

STATES OF JERSEY



PROPOSED BUDGET (GOVERNMENT PLAN) 2025-2028 (P.51/2024): CHILDREN'S RIGHTS IMPACT ASSESSMENTS

**Presented to the States on 14th November 2024
by the Council of Ministers**

STATES GREFFE

Introduction

Schedule 2 of the Children (Convention Rights) (Jersey) Law 2022 provides that a proposition lodging a government plan is exempt from the requirement to prepare a Children’s Rights Impact Assessments (CRIA). However, Ministers (individually and collectively) have a duty to exercise due regard when making any decision about the formulation of policy in respect of a government plan relating to –

- (a) proposed increases or decreases of States’ expenditure in the next financial year under an existing or new head of expenditure;
- (b) proposed new or revised revenue raising measures, including allowances and reliefs, for introduction in the next financial year; or
- (c) proposed measures, for introduction in the next financial year, which will have the effect of changing the amount of contributions paid in accordance with the Social Security Law.

In addition, in respect of a government plan, the law says that Ministerial duty-bearers must determine the number, focus and scope of the CRIA to be prepared.

CRIAs have been prepared for specific expenditure growth or capital projects. For inflation and formula driven increases, no CRIAs have been prepared in support of the Budget 2025-28.

Budget transfers are effective at the beginning of each year and included in the Budget (Government Plan), and net nil overall. As such, no CRIAs have been prepared.

There are no proposed increases in social security contributions, therefore no CRIA has been prepared in this regard.

Summary of CRIAs

Aspect	Duty Bearer	Assessment	Full CRIA
Customer and Local Services (CLS) Saving Proposals	Minister for Social Security	✓	
Living Wage Support	Minister for Sustainable Economic Development	✓	
Violence Against Women and Girls Response	Minister for Justice and Home Affairs	✓	
Extension Of Nursery and Childcare Provision To 2 To 3-Year-Olds With Additional Needs	Minister for Education and Lifelong Learning	✓	✓
Extension of School Meals Programme	Minister for Education and Lifelong Learning	✓	✓
Changes to Financial Support For Distance Learning	Minister for Education and Lifelong Learning	✓	✓

<u>Increasing Income Thresholds for Higher Education Grants In Line With Inflation</u>	Minister for Education and Lifelong Learning	✓	✓
<u>La Passerelle</u>	Minister for Education and Lifelong Learning	✓	✓
<u>East St Helier Primary School</u>	Minister for Education and Lifelong Learning	✓	✓
<u>New Town Youth Centre</u>	Minister for Children and Families	✓	✓

Customer and Local Services (CLS) Saving Proposals

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Lyndsay Feltham, Minister for Social Security
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Associate Director – Public Policy
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>1. Role Savings (£284,000 in 2025) The CLS department administers a range of benefits and services and provides customer facing support. Savings will be made against the total running costs of CLS through reductions in staff costs. CLS will continue to provide existing services.</p> <p>2. Office Savings (£242,000 in 2025) CLS administers a range of benefits and services and provides customer facing support from 3 separate locations at present. Savings will be made with the transfer of existing services to the new Government building. CLS will continue to provide existing services from the new location.</p> <p>3. Financial support for parents of children with serious health conditions (£163,000 in 2025) This scheme supports parents who have a child that needs frequent or prolonged hospital treatment or requires close supervision in respect of a health issue. Savings will be made against the original budget which overestimated the number of families requiring support in this situation. The level of support available to each family is unaffected.</p> <p>4. Community Compass Grant 20% reduction (£64,000 in 2025) This scheme provides small grants to community groups; funding to a group of Community Connectors and supports the cost of an IT system that directs individuals to a range of community activities. These schemes support adults and children. The reduced budget will reduce the number of grants available to community groups.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>1. Role Savings (£284,000 in 2025) None.</p> <p>2. Office Savings (£242,000 in 2025) None.</p> <p>3. Financial support for parents of children with serious health conditions (£163,000 in 2025)</p>

<p>None.</p> <p>4. Community Compass Grant 20% reduction (£64,000 in 2025) Potentially children who would otherwise benefit from a community grant providing a service aimed at children.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>1. Role Savings (£284,000 in 2025) None.</p> <p>2. Office Savings (£242,000 in 2025) None.</p> <p>3. Financial support for parents of children with serious health conditions (£163,000 in 2025) None.</p> <p>4. Community Compass Grant 20% reduction (£64,000 in 2025) Some children may not have access to a community project that would otherwise be funded. This may affect different groups of children.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>A full CRIA is not required. Although there may be some limited impact on children in certain circumstances, this does not impact on their rights overall.</p>

Living Wage Support

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Kirsten Morel, Minister for Sustainable Economic Development
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Private Secretary
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>The provision of a £20 million package to support employers with the transition to the living wage, one of the Council of Minister’s Common Strategic Policies (R.115/2024 refers).</p> <p>All employers – regardless of their sector or whether they employ staff at the minimum wage – will be able to apply for grants to improve their productivity and to upskill their workforce.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>All young people have an interest in the resilience and productivity of Jersey’s economy which ultimately, provides the revenue for all public services.</p> <p>Those particularly affected by this support package will be young people in full or part time work, particularly those paid the minimum wage.</p> <p>Amongst this group, a specific package of support will see employers incentivised to recruit young people on the Highlands Apprenticeships courses, ensuring that this route remains commercially attractive.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>This package will positively impact the resilience and productivity of Jersey’s economy, indirectly supporting the rights of those young people employed either full time or part time. In particular, those employed on minimum wage or engaged undertaking an apprenticeship.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>It is not considered that a full CRIA is required, the support package is aimed at improving productivity across the economy and ensuring that the Highlands Apprenticeships courses remain commercially attractive.</p>

Violence Against Women and Girls (“VAWG”) Response

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Mary Le Hegarat, Minister for Justice and Home Affairs
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Associate Director, Justice
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>The development of a suite of legislative changes, policy changes, improvements to data collection, and operational improvements intended to support the prevention of VAWG, will improve government’s understanding of the prevalence of VAWG, address harms, offer support to victims and detect and punish crimes against women and girls.</p> <p>Women and girls are disproportionately impacted by distinct forms of violence, including domestic abuse and sexual offences, however it is important to acknowledge that anyone can be subject to these forms of abuse and this work is seeking to improve the safety of all Islanders. These forms of violence can and do take place both online and offline.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>Most groups of children will be affected in one way or another, with prevalence increasing for girls as they grow older and as they engage in wider social and on-line activity. Boys can also be negatively affected by attitudes and behavioural expectations which this work seeks to address. Groups of children who are more generally vulnerable will be likely to suffer greater harms.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>This work is likely to benefit children and uphold their rights, most directly:</p> <ul style="list-style-type: none"> • Article 19 - Protection from violence; and • Article 34 - Protection from abuse and exploitation. <p>By providing a safer and more welcoming environment for girls in education, social settings and on-line, it should allow for the greater enjoyment of rights in general.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>It is not considered that a full CRIA is required. The rights implications for children are anticipated to be positive and no negative impacts have been identified. Legislative changes emerging from this work will be considered individually through the CRIA process as normal.</p>

Extension Of Nursery and Childcare Provision To 2 To 3-Year-Olds With Additional Needs

