

STATES OF JERSEY



ALLOCATION OF THE FORMER STATES OF JERSEY POLICE HEADQUARTERS SITE TO ROUGE BOUILLON SCHOOL

Lodged au Greffe on 12th May 2021
by Deputy I. Gardiner of St. Helier

STATES GREFFE

PROPOSITION

THE STATES are asked to decide whether they are of opinion –

to agree that the former States of Jersey Police headquarters site should be allocated for the expansion of Rouge Bouillon primary school and for the provision of community spaces and to request the Council of Ministers to take the necessary steps, including the incorporation of this project within the Government Plan 2022-2025.

DEPUTY I. GARDINER OF ST. HELIER

REPORT

This proposition provides an opportunity for States Members to illustrate their commitment to the Pledge to Put Children First¹, by allocating the former States of Jersey Police Headquarters site for the expansion of Rouge Bouillon school specifically for the needs of children.

Background

Rouge Bouillon school (“the School”) is described on its website as;

“a vibrant, inclusive Primary School for children from 4 to 11 years old, serving a multicultural community within the heart of St Helier”.

It goes on to say;

“We are a relatively large school, with two forms of entry. We have a 30 place nursery and an Additional resource Centre (ARC) which allows us to teach up to 16 pupils with autism spectrum conditions, integrated into classes throughout the school. We currently have around 402 pupils on the role”.

However, the School has no playing field, has very limited “green areas” and has an aging building infrastructure.

Education estate

The Children, Young People, Education and Skills department (“CYPES”) are to commence an Education Reform Programme (see [BIP p.223](#)) in 2021, and included within this will be a review of the Education Estate. The issue in respect of the School’s facilities is known and is referred to in the recently lodged draft Bridging Island Plan (“BIP”). Under Education facilities (p.224) the BIP refers to “replacement facilities for Rouge Bouillon school” as one of “a number of specific known requirements affecting the existing education estate”.

However, this review of the Education Estate has been under discussion since 2017. Further to a [Written Question in 2017](#), it was noted that;

“Additional play space for Rouge Bouillon School would be very much welcomed, and the potential for using the emergency services site has already been recognised. Initial discussions have already taken place between representatives of the Education Department, Jersey Property Holdings, the school and the St Helier parish authorities to start exploring possibilities for future use.”

Then the Education Minister explained within [Written Question 147/2019](#) that she had;

‘last year I requested a strategic review of the property portfolio held by schools, education and children’s services, which is linked to the Department’s growth and long term Capital programme.

¹ Pledge

<https://www.gov.je/Caring/Children/SocialCareService/ChildrensServicesImprovementPlan/Pages/ThePledgeToPutChildrenFirst.aspx>

I see the extension and future development of Rouge Bouillon School as a key part of this review. Initial meetings have taken place to agree the terms of reference of the property review and once complete, dependant on funding, work will be prioritised accordingly'

Within the recently published Island Public Estate Strategy 2021-35, there is an understanding that the use of Government estate must;

Support community health and wellbeing through accessible and good quality, health, education, leisure and social facilities²

All these things demonstrate that there is clearly a strong awareness of the requirement for long term planning in relation to the spatial constraints of primary schools in the St. Helier area. If the site in question is not allocated to the School, there will be no chance of expanding the school in the future, no improvement in open spaces for the children at the school, and very limited opportunities to improve the infrastructure of the building.

Headmaster's Letter to the Public Accounts Committee

The inadequacies in the School's facilities were raised in a letter dated 11th September 2020 by the School's Headmaster to the Chair of the Public Accounts Committee in relation to the management of the Government's estate (the "[Letter](#)")³. I can do no better than quote verbatim from that letter:

"We have a fantastic staff and wonderful children and we do the very best we can with the circumstances we have, but surely it is not right that the children most in need of space to run about and play sport go to a school with no playing field or green space. We have a specialist unit for children with Autism and communication difficulties, but not a single space for parents to park in order to bring these highly needy children into school, or enable parents to meet the staff at the end of the day. We are a school that burned down about 30 years ago, but although the main fire escape has been identified as needing refurbishment or replacement for several years, the project has been repeatedly cancelled."

"...I have been grateful for the efforts of Jersey Property Holdings this year to paint part of the exterior of the school, and to renovate the worst of the toilets, however, these relatively small sticking plasters are dwarfed by what needs to be done to give our children the standard of facilities enjoyed by children at some of the more fortunate schools".

