

APPENDIX 3

Recommendations from Witnesses, and other Contributors to the Inquiry, on the Future of Child Care in Jersey

1. During the course of hearing evidence, we made a point of asking witnesses whether they had any recommendations that they would wish us to consider. Many witnesses gave their view on what needed to be done to ensure the safety and wellbeing of children and young people in Jersey for the future. In our Phase 3, we asked those we met and those who came to give evidence in public to make more specific recommendations. **We also invited recommendations from members of the public and from stakeholder organisations in Jersey.** A full list of contributors to Phase 3 is provided at Appendix 4.
2. In all, we have been able to gather 659 recommendations from these sources. We grouped these into 11 categories. Many of the recommendations overlap or are repeated and show consistency of view on many matters. We have used contributors' own words, as much as possible, and have usually copied exactly from written suggestions. Although some contributors helpfully presented extensive materials and context, we have presented the essence of their recommendations. The full context and supporting materials received in evidence and in consultation are available online.
3. We have presented the recommendations anonymously. We do not want the identity of any contributor to influence the regard or priority given to any recommendation. We consider that all the recommendations listed below are worthy of consideration, and many of them have informed the recommendations that we have made in our Report.
4. There are a small number of the recommendations made by witnesses that, after careful consideration, we do not feel able to support, or that we consider require some amendment. **These are discussed below, in the table of recommendations.** We have, however, taken the view that it is important to record all of the views of our witnesses and contributors.

REC No.	RECOMMENDATION
	Advocacy, Listening and Responding
1	Listen to young people.
2	Remain child focused. Ensure there are ways for the voice of the child to be heard.
3	Implement a comprehensive partnership strategy to achieve better outcomes for children and young people that enables the commissioning of the right services, ensuring resources are in the right place.
4	Have a dedicated team of people to hear concerns and be available to listen to children in residential care.
5	Have a participation structure for children and young people in place that may include a youth parliament, looked after children group, minority groups including children with SEND, and consultation generally – supporting service re-design, development and evaluation.
6	Ensure there is a separate body in place to talk with and listen to children.
7	Have a Youth Safeguarding Board – a panel for young people from a range of groups (youth clubs, committees, youth parliament etc) to discuss and debate on safeguarding issues for children and young people in Jersey – would allow young people to raise issues and ideas around safeguarding directly into the adult SPB.
8	Ensure there are advocacy services for children.
9	Introduce an independent off-island commissioner to champion the rights of children, enable the voice of children to be heard and hold the executive body to account.
10	Children and young people should be involved in all decisions which affect them.
11	Children and young people should be involved in all decisions made about them, particularly when it involves placement moves or contact arrangements.
12	Children must have an independent way of reporting their concerns and threats to their safety, ensuring that their rights are upheld.
13	Children should be listened to. “My whole life could have been so different ...if someone had asked me what I wanted.”
14	Children should have access to someone they can trust – possibly someone who has lived through similar experiences.
15	Children should have decisions explained to them in ways they understand and to have any worries or disagreement they express recorded.
16	Children's Rights Officer.
17	Children's social worker should spend time alone with them. If they think something is upsetting child they should find out what is wrong.
18	Complaints process to be adapted to make it more child friendly and accessible.
19	Consider the Inspiring Voices project, which works with local authorities to strengthen the voice of young people and to encourage a broader range of young people with care experience to shape the design and delivery of services which impact on their lives.
20	Ensure there is effective scrutiny to ensure that children are heard – despite large numbers of adults involved in the individual's life, children often complain at not knowing what is going on and not being involved in the decision process.
21	Ensure the child or young person has a strong voice in all decisions which affect their care.

22	Ensure children's privacy is respected whilst balancing the health, safety and wellbeing risks – because they do not believe confidentiality respected, children often withholding information.
23	Ensure the voice of the child is heard.
24	Get to know children and their needs before placing them in care.
25	Give children a choice of who they speak to.
26	Listen to children and involving children in the design and delivery of services.
27	Important to have advocates for people with communication difficulties.
28	Important to hear the voice of the child.
29	Improve advocacy services for children and have an improved advocacy service for parents/carers.
30	Improve communications generally.
31	Independent advocacy that is provided separately from the state body that is responsible for the child's care is vital to ensure that children and young people are able to be kept safe and have their rights upheld.
32	Involve children in devising policies and decisions that affect them. An aspiration to embed emotional wellbeing as a priority in their lives.
33	A person or body who worked independently from the States could be appointed (like a prison board of visitors) to visit and gain the trust of those in care, so that those children would feel able to talk freely without fear or favour.
34	IVYP should not be denied access to children in secure accommodation.
35	Listen to children. "If people had been willing to take the time to listen and care, my story could so easily have been a very different story."
36	Listen to children. "Children will talk to you if you show you believe them and you'll listen to them."
37	Listen to parents. No-one feels more of a failure than a parent who needs help with their child, especially when it involves the care system and they don't need to feel condemned by the judgements of others.
38	Listen to the voices of parents, children and young people – and put them at the heart of service delivery.
39	Listen to what children and young people want and need.
40	Provide for advocates/independent visitors for looked after children to be enshrined in law.
41	Sensitivity is essential.
42	Show kindness to children.
43	Sit down with child and talk with them – do not make assumption that they are the problem.
44	Implement a system of advocacy for children – e.g. Children's Commissioner or Children's Rights Officers.
45	Continue the "befriending role", the confidential listening ear of IVYP, which is important to the looked after children.
46	Place the "family" at the heart of Jersey life and all our efforts to secure a community in which all islanders have a genuine voice – not just those with wealth.
47	Enable the child to have a voice, is listened to and supported consistently by a circle of adults around the child, with communication between the adults being both face-to-face and in writing.
48	Hear the voice of the child.
49	Truly listen to children in care, which will give children a feeling of power and control over their lives.
50	Understand and listen.
51	You have to listen to children.

	Early Intervention and Prevention
52	Offer all women ante natal contact in the home.
53	Implement an early intervention family-support function.
54	Provide both young people and parents with information at their fingertips regarding the services available to them in Jersey.
55	Children and young people need to build and maintain good, strong relationships with family, peers, teachers – if the input is right at a young age, then over time the costs to the island will lessen.
56	Children should spend childhood (three months to age 11) on same site being cared for and learning from range of professionals.
57	Continue and develop of the JWR, the only safe place on the island for women and children suffering from the effects of Domestic Violence.
58	Ensure dedicated provision for supporting women with poor perinatal health.
59	Develop family centres and bring Home Start charity to the island.
60	Early Help Approach demonstrates the positive effect multi-agency working can have at an earlier stage than a reactive response later down the line and should be used as a model going forward.
61	Identify needs early.
63	Excellent PSHE can hold the key to building resilient and informed young people.
64	The voice of the child is heard in early years policy.
65	Provide good quality information, early intervention and ongoing support linked to assessed need which strengthens families and enables them to meet their children's needs.
66	Put greater emphasis on early support and preventative services.
67	Ensure greater, proactive intervention from Children's Services to support vulnerable children at an early stage.
68	Improve the dialogue with young people over their health issues.
69	Increase emphasis on early help and support services that families and children can access at any point in the child's life, and in places that are relevant to them, including schools and community settings as well as via healthcare services.
70	Increase funding to allow more availability of the Health Visiting service to minority group children and families.
71	Invest in intensive support to keep children at home wherever possible.
72	Jersey to aim to lead the way on supporting parents e.g. training and using parents to help other parents.
73	Manage and staff nursery units with child care professionals, units to open all day, catering for working parents.
74	MECSH programme for women to access dedicated support in the home to be available to the universal caseload.
75	Minimise the number of children who come into care by strengthening families to meet their children's needs.
76	Ensure a more focused and co-ordinated multi-disciplinary approach to health care of minority groups and specific training for nursing/health visiting staff working in this area.
77	Ensure a more robust provision of health care for diverse and minority groups within the island's community.
78	Implement more supportive, systemic approaches for the whole family.
79	Move from giving parents a voice to making them part of the solution.
80	Use multi-agency chronologies in recording and include chronological reports from schools and nurseries in order to give a systemic overview of a child in a family their world and experience.

