



LISTEN LOUDER

Scoping a way forward for the voices of
care-experienced people to be heard

November 2018

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”

To you, on this day when the leaves
Are turning, oranges and reds; when leaves take leave of the trees,
To you who has faced the weight and the heave of life,
To you and you and you who cared, who took your leave.

The lights are on your face; your grace (...)
You shine, you glow,
Believe it to be so¹

Care Leaver, Jackie Kay

¹ CARE LEAVER by Jackie Kay. Copyright © Jackie Kay, used by permission of The Wylie Agency (UK) Limited.

INTRODUCTION

THIS piece of work was commissioned by the Director for Children's Policy, funded by the Children's Commissioner and sponsored by Senators Sam Mézec and Ian Gorst. The objective is to develop and cost a programme of work to consolidate and build a local voice for people with care experience, to include those no longer in the 'care system'. The plan will describe how collective experiences will inform and influence service improvement, policy development and public awareness. Central to developing the plan is listening to people with lived experience of care in Jersey.

This scoping work will gain insight into the lived experience of care; understanding what 'being heard' means for people with

care-experience; what enables this and what stands in the way. The workforce, from a wide-range of disciplines and levels of seniority, working both directly and indirectly with children, were also consulted for their views on the enablers and barriers to people with care-experience being heard and their views acted upon. The history of advocacy in Jersey, as well as UK best practice, are also considered for what they can teach us as we develop a local model to give people with care-experience voice and influence. The report also includes a review of policy developments which set expectations for the experience of care, the right to be heard and the responsibilities held by the States of Jersey to take action.

BACKGROUND

The Independent Jersey Care Inquiry (IJCI) described the States of Jersey as 'neglectful and indifferent corporate parents' and stated that there should be 'action without delay'. It also emphasised that there are 'enormous resources of goodwill and generosity' (IJCI 12:9) in Jersey, from people with a passionate commitment to the Island's children. This has been apparent in a growing group of third sector, public sector and government leads, along with people with lived experience of state care, who have come together to reflect and act to enable Jersey's children and young people in care to know love, belonging and opportunity. Since December 2017, the growing group has been learning about how coming alongside care-experienced people, listening and responding to them is central to transforming the care of children from a "system to a childhood".²

² Brian Houston, Director of Operations, Who Cares? Scotland, Learning Exchange visit with Jersey, March 2018

The group is called Jersey Cares and those involved include: young adults with lived experience of care, Caritas, Barnardo's, the Methodist Circuit, Shelter Trust, and Brightly; the Director of Children's Services; the Director of Children's Policy; the Minister for External Affairs and the Minister for Children and Housing.

A significant point in this learning was a [visit to Edinburgh](#) in March 2018. The Jersey Cares group wanted to learn more about the approach to improving the care of children and young people in Scotland. At its heart is listening to, understanding and acting on lived experiences of care. The First Minister of Scotland Nicola Sturgeon, spent considerable time listening to people with experience of care and came to understand that they:

“ ‘Need a system that supports them to become the people they can be, one that gives them a sense of family, of belonging of love. My view is simple. Every young person deserves to be loved. So let's come together and make this commitment, to love our most vulnerable children and give them the childhood they deserve.’³

On return from Edinburgh, the group wanted to understand how people with care-experience in Jersey could be heard and have influence; both about their individual circumstances and as a collective, in a way that would provide the understanding needed for transformational change. This led to this piece of scoping work being commissioned. It was undertaken between May – October 2018.



■ Image courtesy of Barnardos Jersey

³ Nicola Sturgeon, SNP Party Conference, October 2016: <https://www.bbc.co.uk/news/uk-scotland-scotland-politics-37661319>

JERSEY POLICY VOICE AND INFLUENCE



(IJCI 8:3)

It is important to acknowledge how inordinately difficult it is for a child, especially with little experience of a loving and nurturing family life, to express concerns about their treatment, let alone find adults who take them seriously.

The recommendations of the Independent Jersey Care Inquiry (2017) and the Jersey Care Commission's Inspection of Children's Service (2018) form the backdrop for much of the recent children's policy development.

The **Independent Jersey Care Inquiry** (IJCI) spoke with 450 people who had experienced State care, or were connected to it. It published its report into historic abuse on July 3rd 2017. One of its eight headline recommendations was to give children and young people a voice.

They found that there has been 'little consideration given to the experience of children in the system' (5:17). They highlighted a:

failure to value children in the care system, listen to them, ensure they are nurtured and give them adequate opportunities to flourish. (12:31)

They emphasised the need to admit problems, shortcomings and failures promptly and fully when they do occur, and address them (12:89). The Care Inquiry states that:

The most effective way of giving children confidence that they will be heard is to demonstrate that they have been listened to and that, as a result, things have changed. (12:82)

The Jersey Care Commission invited Ofsted to conduct an [Inspection of Children's Services](#)⁴. The findings were published in September 2018. The report summary states:

**Vulnerable children have not been a priority for the States of Jersey.
A lack of political and corporate support and poor infrastructure over many years have left children's services struggling in isolation.**

They identified the need for improvement in the way the States fulfils its duty to look after the children in its care; ensuring their rights and entitlements are realised (point 3). They stated that these rights and entitlements and, most importantly, the responsibility of the States as these children's corporate parent, are not as clear as they need to be (22).

They recognised that investment in a new advocacy service and the introduction of the Mind of My Own app is beginning to provide insight into children's views. There is some way to go before all children's views have an influence on their care planning (77).

They highlighted that one of the key areas for increased pace of improvement is meeting the needs of care leavers (4).

The table below details how legislation, policy and guidance emphasises the need to listen to, and involve children and young people, as well as the wider context of the quality of care which those people who are, or were, in care should receive. Further detail can be found in Appendix 1.

<p>Children (Jersey) Law 2002 Currently amendments to this law are being considered</p>	<p>In the General duty of Minister in relation to children the Minister looks after (19) it states that:</p> <p>(2) Before making any decision with respect to a child the Minister is looking after or proposes to look after, the Minister shall, so far as is reasonably practicable, ascertain the wishes and feelings of –</p> <p>(a) the child</p>
<p>Common Strategic Policy 2018-2022 This policy sets out ministers high-level ambitions for Jersey and contains five strategic priorities where ministers will focus their efforts</p>	<p>We will put children first by protecting and supporting children (...) involving and engaging them in matters which affect their lives;</p> <p>We will ensure that services for children are improved so that children are listened to, are safe, protected and flourish;</p> <p>We have begun and will continue to improve the overall quality of care for our most vulnerable children;</p> <p>Children will grow up safely, feeling part of a loving family and a community that cares</p>
<p>Jersey Children's Services Improvement Plan: Phase 1 July – October 2018 Director General for Children, Young People, Education and Skills, Mark Rogers, confirmed that the age-range for 'children and young people' extends to 25 for people with experience of care.</p>	<p>The children's voice is central to our measurement of performance and quality;</p> <p>The Plan defines 'impact' as 'how children will know things are different';</p> <p>The voice of the child and the family will be embedded in performance and service review and improvement plans;</p> <p>Children should be active participants in assessing if their needs and agreed outcomes are being met;</p> <p>Children will know their voices have been heard.</p>

⁴ Jersey Care Commission: Making a Difference; Driving Improvement: An Inspection of The States of Jersey, Children's Social Work Service (2018)

<p>Pledge to Jersey's Children & Young People (2018) This pledge commits Members of the States Assembly, the Council of Ministers and the executive leadership of the public service to rapid and concrete action against challenging deadlines, and holds them to account for eight actions.</p>	<p>We will listen directly to children and young people and involve them in how we design, deliver and review our services;</p> <p>We will provide all children in our care with access to a safe, loving, secure home environment;</p> <p>We will set and publish clear standards and we will be held publicly to account for achieving them;</p> <p>The test of whether standards are high enough is if we can say 'Yes' to the question: 'Would this be good enough for my child?'</p>
<p>Jersey's Children First (2018) This is the standard practice model across public, community and voluntary sector to deliver Children's Plan outcomes</p>	<p>Relevant qualities of practitioner include:</p> <p>Relating to children, parents and carers with courtesy and without blame;</p> <p>Working with families with genuineness; this means being able to help children and their parents explore their own situations;</p> <p>Empathy is important and is the ability to see the situation from another's perspective, in particular the child;</p> <p>We maintain a positive and balanced approach to working with all children and young people, communicating a quietly positive outlook and warmth.</p>
<p>Children's Plan in development for launch 2019</p>	<p>One of the four outcomes is that children are valued and involved.</p>
<p>United Nations Convention on the Rights of the Child (UNCRC)⁵ Jersey ratified the UNCRC in 2014. It represents an internationally recognised system of child's rights. As a result Jersey is bound by international law to respect, protect and promote the rights and obligations provided for in the UNCRC for all children in Jersey.</p> <p>The Council of Ministers committed to bringing forward a plan to indirectly incorporate UNCRC into its legislation via a model of due regard.</p> <p>Professionals/corporate parents are obligated as duty bearers, under the UNCRC, to enable children to claim their rights.</p> <p>The rights in the convention are considered to be indivisible and interdependent in order to promote the whole child and all aspects of their lives</p>	<p>Article 20: A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.</p> <p>Article 25: says that the State should check up on the care, protection and health of children and young people when they're away from their families, and that steps should be taken to make these better if they aren't good enough. Article 25 is about monitoring the care children and young people receive as individuals, rather than the care of children and young people in general. Because of this, the opinions of each child and young person about their care should be taken into account when this care is assessed, and their opinions should be taken seriously.⁶</p> <p>Article 12: the child's right to be heard, and have their views taken seriously. Article 12 is one of the four general principles of the UNCRC. In other words, it must be considered in the implementation of all other rights. The General Comment which provides greater detail on the scope of Article 12 states:</p> <p>that States parties exert all efforts to listen to or seek the views of those children speaking collectively;</p> <p>States parties should encourage the child to form a free view and should provide an environment that enables the child to exercise her or his right to be heard;</p> <p>The views of children should be considered in decision-making, policy making and preparation of laws and/or measures as well as their evaluation;</p> <p>The concept of participation emphasises that including children should not only be a momentary act, but the starting point for an intense exchange between children and adults on the development of policies, programmes and measures in all relevant contexts of children's lives.</p>
<p>Jersey's Children's Commissioner's Island-wide Consultation: The Findings (2018) Over 2,000 children, young people and adults shared their views.</p>	<p>66% of respondents thought that children in receipt of social care should be one of the key priority areas for the Children's Commissioner.</p> <p>The Consultation demonstrated a need for the Children's Commissioner to focus on:</p> <p>Turnover of social workers;</p> <p>The impact of leaving care and ongoing support for care leavers;</p> <p>Jersey's Children being brought up off island because of lack of foster placements on-island.</p> <p>The Children's Commissioner funded this work as part of her ongoing commitment to meaningful dialogue with care-experienced people.</p>

⁵ www.cypcs.org.uk/rights/uncrc/full-uncrc

⁶ www.cypcs.org.uk/rights/uncrc/articles/article-25

METHODOLOGY

A central part of the scoping exercise was carrying out semi-structured interviews of at least an hour with 15 care-experienced people, in the following age ranges:

- 5 people aged under 18;
- 7 people aged 19-25;
- 3 people aged 26-34.

Barnardo's supported a further four young people aged 13-17 to express their views. These 19 people had experience of residential, foster and/or secure care. Unfortunately, it was not possible to speak with Jersey young people in care off-Island.

Those people who participated were a 'snowball sample' created by professional and social networks. Considerable time was spent building trust with professionals and people with care experience which led to them participating and suggesting to others that they may wish to participate.

There are approximately 103 children and young people currently in care in Jersey.⁷ This group of 19 care-experienced people provided detailed insight into the Independent Jersey Care Inquiry's findings of a 'lack of consideration given to children in the care system,' (IJC 5:17) and the systemic issue of people with care-experience not being heard (IJC, Rec. 2).

The key questions asked as part of the interviews were:

- When have you felt listened to and what was that like?

- When have you not felt listened to and what was the impact of that?
- What would good 'care' look like?
- Would you like to be part of making change?

It has been notable that when care-experienced people were asked about being listened to, they spoke about a sense of belonging, a sense of self, their worth, relationships and aspirations.

There were a number of ethical considerations around these conversations. These are detailed in Appendix 3. Please note that the names of all the care-experienced people who took part in this work, along with the professionals they reference, and other identifying details have been changed.

Professionals took part in semi-structured interviews of at least an hour. They were asked about the enablers and barriers to them promoting the voice of care-experienced people, and to that voice being heard and acted on.

A wide-range of professionals were involved in this piece of work. These were people who, either directly or through their leadership, are involved in the care of children who are looked after by the state. They include foster carers, residential care workers, social workers, service leads, operational leads, policy makers, third sector leads, and senior members of the States of Jersey. This allowed for a range of local factors to be considered in building a picture about the care-experienced voice; as the Care Inquiry found that the **'key changes required are not procedural but cultural'** (IJC 13:1).

⁷ Data on children and young people in care in the public domain is limited to the total of children in care, and data on care leavers is still to be collated

FINDINGS

PEOPLE WITH EXPERIENCE OF CARE

1. RELATIONSHIPS

PEOPLE with care-experience often spontaneously named staff, foster carers or social workers who had 'gone above and beyond', 'fought for them' or 'loved them'. They would identify qualities of those people, highlighted in the image below:



Several people spoke in extremely positive terms about individuals who 'got them' and took the time to get to know them. The individuals referenced included a supported accommodation worker, a court appointed guardian, residential staff and social workers. Several young people spoke of the need for a parent-like figure in care.