Catchment Area for the School

The catchment area for Rouge Bouillon School is exceedingly densely populated with limited parking and limited green space in the immediate area of the school. The response to my Written Question 216/2021 highlights that there has been no review of the school catchment areas in the last 15 years – and indeed that there are no published criteria for catchment areas on the island.

In the Letter the Headmaster refers to the housing in the School catchment area as "*some of the poorest in Jersey, often with no outdoor space and consequently the Health Survey*

² [Island Public Estate Strategy 2021-35](#)

³ [Headteacher's Letter to the Public Accounts Committee](#)

has repeatedly shown our pupils to have the highest BMI of the island's primary schools".

50% of the children attending rouge Bouillon qualify for the Jersey Premium, which is an initiative that targets extra financial resources at education of certain pupils (low income families) to compensate for underlying inequalities for children from financial backgrounds. By increasing and improving the infrastructure of the school and surrounding open area, it would begin to put these children first.

Furthermore, during the 2018 St. Helier Open Space audit⁴, it was identified that St. Helier required a further 61% new play space to meet the applied standards. This proposition would surely be one step forward in trying to improve this substantial deficit.

Summary of performance against quantity standards for open space (2008 study standards)				
Typology	Quantity standard (Ha/1,000 population)	Total space "expectation"	Actual availability of space	% new space required to meet the standard
Parks	0.5	17.5ha	17.6ha	0%
Play space	0.1	3.5ha	1.38ha	61%
Outdoor sports facility	0.8	28ha	27ha	4%
Amenity greenspace	0.25	8.75ha	6.93ha	21%
Natural greenspace	1.0	35ha	24.62ha	30%

Taking into account the results of the 2018 St. Helier Open Space audit, it is also important to note that, as detailed in the response to Written Question 215/2021, there is no statutory framework for the provision of outdoor space per pupil in schools. The Written Question refers to Building Bulletin 103⁵ (BB 103) – however explains that it is non-statutory and that town the schools were built prior to the production of this bulletin. Whilst it is positive to note that BB 103 will be taken into account in respect of any new builds, an assessment of the town schools against these standards has not been provided.

Commitments by the States Assembly/Government of Jersey

The Children and Young People's Plan 2019-23⁶ (R39/2019) p.10 states that;

"We want to make not just step-by-step improvements, but to start to address some of the more difficult challenges that can limit children's life chances - whether it be the school they go to, the community they grow up in, or the earnings of their parents".

This commitment is also referred to in the Letter:

"The Children's Plan describes how your educational outcomes should not be pre-determined by your starting points or your socio-economic background, and that we need to have the highest aspirations for the

⁴ [St Helier Open space Audit 2018](#)

⁵ Gov.Uk – BB103 [Area guidelines for Mainstream Schools](#)

⁶ [Children and Young people's Plan 2019 -2023](#)

neediest children. It seems wrong therefore that when Rouge Bouillon has so many of the children we should be prioritising, they are catered for in a building with so many leaks and out of date facilities; the culture of pride and excellence we are trying to create is undermined by a physical environment which suggests that mediocre, at best, will do.”

United Nations Convention on the Rights of the Child

In June 2014 Jersey became a State Party to the United Nations Convention on the Rights of the Child (“UNCRC”) when the UK was asked to extend its ratification to the Island⁷ and certain of the Rights are relevant to this proposition.

Certain of the Articles of the UNCRC are touched on below, though these are developed in more detail within the Child Rights Impact Assessment within the Appendix.

Article 3 - The best interests of the child must be a top priority in all things that affect children

The Assembly have vowed to Put Children First. How can we be putting Children first when we are not prioritising their health, their education and their futures?

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

“There is significant and growing evidence on the health benefits of access to good quality green spaces. The benefits include better self-rated health; lower body mass index, overweight and obesity levels; improved mental health and wellbeing; increased longevity.”⁸

Green spaces are of great importance to improving the health of growing children. The Headmaster, in the Letter, refers to the lack of a playing field and green space – this further relates to Article 31 of the UNCRC, which states that every child has the right to relax, play and take part in a wide range of cultural and artistic activities. Such activities are limited at the School inhibiting the development of environmental interests/forest school/outdoor learning.

Article 28 - Every child has the right to an education

It is not argued that there is not compliance to the “right to education”. However, when viewed in relation to the Children’s Plan, and the principles it sets out, is compliance enough? The Children’s Plan sets out proactive measures to allow all children to ‘flourish and fulfil their potential’. Should not all children therefore have access to similar facilities within their primary school environment?

