

Early Years and Childhood Partnership

Working together to improve outcomes for all children

Festival of Ideas 2016

The Jersey Early Years and Childhood Partnership was launched in October 2016 with a Festival of Ideas. Participants engaged in a range of activities producing the following ideas for the future of the Partnership.

Festival tickets:

Terms and conditions: Partnership principles

- The partnership seeks to provide a focus for a modern approach to working together to support children and families through being ethical in its values and vision, committed to all aspects of equality and work together with a unified voice to ensure that we put children and families first.
- Practitioners and parents will work alongside each other and be willing to listen and to learn from each other.
- Members of the partnership will respect the opinions and values of other members, working with integrity, doing the right things for the right reasons and conduct themselves at all times on a professional level.
- The partnership will be ambitious for children, openly consultative in nature, engaging with all interested parties and ensuring the active involvement of children and families.
- Confidentiality will be maintained on any issues considered confidential in any discussions. Any other issues will be communicated openly to the community and stakeholders.

Activity 1: 'The vision' - What do we want to see by 2020?

In 4 years time what do we want families and services to be.....

Thinking	Feeling
<ul style="list-style-type: none"> • Working effectively • Know and understand processes • Belief • Services working together • 3/4 social workers, communication between services • Culture • People are important • Of others • More widely 	<ul style="list-style-type: none"> • Safe • Secure • Listened to • Empowered • Proud • Non-judgemental • Positive feedback between services • Trusted • Acknowledged • Supported x 2

- Inclusively
- Creatively
- Solution focussed
- What are the outcomes?
- Strategically
- Together
- Child – is seen in context of family 'I am more than a label'
- Our children are important, regardless of race, gender, ethnicity, sexuality, appearance, ability, socio-economic status, social graceeees (John Banchan)
- The services work for us
- Positively
- I will be taken seriously
- Together
- It's possible, there is hope and opportunity and a future

- Valued x 3
- Integrated
- Included
- Part of a whole
- Safety – protected
- Inspired
- Empathy
- Tutored
- Safe, secure, nurtured
- Held
- Contained
- I matter (child/family)
- Supported (professionals are fully supported, child feels supported)
- Loved
- We have ownership
- We have a voice
- Listened to x 2
- positive
- empowered
- respected
- healthy – in all aspects
- nurtured
- confident

Saying

- Tell everyone else
- Pass info
- Honesty
- Understanding
- Listen to everyone's advice
- All in it together
- Communication – phones, iPads etc.
- Children talking to each other
- Joined up
- Seamless
- Asking questions of parents and others – voice of child – how's this working? What do we need to do?
- I can }
- I will } child/family
- I have hope}
- Society – we can, we will, we have hope
- I know where to go
- I only need to ask this once
- They are approachable
- I know someone who can help
- I only need to tell my story once
- I am listened to
- I know when I need hep
- I know who can help me/us

Doing

- REAL
- Honesty
- Non-judgemental
- Meeting children's needs more effectively
- Better communication
- Seeing results
- Children & practitioners meeting their potential
- Challenging – more reflective
- Transparent
- Working collaboratively
- Being able to contact the required services with support straight away.
- Playing outside, the outdoors environment
- Policy making
- Co-planning it together
- Legislation
- Collaboration
- Early intervention
- Listening
- Sharing perspective
- Having fun
- Talking
- Developing
- Learning empathetically

- I know how to help others
- We are important
- Children – 'I feel safe'

- Gaining insight
- Exploring
- 1:1 child psychotherapy & sandplay therapy
- Addressing the myth of mediocracy – from day 1 children/families can realise their aspirations
- Women & family are supported pre-birth and onwards:
talking to each, working together, gaps plugged
- At least 1 person to give a child unconditional love
- Services are person centred
- Substantially reduced barriers to access services
- People and services are working together
- Asking questions
- Simplified processes
- More 'lean' practices
- Sharing information
- Sharing expertise
- Taking risks
- Children – enjoying childhood
- Children – thriving
- Children - growing

Our vision for children in 2020

- For children to feel a sense of community, security and love and opportunities to fulfil their potential
- Child and family centred
- Our children and families are all important
- Children are respected so that they thrive in a nurturing environment
- Jersey – an approachable, inclusive and positive community with children and families at the heart
- Jersey is the best place to grow up

Partnership logo



Action point: Consensus that the logo should be redesigned either through a children's competition or a children's designer group

Activity 2: Key areas of focus for the partnership



The full responses are available in Appendix 1. The following three categories emerged from the responses:

- (i) Key roles for the partnership
- (ii) Ways of working for the partnership
- (iii) Areas of proposed work for the partnership

These are grouped, along with frequency of response below:

(i) Key roles for the partnership

- Acting collaboratively as a consistent and persistent voice for early years and childhood
- Championing childhood (x 2) – Chair with Ministerial and officer support / Celebration of childhood (2)
- Influencing policy makers to consider the voice of the partnership
- Be a joined-up voice for Minister for Social Security’s review of family friendly legislation/Stronger joined up messages to employers and decision makers re families
- To see children thrive in the environment that is right for them and their families

(ii) Ways of working for the partnership

- One overarching shared vision amongst agencies who support children/families (x 3)
- Always remember the difference we want to make – keep our children and families at the heart of our practice
- Working together professionally/sectors working together / Services and organisations working together: collaboration, multi-agency working (x 2) / working in partnership (x 3), equal, representational, community (x 2), co-operation between services/agencies, joined up thinking between services (x 2), respect for the private sector, close partnerships – fostering understanding and co-production
- Building relationships: changing minds, acceptance and understanding, engagement enabling changes to happen, consistency
- Promote co-production (x 3) ensuring that the voice of key stakeholders including parents/carers and young people is included in the development of services and new ways of working / engage parents in meaningful ways
- Listen to children, hearing family voices, involving parents and children, listening to their views, child centred – all agencies come together for the child. Family centred – come together for the family
- Give people the time to talk, listen to others, open minded, reflect / to be more transparent with each other as services

- Inclusive (x 5), diversity, creating a supportive environment where we feel confident
- Policies / procedures to reflect holistic feedback
- Enjoyment, Fun!
- Celebrating our successes and innovation

(iii) Areas of proposed work for the partnership

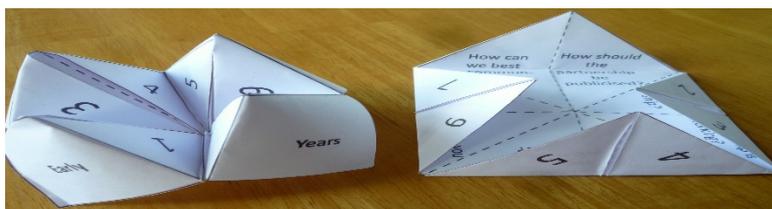
- Strong and effective working relationships between agencies: Better ways of communicating and taking our collective work forward / Communication with all (x 9), between services, between schools and families, between Health agencies, nurseries, schools and clubs, information for parents and children, open lines of communication between services, private and states sector working together
- Making the most of growing up in Jersey, positive outcomes for all children: Supporting children, parents and families, parental relationships / co-ordinated and effective support for families / co-ordinated services for families / support for families through a multi-agency approach, well-being for families – universal access to support, more preventative services, understanding the needs of children and families / finding out / supporting families and children in the right areas / raising awareness of needs of families/child, monitor vulnerabilities from the outset – proactive, timely and early intervention (x 2), easier/better help for families needing support (x 2), more parenting support (x 3), education/support for parents struggling with parenthood, services to fill any gaps, integrated care, families to feel like their needs are being met
- Support for families / parents with children of special needs / Greater resources for children with special needs
- A wider awareness of support available (x 2), improving information available to children, young people, parents and professionals across the island, streamline referral system, streamline support access, single accessible database of families
- Shared set of quality standards /provision for 0 – 5's, 5 – 12's and requirements of registration, fair and equitable quality, standards across childcare whatever it is, assurance that the activity, club children go to is good quality and safe, checked out. Ensuring a quality experience for children in all EYFS settings
- Integrated Health and Education progress check at 2 years
- Sharing training opportunities across the sectors: Training / education
- Better co-ordinated policies for working families – wrap/childcare support/back to work etc., support / financial for mothers going back to work (childcare, nurseries), financial support for mothers wanting to stay at home, affordable and easily accessible quality provision for childcare when needed
- Equity for all under 5's (x 2), inclusion for all (x 2) regardless of nursery setting, free nursery hours increased for all
- Families living not just surviving: Research – identify measures for poverty, engage in research to obtain key indicators specific to Jersey, address impact of poverty on life chances, learning for life
- Getting the start right: Emphasis on pre-birth care / more pre-birth services / best ante/post-natal care/learning
- Role of health visitors
- Promote mental health – children, families (parents), teachers, practitioners etc., positive mental health and well-being
- Support / care for families in school holidays

- Opportunities for children to access the outside and opportunities to enjoy our beautiful island: Play areas in community better for children / encourage outdoor play, health environment for children
- Young carers support
- Healthy eating
- More free activities

How the partnership will work – Cathy Hamer

- Think children and families
- Recognise the child's wider world
- Link up and link in
- Promote the positive, encourage action, factor in fun
- Small strategic group with key representatives
- Thematic groups – 1001 days, early years, childhood
- Task and finish groups

Activity 3: Bringing it all together – EYCP origami



What knowledge/skills can you bring to the Partnership?