One young woman said, of the various residential homes she has lived in: **'you are cared for, but you are not cared for'**. She said **'it's not the materialistic stuff. You want someone who will watch tv with you.'**

This appreciation for time together, was echoed by a man, now in his early twenties who commented:

'I think more trips out would be a good thing. We went to London, I still have the photos. It felt like family'

CASE STUDY

A young woman named Alicia spoke glowingly of a social worker who had provided fun opportunities to be with her family. When she lived with her parent this 'amazing' social worker would drop off food to the family. She would also take Alicia and her brothers and sisters, who were then in care, out together. She says that the only photo of all her brothers and sisters together, since she was very small, is of when Margaret took them out for dinner. She says that Margaret was the only reason she got to see her brothers and sisters.

Alicia considered the difference between Margaret and other social workers. Alicia says she has a clear picture of Margaret whereas she has no idea about other social workers. She looked forward to seeing Margaret and had fun. She said Margaret would go 'one step beyond' and 'really cared'. She said Margaret always had a smile on her face. Alicia still has a note from Margaret saying when she was coming tapped to her wall. Alicia said that interactions with other social workers felt cold, like it was **'just another day in the office'** and that it was just about saying **this is your plan**

David spoke very positively about a residential worker who cared. He said she could tell when something was wrong and would bring some food and sit down to chat. It was about the way she spoke to him. Another young man recognised the effect good relationships had on his behaviour saying **'the residential workers that were kind to you, you wouldn't misbehave. You didn't want to disappoint them.'**

Several people made the distinction between the workers or carers they liked who **'went above and beyond'** and 'the system'. One young man commented:

'It seems like all the good things are people, and all the bad things are the system'

Often, they recognised that the professional they trusted was not able to make things happen for them. The professional would make a request, but when it was not responded to, they would feed the often repeated experience of being 'blocked or ignored' back to the young person. The issue would then remain unresolved, sometimes with devastating, long-term consequences. A number of people spoke about **'false promises'**; with a social worker or senior manager making guarantees to young people that then seemed to be forgotten about. One young person spoke about a social worker promising to fund further education. This promise was then taken away by a new social worker, who didn't know about the promise of the previous social worker. Then a head of service visited, put his hand on his heart and said he would look into it. The young person didn't hear from him again.

Young people often commented that they could tell when they were **'just a job'** to a person, and asked them to **'remember, it is your job, but our life'**. One young woman spoke about having heard young people referred to by their case file number. She said **'call us a fake name, call us a fruit, call us anything, but not a number'**. She felt acutely aware that often professionals didn't seem to care. Another young woman asked **'just treat us like a person'**. One description of the lack of nurture was provided by Paul:

He spoke about there being 'so many different characters' when you are in care and asked 'how you can find a bond'? He said 'Imagine you are depressed and suicidal and you go home and your parents have left. There are a bunch of strangers in the house. That is what it is like'.

Participants spoke about valuing a worker or a carer who would **'fight for them'** or **'stand up for them.'** One teenager spoke about how her court-appointed guardian would **'go against anyone for the child.'** Another young man said that **'good workers knew you, stood up for you and defended you.'** A third person commented that:

'My foster carer was amazing. She is so strong. She is so consistent. She won't give up.'

It was notable that the person who **'fought for them'** was fighting against Children's Services or other **'corporate parents'**. This included requests for them to access education, health care such as acne treatment, to buy glasses, to access suitable accommodation or remain in foster care.

The frequent change of social workers was a recurring theme. Many people spoke about having an average of more than one social worker per year over several years. One young woman said she had lost all her trust in Children's Services due to social workers **'coming and going'**. Two young men spoke about how social workers **'vanish'**. They said that previous social workers have promised **'I'll be your last social worker'** and then left. People spoke about social workers ringing to say they were leaving and of leaving with no goodbye at all.

One young man, who had the same social worker for seven years described how they became **'like one of the family'**. Another teenage girl described the qualities of a social worker who she really appreciated:

'I had one social worker who was brilliant. She really listened, we laughed a lot and didn't always focus on depressing stuff. She also got me these glasses. She moved away and I haven't seen her since which is a bit crap really.'

The Barnardo's Your Voice participation group have asked Children's Services to agree that **'social workers need to give one month's notice and create a smooth transition/handover period for the new social worker'**. They also said that the main part of a social worker's job should focus on building a positive relationship with the young person.

2. LACK OF RESPONSE, ACTION OR ACCOUNTABILITY FROM CHILDREN'S SERVICES WHEN CARE-EXPERIENCED PEOPLE SPEAK OUT

'It's as if the whole system is designed to break your spirit, stop you fighting it.'	'I want to fill in the gaps in my life. But what's the point in pursuing things?'	'I told you, what's the point? If they cared, they would stay.'
'People don't listen, that's the one thing.'	'I kind of felt like I was going crazy, nobody was listening'	'There was no point complaining. I wouldn't have been listened to.'

Comments from six young people

Participants held a strong and broadly shared belief, based on their experiences that the States does not listen or respond. The lack of being heard and receiving a response has led to consequences such as:

- being moved from care to homeless accommodation;
- being unable to look for their birth family;
- being denied the promised opportunity to appeal their child's adoption;
- becoming homeless and without a guardian at 16 after the death of a parent when the young person wanted 'a home where I was wanted'.

Participant said that any complaints or issues raised were often not responded to, or an acknowledgement was received, but no

action taken. When participants have been able to interact with Children's Services about a complaint they described the service as defensive, unwilling to admit they are wrong and professionals needing to **'argue back'**. They spoke about how having opinions could lead to you being labelled **'confrontational'**, **'gradiose'** or being disliked by professionals.

Many people spoke about being stonewalled when seeking information. Several people highlighted asking for their case files or court notes and receiving no response. Young people spoke about being asked to make decisions without adequate information or support, or sensing that the professionals around them were leading them towards particular choices. The young person mentioned above who became homeless at 16 had asked for a guardian but felt Children's Services were trying to convince her that she did not need one, and she ended up agreeing.

Another young person described how:

'At 17 they moved me out into guest houses. I didn't know how to pay rent or other things like that. They said I should have prepared myself. At the time I agreed but now I look back and think how young I was. (...) I lived in a homeless hostel for a long time. They call you a 'client'. It makes you feel worthless, like an animal.'

Another common viewpoint was that Children's Services are unaccountable. This is both for their lack of action and for any malpractice. Complaints may be passed from one person to another, with no one taking responsibility. The overall feeling, shared by most of those interviewed was, **'what is the point'** in raising issues with Children's Services. They highlight being repeatedly ignored. When they asked a staff member, or foster carer to speak out for them, they often found that that person was not responded to or could not enable action to be taken.

CASE STUDY

One young person spoke about how they wanted to return to live with their parents, when in their mid-teens. During this period they were living in residential care. One day a member of staff handed them an envelope from Children's Services. There was no context offered, nor a covering letter. The contents were their chronology with detailed descriptions of their parent's actions, some of which they had been unaware of. The young person feels they were given this document to deter them from returning home. They found reading the account traumatising and were offered no support with it.

'I get annoyed when my friends complain about their parents. They don't know how lucky they are, just to say 'Mum and Dad'

A common theme was people with care-experience feeling that they are worth less than others because of the stigma of having been in care, their treatment in care, their lack of family (in some cases) and a sense that there are low expectations for their lives.

When one young woman was asked: 'What would things be like in Care if they were as they should be?' she replied: **'You would feel acknowledged, like I'm actually a person.'** Another young woman said, **'I know I don't have family, but I don't want to be treated like I don't.'** One young man commented:

'I would like to have my own business. But it is hard for me to think about things like that because I feel worthless'

Participants spoke about low expectations of young people in care, including not passing GCSEs and ending up in social housing. One young person stated **'I felt like they didn't have any kind of belief in me. There was no one to push me.'** Two young people missed years 10 and 11 of school; one of these young people was deemed uneducable and the second young person still doesn't know why she wasn't further encouraged or enabled to go to school. One of these young people subsequently gained a place at Hautlieu on merit and the other person went on to study at degree level and start his own business.

Several people spoke about how living in residential care **'never felt like home'**. They mentioned the regular changes of staff, a number of moves between residential settings and foster care, the way they were treated, the words used about them, and not being pushed in terms of their potential. They highlighted that the way things are done in residential care can make it seem more institutional and may not even prevent the things they are designed to prevent. For example, locking away knives does not equal no self-harming. A number of people commented that the institutional environment led to them feeling less than a person.

A number of care-experienced people noted that the judgements made about them were written down in their files, making them difficult to contradict. One woman said **'those words are valid because they are on paper. It's only those visible 'facts' which people go by.'** Another young man described how social workers have said to him **'you are nicer than I thought you would be,'** based on reading his files. He feels staff should get to know the children and young people in their care rather than trust what is written on paper.

This lack of belonging and sense of worth has implications on how people with experience of care are supported to have voice and influence. This support has to occur in the context of community in order to counter the feeling of a lack of belonging. It must fuel aspirations for people with care-experience in order to counter their sense of low self-worth.

Your Voice, the Barnardo's advocacy and participation project, provided two such recent opportunities. Three young people went to the 2018 summer camp for care-experienced people in Scotland, organised by the advocacy and campaigning charity Who Cares? Scotland. Their reflections included: **'it felt like home,'** and **'it was like family, everybody was themselves'.** One of the participants concluded that this sense of community is really important and can create an empowered group which believes in its own potential. Your Voice also took another group of three young people with care-experience to Scotland, this time for the **Global Care Gathering**, where people with experience of care gave inspirational talks and workshops. They group described this experience as **'inspiring and motivating'** and were struck by the 'unity and cohesion' of the advocacy and campaigning charities across the UK and Ireland, coming together as '5 Nations, 1 Voice.'



■ Image courtesy of Who Cares? Scotland

4. FUN

Several people spoke about good workers being those you could have fun with. Some people described experiences where a social worker had taken them out just to do something enjoyable like bowling. Others said they appreciate residential workers taking them on an outing to enjoy themselves together. Several people stated the high value they placed on being having fun with someone who clearly cares about you. They contrasted this with being taken out for the 'depressing stuff' like keywork meetings.

Being understood, and heard, needs to happen in a context which also provides fun!

5. THE FUTURE

'The Care system abandons you. At 17 and 364 days you are completely vulnerable to everything, then at 18 suddenly you are fine.'

'My Dad died when I was 16 and I was made homeless. I had to clear the house. There was no care for me.'

'It is hard to trust that good things in my life will last because nothing lasted in my life. I try to change my thinking but it is hard.'

Comments from three young people

A NUMBER of participants spoke about the lack of care and support when they leave care and about either moving into unsuitable accommodation, or the need to, together with those who care about them, fight very hard not to. There was a strong sense that we are 'not their business anymore' at 18. Several participants felt scared to navigate the adult world with no support.

The Independent Jersey Care Inquiry stated:

...the overwhelming majority of the adults who have been in the care system, and whose stories the inquiry heard [in the 100s], still suffer from the effects of abusive or emotionally neglectful childhoods in the care system, their difficulties compounded by being turned out, unsupported, into a world with which they were singularly ill-equipped to cope.

(IJC I 12: ix)

Two young woman who are preparing to move into their own accommodation spoke about their fears. One said 'I'm scared of being lonely' and another young woman commented, 'how scary will it be when I go into my own flat?' These fears were in part about who they would be able to call on to help with practical things. Both young woman were aware that they could return to their current accommodation and have outreach support – but that this is time-limited.

A number of people shared a belief that things could not be made better for them now as care leavers. They were speaking out 'for other children in care now'. One young man commented:

'I would travel half way around the world for 5 minutes to make things better for children now.'

6. CRIMINALISATION

Several people spoke about how the experience of residential care leads to being criminalised. People spoke about rules being applied inconsistently, being antagonised with no right to reply, or asking for space to calm down and this not being given. They spoke about an imbalance between rules and consequences. Breaking rules in a minor way, can have major consequences, such as the police being called.

They described how the police would be used to deal with issues of discipline; such as throwing a yoghurt pot against a wall, when at home a parent would deal with such issues. Everyone who raised this qualified these examples with the recognition that negative behaviour shouldn't be ignored, but explained that the use of the police had a number of consequences. These included becoming known to the police which is embarrassing and uncomfortable. One young man explained:

'What about if one day I am walking down the street with my own family, and all the police know me? It makes you feel very horrible especially if you are trying to do the right thing. It feels like they think no one deserves a second chance.'

Another person spoke about how, **'as an adult, I've been walking into a work meeting, and a police woman has called me by name, and then shouted again asking why I hadn't said hello.'**

A number of people spoke about the missing person policy in residential care, and how this links to becoming known to the police. They described how they may be reported as missing when they have phoned to say they have missed the bus or are late. Two young women said that when they are out late, sometimes even if the staff know where they are, the police are called. They said the police can assume people in care are unpredictable, and treat them roughly. Another young man spoke about an occasion when he was instructed to make his own way home, from a rural parish, after midnight. He asked **'how could they have been sure I wouldn't have got knocked down by a car on my way home?'**

Several people spoke about how they have been labelled as **'confrontational'**. Two young women spoke

about how, **'we are not confrontational but are in confrontational situations all the time'**. This was a recurring theme; being labelled confrontational with no 'right to reply' or acknowledgement from professionals or services that their behaviour may have contributed to the young person's response. One man commented:

'It was the system that caused us to behave in certain ways. It is like a dog in a cage; if you keep poking it with a stick, eventually it is going to bite.'

Participants spoke about how negative assumptions were made, unquestioningly, about them as adults based on their case files. This contributed to significant decisions such as losing the care of their children. The way in which this was done was described as cold and unfeeling, with no right to reply.



7. FAMILY

A recurring theme was now negatively the parents of care-experienced people were spoken about and treated, and how things could have been different if family support were to have been provided early on.

One teenager described how her Dad stopped going to her reviews because they always began with all the negative things about their family. She said the reviews would also include comments about what a lovely young woman she was. Her Mum has asked her 'do they think you becoming like that had absolutely nothing to do with us?'

Several people spoke about the pain of their parents being spoken about in disparaging terms, and '**called names.**' One young man spoke about how his Mum was treated very badly, and spoken about in really negative ways at his reviews. Eventually this led to his Mum '**disengaging**' which she was blamed for.

