

# Children's Rights Impact Assessment

Draft bridging Island Plan



**ISLAND PLAN**  
REVIEW



Government of  
**JERSEY**

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# Introduction

The journey to bring forward legislation to indirectly incorporate the UNCRC<sup>1</sup> into the island's domestic law started in 2014, when Jersey requested the UK to extend its ratification of the convention to the island. Jersey is consequently bound by international law to respect, protect and promote the rights guaranteed in the UNCRC for all children resident in Jersey, and is subject to the monitoring and reporting processes of the United Nations Committee on the Rights of the Child.

Since 2014, there have been a number of key events which have further contributed to the commitment to progress incorporation and advance children's rights including: the Independent Jersey Care Inquiry<sup>2</sup>; the creation of the Office of the Commissioner for Children and Young People<sup>3</sup>; the unanimous approval of P.63/2017<sup>4</sup>: United Nations Convention on the Rights of the Child: Compliance of draft Laws and training of States of Jersey employees; and, the appointment of Jersey's first Minister for Children.

Following the 2018 elections, the incoming Council of Ministers developed its Common Strategic Policy 2018 – 2022 (CSP) which identified 'putting children first' as the first of five priorities. The CSP also describes the need to progress incorporation of the UNCRC:

*"...We will also bring forward plans to incorporate the United Nations Convention on the Rights of the Child (UNCRC). This is likely to include a scheme that introduces a Children's Rights Impact Assessment and a comprehensive assessment of the potential impact and benefits associated with direct incorporation of children's rights into Jersey law, as well as training and guidance on the Convention for practitioners working with children and families..."<sup>5</sup>*

The indirect incorporation law is currently being drafted and is expected to be lodged for debate by the States Assembly before the end of 2021, with the first phase of the legislation expected to be enacted following the 2022 general election. The Island Plan is due to be debated by the Assembly in Spring 2022 and, therefore, the indirect incorporation law is likely to have been debated before the Island Plan.

This indirect incorporation law will place an obligation upon Government to have 'due regard' to children's rights in the development of policy and legislation. Whilst the parameters of this are not yet set, due regard will entail a balanced consideration of the UNCRC together with all relevant issues. The development of the Island Plan has endeavoured to have due regard to children's rights.

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<sup>1</sup> [Information about United Nations Convention on the Rights of the Child](#), Unicef.

<sup>2</sup> [Independent Jersey Care Inquiry](#)

<sup>3</sup> [Office of the Commissioner for Children and Young People](#)

<sup>4</sup> [P.63/2017](#): United Nations Convention on the Rights of the Child: compliance of draft Laws and training of States of Jersey employees

<sup>5</sup> We will put children first, [Common Strategic Policy 2018-2022](#)

## Part 1: Scoping

The Minister for the Environment is undertaking a review of Jersey's statutory land use plan, the Island Plan. The Island Plan is of utmost strategic significance to Jersey; it creates the means for the island's positive growth and helps to ensure that the needs of the community can be met through new development. The Island Plan is required to further the purpose and intent of the Planning and Building (Jersey) Law 2002, by ensuring that "when land is developed, the development is in accordance with a development plan that provides for the orderly, comprehensive and sustainable development of land in a manner that best serves the interests of the community".<sup>6</sup>

The scope of the Island Plan is broad and includes key issues such as the provision of new homes, community and education facilities, access to open and natural space, and economic development. The Island Plan, in one way or another, impacts upon the lives and livelihoods of all islanders.

An Island Plan is normally developed to cover a ten-year period, however, due to the impacts of the Covid-19 pandemic and Brexit transition, a shorter-term bridging Island Plan is being developed. The bridging Island Plan is proposed to cover a three-year period (2022-2025) before a longer-term plan is developed for the 2026-2035 period. Taking forward a bridging Island Plan allows for necessary changes to be made to the Revised 2011 Island Plan (the current Island Plan) in those areas where the needs of the island are more clearly known, and to take a precautionary approach in areas that are less certain, such as longer-term population growth and economic outlook.

### A. What rights of the child will the Island Plan impact on?

The Island Plan has the potential to impact upon many rights of the child as set out in the United Nations Convention on the Rights of the Child (UNCRC). This includes where there will be direct impacts (i.e. where the Island Plan policy could directly impact children) and indirect impacts (i.e. where the Island Plan policy will not directly impact children, but will still affect them; or, where the policy can influence how others with responsibility for children can meet their obligations). The following rights are considered to be most affected by the Island Plan:



**Article 2** – The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

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<sup>6</sup> Planning and Building (Jersey) Law 2002 – Article 2(2)(a)





**Article 3** – The best interests of the child must be a top priority in all decisions and actions that affect children.



**Article 4** - Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.



**Article 6** - Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.



**Article 12** – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.



**Article 15** – Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.



**Article 16** – Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.



**Article 18** - Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.



**Article 23** - A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.



**Article 24** – Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.



**Article 27** - Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.



**Article 28** – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.



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



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



**Article 32** – Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

## B. What children and young people will be affected

All children and young people may be directly or indirectly affected by the Island Plan. How a child may be impacted by the plan will be influenced by a number of different factors, such as where a child lives, their socio-economic status, cultural heritage, health and disabilities.

## C. What is the likely impact of the proposal / measure on children?

The Island Plan has the potential to impact upon children in a number of direct and indirect ways.

The below outlines the key direct and indirect impacts anticipated by the themes addressed by Island Plan policies:

- **Access to adequate housing:** the Island Plan will create a means to meet the island's housing needs, through the allocation of land and the creation of a planning policy framework that enables the delivery of homes. This includes the provision of homes for social rent and affordable homes for purchase. All new homes must meet minimum space standards for both internal and external space. New development must also consider the impact that it will have on other existing development (such as maintaining privacy to existing residential development). Children must have access to adequate housing and this will, therefore, have direct impacts on some children, particularly those who are currently inadequately housed.
- **Access to open space:** The Island Plan will seek to protect and enhance the amount of open space available across the island. Access to adequate, safe open space is essential for the wellbeing of children, supporting them in being active and social. This will therefore have a direct impact on some children, particularly those who presently have inadequate access to open space near to where they live.
- **Access to adequate education facilities:** the Island Plan will seek to respond to the highlighted spatial requirements of education facilities across the island. Access to education in a safe and adequate environment is important for all children. This will, therefore, have a direct impact on children, particularly those who are within education settings that require physical improvements to buildings, or the space around them.
- **Access to adequate health and community services:** the Island Plan will seek to support the delivery of adequate facilities for health and community services across the island. This will have a direct impact on many children, particularly those who require care within health and social care services.
- **Access to sports, leisure and cultural facilities:** the Island Plan will seek to ensure the protection of existing and the delivery of new sports, leisure and cultural facilities across the island. Access to these facilities will directly support the physical and mental wellbeing of children.
- **Safe walking and cycling routes:** the Island Plan will seek to prioritise active travel, improve road safety in and around new development and provide new and improved walking and cycling routes. This includes specific improvements to safe pedestrian movement in Town. Safe

walking and cycling routes across the island are essential to ensure the safety of children within the environment in which they live and move around.