Infrastructure and Learning

The extent of the impact of the school infrastructure on the children’s education and learning is unknown. However sustained, moderate-to-severe play deprivation during the first 10 years of life appears to be linked to poor early child development, later

⁷ UNCRC in Jersey

<https://www.gov.je/Caring/ChildrensRights/Pages/JerseyandtheUNCRC.aspx>

⁸ [Local action on health inequalities: Improving access to green spaces](#)

leading to depression, difficulty adapting to change, poorer self-control, and a greater tendency to addiction as well as fragile and shallower interpersonal relationships.⁹

The condition of any school is surely of relevance to school staff and pupils alike as, if not maintained, there is a growing impression that their school, therefore their education, is not a priority. While we are spending money on improved mental health facilities for children it is good to note that children who do not have adequate open areas to play are at a higher risk of experiencing long term health conditions and suffering psychological stress.

The importance and urgency of this proposition's purpose, to give primary school children enough room to run and play cannot be overstated.

Conclusion

The repurposing of the site of the former States of Jersey Police Headquarters at Rouge Bouillon has been the subject of questions in the States Assembly since it was vacated - with no definitive decision having been made, though a number of reviews have been promised and discussed.

The time has come to act and to reallocate the site for the expansion of Rouge Bouillon school without further delay. The outdoor space, lack of playing field and green areas limits the opportunities that the pupils have to learn outdoors, to exercise, to be sociable and to play. The current state of the building in no way shows pupils they are valued.

There is an opportunity to improve the whole learning experience at the School by providing new, updated facilities to assist in pupil development and attainment.

There is equally an opportunity for the School to become a "community hub" allowing additional extracurricular activities for pupils but also the community at large. The School can share resources with the community which would be a major benefit in this area of St. Helier where there are currently limited options for pupils, staff and all families to congregate in a community serving way.

Financial and manpower implications

This proposition is about our political priorities, about site allocation.

It's clear it will require funds, at the same time, we need modern primary school at that area. Already, £50k of funding has already be allocated to develop a plan for the Rouge Bouillon site within the last Government Plan, with a further £22 million allocated over the next four years in relation to the development of the site¹⁰. It is noted that once the review has been completed, the funding allocated will need to be reviewed as part of the subsequent business plan and, as such, will form part of the next Government Plan.

⁹ <https://childandfamilyblog.com/play-deprivation-early-child-development/#:~:text=Sustained%2C%20moderate%2Dto%2Dsevere,fragile%20and%20shallower%20in%20interpersonal%20relationships>

¹⁰ [Government Plan 2021-2024](#)

Appendix:

Child Right Impact Assessment

Impact Assessment by Deputy Gardiner

STAGE 1: SCREENING

<p>Question 1: Name the measure / proposal and briefly describe its overall aim</p>
<p>Proposition to agree that the former States of Jersey Police headquarters site should be allocated for the expansion of Rouge Bouillon primary school and for the provision of community spaces and to request the Council of Ministers to take the necessary steps, including the incorporation of this project within the Government Plan 2022-2025</p>
<p>Question 2: What children’s rights does it impact upon?</p>
<p><i>Article 3</i> The best interests of the child must be a top priority in all things that affect children.</p> <p><i>Article 4</i> Governments must do all they can to make sure every child can enjoy their rights.</p> <p><i>Article 24</i> Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p><i>Article 26</i> Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance</p> <p><i>Article 27</i> Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this. For this to happen they should have access to adequate housing.</p> <p><i>Article 28</i> 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. Discipline in schools must respect children’s dignity and their rights.</p> <p><i>Article 29</i> 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</p> <p><i>Article 31</i> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>

Question 3: What children and young people will be affected?
Any children who do/will attend Rouge Bouillon primary school. Children who may live in the surrounding area but who do not attend the school.
Question 4: What is the likely impact of the proposal / measure on children?
Improvement of quality of school life, potential to improve health and wellbeing, improvement of educational outcomes due to increased support of infrastructure and outside areas. Building community and neighbourhood spirit around additional facilities for play and activities, acting as a hub for family support.
Question 5: Is a full child rights impact assessment required? Explain your reasons
Yes. The impacts of education and educational facilities on children’s rights is considerable – this proposition would provide improved infrastructure and access to outdoor spaces for a catchment area where these are limited. Outside of school times, facilities could be used for afternoon activities for children, families and all other residents, the existing holiday club and improve/vary intergeneration connection.