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Rob Ward, Minister for Education and Lifelong Learning
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Senior Policy Officer
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>An investment in early years is proposed to extend nursery and childcare provision. Increased investment in early years is well evidenced to have material benefit in both the short term (the child’s ability to access educational provision) and the long term (enabling them to contribute productively to the economy).</p> <p>Given the importance of early years in child development, a balanced approach is required to ensure that the best interests of the child are met in addition to the needs of parents and the economy.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>Early Years - while the intention is to move towards a universal offer for 2 to 3-year-olds, we will start by extending nursery and childcare provision to children aged 2 to 3 years with additional needs.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>Providing children with the best possible start to life is a critical priority for families and is essential for the Island’s future, this requires an increased investment in early childhood education and care.</p> <ul style="list-style-type: none"> • Articles 2,3,6 & 12 - non-discrimination, best interests of the child, right to life and views of the child • Articles 28 & 29 – access to education and aims of education • Article 15 – freedom of association • Article 23 – rights of disabled children • Article 27 – right to an adequate standard of living • Article 31 – access to leisure, play and cultural activities
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes, a full CRIA is required.</p>

Part 2: FULL CHILDREN'S RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children's rights?			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Respect for the child's views (Art 12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>
Basic Health and Welfare	Rights of disabled children (Art 23)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services (Art 24)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	<input type="checkbox"/>

	Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse (Art 33)	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation (Art 34)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
	Optional protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
<p>International - UNICEF: EarlyYearsPolicyReport2022.indd (unicef.org.uk)</p> <p>Local - ISOS Jersey early years evidence paper 26Jun23 pdf.docx (gov.je)</p>	<p>Messages for Jersey from the UK and international evidence on optimising early childhood education and childcare (ECEC).</p> <p>A brief review to inform early years education and childcare policy development</p>	<p>Establishing robust data of the sector locally has been challenging.</p> <p>The first Early Childcare survey was conducted in Jersey in December 2023: Early Childhood Education and Care Survey 2023.pdf (gov.je)</p>

7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?		
Groups consulted	How they were involved	What were the findings?
<ul style="list-style-type: none"> Best Start Partnership JCCT Roundtables – included Parent Carer Forum representative 	<p>Development of an early years participation toolkit.</p> <p>Roundtables – included Parent Carer Forum representative.</p>	<p>Early Childhood Participation Toolkit - Best Start Jersey</p>

8) Assessing Impact on children's rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children's rights identified in question 5)?
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Relevant UNCRC Articles (rights) identified in Q5	Describe the positive or negative impacts on these rights	Which group(s) of children are likely to be affected?
<ul style="list-style-type: none"> • Guiding principles: Non-discrimination (Article 2), Best interest of the child (Article 3), Right to life survival and development (Article 6), Right to be heard (Article 12) • Positive relationships (Article 15) • Rights of disabled children (Article 23) • Education, Leisure and Cultural Activities (Articles 28, 29, 31) 	<p>A rights-based approach to Early Years is important and included in the ‘Early Years Matter’ – Quality Framework for Early Years Provision. Securing quality and standards as one (gov.je)</p> <p>Play is central to realising rights in the early years (article 31) – it is often described as the Article that most wholly represents the child’s right to be a child. However, it is also described as one of the forgotten Articles of the convention.</p>	<p>Early Years - initial extension of nursery and childcare provision will be to children aged 2 to 3 years with additional needs. The intention is to incrementally increase application of the offer in parallel with an increase in capacity. Before young children are able to understand the abstract concept of ‘having rights’ or talk about rights, they need direct experience of their rights being met, enacted and prioritised within their everyday interactions, spaces and experiences.</p>

<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced?
<p>In addition to supporting the rights of the child we must also empower parents as children’s primary caregivers and first educators.</p> <p>Through developing an enhanced offer, we must ensure that there remains an element of choice for both parents and children to ensure the best quality offer of early childhood education and care.</p>

<p>10) Conclusions</p> <p>In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?</p>
<p>Children’s needs, and the demands placed on families, have become increasingly complex in Jersey, exacerbated by the high cost-of-living and fewer nursery spaces being available. An investment in the Early Years is in keeping with a number of principles of the UN Convention on the Rights of the Child (UNCRC) and would support the best possible outcomes for the youngest children in Jersey.</p>

Extension of School Meals Programme

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Rob Ward, Minister for Education and Lifelong Learning
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Senior Policy Officer
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>The decision, as described in the Budget 2025 to 2028, is to expand the free school meals project to all government maintained primary schools.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>All children in government maintained primary schools and eligible children up to the age of 18 in secondary schools and colleges.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>Expected to have a positive impact on the children concerned. Funding will ensure that eligible children are able to access a healthy lunch for £2.50.</p> <p>This service can also be provided for free, depending on their financial circumstances.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes, given that the decision impacts the majority of primary age children in Jersey, as well as eligible children of secondary school age.</p>

Part 2: FULL CHILDREN'S RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children's rights?			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	<input type="checkbox"/>
	Respect for the child's views (Art 12)	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>

	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>
Basic Health and Welfare	Rights of disabled children (Art 23)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services (Art 24)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	<input type="checkbox"/>

	Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse (Art 33)	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation (Art 34)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
	Optional protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
Social Impact Report 2022 Caring Cooks of Jersey	This report provides information on the pilot scheme for school meals on which began in 2019. A number of KPIs were agreed between Caring Cooks, the provider and the Government of Jersey; the report quotes the following results: 'we ... achieved an average score of 90% of children who were delighted with their lunch ... achieved an average parent satisfaction score of 99% ... achieved an average uptake of paid for meals of 41% ... achieved an average uptake of free school meals of 45%'	It would be helpful to understand the reasons why those entitled to access paid-for and free school meals chose not to participate in the scheme.
2022 to 2023 Jersey Child Measurement Programme	In the 2022-23 academic year, one in four children in Reception (24%) was overweight or obese, whilst around three in ten children in Year 6 (32%) was overweight or obese.	

	Levels of overweight and obesity are significantly higher among children living in urban and sub-urban catchment areas than those in country areas, which puts these children at greater risk of diet-related diseases in later life.	
Jersey Children and Young People's Survey 2021 Statistics Jersey	Survey data published in 2022 shows that only 30% of children report eating recommended levels of fruit and vegetables ('5-a-day').	
Discretion, Dignity, and Choice: Free School Meals Article in the Poverty Journal	This article states: 'For children in poverty, free or subsidised food in schools can be a critical source of sustenance, especially if they are growing up in homes in which household income is insufficient to purchase the full range of foods considered necessary for optimal health and development.' However, it also observes: 'there is some evidence that poverty-related stigma deters some children from claiming free school meals.' Further, it notes: 'Children who rely on free food in schools can find themselves set apart from their peers'.	The article is based on UK, rather than Jersey data

7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?		
Groups consulted	How they were involved	What were the findings?
Primary school children and their parents	Caring Cooks Social Impact Report 2022 reports on the views of parents and children about the pilot school meals project	As stated above, approval ratings were high, although uptake was below 50% in both the paid for and free school meals category. NOTE – uptake has increased to between 60% and 70% in schools added to the programme since the report was published.