- **Economic development:** The Island Plan will seek to ensure that adequate provision is made to sustain the economic wellbeing of the island. This includes ensuring the maintenance and provision of sufficient land for employment. The economic wellbeing of the island has an indirect impact on children by influencing access to jobs (income) - both for their families and for their own employment in the future – and the provision, quality of and access to local services.
- **Natural environment:** The Island Plan will seek to protect and enhance the natural environment, which is essential for the environmental wellbeing of the island, to the benefit of all islanders in the short and long term.
- **Climate change:** The Island Plan will seek to ensure the Jersey becomes more resilient to the impact of climate change, including flood risk. This has an indirect impact on children, primarily as a future generations issue, where reducing our carbon emissions and making improvements to local climate resilience will ensure greater resilience when climate change effects become more severe in the coming decades.

## **D. Is a full children's rights impact assessment required?**

A full children's rights impact assessment is required for the draft bridging Island Plan given the plan's significance to all islanders, where it can impact on the lives and livelihoods of everyone, in one way or another. This includes a number of direct and indirect impacts on the rights of children. It is therefore necessary to ensure that the rights of children are considered in the development of the policies and proposals of the Island Plan, and that the process of doing so enables children to have their say on these matters, and that these views are taken into account.



## Part 2 – Assessment

The draft bridging Island Plan children’s rights impact assessment considers:

- a) How the Island Plan is expected to impact children’s rights as set-out in specific articles of the UNCRC.
- b) How the Island Plan is expected to contribute to achieving the outcomes set out in the Children’s Plan.
- c) How the views of children and young people have or will be sought, either through direct engagement or with reference to other relevant sources which present the views of children and young people.
- d) Engagement with relevant stakeholders including the Children’s Commissioner.
- e) Data, research and other material consulted
- f) Impact assessment

As an iterative process, the CRIA will be updated as the draft Island Plan takes shape and will again be undertaken to inform the subsequent review of the Island Plan, soon after the bridging Island Plan becomes adopted.

### a. UNCRC Articles and Clusters

The Articles in Part I of the UNCRC are grouped into eight thematic clusters. The UN Committee’s periodic reporting cycle, which examines the progress state parties have made in implementing the convention, is structured using these clusters to aid consideration of these issues.

The below indicates where the bridging Island Plan may impact children’s rights, as set-out in specific articles or clusters of articles from the UNCRC:

UNCRC Clusters	Tick all that apply
I - General measures of implementation ( <a href="#">General Comment No.5</a> , <a href="#">General Comment No. 19</a> )	
Article 4 implementation obligations	✓
Article 41 respect for existing standards	
Article 42 making Convention widely known	✓
Article 44(6) making reports widely available	
II - Definition of a child	
Article 1	
III - General principles	
Article 2 non-discrimination	
Article 3(1) best interest to be a primary consideration ( <a href="#">General Comment No.14</a> )	✓
Article 3(2) State’s obligations to ensure necessary care and protection	
Article 3(3) standards for institutions services and facilities	✓
Article 6 the right to life, survival and development ( <i>See also: Cluster VI - Basic health and welfare</i> )	✓

UNCRC Clusters	Tick all that apply
Article 12 respect for the views of the child	✓
IV - Civil rights and freedoms	
Article 7 right to name, nationality and to know and be cared for by parents	
Article 8 preservation of child's identity	
Article 13 freedom of expression	
Article 14 freedom of thought, conscience and religion	
Article 15 freedom of association and peaceful assembly	✓
Article 16 protection of privacy	✓
Article 17 child's access to information, and role of mass media	
Article 37(a) right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment (General Comment No. 8)	
V - Family environment and alternative care	
Article 5 parental guidance and child's evolving capacities	
Article 18(1) and (2) parental responsibilities and State's assistance	✓
Article 9 separation from parents	
Article 10 family reunification	
Article 11 illicit transfer and non-return	
Article 27(4) recovery of maintenance for the child	
Article 20 children deprived of their family environment	
Article 21 adoption	
Article 25 periodic review of placement and treatment	
Article 19 protection from all forms of violence (General Comment No. 8) (General Comment No. 13)	
Article 39 rehabilitation and reintegration of victims of violence (See also: Cluster VIII - Special protection measures)	
VI - Basic health and welfare	
Article 6 right to life, survival and development (See also: Cluster III - General principles)	✓
Article 18(3) support for working parents	
Article 23 rights of disabled children (General Comment No. 9)	✓
Article 24 right to health and health services (General Comment No. 15)	✓
Article 26 right to social security	
Article 27(1)-(3) right to adequate standard of living	✓
VII - Education, leisure and cultural activities	
Article 28 right to education (General Comment No. 8)	✓
Article 29 aims of education (General Comment No. 1)	✓
Article 31 right to leisure, play and participation in cultural and artistic activities (General Comment No. 17)	✓
VIII - Special protection measures	
A - Children in situations of emergency	
Article 22 refugee children	
Article 38 children and armed conflict	
Article 39 rehabilitation of child victims (See also: Cluster V - Family environment and alternative care)	

UNCRC Clusters	Tick all that apply
<u>B - Children involved with the system of administration of juvenile justice</u> (General Comment No. 24)	
Article 40 administration of juvenile justice	
Article 37(a) prohibition of capital punishment and life imprisonment	
Article 37(b)-(d) restriction of liberty	
Article 39 rehabilitation and reintegration of child victims (See also: Cluster V - Family environment and alternative care)	
<u>C - Children in situations of exploitation</u>	
Article 32 child labour	
Article 33 drug abuse	
Article 34 sexual exploitation	
Article 35 sale, trafficking and abduction	
Article 36 other forms of exploitation	
<u>D - Children belonging to a minority or an indigenous group</u> Article 30 (General Comment No. 11)	

## b. Children's Plan Outcomes and Indicators

The vision of the Children's Plan is that, "All children should have an equal opportunity to be safe, flourish and fulfil their potential."

The Children's Plan focuses on four key outcomes for children and outlines a number of priorities that the plan seeks to work towards. Whilst the Island Plan will not directly contribute to many priorities of the Children's Plan it will, nevertheless contribute to the broad outcomes:

Children's Plan 2019 - 2023
Outcome 1: All children in Jersey grow up safely
<p>The Island Plan is expected to positively support children in Jersey to grow up safely. It will do this by ensuring that new development is designed in way that designs-out the risk or perception of crime, maintains privacy to existing development, ensures safe access to and from a development and makes improvements to walking and cycling routes. It will also ensure that new development, and its use, is not exposed to inappropriate levels of risk. The relevant policies of the draft Island Plan are:</p> <p>SP7 Planning for community needs</p> <p>GD1 Managing the health and wellbeing impact of new development</p> <p>GD6 Design quality</p> <p>TT1 Integrated safe and inclusive travel</p> <p>TT2 Active travel</p> <p>WER2 Managing flood risk</p> <p>WER5 Water pollution safeguard area</p> <p>WER8 Safety zones for hazardous installations</p> <p>WER10 Aircraft noise zones</p> <p>WER11 Airport public safety zones</p>
Outcome 2: All children in Jersey learn and achieve

