments made regarding the **lack of public transport**, the need for **greater parenting and family support**, and the need for **more support for young carers**, and for families with **English as a second language**.



59% of respondents said
Young Carers should be a
specific priority for the work of
the Children's Commissioner

Groups of children and young people who should be a priority for the Children's Commissioner's work

Respondents were asked whether there were any particular groups of children that they feel should be a specific priority for the Children's Commissioner's work.

The responses were as follows:

Table 6: Prioritisation of specific sub-groups of children and young people for the work of the Children's Commissioner

| | PERCENTAGE |
|--|------------|
| Care experienced children and young people | 66% |
| Young carers | 59% |
| Children and young people with disabilities | 54% |
| Children from minority ethnic backgrounds | 29% |
| LGBTQ young people | 27% |
| Children and young people with mental health issues | 7% |
| Children and young people from vulnerable families | 6% |
| Children and young people from low income households | 3% |

Support for children and young people with disabilities and special needs

One area that came out as a moderate priority in the survey, but that has been raised through informal consultation as an urgent issue by parents and carers, is the support available for families with children and young people with disabilities and special needs. As outlined previously, 54% of respondents felt that this group should be a specific priority for the work of the Children's Commissioner.

Through meetings with parents and carers, the following issues have been raised:

- Financial benefits** – Issues were raised regarding the benefits available, as well as problems accessing these benefits. Feedback around the Home Carers Allowance and the Long Term Care Scheme are that these have been designed for the benefit of the care of the elderly and not for young adults with disabilities and special needs.
- Communication** – the lack of a go to 'hub' to find out information if you are a parent or carer of a child with a disability or special needs. Parents gave examples of only finding out about the care component or about the short breaks provision by speaking to another parent. In some cases this has led to parents missing out on years of funding that they would have been entitled to. Parents recommended that gov.je should be revisited to provide all of the necessary information if you have a child with a disability or with special needs. It was acknowledged that this situation has improved for new parents, but this hasn't improved the situation for parents with older children. Parents also expressed frustration at not having care plans in place for their children that involved all key services, and this means that they have to repeat themselves, telling their child's story to lots of different members of staff and different departments.
- Respite care and short break provision** – examples were given of parents not knowing that respite care was available, and of waiting over 6 months to go through the application process, to only be offered a very small number of hours per week at a time that wasn't convenient for the family. The feedback was that the providers are all at capacity, and that as preferred times (evenings and weekends) have been allocated on a first come first serve basis, this leaves limited options for new applicants whose children may have greater need.
- Availability of therapeutic services** – the feedback was that once children are in school, there is a lack of availability of physiotherapy, occupational therapy and speech and language therapy, and that the opportunities available for young people at Mont a l'Abbe secondary school were very limited compared to those available at the primary school site.
- Medical care** – the primary medical care costs are prohibitive given how much medical care is required for some children, and there was feedback about the problems parents have encountered in taking children into doctor's surgeries and into the hospital, because of the environment being very overwhelming for them. The general consensus was that there was a lack of flexibility available given some of the very complex needs their children have. Issues were raised regarding the lack of communication between Jersey General Hospital and UK hospitals, leading to parents and carers having to relay key medical information to doctors and medical professionals.

If you were the Children's Commissioner, what would be the first thing you would do to make things better for children and young people in Jersey?

Respondents were asked what they would do to make things better for children and young people in Jersey if they were the Children's Commissioner. The responses were grouped into the following key themes, and some quotes have been used to identify the priorities raised:

Improvements to Children's Services: respondents talked about the difficulty in the regular turnover of social workers, and the impact that this has on vulnerable children, as well as lengthy referral processes and waiting lists to access services:

"Address difficulty in vulnerable children accessing a social worker. As a primary school teacher I have direct experience in my class of children who are on the 'waiting list' to have a social worker engage with their families. The 'Catch 22' is that while they are on the waiting list, they are NOT allowed to access family support workers at school because they are not allowed to be using both services. Therefore we have the situation where some of the most vulnerable children are not supported quickly enough due to the shortage of social workers."