A number of people spoke about how no support was offered to their parents when difficulties first arose. One young woman shared that:

'If they'd have helped my Mum, a lot of this could have been avoided. If they'd have looked at where it was stemming from.... Mum had no idea and no one helped. How could Mum look after us if she hadn't been looked after?'

Another man, now in his mid-twenties commented:

'When I was in care no one listened to me. No one helped my Mum. My Mum didn't have major problems, she just couldn't control me, she wanted me at home. Now we don't really have a relationship.'

Another person observed that:

'Me, my brother and sisters were moved out of the family home supposedly to make the relationships with family better but it feels like the care system wants to keep you locked up, away from your family.'

A view was frequently expressed that had parents been supported earlier, either the children would not have had to go into care, or their relationship would have been much better. There was a general feeling that parents were treated with an absence of respect or humanity; often labelled with no right to reply, and that there was an absence of interventions to improve family relations. The care-experienced people who took part in this work often had a deep well of empathy for their parent, or parents, and wished that they had been treated with kindness and provided with support.

KEY PRIORITIES FROM PARTICIPANTS WITH EXPERIENCE OF CARE



To be heard

the repeated experience of not being listened to, or heard, leads to a strong feeling of 'what is the point' in trying to communicate with Children's Services, often leaving people stuck with awful life circumstances;



For Children's Services to act

to be held accountable to act and for their actions;



To know belonging,

self-worth and for adults to have high aspirations for them;



To have good, long-term relationships

and 'be known';



To feel secure and supported

as they move into adulthood;



Not to become known to the police

by virtue of being in residential care;



For parents to be supported

and respected when there are first signs of difficulties, and for relationships with parents, brothers and sisters to be supported if a child does go into care.

FINDINGS

PROFESSIONALS

1. THE WORKFORCE LACK VOICE AND INFLUENCE

If you continue to fail to listen, you will continue to fail'. – fostering family

The Care Inquiry emphasised that there are **'enormous resources of goodwill and generosity'** in Jersey, from people with a passionate commitment to the Island's children (IJC 12:9). Many of the people who were interviewed for this work became emotional when speaking about care and were keenly aware of the need for children to be loved, supported and enabled to thrive. However, they identified a number of barriers to them being able to act on the views, wishes and best interests of care-experienced children and young people.

Those people involved directly in the care of children spoke about the difficulties of advocating on their behalf. A supported accommodation provider spoke about cases where **'the children's voice is heard, but Children's Service do nothing about it'**. Other participants described repeated experiences of contacting Children's Services when there would be little or no response or they would be blocked and end up exhausted, with little or no resolution. They would then have to communicate this message to young people which caused distress, the erosion of trust and sometimes had a lifelong impact. A kinship carer said **'No one is listening (...) You've got to be able to have a voice without being shut down.'**

Foster carers spoke about being taught in training to care for a young person 'as if they were your child'. They shared that when they fought for their foster child, as they would their own child, they were labelled 'trouble'. The issues they described fighting for included access to medical treatment, education and accuracy in their child's case file.

Foster carers shared that trying to advocate for their foster children can drive them to the point of exhaustion. One foster carer asked, **'If I don't speak up for my child, who will?'** Another spoke about how, often, the child is forgotten in a bureaucratic system which can be more concerned **'to tick a box, than to do what is right'** and that, as a result, children's best interests are not protected. They highlighted individual excellent and caring professionals working with their foster child but how often they too were limited in what they could do to promote the best interests of the child. One fostering family, considered **'outstanding'** drew the following conclusion:

'A theme throughout the ten years we fostered [until 2017] is denying these kids their human rights, of the right to a family life, right to education, right to the right health care and so on.'

Some residential workers spoke about how relatively little power and influence they had, despite being the main carer for children. They described how bed times were set by social workers, how children's sleepovers had to be approved by a senior manager (meaning that if the request was made out-of-hours or over the weekend, it may not be responded to) and how children's plans were changed frequently with new social workers. They spoke about how, despite not having the power to make decisions, they had to deal with the effects of them on the child, including comforting children who are **'crying their eyes out'**. They described how they cared deeply for the children in their care, and how difficult it can be when decisions are made which do not seem to be in the child's best interests.

One professional who often works with residential services spoke about the need for staff to be heard, otherwise they impart a culture to the young that they will not be heard, stressing the influence residential workers have over the children. She spoke about how residential staff want the best for young people but they need to have hope and see change. She added that residential workers are often not recognised for their good work. This chimes with the Care Inquiry findings that dedicated staff have not been truly valued (12: vii).

A feature of this piece of work was that a link to senior leads in Children's Services was established so that any issues of concern could be raised at this level. A number of people either commented 'we could do with that' or took up the offer to communicate with senior management. The fact that they felt they were not able to influence certain situations around children's rights and best interests, suggests that there is a blockage in communications which would be worth further consideration if the child's voice is to be heard and acted on.

2. FEAR

Many professionals spoke about the fear of speaking up. This included a fear of losing their job; being pushed out and their reputation being damaged. They also spoke about an environment where 'if you put your head above the parapet, it will get chopped off', a sentiment reiterated by Senator Sarah Ferguson.⁸

The Care Inquiry also referenced the **'fear factor and lack of trust'** (JCI 13:18-19). This was reiterated in the States of Jersey Employment Board Review of Bullying Cases (2018)⁹ which found a **'culture of discouragement of complaints in many quarters and consequential fear factor.'**

3. LACK OF CLARITY

A number of professionals spoke about a lack of policies and guidance, or how those which are in place can be unclear and open to interpretation. This contributes to the difficulty and insecurity around knowing how you are supposed to be working and what you can offer to young people in care. This adversely affects professionals' ability to make, and keep, promises to young people. Some professionals noted that there are recent improvements to policies and procedures, and that these changes are being led in a **'proactive and speedy'** way.

The lack of clear policies and guidance further contributed to an environment where decisions could be made based on personal experience or opinion. This lack of structure can also lead to professionals spending considerable time trying to find an answer about a young person's entitlements. For example, Brightly, the grant-giving charity (formerly Brig-y-don Children's Charity), were told that the States of Jersey would fund **'what any good parent would fund'**. When they asked for specifics about this, these were not given.

There is a lack of clarity about accessing funding for children and young people in care, and the process can be lengthy and uncertain. This leads to front-line workers often applying to Brightly, sometimes for the basics. Steve Harvey, CEO of Brightly explains:

'Brightly does not exist to pay for things which the States of Jersey should fund. Nevertheless, historically and currently, it is

extremely difficult to establish what the States of Jersey do actually fund for looked after children and care leavers.'

Furthermore, in the absence of any legal responsibility towards care leavers aged over 18, the understanding and application of the duty to 'advise, assist and befriend'¹⁰ is extremely variable, and open to personal interpretation. Professionals working with care leavers spoke about **'chasing and chasing'** for responses from Children's Services to requests for funding. They often found themselves blocked, or the requested support coming very late. Some examples of the impact of this include:

- a young person being unable to access education;
- young people living in unsuitable accommodation;
- people with care-experience feeling humiliated, for example, going to pick up glasses and being told 'we won't release them because Children's Services aren't good payers';
- Profound frustration and sadness of care-experienced people;
- High levels of stress for the professionals acting as an intermediaries;
- Difficulty for professionals to promote trust in the States of Jersey.

⁸ At the Scrutiny Panel for the response to the Care Inquiry, 29.03.18: statesassembly.gov.je/scrutinyreviewtranscripts/2018/transcript%20-%20care%20of%20children%20in%20jersey%20review%20panel%20-%20chief%20minister%20-%2029%20march%202018.pdf

⁹ [www.gov.je/Freedom%20of%20Information%20library/ID%20FOI%20HR%20Report%20\(redacted\)%2020180919.pdf](https://www.gov.je/Freedom%20of%20Information%20library/ID%20FOI%20HR%20Report%20(redacted)%2020180919.pdf)

¹⁰ Jersey (Children's) Act 2002, Article 28 www.jerseylaw.je/laws/revised/Pages/12.200.aspx

4. LATENT KNOWLEDGE

There appears to be considerable knowledge about individual young people, areas of professional expertise and local culture which could be further utilised to improve the care of children, and to identify the barriers to children's views being heard. Several foster carers spoke about their knowledge of their children, and of the broader issues around care, being undervalued and untapped. They may have to request permission to attend meetings, where they perceive professional 'expertise' is valued more highly, and acted on more readily, than their knowledge of the child. As of January 2018, one foster carer pointed out that there is not an exit interview when foster carers leave the service. She asked:

'How can this Service ever repair itself if it does not listen to the experiences of foster carers, in order to find solutions to mostly repeated and solvable issues?'

One professional with a number of trusted relationships with care-experienced people, and detailed knowledge about particular aspects of care stated:

'I think influence is the big thing. Someone like me. I go to all the meetings. But where does what I say go? Nowhere really.'

Professionals spoke about the need to value the skills and local knowledge of the jersey workforce. Several participants in strategic roles identified a lack of thinking, reflective spaces and a risk-averse,

mistrustful environment. They shared how the local children's workforce feels undervalued, weary and insecure due to frequently changing priorities and a culture which may be quicker to accuse than to understand and support. The current situation was described by several people as 'no better than before'. However, it was acknowledged that such upheaval may be followed by an increased degree of order and clarity, that policies and procedures are being tightened up and that now that the **'stone has been lifted'** by the Care Inquiry, there is hope that the care of children may improve.

A number of participants spoke about regular changes to senior management as a barrier to their own skills and knowledge being valued and used. They spoke about becoming used to senior people coming in, each with different ideas. The priorities of the previous senior person would often leave with them, and the professional would have to undo what they had been working on, and begin with a different approach, sometimes to the detriment of young people in care.

Local professionals have also pointed out that identifying existing, or historic good practice, and sharing their long-term memory of the Island's services for children, holds some risk. They fear it may be interpreted as collusion with the Care Inquiry's negative interpretation of 'the Jersey way.' This can lead to a higher value being placed on 'new' knowledge from elsewhere, and less value on a longer-term professional, and cultural memory.

Professionals sometimes find themselves stuck in a place between a relationship with a young person, whose rights they wish to promote, and a tangled system which can be unresponsive, unclear and defensive.

5. LACK OF LISTENING TO AND INVOLVING BIRTH PARENTS

Several professionals and carers spoke about the lack of voice and influence for parents of children in care. They spoke about:

- how parents have little or no voice in proceedings and how parents can be 'run over';
- the need for advocacy for parents (and the local professional will to co-ordinate it);
- the need for strengths-based early intervention;
- the need for an early intervention approach to be better understood and supported;
- the need to treat parents with kindness;
- recognition of parental trauma, and avoidance of a deficit approach which labels and alienates parents.

One fostering family who have worked with a large number of young people made the following observation:

'The Corporate Parent often replicates the neglectful conditions the kids are used to and that bought them into care, however not all the kids' parents were neglectful, in fact many of my kids' parents were fantastic, ordinary people like us, who just needed help and support to manage complex issues and they did not get it.'

6. SUPPORT FOR CHILDREN AND YOUNG PEOPLE ON EDGES OF CARE

Another recurring theme was how children and young people on the edges of care may not have access to advocacy, support or safe options. Examples include 18 year olds in an unsafe home, who cannot access benefits to leave because they do not meet the age threshold of 25. They may have been known to social services for some time. If a young person was in care at some point, but not on their 16th birthday, they are not eligible for various types of support. This may leave some of the most vulnerable young people, who have been 'in and out of care' without much needed support.

7. AWARENESS-RAISING

There are currently limited spaces to build understanding, and rebuild trust between the States of Jersey and care-experienced people. Senior civil servants and politicians may have never met a care-experienced person. In the absence of a real life narrative, the available stereotypes about care experienced people have been variously described as **'trouble,' 'criminal,' 'damaged,'** and **'on a fast track to jail'** (IJCI).

Some education professionals spoke about care-experienced children and **young people being labelled 'difficult' from a very young age**, with negative, and persistent labels often also applied to their families. They spoke about how damaging this can be in terms of the child's sense of worth, aspirations and educational options.

The longer-term impact of this is illustrated when some of these young people re-engage through Skills Jersey. As they have an initial conversation about their goals, they often say **'this is the first time I have been listened to.'** Skills Jersey find that the young people will often sabotage potential positives, perhaps because **'they aren't OK with feeling OK'** – as their normality has been instability and persistent negative labels. When on work placement, they may also misinterpret communications from management, as they are so used to reprimands, leaving them appearing rude or aggressive. As many of these young people have not experienced the stability of strong attachments and don't have someone to pick them up when they fall, the idea of being able to do something on their own in the workplace can seem too scary.

The Care Inquiry was clear that **'the key changes required are not procedural but cultural'** (IJCI 13:1). Encouraging Jersey's community to take responsibility as corporate parents will be difficult if engrained cultural beliefs about care-experienced people remain unchallenged. Currently, the public narrative is predominantly informed by articles detailing abuse in the local media, stories of litigation and the Care Inquiry. There is little space to develop a collective narrative, an analysis of data nor to support and enable care-experienced people to enter into dialogue with their corporate parents.

There is a sense in some sections of society of a 'need to close the book', or 'stop banging on about' the Care Inquiry. It may be seen as too awful to look at, a waste of money, telling us what we already knew or focusing unnecessarily on only one section of the population.

There has not been an opportunity for many of Jersey's key leaders to engage with the lived experience of care and allow this to inform their understanding of corporate parenting.

Key themes from professionals

1. Workforce have professional, local and child knowledge but little influence;
2. Workforce often feel afraid to speak out;
3. Shifting priorities make it difficult to keep promises to young people;
4. There are a lack of policies, inconsistency in how these are applied and lack of stated entitlements for people with care experience;
5. There is a need to raise awareness about the lived experience of care; to challenge a dominant deficit narrative, and to enable the community to contribute to positive change;
6. There is a lack of support for families on the edge of care;
7. The workforce cares deeply about improving the care of children.