81	Ensure that Preventative Early Help is readily available and adequately resourced so that it can address concerns.
82	Promote healthy, active lives and ensure opportunities to take part in sport and active recreation.
83	Provide children, young people and their families with early intervention and preventative services will ultimately secure benefits in the long run.
84	Pupils need to be taught skills that help them manage challenges and situations in that they may face now and in their future.
85	Develop the health visiting service and increase staff numbers.
86	The island does much in education with "Prison Me No Way" and "Expect Respect" and PSHE programmes, but more is needed if we are to increase understanding of what is available to help families.
87	Urgently develop early intervention family support (tier 2) services as a key component of a wider Early Intervention and Parenting Strategy.
88	Involve young people in what PSHE looks like going forward in schools in Jersey.
	Experience of Being Looked After/Aftercare for Care Leavers
89	Ensure 24/7 access to CAMHS to avoid overnight/weekend admissions.
90	Ensure a continuum between care and family support with greater use of more flexible support.
91	Carry out a feasibility study investigating the provision for the care of looked-after children to stay on-island.
92	As a good parent would not expect their child to move out on their 18th birthday – in fact a good parent would support their child and let them return to the family home when they need to and Jersey must ensure that it does not leave its most vulnerable children to live without direct support from their "parent" at a much earlier age than most other young people.
93	Provide a secure and stable environment where children can stay long term and have stability and stay in Jersey if that is their wish, rather than be moved off island
94	Ensure a united decision-making process with best interest of the child being paramount.
95	Address the lack of continuity of adults in children's lives due to too many bank staff, frequent changes in staff, changes in social workers.
96	Provide adequate aftercare services needed for victims of abuse.
97	Adopt Action for Children Residential Outcomes Now model/Ealing Brighter Futures – one person staying with young person through care journey/North Yorkshire "No wrong door" – services adjust rather than child move.
98	Action for Children intensive foster care models. Focus on stable, high quality relationships. Use specialist looked after children wellbeing measures.
99	Ensure an individual development and improvement plan for each child.
100	Any child in secure accommodation to be seen by a CAMHS specialist.
101	Make appropriate places of safety available for children so no child spends night in custody and so that mental health needs of children requiring place of safety are provided for.
102	Provide appropriate therapeutic support to enable children to deal with their issues and aspire to achieve the same things of children who are not looked after children.
103	Avoid out of jurisdiction placements for looked after children wherever possible and when they do have to happen, ensure strong relationships are built between social workers/teachers on Jersey and off-island, and have in

	place a local independent visitor/advocate for that child.
104	Avoid splitting sibling groups.
105	Be fair between all looked after children within reason.
106	Be honest with young people about what is happening and why.
107	Be more sympathetic to moods of kids (residential care).
108	Ensure better communication between Children's Service managers and Residential Child Care Officers with involvement in decision making concerning the looked after children they care for.
109	Build relationship-based models to encourage the positive relationships that are fundamental for children and young people in care.
110	Homes for children should be a "home" – Brig-Y-Don is an institution with offices/attached flats – they have to be units that mirror ordinary family life.
111	Brig-Y-Don should not accept food donations from M&S, giving children the message that they are charity cases.
112	Caring.
113	Children coming into care should be seen by a psychologist and assessed and early intervention commenced where needed.
114	Children in care should have access to a range of mental health therapies, available whenever they need them, and for as long as they need them and support should not be time limited, particularly as young people in care system may take long time to build trust.
115	Children must be kept safe – not bullied or assaulted.
116	Children need to know they are loved. "They just need love."
117	Children should be placed with families rather than in institutions. When something goes wrong the children's lives should be stabilised quickly. Children should not be moved from pillar to post.
118	Children should be treated well in care.
119	Children should know what to expect – or they think what they are experiencing is normal.
120	Children should not be made to feel like prisoners. More emphasis should be on reasons children need to come into care, on what has happened to them.
121	Children should not stand out as looked after children.
122	Children should be cared for by qualified people in a safe environment.
123	Children should be kept safe whatever the cost.
124	Children should be made aware what to expect from care, what should not happen and what to do and where to go with concerns and complaints.
125	Children should feel loved, nurtured and have a sense of permanence.
126	Change the fact that Children's Homes are confusing because staff change and go off duty.
127	Children's Services and allied agencies in Jersey must provide a seamless, well-signposted service to looked after children/young people.
128	Communicate better between staff and kids.
129	Consider additional hours for the LAC nurse role in order to meet the service demand.
130	Consistency is vital.
131	Ensure consistent, stable, loving relationships – they are the "golden thread" and are more important than specialist services.
132	Ensure that contact is meaningful – these are childhood memories that are being made.
133	Ensure continuity of people looking after children – it is important.
134	Co-ordinate the large amounts of multi-agency information and ensure that looked after children's immediate carers are fully apprised of matters concerning the children and involved in the decision making.

135	Make counselling and emotional support as the norm rather than exception for Looked After Children.
136	Develop options to remain in care post-16 in residential or supported accommodation "Staying Put" arrangements to be created to allow young people in foster care to continue living with their foster family up to or beyond the age of 21.
137	Develop the evidence base of what works in residential care and use the evidence base on the effectiveness of residential interventions, and on more "therapeutic" forms of residential care, by agencies such as Action for Children, to inform plans and developments in residential care in Jersey.
138	Enable young person to move into the world, fully supported and with best experiences possible provided. Children to be able to stay in care setting beyond 18 if needed.
139	Provide enough resources to meet individual children's needs.
140	Ensure psychological support can be accessed by survivors of care home abuse in years to come.
141	Ensure that children whose needs cannot be met by their parents are identified and have their needs met in a care environment which, wherever possible, is in a family context.
142	Establish a system which allows close relationships to be forged between school and a care home when a young person is taken into care or changes school e.g. primary to secondary.
143	Extend the age when young people are "prepared" for leaving care because young people in care from an abusive and/or neglected background are not emotionally or mentally ready at 16 years to be "left alone". It has a devastating effect on their sense of belonging and sense of security without having the comfort of knowing someone is there for them.
144	Extend option of "Staying Put" to children living in residential care to offer them the same sense of security and an equal chance to properly prepare for independence as a young adult.
145	Provide follow-up and support once a child leaves care. Have half-way houses to help them become independent with one-to-one support from staff.
146	Residential care should be second to none, not second class to everything else the States provides – these children deserve the best and more, it is not their fault they are there and so they shouldn't be treated as though they don't deserve any better.
147	Fully implement a system similar to England's Quality Standards.
148	Getting along with the child (in residential care).
149	Get better with who is appointed (as residential staff).
150	Have time with child alone.
151	Provide help for young people leaving care to prevent large number of suicides.
152	Invest in children beyond age 18 – as long as determined by individual assessment.
153	Invest in good accommodation for young people leaving care.
154	Independent Reviewing Officer should be truly independent of line management and advocate for children in review process.
155	Do not see it as an inevitability that bad things will happen while in residential care.
156	Understand that just because I don't live at home anymore doesn't mean what happened doesn't still affect me.
157	Keep children from ethnic groups in touch with language and culture.
158	Keep children informed of what is happening to them and how long it will be for. Children need to have a sense of belonging and their identity affirmed.