## Children's Plan 2019 - 2023

The Island Plan is expected to positively support children in Jersey to learn and achieve, indirectly, by supporting the delivery of new and/or extended education facilities (academic attainment), the development of new sports and leisure facilities (sporting attainment), and the delivery of new and improved space and facilities for play (learning through play). The plan will also seek to secure a sustainable and vibrant island economy which will, in-turn, help to reduce the number of children who are not in education, employment or training (NEET). The relevant policies of the draft Island Plan are:

- SP6 Sustainable island economy
- SP7 Planning for community needs
- CI1 Education facilities
- CI5 Sports, leisure and cultural facilities
- CI8 Space for children and play
- ER1-ERE8 (all economic development policies)

## Outcome 3: All Children in Jersey live healthy lives

The Island Plan is expected to positively support children in Jersey to live healthy lives, by supporting the delivery of new and enhanced open space; play space; protecting existing open space; providing affordable homes and homes to meet special requirements; ensuring homes are built to adequate space standards and supporting the delivery of health and community infrastructure. The relevant policies of the draft Island Plan are:

- SP7 Planning for community needs
- CI1 Education facilities
- CI2 Healthcare facilities
- CI3 Our Hospital and associated sites
- CI4 Community facilities and community support infrastructure
- CI5 Sports, leisure and cultural facilities
- CI6 Provision and enhancement of open space
- CI7 Protected open space
- CI8 Space for children and play
- CI9 Countryside access and awareness
- CI10 Allotments
- H1 Design for homes
- H3 Provision of homes
- H4 Meeting housing needs
- H5 Provision of affordable homes
- H6 Supported housing
- GD1 Managing the health and wellbeing impact of new development
- ME4 – Air quality and improved emissions

## Outcome 4: All children in Jersey are valued and involved



## Children's Plan 2019 - 2023

The process to develop the draft Island Plan aims to support children in Jersey to feel valued and involved. The Strategic Issues and Options Consultation<sup>7</sup>, which asked islanders for their views on the key issues the island is facing, included a programme of engagement with children and young people.

For this engagement, the strategic issues and options paper was translated into tailored participatory group exercises, aimed towards those aged between 11 and 24. The design of the exercises were intended to enable the student participants to express their views on issues that will affect them in a way that was accessible to them. The findings of the children and young people's engagement are reported in the Strategic Issues and Options findings report<sup>7</sup> and were used to inform the development of the draft Island Plan.

Children and young people will be consulted on the draft Island Plan as part of the 12-week consultation period, commencing April 2021.

### c. Children and young people's views

To inform the development of the draft Island Plan, a major island-wide consultation (called the strategic issues and options consultation) was undertaken. To ensure that children and young people were able to contribute their views, a youth engagement programme was developed. The programme aimed to reach children and young people of all ages and backgrounds, and included:

- an open offer to primary, secondary and tertiary schools for an Island Plan presentation or workshop to be delivered at the school. Le Rocquier School, Jersey College for Girls and Highlands College took part.
- Jersey Youth Service visits, including a drop-in at the Move-on Café and a workshop at St Brelade's Youth Project.
- Highlands College visit to the HNC Building Studies class
- Prince's Trust workshop.

At these events, approximately 170 young people were able to hear about the strategic issues and options that are being considered for the next Island Plan, where they then participated in a discussion about how these options might affect them and their future. Around 140 of these young people participated in the structured group exercises, the outputs from which were recorded and reported on in the Strategic Issues and Options Consultation Findings report<sup>7</sup>.

Each session was tailored to ensure that the content was engaging and accessible to the audience, and most involved an exercise to enable the views of participants to be captured. For secondary-school aged children, the exercise was centred around a game to identify where development should go in the island, and what type of development this might need to be. The groups were given 'tokens' that they needed to place on a map of the island and, with the support of a Government of Jersey planner, they discussed the different types of development, why the development was needed and why some locations across the island may be more suitable than others. Work sheets were provided to the groups where the nominated 'scribe' recorded the discussion and answers:

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<sup>7</sup> [Strategic Issues and Options – consultation findings report](#)

## Your Island Plan – Challenge

### Question: If we need...

- 7000 new homes
- 100 new places to work
- 100 new buildings for the community (Schools, health care, community centres, leisure)
- 100 new places to buy things (food shops, restaurants, cafes, clothes shops, etc).

### ... Where should it go?

### You have:

1 x proposals map

1 x set of 'Spatial Options' to look at and read



70 x home tokens (each token = 100 homes)



10 x work tokens (each token = 10 work places)



10 x community tokens (each token = 10 community buildings)



10 x retail tokens (each token = 10 places to buy things)

### How to Play:

#### Players:

- You must nominate 1 x Minister (Politician) and 1 x Civil Servant for your team.
- The Politician's role is to have the final say on where development should go – they must be fair and listen to the views of others.
- The Civil Servant's role is to advise the Politician and guide them towards the best plan. The Civil Servant must also ensure that the answer sheet gets completed.
- Everyone else is a 'Subject Matter Expert' or, member of the public – their role is to suggest where the development should go and why.

#### Rules:

1. You can put the development anywhere but try and relate it to one (or more!) of the spatial options.
2. You do not have to use all of the tokens (but you need to be able to explain why you didn't use them).
3. If you stack the 'home' tokens, it means they are flats.
4. If you stack more than 5 tokens, it means the area will be "high density" and will result in high-rise buildings. You can use a combination of tokens to create a high-rise.
5. You can draw on the map to explain how people might move from one place to the next, or to explain something else.

## Your Island Plan – Challenge

### Q1: How many buildings have you planned for? (Remember how many buildings each token is worth!)

Type	How many?	Why?
Homes		
Workplaces		
Community Buildings		
Retail		

### Q2: What different 'forms' of place did you think of? (Think about what type of buildings we need, to meet the needs of everyone?)

Type	Form
Homes	
Workplaces	
Community Buildings	
Retail	

### Q3: Which of the Spatial Options does your plan most look like? (Use the Spatial Options sheets to compare your map)

Option 1 Increasing density within St Helier	
Option 2a Outward expansion of town to the North, East and West	
Option 2b Outward expansion of town to the South	
Option 3 Increasing density in other built up areas	
Option 4 Outward expansion of other built up areas	
Option 5 A new settlement or the significant expansion of an existing settlement	
Option 6 Development in the countryside	

### Q4: Describe how things might change because of your plan? (Keep it simple – one sentence max!)

Jersey's Character	
Travel and Transport	
Habitats and biodiversity	
Climate Change and Resilience	
Health and wellbeing	
Social connections	



The following summarises the aims and outputs of the group exercise/game:

Q.1: How many buildings have you planned for and why?

This question was aimed at better understanding the participants' views about the extent of development that may be required over the next plan period and where priorities for these types of development sit. Given that the volume of development required in the next Island Plan had not been set, this exercise was hypothetical. The task proved valuable for participants to better understand the spatial implications of new development and for them to be able to express views about whose interests ought to be served when considering what development might be needed.

- **Homes** - Approximately a third of participants placed all of the available home tokens on the map. The reasons for doing this centred around the need to develop as many buildings as might be necessary to respond to potential population growth and to meet the likely need for more homes in the island.