RESEARCH

THIS section looks to local learning and UK best practice in order to inform the proposed programme of work. It considers the learning from of local services who have delivered projects with the aim of enabling children and young people with care experience to have voice and influence. Local services which work with people with lived experience and aim to raise awareness are reviewed for learning points. UK-wide best practice around voice and influence of people with experience of care is also examined.

Appendix 4 details relevant local projects, and posts, working in the arena of voice and influence

ORGANISATIONS ENABLING VOICE, INFLUENCE AND AWARENESS-RAISING IN JERSEY

Two respected charities, the [NSPCC](#) and [Barnardo's](#) have delivered advocacy and participation in Jersey. Jersey Cares has also been looking at how they can best amplify the voice of care-experienced people. Their learning is detailed here.

NSPCC Advocacy Service 2013 - 2015

The NSPCC Advocacy service was introduced to the island in 2013 and ceased in 2015. It had the full support and approval of the State and retained independence by being funded solely by the charity's own sources and overarching management of the service was held by the NSPCC in the UK.

An independent advocacy service for children and young people in Care and child protection was a key recommendation of the 2008 inquiry into child protection by Andrew Williamson. The need for advocacy was reinforced in the Williamson Implementation plan (2011) and the 2013 Children's Services inspection report by the Care Inspectorate.

Referral rates to the service were very low. Over the first 18 months an average of one case was open at any given time.

One of the team members, a social worker, wrote a reflective account of this service. She identified the following barriers:

- relying on third parties to inform children and young people of advocacy provision;
- social care professionals gatekeeping the service for reasons which varied from a lack of knowledge or capacity, to evidence of senior professionals actively undermining and disabling the service;
- she recognised a fear of being adversarial which could lead to children being deprived of social justice;
- inclusive practice (identified need to offer interpreters and undertake training in working with disabled children);

She highlights the importance of inter-agency practice and safe spaces to reflect on advocacy practice, where there is an openness to improvement.

Barnardo's Advocacy and Participation service 2016 - 2018

The Barnardo's advocacy and participation project was commissioned by the States of Jersey in January 2016 and will end 31st Dec 2018. Their learning points are detailed below:

The focus of participation work

- Participation work needs to begin with the needs and aspirations of people with care experience. Much of the current participation work is driven by the needs of the States of Jersey and is reactive rather than proactive, which includes responding to initiatives, policies or the changing priorities of different senior managers. Barnardo's feel that this has watered down their work;
- The States of Jersey, deemed by the Independent Care Inquiry to be a 'neglectful and indifferent corporate parent' needs to take steps towards the care-experienced population to understand and address the difficulties in their lives which have been caused, or compounded, by their experience of the care system;
- There is a need for robust, wider provision focused on the needs of care-experienced people. This will take time, is relational and initially will focus on building a network.

Understanding and promotion of advocacy and participation

- There is a need for a whole-island understanding and application of key terms such as 'advocacy' and 'participation';
- It is important to acknowledge that it is the role of all professionals in the child / young person's life to promote advocacy;
- There isn't always a genuine belief in advocacy and hearing the voice of care-experienced children and young people;
- Over the 3 year duration of the project, social workers 'buy in' has greatly improved, but the high turnover of social work staff and managers makes this difficult to sustain.

Attitude and approach

- Young people at times feel let down, and lose motivation and hope. Trying to give hope has been the hardest part of the work;
- There is a need for the 'human touch' including a warmer approach and consistent people to engage with;
- There is a need for respectful engagement with care-experienced people: young people were asked to participate in interviews with very short notice and were not able to speak with Ofsted inspectors, despite making themselves available in a variety of ways;
- The transition of interim senior management has had a detrimental effect on how responsive the States of Jersey has been to individual and collective concerns.

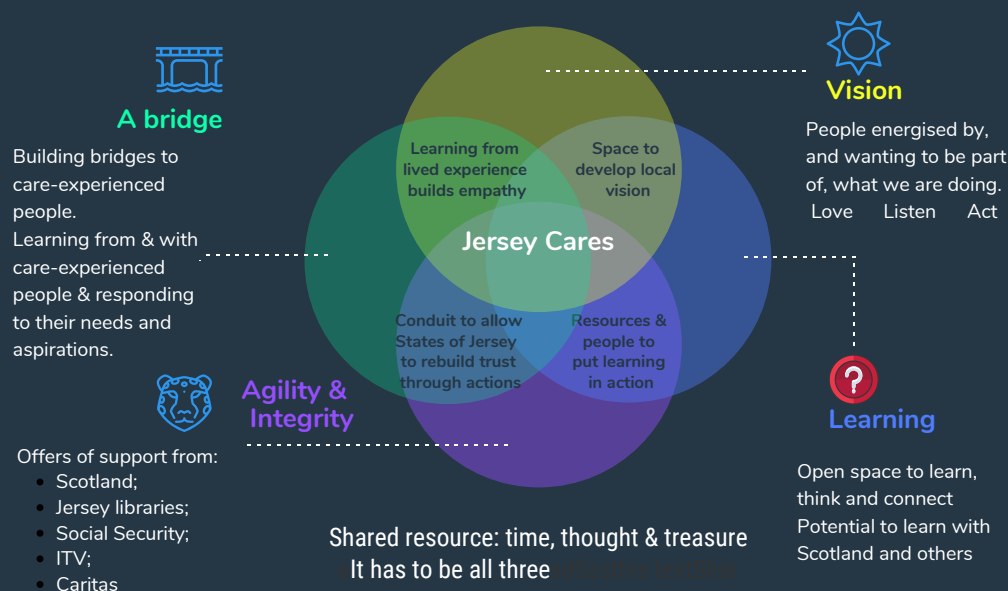
JERSEY CARES

The group who visited Scotland in March 2018 have continued to meet to look at how, collectively they can best amplify the voice of care-experienced people.

Jersey Cares have been exploring the possible functions of the alliance and are looking towards a vision of 'love, belonging and opportunity' for care-experienced people. The group

sees Jersey Cares as having a pivotal role in amplifying the voice of care-experienced people, enabling people with care experience to realise their aspirations, holding the States of Jersey to account for securing the rights of care-experienced people and raising awareness. The diagram below, and the notes which follow show some of the possible future functions for Jersey Cares

Exploring key elements of Jersey Cares



Other key points which have come out as the group explore the vision of Jersey Cares, and how to be effective are:

Partnership

When the group visited Edinburgh, many Jersey-based people said they had never seen a group this diverse come together for anything, and reflected positively on this;

Local knowledge

The group provides a space to reflect carefully on the local context, identify strengths and build on these, having the local networks and formal and informal networks to influence for positive change;

Accountability and support

The group, by nature of its diversity, is a place for challenge but also a place for support. It has been observed in States sittings, in the Care Inquiry and by those consulted for the scoping exercise, that often 'if you put your head above the parapet, it will be chopped off'. This support therefore, is key;

Kindness

The group has some simple ground rules about equity of voice and people with care-experience being at the heart of what we are doing. They have tried to create a space which is welcoming, accessible and kind. This models the change they want to see.

The group is looking to this piece of work to inform their future. It is currently considering options to constitute the group.

SCOPING WORK MAY - NOVEMBER 2018

This piece of work has had elements of action research; where aspects of advocacy and participation have been trialed. This has identified some enablers and barriers to advocacy and participation:

Enablers

'Green shoots' of hope and belief from people with experience of care – this was enabled by being heard, speaking to an individual who they decided to trust and having the offer of their concerns being taken up. It was further promoted by hearing about inspiring practice from other jurisdictions and the knowledge that there is a wide group of people in Jersey working to transform care;

A 'pilot' of restorative meetings – people with care-experience who have never felt heard about high-level concerns, have been able to meet with the Director General of Children's Services, speak to their concerns and have a high level response and agree actions. This has been received very positively by the people concerned; the actions taken have the potential to be transformative and the people concerned have the tentative beginnings of increased faith in Children's Services. One young adult commented: 'It was just the fact that he clearly believed in me. I feel excited for the future';

Relationships – this took time, but spending time speaking with people with care-experience and the workforce, sharing hopeful examples from elsewhere and showing genuine interest and concern, created broader and more frank discussions with many insights for the programme of work and to improve the State care of children;

Network - Being connected to a range of influential people through Jersey Cares, whose influence reaches the care community and the professional community, has further enabled some action to be taken and people with care experience to begin to believe that the community cares about them;

Support - The energetic, impassioned and informed support from a range of professionals and others in the community has brought offers such as school scholarships & mentoring programmes to people with care-experience;

International connections – these have offered inspiration that better is possible, knowledge on how to get there and international relationships we can build on to learn together.

Barriers

DBS check – the Jersey Vetting Bureau could not find any legislative support to undertake any check for the post holder to confirm their suitability for being in contact with vulnerable adults;

Data protection – this was initially presented as a reason not to be able to speak with children and young people currently in the care system;

Ethical considerations - there were concerns about speaking to younger people about how they would like care to be, without an organisation or structure currently in place to help them realise those changes;

Lack of an established process - to speak with children and young people in foster care and off-island;

Time – the duration of the scoping project was 6 months. This allowed for some relationship building with key professionals and carers which began to build the trust and confidence for them to open the door to conversations with children and young people in their care.

JERSEY CHARITIES WHO OFFER USEFUL LEARNING FOR THIS PROGRAMME OF WORK

AUTISM JERSEY

Autism Jersey provides a range of support services to people with autism and their families, and delivers awareness-raising training.¹¹ In conversations with their Director of Operations, Philip Le Claire, there seemed to be some helpful parallels and learning, between the work of Autism Jersey and the focus of this piece of work.

Establishing the organisation

Philip spoke about the work of Autism Jersey beginning with parents who were angry about the discrimination and lack of understanding and opportunity which their children faced. They came together and, over time moved from very visceral anger to identifying problems and offering solutions.

The work of Autism Jersey was driven and supported by a very diverse steering group, and this was one of the key factors which enabled the organisation to work well. The group included civil servants, carers, people with autism, teachers and representatives from Housing.

Awareness raising

Autism Jersey has trained a wide range of people including 'unusual suspects' such as bus and taxi drivers. Their goal is to enable an island-wide understanding of autism and the knowledge to promote full inclusion of people with autism. There are now initiatives such as autism-friendly swimming sessions, shopping and cinema screenings. Ten years ago, only one diagnosed autistic person was in work in Jersey; now 25% of the autistic population are in work.

Philip commented that the training spoke to both the 'hearts and minds' of participants through awareness raising and storytelling. An example would be that now that the police are able to recognise autism, they

deal differently with domestic situations involving someone with autism.

Autism Jersey initially delivered training from the National Autistic Society, then co-developed Jersey specific training with them. In the early days of their work, they brought in inspirational speakers from elsewhere. This raised awareness about autism and also gave credibility to the local work of Autism Jersey.

The training looks at the history of autism, what autism looks like and how you can help. It includes personal illustrations; through stories, video or photos. The training speaks about life stories which begin negatively, end positively and explores what happens in the middle to enable this outcome. This provides a 'heart hook' and turns the 'issue' into a person. Philip would ask people to put on an Autism Jersey wrist band during the training, wear it home, taking it off when you have made a positive change for people with autism.

Philip spoke about people locally with a 'heart like a lion' but who may need education and understanding to know how best to help. He shared that a local approach is to 'lead people but don't push'. If people come to their own conclusions, they will support you, but if they feel pushed too hard, you will alienate them.



¹¹ <https://autismjersey.org/autism-friendly-in-jersey/>

JERSEY RECOVERY COLLEGE

Establishing the organisation

Jersey Recovery College is a community-based independent mental health charity. They offer education and training opportunities to people experiencing mental health difficulties and the family, friends and professionals who support them. The values of the college are hope, opportunity and empowerment. The organisation itself, and the training programmes they offer, have been co-produced by people with lived experience and professionals with relevant expertise. The Recovery College Manager, Beth Moore, won the 2018 Pride of Jersey, Inspirational Leader Award.

Jersey Recovery College was born from a recognised need for training around mental health and recovery in Jersey to promote increased awareness and to challenge stigma. The local community of those with lived experience of mental health issues and their families were sick of stigma. There needed to be a re-education of community and society to gain increased understanding in order to act in a more knowledgeable and understanding way. Related to this piece of work, Beth recognised that the stigma and shame around mental health is more widely acknowledged than that around the experience of care, which means that the early days of this work may not gain the quick support of a large number (130) of people with lived experience, as was the experience of the Recovery College.

It was acknowledged there would be a need for people with lived experience and professionals to be heard but this was facilitated within the boundaries of the project. Much consideration was given to creating working spaces where those with lived experience and clinicians were equally respected and valued. The scoping work was mostly task-driven with an end-focus point which helped keep the conversation focused on the future while drawing on relevant past experiences.

People with lived experience found being involved in something positive a healing experience. The

organisation gained credibility through its

achievements, and the strong support from both people with lived experience of mental health issues and professionals with relevant expertise.

Beth spent her first six months scoping the options for the College and support locally. They then asked people to apply to join a steering group. They received 50 applications, and brought together a steering group of nine people working intensely for three months to develop the organisation. Beth stated 'there comes a point when you just have to do it'. They pulled in relevant expertise, from on and off island and developed a train the trainer model. She highlighted the importance of Jersey taking ownership of what is learnt.

By people with lived experience and relevantly skilled professionals (sometimes this was one in the same person) working together there was a range of skills, perspectives, knowledge and dilution of some of the very visceral emotions of lived experience. Beth recognised the need for very good facilitation and ground rules to make this work well.

At the end of the scoping phase they held an event where those who designed the service presented their work. This was very powerful and there was high status associated with presenting this work.

Beth highlighted the need for very strong support for the person leading this sort of working, suggesting clinical supervision.