159	Keep consistent.
160	Looked after children should be fast-tracked for dental care.
161	Implement leaving care legislation.
162	Listen. Communicate. Care.
163	Give looked after/fostered children emotional support and counselling from an early stage.
164	Provide looked after children with specialised education programmes, delivered differently, including encouragement to participate in the arts.
165	Provide low level mental health and emotional wellbeing support, through mentoring schemes and other ways to maintain and build resilience and learn coping strategies.
166	Make sure that every day of the week, what the child needs is being met.
167	Provide a mentoring system for children – using independent people.
168	Provide one to one sessions with houseparent's to see how child is faring and what could be done to make their life better.
169	Please be consistent with my care.
170	Promote attachment, resilience and self-esteem for children and young people who are looked after by improving access to a range of coordinated services.
171	Reassess the way older young people (above 16) are considered capable of making their own decisions, given rights of confidentiality etc. Young people with a background of abuse and neglect remain very vulnerable and are not always capable of processing situations and assessing risks the way other teenagers” that age would.
172	Records should reflect the child's personality as they may be all child has left of childhood.
173	Residential care homes should have same ethos as hospice – where every decision, every issue is dealt with from perspective of what is best for the patient.
174	Instigate a review of care homes and their systems to provide effective support in ensuring youngsters attend school and maintain a high attendance.
175	Do not use solitary confinement in secure accommodation, which is abusive.
176	Support to be put in place to help young people in the care system into adult life, recognising their difficulties will affect them for a long time.
177	Address the lack of, and poor keeping of records – they are important to people who have been in care, yet it was hard for some survivors to obtain theirs and then not always complete.
178	Children must be placed with their brothers and sisters and where this is not possible or appropriate, contact between siblings should be maintained, supported and promoted. The relationships children in care have with their siblings can be the only life long relationship they have with a birth family member and wherever possible, and in their best interests.
179	Understand the very real issues facing children in care homes. Children have been exposed to alcohol, drugs, violence and inappropriate behaviours by others, and had the police called out while there. This is supposed to be a 'home' where protected from such things not exposed to them.
180	Ensure young people have enough time to spend with the professionals who work with them.
	Judiciary and Justice System
181	Ensure faster resolutions – “The court proceedings often took so long that planning for permanence nearly died a death when you had a case going on for two years within the criminal court.”
182	Ensure that all Achieving Best Evidence interviews are undertaken in the

	presence of an intermediary or a suitably qualified child psychologist, and that appropriate provision for this is made by the Ministry of Justice and police forces.
183	CAVA should consider whether all agencies involved in the criminal justice and the civil justice systems are giving due consideration to the needs of children and vulnerable people.
184	Centeniers should relinquish charging role in court system.
185	Closer links with Court judges re cases and in care proceedings (PLO).
186	Consider if there should be changes to court rules to assist child and vulnerable witnesses participating in the court process.
187	Consider whether the jurisdiction of the Youth Court should be increased.
188	Court should change approach of favouring rights of the parent rather than the child. Courts should not make decisions about whether a child should be removed from parental care dependent on the geography of the proposed placement, as this could be interpreted as the location of the child overriding the protection of the child.
189	Courts should become more child centred in proceedings and have a focus on the rights of the child.
190	Develop an effective programme for identified young people who were NEET, possibly through the re-establishment of a Jersey Youth Action Team (YAT).
191	Ensure that children who are remanded in custody have access to a Guardian in the same way as other children subject to public law proceedings.
192	Island needs a fully independent prosecution service.
193	Consider reopening the Maguire case.
194	Members of the Judiciary should have better training and awareness in child protection, and of the link between abuse and offending.
195	Change the mindset of the judiciary – they are not child care experts and so should listen to those who are.
196	Recognise that the right to Bail for children is especially important and require Social Services to make provision if a child cannot return to family or friends pre-sentence.
197	Remove “old style” committal hearing provision.
198	Resolve the difficult legal issues around children's privacy and rights when they are co-accused with adults and when they are required to appear before the Royal Court.
199	Review the dismantling of the Youth Action Team.
200	Make the court system more child friendly in terms of vulnerable witnesses giving evidence.
201	The Honorary Police hold no place in Jersey in the 21st Century and should not be involved in matters of abuse.
202	Implement training for judges and advocates in child protection issues.
	Legislative Framework
203	Article 1 of UNCRC to be foundation of all law, strategies and response to children.
204	Enshrine in law better protection for whistleblowers.
205	Ensure better staffing of Law Draughtsman Office.
206	Bring the nursery classes under the Day Care of Children Law (Jersey) 2002.
207	Change the law in relation to police caution and adverse inference.
208	Consider legislation to compel the whole system work together by setting out in legislation the roles of named person and lead professional.
209	Consider the evidence from other jurisdictions in relation to the mandatory reporting of suspicions of child abuse.
210	Ensure that the Regulation of Care Act has sufficient proposals for children

	services including arrangements for the Inspection of services to children in Jersey.
211	Insert a statement into the Criminal Justice (Young Offenders) (Jersey) Law 2014 recognising that the welfare of children should be a paramount consideration.
212	Insert a statement into the Criminal Justice (Young Offenders) (Jersey) Law 2014 recognising that the welfare of children should be a paramount consideration.
213	Ensure that Jersey law keeps pace with new developments in IT e.g. offences of possession of images of children.
214	Bring Jersey into line with other jurisdictions on corroboration requirement and adverse inference.
215	Jersey to have in place the means to enact new legislation promptly. Sufficient funding and time for law-drafting.
216	Legislation needed to ensure looked after children supported by States into their twenties – as long as they need.
217	Legislation to give SOJP conditional bail powers.
218	Mandatory reporting legislation.
219	Mandatory reporting of abuse by child care professionals.
220	More people to be available for drafting legislation and to be trained in children's law. Each department to have an officer responsible for policy development and drafting instructions.
221	Need a statutory basis for working with children in need.
222	New sexual offences legislation.
223	No old-style committals in cases involving sexual offences.
224	Paramourcy principle at heart of everything.
225	Police to be given power to question suspect after a charge is brought.
226	Prioritise the development of justice policy and legislation – significant progress is now being made in this area – and of family policy and legislation.
227	Raising the age of criminal responsibility from 10 years of age.
228	Safeguarding on a statutory footing.
229	Separation of powers to ensure operational independence of SOJP.
230	SOJP officers should have the power to charge, particularly in relation to offences of child abuse.
231	Specialist legal advisor for children's social work advising on day to day application of the law.
232	Statutory requirement for auditing and inspection.
233	The Child and Vulnerable Adult Policy Group (CAVA) should explore how to strengthen the statutory responsibilities of organisations and professionals working with children, as part of their duty of care to children and young people, to ensure that all professionals work together more effectively to identify abuse.
	Political Priorities, Policies, Structures
234	Anticipate and prepare for the challenges which will face children in the coming decade e.g. different forms of media exposing them to different risks.
235	Residential care not seen as last resort; recruitment of qualified and highly skilled professionals.
236	A Children's Minister or Ombudsman.
237	A Children's Minister to ensure a top-level joined -up approach to children's services.
238	A Children's Minister would not be successful with the present system of collective responsibility with the Council of Ministers we now have, it would be a very hard and difficult task to get measures in place that are as strong and

	forceful as we probably require.
239	A coherent, visible, partnership strategic framework focused on all children and young people's outcomes with priorities arising from this strategy based on needs analysis.
240	A focus on evidence based approaches to working with families.
241	A Jersey Youth Board – to discuss issues affecting young people in Jersey – Similar to the Youth Parliament, it could be more frequent and more informal.
242	A robust active strategy with shared priorities, target outcomes, roles responsibilities, actions and agreed timescales using co-ordinated approach by officers at a senior level or otherwise to use multi-agency strategic planning to drive improvement and increase positive outcomes for Jersey's children.
243	A single point of contact for each student would be beneficial to ensure consistency and developing relationships between schools, key workers and students in care.
244	A statement enshrined in law that the principle aim of the care system for children and young people who spend significant time in care is to achieve recovery and healing from past harm.
245	A strategic plan setting out what ministers want to achieve and why, based in needs and linked to funding.
246	A strategy for the prevention of child sexual abuse, in all its forms, is developed and implemented by relevant Government departments.
247	Absolute priority is to invest in primary carers.
248	Action plans need to tackle causes not symptoms of problems in child care.
249	Agreed shared priorities across all aspects of the system (effective strategic planning driving improved service delivery).
250	An effective island diversity strategy is essential in addressing the challenges of an increasingly diverse community.
251	An effective, shared, management information system.
252	Budgets need to be greater for safeguarding related resources.
253	Celebrate success in Jersey and outwith.
254	Chief officers should drive and support a Children's Plan for Jersey.
255	Chief Social Worker role to be implemented with responsibility to drive up standards
256	Children and young people in care system to be the highest funding priority.
257	Children and young people to become the island's highest political priority.
258	Children's best interests to be central to all decision making.
259	Children's Minister essential.
260	Children's Minister needed.
261	Children's Minister.
262	Children's Services should be adequately staffed by trained personnel and be adequately resourced.
263	Clear leadership with vision.
264	Clearer shape and definition around future provision for children in care in Jersey.
265	Consideration of separation of dual functions of AG.
266	Co-ordinated, strategic approach to children and families that works across, and takes account of, the whole system that has children, and the rights of those children, at its heart.
267	Council of Ministers to have duty to respond publicly to annual report of IVYP.
268	Deliver the best possible care by putting the interests of children at the heart of all services.
269	Different States departments work together for the benefit of children and