The majority of groups decided against using all of the house tokens: the reason for doing this was a general concern that the island was already over populated and that by providing less homes, it would help to control the population.

- **Community buildings** - The majority of groups used all the available tokens for new community buildings. The reasons for doing this centred around the need to provide for the community and develop more places for activities for young people, places for fitness and, to improve community connections. It was suggested that by delivering more facilities for the community, the use of the hospital could be reduced as could the need to drive.

Of those who chose not to use not to use all of the community building tokens, only one reason was provided, stating that some of the existing buildings are not in use and that more should not, therefore, be built.

- **Workplaces** The majority of groups used all of the available tokens for new workplaces. The dominant reason for this was that Jersey was becoming more populated and people needed to be able to earn money as things are expensive.

For the single group that opted to not use their all of the workplace tokens, the reason for doing so was because 'we already have loads' of places to work.

- **Retail** - The majority of groups used all of their tokens for retail. The reasons for doing so were quite varied and included the need for more small retail spaces to suit the needs of the community; that putting more shops near houses would reduce the need to drive; and the need for more retail across the island as there are very few shops out of town.

### Q.2: What different 'forms' of place did you think of?

This question was designed to better understand how the participants visualised the different forms and types of development that might be needed over the next plan period. When doing this, students were asked to think about how different types of development have a different impact and to consider the range of needs across the community. Comments are set out in the table below.

Form of development	The different types of place that were suggested include:
Homes	<ul style="list-style-type: none"><li>• estates and housing areas</li><li>• clusters of flats and houses</li><li>• mixed and inclusive</li><li>• good sized apartments</li><li>• ensure less homeless people</li><li>• beach houses</li></ul>
Community buildings	<ul style="list-style-type: none"><li>• leisure centres</li><li>• gyms</li><li>• youth centres</li><li>• activities mixed with culture</li><li>• youth clubs</li><li>• hospital and pharmacies</li><li>• Brook Jersey (Sexual health and wellbeing for under 25s)</li><li>• university</li><li>• tourist spots</li><li>• parks</li><li>• bus station</li></ul>
Workplaces	<ul style="list-style-type: none"><li>• work at home and in the community</li><li>• more education and a university</li><li>• offices and banks</li><li>• solar farm and farm workers</li><li>• factories</li><li>• shops and healthy food places</li></ul>
Retail	<ul style="list-style-type: none"><li>• food supplies</li><li>• more variety of shops</li><li>• shops in parishes</li><li>• larger shops with more choice</li><li>• a shopping mall</li><li>• general market and corner shops</li><li>• more clothes shops.</li></ul>


### Q.3: Which of the Spatial Options did your plan most look like?

This question was designed to understand the participants' preferred spatial options by considering how the participants distributed development across their ideal plan, asking them to state which spatial options they had in mind when they laid this out. Participants were able to choose more than one option, in the same way as the main survey.

Interestingly, this exercise indicates that the preferred spatial options of young people are in contrast to the preferred options of the main survey participants, particularly in relation to option 1 (increasing the density of development in St Helier).



When considering the comments made against this part of the task, it is evident that there is a general feeling that the town area, in particular, is already over-developed and that there is a considered a need to better distribute development across other built-up areas. This was with the objective to make these areas more 'complete' in terms of having good access to shops, places of work and places to live:



<b>Option 3:</b> Increasing density within other built-up areas ( <i>score = 5</i> )	<b>Option 4:</b> Outward expansion of other built-up areas ( <i>score = 5</i> )		
<b>Option 2(a):</b> Outward expansion of the town of St Helier to the north, east and west ( <i>score = 3</i> )	<b>Option 2(b):</b> Outward expansion of the town of St Helier to the south ( <i>score = 3</i> )	<b>Option 5:</b> A new settlement or significant expansion of an existing settlement ( <i>score = 3</i> )	<b>Option 6:</b> Development in the countryside ( <i>score = 3</i> )
<b>Option 1:</b> Increasing density within the town of St Helier ( <i>score = 1</i> )			

#### Q.4: Describe how things might change as a result of your plan

Participants were asked to reflect on their ideal plan and think about how their proposal would impact upon Jersey's character, travel and transport, habitats and biodiversity, climate change and resilience, health and wellbeing, and social connections.

This part of the task was designed to encourage participants to think about how Jersey might change as a result of new development, and how the proposals of the next Island Plan can influence everything they understand about Jersey, both in a physical and social dimension.

Key words that young people used to describe how Jersey might change are set out in the table below:

Theme	How things might change
Jersey's character	Modernised Preserved More tourist spots More-accessible Less boring and more eye-catching Eco-friendly More community areas
Travel and transport	Accessible Potentially better More transport e.g. buses More roads Electric travel Wider range, easier Easier to get to places

	More walkways and crossings, People won't need to go to town
Habitats and biodiversity	Negative Better Might lose fields Untouched wildlife - rural wildlife left alone Slightly taken up but healthy spaces More space for habitats Destroyed
Climate change and resilience	Increased Build higher walls around Jersey Combatted with solar wind energy Will get better because more spaces for habitats Polluted
Health and Wellbeing	More hospitals Hospital, youth centres Community services Food halls Better care and health Stop smoking please
Social connections	Drastically changed positively More community areas More parks and gardens Better all over the world More connected

The general needs and concerns identified through the youth engagement were in broad alignment with adults' views and aligned with the direction of the draft Island Plan, such as: recognition of need for improved community facilities; the need for employment land; open space and improved travel and transport.

Two particular issues were raised that are not consistent with the broad views expressed by adults and/or where there is some tension between the views of young people and the draft Island Plan:

- **the development of fewer homes because of concerns about population** – the concern about population was shared with adults in the main part of the consultation, and the draft Island Plan also recognises this challenge. However, the outcome of the youth engagement suggested that less homes should be built in order to manage this. This is in contrast to the draft Island Plan where more homes are proposed to be built in order to meet the needs of a growing population. The reason for the Island Plan doing this, is that it is not the role of the Island Plan to limit or manage population growth, but instead the plan must meet the needs of the population who are already here, and who need to be adequately housed over the plan period.

This disconnect in views could be due to inadequate explanation of the role of the Island Plan; the importance of delivering homes to meet the needs of the community already here; and, the separate role of migration controls and population policy. It would have also been useful to understand why young people are concerned about population (i.e. is this a view they have

inherited from adults, or one they have formed themselves?). This issue can be explored further through consultation on the development of an island population policy.

- **Preference against increasing development density in town** – the preference against more development in town is in direct contrast to the views expressed by adults in the main part of the consultation, where focusing development towards town was the preferred spatial option. Also, in tension with this view, the draft Island Plan intends to focus development towards town, but recognises that to successfully do this, development must be met with improved community facilities and better design. The preference of children and young people against development in town has served to reinforce the need to improve development and open space in town. It also may be evidence of the impact of a presently poor provision of play spaces, or other experience of built-up area quality, but without being able to perceive how this could be improved through new development.

Upon the publication of the Strategic Issues and Options Findings Report, the report was circulated to the adult contact with whom the consultation was arranged with a request for this to be passed onto the participants.