"Take a serious look at the services available within Children Services. To access services families have to go through long detailed assessments and this can be a long process when the families are in need of support. The lack of social workers within the service is a major issue with many families having several social workers who are agency social workers on short contracts or are being told they are not in crisis enough to have a social worker. The MASH referral process needs looking at for families with complex needs children as well as respite for families."

Improvements to children's mental health provision: respondents referred to long waiting lists to access services, and the need for better provision to prevent children being placed on a medical ward for emotional and mental health issues:

"Better CAMHS provision- too many children needing admission to children's ward to protect themselves."

"Giving children and young people the knowledge and methods to deal with their own mental health eg understanding mindfulness, meditation etc."

"To complete a full audit of the support provided to students with social and mental health difficulties, and work to improve the agency support (beyond schools) for these students. As a school we keep these students as safe as we can which is an endless job for our Safeguarding lead, but the actual support provided beyond this to our students is very disjointed and we worry about students safety as a result."

More places for children and young people to go: this was a common theme throughout the surveys and across all age groups.

"Review access to outdoor space for all children - be that adequate local playgrounds for younger children, areas where they can cycle/play safely away from cars, initiatives incorporating some of Jersey's beautiful countryside and beaches. Key priority is to get kids out of the house and interacting with each other and nature. This should not be cost prohibitive as kids in poverty/close to poverty as less likely to spend time outdoors."

Poverty and the cost of living in Jersey: this was referred to in relation to the cost of living on the Island, but also the substandard of accommodation in the 'unqualified' housing sector and the impact this has on children and young people.

"I believe there is a serious issue in Jersey with long hours worked by many low income families, children are left home alone or with older siblings, neighbours whilst parents work to be able to pay rent, bills, buy food, clothing etc. Many families live in poor quality, cramped housing with little indoor space & no outdoor space for children to play. This side of Jersey is hidden/"forgotten about."

"The quality of housing that children live in can be awful to children's health especially mould which is quite common in Jersey private rentals even if both parents are on an average wage they will find it hard to find affordable and good quality housing that is suitable for children often leading to small flats and overcrowding, most private rentals don't accept children and are of awful quality and pose health risk, average waged parents don't get access to affordable housing and therefore struggle to bring up the children in healthy lifestyle."

"Consider how housing laws and access to health care impact upon children's lives, in relation to parents needing to prioritise work in order to provide the very basics for their children. This crosses all social groups."



Education and school based initiatives: respondents talked about having an overly results based education system, but also the need for more of a focus on 'life skills' and a wider ranging PSHE curriculum. Respondents also referred to the need for greater access to higher education for more students and reviewing inclusion in schools.

"I would cut school curricula by half and allow teachers the flexibility to teach in a way that responds to individual needs on a day to day basis - targets and criteria should be met, but teachers need more time to teach subjects well and all students need more time to enjoy their learning."

"Including more life skills sessions in schools (healthy diets, cookery, money matters, tax and social contribution education) as opposed to a strictly academic driven curriculum. I find that the children these days don't have time to grow up as kids. There is too much pressure at a young age with exam pressures, insufficient outdoor areas and activities (green spaces) available to do outdoor activities."

"Question the current 'inclusion policy'. As a full-time primary school teacher I know from research that effective inclusion requires significant funding. In Jersey, inclusion has been used as a cost cutting measure which means extremely damaged children are in mainstream classes with limited support, which is not meeting their needs or allowing the other children to access the curriculum fully as the teacher has to spend a massively disproportionate amount of time with the children with serious behaviour challenges."

Family based support and initiatives: responses falling within this key area focused on the high percentage of working parents in Jersey and the subsequent impact this has on children and young people, the cost of childcare, and the need for better maternity and paternity provision.

"Longer maternity leave (paid) to enable more parents to have the option to stay at home, especially in the child's first couple of years. Affordable nursey costs for families. Later school starting age so children can just be children (start age of 6)."