- Psychological support
- Working directly with vulnerable adults with children, mandated engagement
- Early intervention knowledge
- Communications experience
- Safeguarding vulnerable adults & highlighting risk
- Many years' experience and expertise
- My experience & passion for teaching in Early Years
- Broad perspective
- Potential feedback/ideas
- Professional feedback/ideas
- Bring children feedback/ideas (be their voice)
- Enthusiasm – I want change for the better
- Different views, life learnt skills, support
- Because a partnership voice is stronger than a single voice
- To make sure the nursery sector voice is heard
- It is vital we get it right
- Because I'm the chairperson of the Jersey Early Years Association
- I want to have a voice
- I want the opportunity to work more closely with others

- Love a good partnership – strength in numbers
- Work with others to make a difference
- We have a voice; we believe we can bring something to the table
- Inclusivity
- My role, responsibility, knowledge and passion

How can the Partnership ensure it communicates effectively?

- Asking the right questions
- Effectively
- Technology, modern way, social media, online forums and fewer meetings
- Cynicism, detachment, lack of sense of responsibility, ownership
- In person/word of mouth, social media, open door event
- Range of options, face to face meetings, email, phone calls, small groups, social media
- Talking, internet, social media, open, honesty
- Common frameworks with shared vocab
- All members of the community must be represented
- Monitoring feedback including lack of feedback, speak in plain English, support EAL families
- Clear procedures, know what to do, have a rep
- Make things interesting and fun
- Make it interesting
- Pick up the phone
- Social media, through schools & nurseries, non-judgemental way, not patronising, honest and transparent
- Social media
- Needs to be a system in place to be able to communicate effectively
- Events, posters, texts, banners, emails, letters, tweets
- Informally – social media
- Through those in need of support
- Talking
- Representatives who are in charge of communication to stop duplicate emails/meetings
- Effective partnership working
- Face to face if possible – no mixed messages
- Email evidence but face to face better where possible

How can we engage children and parents?

- Parent workshops in settings
- Sharing existing good practice
- Social media, build trust, convince them it's worth it, they will be better off if they do
- Celebrating events that appeal and engage
- Fun, inclusive, affordable and accessible
- Make it about them, inclusive, open, accessible
- Including them, listening, asking, respecting
- By having services
- By being inclusive
- Being empowering
- Include topics that they're interested in, 'hook them in'
- Make it meaningful

- Regular meetings, listening ear, clear communication
- Social media (parents are on it), schools/nurseries raising profile, making aware, conveying what they have to say matters
- Involving them in decision making
- By being open & transparent (trust)
- Learn from organisations that regularly engage children e.g. schools, nurseries
- All types of communication (i.e. social media)
- Positive experiences
- Address the barriers
- Coproduction, use for mums that already exist to support families & children e.g. crèche at every event
- Making it realistic and clear

How can the Partnership be publicised?

- Word of mouth, network, social media
- Schools, media, community
- Events for parents and children, social media, park events
- TV, radio, parish magazines, schools, nurseries, Doctors surgeries, support centres
- Through mandated services
- JEP, through settings, social media, radio
- Use the media
- Social media, parent forums, JEP, in all directions
- Media – social, Facebook, word of mouth, events
- By each member, website, twitter, Facebook
- Logo competition to raise profile
- Parent workshops in all settings where a short leaflet is distributed with key messages
- Centre spread of JEP
- Talk to media – clarity/positive
- Targeting communities – verbal/presence – us to them not them to us
- Published around, SMT as well as public
- Social media
- Everyway!
- Re-launch Partnership – more publicity
- Ask parents and children

How can we ensure all voices are heard?

- Work together, listen without judgement, culture of participation, education around practices, 'them and us'
- Making sure as many sectors of the community are involved
- Representative – everyone heard
- By listening to all
- By using different methods of communication – social media, media etc.
- Collection of views, representatives, speaking on behalf of others
- Through the services, by having a brand that they trust, this will make a difference
- Be listened to and act on what is said, giving feedback from their voice
- Targeting hard to reach groups, parents with mental health problems, socially isolated, home schooled, low literacy levels, speakers of other languages, Portuguese communities
- Recognition and feedback
- People knowing who they go to, ensure procedures are clear and followed

- Ask people for their opinions through questionnaires/forums/meet ups/stopping people in town

What challenges might occur?