Upon publication of the draft Island Plan, the same adults will be contacted to ensure that they are aware of its release and to encourage them to share this with the young participants. As part of the engagement programme for the draft Island Plan consultation, a return visit will be offered to present the draft bridging Island Plan to young people, in a similar way to the delivery of the Strategic Issues and Options consultation.

## **d. Engagement with relevant stakeholders**

At the beginning of the Island Plan review programme and in advance of the Strategic Issues and Options consultation, the Children's Commissioner was contacted for a discussion about the programme, the key issues to be addressed and the proposed approach to undertaking engagement with children and young people. Following the session, the participation officer from the office of the Children's Commissioner shared some useful guidance for undertaking effective engagement with children and young people, which was considered in the design of the youth engagement programme.

Due to prior involvement and discussion about the development of adequate open space and play facilities for children across the island, the chair of the Best Start Partnership<sup>8</sup> was approached to inform the group of the work being undertaken to inform the Island Plan and the opportunities for the group to contribute to the development of the plan were discussed. The chair of the partnership, and a GoJ officer who is a member of the board, have since shared useful publications about play and have been strong advocates for the need for this to be considered in the Island Plan, highlighting the role and importance of play in a child's learning and development, particularly during early years.

Jersey Sport have been met on a number of occasions, where open space, access to sport and leisure and play facilities has been the focus of the discussion. In the development of the Inspiring an Active

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<sup>8</sup> The Best Start Partnership brings together a wide range of stakeholders in a single body. It draws on the voices of children and families with local representatives from the public, private, community and voluntary sectors to provide unique insights representing the interests of children in the development, implementation and evaluation of government strategy and policy.

Jersey Strategy<sup>9</sup>, synergies were established with the need to provide more and better open space and play facilities in order to keep children active. In response to the Inspiring an Active Jersey Strategy, the draft Island Plan policy "CI8 - Space for children and play" has scope for the delivery new play space to be delivered through a third party (i.e. Jersey Sport).

Officers from the Island Plan Review team have maintained a regular and open dialogue with the Children's Policy team within the Government of Jersey's Strategic Policy, Planning and Performance department. This has involved a particular focus on the approach to the consideration of children's rights within the development of the Island Plan, and the undertaking of suitable engagement with children and young people. As progress is made towards the indirect incorporation of the UNCRC into Jersey law, this engagement has proved useful for both teams to better understand how the Government of Jersey may effectively embed children's rights; how CRIAs can be most effectively undertaken; and, sharing learning from different styles of engagement with children and young people, through different groups.

Dialogue will be maintained with these stakeholders and further engagement undertaken upon the publication of the draft Island Plan, where they will be appraised as to how the plan intends to respond to the needs and rights of children.

### e. Data, research and other material consulted

The following reports and publications have been considered in the development of the draft Island Plan and associated consideration of children's rights:

Publication details:
<p>COMMITTEE ON THE RIGHTS OF THE CHILD REPORT OF THE 2016 DAY OF GENERAL DISCUSSION: Children's Rights and the Environment</p> <p>Available at:  <a href="https://cypcs.org.uk/wp-content/uploads/2021/02/Day-of-General-Discussion-Report-2016.pdf">https://cypcs.org.uk/wp-content/uploads/2021/02/Day-of-General-Discussion-Report-2016.pdf</a></p>
Summary of the evidence and its relevance:
<p>This report provides a useful overview of the significance of children's rights when considering environmental issues. In particular, it highlights the direct environmental considerations required by:</p> <p><b>Article 24 (2)</b> on the right of the child to the enjoyment of the highest attainable standard of health provides that:</p> <p style="padding-left: 40px;">"States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures: [...] to combat disease and malnutrition [...] taking into consideration the dangers and risks of environmental pollution"</p> <p>The report also describes and discusses the provisions of the UNCRC that implicitly relate to environmental protection, those of which have most pertinence to the issues dealt with by the Island Plan include:</p> <ul style="list-style-type: none"> <li>• the general principles of the rights to life, survival and development (Art.6)</li> <li>• the right to be heard (Art.12),</li> <li>• the best interests of the child (Art.2)</li> <li>• the rights to rest, leisure, play, recreational activities, cultural life and the arts (Art.31),</li> <li>• an adequate standard of living (Art. 27),</li> <li>• food, water and sanitation, housing (Art. 24 and 27),</li> </ul>

<sup>9</sup> [Inspiring an Active Jersey Strategy](#)



- education (Art. 28 and 29)
- children with disabilities (Art. 23)

The report also suggests that a healthy environment could even be considered an essential (prerequisite) precondition for the effective implementation of the Convention as a whole.

The report highlights how states have a duty to apply these environmental rights to children in their country, but the Convention also places obligations on countries to take action on upholding children's rights internationally, with clear implications for transboundary environmental harm (Arts. 4 and 24 (4)).

### **How has this evidence informed the project and shaped the approach to addressing impacts on children's rights?**

The relationship between environment, humans and human rights is a constant underlying consideration when developing an Island Plan, and bears significance to the statutory intent of the planning and building law to ensure that "when land is developed, the development is in accordance with a development plan that provides for the orderly, comprehensive and sustainable development of land in a manner that best serves the interests of the community".

This report provides useful perspectives on the interplay between different environmental issues, their pertinence to children's rights and how environmental considerations can be determinants of positive and negative outcomes for children, even prior to conception. These perspectives have served to re-enforce existing environmental considerations and supported the justification to introduce new policies for space for children and play.

### **Publication details:**

Child Friendly Planning in the UK: A Review (Jenny Wood, Dinah Bornat and Aude Biquelet-Lock)

Available at: <https://www.rtpi.org.uk/media/1568/childfriendlyplanningintheukareview2019.pdf>

### **Summary of the evidence and its relevance:**

This reports examines how children's rights are considered in the UK planning context and makes 9 specific recommendations for planners and plan-makers to embed children's' rights into planning:

1. Play, recreation, leisure and assembling in public space should be at the heart of what national planning policy promotes for children.
2. Children's needs for movement and independence should be given central prominence in national planning policy.
3. National planning policy in each UK nation should stipulate that children have a right to be included in planning decision-making. Guidance should also be available to planners to help them implement this duty.
4. Governments across the UK should give appropriate training and weight to Equalities Impact Assessments (and equivalents) that include the specific needs of children as part of the 'age' protected characteristic.
5. National planning policies should explicitly acknowledge the differences amongst children and young people. Focusing planning towards child-friendly outcomes.
6. National planning policies should endorse the design of new developments and of local and regional planning policy that aims for desirable social outcomes. Secured by Design guidance should be reviewed in light of child friendly principles to ensure alignment.
7. 'Play Sufficiency', as first adopted in Wales and now moving to Scotland, is a concept that can be adopted across UK jurisdictions, with Play Sufficiency Assessments and Action Plans a robust and child-centric tool for understanding children's human rights.
8. Governments should set up clear links and mechanisms for collaboration between the policy spheres of planning, early years and childcare, play, education, housing and transport.