Promote and protect UNCRC and opportunities for children and young people to have a voice: respondents wanted more of a focus on making sure that children and young people have a voice at all levels and in all areas.

"Establish Parish-based drop-in centres where young people can meet with decision makers to express their views and concern and a parallel on-line forum."

"Ensure all children are listened to, their views considered and then align with plans and policy currently in development."

Support for care experienced children and young people: several comments focused on the need for greater support when young people leave care, as well as making sure everything possible is done to encourage more foster carers in Jersey.

"Ensure looked after children voices are heard at all times as it's their lives and they should be involved and listened to. Also look at the after care services for looked after children when they are 16/18 as they need a lot of support when transitioning in to the adult world or adult services."

"Ensure there are more options for children going into care - enough foster families/ safe places for children to live."

Better support for children and young people with special needs and their families: respondents referred to the need for more joined up services, frustration surrounding extensive and confusing referral processes - including being referred through the Multi-Agency Safeguarding Hub (MASH) to access services for children with special needs, and the need for better respite provision.

"Better support for children and young people with disabilities and their families. People aren't aware of all that is in offer to them, people don't seem to be working together like they should be. Plus support seems to end at 18, let's not forget that children with complex needs turn into adults with complex needs. They don't just disappear."

"Provide hands on, instrumental support for parents who are struggling to parent by virtue of a disability, rather than judging them as being inadequate parents."

Cost and access to medical and dental care for children and young people: respondents referred to not only the cost of services, but particularly in terms of access to dental care, the waiting time involved.

"Better affordable medical and dentist care for secondary school children (all children really, free doctors for babies and younger children)."

"Children's dental service are awful waiting lists are long to see the hospital dentist children's teeth suffer largely to parents not being able to afford private dental care because of the very expensive prices over here."

“ Better affordable medical and dentist care for secondary school children (all children really, free doctors for babies and younger children) ”



Safeguarding practices: responses included comments about the need for faster safeguarding decisions, as well as safeguarding procedures for external providers.

"I feel that there needs to be more support available to external providers to ensure they are aware of safeguarding policies and procedures. There does not seem to be any organisation that is responsible for supporting community organisations in doing so - particularly within the music sector. There are many private (non-SoJ) music providers that are unaware of Safer Recruitment who are not DBS checking teachers or requesting references. This is a major concern when music teaching can predominantly be in a one to one environment. In addition to this there are a number of adult community musical groups - bands and orchestras which need guidance on what they need to put in place in order to ensure the safety and wellbeing of children who attend."

Food and nutrition: respondents referred to the need to ensure families are able to afford food for their children, linking this in with poverty in Jersey, as well as the need to ensure schools are providing healthy food options for students.

"Whilst it is ultimately parental responsibility, obesity and efforts to educate, control and manage nutrition in educational settings seems of little concern to anyone."

"Ensuring proper nutrition to support their health, both mentally and physiologically."

"A canteen with healthy food in every school."

Online safety: respondents referred to the impact of social media, including the link with online bullying.

"Reflect on how social media is having a frightening impact on the lives of young people and support with guidance/ trained adults in supporting young people overwhelmed by pressures caused by mental health."

"Better protection from online bullying, abusers etc. More free parent courses on protecting children at home on the internet, screen time etc."

Other key areas mentioned were:

- Early intervention work
- Support for young carers
- Drug and alcohol support for children and young people
- One Government approach: Single pathways for families, joined up thinking between States departments and services that are easy to navigate



“ Ensuring proper nutrition to support their health, both mentally and physiologically ”

Children, young people and adults who care for them have asked me to look at specific themes:

- Bullying
- Play
- Emotional and mental health support for children and young people
- Care experienced children and young people
- Education
- Access to primary healthcare
- Children growing up in poverty
- Children with Disabilities

Bullying - UNCRC Article 19 Children must be kept safe from harm and protected against violence

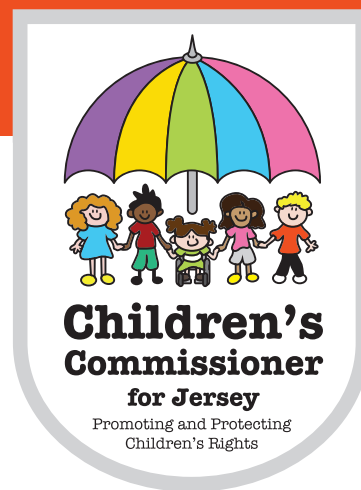
Bullying impacts on children's rights especially Articles 2,4,5,6,8,12,15,19 and 29.