	families, designing support around their needs.
270	Engaging HVR and other people coming to Island in helping build a community. Shetland model – transaction tax.
271	Establish the role of Chief Social Work Officer for the Island in legislation to ensure the role “has teeth”.
272	Establish the role of Chief Social Work Officer to ensure compliance with legislation, professional standards, advice on social matters to politicians and senior officers of the States.
273	Establishing what constitutes best practice internationally and then finding solutions which fit Jersey by establishing a consensus about what good outcomes for children would look like and then to search both the academic literature and services world-wide to find potential solutions.
274	Evidence base about children should Inform strategy; systems and processes must support strategy, being embedded through training and effective staff supervision.
275	Explicit public statement by the Government or chief officers about the aspiration for Jersey's children.
276	Explore how to strengthen the statutory responsibilities of organisations and professionals working with children, as part of their duty of care to children and young people, to ensure that all professionals work together more effectively to identify abuse.
277	Finance made available to improve support for families and enable children to reach their potential.
278	Focus in commissioning care to be as much about quality of inputs and outcomes as about costs.
279	Fostered children and young people should have the same aspirations as their peers and have the same opportunities including stable and lasting relationships, educational achievement and a positive experience of family life.
280	Full integration of health professionals into MASH and also to include full domestic abuse case assessment and vulnerable adult referrals.
281	Further inter-island co-operation to be explored.
282	Future shape of children's services in Jersey are designed to align with Jersey Social Policy; draw on best practice internationally; are adapted for Jersey; emphasise prevention but are adequately resourced to provide a measured response to improve outcomes for those children and families who find themselves in difficulty.
283	Good management information to help make decisions and good mechanisms to communicate it.
284	Government recognises the importance of and coordinates all sources of support for children and families where there is a particular risk of sexual abuse to ensure that victims are more effectively identified and helped.
285	Have the right services, policy and legislation in place to keep children safe, to help them reach their full potential and to ensure they have every opportunity to lead happy, rewarding and healthy lives.
286	High quality, evidence-based children's policy, incorporating a Children's Plan that is externally scrutinised and monitored.
287	Identification and delivery of shared priorities and actions across the whole system.
288	In line with article 39 of the United Nations Convention on the Rights of the Child, children in care and care leavers should be supported to recover from the effects of pre-care trauma.
289	In order to make significant progress Jersey needs to resource policy development to ensure that service delivery is informed by best practice and

	by ensuring benchmarking with relevant and appropriate jurisdictions and authorities.
290	Increasing voter engagement with political process.
291	Independent process for appointment of Solicitor General, AG, Dep Bailiff and Bailiff.
292	Initiatives to tackle child poverty.
293	Integrated approach to supporting care of children e.g. housing to look at needs of foster families, States provide assistance for families to extend their home to foster child, priority for housing given to foster carers; tax and social security systems to have provision to support foster carers e.g. contributions, pensions, allowances; HR to be more flexible in approach to remuneration and benefits for specialist foster carers.
294	Jersey must accept that protection of vulnerable costs, investment must happen especially in preventative services, must be sustained Investment, one off sums will only be helpful for a short time.
295	Jersey needs a party system that will allow people to come together around policies and principles rather than individual voices. "Something politically at a senior level has to require the system to deliver and hold it to account."
296	Jersey politicians to set out a pledge to children in care.
297	Jersey should articulate its aspirations for children every year in a "mission" statement.
298	Jersey should have a Children's Minister.
299	Jersey should make explicit its aspirations for children, which are informed by a children's rights perspective and promotes inclusion, positive citizenship, welfare and protection.
300	Jersey should set itself apart from the other Channel Islands by aspiring to be a child focused and child driven island involving whole community playing a role in the improvement of the lives of children and young people.
301	Joint initiative between Educational Welfare Officer Team, care home representative, link educational psychologist and school to explore new procedures relating to how a collaborative and consistent approach could be established to improve the morning routine to increase school attendance of students who are in care.
302	Leadership – Visible support from States Members and chief/senior officers.
303	Minister for children and vulnerable adults.
304	Minister for Children.
305	Minister or someone to have power to deliver child care policy without it being stopped by Finance, HR or other committees/politicians who do not accept its importance.
306	Ensure more engagement with members of the public about their role in promoting the welfare and protection of children.
307	Increase funding for children's mental health services.
308	Change culture – Island needs to face up to problems and acknowledge mistakes.
309	Recruit HR people with specialist skill/knowledge of social services and demands/requirements of role and of specialist areas like foster carers.
310	Address problems of gaps in separation of powers and in role of Chief Executive.
311	Prioritise law-drafting time for children's legislation.
312	Put a needs analysis in place and utilised.
313	Keep Parish Hall Enquiry system as it is.
314	Participation structure for parents/carers to include consultation mechanism and minority groups, including parents of children with SEND – supporting service redesign, development and evaluation.

315	Use policy and legislation as imperatives to change and improvement.
316	Ensure political interest in and accountability for children's social work, its planning, review and outcomes.
317	Ensure that politicians and chief officers have opportunities to look at promoting improvement and driving transformation in other jurisdictions.
318	Ensure that politicians become more engaged with communities like The Bridge.
319	Promote 1001 Critical Days agenda.
320	Provide suitable housing for foster carers to enable families to care for children whose needs require specific environments to meet additional needs.
321	Use research to identify targeted opportunities for help i.e. self-harm, anxiety, bullying etc. which are then matched to what services already exist in Jersey and the capacity of those agencies.
322	Implement robust strategic planning for children with priorities for the Island, with shared aims and outcomes and an action plan owned across the whole system.
323	Have senior politicians and staff, including a Chief Social Worker, that both speak out for social work and hold it to account.
324	Separate Health and Social Services into two – because Social Services tends to get overlooked.
325	Provide significant further investment to develop children's services.
326	Develop social policy through voluntary sector and with engagement from whole community.
327	Change the fact that social work has historically been the “poor cousin” to acute health services.
328	Social work needs champions.
329	Involve social workers in wider strategies to bring about change not simply focus on individual families.
330	States of Jersey must avoid trying to make economies of scale by seeking larger institutional residential provision for people with complex care needs.
331	Ensure that States, as corporate parent, is held accountable for welfare of children in its care.
332	States members’ oath of office to be changed to acknowledge duties and responsibilities as corporate parent.
333	States should adopt the whole Inquiry report – not cherry-pick recommendations.
334	Implement a statutory duty for Jersey to develop a publish a plan for children's services similar to statutory duties in other jurisdictions Consider the need for outlining legal duties in relation to UNCRC and incorporate Corporate Parent role and duty.
335	Implement strategic planning ensuring that identified vulnerable children and young people receive the appropriate level of service and children with lesser needs are supported by universal and other support services.
336	Ensure strategic planning for developing the needs of children with disabilities as they move through system.
337	Strong political leadership to prioritise local investment in children and young people.
338	Ensure strong visible leadership at all levels (political, officer, community).
339	Provide sufficient resources to deal with high volume of domestic assaults.
340	Ensure sustained investment, higher aspirations for looked after children, quality standards.
341	Implement a system of “Champions” for looked after children.
342	Create a Strategic Group of Chief Officers, ideally chaired by the Chief Executive, to provide the necessary strong focus on children’s needs.