<p>Children, young people and those who speak on their behalf.</p>	<p>The Big Education Conversation was a discussion about education in Jersey between policy officials from the Government of Jersey and children and young people, parents, teachers, and other interested individuals and organisations. It was a considerable reference point for children’s perspectives on inclusion, fairness and equity in learning and education system.</p>	<p>The Big Education Conversation report states: ‘Providing free healthy lunches (or less expensive options) ... were suggested by a sizeable number of young people.’</p>
<p>Victoria College students</p>	<p>In a letter to the then Minister, students at Victoria College called on the government to commit to providing free school meals to children in income support households.</p>	<p>In their letter, students stated that neglecting to ensure children were fed amounted to a ‘direct violation of Article 24 of the UN charter.’ They also stated ‘Children are going hungry and with 75% of people’s jobs impacted by coronavirus and 27% of households forecasting their finances to deteriorate, the problem will only get worse. Now is the time to act. The provision of free school meals to pupils with parents on income support at Janvrin, St. Luke’s and Samarès Schools has been conducted successfully by Caring Cooks. This is a strong foundation to build upon, but we would like to see a formal commitment from the government that all students with parents on income support, regardless of the school they attend, will be provided with free school meals by September 2022 (in time for the start of the next academic year).’</p>

<p>8) Assessing Impact on children’s rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children’s rights identified in question 5)?</p>		
<p>Relevant UNCRC Articles (rights) identified in Q5</p>	<p>Describe the positive or negative impacts on these rights</p>	<p>Which group(s) of children are likely to be affected?</p>

<ul style="list-style-type: none"> • Article 24: Right to the best possible standard of health • Article 28: Rights to Education • Article 29: Goals of Education 	<p>The decision will have a positive impact in terms of the Articles mentioned. Giving children access to healthy and nutritious food will improve their overall health and consuming healthy food during the day can contribute to improved educational and developmental outcomes.</p> <p>The Poverty Journal article referenced in Q6 above states: ‘For children in poverty, free or subsidised food in schools can be a critical source of sustenance, especially if they are growing up in homes in which household income is insufficient to purchase the full range of foods considered necessary for optimal health and development.’</p>	<p>Children attending Government maintained primary schools and eligible children up to age 18 in secondary schools.</p>
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- 9) Weighing positive and negative impacts
- 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 proposed decision to mitigate the impact?
 - Could any positive impacts be enhanced?

The decision is likely to have a positive impact for the children concerned. Those children who are financially disadvantaged are likely to benefit most from the extension of the School Meals programme to all primary schools.

Free school meal provision is an effective tool to decrease health inequalities between children from different socio-economic backgrounds and has been shown to improve school attainment most significantly among students from less affluent families.¹

However, evidence shows that stigma and social exclusion are potential negative impacts for those who would receive free school meals.

On this point, [Discretion, Dignity, and Choice: Free School Meals](#) notes: ‘Children who rely on free food in schools can find themselves set apart from their peers if they are unable to choose from the same menu; some schools will serve only a hot meal to [free school meal] FSM pupils, and these pupils cannot choose a grab-and-go option instead. Other FSM-eligible children report having to sit apart from their friends who bring in packed lunches from home.’ In the Jersey model, this potentially negative impact is mitigated by children consuming the same food, which is paid for (or not paid for in the case of children living in Income Support households) in advance.

- 10) Conclusions
- In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?

¹ Kitchen S, Tanner E, Brown V, Payne C. Evaluation of the Free School Meals pilot: impact report. London: National Centre for Social Research; 2013.

The decision will have a positive impact overall on the rights of children identified in the above analysis. Various groups of children, such as those from socio-economically deprived families, should particularly benefit from it.

Appropriate steps should be taken to reduce the potential stigma and social exclusion associated with free school meals and the associated negative potential impact on the rights concerned in relation to this decision.

Changes to Financial Support For Distance Learning

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Rob Ward, Minister for Education and Lifelong Learning
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Senior Policy Officer
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>DECISION: Changes to financial support for distance learning To remove the current grant cap for distance learning, allowing students on these courses to receive funding equivalent to those in traditional in-person programs.</p> <p>The problem The financial support for distance learning is significantly less generous than other modes of study. This means some residents who are unable or do not wish to leave the island for an extended period of time to study are unable to realise the benefit of their entitlement to financial support.</p> <p>Impact on children This can directly and indirectly impact children in the following ways:</p> <ul style="list-style-type: none"> • Future expectations of higher education options (based on available funding) can influence children's motivation to learn and their choice in education and career pathway. • Children of parents seeking to upskill. The career prospects of parents can impact their children’s quality of life. • It is known that not all students who study off-Island return to Jersey at the end of their studies. Others don’t want to leave the Island so do not pursue further or higher education. Enabling students to access distance learning courses whilst remaining in Jersey benefits the community overall, including children and may help to address staff shortages in essential public services such as health and social care. • Expand the subject choices for young people who wish to stay on the island, enabling them to pursue further or higher education without missing out on more attractive options elsewhere.
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p> <p>Young carers, children and young people with a long-term health condition or disability that makes off-island travel challenging, children of parents who need a flexible mode of study that fits around health needs or care or employment responsibilities.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC.

<ul style="list-style-type: none"> • Will different groups of children be affected differently by this decision?
<p>Positive This change is anticipated to have a predominantly positive impact on children and young people. Improving access to a flexible mode of study and a wider breadth of subjects than those offered on island can directly benefit young people’s education related decision making as well as the direct and indirect benefit of improved career prospects for themselves and for their parent(s) and living in a society that has a well-educated population.</p> <p>Improving access to higher education for those who live in Jersey supports the rights of access to education, non-discrimination, removing obstacles for the disabled and the right to support for poor families.</p> <p>Negative Distance learning is often cheaper and may sway lower income students towards this mode even if not the most appropriate for their needs. Balancing this, we must also consider the needs of those for whom distance learning is the best choice. The overall objective is to enhance and standardise financial support across all modes of study.</p> <p>Mitigation Local support and guidance services to aid decision making are already available through Student Finance and Skills Jersey. In addition, regulated education providers are obligated to offer support services to students to promote successful outcomes. Examples of this support include personal tutors, learning advisors, study skills, wellbeing services such as counselling and reasonable adjustments, careers and employment services.</p> <p>Most impacted Young people and the children of parents for whom distance learning is the best choice for their needs.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes, a full CRIA is required.</p>

Part 2: FULL CHILDREN'S RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children's rights?			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	<input type="checkbox"/>
	Respect for the child's views (Art 12)	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>

	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>
Basic Health and Welfare	Rights of disabled children (Art 23)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services (Art 24)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	<input type="checkbox"/>

	Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse (Art 33)	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation (Art 34)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
Who is distance learning for and who offers it? UCAS	<p>The following groups may benefit from distance learning:</p> <ul style="list-style-type: none"> Those who do not want to move away from home to study Parents, guardians and carers who have dependents <p>Those with a health condition, or a disability that makes it difficult to move or study in a campus environment.</p>	<p>There is currently no data on the reasons local students opt for distance learning nor why those who made initial enquiries subsequently did not progress their application.</p> <p>There is no data on the number of people who are self-funding a distance learning course and have bypassed student finance.</p>
<p>Average Earnings June 2023 Pages 2, 5 and 8</p> <p>The income thresholds that determine grant amounts have remained unchanged since 2018.</p>	<p>Since 2018, average earnings have increased by an average of 3.3% each year while real-time earnings have decreased by 4.6% in the last 3 years</p> <p>Average income in Jersey is around £42,000/year (£800/week)</p> <p>Income thresholds have not kept pace with inflation meaning low-</p>	

	<p>income students in today's context are eligible for lower grants relative to income compared to 2018.</p> <p>This may mean education is still unaffordable despite a grant being available.</p>	
<p>Opinions and Lifestyle Survey 2023</p>	<p>The majority (over 70%) of adults think higher education opportunities in the island should be increased.</p> <p>Expectations of children going into higher education was lower for those who struggle to cope financially.</p> <p>Barriers to undertaking further training related to their work:</p> <ul style="list-style-type: none"> • 45% said it was too expensive • 21% of respondents stated lack of suitable training locally • 16% stated days/times of training were not convenient <p>The structure of distance learning is often more flexible and provides access to a wider range of subjects than those on-Island. Improving access to education delivered online by reducing the cost could improve access to education for residents.</p>	
<p>Student living costs in the UK 2024</p>	<p>Higher education costs around £23,000/year (£9,250 tuition fees & £13,000 living costs).</p> <p>Given the current maximum grant for distance learning is £7,400, it is unlikely to be sufficient to make this a viable option for low-income students. This could particularly restrict options for students who</p>	

	<p>are financially independent.</p> <p>The relatively low grant could force students to study part-time, resulting in delayed qualification attainment.</p> <p>Moreover, the grant's insufficiency to cover (Jersey) living costs, could hinder students who may need to continue to work full or nearly full-time to cover their living costs. This could impact their ability to give adequate time and attention to their studies, impacting their chances of success and their future employment prospects.</p>	
<p>University education on-Island</p>	<p>Disadvantaged students in the UK are less likely to leave home to study.</p> <p>This option is not available to most students in Jersey given the limited options of study available on island.</p> <p>This means improving access to education that does not require leaving Jersey for an extended period could be particularly attractive and beneficial for residents whose options are otherwise limited to what is available on island. It is unlikely that Jersey will have the resources needed to offer the same breadth of subject options seen in universities based in larger countries.</p>	

<p>7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?</p>		
Groups consulted	How they were involved	What were the findings?