In the Children's Commissioner Survey children and young people were asked about their experiences of being bullied.

80 young people aged 11-18 said that in the preceding 4 weeks, they had been hit by other pupils at least 3 times when at school. Many of them also write in powerful terms about verbal emotional and non-physical bullying such as exclusion and being hurt by others' words. Children have a right to be safe at home, in the community and at school.

I am pleased to see progress on schools collecting and analysing data around bullying and I am pleased to note that all schools have a counter bullying policy. I will support the Government to ensure that all schools have in place a preventative whole school approach plus clear strategies for recognising and tackling bullying. I will be asking the Government to ensure that schools are adequately resourced to provide evidence based anti-bullying programmes.

"Sometimes when something happens in the playground at the school for example there is a boy in the same class as me and he always saying to others not to play with me or kicking me when no one is watching and I did try to ask for help a teacher, they didn't helped me. Or when something happens and I know that it wasn't my fault, often they do not want to listen to my explanation by saying for me what has happened. I feel sad and bad. I think the teachers should listen to the children not treating them in the same way as others. You can say that to the teachers that most important is to listen, and try to know the child better. Thank you."
Primary School Pupil



Play - UNCRC Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Play as a theme was mentioned strongly in all of the surveys. This right is really important and impacts on children and young people's health. I am committed to working with Jersey Sport and the Government to improve play and leisure provision for children and young people. This will mean championing the development and improvement of play environments, leisure time facilities and programmes to encourage children and young people to become active. Evidence from studies tells us that sport is a strong building block of resilience for children who are experiencing adversity in childhood. 'Regular participation in sports during childhood was associated lower levels of mental illness'.¹

"Help me and other kids who are over weyt to do free things like swim or bouncing and learn to do cartwheels". Primary School Pupil

Emotional and mental health support for children and young people - UNCRC Article 24 Every child has the right to the best possible health. Children and young people have the right to be both physically and mentally fulfilled.

This is a key theme from our survey and through informal consultation with children and young people. Children and young people have asked me to look at the role of school based counselling as well as the CAMHS service. Accessibility to services, on-going support, and access to advice are the key areas of concern. There is a waiting list for specialist support and there is a lack of on island provision of psychological therapies. I will be monitoring progress and asking the Government to outline their plans to improve waiting times and access to mental health support services for children and young people. I would like to see more children and young people involved in the development and evaluation of those services.

"The school counsellor's office in school was at the end of the corridor. It became known as the walk of shame...the counsellor would knock on the classroom door, call my name and say it was time for my counselling session." Primary School Pupil

"Something really good would be if children could have a person who they can phone or talk to if they are worried about something because I find it hard to tell things to teachers and adults I know without feeling embarrassed." Primary School Pupil

Care experienced children and young people - UNCRC Article 20 If a child cannot be looked after by their family, government must make sure that they are looked after properly who respect the child's religion, culture and language.

- UNCRC Article 25 If a child lives away from home in care they have the right to a regular check of their treatment and the way they are cared for.

Children in care and children and young people receiving support from children's social care have asked me to look closely at the turnover of social workers and the placing of children in care off island and in the UK.

I have spoken to care experienced children and young people who have had 10, 11 or 12 social workers. Whilst work is ongoing in Health and Social Services to ensure consistency in the children's social care workforce, my concern is the pace of action. Whilst the situation may be improving I am concerned about the harm that may have been caused. I will be asking the Government about the provision for therapeutic care to meet the needs of our most vulnerable children.