343	Reconsider, change and update the existing children and young people's framework document from 2011, to make it fit for purpose. Then it needs to be committed to and invested in.
344	Address the absence of policy development on a single agency and partnership basis in Jersey – in order to make sustainable improvement and progress across the whole children's services system to defeat silo working with the potential for duplication and no strategic approach or understanding to unmet need current or future.
345	Support strategic planning by secured, proactive funding and investment for social care provision, which is clearly communicated.
346	Clarify the aims and outcomes of the care system and how these will be measured going forward.
347	Give thought to the absence of protections balancing the substantial powers given to individual ministers. More controls and accountability needed in respect of politicians' influence.
348	Train States members on safeguarding and on corporate parent role.
349	Give welfare and protection of children a high political priority in Jersey.
350	Whole system approach.
	Safeguarding Children
351	Adopt the recommendations of Nuffield Report.
352	Ensure all agencies work together towards a common aim, the wellbeing and safety of children. In Jersey, departments are very 'precious' about their own and not willing to step outside that circle – this must change.
353	Ensure that all reports of injury and complaints by children, however minor, should be checked by Children's Services and medical records checked to see if there is a pattern of injuries.
354	Introduce better background checks on foster carers.
355	Ensure better local expertise in recognising child abuse.
356	Ensure that child protection is everyone's responsibility.
357	Child protection services must work together under one roof as a separate department for child protection and family support.
358	Give consideration to implementing a "Signs of Safety" practice framework.
359	Continue a multi-agency approach with all working together and valuing the strengths of each agency, exploring evidence based practice, researching what is needed on our island without duplicating work being done.
360	Continue investment to ensure SOJP officers are up-to-date in child protection and investigative knowledge and skills.
361	Don't focus on parents to the exclusion of the child's needs.
362	From the moment of initial disclosure of abuse, children should receive a holistic package of support, tailored to their needs, including therapeutic support to help them recover from their experiences.
363	Provide funding for SARC.
364	Provide further investment in public protection unit of SOJP.
365	Encourage General Practitioners to openly engage with the social care system.
366	Ensure that high quality information regarding what constitutes abuse, the processes regarding involvement with agencies, and details of any support networks are well publicised and communicated in the public domain as a preventative measure to increase public awareness.
367	Increase awareness of post separation abuse particularly in the family courts and with lawyers recommending mediation.
368	Increase investment in public protection unit to focus on early detection and prevention work.

369	Invest in a SARC.
370	Ensure more agencies are involved in the delivery of school sessions to teach specific topics such as PSHE or teachers could receive agency specific training to enable them to teach subjects most relevant to young people.
371	Increase understanding of the work of the agencies involved, how they operate and the value to the community of each one is very important.
372	Multi-disciplinary safeguarding training to be delivered by people with right experience and expertise.
373	Need to be proactive in anticipating and responding to CSE.
374	Need to co-ordinate victim services which is currently absent from SARC processes including victim therapy and family counselling support.
375	Police and children's services child protection teams to work together in same office.
376	Police to recognise impact of domestic violence and disputes on children and not leave them in the situation with nothing changed.
377	Ensure that there are practitioners across public, private and community and voluntary sectors who understand that safeguarding is everybody's business.
378	Introduce professional fostering, this prevents heading to an institution in the first place.
379	Professionals should look at children's patterns of behaviour and determine if they might be expressing consequences of maltreatment or abuse.
380	Look at reasons for children's behaviour and specialised help given. Should also recognise that children might have been victims of abuse.
381	Ensure safeguards against abuse in all facilities (States and privately run) to protect children. Children mustn't miss out on childhood.
382	Ensure that safety of child is paramount.
383	Ensure additional investment in SARC.
384	Ensure additional investment in SARC, following the review by Forensic Paediatrician Dr Louise Newbury in June 2015.
385	Ensure that schools have a coordinated approach in building good relationships.
386	Services to be easy to access for children and for members of public with concerns about children.
387	Shared ownership for the wellbeing and protection of children.
388	Introduce special measures for protecting and interviewing young people with special needs who are the most vulnerable.
389	Provide support for a primary care pilot to trial a pre-birth to 19 years safeguarding pathway to test if improved connectivity and communication with GPs will improve the services that children receive.
390	Provide support for development and integration of EMIS reporting system to link Family Nursing and Home Care health visiting records and GP records.
391	The Barnahus model of support for child victims of abuse should be piloted in Jersey having proved effective in other jurisdictions at improving victim experience and increasing successful prosecutions of abusers.
392	The needs of the parents/carers must never overshadow those of the children.
	Services for Children
393	Introduce a CAMHS specialist for looked after children.
394	Provide a clearly defined 14–16 pathway, focusing on developing essential life skills.
395	Introduce a more desirable model of CAMHS, which would involve the sharing of expertise with universal practitioners to improve the prevention of and escalation of Mental Health crisis in young people.

396	Consider a new role of embedded social worker in schools.
397	Ensure a properly structured fostering and adoption service, which would provide the appropriate support for young people with improved continuity.
398	Introduce a stand-alone dedicated YES shop within the town area (easy access for young people but still discreet to maintain confidentiality). This would be beneficial and increase the accessibility for young people to access support if they need it.
399	Ensure that a systemic response to cases is in place when social workers are off-duty or not at work.
400	Address the lack of tier 2 support services in the island.
401	Address the insufficiency of foster carers.
402	Address the lack of remand foster care and specialised therapeutic units, which results in children moving off Island or being placed in Greenfields.
403	Ensure that all schools equip all children, through compulsory lessons for life, to understand healthy and safe relationships and to talk to an appropriate adult if they are worried about abuse.
404	All schools take the necessary steps to implement a whole-school approach to child protection, where all school staff can identify the signs and symptoms of abuse, and are equipped with the knowledge and support to respond effectively to disclosures of abuse.
405	Ensure alternative provisions for children in care, development of using boarding schools.
406	Implement an agreed practice model in Jersey to work with children to reduce plethora of assessment formats, reviews, language and roles can be confusing to staff and makes engagement more difficult for children and families.
407	Introduce an agreed practice model or “team around the child” approach.
408	At present the offer of vocational study areas, for those most suited, has been accessed by small numbers of students from across the 11–16 schools.
409	Extend Barnardo’s participation scheme to cover children with disability receiving respite.
410	Ensure better support for families of children with disabilities, particularly during transitions.
411	CAMHS – develop tier 2 services to support parenting skills and emotional resilience in children and young people within the general population and those needing more specialist help in order to increase wellbeing and to reduce rates of serious mental illness and abuse.
412	CAMHS and Children’s Services should merge with education.
413	Introduce a charter for foster carers to agree they are respected and treated as skilled co-professionals, and recognised as part of the team working with the child, given the authority to make everyday decisions about the care of their fostered children, have better access to and consistency of social workers, receive proper financial support.
414	Introduce a commitment from the States of Jersey to using professional foster carers who can work regularly with the vulnerable families in Jersey.
415	Ensure commitment to having a team around the child and agreed multi-agency practice model with shared paperwork, language and procedures.
416	Give consideration to professional training, apprenticeships and the employment of Level 3 (fully paid) foster parents with a career structure for foster parents.
417	Give consideration to whether the social work service for young people could be redeployed around schools rather than communities as a means of improving stability and continuity of provision.
418	Ensure consistency of social or key workers who represent young people,