Students and parents	Appeals to student finance decisions	<p>The current rules of funding do not reflect evolution in education delivery. It is possible to complete distance learning on a full-time basis, some courses (e.g. digital subjects) are only available via distance learning. In some cases, tuition fees are the same as their in-person equivalent.</p> <p>It no longer appears appropriate to differentiate financial support on the mode of study. This can particularly impact those who cannot leave the island to study or students where distance learning is the best option according to their needs.</p>
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8) Assessing Impact on children’s rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children’s rights identified in question 5)?		
Relevant UNCRC Articles (rights) identified in Q5	Describe the positive or negative impacts on these rights	Which group(s) of children are likely to be affected?
Article 2 – Non discrimination	<p>The current differential treatment between mode of study and the financial support available could be interpreted as indirect discrimination.</p> <p>Where distance learning is the best option for the student’s needs e.g. where a disability makes off-island travel difficult, they are potentially financially worse off than if they opted for an in-person course.</p>	Those with a disability or health condition that makes travel, living away from home or a campus-based environment difficult, will benefit from improved funding to a mode of study that enables them to stay in Jersey.
<p>Article 28 Access to Education - Make higher education accessible to all on the basis of capacity by every appropriate means.</p> <p>Article 29 Goals of Education – Education must develop every child’s personality, talents and abilities to the full.</p>	Distance learning courses often have lower tuition fees, and the option to study from home can result in savings by allowing students to remain in the family home. Additionally, the flexibility of distance learning allows students to work part-time while pursuing their studies.	<p>Children and young people most positively impacted are students for whom distance learning is the best option.</p> <p>Children of parents who wish to undertake higher education but are constrained by on-island obligations and responsibilities. This can impact their career options</p>

		and ability to earn a higher salary.
Article 23 Children with disabilities - Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community. This includes access to education.	For some, travelling or attending a campus-based environment present additional challenges or barriers to learning. Improved funding for this mode of study regularises the financial support for all students.	Those with a disability or health condition which makes travel, living independently, or a campus-based environment challenging or impossible will realise the greatest benefit as the grant for distance learning will be considerably improved.
Article 26 Social and economic health – Governments should provide support to help children and poor families.	This change would regularise financial support. The grant amount will be determined by financial circumstances not by the mode of study.	Lower income students who would prefer to study via distance learning. The change would mean grants would be determined by financial need, not the mode of study.

<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced?
<p>While it is anticipated that there may be some negative impacts resulting from this change, such as students choosing the cheapest option rather than the best fit for their needs, this influence on decision-making already exists. For instance, students may select a university located in a region with lower living costs rather than its reputation as the best provider in their subject area. Importantly, this change does not remove or reduce any existing grants and seeks only to increase the grant for a particular mode of study. Thus, the proposed changes do not diminish students' rights.</p>

<p>10) Conclusions</p> <p>In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?</p>
<p>The proposed changes create parity of funding, shift to a needs-based criteria rather than mode of study, eliminate implied pressure to study off-island, and enhance access to flexible study options which could be particularly beneficial for mature learners with work and care commitments. Indirectly, improved employment prospects and standard of living for parents can improve the living standards of their children. Additionally, it broadens subject options for students residing on the Island.</p>

Increasing Income Thresholds for Higher Education Grants In Line With Inflation

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Rob Ward, Minister for Education and Lifelong Learning
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Senior Policy Officer
Date:	October 2024

1) Name and brief description of the proposed decision.

The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the 'decision'

- What is the problem or issue the decision is trying to address?
- Do children experience this problem differently from adults?

DECISION: Increase the income thresholds which determine eligibility for a higher education grant

Annually adjust income thresholds in line with wage inflation.

The problem

The purpose of determining grant amounts relative to income is to promote equity in affordability. The absence of an established process to review and adjust thresholds has resulted in a growing shortfall between the grant available and actual cost of education relative to income. While average incomes have increased the income thresholds have remained the same since 2018.

Every ad-hoc threshold increase necessitates a formal bid in the government plan, which may not always be accepted. To streamline the process, it is proposed to establish a consistent review period and criteria that inform any adjustments to the thresholds. This will ensure the schemes operates within the spirit intended and that financial support is proportionate to incomes and the cost of education.

Impact on children and young people

Higher education students are typically aged 18 years and above however, the perceived unaffordability of higher education may restrict children and young people's aspirations, impacting their motivation to learn and engage with education as well as influence their decision making.

- They might choose a lower-cost home-based study option over an off-island alternative that better aligns with their career aspirations.
- They may opt for immediate employment, even though obtaining a degree could better serve their career goals.
- The higher cost of supporting more than one child attending university simultaneously may force parents to choose between supporting one child over the other or delaying younger siblings' enrollment until funds become available.

2) Which groups of children and young people are likely to be affected?

Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children

Those from low-income households are expected to be most positively impacted by the proposed change. The current scheme was not designed to cover the full cost of higher education and assumes a financial contribution from the student and/or their parent(s).

<p>Updating income thresholds in line with wage inflation ensures that the contribution amount remains consistently proportional to disposable income.</p> <ul style="list-style-type: none"> • An inflation linked increase to income thresholds would maintain grant eligibility for future students at a consistent level relative to average incomes and living costs. • This will target support according to need. The scheme will consistently identify low-income households within the current economic context ensuring they receive the maximum grant available. • Adjusting income thresholds in line with inflation helps maintain the purchasing power of grants.
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>Positive</p> <p>The affordability of higher education will be maintained for students from lower income households. If thresholds are not adjusted in line with increases in average incomes, less students will qualify for a grant and those that are still eligible will receive a lower grant relative to the associated costs. This means higher education will become increasingly more expensive and possibly unaffordable for students in the future. The decision to adjust the thresholds seeks to address this risk.</p> <p>Making higher education financially viable could positively influence children and young people’s educational aspirations and decisions.</p> <p>Negative</p> <p>There is no anticipated negative impact to this decision. No students will receive a lower grant as a result of this decision.</p>
<p>4) Is a full Children’s Rights Impact Assessment required?</p> <p>If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes, a full CRIA is required.</p>

Part 2: FULL CHILDREN’S RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children’s rights?			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	<input type="checkbox"/>
	Respect for the child’s views (Art 12)	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child’s physical and social needs and support their development (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>

	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>
Basic Health and Welfare	Rights of disabled children (Art 23)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services (Art 24)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>

	Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse (Art 33)	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation (Art 34)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
Opinions and Lifestyle Survey 2023	Expectations of children going into higher education was lower for those who struggle to cope financially. Cost is considered a barrier to undertaking further training related to their work with 45% saying it was too expensive.	
Student living costs in the UK 2024	Higher education costs around £23,000/year (£9,250 tuition fees & £13,000 living costs) For those earning under £50,000 and eligible for the maximum grant, there is a £5,000 shortfall that students or parents need to contribute annually to cover the cost of attending university in the UK.	
HEPI and TechnologyOne report Minimum Income Standard 2024	Financial support for students not keeping pace with inflation means students struggle to keep	