If a full child rights impact assessment is required proceed to stage 2

STAGE 2: SCOPING (Background and Rights Framework)

Question 6: Name the measure / proposal being assessed and describe the overall aim
Proposition to agree that the former States of Jersey Police headquarters site should be allocated for the expansion of Rouge Bouillon primary school and for the provision of community spaces and to request the Council of Ministers to take the necessary steps, including the incorporation of this project within the Government Plan 2022-2025

Question 7: Which human rights instruments and articles are relevant to the measure / proposal?		
Human Rights Instrument	Article	Further analysis on the expected / actual effect
UNCRC	Article 3	<i>The best interests of the child must be a top priority in all things that affect children.</i> The Government/Assembly have vowed to Put Children First. In order to do so, it needs

		to take active steps to prioritise their health, education and wellbeing.
UNCRC	Article 4	<i>Article 4 Governments must do all they can to make sure every child can enjoy their rights.</i> As per Article 3 above
UNCRC	Article 24	<i>Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy.</i> The Jersey Care Model reiterates the push for improved quality of life and improved health. Rouge Bouillon is cited by its Headteacher as being repeatedly shown to have the highest BMI of all of the island's primary schools. Improved outdoor spaces and play areas would be of benefit.
UNCRC	Article 26	<i>Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance</i> Improving infrastructure of the school, improving community spaces – helping parents but more, helping children who may not have home life security, who need a stable and conducive learning and caring environment with accessible open spaces.
UNCRC	Article 27	<i>Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</i> See Article 24 and Article 26 above.
UNCRC	Article 28	<i>Every child has the right to an education</i> Education is being provided – that is not in dispute. Improvement to the grounds and to the infrastructure of the building could help improve the educational outcomes for the school and make them feel more valued as part of the Island Community.
UNCRC	Article 29	<i>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</i>

		<p><i>parents, their own and other cultures, and the environment</i></p> <p>Space to grow and build on their learning, to have access to additional after school activities and community facilities – helping the children in the area feel respected.</p>
UNCRC	Article 31	<p><i>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i></p> <p>The effect of this proposition would be to assist families who may have no access to outside areas in which to relax and to play. To help children who don't currently have access to such activities.</p>

STAGE 3: EVIDENCE

Question 8a: What quantitative evidence have you used to inform your assessment? What does it tell you?			
Evidence collected	Evidence source	Explanation of the importance	What are the data gaps, if any?
50% of 3-7 year and 51% of 7-11 year olds said that a priority should be more places to play	Children's Commissioner's Survey 2018	Access to open space is important for Children's development	Rationalisation of data – that is how high a priority the children considered this
81% of all children surveyed did not meet the recommended daily level of physical exercise	School Survey 2019	<p>See Children and Young People's Plan 2019-23 –</p> <p>Live Healthy Lives</p> <p><i>Increase children's quality of life</i></p> <p><i>Increase the number of children who are a healthy weight</i></p>	Data specific to Rouge Bouillon would be useful
22% of children responding said they weren't more	School Survey 2019	See Children and Young People's Plan 2019-23 –	Multiple reasons may apply

physically active due to cost		<p>Live Healthy Lives</p> <p><i>Increase children's quality of life</i></p> <p><i>Increase the number of children who are a healthy weight</i></p>	
Jersey children's 'Health Related Quality of Life' score is slightly lower than European average ¹¹	Children and Young People's Plan 2019-23	Jersey 48.4 – with the benefits that our island has to offer, this should be very concerning	
61% of children in deprived areas of England spend time outside at least once a week compared to 8% of children from affluent areas.	UK Children's Commissioner – Children's Insights	See above re need to ensure that we provide all children the best starts in life.	
[...] study reported that higher greenness within and surrounding 39 schools in Barcelona, Spain, was associated with lower indoor (e.g. classroom) and outdoor (e.g. yard) levels of traffic-related air pollution in these schools (Dadvand et al. 2015b).	Green Spaces and Child Health and Development	Improving the health and wellbeing of children in our town schools is intrinsically linked to the facilities which they have access to	Similar air pollution/child wellbeing analysis for Rouge Bouillon/all island schools

Question 8b: What key missing information / evidence would have been beneficial to your analysis?
Greater interaction with the school to ascertain their needs
Further, more specific analysis, of how the impact of outdoor space/ building affects the children currently at the School

¹¹ [All children in Jersey live healthy lives \(resultsscorecard.com\)](#)

