

STATES OF JERSEY



GOVERNMENT PLAN 2021-2024 (P.130/2020): EIGHTEENTH AMENDMENT (P.130/2020 AMD.(18)) – ADDENDUM

**Presented to the States on 14th December 2020
by Deputy R.J. Ward of St. Helier**

STATES GREFFE

Children’s Rights Impact Assessment (CRIA)

Providing free school meals

December 2020

a. Project overview

1	Working title for this project:	<i>Free School Meals for children and young people</i>	
2	What type of project is this?	Policy development	
		Primary legislation	
		Secondary legislation: Regulations	
		Secondary legislation: Orders	
		Secondary legislation: Bye-laws	
		Secondary legislation: Appointed Day Act	
		Secondary Legislation: Rules of Court	
		Secondary legislation: Order in Council	
		Proposition	x
		Amendment to a Proposition	
<i>Please answer question 3, OR question 4:</i>			
3	Government of Jersey CRIAs: Development of policy, legislation, propositions and amendments		
	Does this project appear in the Government of Jersey’s Policy Pipeline? ¹	No	
	Lead Minister:		
	Lead Department:		
	Senior Manager responsible:		
	Lead Officer(s):		
	CSP Priority:		
4	States Assembly CRIAs: Development of propositions and amendments		
	Name of States Member / Committee / Panel / Board developing the proposition or amendment:	Deputy Rob Ward	
5	Project timeframe/key dates:		

b. Screening for potential impacts

1	Background and rationale
Briefly describe the drivers for this project, why this work is happening now and how it connects to the CSP / Government Plan.	
To allow for the extension of the school meals pilot to all fully state-funded primary schools with a view to Island-wide provision being in place by the start of term in September 2021 at the latest, or earlier if practicable.	
2	Policy Ambition/Aims
Briefly describe what this project is intended to achieve and how this is expected to take effect.	
<p>It is estimated that up to 1,000 children do not have access to a hot meal each day because of poor accommodation, lack of cooking facilities and financial difficulties.²</p> <p>Lack of access to adequate nutrition impacts a number of children’s rights, including their right to health and development. The Proposition seeks to extend the school meals pilot, which currently provides healthy, hot meals to children in 2 schools in Jersey. The extension of the pilot would support wider access to nutritious food through seeking to remove financial and practical barriers by offering nutritious meals. The Proposition Report submits that 1,595 children could be positively impacted if Pupil Premium is to be used as an indicator of eligibility.</p>	
<p><i>Before answering question 3 below, you should familiarise yourself with the scope and content of Part I of the UNCRC (Articles 1 – 42)^{3,4} with particular reference to the Articles recognised as its four ‘guiding principles’:</i></p>	
<p><u>Article 2 – Non-discrimination</u></p> <p>1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his or her parent’s or legal guardian’s race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.</p> <p>2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child’s parents, legal guardians, or family members.</p>	
<p><u>Article 3 – Best interests of the child</u></p> <p>1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.</p> <p>2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.</p> <p>3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.</p>	

<u>Article 6 – Life, survival and development</u>	
1. States Parties recognize that every child has the inherent right to life.	
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.	
<u>Article 12 – Respect for the views of the child</u>	
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.	
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.	
3a	Will this project, directly or indirectly⁵, positively or negatively, affect the lives of children and young people in Jersey and the enjoyment of their rights as set-out in the UNCRC?
Yes. The proposition will have a positive direct impact on a significant number of children in Jersey.	
3b	If 3a = yes, briefly describe: i. The aspects of this policy/law which are pertinent to the lives of children and young people ii. How this policy/law will affect, either positively or negatively, all children and young people or specific groups of children and young people ⁶ iii. Any differential impacts that are anticipated between particular groups of children and young people
i.	The proposition seeks to provide nutritious school meals for children in state-funded primary school.
ii.	As noted above, current estimates indicate that up to 1,000 children do not have access to a hot meal each day. This Proposition will provide support for children in state-funded primary schools by providing access to a hot meal, supporting their right to health, development and an adequate standard of living.
iii.	Under this Proposition, children in state-funded schools could have access to a nutritious meal provided free of charge. Those in private school or who are home-schooled in Jersey will not, nor is there currently a Proposition to extend this to children in secondary school. The United Nations Convention on the Rights of the Child (UNCRC) defines a child as “every human being below the age of 18 years”, and so not all children will be positively impacted by this Proposition, but a large group of children in Jersey will be positively impacted by this.
3c	If 3a = no, briefly describe why you believe this to be the case.

c. Outcome of CRIA screening step

<ul style="list-style-type: none"> • If you answered 'Yes' to question 3a above, you now need to complete section 2, unless you are developing an Amendment to a Proposition. • If you answered 'No' to question 3a, you do not need to do anything further. 	
Is a full CRIA required?	
Yes	
Any further comments:	
Decision date:	
Government of Jersey Senior Manager / States Member responsible:	
Signature:	

1. Full Children’s Rights Impact Assessment

Children’s Rights Impact Assessment (CRIA) is a formative process which should ideally commence at the outset of policy development. The key function of CRIA is to highlight children’s rights when designing and selecting policy options. As with other impact assessment processes, the proposed Jersey CRIA will commence with an initial ‘screening’ step to quickly establish if the policy area in question has any potential impacts on children. If the likelihood of impacts is identified, this step is followed by detailed assessment and prediction of the way in which the identified policy options are expected to impact children and children’s rights; thus allowing potential enhancements or mitigations to be devised.