	<p>up with increased living costs. Most universities recommend students work no more than 15 hours a week during term time.</p>	
<p>Student Academic Experience Survey 2023</p>	<p>As the cost of living rises, more students need to work to support themselves (up 10% from the year before)</p> <p>This could affect their ability to dedicate time to their studies and impact their grades.</p> <p>The average number of hours spent in class, fieldwork or independent study has increased to 33.4 hours per week.</p> <p>The number of students citing ‘financial difficulties’ as the reason for considering leaving university (8%) has doubled since 2021</p> <p>76% of students felt that the cost-of-living crisis had affected their studies</p>	

<p>7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?</p>		
Groups consulted	How they were involved	What were the findings?
<p>Report to Jersey Community Relations Trust on Choice in the School System 2014</p>	<p>Interviews with pupils, parents, teachers and other stakeholders</p>	<p>Many parents hoped their children would attend university but were concerned about the cost</p> <p>Pupils also had high aspirations, and many expressed a desire to exceed the level of education received by their parents</p>
<p>Life on the Rock - Children's Commissioner</p>	<p>A Children’s Advisory Group of 25 children aged 10-17 years contributed to design of the study</p>	<p>University is perceived as expensive and the financial burden on parents influences young people’s decisions related to their education</p>

	21 children aged 9-18 took part in life history interviews.	
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8) Assessing Impact on children's rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children's rights identified in question 5)?		
Relevant UNCRC Articles (rights) identified in Q5	Describe the positive or negative impacts on these rights	Which group(s) of children are likely to be affected?
Article 28 Access to Education - Make higher education accessible to all on the basis of capacity by every appropriate means	<p>An inflation linked uplift to the lower income threshold will increase the number of students eligible for the maximum grant.</p> <p>Reflecting inflation in the upper income thresholds also ensures middle income earners are effectively identified so they receive some financial help too.</p> <p>This supports the right to access education by making it more affordable.</p>	Children and young people from low to middle income households.
Article 26 Social and economic health Governments should provide support to help children and poor families	This decision will ensure financial support is appropriately targeted by consistently identifying lower- middle income students so they receive a grant that is proportionate to their income	Children and young people from low to middle income households

9) Weighing positive and negative impacts
<ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced?
No negative impacts are anticipated. This decision will not result in a reduction in financial support to any students, many will receive more.

10) Conclusions
In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?
The proposed change will preserve the effectiveness of the grant scheme which is intended to tailor financial support to a student's financial circumstances. It will secure for the future, a consistent review period and criteria for adjusting thresholds, ensuring that future students remain eligible for grants in line with average incomes and living costs.

La Passerelle

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Rob Ward, Minister for Education and Lifelong Learning
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Senior Policy Officer
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>The proposed decision as explained in the Budget (Government Plan) 2025-28 (P.56: Upgrades to CYPES Estates) is the re-location of La Passerelle to D’Hautree House and creation of a therapeutic centre for art music and counselling at adjacent D’Hautree Lodge.</p> <p>This will extend the current provision and enable c.60 children to access to the statutory minimum 25 hours per week of education.</p> <p>The current problem is capacity, with the existing provision being insufficient to meet demand. Only 25 students can be accommodated in the current premises. In the last year, 30 students have been accommodated within the current site, with a similar number supported on an outreach basis.</p> <p>Currently there is no capacity to provide students with counselling or other therapeutic services onsite.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>Children in Key Stage 4 with social, emotional and mental health (SEMH) needs referred to the provision by schools’ educational welfare services and attendance panels.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>Children in the identified groups currently not attending mainstream schools will be able to access education in a setting which can offer an appropriate level of support to meet their needs. This will positively impact these children’s right to education appropriate to their needs (Articles 28 and 29) and will further support their right to participate in leisure and cultural activities (Article 31). The best interests of the child (Article 3) remain a priority throughout.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes, a full CRIA is required.</p>

Part 2: FULL CHILDREN'S RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children's rights?			
For each of the UNCRC articles described below, click to identify any that may be relevant.			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	<input type="checkbox"/>
	Respect for the child's views (Art 12)	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>

	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>
Basic Health and Welfare	Rights of disabled children (Art 23)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services (Art 24)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	<input type="checkbox"/>

	Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse (Art 33)	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation (Art 34)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
Independent Review of Inclusive Education and Early Years 2021 (gov.je)	Identified a critical need to enhance alternative provisions for young people with SEMH needs: ‘the SEMH difficulties of children and young people are regarded by many teachers, parents and carers as major obstacles to their inclusion – and are primary contributing factors in the exclusion of some CYP. Increasing sophistication in the diagnosis and assessment of neuro-developmental conditions such as ASD [autism spectrum disorder] and ADHD [attention deficit hyperactivity disorder] has emphasised the need for the school system to be flexible in meeting the needs of these learners, including appropriately trained teaching staff.’ Recommendation 36 of the report states: ‘All alternative provision	

	<p>should be reviewed to ensure that it meets ongoing and emerging need for every CYP in Jersey and is consistent with other Recommendations made regarding inclusive practice. This should include (a) embedding the principle of greater flexibility of movement between mainstream schools and specialist settings (b) new, purpose-built accommodation, including an ARC [alternative resource centre] (c) bespoke curriculum and (d) appropriate support/professional development for staff.’</p>	
<p>2020-09-16 Big Education Conversation Findings Report (gov.je)</p>	<p>The findings of the report included the following: ‘By far the most consistent issue raised with the Big Education Conversation from parents and carers, and schools and teachers, was regarding the pressures faced by schools to adequately meet the needs of students with special educational needs and disabilities (SEND). This related specifically to the level of funding, resources and specialist support available for students, and the challenges of accessing that provision.’</p> <p>‘Parents, professionals and young people acknowledge that there are limited options for alternative education, and limited options for alternative settings beyond Mont a L’Abbé and La Sente [now La Passerelle]. While the clear majority believe in inclusive education in Jersey, most feel that the aspiration for</p>	<p>This report did not specifically consider children with social, emotional and mental health (SEMH) needs, but reported more widely on children with special educational needs and disabilities (SEND) which may include some in the SEMH group.</p>

	inclusive education is not supported by structure or funding.’	
Independent School Funding Review Report 2020 (gov.je)	<p>The review recommends that any future funding model for education in Jersey should provide ‘...equitable and sufficient support for additional needs, including SEN, Social Emotional and Mental Health needs (SEMH), EAL and deprivation.’</p> <p>The report also noted that ‘Jersey currently runs an education model that is highly inclusive, with most provision for high needs children situated in mainstream education. In addition to mainstream provision, there is special school provision at Mont à L’Abbé and La Sente [now La Passerelle]. These schools accept pupils with the highest additional needs and demand outstrips capacity.’</p>	