There is indeed pressure on the system due to insufficient foster care places on the island, and a lack of specialist residential places. Children may well be being placed in the UK not because it is in their best interests, but because there is no other option. This makes contact with birth parents and siblings difficult. Children in the care of the Government are being brought up in another country that may not respect the child's culture.

Care leavers have talked to me about the impact of leaving care and asked me to support them to ask the States Assembly to provide ongoing support for care leavers. I will be asking the States Assembly to clarify the role of Corporate Parent. I would like to see the role set out in statute, with the Children's Commissioner named, alongside others, as a Corporate Parent with responsibilities for care experienced children and young people.

One of the eight headline recommendations of the Independent Jersey care Inquiry was to give children and young people a voice. 'The Inquiry made clear that for care experienced people to regain confidence that they will be heard, the States must act on what they hear.' In support of this I have committed funding to scope the development of a costed plan that describes a clear programme of work, that would consolidate and build a local voice for care experienced people to include those no longer in the care system.

"For every child in Jersey to have parents."
Primary School Pupil

Education - UNCRC Article 28 Every child has the right to an education.

- UNCRC Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Children and young people have asked me to focus on education. They want me to make sure there is greater equity in the education system. This means I will be asking the Government to focus on achieving equal educational attainment in line with a pupil's abilities,

regardless of the income or social standing of that pupil's parents. This work links to my determination to focus some of my work on poverty, looking at how the Government will mitigate the impacts of poverty on children and young people's educational attainment. The Jersey Premium funding is one way that the Government is addressing this. However, schools are concerned about how this "levelling of the playing field" will be funded in the future.

I have heard particular concerns from those pupils who face huge barriers to their learning, whether that be a disability or other barriers affecting their ability to either attend, or thrive in, school. Some pupils are not ready to learn because of the adverse experiences in their childhood (ACEs). The learning needs of these children and young people must continue to be a priority for the Government in order to improve the life chances of all Jersey's children and young people. I will facilitate a learning workshop to begin a conversation on Adverse Childhood Experiences in Jersey with a view to determining a whole-Island approach.

Schools that implement a children's rights approach, developing pupil's understanding of their rights, have evidence of having benefitted from improved attendance, fewer behaviour issues, greater engagement in their education by the children who learn there, and improved educational standards. Personal, Social and Health Education (PSHE) is in the Jersey curriculum. I will be asking the Government to ensure that PSHE remains a priority and that pupils learn about their rights through PSHE and through the Rights Respecting Programme – a UNICEF project that supports schools to embed the UNCRC in their ethos and curriculum. I will support the Government to offer the opportunity for all schools to take part in the programme and the Rights Respecting Schools Lead in my team will support schools to become involved.

"Children aren't taught about their rights. PSHE lessons center heavily around drugs and STDs, with very little focus on building healthy relationships or mental health, or how to manage your life once you leave full-time education (taxes, housing, etc.). Some secondary schools do better than others, but I have still found better information online."
Secondary School Pupil

"When the 11-16 school is not the most appropriate educational setting for a young person, the alternatives are extremely limited and support for schools to support them is insufficient. If a young person cannot learn or be supported effectively in the main stream 11-16 school this is letting them down for life and also affects other children in the school." Adult comment

Access to primary healthcare - UNCRC Article 24 of the UNCRC states that every child has the right to the best possible health. Governments must provide good quality healthcare.

Children and young people have told me there have been times when they have not gone to see a doctor because they thought their parents could not afford to pay.

Research tells us that early primary health care (centring on the work of the GP, the Dentist and the Optician) is linked to better health outcomes. This is especially important for those families living in Jersey and struggling to manage to make ends meet and provide for



their children. Primary care providers are often the first port of entry to help families to discuss their health and other needs. Access to primary healthcare is key to early intervention and prevention.