- Too many ideas to work on, too many professional bodies
- People not being real, being released from work, not turning into all talk and no action
- Time to commit to the tasks given, getting acceptance and to acknowledge the importance of it to enable people to attend meetings or complete tasks
- Making people abide by the principles so people can express themselves, egos not getting in the way
- Data protection
- Staff cuts
- Working together
- Individual agendas, vested interests, silo thinking, need strong Chair, competition for resources, lack of strategy, lack of tangible results, data sharing/gathering
- Risk, information sharing
- Differing views/approaches
- Lack of commitment
- Too many individual priorities
- Lack of interest, duplication
- Time and energy
- Egos, losing focus on what it's about

How will we know if the Partnership is working?

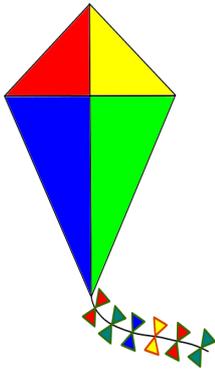
- Streamlined services
- If people engage
- Families will tell us, families will have better outcomes, shared agendas
- Successful outcomes
- Happy, confident children
- By looking at how many people are engaging with it
- Mutual respect, people will feel empowered to make a difference, families will be thriving
- Network of support that's accessible to those that need it
- Data collection impact on people's lives, measurable outcomes
- You will see the changes
- Level of engagement at events/marketing, result led, empowering services to tell the board
- Monitoring & evaluation from all stakeholders
- Policy and practice shifting
- Shared vision
- People working together
- Less duplication of paperwork
- See the difference – proof is in the pudding
- See changes being made, positive outcomes, a positive effect on the families they will tell us it's better

4. Finding out who we know and who we can represent:



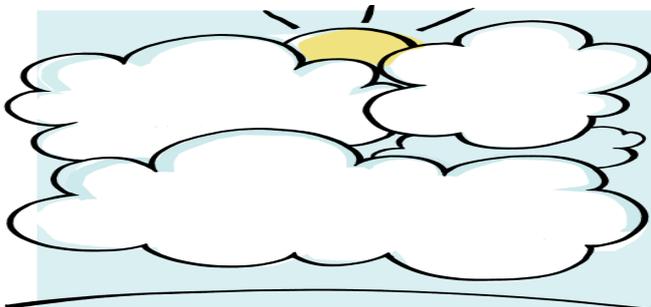
By filling in balloons, participants were invited to share their contacts and to indicate their willingness to join one, or more, of three thematic groups, i.e. 1001 days, Early years, Childhood.

5. Checking out services



Action point: Services from 0 – 5 years are being mapped by National Children’s Bureau as part of the Early Childhood Development programme.

6. What next? Blue Sky thinking



- Agree vision, aims and groups (who will attend what/which)
- Clear timetable, outcomes, impact, measurable success to different partners
- Clear approach that everyone is signed up to
- Publicising support
- Find a way of engaging with children and families
- How are the ideas shared today going to be taken forward?

- Single database
- Everyone who is involved in the partnership badged up, to show that all involved are child friendly
- Identify our short, medium and long term objectives
- Agree collective vision
- Present strategy with functions to draw in decision/policy makers through taking EYCP out to them
- Mechanism for establishing an infrastructure of sharing and learning from and with others (SPB model)
 - To ensure each area is represented and everyone knows who they are
 - Identifying representatives to fill gaps
 - Identifying how to engage parents & children from feedback
 - Identifying the core team and priority tasks
 - Feedback from today and tonight to all who were involved
 - Update service provider
 - Add business on Jersey Online Directory
 - Sharing ideas, spreading the word
 - Put tonight's ideas together
 - Touch base in 6 months to see what's been implemented
 - Design terms of reference
 - Decide who joins the partnership
 - Think outside the box
 - Keeping it real
 - Ground level up
 - Everyone allowed a voice
 - Not repeating stuff already done
 - Not reinventing the wheel
 - Grounded, tangible, achievable

7. Pledges to the Partnership

Pledges to the partnership were made by participants interested in taking early years and childhood forward by working in partnership.

Feedback on the Festival of Ideas

"It was a really positive step forward I think and everyone who came knew it was the start of something quite different! Thank you for making it such a great venture to be part of."

"I really enjoyed the 'Festival' yesterday. It generated some very useful joined up thinking, promoted seamless working and facilitated some very useful information gathering. I have my bracelet now to keep all principles, goals and targets in mind and am very happy to offer my continuing involvement."