<p>7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?</p>		
Groups consulted	How they were involved	What were the findings?
Children and others who speak on children’s behalf, such as teachers and parents.	<p>The Big Education Conversation enabled children, parents, teachers and other interested organisations and groups to provide their views on any aspect of education in Jersey. Involvement included interviews, school visits, focus groups, drop-in sessions, stands at public events and direct submissions.</p>	<p>As outlined above, the report identified a lack of provision for children with special educational needs and disabilities.</p> <p>Two of the 5 key themes identified related to this issue:</p> <ol style="list-style-type: none"> 1) the need for adequate funding and resources to support those children with special educational needs and disabilities and 2) the need for all students to have access to ‘high-quality, relevant and tailored learning opportunities’

		throughout the education system
<ul style="list-style-type: none"> • Children and Young People • Parents and carers • Senior leaders, teachers, SENCOs [special educational needs coordinators] teachers and other professionals working in schools and educational settings. 	<p>Independent Review of Inclusive Education and Early Years 2021 (gov.je)</p> <p>Online questionnaires, including a bespoke version aimed at children and young people.</p> <p>Visits to a sample of schools, all specialist educational settings and Highlands College, conducted by a consultant who sought information on a series of inclusion-related themes (including diversity and access in the curriculum, use of targeted interventions, diverse learning needs and staff development for inclusion.</p> <p>Finally, the study conducted a series of focus groups with a range of stakeholders, all of whom had direct involvement in some aspect of inclusive education.</p>	<p>The final report made a total of 50 recommendations for an inclusive education system in Jersey, including with regard to policy, legislation, governance, capacity building, monitoring and evaluation and resourcing.</p> <p>Amongst the recommendations on the Alternative Provision, the report found: ‘The SEMH specialist school operated from a building which was inappropriately sited (adjacent to a secure facility or at the entrance of carpark) and did not provide state-of-the-art facilities for very vulnerable CYP (the teaching was in converted houses that lacked the high level of facilities seen in many mainstream settings) ... which restricts the curriculum offer for those CYP across all the key stages seen. This added to the complexities that teachers encountered in their work with CYP for whom this represented a final opportunity to benefit from formal education.’</p> <p>The report recommended that ‘All alternative provision (AP) should be reviewed to ensure that it meets ongoing and emerging need for every CYP in Jersey and is consistent with other Recommendations made regarding inclusive practice.’</p>

8) Assessing Impact on children’s rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children’s rights identified in question 5)?		
Relevant UNCRC Articles (rights) identified in Q5	Describe the positive or negative impacts on these rights	Which group(s) of children are likely to be affected?

<ul style="list-style-type: none"> • Article 3 - Best interests of the Child to be a top priority • Article 28 – right to education • Article 29 – goals of education 	<p>Ensuring children are provided with support, appropriate to their needs, to access education will have a positive impact on their rights.</p> <p>All children have the right to education; Article 28 states that this should include different forms of secondary education, including general and vocational education, which should be available and accessible to every child. Article 29 further develops this point, stating that the education of the child shall be directed to the ‘development of the child’s personality, talents and mental and physical abilities to their fullest potential.’</p> <p>The proposed refurbishment of d’Hautree House, accommodating 60 students, will enable those who need it to access 25 hours per week of education appropriate to their needs. The new therapeutic centre will provide essential support for students’ mental health and wellbeing, fostering a more holistic educational environment.</p>	<p>Children of secondary school age with social, emotional and mental health needs.</p>
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<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced? <p>No negative impacts have been identified.</p>

<p>10) Conclusions</p> <p>In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?</p> <p>In conclusion, the decision to fund the refurbishment of D’Hautree House will enable up to 60 students with SEMH needs to access their statutory entitlement to education which might not otherwise be available to them in a mainstream school setting.</p> <p>Students’ mental health and wellbeing will be supported in a more holistic educational environment, enhancing their quality of life and better preparing them for the future.</p>
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East St Helier Primary School

PART 1: SCREENING

Name and title of Duty Bearer:	Deputy Rob Ward, Minister for Education and Lifelong Learning
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Senior Policy Officer
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>Decision: construction of a new primary school situated in the east of St. Helier, providing a fit for purpose, modern, community learning environment for St Helier’s children.</p> <p>Problems:</p> <ol style="list-style-type: none"> Following a significant rise in the number of primary school pupils, requiring 14 new classrooms to accommodate this bulge, primary school numbers have plateaued. However, the number of families living in and around St Helier has increased and this has put pressure on primary school places. The current catchment system in St Helier no longer provides an even distribution of pupils to schools as the size of the catchment no longer matches the demand. In short, school capacity in St Helier is in the wrong place and children have been unable to access their catchment school. St Helier schools are some of the older schools in the CYPES estate and are continually requiring maintenance. Rouge Bouillon, Janvrin, Springfield and St Luke’s schools all have buildings which require continued upkeep and in some parts are no longer fit for purpose, where inside and outside learning space does not support the delivery of a modern-day curriculum.
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>Children of primary school age living in St Helier or within the catchment area of a St Helier primary school.</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>Children will be able to access a school nearer to their home, which will meet their needs and better support their rights to access education.</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes, a full CRIA is required.</p>

Part 2: FULL CHILDREN'S RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children's rights?			
For each of the UNCRC articles described below, click to identify any that may be relevant.			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	<input type="checkbox"/>
	Respect for the child's views (Art 12)	<input type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>

	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>
Basic Health and Welfare	Rights of disabled children (Art 23)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services (Art 24)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	<input type="checkbox"/>

	Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
	Drug abuse (Art 33)	<input type="checkbox"/>	<input type="checkbox"/>
	Sexual exploitation (Art 34)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
	Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
	Optional Protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
Town Primary School Review: IBI Group 2022	The review recommended the creation of a new 2 form entry school including a 30-place nursery and 24-place SEMH (social, emotional and mental health) needs ARC (additional resource centre) on the Gas Place site. This would address the demographic analysis of where children currently live and support children with the most significant needs in St Helier and beyond. The new school will also provide a central community hub supporting children, their families and carers to access services to improve their lives.	
Big Education Conversation Findings Report	The report commented that the quality of teachers, trainers and tutors is key for effective learning – be that in early childhood education and	The report does not focus specifically on primary schools in the town area but covers all primary schools in Jersey.

	<p>care, schools, vocational education and training, or adult education. It found that there were large numbers of new teachers leaving the profession and the difficulty of attracting and retaining teachers, especially at town primary schools.</p> <p>This consultation asked the community about educational needs and provisions in Jersey. Page 14 notes: 'There is also a level of dissatisfaction among young people about the quality of their learning environments; some students are learning in school buildings that are old and run-down, and although young people recognise that schools try their best, they feel that some schools receive more investment for 'nice to haves' as opposed to basic infrastructure.</p>	
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<p>7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?</p>		
Groups consulted	How they were involved	What were the findings?
<p>Various children, parents, families and carers, teachers and teaching support staff, head teachers, leadership teams and educational governing bodies.</p>	<p>These parties engaged with policy officers from the Government of Jersey. This engagement led to the findings in Big Education Conversation Response.</p>	<p>Children themselves and those who speak on their behalf want accessible, quality and equitable learning opportunities for all students within the education system. A level of dissatisfaction was identified amongst children and young people in respect of their learning environments, which in turn impacted upon their engagement and the value they felt was placed upon their education.</p>

<p>8) Assessing Impact on children's rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children's rights identified in question 5)?</p>

Relevant UNCRC Articles (rights) identified in Q5	Describe the positive or negative impacts on these rights	Which group(s) of children are likely to be affected?
<p>Article 3 – best interests of the child to be a top priority</p> <p>Article 28 – right to education, including the right to access primary education which should be free and available to all children</p> <p>Article 29 – goals of education, enabling children to reach their fullest potential.</p>	<p>The additional spending proposed in the Budget (Government Plan) 2025-28 will positively impact the rights identified by enhancing the overall primary provision in the town area for all children, who will benefit from improved educational and recreational facilities as a result of the decision. The Article 28 rights of children with SEMH needs will be further supported through the creation of an ARC.</p> <p>The new school at Gas Place will also advance the response to the inequalities currently existing in the town provision.</p>	

<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced? <p>No negative impacts have been identified, since the purpose of the decision is to improve the current provision, which directly supports children’s rights.</p>

<p>10) Conclusions</p> <p>In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?</p> <p>The decision will have a positive impact on the rights of children identified above. Children with additional needs and from economically deprived backgrounds will be amongst the children who will benefit.</p>
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New Town Youth Centre