The UN Committee's 2016 concluding observations highlighted inequalities in access to health services. The Marmot Review proposed an evidence based strategy to address the social determinants of health, the conditions in which people are born, grow, live, work and age and which can lead to health inequalities.

I will be asking the Government to make sure that children and young people receive good healthcare so that they can be as healthy as possible.

"If I was the Children's commissioner the first thing that I would try and action is to make doctors and dentists free for those under the age of 18. I think it is important that children are well and can attend school. However I know the prices for these services are extortionate, resulting in some parents being unable to pay these fees. This will prevent the children going to the doctors/dentist and getting themselves better. As a child myself I know people who have not been to the doctors as they have been unwell, as the parents cannot afford to go, and they only got worse resulting in them having more time off school than they should have had."

Secondary School Pupil

Children growing up in poverty - UNCRC Article 26 Government must provide extra money for the children of families in need.

Child Poverty in Jersey is a serious issue. Children growing up in Jersey have rights to have their needs met. This includes education, safe housing of a good standard to meet human dignity and needs, food that nourishes them, access to play and healthcare. Families living in poverty should receive the help they need regardless of their status. Poverty fundamentally undermines both adults' and children's rights. The views of children and young people on the island in relation to the impact of poverty is an area on which the government needs to focus. Whilst I do not underestimate the enormity of the issue, I will ensure that the Government both considers the impact of policies on children living in poverty on the island, and understands the wider structural causes of poverty.

The UNCRC Concluding Observations noted the need to "set up clear accountability mechanisms for the eradication of child poverty, including re-establishing concrete targets with a set timeframe and measurable indicators, and continue regular monitoring and reporting on child poverty reduction."

I will be making recommendations to the Government to ensure that there is a strategy in place to tackle child poverty, with clear targets in it aiming to break the links between low income and its related disadvantages, and proven poorer outcomes for children and young people living in poor households. Jersey needs to take focused and sustained action to support both those families who are just about managing but whose management of their situation is precarious because resources are few and far between, and those children and young people growing up in relative poverty.

"The affordable accommodation available in Jersey, in my opinion, does not even meet basic standards. For example I know of families living in a room, no cooking facilities, and sharing a shower room with other families. There are no real standards in place for landlords to adhere to". Adult Comment

"I believe there is a serious issue in Jersey with long hours worked by many low income families, children are left home alone or with older siblings, neighbours whilst parents work to be able to pay rent, bills, buy food, clothing etc. Many families live in poor quality, cramped housing with little indoor space & no outdoor space for children to play. This side of Jersey is hidden/"forgotten about." Adult Comment

Children with Disabilities - UNCRC Article 23 A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Government must do all they can to provide support to disabled children.

I have spoken to children and young people who have a disability, as well as the adults who parent, support and care for them. For some of these families and their children, a lack of access to even the basic support means they are denied their rights. In school, these pupils should be supported to access the curriculum, even in an adapted form, using necessary and expected reasonable adjustments. I have heard from some children that they sometimes cannot do what they want to do because of their disability, and that they sometimes do not feel as included as their peers at school. Some carers have told me that they cannot always afford the special care that their children need, from special diets or dietary aids, to the basic human dignity afforded by the availability and affordability of additional sanitary wear for a child who needs it. Over the next few months I will be spending more time listening to children with disabilities so that I can, on their behalf, make recommendations to the Government, to ensure their rights are upheld.

What's Next?

Over the next few months I will continue to explore all of these themes with children, young people, and adults to further understand the issues with a view to publishing a Children's Commissioner plan in early 2019. This will be published once the statutory powers for the Children's Commissioner are established in law, and will form the basis of what I do to fulfil my statutory remit to promote, protect and champion the rights of the child, and make sure their voices are truly heard, listened to and acted on.

¹ Sources of Resilience and their moderating relationships with harms from adverse childhood experiences' Public Health Wales 2017

²Concluding observations on the fifth periodic report of the United Kingdom of Great Britain and Northern Ireland (2016) CRC/C/GBR/CO/5

³Marmot Review into health inequalities in England was published on 11 February 2010.