The full CRIA process should include consultation with children and other stakeholders including the Children’s Commissioner. Undertaking CRIA enables policy officers to advise Ministers and other duty-bearers about the potential impact of policy choices. Completed CRIA also provide evidence of compliance with the duty to have due regard and demonstrate accountability and transparency when published. Although CRIA represent a best-practice approach, it should be borne in mind that duty-bearers can comply with the duty in a range of ways; CRIA will not always be appropriate or feasible in relation to the time and resources available.

As an iterative process, CRIAs should be reviewed and updated along with the law or policy they apply to. There is potential for the Jersey CRIA process to also form part of an integrated impact assessment (IIA) tool as part of a shared model of government policy development, along with a number of other types of impact assessment already in use or under consideration.

a. UNCRC Clusters and Articles

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

In this section you should indicate where your project is expected to positively or negatively impact children’s rights as set-out in specific articles or clusters of articles from the UNCRC.

UNCRC Clusters	Tick all that apply
I - General measures of implementation (General Comment No.5 , General Comment No. 19)	
Article 4 implementation obligations	x
Article 41 respect for existing standards	
Article 42 making Convention widely known	
Article 44(6) making reports widely available	
II - Definition of a child	
Article 1	
III - General principles	
Article 2 non-discrimination	x
Article 3(1) best interest to be a primary consideration (General Comment No.14)	x
Article 3(2) State's obligations to ensure necessary care and protection	
Article 3(3) standards for institutions services and facilities	

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

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

The UN Committee on the Rights of the Child issues ‘General Comments’ from time to time on particular themes, subjects or specific UNCRC Articles. An index of the General Comments is accessible from the [OHCHR UN Treaty Body Database for the UNCRC](#). Links to General Comments pertaining to specific Articles have been included in the table above.

b. Children’s Plan Outcomes and Indicators

The vision of the Children’s Plan is that, “All children should have an equal opportunity to be safe, flourish and fulfil their potential.” This will be achieved by working to reduce or increase the trendline for 16 key indicators which are grouped under the Plan’s four headline outcomes.

In this section you should indicate where your project is expected to positively contribute to or negatively impact achievement of the outcomes and indicators set-out in the Children’s Plan and how you expect this to take effect.

Jersey’s Children and Young People’s Plan 2019-23	Tick all that apply
Outcome 1: All Children in Jersey Grow Up Safely	
Indicator 1: Reduce the number of children being bullied	
Indicator 2: Reduce the number of children involved in the most serious domestic abuse cases	
Indicator 3: Safely reduce the number of Looked After Children	
Indicator 4: Reduce the number of under 18s who become victims of crime	
Outcome 2: All Children in Jersey Learn and Achieve	
Indicator 1: Reduce the number of pupils who are recorded as persistently absent from school	x
Indicator 2: Increase the number of four and five year olds achieving the expected level in the Early Learning Goals	
Indicator 3: Increase the number of pupils achieving five or more good GCSEs including English and Mathematics	x
Indicator 4: Reduce the number of young people who are not in education, employment or training (NEET)	

Outcome 3: All Children in Jersey Live Healthy Lives	
Indicator 1: Increase the number of Year 6 pupils who are a healthy weight	x
Indicator 2: Increase the number of two year olds who reach their developmental milestones in all domains	
Indicator 3: Reduce the number of under 18s who require a dental extraction	x
Indicator 4: Increase the number of pupils who report they have a good quality of life	x
Outcome 4: All children in Jersey are Valued and Involved	
Indicator 1: Increase the number of children who believe their community would act on their ideas	x
Indicator 2: Increase the number of children who believe they can influence what happens in their school	x
Indicator 3: Increase the number of children who are aware of their rights under the UNCRC	
Indicator 4: Reduce children’s experience of poverty and the impact of living in a low-income family	x

Please describe how you expect your project to positively contribute to achieving the outcomes and indicators from the Children’s Plan that you have selected above.

Outcome 2: All Children in Jersey Learn and Achieve
The link between good nutrition and educational attainment is well-established. An evaluation of free school meals in England⁷ found that: “The universal entitlement pilot led to a significant increase in attainment for primary school pupils” in particular for children in Key Stage 2, “with pupils in both [pilot] areas found to make around two months’ more progress, on average, than similar pupils in comparison areas.”

Further, the report found that the universal entitlement pilot “appeared to improve attainment by more amongst pupils from less affluent families than amongst pupils from more affluent families. It also appeared to improve attainment by more for pupils with lower prior attainment than for those with higher prior attainment.”