PART 1: SCREENING

Name and title of Duty Bearer:	Connétable Richard Vibert, Minister for Children and Families
Type of Duty Bearer: (Minister, Elected Member or States Assembly Body)	Minister
Assessment completed by (if not completed by duty bearer):	Senior Policy Officer
Date:	October 2024

<p>1) Name and brief description of the proposed decision. The subject of your CRIA may be a proposed law, policy or proposition and in accordance with the Law is referred to in this template as the ‘decision’</p> <ul style="list-style-type: none"> • What is the problem or issue the decision is trying to address? • Do children experience this problem differently from adults?
<p>As part of the Budget (Government Plan) 2025-28 is it proposed to invest in a new youth centre in St Helier, providing a modern, fit for purpose facility for children and young people in the town area.</p> <p>The proposal includes the relocation of the Youth Enquiry Service (YES Project) currently operating from Eagle House, La Motte Street. The lease on the current premises will expire in December 2026.</p>
<p>2) Which groups of children and young people are likely to be affected? Groups of children could include early years, primary or secondary education; young adults; children with additional learning needs; disabled children; children living in poverty; children from particular ethnic backgrounds; migrants; refugees; care experienced children and LGBTQ+ children</p>
<p>Children aged between 8 and 16 years of age living in the north of town. Children who might access the services of the YES project (which is open to anyone under the age of 25).</p>
<p>3) What is the likely impact of the proposed decision on children and on their rights?</p> <ul style="list-style-type: none"> • Identify any potential positive OR negative impacts and include indirect impacts on children and their rights as described in the UNCRC. • Will different groups of children be affected differently by this decision?
<p>The new youth centre will have direct and positive impacts on children’s right to freedom of association (Article 15) and to enjoy leisure, play and cultural activities (Article 31).</p> <p>Children’s rights to have their views listened to in matters that affect them (Article 12) and for their best interests to be a priority (Article 3) are also likely to be impacted positively.</p> <p>The rights of children with a disability (Article 23) should be supported by the accessibility of the new facility, and the inclusion of the YES Project will respect children’s rights to be protected from drug abuse (Article 33) and sexual exploitation (Article 34).</p>
<p>4) Is a full Children’s Rights Impact Assessment required? If you have identified impacts on children and their rights, a full CRIA should be completed. If no impacts are identified then a Full CRIA is not required, but please explain your rationale and how you reached this conclusion</p>
<p>Yes, a full CRIA is required.</p>

Part 2: FULL CHILDREN'S RIGHTS IMPACT ASSESSMENT

5) What will be the impacts (positive or negative) of the proposed decision on children's rights?			
For each of the UNCRC articles described below, click to identify any that may be relevant.			
Category	UNCRC Article	Impact? YES NO	
Guiding Principles	Non-discrimination (Art 2)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the Child (Art 3) to be a top priority	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Life survival and development (Art 6)	<input type="checkbox"/>	<input type="checkbox"/>
	Respect for the child's views (Art 12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Civil Rights & Freedoms	Right to birth registration, name and nationality (Art 7)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to an identity (Art 8)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of expression (Art 13)	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of thought, conscience, and religion (Art 14) Every child has the right to think and believe what they choose	<input type="checkbox"/>	<input type="checkbox"/>
	Freedom of association (Art 15) Every child has the right to meet with other children and to join groups and organisations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Right to Privacy (Art 16) including family and home life	<input type="checkbox"/>	<input type="checkbox"/>
	Access to information from the media (Art 17) Right to access reliable information from a variety of sources, in a format that children can understand	<input type="checkbox"/>	<input type="checkbox"/>
	Protection against torture or other cruel, degrading or inhumane treatment or punishment (Art 37(a))	<input type="checkbox"/>	<input type="checkbox"/>
Family Environment and Alternative Care	Respect for the responsibilities, rights and duties of parents (or where applicable, extended family or community) to guide their child as they grow up (Art 5)	<input type="checkbox"/>	<input type="checkbox"/>
	Responsibilities of both parents in the upbringing and development of their child (Art 18)	<input type="checkbox"/>	<input type="checkbox"/>
	Children must not be separated from their parents against their will unless it is in their best interests (Art 9)	<input type="checkbox"/>	<input type="checkbox"/>
	Family reunification (Art 10)	<input type="checkbox"/>	<input type="checkbox"/>
	Abduction and non-return of children abroad (Art 11)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to a standard of living that is good enough to meet the child's physical and social needs and support their development (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>

	Special protection for children unable to live with their family (Art 20)	<input type="checkbox"/>	<input type="checkbox"/>
	Best interests of the child in the context of Adoption (Art 21)	<input type="checkbox"/>	<input type="checkbox"/>
	Review of treatment whilst in care (Art 25) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	<input type="checkbox"/>	<input type="checkbox"/>
	Protection from violence, abuse or neglect (Art 19)	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	<input type="checkbox"/>	<input type="checkbox"/>
Basic Health and Welfare	Rights of disabled children (Art 23)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to health and health services (Art 24)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to social security (Art 26)	<input type="checkbox"/>	<input type="checkbox"/>
	Right to adequate standard of living (Art 27)	<input type="checkbox"/>	<input type="checkbox"/>
Education, Leisure and Cultural Activities	Right to education (Art 28)	<input type="checkbox"/>	<input type="checkbox"/>
	Goals of education (Art 29) Education must develop every child's personality, talents and abilities to the full.	<input type="checkbox"/>	<input type="checkbox"/>
	Leisure, play and culture (Art 31) Every child has the right to relax, play and take part in cultural and artistic activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Protection Measures	Special protection for refugee children (Art 22)	<input type="checkbox"/>	<input type="checkbox"/>
	Children and armed conflict (Art 38 and Optional Protocol #1) Governments must do everything they can to protect and care for children affected by war and armed conflict.	<input type="checkbox"/>	<input type="checkbox"/>
	Children and juvenile justice (Art 40) Right to be treated with dignity and respect, right to legal assistance and a fair trial that takes account of age.	<input type="checkbox"/>	<input type="checkbox"/>
	Inhumane treatment and detention (Art 37 (b)-(d)) Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible.	<input type="checkbox"/>	<input type="checkbox"/>
	Recovery from trauma and reintegration (Art 39) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life	<input type="checkbox"/>	<input type="checkbox"/>

Child labour and right to be protected from economic exploitation (Art 32)	<input type="checkbox"/>	<input type="checkbox"/>
Drug abuse (Art 33)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual exploitation (Art 34)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Abduction, sale and trafficking of children (Art 35)	<input type="checkbox"/>	<input type="checkbox"/>
Protection from other forms of exploitation including for political activities, by the media or for medical research (Art 36)	<input type="checkbox"/>	<input type="checkbox"/>
Children belonging to a minority or an indigenous group (Art 30)	<input type="checkbox"/>	<input type="checkbox"/>
Optional Protocol on the sale of children, child prostitution and child pornography	<input type="checkbox"/>	<input type="checkbox"/>
Optional Protocol on the involvement of children in armed conflict	<input type="checkbox"/>	<input type="checkbox"/>

6) Information and research What evidence has been used to inform your assessment?		
Evidence collected (include links to relevant publications)	What did the evidence tell you?	What are the data gaps, if any?
Bridging Island Plan (gov.je)	The Bridging Island Plan notes that access to facilities such as youth centres are ‘...critical to the maintenance of vibrant and active communities, helping to foster a sense of belonging and local identity by providing a space for islanders to meet, socialise and actively participate in island life.’ Further to the above, the Bridging Island Plan specifically identifies the need for a youth facility in the north of St Helier due to current deficiencies in the provision of this service.	
Big Education Conversation Findings Report (gov.je)	The Big Education Conversation engaged with 12 separate youth clubs and reports the views expressed by children and young people about the value of this provision. The report states: ‘The Jersey Youth	