Question 9a: What qualitative evidence have you used to inform your assessment? What does it tell you?		
Evidence collected	Evidence source	Explanation of the importance
<p>“More parks and play areas for children aged 8 years+. A community Centre where kids can meet every day and play - weekly discos. Jersey can be a very lonely place if you don’t live on a cul-de-sac”</p>	<p>P14 Children’s Commissioner’s Survey 2018</p>	<p>Outside play and available safe places in which to do so are vital to the healthy growth of children and young people</p>
<p>“It could have parks nearby for children to play on and also it could be more kid-friendly (Bigger pavements, clean walls, slower cars etc).”</p>	<p>Page 14 Children’s Commissioners Survey 2018</p>	<p>See above</p>
<p>“I would like to make play activities and outdoor activities something that all children can do without worrying if their family can afford it.”</p> <p>“Lots of outdoor activities but not costing lots of money as people in Jersey don’t have much money because it is really expensive.</p> <p>“I think school should be made more fun by adding more creativity subjects and making every pupil have equal opportunities and that there should definitely be more to do.”</p>	<p>7-11 Year olds</p> <p>Page 22 Children’s Commissioners Survey 2018</p>	<p>When asked what the Children’s Commissioner could do to make things better for Children in Jersey – these are some of the answers given by 7-11 year olds.</p> <p>Outdoor play, equal opportunities,</p>
<ul style="list-style-type: none"> • 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 	<p>Island Plan CRIA engagement</p>	<p>The Island Plan team have engaged with Children and Young people as part of their process. Highlights the views and ideas of the young.</p>

<p>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</p>		
<p>It was also suggested that there should be more done in schools to connect students to nature. For example: “everyone should plant a flower, so they feel like they’ve got involved and contributed” (Focus Group Participant, 15)</p>	<p>Climate Change Survey – Young People</p>	

<p>Question 9b: What key missing information / evidence would have been beneficial to your analysis?</p>
<p>Further discussions with Children and Young People about what poverty means to them, about what they felt low income families needed to help them.</p>
<p>Further, more specific analysis, of how the impact of outdoor space/ building affects the children currently at the School</p>

STAGE 4: SCRUTINISING CHILDREN’S INVOLVEMENT

<p>Question 10: Has evidence from third party consultations with children and young people been considered in the development of the proposal or measure?</p>			
<p>Groups consulted</p>	<p>Source of Information</p>	<p>Please provide a brief description of process</p>	<p>What were the findings?</p>

Children's Commissioner	Online report	Survey of Islands Children undertaken in 2018	See Q 8+9 for relevant findings
School Survey 2019	Online report	Survey of school children undertaken by Government in 2019	See Q 8+9 for relevant findings

Question 11: What groups of children and young people have been directly involved in developing the proposal or measure?		
Groups involved [if those affected by the proposal]	How were they involved	What were the findings
No children have been directly involved in developing this proposition		

STAGE 5: ASSESSING THE IMPACT

Question 12: What impact will (or does) the proposal or measure have on children and young people's rights		
Type of impact [please highlight]	Justification for Argument	likely or actual short/medium/long-term outcomes
Positive	Backs up the principles of the Children's Plan 2019-2022	Start to help reduce the disparity in access to green spaces and facilities that is currently accepted

Question 13: Will there be (or are there) different impacts on different groups of children and young people?		
Group of children affected	Initial analysis of the positive impact on rights	Initial analysis of the negative impact on rights
Greater impact on children within the Rouge Bouillon Catchment area	Potential to improve health, wellbeing and safety of children	None

Question 14: If a negative impact is identified for any area of rights or any group of children and young people, what options are there to modify the proposal or measure to mitigate the impact?	
Negative impact	What options are there to modify the measure(s) or mitigate the impact?
Requirement to relocate the Fire Station	This can be seen in a positive light, given the current difficult position of the fire station within a heavily built up area with traffic flow issues.

STAGE 6: CONCLUSIONS AND RECOMMENDATIONS

Question 15: In summary, what are your key findings on the impact of the measure or proposal on children and young people's rights?
The impacts of the proposition would have a positive effect on the Rights of children, and would be a step towards Putting Children First.

STAGE 7: PUBLISH CRIA

Question 16: Should the full assessment or a summary be published? Will a child-friendly version be produced?
Yes, this CRIA will be published.