	who can ensure that no child is left behind and that the child remains at the centre of our focus.
419	Develop fostering resources.
420	Develop an intensive outreach CAMHS service to meet the needs of those young people who present with significant risk, needing daily support from a multidisciplinary CAMHS team working with staff from other agencies particularly residential care officers and intensive service support and with a close working relationship with a tier 4 adolescent unit to provide inpatient beds and advice.
421	Easier access to CAMHS.
422	Include child care professionals in Education Department management to reflect modern thinking and multi-disciplinary approaches.
423	Introduce a facility to prevent admission of 17-year-olds to adult psychiatric ward where they might be at risk.
424	Provide funding for full time counselling staff and further investment in the Youth Enquiry Service to increase the number of appointments and the type of support available to young people.
425	Provide further investment in the Youth Enquiry Service to increase the number of appointments available to young people.
426	Give greater support, resources and staffing for States schools – this is needed if we are to offer an alternative curriculum for highly challenging students not coping in a mainstream education setting, to re-engage children with their learning and ensure that all young people can go on to be economically active adults in our society.
427	Provide guidance and support for children who offend, including advice on their future.
428	Identify and remove barriers for young people to access health services, and improve co-ordination between professionals to ensure clear pathways of care.
429	Improve the provision, access and support of Mental Health services for looked after children/Young people, including out of hours services.
430	Make improvements to CAMHS.
431	Increase availability of counselling and therapeutic services for young people in Jersey to support their needs.
432	Ensure integrated support plans across Health, Social Care and Education, which are outcomes focused, with a team around the child and family ethos.
433	Intervene in families (e.g. counselling) to stop children coming into care.
434	Invest in programme for supporting high demand families.
435	Invest in treatment foster care for young people in youth justice system.
436	Ensure joined-up planning for respite care for young people with complex care needs.
437	Ensure a less frequent change of social workers – this also affects young people, their sense of security etc. as there is no continuity of an established relationship.
438	Provide literature for parents and children that is appropriately (not patronising) written regarding aspects of the care system I process.
439	Divert money spent on criminal justice system into mental health care for young people; a dedicated consultant psychiatrist and nurses.
440	Take more active responsibility and ensure collaboration by adult services where staff are working with parents.
441	Increase communication between agencies dealing with young people (education, police, charities etc.).
442	Increase flexible multi-agency services for vulnerable young people who are 17 and development of an adolescent or young adult service which would

	span the ages of possibly 16 to 24 – may be virtual but have the resources and flexibility to meet the needs of this population including those young people with an emerging borderline personality disorder.
443	Increase investment in Children's Services.
444	Ensure more life story work done earlier with children.
445	Increase respite services for children with disabilities.
446	Ensure online resources for families with child in care e.g. Ability to submit forms e.g. IRO.
447	Pilot social pedagogy approaches to improve outcomes for children and young people in foster care and or hub/constellation approaches.
448	Recruit professional foster parents.
449	Introduce professional fostering.
450	Make provision for vulnerable children/families to have a social worker when there is a change in social worker staffing arrangements.
451	Recognise that children are going to abuse substances – and experiment with new substances as they become available – and have right sort of help for them.
452	Introduce remand foster care and specialised care units to prevent use of secure accommodation/ children being moved off island.
453	Ensure alternative forms of care – Research shows residential care does not work for adolescents who have suffered abuse.
454	Provide resources to allow CAMHS to provide longer term therapeutic interventions to children who have been harmed by early life experiences.
455	Provide school-based family support workers, who would be a valued resource for schools to increase the capacity to work closely in a proactive manner with families and give them the sense of having a voice and being listened to.
456	Provide school-based social care workers with specific roles and remits, including Early Help case management.
457	Have a smaller statutory service, with a dedicated local workforce.
458	Introduce specialist foster care, including short breaks and longer-term care. This is required in order to ensure that children with additional needs have access to community based options.
459	Ensure that the profile of adoption and foster carers is raised further and their role is valued, celebrated and promoted.
460	Consider the Reclaiming Social Work model for Jersey in the medium term.
461	Redevelop the William Knott Centre in 2016/2017 as a Child Development Centre acting as a hub for services for children with complex needs.
462	Ensure a more seamless transition of services for child and family.
463	Develop Tier 2 Services to support young people, to enable CAMHS to focus on the significant number of young people who present with serious risk
464	Introduce training for foster carers and adoptive parents on the needs and emotional difficulties children have and how to respond. This should be ongoing – not a one-off training.
465	With the pending law change which is likely to sentence youngsters up to the age of 18 to Greenfields, give careful thought to how education will be delivered and the facilities available at that centre.
	Standards, Inspection and Scrutiny
466	Encourage a service where scrutiny is encouraged and where the voice of the child is welcomed and supported.
467	Put in place sound information systems to record and monitor activity and to provide timely management information.
468	Address the absence of an independent body such as the Audit Commission.

469	Develop aims and measures for care system outcomes in conjunction with young people.
470	All training should be subject to audit and evaluation in order to maintain high standards.
471	Further develop and communicate an effective system of multi-agency monitoring, evaluation and review.
472	Introduce an explicit, values based approach to work with children and families.
473	An inspection framework only gives minimum standards – ensure quality standards covering accountability, care planning and cohesive philosophy for residential care.
474	Introduce arm’s-length audit and quality checking every year.
475	Ensure bespoke inspection on regular basis from OFSTED. Inspections need to be “invasive” and independent.
476	Introduce a Children and Young Person's Ombudsman modelled on Swedish ombudsman with role including promoting compliance with UNCRC and drawing also on model of Danish National Council for Children.
477	Establish a Children's Commissioner.
478	Develop care standards for children's services, in particular residential and adoption and fostering services. Increase advocacy services for children, perhaps using a model similar to children's rights officers or other organisations such as Who Cares? Review existing legislation to determine where strengthening is required to ensure the protection and promotion of welfare of the child.
479	Ensure external monitoring of children's services and facilities and providers of such facilities, including unannounced inspections.
480	External scrutiny and audit to be part of fabric of services.
481	Implement external scrutiny with the power to enforce findings and recommendations.
482	Increase external scrutiny and legislation that is routed in statute, giving inspectors rights of access to inspect. This should be across services – it is not sufficient that this is confined to regulating residential and domiciliary care and it needs to extend to education provision, housing, fostering and adoption and fieldwork services.
483	Establish an Independent Children's Ombudsman with status necessary to ensure recommendations are acted on by government.
484	Ensure an Independent external body to oversee management of child protection processes.
485	Ensure independent external oversight of internal review and professional audit
486	Ensure independent oversight and regulation of care from an external body with powers to hold organisations and managers to account.
487	Ensure independent scrutiny of police, public services, Law Officers’ Department (as happens with UK CPS) and courts. Line of reporting of independent inspections should be to an independent govt department, not just the inspected department.
488	Independent visitors – trained by JCLA – to visit children in residential care.
489	Ensure integrated Children’s Services inspections that focus on outcomes rather than a focus on outputs and activity using a set of quality indicators to evaluate impact.
490	Jersey to have mechanisms that gives an external body scrutiny of SCRs.
491	Learn from reviews – each subsequent review in Jersey comments that the one previous hadn't been actioned or implemented.
492	OFSTED and Care Quality Commission to review progress over five-year

	period of response to Inquiry recommendations.
493	Introduce OFSTED and Police Inspections.
494	Ombudsman to be assisted by panel of experts and by panel of young people.
495	Ensure outside Inspection for the service.
496	Ensure outside scrutiny of departments involved with children including judiciary.
497	Introduce oversight from a body not connected or based on the Island on an on-going basis.
498	Introduce oversight from outside to ensure Jersey delivers appropriate legislation and policies.
499	Have a pattern of regular external review of social services.
500	Ensure proactive, hands-on monitoring.
501	Regularly review and inspect against outcomes and standards which are clearly understood.
502	Introduce regular reviews and visits to residential establishments by social workers.
503	SOJP to continue to submit to general and focussed voluntary inspections by UK agencies and with extensive links they have with UK forces.
504	Ensure somebody independent to scrutinise States of Jersey care.
505	Put in place standards such as Care Standards for residential care, or standards for services such as adoption and fostering or home care.
506	States of Jersey to have own internal care inspection regime.
507	Ensure strong quality assurance of services.
508	Consider whether the model of using young inspectors could be successful in Jersey to obtain the views of children about service provision.
509	Close the gap in legislation relating to the regulation, inspection and scrutiny of services.
510	Ensure that there is a commitment to consistent quality front-line practice, the communication of thresholds and their application.
511	There should be an agreed performance management and self-evaluation framework in place which is reviewed, analysed and acted upon, overseen, challenged and scrutinised by politicians.
	Transparency and Accountability
512	“Accountability is everything.”
513	A clear accountability framework for services to children and young people.
514	A culture of openness in which people can freely raise concerns.
515	A performance management approach.
516	Abolish “culture of protecting people that you have worked with for many years”.
517	Accountability – a children's ombudsman.
518	Acknowledge what happened to children in care in Jersey. Acknowledged it ruined lives.
519	Allow private prosecutions to be brought when AG will not prosecute.
520	Anyone taking on care of children should be clear about their legal responsibilities. There should be accountability and sanctions imposed when people fail in their duty of care.
521	Better representation for children and families in the court system.
522	Both SOJP should have clear media guidelines and an appointed spokesperson.
523	Children's Care Reviews need to be able to affect change for children Review officers need to be Independent, how can they be employed by HSSD and be independent? -They should function from Chief Minister's Office.