	<p>Service is recognised, especially. They [children and young people] value the personal support that youth workers provide and being able to engage in positive activities that develop soft knowledge and skills. They say that this is complementary to formal education.’</p>	
<p>Life on the Rock (2021) Children's Commissioner for Jersey</p>	<p>This report is a source of information on the views of children about life in Jersey. On the issue of access to leisure facilities, one contributor to the report observes: ‘There is not much for children and young people to do, particularly for those between 11 – 16+ years, which may explain why young people drink, take drugs, hang about and sometimes get in trouble.’ This points to a need for better recreational facilities for children and young people, which will be addressed for relevant groups by the new town youth centre.</p> <p>The report found that ‘Leisure activities were a strong feature in children’s accounts as they spoke of the importance of varied hobbies, sports and ways of spending time with their friends. For younger children, clubs which offered a range of activities allowed them to explore new interests.’</p> <p>The report found that engaging in leisure activities had a positive impact on children’s mental health, in some cases providing a motivation to leave the house. Positive feedback from children and young people as liked to ‘having fun times with their friends outside of school,</p>	

	<p>where you can't really express who you are.' Others noted leisure activities as a way of expanding their social networks through which they made some of their closest friends.</p> <p>The Children's Advisory Group concluded that better support systems were needed for young people in Jersey; the report found that 'a relationship with a trusted adult is crucial for all children, not just for those identified as 'at risk'. Everyone, from a young age, should have support so that problems are less likely to arise and continue, and to prevent the development of mental health issues.'</p>	
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<p>7) Engagement with children What groups of children and young people (or those who speak on their behalf, such as social workers, teachers or youth workers) have been directly or indirectly involved in developing the decision?</p>		
Groups consulted	How they were involved	What were the findings?
<p>Children from primary, secondary and tertiary schools were invited to participate and workshops were delivered at Le Rocquier School, Jersey College for Girls and Highlands College.</p> <p>Further participation events were held with the Jersey Youth Service, including a drop-in at the Move-on Café, a workshop at St Brelade's Youth Project and the Prince's Trust.</p>	<p>A youth engagement programme formed part of the strategic issues and options consultation for the Bridging Island Plan. developed. The programme aimed to reach children and young people of all ages, who were invited to attend a presentation or 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</p>	<p>Participants identified a need to provide for the community and develop more places for activities for young people, places for fitness and, to improve community connections.</p> <p>When asked to consider their preferred types of community development, the 5 top answers (out of a total of 11) provided by children and young people were:</p> <ul style="list-style-type: none"> • leisure centres • gyms • youth centres • activities mixed with culture • youth clubs <p>It was suggested that by delivering more facilities for the community, the use of</p>

	reported on in the Strategic Issues and Options Consultation Findings report	the hospital could be reduced as could the need to drive.
Various children, parents, families and carers, teachers and teaching support staff, head teachers, leadership teams and educational governing bodies.	These parties engaged with policy officers from the Government of Jersey. This engagement led to the findings in Big Education Conversation Response.	The Big Education Conversation also engaged with 12 separate youth clubs and reports the views expressed by children and young people about the value of this provision: ‘Youth services are also an important element of the support wanted and needed by young people. They provide valuable ‘soft education’ provision. Youth work can provide young people life skills and youth workers can engage with young people in a way that schools and other services cannot. We heard how youth services help with young people’s social, emotional and personal development, helping them to understand and navigate the world around them with qualified youth workers as they go through adolescence – a time of life that involves significant changes, decisions and choices for young people. We heard how youth services enable young people to develop their confidence and skills – life skills (family and relationships; physical and mental health and wellbeing); economic and personal skills (financial literacy; understanding and navigating risks such as drugs and alcohol); learning about their own strengths and needs; engaging positively in wider community networks; and developing a voice so that they can participate in the community and influence decisions that affect them.’
Life on the Rock - Children's Commissioner	The Children’s Advisory Group comprised 25 children aged 10-17 years who contributed to the	‘Better places for young people to spend time and play in their local area’ was selected by 42% of

<p>46 children aged between 9 and 18 years</p>	<p>survey design and whose responses to the findings are also included in the report.</p> <p>21 children aged 9-18 took part in detailed life history interviews.</p>	<p>respondents as one of the top five things that would make life in Jersey better for young people. As children get older, they are more likely to say that there is nothing to do and nowhere to go in their local area. There was a sense across a number of accounts that as children got older – particularly in their teenage years – there were less age-appropriate activities, with much of the leisure provision aimed towards younger children. As detailed in Q6, the Children’s Advisory Group identified the need for children to be able to access appropriate support when needed, not necessarily from their school.</p>
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<p>8) Assessing Impact on children’s rights Based on the information collected and analysed above, what likely impact will the proposed decision have on the specific children’s rights identified in question 5)?</p>		
<p>Relevant UNCRC Articles (rights) identified in Q5</p>	<p>Describe the positive or negative impacts on these rights</p>	<p>Which group(s) of children are likely to be affected?</p>
<ul style="list-style-type: none"> • Article 3 – best interests of the child to be a top priority • Article 12 – respect for the views of the child • Article 15 – freedom of association • Article 31 – right to leisure, play and cultural activities • Article 33 – drug abuse • Article 34 – sexual exploitation 	<p>Positive impact on the rights of relevant groups of children to meet and socialise in a safe, appropriate setting which meets their needs. By improving provisions in relation to recreational facilities and play areas, this decision also contributes positively to the physical and emotional well-being of children and to their development, thus having a positive impact in terms of Articles 3 and 31. The development will also enable a long lasting and effective response to inequities in existing provision. The re-location and enhancements of the YES project will continue to support children’s Article 12, 33 and 34 rights.</p>	<p>Children aged between 8 and 16 years of age living in the north of town. Children in the relevant age groups living in other areas who might access activities and services located at the new youth centre. Children who might access the services of the YES project (which is open to anyone under the age of 25).</p>

<p>9) Weighing positive and negative impacts</p> <ul style="list-style-type: none"> • If a negative impact is identified for any area of rights <u>or</u> any group of children and young people, what options are there to modify the proposed decision to mitigate the impact? • Could any positive impacts be enhanced?
<p>No negative impacts have been identified. The creation of a youth centre in the north or St Helier will address and identified need and positively support the rights of children and young people living in the area, as well as the Island generally.</p> <p>The primary goal of a youth centre is to create a positive and inclusive space where young people can socialise, learn new skills, and receive guidance, helping them to build confidence, make informed decisions, and develop into responsible adults. In addition, providing a safe space for children and young people to meet with their peers and get involved with positive activities should lessen the incidence of future criminality and therefore lead to wider societal benefits.</p>

<p>10) Conclusions</p> <p>In summary, what are your key findings on the impact of the proposed decision on the rights of Jersey children?</p>
<p>There is currently no youth centre in town that is equipped to deliver a full range of curricular activities., which represents a significant disadvantage to the children living in this area.</p> <p>Whilst targeted provisions such as St. James and the Move-on café do exist in town, they have insufficient capacity to accommodate the c.500 or so children that might be expected to participate in Youth Service provision, based on engagement rates in other parishes. This impact is compounded by the greater levels of need that exist within the population of St Helier. Children and young people in the parish are more likely than peers in other parishes to be unable to participate in paid extra-curricular activities and to present with more complex challenges that put them in greater need of the services offered by the Youth Service in order to ensure their rights are upheld.</p> <p>The YES project has existed for over 20 years and provides a valuable service to the Island's young people, supporting their rights in multiple respects. It should continue to be a place where young people and young adults, often in times of stress or crisis, feel safe to talk. It is also important that the facilities are appropriately accessible for young people.</p>