Key Findings

1. Advocacy and participation needs to be better understood;
2. Gatekeeping by professionals has sometimes made it difficult to inform care-experienced people about available advocacy/participation/influencing opportunities;
3. The Service can be actively undermined by senior professionals;
4. This work is relational, involves building trust, as such requires constancy, kindness and competency, and takes time;
5. The priorities need to come from care-experienced people;
6. A catalyst for local advocacy/participation/influencing can be a model, support and inspirational inputs from international friends. However this learning needs to be filtered through a local lens in order to be sustainable;
7. Care-experienced people want to be part of care improving.

LEARNING FROM UK-WIDE BEST PRACTICE

The jurisdictions, local authorities and organisations below are those who are driving transformational change, with a central component being by listening to, working and learning with people with care-experience.



Images courtesy of Who Cares? Scotland



Scottish Government

Nicola Sturgeon spent considerable time listening closely to a large number of care-experienced people. Through this experience, she came to understand that Care needs to make good things happen for children, stigma needs to be challenged, children need to feel loved, and these changes need to be driven by listening to, and involving people with lived experience of Care. In October 2016, she announced a root and branch review of care to understand the lived experience of care and put love at its heart.

The Independent Care Review

This 'review like no other'¹² is driven by those with lived experience of Care.

5 Nations, 1 Voice, UK & Ireland:

This alliance brings together advocacy and influencing organisations working with people with care-experience across the UK and Ireland.

Who Cares? Scotland (WC?S)

Who Cares? Scotland is a charity with a 40-year history of advocacy and campaigning, working with care-experienced people. They recently were awarded the Rathbone UK Charity of the Year award, and the Campaigning and Advocacy award. They were instrumental in the current transformational Scottish Care Review.

Voice of Young People in Care (VOYPIC), Northern Ireland

VOYPIC was established in 1993 and is an advocacy and participation charity.

Child-friendly Leeds

In 2009 Ofsted found that Leeds did not adequately safeguard children. By 2012, Ofsted highlighted 'remarkable and impressive' service improvement. By 2015, services had improved to be 'good' overall, with 'outstanding leadership, management and governance. Two key features of this improvement are Listening to, and involving, children and young people and Restorative ways of working.

New Belongings, England-wide

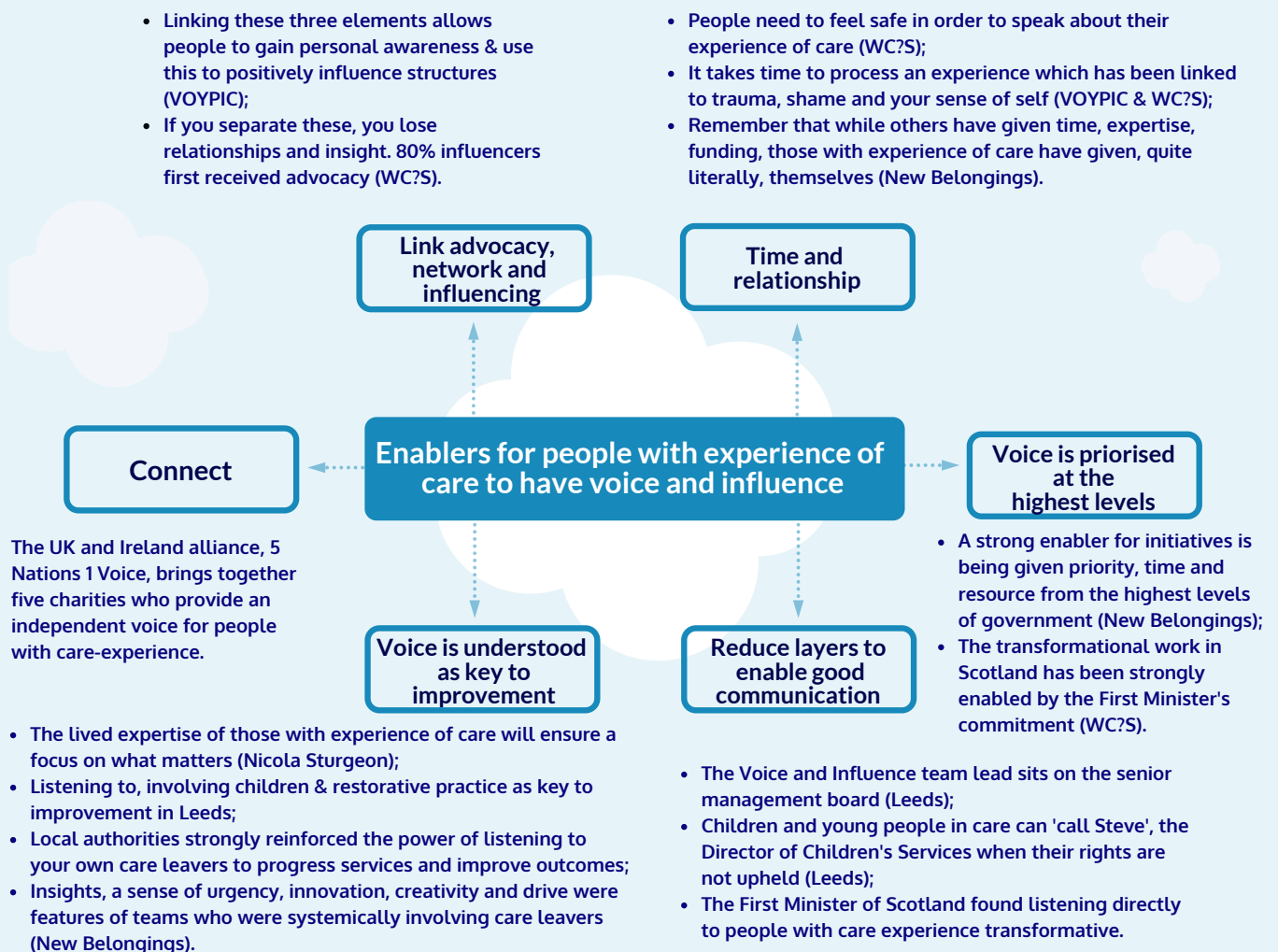
New Belongings was a 2013-16 participation initiative which came from 'care leavers'¹³ across the generations, and from a range of backgrounds. It was the third piece of work, alongside the Charter for Care Leavers and 'Access All Areas'¹⁴. New Belongings was a national change partnership between the Department for Education, the Care Leaver Foundation and the nine participating 'pilot' authorities.

¹² www.carereview.scot

¹³ <https://www.gov.uk/government/publications/care-leavers-charter>

¹⁴ https://secure.toolkitfiles.co.uk/clients/23786/sitedata/files/Access_All_Areas_Complete.pdf

This diagram, based on the best-practice review, shows the key enablers for people with experience of care to have voice and influence. Further detail can be found in Appendix 3.



Key Overall Findings

1. People with experience of care expect not to be heard and for no action to be taken;
2. People with experience of care wish to be heard on primary issues such as seeing their family, knowing their life story, where they will live, their opportunities, challenging stigma and their futures;
3. People with experience of care link being heard and their views acted upon to their sense of self, their worth, belonging and their futures;
4. People with experience of care have often faced devastating circumstances, with profound current impact, linked to their experience of care;
5. The workforce expresses concern and care about people with experience of care. They have detailed professional, local and child insight, which is under-utilised;
6. The workforce often can't make things happen for children. They trace this to not being heard or having influence and being unclear about policies & entitlements;
7. Work to regain the trust of people with experience of care, and to enable them to see that if they speak out they will be heard, and action will be taken, takes time and begins with relationships, constancy and action;
8. People with experience of care, and the workforce want the lives of children in care to be much better.

PROPOSAL TO ENABLE VOICE AND INFLUENCE

THIS proposal identifies short and medium term recommendations to enable care-experienced people to have voice and influence. These recommendations are deliverable over an 18-month period (i.e. November 2018 – April 2020). Also included is an outline long-term model, which will build on these short and medium term recommendations.

RECOMMENDATION 1

Understand and address the barriers to the provision of advocacy for children and young people who are in care

Actions:

1. States of Jersey to support the workforce to understand what are, and are not, the limitations of 'data protection'
2. Develop local sustainable model of advocacy, network and influencing
3. Consider amendments to the Children (Jersey) Act 2002 to include a statutory duty to offer advocacy and right to complain

Starting points

Work with Who Cares? Scotland to develop a sustainable mode of advocacy, network and influencing (£50, 000)

Jersey Cares to share scoping learning with Children's Rights Officer.

Estimated cost:

£50,000

RECOMMENDATION 2:

People with care-experience see that sharing their views, concerns and aspirations leads to action from the States of Jersey

Actions:

4. States of Jersey to hold 1-1 restorative meetings with care-experienced people
5. Key States of Jersey leaders invite the care-experienced people who participated in this report to discuss with them the themes raised, and feedback on actions taken as a result.

Starting points

Key people to hold discussion about how to develop a process around 1-1 restorative meetings

Coordination resource from Jersey Cares to enable actions 4 & 5

Estimated cost:

£50,000

RECOMMENDATION 3:

Jersey Cares is operationalised to support care-experienced people to be heard, have their concerns and aspirations acted upon, and to hold the States of Jersey accountable to act and for their actions

Actions:

6. Jersey Cares is formally established
7. Jersey Cares and States of Jersey agree a working relationship which enables clear communication and reduces layers

Starting points

Bridging funding to allow participation adviser to continue to be engaged until end January 2019 (£9,000)

Work with Collaborate CIC & Carey Olsen to formally establish Jersey Cares (£3,000)

Develop a plan to broaden Jersey Cares and raise awareness (£5,000)

Engagement of 1.2 fte Feb 2019 – July 2020 (£110,000)

Develop clear lines of communication between Jersey cares and the States of Jersey

Estimated cost:

£127,000

RECOMMENDATION 4:

Care-experienced people are enabled to believe that change is possible, and gain knowledge on how it is achieved

Actions:

8. Relationships and learning are built upon with other jurisdictions tackling similar challenges
9. Leaders of transformative change from other jurisdictions are invited to share experiences
10. The network of people with care-experience is further developed
11. Peer links are developed and enabled. This is likely to include through visits and digital media

Starting points

Jersey Cares to prepare for the visit from the Scottish delegation Spring/ Summer 2019 and the Care Conference in Liverpool in April 2019 (£3,000)

Coordinate a programme of inspirational speakers (£9,000)

Estimated cost:

£12,000

RECOMMENDATION 5:

Ministers and Officers understand the lived experience of Care

Actions:

12. Commission Who Cares? Scotland, or other identified organisation, to deliver corporate parenting training
13. Jersey Cares, or other organisation, to work with Who Cares? Scotland or other partner to develop Jersey-specific corporate parenting training.
14. Provide safe opportunities for people with care-experience to interact with Ministers and officers

Starting points

Develop a partnership with Who Cares? Scotland to deliver corporate parenting training, developing a local model (£5,000)

See event above

Estimated cost:

£5,000

RECOMMENDATION 6:

The workforce are enabled to believe that change is possible, and gain knowledge on how it is achieved

Actions:

15. Leaders of transformative change from other jurisdictions are invited to share experiences
16. Workforce access commissioned corporate parenting training

Starting points

Opportunity to link in with: social work CPD; social work degree; Jersey Children's First programme of training; UNCRC training

Estimated cost:

£5,000

RECOMMENDATION 7:

Care-experienced people have an increased sense of belonging and worth

Actions:

17. Jersey Cares works with people with care-experience, carers and children's services to work out the best way to show love e.g. Christmas Dinner, birthday cards, events, recognition.
18. Jersey Cares acts as a 'conduit for kindness' enabling the wider community to express love towards care-experienced people

Starting points

Need for States of Jersey to work with Jersey Cares to provide clear guidance and support on safeguarding responsibilities when bringing people with care experience together.

Estimated cost:

£1,000

RECOMMENDATION 8:

Workforce feel valued, with their skills and knowledge utilised, enabled and empowered to act with kindness and consistency towards care-experienced people and promote their views being heard and acted on

Actions:

19. Consider a function of the Children's Rights Officer's role being to look at the systemic barriers to this

Starting points

—

Estimated cost:

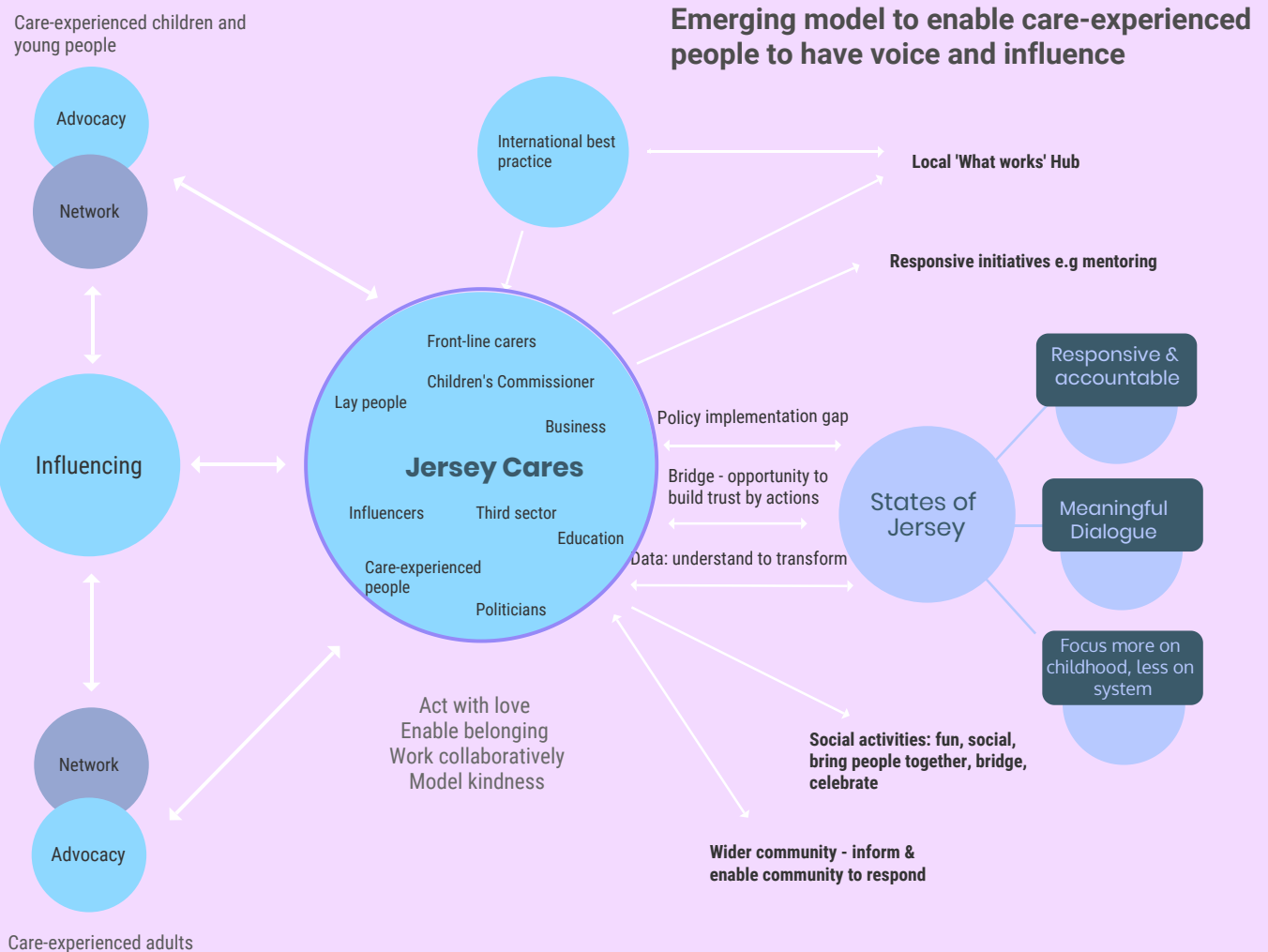
£0

Total cost: £250,000

EMERGING LONG-TERM MODEL

Goal: To develop a locally supported, and resourced sustainable¹⁵ programme of work to enable care-experienced people to have influence and for the States of Jersey to be accountable to act, and for their actions

¹⁵ 'Sustainability' as the 'capacity to make a lasting difference: <http://www.thelastingdifference.com/organisational-sustainability/>



RATIONAL FOR FUNCTIONS OF EMERGING MODEL

FUNCTION OF MODEL	SCOPING THEME	INSPIRED BY	LED BY	POLICY LINKS
<p>Jersey Cares – an alliance and a delivery organisation</p> <p>The alliance is comprised of a broad network of care-experienced people, third sector, public sector, politicians, businesses, lay people and community influencers – to enable care-experienced people to know love, belonging and opportunities through promoting and enabling their stated interests, and being aspirational for them.</p> <p>The delivery organisation offers advocacy, the offer to come together as a network, and influencing for care-experienced adults (18+) and possibly coordinates advocacy-network-influencing for under 18's</p>	<p>Belonging, worth and connection.</p> <p>Opportunities and aspirations.</p> <p>Care-experienced people are heard and their opinions, concerns and aspirations are supported and, where needed, acted on.</p> <p>States of Jersey to be accountable for their actions.</p> <p>Utilising the positive aspect of the Jersey Way, where a broad range of people can come together to promote the interests of, support and provide opportunities to care-experienced people</p>	<p>The group who went to Edinburgh found the broad range of people within the group offered the networks, skills and energy to drive positive change. They continued to meet as 'Jersey Cares' and increasingly saw that the group could be an enabler for care-experienced people to feel valued, understood and loved by the community, and for the States of Jersey to listen to their concerns and be accountable to act.</p>	<p>Jersey Cares</p> <p>Collaboratively with a range of organisations and individuals, including people with lived experience of care</p> <p>Driven by the strengths, aspirations and concerns of people with care-experience</p>	<p>Common Strategic Policy 2018-23 working collaboratively with voluntary organisations to meet the needs of children and young people, not constrained by organisational boundaries</p> <p>IJCI: there is a need to address the 'powerful, interlocking networks' which 'may exclude and disempower others, especially disadvantaged children;</p>

<p>Provision of advocacy-network – influencing for children and young people with care-experience (under 18)</p>	<p>Care-experienced people need to have their voice heard</p> <p>States of Jersey to be accountable to act, and for their actions.</p> <p>Challenge stigma.</p> <p>Need to belong.</p>	<p>Who Cares? Scotland (WC?S) have been a critical friend to Jersey Cares. They recently won UK Charity of the Year, and also the Advocacy and Campaigning award. They have been instrumental in the transformative aim of Scottish Government for all children in care to be loved, for stigma to be challenged and for their voices to be at the forefront of change.</p> <p>They deliver the proposed three-tier model. Individuals access 1-1 advocacy, allowing them to be heard and services to be accountable. They enable a network to come together. This can offer belonging, links to other jurisdictions, and shared ideas and recommendations to emerge.</p> <p>Influencing leads to service and policy changes, and to increased public awareness.</p> <p>80% of WC?S influencers were first participants in advocacy</p>	<p>Requires States of Jersey to be clear on their intentions for the provision of advocacy</p>	<p>Give children a voice, listen and act – IJCI</p> <p>Listen directly to children and young people and involve them in how we design, deliver and review our services – Pledge to Jersey's Children and Young People (2018)</p> <p>Link to international best practice – IJCI</p>
<p>Provision of advocacy- network – influencing for adults with care-experience (over 18)</p> <p>NB. For the purposes of the Improvement plan, to give Jersey parity with the UK and for the work of the Children's Commissioner, people with care-experience are classed as 'young people' until age 25</p>	<p>Care-experienced people need to have their voice heard</p> <p>States of Jersey to be accountable to act, and for their actions</p> <p>Challenge stigma</p> <p>Need to belong</p> <p>Care-experienced people can come together and identify and lead on projects for care-experienced people, with the support and resources of Jersey Cares.</p>	<p>AS ABOVE</p>	<p>JERSEY CARES</p>	<p>'robust support for young people leaving care' – Common Strategic Policy</p> <p>Gap in provision for care leavers – Jersey Care Commission, Inspection of Children's Services</p> <p>'the overwhelming majority of the adults who have been in the care system, and whose stories the inquiry heard [in the 100s], still suffer from the effects of abusive or emotionally neglectful childhoods in the care system, their difficulties compounded by being turned out, unsupported, into a world with which they were singularly ill equipped to cope.' (IJCI 12: ix)</p>

Develop a local 'What Works' hub	<p>Need for good quality training for workforce.</p> <p>Need for local knowledge to be valued.</p> <p>Need for care-experienced people to hear about aspirational practice, in order to increase their self-belief and belief that change is possible.</p>	<p>'What Works' England Centre of Excellence for Looked After Children (Celcis) Scotland</p> <p>Upcoming social work degree, and Jersey Children's First workforce training, provide opportunities for local learning</p>	<p>JERSEY CARES HIGHLANDS COLLEGE?</p>	<p>Need to link with international best practice, IJCI</p> <p>Need to value local workforce – IJCI</p> <p>Need to gain knowledge of 'what good looks like' – IJCI</p> <p>Build on what Jersey does well – IJCI</p> <p>Have good or outstanding services – vision of the Children's Service Improvement Plan</p>
Responsive initiatives As care-experienced people share their interests, need and concerns, Jersey Cares members can respond (with a flexible funding model)	<p>Need to act on the profound concerns of care-experienced people.</p> <p>Need to provide opportunities for care-experienced people.</p> <p>Need to show care-experienced people that they are loved and valued.</p>	<p>A desire from the wider workforce to improve the lives of people with care-experience, and from care leavers to improve the lives, and sense of worth, of children and young people in care.</p>	<p>Various 3rd sector, public organisations, businesses, and lay people</p>	<p>Need to show you have listened by acting – IJCI</p> <p>Listen directly to children and young people and involve them in how we design, deliver and review our services – Pledge to Jersey's Children and Young People (2018)</p>
Contribute to the policy implementation cycle	<p>Need to be clear about the connection between policy and practice .</p>	<p>Centre for Excellence for Looked After Children (Celcis)</p>	<p>JERSEY CARES DIRECTOR FOR CHILDREN'S POLICY</p>	
Provides a bridge – an enabler for the States of Jersey to build trust by actions	<p>Lack of trust in States of Jersey.</p> <p>Need for States of Jersey to act.</p> <p>A need to demonstrate, by actions, that there is a 'point' in speaking out.</p>	<p>Who Cares? Scotland 5 Nations 1 Voice (equivalent advocacy/ campaigning organisations across the UK)</p>	<p>JERSEY CARES STATES OF JERSEY</p>	<p>Rebuild trust by actions – IJCI</p> <p>Listen to children - Pledge</p>
Arrange social activities To celebrate care-experienced people and to enabler those whose actions affect the lives of care-experienced people (Ministers, Officers, wider workforce) to meet and learn with care-experienced people to raise awareness	<p>Stigma attached to being in care.</p> <p>Lack of being 'seen as a person' and a feeling instead of being part of a process</p>	<p>Who Cares? Scotland 5 Nations, 1 Voice Child Friendly Leeds</p>	<p>JERSEY CARES STATES OF JERSEY other partners</p>	<p>Chief Minister to meet people with care-experience at least annually – IJCI</p> <p>Show you value children and young people – IJCI</p> <p>Put children first – Common Strategic Policy</p> <p>Ongoing meaningful dialogue – UNCRC</p>
Raise awareness in the wider community	<p>Stigma</p> <p>Lack of belonging</p> <p>Worth</p> <p>Lack of awareness</p>	<p>Who Cares? Scotland 5 Nations, 1 Voice Foster Focus, England Drive Forward, London</p>	<p>JERSEY CARES</p>	<p>Children in care seen as delinquent – IJCI</p> <p>Children's Services can't make the required changes alone – Jersey Care Commission</p> <p>Need for more foster carers – Fostering and adoption Jersey</p>

APPENDIX 1 – POLICY DEVELOPMENT

INDEPENDENT JERSEY CARE INQUIRY

The driver to improve the experience of care has been the Independent Jersey Care Inquiry (IJCI). One of the eight recommendations is to 'give children a voice'. Some of the key points the Inquiry makes in relation to this are:

- Failure to value children in the care system, listen to them, ensure they are nurtured and give them adequate opportunities to flourish. (IJCI 12:3 i)
- little consideration given to the experience of children in the system (IJCI 5:17) and 'for decades there was little evidence of a considered approach to the needs and desired outcomes for individual children (IJCI 12 iv)
- 'Children in care were powerless for decades (...) and so often their accounts went unheard or were discounted when they ventured to express their worries (IJCI 8:4) and 'Many witnesses said they did not feel able to report abuse, because they didn't think they would be believed' (IJCI 8:15);
- it is important to acknowledge how inordinately difficult it is for a child, especially with little experience of a loving and nurturing family life, to express concerns about their treatment, let alone find adults who take them seriously' (IJCI 8:3);
- 'the overwhelming majority of the adults who have been in the care system, and whose stories the inquiry heard [in the 100s], still suffer from the effects of abusive or emotionally neglectful childhoods in the care system, their difficulties compounded by being turned out, unsupported, into a world with which they were singularly ill equipped to cope.' (IJCI 12: ix)

The IJCI stresses the importance of the States of Jersey regaining the trust of care-experienced people:

- '[care-experienced people have been] so badly failed by their corporate parent' and that 'it is imperative that future generations do not inherit this distrust of, and attendant disconnection from, the political systems and professional care services (...) this includes a greater readiness by politicians and professionals to admit problems and shortcomings and failures promptly and fully when they do occur, and to address them' (IJCI 12:89);
- the most effective way of giving children confidence that they will be heard is to demonstrate that they have been listened to and that, as a result, things have changed (IJCI 12:82).

JERSEY (CHILDREN) LAW 2002

In the General duty of Minister in relation to children the Minister looks after (19) it states that:

(2) Before making any decision with respect to a child the Minister is looking after or proposes to look after, the Minister shall, so far as is reasonably practicable, ascertain the wishes and feelings of –

- (a) the child;

There are also specific circumstances mentioned where the Minister should ascertain the wishes and feelings of the child (considered in the light of the child's age and understanding) and give due consideration to such wishes of the child as the Minister has been able to ascertain.

These are:

- 4) (a) the court is considering whether to make, vary or discharge an Article 10 order, and the making, variation or discharge of the order is opposed by any party to the proceedings; or
- (b) the court is considering whether to make, vary or discharge an order under Part 4.

6) Before providing accommodation under Article 41

41) 2) And if a child is taken into police protection, the police officer concerned shall:

(b) inform the child (if the child appears capable of understanding) –

(i) of the steps that have been taken with respect to him or her under this Article and of the reasons for taking them, and

(ii) of the further steps that may be taken with respect to him or her under this Article;

(c) take such steps as are reasonably practicable to discover the wishes and feelings of the child.

There have been no (or at least no substantive revisions relating to the child's voice) since the Children Law was enacted in 2005 and none of the subsequent legislative changes to the Children Act 1989 have so far been adopted here.

The States of Jersey are currently looking at revisions to this Act. Common Strategic Policy 2018-2022

COMMON STRATEGIC POLICY 2018-2022

The Common Strategic Policy sets out ministers high-level ambitions for Jersey and contains five strategic recommendations where ministers will focus their efforts. Their first priority is that:

We will put children first by protecting and supporting children, by improving their educational outcomes and by involving and engaging children in decisions that affect their everyday lives.