"The proposed arrangements are focussed, realistic and enabling for us all to work together better."

Appendix 1: Key areas of focus for the partnership

Each line below states a single participant's responses

Engagement	Collaboration	Communication	Inclusion	Community (children)
Better ways of communicating and taking our collective work forward	Shared set of quality standards for 0-5's, 5-12's and requirements of registration	Integrated Health and Education progress check at 2 years	Better coordinated policies for working families – wrap/childcare support/back to work etc.	
Raising awareness of needs of families, child	Universal access to support	A wider awareness of support available	A shared vision amongst agencies who support children/families	A non-judgemental approach to supporting families
Streamline referral system and support access	Listen to children	Multi-agency involvement	More parenting support	Monitor vulnerabilities from the outset – proactive
Equity for all pre-school children	Inclusion for all	Communication	Working together professionally	Respect for private sector
More preventative services	More pre-birth services	Services to fill any gaps	Multi-agency working/working in partnership, joined up	Inclusive
Finding out needs	Enabling changes to happen	Building relationships	Communication	Fun!
Diversity	Quality provision	Child in context of child poverty/ Identify measures for poverty	Engage parents in meaningful ways	Engage in research to obtain key indicators specific to Jersey
Celebrating our successes and innovation	Parental relationships	Best ante/post-natal care/learning	Close partnerships – fostering understanding and co-production	Always remember the difference we want to make – keep our children and families at the heart of our practice
Representational	Enjoyment	Community	Inclusivity	Equal

Good communication between schools and families	Opportunities for children to access the outside and opportunities to enjoy our beautiful Island	Support for parents and families through a multi-agency approach	Ensuring a quality experience for children in all EYFS settings	Creating a supportive environment where we feel confident
Better communication between Health agencies, nurseries, schools and clubs	More information to parents to support emotional/guidance/financial	Policies/procedures to reflect holistic feedback	Child-centred – all agencies come together for the <u>child</u>	Family-centred come together for the family
Training/education	Parenting support	Participation/co-production, children & families	Mental health – children, families (parents), teachers, practitioners etc	
Families living, not just surviving	Celebration	Vision	Changing minds Acceptance and understanding	Raising awareness
One overarching shared vision	Positive outcomes for all children	Families to feel like their needs are being met	Free nursery hours increased for all	Clear communication between agencies
Be a joined up voice for Minister for Social Security's Review of family friendly legislation	Stronger joined up messages to employers and decision makers re families	Championing childhood	Chair, with Ministerial and officer support	
Support for parents	Early intervention	Integrated care	Getting the start right – birth	Communication between agencies
Communication	Inclusion for all	Private and States sector working together	Learning for life	Supporting families and children in the right areas
Support for families/parents with children of special needs	Greater resources for children with special needs	Support/financial for mothers going back to work (childcare, nurseries)	Financial support for mothers wanting to stay at home	Education/support for parents struggling with parenthood
Involving parents and children, listening to their views and providing them information	Sharing training opportunities across the sectors	Understanding the needs of children and families	To be more transparent and with each other as services	Better communication, open lines of communication between services

Play areas in community better for children	Fair and equitable quality, standards across childcare whatever it is	Assurance that the activity, club children go to is good quality and safe, checked out	Services and organisations working together	Affordable and easily accessible quality provision for childcare when needed
To see children thrive in the environment that is right for them and their families	Sectors working together	Equity for all under 5's	Inclusion for all regardless of nursery setting	Healthy eating
Improving information available to CYP, parents and professionals across the Island	Influencing policy makers to consider the voice of the partnership	Promote co-production ensuring that the voice of key stakeholders including parents/carers and young people is included and development of services and new ways of working	Acting collaboratively as a consistent and persistent voice for early years and childhood	
Supporting children, parents and families	Cooperation between services Agencies	Easier help for families needing support	Making the most of growing up in Jersey	Celebration of childhood
Coproduction with families	Timely and early intervention	Coordinated and effective support	Positive mental health and well-being	Address impact of poverty on life chances
Well-being for families	Coordinated services for families	Encourage outdoor play	Emphasis on pre-birth care	Role of Health Visitors
Universal access to support services	Strong and effective working relationships between agencies	Healthy environment for children	Hearing family voices	Single, accessible database of families
Give people the time to talk	Communication	Open minded	Listen to others	Reflect
Inclusion	More free activities	Consistency	Communication between services	Better support for families in need
Joined up thinking between services	Communication with all	Support/care for families in school holidays	Young carers support	Partnership