9. Policymakers and professionals in planning should have networking opportunities with childhood and youth professionals to encourage collaboration, learn engagement skills, and to help them advocate for the rights of children

#### How has this evidence informed the project and shaped the approach to addressing impacts on children's rights?

This report provides an up to date analysis of the challenges and opportunities faced by planners and plan makers and is therefore of direct relevance to the development of the Island Plan. Whilst the report is set within the context of the UK planning system, Jersey and the UK have many similarities in how plan-making is undertaken, and the type of issues that planning policies seek to address. The recommendations of this report have supported and shaped thought processes and outcomes as to how the Island Plan will embed children's rights through a variety of key policies, and in particular, within the general development and community infrastructure chapters.

The report has also supported consideration as to how Government of Jersey may undertake the development of the Island Plan, in a way that achieves better networks and links across departments relevant to children's interests, and improving child friendliness.

## f. Impact Assessment

This section summarises the consideration as to how children's rights may be impacted by the policies of the Island Plan. How a child may be impacted by the plan will be influenced by a number of different factors, such as where a child lives, their socio-economic status, cultural heritage, health and disabilities. It will also be determined by how and when the plan is implemented, which is determined by the bringing forward of new development and not by the plan itself.

Given the scale and breadth of issues dealt with by the Island Plan, this has been briefly summarised by each policy where a direct or indirect impact is expected. Those policies that are not expected to impact children, or only impact very-indirectly, have not been listed.

It is to be emphasised that a large number of policies will have some indirect impact on the lives and rights of children and, in these cases, impacts have only been identified when the indirect impact is considered to be sufficiently noteworthy. Where the specific rights that might be indirectly impacted are difficult to pinpoint, they have been noted as 'indirect: unquantified'.

## Strategic policy framework and impact on children's rights

Draft bridging Island Plan: strategic policy framework	Anticipated impact	Relevant Cluster/Article of the UNCRC	Comments
<b>Policy SP1 - Responding to climate change</b>	Positive	Article 6, Article 24	This policy seeks to ensure that the island takes the necessary action to prepare for and minimise the impacts of climate change, to the benefit of all islanders, future generations and internationally.
<b>Policy SP2 - Spatial strategy</b>	Positive	VI - Basic health and welfare	The policy will seek to ensure development happens in the most sustainable locations which, for children will help to achieve: <ul style="list-style-type: none"> <li>• better access to local services including proximity to schools</li> <li>• better access to safe walking routes and sustainable transport options</li> <li>• improved integration into community life</li> </ul>
<b>Policy SP3 - Placemaking</b>	Positive	VI - Basic health and welfare	This policy requires development to contribute to the creation of aesthetically pleasing, safe and durable places that positively influence community health and wellbeing outcomes. This will benefit islanders of all ages and backgrounds.
<b>Policy SP4 - Protecting and promoting island identity</b>	Positive	Article 14, Article 17, Article 30, Article 31	This policy seeks a high priority for the protection and promotion of the island's identity, including the provision of new or enhanced cultural facilities to support and grow the island's cultural and creative industries, and to support the island's cultural diversity. This will support the right to cultural life and the arts.
<b>Policy SP5 - Protecting, maintaining and improving the natural environment</b>	Positive	Direct and indirect unquantified VI - Basic health and welfare	This policy seeks to ensure the protection, maintenance and improvement of the island's natural environment, supporting children's rights, including through health benefits and play.  The 'Committee on the rights of the child report of the 2016 general day of discussion' highlights the significance of a healthy environment for children, suggesting it could be considered an essential precondition for the effective implementation of the Convention as a whole.
<b>Policy SP6 - Sustainable island economy</b>	Positive and neutral	Article 6, Article 27, Article 29	This policy seeks a high priority to be given for the creation and maintenance of a sustainable, productive and diverse economy, and includes support for the hard and soft infrastructure required for the development and enhancement of skills across all sectors of the economy. A strong local economy will benefit children by reducing the risk of poverty and improve access to local services and financial support. This positively also supports children's rights by establishing a priority for education to meet on-island skills.

			<p>This also places an emphasis on delivering skills infrastructure to meet the needs of the local economy, which will naturally have some limits and incompatibilities with the aspirations of some children, and therefore potentially limit their ability to meet their full potential. This is not, however, considered to be an issue created by the policy itself, with it being inherent to Jersey's limited size and capacity to deliver a broad range of skills on-island.</p> <p>In a more general sense, the policy will indirectly support children's rights, particularly survival and development, by creating a strong economy.</p>
<b>Policy SP7 - Planning for community needs</b>	Positive	III - General principles, VII - Education, leisure and cultural activities, VI - Basic health and welfare	This policy requires all new development to demonstrate that it is helping to meet the identified needs of our community, both in the short and long-term. This will include key issues such as the delivery of housing and key community infrastructure, highlighting the need to reduce the risk of crime or fear of crime and minimise environmental risks.

## Key thematic policies and impact on children's rights

Draft bridging Island Plan policy	Anticipated impact	Relevant Cluster/Article of the UNCRC	Comments
<b>Proposal: Sustainable Communities Fund</b>	Positive	III - General principles, VII - Education, leisure and cultural activities, VI - Basic health and welfare	<p>This proposal, if delivered, will create the means for a funding stream for community infrastructure enhancements across the island, particularly towards town, where it is needed most.</p> <p>Town has the highest rate of socio-economic deprivation, and further investment in facilities here will support the quality of life for the community, including children, who would benefit from access to better, safer public spaces and improved community facilities.</p>

<b>Policy GD1 - Managing the health and wellbeing impact of new development</b>	Positive	Article 4, Article 24	<p>This policy seeks to protect the health and wellbeing of islanders from potential adverse impacts arising from new development. Specifically it:</p> <ul style="list-style-type: none"> <li>• requires new development to ensure it does not adversely impact upon the privacy that surrounding developments may expect to enjoy, which will support children's right to privacy in their home, and in other settings such as schools.</li> <li>• Seeks to minimise adverse health impacts arising from new development, including from dust, noise, vibration and the proper management of land contamination</li> <li>• Seeks to protect islanders from other environmental risks and hazards</li> </ul>
<b>Policy GD2 - Community participation in large-scale development proposals</b>	Positive	Article 12	<p>This policy asks for large development proposals to be first subjected to community engagement, prior to a planning application being made. This will support children's' right to be heard on matters that affect them and will support the creation of an environment that meets the needs and aspirations of the community. This will include consultation with children when considering the type and design of new play facilities to serve development.</p>
<b>Policy GD3 - Planning obligation agreements</b>	Positive	VI - Basic health and welfare	<p>This policy will seek to ensure that development appropriately manages its impacts and provides for new infrastructure as may be required. This will be used to deliver items such as road improvements, bus shelters, offsite open space and play space. This will support children in accessing safe and sustainable transport and improve access to open space and play space, near to where they live.</p>
<b>Policy GD6 - Design quality</b>	Positive	Article 4	<p>This policy will help to improve the design quality of new development, which can improve the quality of environment and living conditions for all islanders. This policy also requires new development to be designed in such a way that reduces crime or the fear of crime, which will support avoidance of crime impacting upon children, and reduce the risk of children participating in criminal activity.</p>
<b>Policy GD10 - Percent for art</b>	Positive	Article 12, Article 13, Article 31	<p>There are a number of public art installations across the island that have directly involved children, including wall murals and inclusion into building fabric, such as the Co-Op Locale store in Grouville. This scheme, which was borne from the extant Island Plan policy requirement, is a particularly successful example of how to include children in the design of public art and process of development, whilst embracing the opportunity to educate and inspire. <a href="https://www.colinmacleod.co/percentage-for-art-our-way/">https://www.colinmacleod.co/percentage-for-art-our-way/</a></p> <p>The continuation and enhancement of this policy will help to improve islanders' appreciation of culture and the arts. It specifically encourages community participation in public art and aims to increase the</p>