STAGE 8: MONITOR & REVIEW

Question 17: Have the recommendations made in Stage 6 been acted upon?
Pending the results of the States Assembly debate

Question 18: Where recommendations have not been acted upon, is further action required?
Review of facilities for St Helier schools

CRIA Appendix – links to research:

8 Pledges to Put Children First

- Pledge 1: Listen to children and young people**
- Pledge 2: Support families that need extra help**
- Pledge 3: Provide children in care with a safe, loving secure home**
- Pledge 4: Expand Early Help**
- Pledge 5: Recruit and retain professional workforce**
- Pledge 6: Make it easier to share data and information**
- Pledge 7: Ensure sufficient funding is available**
- Pledge 8: Publish clear standards and be held account for achieving them**

Jersey Children and Young People’s Survey Report 2019

Children’s Commissioner for Jersey – Island Wide Consultation: The Findings

Children and Young People’s Plan 2019-23

Putting Children First: The plan for Jersey’s children, young people and their families

Increase the number of pupils who report they have a good quality of life	<ul style="list-style-type: none">• Jersey children’s ‘Health Related Quality of Life’ score is slightly lower than European average• Increasing trend over years on low levels of self-esteem among young people• 13% of Jersey children lived in households below relative low-income threshold. 44% of single-parent households find it difficult to cope.• Access to communal spaces and social/recreational activities likely to be key factors in reporting a good quality life.
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Island Plan CRIA

Extract P7

- **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.

Child Friendly Planning in the UK

UNICEF child friendly cities:

As per the Child Friendly City model, a child-friendly city is where children:

- ‘Are protected from exploitation, violence and abuse.
- Have a good start in life and grow up healthy and cared for.

- Have access to quality social services.
- Experience quality, inclusive and participatory education and skills development.
- Express their opinions and influence decisions that affect them.
- Participate in family, cultural, city/community and social life.
- Live in a safe secure and clean environment with access to green spaces.
- Meet friends and have places to play and enjoy themselves.
- Have a fair chance in life regardless of their ethnic origin, religion, income, gender or ability' (UNICEF 2019)

Jersey Better Life Index 2018

Extract:

Accessibility to green spaces

There is evidence relating to the physical and mental health benefits of green spaces; research indicates that access to green space is associated with better health outcomes and income related inequality in health is less pronounced where people have access to green space.¹²

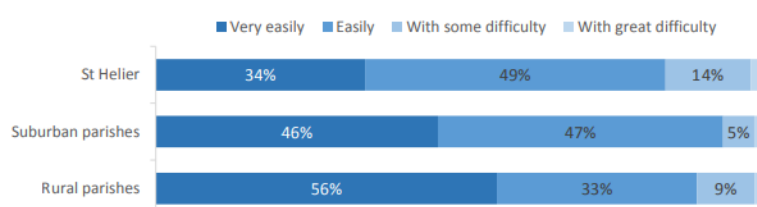
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904439/Improving_access_to_greenpace_2020_review.pdf

Figure 27: Accessibility of recreational or green space (Jersey, 2018)



These proportions were slightly different when broken down by parish. The proportion of adults reporting very easy access was more than half (56%) of those living in suburban parishes⁶⁴ but was around a third (34%) of those living in St Helier (see Figure 28).

Figure 28: Accessibility of recreational or green space, by parish (Jersey, 2018)



Article 31 : Conventions on the Rights of the Child – Children’s Right to Play and the Environment

International Play Association: Promoting the Child’s Right to Play

Submission to: UN Committee on the Rights of the Child Day of General Discussion, 2016 Children’s Rights and the Environment

Committee on the Rights of the Child

General comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31)

¹² Local action on health inequalities: Improving access to green spaces (2014), Public Health England

Extract:

Lack of access to facilities, inability to afford the costs of participation, dangerous and neglected neighbourhoods, the necessity to work and a sense of powerlessness and marginalization all serve to exclude the poorest children from realizing the rights provided for in article 31. For many, the risks to their health and safety outside the home are compounded by home environments which provide no or little space or scope for play or recreation. Children without parents are particularly vulnerable to loss of their rights under article 31; children in street situations are not afforded play provisions, and are commonly actively excluded from city parks and playgrounds, although they use their own creativity to utilize the informal setting of the streets for play opportunities. Municipal authorities must recognize the importance of parks and playgrounds for the realization of the rights provided for under article 31 by children living in poverty and engage in dialogue with them in respect of policing, planning and development initiatives. States need to take action to ensure both access to and opportunities for cultural and artistic activities for all children, as well as equal opportunities for play and recreation.

[Jersey Care Model](#)