524	Civil servants to be more accountable for the way child protection is managed.
525	Clear boundaries between police and politicians and LOD.
526	Clear lines of responsibility to a Minister for children.
527	Clear transparent communication between all agencies and schools.
528	Clothier and Carswell reports to be fully implemented.
529	Cultural mould needs to be broken.
530	Effective systems for governance and accountability.
531	Every States department to carry out an audit and risk analysis in relation to child protection and child protection failings.
532	External reviews to be carried out by competent, independent people.
533	Greater accountability of Jersey's leadership.
534	Greater openness to share inspection findings and acknowledge problems.
535	Guidance for Council of Ministers on roles and responsibilities in relation to SOJP
536	Guidelines for politicians to follow in respect of relationship with SOJP.
537	If a UK style Independent Reviewing Officer model is continued then it should be properly independent and report in to Social Services at Director of Children's Service level or above rather than share the same service manager as the workers whose cases are reviewed.
538	Important for Jersey's leaders to own up to its past and to negative aspects of "the Jersey Way".
539	Independent prosecution service.
540	IROs change too often and are often agency staff Reviews and reviewing officers should to be able to challenge agencies outside of HSSD effectively – not be simply a paperwork exercise.
541	Make sure anything like that would not happen again.
542	Meetings between SOJP officers and politicians should always be minuted by a civil servant.
543	Ministers to hold Chief Officers to account when things go wrong or departments underperform.
544	More mechanisms to challenge leadership of system.
545	More stringent checks on staff. Supervision and accountability.
546	More transparency and accountability in government. A more open and accountable political system.
547	Openness and transparency by all In the service – there has been a culture of defensiveness and avoidance.
548	Professional accountability for all professionals involved in working with children and young people.
549	Recruitment processes that focus on quality not "filling seats".
550	Remove conflicts in Bailiff role.
551	SOJP should form a deeper and ongoing relationship with a neighbouring UK force
552	States to have an independent, elected speaker.
553	System that protects whistleblowers.
554	The Children and Vulnerable Adults Policy Group must be provided the authority to hold departments to account, and ensure good governance, in relation to the delivery of agreed strategic objectives.
555	The States to be "more open".
556	There is a transparent, timely response to any queries from all agencies which recognises the value of the concern raised and gives reassuring, clear feedback.
557	Underperformance by States officers to be dealt with rather than quietly

	moving people away.
558	While lessons must be learned when things go wrong, there should also be a culture of holding people to account.
559	Whistleblowing process that is independent and removes fear of sanction for those who report concerns.
	Workforce Capacity and Development
560	Practitioners across public, private and community and voluntary sectors who understand that safeguarding is everybody's business.
561	"More control over child care officers" – who should be supervised and monitored
562	A clear strategy for the long-term staffing of social care is implemented, which adequately responds to the recruitment and retention challenges.
563	A commitment and investment in multiagency training of staff.
564	A comprehensive child protection training programme available covering different levels of training need. The programme needs to be adaptable to changing trends both locally and nationally.
565	A focus on managers and leaders, upskilling to ensure effective use of resources.
566	A huge investment in recruiting the highest quality of teachers for schools so that children are given the best opportunities for success.
567	A training needs analysis and subsequent training programme implemented which is supported with appropriate updates – training shouldn't be a one off, Review all reported Incidents, consider themes that can be addressed.
568	Access to appropriate CPD for staff on a single and multi-agency basis using a tiered approach appropriate.
569	Address recruitment, employ right staff – emotionally Intelligent, from top to bottom, invest, value and motivate them, they'll stay, Constant interims are disruptive for everyone, creating risk In Itself.
570	All staff to have access to and be expected to attend courses in line with professional development.
571	All management posts at Grade 12 and above should have their job descriptions and person specification reviewed. An outside agency should be involved either a Local Authority or NSPCC Consultancy. A representative should sit on the interview panel to ensure the applicants C.V. meets the criteria for the role.
572	All staff should receive regular CPD and supervision focused on improving client outcomes and developing worker skills.
573	All staff to have a personal record of the training attended in each year and a plan for ongoing professional development. Specialist courses such as supervision skills and training/or trainers to be provided at a subsidised cost. Staff released to attend these longer courses.
574	All teachers in all schools are trained and supported to understand the signs and symptoms of child sexual abuse as part of initial teacher training and ongoing professional development, with the latter requirement reflected in statutory guidance.
575	An adequate level of staffing within H&SS ensures caseloads are manageable and realistic, with actions implemented and outcomes communicated.
576	An ethos in children's services where staff aspire to do their best for looked after children and are fully supported in this goal throughout the hierarchy of staff.
577	An on island training programme to develop social work staff.
578	Basic awareness training child protection/safeguarding should be mandatory.

579	Be open and encouraging and look to the external environment for best practice and learning.
580	Better connection between senior staff and RCCOs.
581	Better training so staff speak out about abuse. Training on bullying, on whistleblowing.
582	Care staff to have an open discussion forum with managers and access to a confidential facility where they can express concerns without fear of retribution.
583	Changes to key staff and key policies at Social Services are communicated to all agencies.
584	Child care officers, and home staff, to be properly vetted.
585	Children who are least articulate and therefore potentially most vulnerable are those with complex emotional and/or learning disabilities should not be looked after by untrained staff who can increase the challenging behaviour by mismanagement.
586	Competent staff trained in line with best practice.
587	Consistent and substantively employed staff and less reliance on bank staff affects how children develop supportive, therapeutic relationships.
588	Consistent social workers.
589	Development of a Higher Award Jersey Safeguarding Training Course accredited by a UK University Specialist courses could be taught by experts brought to the island at particular times.
590	Ensure adequate training for foster carers to meet the needs of children with complex needs.
591	Ensure foster carers are valued as equal member of the team around the child.
592	Find ways to motivate the good people in the system who have become "fossilised".
593	Foster carers must be skilled and knowledgeable, therefore initial and ongoing training and development is essential.
594	Further training for health visitors on assessing attachment and promoting attachment in evidence based format to be funded.
595	Involve young people in recruitment of Residential Staff.
596	Improve communication between care staff and Children's Services.
597	Increase capacity in staff across a range of roles and levels.
598	Recruit staff from outside of the island, and it is important that they receive a thorough induction into local structures, legislation policy, practice and culture.
599	Invest in high quality training and support for foster carers.
600	Invest in staff development.
601	Prioritise the recruitment and retention of the highest quality professionals working across all aspects of Health and Education services for young people.
602	It would be helpful to schools to have a clear understanding and outline of the key roles and responsibilities of the key workers of the students in care and how operations work with shift changeovers.
603	Jersey must compete in terms of salary and other terms and conditions to attract the best staff.
604	Jersey needs to embed a learning culture: how it goes about its business, whether in relation to self-evaluation, scrutiny and inspection or service planning and development.
605	Leaders and Managers should be developed locally wherever possible, with training recognising the importance of understanding the evidence base for providing children's services as well as managerial skills.
606	Managers need to be aware of the function, purpose and benefits of inter-