			number of such schemes. This will directly support the right for children to participate in cultural and artistic activities.
<b>Policy NE1 - Protection, maintenance and improvement of biodiversity and geodiversity</b>  <b>And</b>  <b>Policy NE2 - Green infrastructure and networks</b>	Positive	Article 6, Article 24	<p>This policy seeks to protect and enhance the natural environment, which will benefit the health and wellbeing of all islanders.</p> <p>Children's ability to interact with the natural world is an emerging aspect of the relationship between children's rights and the environment. Connection with nature is an underlying determinant of the rights of the child to development, health, cultural participation, education, the rights of minorities and the enjoyment of family life and the right to play and leisure. Studies have shown that natural environments benefit the well-being of children in various ways. Children's social, psychological, emotional and physical health and development are positively impacted by exposure to nature. Reduced stress, enhanced creativity, problem solving capacity and improved social relations have all been linked to outdoor learning.</p>
<b>Policy HE1 - Protecting listed buildings and places, and their settings and Policy HE5 – Conservation of archaeological heritage</b>	Positive	Article 30, Article 31	The protection of listed buildings and places and the conservation of archaeological heritage will support the maintenance and enhancement of local identity and the ability for all islanders to appreciate and understand Jersey's rich heritage.
<b>Policy Economy – whole chapter</b>	Positive	VI - Basic health and welfare	The economy chapter, in its entirety will benefit children by reducing the risk of poverty by supporting access to jobs within a strong local economy and, will, therefore, also indirectly improve access to local services and financial support.
<b>Policy H1 - Housing quality and design</b>	Positive	Article 3, Article 6, Article 16	This policy seeks to improve housing quality and design, which will ensure that new homes are built to adequate internal and external living space standards. This will benefit some children by ensuring the home in which they live is adequate, supporting their health and wellbeing.



<b>Policy H3 - Provision of homes</b>	Positive	VI - Basic health and welfare	This policy seeks to ensure that the Island Plan is capable of delivering the homes required to meet the needs of islanders' and will therefore support the reduction of people who live in homes that are inadequate or over-occupied.
<b>Policy H4 - Meeting housing needs</b>	Positive	VI - Basic health and welfare	This policy seeks to ensure that the Island Plan targets the delivery of new homes relative to identified needs in terms of the type, size and form of homes that are provided. The <u>Objective Assessment of Housing Need</u> identifies the growing need to deliver family homes, and the Plan will therefore seek to ensure that more family homes are delivered. These homes will directly benefit children by helping to ensure that families are adequately housed.
<b>Policy H5 - Provision of affordable homes</b>	Positive	VI - Basic health and welfare	<p>This policy seeks to ensure the delivery of affordable homes, 45% of which for social rent and 55% for affordable purchase. The delivery of more affordable homes and homes for social rent will directly help to ensure that children are adequately housed and at reduced risk of poverty due to housing costs.</p> <p>Access to and eligibility for affordable homes is managed outside of the planning process by the Minister for Housing and Communities.</p>
<b>Policy H6 - Supported housing</b>	Positive	V - Family environment and alternative care, VI - Basic health and welfare	This policy supports the delivery of housing required for those who need care. This will support the delivery of accommodation for children who have additional physical or mental needs, and accommodation or facilities for looked-after children, where any such needs are identified.
<b>Policy H8 - Housing outside the built-up area</b>	Positive	V - Family environment and alternative care, VI - Basic health and welfare	This policy is generally restrictive on the delivery of new homes outside of the built-up area, in order to protect Jersey's coast and countryside from inappropriate development. Exceptions exist to this policy, when there are specific, exceptional, needs. This includes the delivery of homes to meet the needs of people who need a high degree of care, which may include, for example, homes for physically or mentally dependent children who are reaching adulthood and aspire to a degree of independence, whilst still benefiting from the care of their family living in close proximity.
<b>Policy ME2 - Passivhaus standards for affordable homes</b>	Positive	VI - Basic health and welfare	This policy aims to ensure passivhaus standards are adopted for all new affordable homes. This means that new affordable homes will benefit from ultra-low energy requirements which will help to reduce the risk of fuel poverty (when a choice needs to be made between heating a home or paying for other living costs) for some of Jersey's lowest income families.

<b>and major development outside the built-up area</b>			This will improve the living conditions of children where they are at risk of fuel poverty, and therefore at reduce the risk children of living in conditions that are inadequate for their health and wellbeing. The policy will also have a longer-term beneficial effect in helping to reduce the island's carbon footprint.
<b>Policy ME4 - Air quality and increased emissions associated with new development and activities</b>	Positive	VI - Basic health and welfare	This policy seeks to manage the risk of poor air quality arising from new developments. Specifically, it requires air quality assessments to be undertaken for major developments (>10 homes / 400m2 floorspace) within or near to and likely to have an adverse effect on sensitive settings such as schools and residential development, or future identified 'air quality management areas'.
<b>Policy CI1 - Education facilities</b>	Positive and neutral	Article 15, Article, 28, Article 29	<p>This is an enabling policy that supports the delivery of new and enhanced education facilities across the island, where they are required. Where the need for new education facilities is known and a site is available, land has been specifically safeguarded for this purpose. However, the draft bridging Island Plan acknowledges that for a number of schools, mainly primary, there are existing requirements that are not yet fully defined, and/or land not yet identified. It also appreciates that work is being undertaken to better understand the future needs of education through the education reform programme (being led by CYPES) and the review of the education estate (CYPES and IHE). These reviews may lead to significant changes to how and where education is delivered in the future.</p> <p>Whilst it may seem ideal and beneficial for children if all inadequacies of the education estate could be rectified immediately, it is also true that proper consideration and potentially more-radical changes can lead to more significant improvements.</p> <p>Whilst the policy will enable the delivery improvements to some identified education settings, there will be other education settings where enabling improvements are more dependent on action outside of the Island Plan. Because of this, the policy includes a proposal committing planning support to the education reviews and also the delivery of supplementary planning guidance should any new requirements emerge during the bridging Island Plan period. This proposal will help to facilitate the delivery of additional education facilities.</p>