This Policy states that the government needs to focus its efforts on:

- ensuring that services for children are improved so that children are listened to, are safe, protected and flourish;
- bringing forward plans to incorporate the United Nations Convention on the Rights of the Child (UNCRC);
- setting out in law the key functions of government relating to its corporate parenting responsibility, the development and delivery of a shared Children's Plan, and the obligation to provide services where a child is 'in need';
- we have begun and will continue to improve the overall quality of care for our most vulnerable children, while building capacity and capability in foster care services and robust support for young people leaving care;
- We will also work collaboratively with voluntary organisations to meet the needs of children and young people and ensure seamless transitions through a focus on their outcomes, and not be constrained by our organisational boundaries.

The Policy states that the actions will lead to these achievements. That children:

- Grow up safely, feeling part of a loving family and a community that cares
- Live healthy lives, enjoying the best health and wellbeing possible
- Learn and achieve, by having the best start in life and going on to fulfil their potential
- Are valued and involved in the decisions that affect their everyday lives.

JERSEY CHILDREN'S SERVICES IMPROVEMENT PLAN: PHASE 1 JULY – OCTOBER 2018

Children's voice is central to our measurement of performance and quality.

This document reflects the first set of actions that are to be taken by operational managers and practitioners in response to the oral feedback given by Ofsted about its June 2018 inspection of Children's Social Work Services. These actions are the essential first steps to recovery and address the critical elements of the first phase of improvement that need to be made to the services received by children. The 'ultimate goal' of the Improvement plan is that 'all children supported by the State receive consistently good or excellent services'.

The document defines 'impact' as 'how children will know things are different'. It states that the 'voice of the child and the family will be embedded in performance and service review and improvement plans. It says that 'children should be active participants in assessing if their needs and agreed outcomes are being met, that 'children and families [will be] engaged in shaping their plans and in assessing the outcomes achieved' and that 'children will know their voices have been heard'.

The Director General of Children, Young People, Education and Skills Mark Rogers confirmed that the age-range for 'children and young people' extends to 25 for people with care-experience.

PLEDGE TO JERSEY'S CHILDREN AND YOUNG PEOPLE (2018)

All States Members and leaders of the public service are being asked to sign up to a 'Pledge to Jersey's Children and Young People' that will hold the government, legislators and public service to account for improving the care and upholding the rights of every child in the island.

The new pledge commits those who sign it to play their part in speeding up the pace of change for children, and acknowledges that the care and protection of children is not solely the responsibility of Children's Services.

In relation to listening to care-experienced people and involving and responding to them, it states:

We will listen directly to children and young people and involve them in how we design, deliver and review our services.

It also commits those who sign it to:

- provide all children in our care with access to a safe, loving, secure home environment;
- make it easier for data and insight across organisations to be shared so that, when assessing how best to meet their needs, we look at children's and young people's lives as a whole
- set and publish clear standards and we will be held publicly to account for achieving them.

JERSEY'S CHILDREN FIRST (2018)

Jersey's Children First is a standard practice model adopted across agencies, services and settings in the public, community and voluntary sectors in Jersey. The approach has additional responsibilities for young people who have been in the care of the States of Jersey and young people in transition to adult services. At the heart of Jersey's Children First is a commitment to early help for children and young people through a range of evidence informed interventions. Early help is a collaborative approach not a provision.

Jersey's Children First is sponsored by the Department for Children, Young People, Education and Skills and Health and Social Services. It is driven by the Independent Jersey Care Inquiry and the Community Ministerial Group's discussion around the Troubled Families Programme.

It is the vehicle for delivering the four outcomes of the forthcoming Children's Plan for Jersey:

- that all children in Jersey grow up safely
- live healthy lives
- learn and achieve
- are seen and heard¹⁶

These qualities, which practitioners are encouraged to display, are particularly relevant to promoting a culture of listening, acting and involving:

1. We will relate to children, parents and carers with courtesy and without blame
2. We will work with families with genuineness; this means being able to help children and their parents explore their own situations and not allowing our own assumptions/motives to prevent our understanding of the child and family's experiences
3. Empathy is important and is the ability to see the situation from another's perspective, in particular the child
4. We will work together with humility, being realistic about what we have to offer and recognising the importance of accepting the contributions of others, including colleagues, and the potential of working in partnership with families
5. We maintain a positive and balanced approach to working with all children and young people, communicating a quietly positive outlook and warmth

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding – Founding principle of the UNCRC

Jersey ratified the United Nations Convention on the Rights of the Child (UNCRC) in 2014. The UNCRC is an international agreement, setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities¹⁷. It sets out rights for children directly relevant to the care system, including:

- a right to live with parents unless it is harmful for the child (Article 9);
- a right to be reunited with parents, if a child and family are living in different countries (Article 10);
- a right to special protection and help if a child cannot live with their parents (Article 20);
- a right to have the best care if a child is adopted or living in foster care
- a right to have your living arrangements checked regularly if a child is living away from home

Article 12 relates to children's right to be heard, and have their views taken seriously. It states:

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or appropriate body, in a manner consistent with the procedural rules of national law.

It is not only a free-standing right, but the Committee on the Rights of the Child has identified Article 12 as one of its four general principles. In other words, it must be considered in the implementation of all other rights, and as one of the general measures of implementation of the UNCRC.¹⁸

It was recognised by the UN General Assembly, that listening to children was a new concept in international law and posed a problem to most countries. Therefore, in June 2009, the Committee on the Rights of the Child, the international body established to monitor governments' implementation of the UNCRC, adopted a General Comment on the Right of the Child to be heard

¹⁶ <https://www.gov.je/Caring/JerseysChildrenFirst/Pages/AboutJerseysChildrenFirst.aspx>

¹⁷ <https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>

¹⁸ https://www.unicef.org/french/adolescence/files/Every_Childs_Right_to_be_Heard.pdf, P15

This General Comment elaborates in detail the scope of Article 12, and how the Committee expects governments to interpret their obligations to children under its provisions. It makes the following pertinent points:

10. Even when confronting difficulties in assessing age and maturity, States parties should consider children as a group to be heard, and the Committee strongly recommends that States parties exert all efforts to listen to or seek the views of those children speaking collectively;
11. States parties should encourage the child to form a free view and should provide an environment that enables the child to exercise her or his right to be heard;
12. The views expressed by children may add relevant perspectives and experience and should be considered in decision-making, policymaking and preparation of laws and/or measures as well as their evaluation.
13. These processes are usually called participation. The exercise of the child's or children's right to be heard is a crucial element of such processes. The concept of participation emphasizes that including children should not only be a momentary act, but the starting point for an intense exchange between children and adults on the development of policies, programmes and measures in all relevant contexts of children's lives.

JERSEY'S CHILDREN'S' COMMISSIONER'S ISLAND-WIDE CONSULTATION: THE FINDINGS (2018)

The Children's Commissioner undertook an island-wide survey of children, young people, their parents/carers and professionals. This was done to ensure that the Commissioner recommendations the issues of greatest importance to children and young people across Jersey. Over 2,000 children, young people and adults shared their views.

66% of respondents thought that children in receipt of social care should be one of the key priority areas for the Children's Commissioner. Comments include:

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.

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

The Consultation demonstrated a need for the Children's Commissioner to focus on:

- Turnover of social workers;
- The impact of leaving care and ongoing support for care leavers;
- Jersey's Children being brought up off island because of lack of foster placements on-island. This makes contact with their birth parents and brothers and sisters difficult as well as removing them from their culture.

The Children's Commissioner funded this work as part of her ongoing commitment to meaningful dialogue with care-experienced people.

CHILDREN'S PLAN 2019-23

Currently under development

CORPORATE PARENTING POLICY AND STRATEGY

Currently under development

CHILDREN, YOUNG PEOPLE AND (FAMILY?) ACT

Currently under development

APPENDIX 2

ETHICAL CONSIDERATIONS FOR SEMI-STRUCTURED INTERVIEWS WITH CARE-EXPERIENCED PEOPLE

Based on learning from Scotland and Northern Ireland who have undertaken similar projects, this work entails a number of ethical considerations. These are detailed below alongside actions taken to mitigate risk.

Ethical consideration	Actions to mitigate risk
Privacy of the individuals who take part	<p>Names of all people with care-experience, or any professional they reference, have been changed.</p> <p>Measures have been taken to avoid including identifying details of people</p> <p>Where identifying detail is included, for example in case studies, the person who it references has given consent to for this.</p>
Potential triggering effects of reliving past trauma	<p>Barnardo's kindly made counselling support available for participants</p> <p>Care was taken not to ask participants detailed questions about their past, and to emphasise that they did not need to share their 'story'</p>
Disclosure of negligence on the part of Children's Services	<p>Group Director of Children's Services, Susan Devlin, and Director General of Children, Young People, Education and Skills, Mark Rogers, offered 1-1 restorative meetings with people with care-experience. This responded to the stated need of people with care-experience for Children's Services to respond, with actions, and in a kind and empathetic way.</p>
Disclosure of abuse	<p>I undertook Safeguarding training in order to be clear on local processes should abuse be disclosed. Susan Devlin agreed to be a direct point of contact with Children's Services which was supportive in this regard.</p>
Mitigating the risk of this piece of work being a tokenistic consultation exercise	<p>The scope of this work was explained to those who took part, as was the background to it. It was explained that the group, Jersey Cares, is already in existence and they would be welcome to join this. The purpose of this group was described as enabling identification of the key concerns of care-experienced people, amplifying these and working with the States of Jersey to address them, as well as raising awareness.</p> <p>1-1 restorative meetings offered quick action for those who had not been heard by Children's Services</p>
Fidelity to what individuals said	<p>People who took part had the opportunity to review a written record of their input and make any changes or corrections</p>

APPENDIX 3

LEARNING FROM UK-WIDE BEST PRACTICE

SCOTTISH GOVERNMENT

Arguably the most important right of all is the right to be loved unconditionally as a precious, unique, special human being. Those who grow up without it are disinherited in ways which we can scarcely begin to imagine. - Nicola Sturgeon, First Minister of Scotland ¹⁹

Nicola Sturgeon spent considerable time listening closely to a large number of care-experienced people. Though this experience she came to understand that:

- All too often the 'care system' focuses on stopping bad things happening, not on making good things happen; ²⁰
- We must make sure that the way in which we provide care for children puts love at its heart;
- As part of putting love at the heart, we must involve and listen to young people whenever we make decisions about their lives ²¹

In October 2016, Nicola Sturgeon announced a root and branch review of care, driven by those who have experience of care. The programme of work to identify and delivery lasting change in the Care System is led by Fiona Duncan, CEO of Lloyds TSB Foundation. She is clear that 'it will be the expertise of children and young people with lived experience of the system who will ensure a focus on what matters'.

During their visit to Edinburgh in March 2018, the Jersey Cares group met with senior civil servants from the 'looked after children' team, Who Cares? Scotland, Life Changes

Trust, Children's Hearing Scotland and the Children's Commissioner for Scotland. Carolyn Younie, Formal Care Team Leader, Scottish Government told the group that **'engagement with care experienced young people has completely redefined how we design and deliver policy'**.

They also heard from the Scottish Independent Care Review team. This review began last year and is driven by the expectation that children in care should be loved and listened to. The Chair of the Care Review Fiona Duncan said **'I feel most hopeful for change when listening to, and learning from, people with lived experience of care'**.

The delegation heard from many care-experienced people, some of whom have senior roles within the care system. Kevin Brown, Corporate Parenting Manager, told is that acting on the views of care-experienced people as a process is **'layered but begins with trust and relationship'**. The experience ended with dinner and music from Alicia Santana, who poignantly shared this lyric **'we deserve to be loved endlessly; just like anybody else.'**

Chief Minister Ian Gorst reflected **'There is an overwhelming issue we need to get to grips with and that is the lived experience which needs to transform how we do things'**.

Minister for Children Senator Sam Mézec stated: **'We've learnt so much and are determined to improve our services in Jersey so that every young person can thrive and feel loved'**

¹⁹ Nicola Sturgeon, Kilbrandon lecture: Children's Hearing System & Children's Rights, November 2017

²⁰ SNP Party Conference, October 2016

²¹ Kilbrandon lecture, November 2017

KEY LEARNING POINTS FROM THE VISIT TO SCOTLAND

The Jersey Cares group reflected on the visit and identified these key learning points:

A system or a childhood and a lifetime?

- Care can be seen through the prism of 'administrative expectations' or 'societal expectations' (e.g. people in Care 'leave' at 18, our own children often leave later, and never actually cease involvement with their parent). This is a helpful prism to enable us to change course in Jersey;
- In Scotland, civil servants, politicians and third sector 'got it' - children and young people are at the forefront of transformative change

How to listen

- The importance of going where care-experienced people are comfortable to listen;
- Listen and then listen again - it is not a one-off event, it is a dialogue and a relationship;
- Listening to people with lived experience and acting because you have listened is how you change course;
- Emphasis on relationships and responsibility;
- Who Cares? Scotland: key role of advocacy/collective/influencing, understanding corporate parenting, a 'movement'
- The importance of rolling out the message, 'lived experience builds hope'
- The 'care system' is made up of various parts which may not communicate well with each other. In order to listen to care-experienced people, the parts of the 'system' need to communicate well too.

Corporate parenting

- Working hard to understand what corporate parenting means and who is involved;
- Introducing statutory responsibility to be a corporate parent leading to significant positive change in organisational behaviour.