	agency training.
607	Implement a policy that senior managers must have a professional qualification. Members of the public have the right to expect that professionals hold the appropriate qualifications and are registered with a professional and regulatory body.
608	Members of the Safeguarding Board should ensure that their staff attend inter- agency training.
609	Recruit more staff with training in working effectively with children with complex disabilities and ensuring their rights are advocated and respected.
610	Provide multi-agency supervision, particularly around building professional relationships where challenge is respected, to counteract poor sharing of information and silo working.
611	Provide multi-agency training, and a framework for what a better working relationship with GPs might look like.
612	Ensure “circulation” – staff on Jersey to spend time off island, learning in other settings and opportunities for people from elsewhere to be seconded in to Jersey. Setting up an improvement partnership with a UK authority and focussing particularly on developing team managers.
613	Negativity – it makes us feel like shit (e.g. staff saying “I will be glad to finish my shift, leave this place and go home” – don’t say that – it is our home).
614	Develop a partnership relationship with a Local Authority in the UK, in which a Jersey social worker could spend a year working in front line child protection If the area has a University, then a post qualifying qualification could also be gained. A UK social worker would at the same time spend a year working in Jersey, this would help to introduce a fresh perspective and new ideas.
615	Ensure professional and personal boundaries are distinct allowing mature professional challenge and difference to 'get the job done' and 'do the right thing.
616	Strengthen professional links and learning with the external environment.
617	Identify and support professionals with potential in gaining qualifications in the UK.
618	Ensure promotion in care system by merit not by being part of “old boys’ system”.
619	Ensure proper multi-agency work, which will take time and Involves those professionals training together.
620	Provide more training and a deeper understanding for all people working in areas that concern young people and mental health.
621	Establish a Residential Child Care Officer independent forum to allow free exchange of views and issues without fear of reprisals.
622	Engage Residential Child Care Officers more in decision-making.
623	Ensure that recruitment is rigorous and includes assessment of competence, behaviours and characteristics and values.
624	Subject residential children's services staff to regulation and a minimum qualification requirement.
625	Draft service standards and policies which are clear and easily accessible, and provide a clear framework for practitioners to work within using their professional discretion.
626	Shared training for staff at all levels using a tiered approach e.g. awareness raising, skills.
627	Provide single agency training and multi-agency training, which serve both different and similar objectives. They should work sympathetically and parallel to each other.
628	Ensure that social workers and family support workers within the complex needs team have a thorough understanding of disability and have the skills to

	effectively communicate with, and safeguard, the most vulnerable young people.
629	Staff at all levels must be more professionally mature and accept necessity of professional challenge.
630	Staff must be consistent and follow through with what is agreed e.g. if a phone call is promised on a particular day, do it at the right time not a week later or never.
631	Staff to get training regarding medicines management, self-harming, training regarding mental health.
632	Staff to keep and be encouraged to keep live links with other jurisdictions and professional organization.
633	Strengthen workforce planning including succession planning, skill mix, qualification required for the job regulation of staff.
634	Ensure that there is a strong professional leadership, which is visible and valued.
635	Ensure that there are suitably qualified staff heading up the service.
636	Provide support for staff that feel that things are not right within the system and an alternative platform for them to voice their concerns without fear of losing their jobs.
637	Improve the collection of data and use it to inform training needs.
638	The Education Department should implement a whole-school approach to child protection, where all school staff can identify the signs and symptoms of abuse and are equipped with the knowledge and support to respond effectively to disclosures of abuse.
639	The individual who is leading Children's Services should be an experienced specialist embedded in the culture and practice of this professional discipline.
640	The Jersey Government needs to ensure there is adequate investment in training and support for foster carers.
641	Improve the way professionals talk to parents' needs. Professionals need to understand how scared parents feel and that they are trying their best and to respond when they ask for help.
642	There is a clear outline of the staff training and qualifications for those staff who work in care homes in order to support the consistency of approach when dealing with youngsters.
643	Ensure that there is a clear, published definition of the capacity, roles and responsibilities of schools, namely senior school leaders, in relation to the social care system.
644	Ensure that there is a clear, published definition of the capacity, roles and responsibilities of schools, namely senior school leaders, in relation to the social care system.
645	Establish training and development plans for local workers. The whole island must take responsibility for children.
646	Ensure training and induction [for staff] – this would help.
647	Ensure training and support and access to expertise for Residential Staff.
648	Ensure training for all staff in schools to improve the awareness, recognition and skills of teachers faced with the challenges of vulnerable children.
649	Training for RCCOs to be undertaken in work time.
650	Training needed for RCCOs on legal highs/self-harming/suicide/pressures of social media, counselling/behavioural therapy and anger management and training for career progression to maintain morale and motivation.
651	Training Officers to work at strategic level to be involved in practice development and change programme.
652	Training to be given on risk management – being able to recognise what should be escalated up and where to escalate matters to.

653	Training to have a pan-island perspective with the formation of a panel of training officers from all agencies to coordinate training avoid duplication and share knowledge and skills.
654	Give adequate resources to training.
655	Ensure UK training for social workers.
656	Recognise the value of appropriately qualified, knowledgeable and skilled staff whether residents or not.
657	Ensure vetting of staff and proper training.
658	Workers need to be clear about what is expected of them; to have reasonable workloads; to be supported when they make defensible decisions which turn out badly; to have supervision and support which recognises the stresses of the role.
659	Establish a workforce development strategy that complements local priorities.

The recommendations that we do not support, or do not support in their current form, are as follows:

- **182:** *ABE interviews to involve an intermediary or suitably qualified child psychologist.*

While we are supportive of children having access to an advocacy worker to support them in such interviews, we consider it important to avoid pathologising children.

- **193:** *Consider re-opening the Maguire case.*

We recognise that there are a number of victims who understandably feel they have not received justice in respect of the abuse which they allegedly suffered at the hands of the Maguires. We therefore consider that there is merit in considering whether there is scope for re-opening the case in the event of new evidence becoming available. We are of the view that this needs to take into account the likelihood of a successful prosecution, to avoid further disappointment for the victims.

- **195.** *Change the mindset of the judiciary – they are not child care experts and so should listen to those who are.*

We are concerned that this could be taken to imply that judges should accept expert evidence at face value and without question. That is not the role of judges, who are required to weigh up all evidence presented to them. It would,

however, be important, in our view, that judges receive regular training to support their decision making in matters relating to children.

- **237, 259, 260, 261:** *A Children's Minister.*

We are not persuaded that this, in itself, would resolve the many issues that require to be addressed. We are of the view that our recommendations will put in place the necessary changes and structures to ensure the wellbeing of the island's most vulnerable children. What is essential is that those Ministers whose responsibilities include policies and services pertaining to children make a full commitment to their corporate parenting responsibilities.

- **273:** *Appointment of a Chief Social Work Officer.*

This appears to be based on the Scottish model that has been in place since 1995. This replaced the previous requirement for local authorities to appoint a Director of Social Work, which had been enshrined in the Social Work (Scotland) Act 1968. We urge caution about simply replicating a model from elsewhere. We are mindful of the advice that we received when we visited the London Borough of Hackney. Their strongly held view was that other places could not simply uplift the "Hackney model" and transplant it into their service. Their advice was that authorities had to develop their own model that fitted with their own needs and culture, in the same way as Hackney had arrived at their very successful model of service delivery. **We are also not convinced that Scotland offers the best model of children's services to be followed in Jersey, where the law is more closely aligned to the law of England.**

- **314:** *Parish Hall Enquiry system to remain.*

We do not agree, and are of the view that there is a need to consider whether the long-established system is fit for purpose in the 21st century. **We are not convinced** that it has sufficient checks and balances to ensure that the needs of young people are met, or that Centeniers have sufficient knowledge and training in respect of youth justice to be the arbiters of how the needs of young people should be met.

- **440:** *Diverting resource from the justice system to invest in mental health services for young people.*

While we are supportive of the need for good mental health services for young people who require them, we caution against pathologising young people: offending behaviour is not indicative of a mental health problem in the majority of cases, and, where a young person does have a mental health problem, it may have no relationship to offending behaviour. We do strongly recommend that a welfare-based whole-system approach to young people should lie at the core of future services.