			<p>A key benefit of delivering a shorter-term bridging Island Plan is that this will allow time for CYPES and IHE to undertake the reviews and to define future requirements that can be included in the subsequent longer-term Island Plan in the near future.</p> <p>This policy is considered to positively respond to children's rights in general, particularly for children in settings where sites have been safeguarded for education use by the policy. For education settings where there are known requirements, but without sites identified, the policy impact will be more neutral.</p>
<b>Policy CI2 - Healthcare facilities</b>	Positive	Article 24	This policy will enable the delivery of new healthcare facilities, where they are required. This will support all islanders in being able to access adequate health care, across the island.
<b>Policy CI3 - Our Hospital and associated sites</b>	Positive	VI - Basic health and welfare	This policy will enable the delivery the new hospital. This will support all islanders in being able to access adequate secondary health care on the island.
<b>Policy CI4 - Community facilities and community support infrastructure</b>	Positive	IV - Civil rights and freedoms, VII - Education, leisure and cultural activities	This policy will support the delivery of new community and community support facilities across the island, where needs are identified. Access to community facilities and support infrastructure is important to enable children to access activities and services that will support their physical and mental health, whilst being able to participate in community life.
<b>Policy CI5 - Sports, leisure and cultural facilities</b>	Positive	VI - Basic health and welfare, VII - Education, leisure and cultural activities	<p>This policy will support the delivery of new sports, leisure and cultural facilities across the island, where needs are identified. Access these facilities are important to support children's physical and mental health through sports and activities, the development of skills, and also access to culture and the arts.</p> <p>The policy specifically identifies and safeguards sites to enable the delivery of sports and leisure enhancements. For two of the identified sites, potential adverse impacts upon children were identified as having the risk of adverse impacts on children by limiting availability open space. As a result, these sites have specific conditions attached:</p> <p>Le Rocquier School – but only where it can be demonstrated that the spatial requirements of the school can continue to be met within the boundaries of the existing school site</p> <p>Springfield Stadium – but only where the redevelopment maintains or increases the proportion of freely accessible outdoor space for use by the public</p>

<b>Policy CI6 - Provision and enhancement of open space</b>	Positive	Article 31	<p>This policy seeks the delivery of new open space both within developments to serve residents, and also in public places. The policy safeguards land for the provision of new public space, mainly in and around St Helier.</p> <p>The provision and enhancement of open space is essential to children's physical and mental wellbeing, providing space for play, social interaction and learning.</p>
<b>Policy CI7 - Protected open space</b>	Positive	Article 31	<p>This policy seeks to protect existing open space from inappropriate development, and seeks offsets in some circumstances. The policy aims to ensure that there is no net loss of valuable open space with a public or amenity value across the island, which will help to ensure that children's right to access space outdoors is maintained</p>
<b>Policy CI8 - Space for children and play</b>	Positive	Article 31	<p>This policy specifically responds to the needs of children. It is a new policy that has been incorporated due to the identification of shortcomings in the provision of space children and play across the Island.</p> <p>The 2018 audit of St Helier open space identified that, when measured against aspirational standards, St Helier has a significant shortfall of play space, meeting only 39% of the amount suggested by the standards. Of this space, a large majority exists to serve social housing developments and are relatively small. <u>An island wide study undertaken in 2008</u> also identified shortcomings in children's play facilities across the island.</p> <p>It is acknowledged that, historically, planning in Jersey has not explicitly sought to rectify this shortfall, which it may have been done by ensuring that the development of family homes (meaning homes where children may live) are met with space for children to play. There has been some reluctance for private developers to install play structures due to ongoing ownership, maintenance and insurance challenges. This policy seeks to rectify this and ensure that the development of new family homes are met with a contribution towards space for play.</p> <p>It is however important to recognise that formal equipped play space is not the only place and way that children like to play, and therefore providing space for children and play should not be confined to the traditions of providing play structures.</p>

			<p>The EYCP WG4 report on Children's play consultations (2011) summarises where and how children like to play in Jersey, which includes in the woods, at clubs, on the streets and at home. To respond to this and the identified challenges for some developers to provide formal equipped play structures, the policy has been written to be broad and flexible to ensure that a variety of spaces for children and play can be provided.</p> <p>As a separate component, this policy also requires all major development to consider how it will contribute towards helping children to be safe, active, social and imaginative. Design statements issued with development proposals must explain how this has been considered in the design stages of the development, from a placemaking perspective. This requirement extends beyond residential developments and will embrace large development such as office and retail in town. The emphasis of this part of the policy is for developers to 'consider' how it will impact children – whilst this is not intended to be of the extent of a children's rights impact assessment, it takes the spirit of a CRIA and proportionately embeds it into major development considerations, in recognition of the cumulative impact that new development has upon the lives and rights of children, through the environment in which they live.</p> <p>This policy will have a positive impact upon children's rights to play and a social life.</p>
<b>Policy CI9 - Countryside access and awareness</b>	Positive	VI - Basic health and welfare, VII - Education, leisure and cultural activities	This policy seeks to improve access to the countryside through new space and off-road walking and cycling routes. This will support children in being able to safely access the countryside and have an appreciation of the island's natural environment.
<b>Policy CI10 - Allotments</b>	Positive	VI - Basic health and welfare, VII - Education, leisure and cultural activities	This policy seeks to enable the delivery of new allotment space across the island. This has the potential to improve the lives of some children, where they are able to access enjoy an allotment space, supporting their health and wellbeing through exercise and nutritious food.
<b>Travel and Transport policies:</b>	Positive	Article 3	These policies seek to improve the safety of island the island's roads to prioritise and provide better access to sustainable transport options. This will help to ensure that children are able to move around the island more safely, whilst improving access to transport links will support access to facilities and

<ul style="list-style-type: none"> <li>• <b>TT1 Integrated safe and inclusive travel</b></li> <li>• <b>TT2 Active travel</b></li> <li>• <b>TT3 Bus service improvement)</b></li> </ul>			services across the island. It will also contribute to children's health and wellbeing as a result of them being more able to make more active travel choices.
<b>Policy WER2 - Managing flood risk</b>	Positive	VI - Basic health and welfare	This policy seeks to ensure that homes within flood risk areas are adequately designed to mitigate the risk of flooding, and therefore protects the occupants from the potential impact health and economic impact of a flood event.
<b>Policy WER5 Water pollution safeguard area</b>  <b>And</b>  <b>UI3 Supply and use of water</b>	Positive	Article 24	This policy aims to protect the island's water supply from pollution and ensure the provision of water supply to all new development, which is essential to ensure all islanders can access safe and clean drinking water.
<b>Policy WER8 - Safety zones for hazardous installations; WER10 – Aircraft noise zones; and WER11 – Airport public safety zones</b>	Positive	III - General principles, VI - Basic health and welfare,	These policies seeks to ensure that only limited development will take place within areas at risk of a major accident hazard, or exposure to unacceptable levels of noise. Specifically, the policy will ensure that high-sensitivity development will not take place within identified hazard areas, including homes, schools and hospitals. This policy will therefore help to ensure that children are not exposed to unacceptable environmental risks.
<b>Policy UI1 - Strategic infrastructure delivery Policy UI2 - Utilities infrastructure facilities</b>	Positive	III - General principles	These policies seek to ensure the delivery of key public infrastructure, as may be required to support the island and its community. The types of infrastructure embraced by these policies is broad and could include infrastructure that will directly or indirectly benefit children.