- The group valued the opportunity to meet their 'coo-terparts'

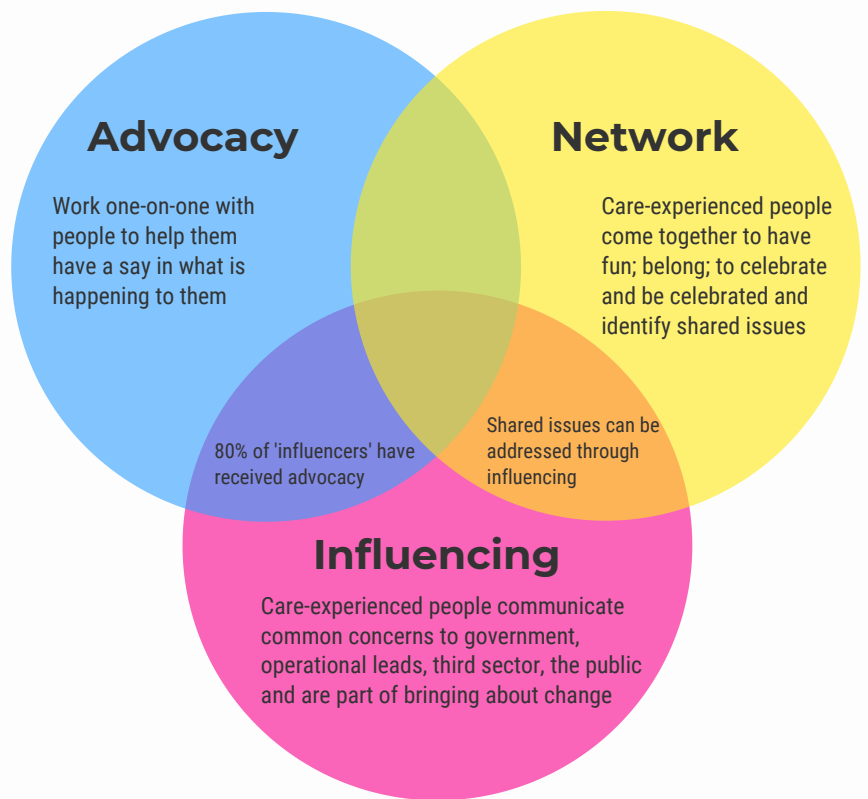
Role of the Children's Commissioner

- The Children's Commissioners role to bring challenge and thinking around the balance of independence and influence;
- The role of legislation, UNCRC and culture change 'hearts and minds';
- Valuing care-experienced people
- The Year of Young People allows Scotland the opportunity to recognise and celebrate young people;
- Systems built on trust. Care-experienced people involved in a variety of ways 'true participation';
- Role for leaders but all people being equally important.

Who Cares? Scotland

Who Cares? Scotland is a charity with a 40 year history of advocacy and campaigning, working with care-experienced people. They recently were awarded the Rathbone UK Charity of the Year award, and the Campaigning and Advocacy award. They were instrumental in the current transformational Scottish Care Review, which has people with lived experience of care at its heart.

They work with most local authorities in Scotland and offer the model shown here:



The CEO of Who Cares? Scotland, Duncan Dunlop states that it is important for these three functions of the model to be delivered by a single organisation because 'if you split advocacy and influencing apart, you lose relationships, and 80% of influencers first received advocacy'.

Duncan Dunlop offered this reflection on bringing together care-experienced people together as a network to have voice and influence:

The care experienced population has been oppressed for 150years.

A population who has had no reason to necessarily be proud or even open about their care experience and how it has shaped their identity.

It can take time and several opportunities to nurture people to a space whereby they feel safe enough to take a considered perspective that they are willing to talk to someone about their care experience. This needs to be on their own terms and at a pace that suits them. It is their private information. It is also

often not a linear journey of more and more engagement

This means that even if they are keen to engage in this project in Jersey, it can take them time to reflect on, process and understand their own care experience and determine in what way they want to engage that care experience with others.

This means a project of this type will require several care experienced people involved with it - to build a community that has the collective robustness to continue the work of engaging with a culture and sector which is often at odds with their own experience and beliefs.

This is the challenge to engage a population who has had no personal reason to reconnect with their care experience and ask it to lead what is a powerful sector, which was dominated by what often felt like a disabling culture (regardless of intent) to becoming a healthier reality for the next generation of children. This is a tough ask and requires patience and understanding from those who are going to support and encourage and enable this work.

5 Nations, 1 Voice – UK and Ireland

Each of the four countries of the UK and Ireland have a charitable group whose function is to advocate for care experienced people and to empower care experienced people to come together and share their experiences and knowledge to influence systems and cultural change. This involves challenging stigma around people with care experience and engaging with politicians and decision makers. These five organisations have come together under '5 Nations, One Voice' to 'further promote the voices of care experienced young people to improve their experiences or outcomes'.

Jersey has an open invitation to work with this group.

Child Friendly Leeds

In July 2009 Ofsted inspectors found Leeds did not adequately safeguard children. A rapid improvement programme took place that included new leadership, a government improvement notice (March 2010) and an independently chaired multi-agency improvement board to support and challenge progress. Through the work that followed, the improvement notice was lifted after less than two years (in December 2011). This followed an Ofsted visit that highlighted 'remarkable and impressive' service improvement. In March 2015, Ofsted revisited Leeds and found that services had improved to be 'good' overall with 'outstanding' leadership, management and governance.

Two key features of this improvement are Listening to, and involving, children and young people and Restorative ways of working.²²

Andy Lloyd, Head of Workforce Development and manager of the voice and influence team stressed how voice and influence is key. He said they are clear that they are not just hearing what young people say, but really looking at how this has influence. He shared that key to this is understanding what care-experienced people think about their care.

Hannah Lamplugh, a lead and manager of the Voice and Influencing team shared that what has had the most influence in Leeds is when they directly hear the voice of the child. Hannah spoke about individual journeys being so powerful and making senior people want to change things. One example is children speaking about the effect of social workers wearing badges during contact family time. Social Work Assistants now do not wear lanyards when in public places accompanying children and young people to have contact family time. Leeds listen and respond to issues raised by care-experienced young people and then establish a working group to look at relevant policy change. Through the connection with people with lived experience of care, they are then able to then check if/how this has improved children's experience.

Andy Lloyd spoke about their Relational Practice Centre and how 'everything we do is relationship-based'. Hannah Lamplugh shared that all complaints from children and young people in, or on the edges of care, are initially dealt with where possible through restorative meeting.

Hannah represents the Voice and Influence team on the senior leadership team, reflecting the priority Leeds place on the voice of the child. This reduces layers and the possibility of children and young people's voice being diluted, lost or disregarded. Hannah stressed the value in developing strong relationships with senior leaders in order to push for change. She was clear that the Voice and Influence team needs to work in partnership with other agencies, including schools and voluntary sector. They aim to involve a wide-range of people, organisations and services in Leeds.

Initially the Voice and Influence team focused on 'quick wins'. They focused on the issues which mattered most to people in care. This was 'placements' (where they live). They made space for care-experienced people to express their feelings about these issues, they listened and responded.

In the early phases of improvement in Leeds, there was a Pledge to Young people. This was a useful start, but was not governed. The young people did not have faith in the promise. This led to the children in care council meeting with the Deputy Director of Children's Services Stephen Walker (now Director of Children's Services) and establishing 'Tell Steve'. This enabled children and young people to speak to and hear from a senior leader. If they didn't feel the promises were kept, they could 'call Steve'.

Social workers are required to let young people know about the promise and provide information about the offer to 'Tell Steve'. The Voice and Influence team drive change by making sure this doesn't drift away; it is on the Independent Reviewing Officers' IROs checklist. Each child is asked if given they have been given the Promise information by their current social worker and over 80% report that they have. This is one of the simple things Leeds Children's Services aims to do well.

²² <https://www.leeds.gov.uk/docs/Leeds%20Children's%20Services%20Improvement%20Summary.pdf>

New Belongings, England-wide

New Belongings was a participation initiative which came from 'care leavers' across the generations, and from a range of backgrounds. New Belongings is the third piece of work, alongside the Charter for Care Leavers²³ and 'Access All Areas', which originated from the ideas and recommendations of the Minister's Care Leavers' group. Together these were intended to address a range of thematic concerns.

New Belongings is a national change partnership between the Department for Education, the Care Leaver Foundation and the nine participating 'pilot' authorities⁸ to explore how the Charter for Care Leavers, Access All Areas and Engaging the Community could be used to create a replicable 'gold standard' in supporting care leavers.

The crux of the project was to find out what, with external challenge and support, local authorities were capable of achieving by way of making improvements in the development and delivery of services to care leavers.²⁴

Some of the key findings, related to the voice of care-experienced people are:

Context for listening

- Asking care-experienced people for their views needs to be done with careful preparation, particularly in if, in your experience of care, you have rarely been listened to. To be suddenly asked your views on something specific such as changing the format of Pathway Planning may seem so very out of context;
- Ideally, being heard needs to be matched with a material change to the person's lived experience. One young person commented that there was no point being involved in their local initiative as last time they were given a voucher and then the next day their benefits were stopped;
- It is key to remember that while others have given funding, time and expertise, care leavers have given, quite literally, themselves.
- Payment helps engagement;
- There is clearly much value in good, settled teams who are simply allowed to get on with the job;
- Impact of listening to care-experienced people
- Participating local authorities strongly reinforced the power of listening to your own care leavers as a means of progressing care leaving services and improving outcomes;
- We need to work on finding better, and more inclusive solutions to obtaining care leavers views;
- Engaging the wider community allows them to meet care leavers and see what they are really like, challenging negative attitudes and perceptions;

Enablers from the 'system'

- A strong enabler for initiatives is being given priority from highest levels of central and local government, along with time and resource;
- When there was culture change and departments worked better together this had a positive effect on care-experienced people's having influence;
- There is a need for emotional literacy from the workforce to manage high levels of feeling when revisiting trauma and disappointment when change either doesn't happen or doesn't happen quickly;
- The engagement of care leavers in a professional capacity has added insights and a sense of urgency about getting things done;
- Innovation, creativity and drive were strongly evident in teams which included care leavers or who were systemically engaging care leavers in their work;
- Good practice can be highly infectious and others will want to do it when they see it, and see that it works.

²³ The Care Leavers Charter is government asking local authorities to sign up to and implement the following seven promises: 1. To respect and honour care leaver identity, 2. To believe in care leavers, 3. To listen to care leavers, 4. To inform care leavers, 5. To support care leavers, 6. To find care leavers a home & 7. To be a lifelong champion to care leavers

²⁴ Dr Mike Lindsay, Professor Mike Stein, New Belongings, Report of the Independent Evaluation, P1

APPENDIX 4

OVERVIEW OF ADVOCACY, PARTICIPATION AND INFLUENCING IN JERSEY

ADVOCACY			
Independent Reviewing Officers statutory responsibility to offer meetings before reviews, can also meet between reviews, address particular issues and build relationship. Currently, more stable workforce than social work	Social workers	Barnardo's advocacy for reviews, mainly child protection. Some capacity for issue-based advocacy. Establishing a Champions Board.	Jersey Youth Service universal service. Staff may provide advocacy ad hoc in meetings, and there are consultation opportunities via the youth service which may include care-experienced people
Foster carer/support worker it has been said that how responsive the States of Jersey (SoJ) is to the needs of a care-experienced person, is dependent on the skills, personality and networks of the person advocating for them	Children's Commissioner The role is to promote and protect children's rights. This includes supporting children to find out about their rights, listening to find out what is important to them and advising if they feel they have nowhere else to go, to influence government and other organisations and to speak up for children and young people. Part of the remit is to promote the right of children to have their views heard. A Key focus area is 'children receiving social care'.	Legal Your legal representative may be called an advocate in Jersey. Recently, a number of care-experienced people have taken a legal route. The care-experienced people, and those who love them, who I have spoken to, are considering this route because they feel blocked every other way and the care-experienced person needs certain resources in order to move on with their lives.	Momo App to: 'more easily evidence the views, wishes and feelings of young people. Momo saves you time by creating a clear statement of the young person's views that's easy for you and others to understand. You can attach these statements to their case file instead of spending time writing up what they said.' 'The experience of using Momo will give your young people more confidence to speak up, attend meetings and articulate problems.'
NETWORK			
Care Leavers Association now disbanded. Formed around justice for survivors of abuse	Social residential manager pointing out that children in residential care tend to socialise together.	At home in residential, foster care. Then as young adults in supported and homeless accommodation.	
INFLUENCING			
Jersey Evening Post Through articles in Jersey's only paper, published daily	Blogging through various blogs with an investigative, sometimes highly emotive tone	Inputs by care-experienced people – for sections of social work interviews, occasionally at conferences or events	
Jersey Cares people with lived experience of care, politicians, civil servants, operational leads, charities coming together as an alliance. The aim is to enable people with care-experience to know love, belonging and opportunity. The means is to amplify their voice and be responsive to their needs and aspirations.	Citizens Panel a group of survivors of abuse in care and members of the public. Their recommendations are around: 1)a Memorial, 2) Jersey Children's Day, 3) Help and support for victims/survivors and their families and 4) an Emblem.	Scoping by meeting a variety of professionals, sharing learning, and hope, from the UK good practice, there has been the opportunity to influence hearts and minds.	

CONSULTATION

Jersey Care Commission on standards for residential homes	Various a number of consultations with care-experienced people have been referenced anecdotally.
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PARTICIPATION

School council network under development, led by Dr Michelle Vaughan (an educational psychologist with a specialism in Voice and influencing)	Participation Strategy emerging from Children's Services	Youth Connect Youth Parliament with various representative groups
Youth Advisory Board of the children's commissioner, acting as her accountability	Voice and Participation Ambassadors in Special Educational Need and Early Intervention	Participation Officer for the Children's Commissioner
Children's Rights Officer	Youthful Minds speaking out on mental health issues and linked with Mind	NSPCC Participation Board

PARTICIPATION – FOR CARE-EXPERIENCED PEOPLE

Barnardo's desire to bring together 'care family' for support, identifying key issues and fun activities. As of Jan 2019, this will be delivered through Plan B rather than Your Voice	Scoping as I do this work, I am sharing ideas from Scotland and beginning to build a network of care-experienced young adults who want to improve things for children now
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Children's Rights

- Children's Commissioner;
- Rights Respecting Schools;
- Children's Rights Officer;
- Incorporation of UNCRC.

Workforce development

- Jersey Children's First – suite of training for 4,200 people;
- Children and Family Journey – back to basics social work training;
- Systemic leadership – ongoing training for all social workers;
- On-island social work degree, to begin 2019;
- Discussion around ACES training and implementation