This further complemented previous research which evidenced that an improvement in the quality of school meals led to a significant improvement in both attainment and attendance.⁸

Tackling inequalities experienced by children who are living in poverty by providing free and nutritious school meals can support children to have equitable access to education, and to learn and achieve.

Outcome 3: All Children in Jersey Live Healthy Lives
The impact of good quality nutrition on health is well established. For example, Jersey’s Food and Nutrition Strategy⁹ states that: “Food is fundamental to survival and essential to quality of life. It is not just a physiological need but also a focus of celebrations, traditions and positive

experiences. Nutritional status affects how we function, grow, feel and think, how we interact with each other and our ability to contribute to society.” Inequalities are clear, with unhealthy foods often being the most affordable options for families who are trying to feed hungry families on restricted budgets, leading to poorer health. This has an impact on childhood obesity, with higher rates of childhood obesity occurring in urban areas where poverty is more prevalent¹⁰. The Proposition would support efforts by providing nutritious meals for children which positively impacts their health, and eases a little stress on family budgets.

Outcome 4: All children in Jersey are Valued and Involved

Children face a democratic deficit where they do not have the same political powers as adults do, nor do children have the same economic powers as adults. The intersection of childhood and poverty results in a number of barriers to many rights, from physical and mental health to education; from an adequate standard of living to play.¹¹ Children often lack meaningful opportunities to participate in decisions which affect them, which is again amplified by the experience of poverty.

Children and young people in Jersey have expressed their concerns around their peers experiencing food poverty (See section d). Acting on these concerns would value children’s views and experiences, and show them that their input as citizens in Jersey is valued, listened to and acted on.

If you anticipate that your project will negatively impact progress towards any of the Children’s Plan’s outcomes and indicators, please describe this below.

c. **Jersey’s Performance Framework – Sustainable Wellbeing**

The Government of Jersey has made a strong commitment to sustainable wellbeing. The Public Finances (Jersey) Law 2019 requires the Council of Ministers to take into account the sustainable wellbeing of current and future generations when they develop the Government Plan. This change means that sustainable wellbeing is now central to the way Government makes decisions and designs public services.

In this section you should indicate where your project is expected to positively contribute to or negatively impact the sustainable wellbeing of children and young people as measured by the Performance Framework and how you expect this to take effect.

Outcomes and indicators from Jersey’s Performance Framework	Tick all that apply
Community Wellbeing: Children - All children in Jersey have the best start in life	
Community Wellbeing: Children - All children in Jersey live healthy lives	x
Community Wellbeing: Children - All children in Jersey learn and achieve	x
Community Wellbeing: Children - All children in Jersey grow up safely	

Community Wellbeing: Children - All children in Jersey are valued and involved	x
Community Wellbeing: Health and wellbeing - Islanders benefit from healthy lifestyles	x
Community Wellbeing: Health and wellbeing - Islanders are protected against social and environmental health hazards	
Community Wellbeing: Health and wellbeing - Islanders can access high quality, effective health services	
Community Wellbeing: Health and wellbeing - Islanders with long-term health conditions enjoy a good quality of life	
Community Wellbeing: Health and wellbeing - Mental health and wellbeing are fundamental to quality of life in Jersey	x
Community Wellbeing: Safety and Security - Islanders are safe and protected at home, work and in public	
Community Wellbeing: Vibrant and inclusive community - Islanders enjoy living in a vibrant and inclusive community	
Community Wellbeing: Vibrant and inclusive community - Islanders engage in the public decisions that affect their Island	
Economic Wellbeing: Affordable living - Islanders are able to afford a decent standard of living	x
Economic Wellbeing: Jobs and growth - Islanders benefit from a strong, sustainable economy and rewarding job opportunities	x
Environmental Wellbeing: Built environment - St Helier is an attractive town to live in, work in and visit	
Environmental Wellbeing: Built environment - Islanders live in secure, quality homes that they can afford	
Environmental Wellbeing: Built environment - Jersey benefits from a safe, sustainable transport system	
Environmental Wellbeing: natural environment - Jersey's unique natural environment is protected and conserved for future generations	
Environmental Wellbeing: Sustainable resources - Jersey's natural resources are managed and used responsibly	

Please describe how you expect your project to positively contribute to the sustainable wellbeing indicators from Jersey's Performance Framework that you have selected above.

The positive impact of good quality nutrition on children's health has been established, and it is anticipated that in particular, this project will positively impact on indicators in the Children's Plan on the number of children with a healthy BMI and the number of children eating at least 5 portions of fruit and vegetables every day. As noted in the Food and Nutrition Strategy, building healthy routines and relationships with food can support better health in adulthood, and therefore could support wider behavioural and cultural change.

Through providing nutritious meals during the school day, children's engagement with education is anticipated to improve as it has in other jurisdictions, which supports the aim that all children in Jersey learn and achieve.

Research has shown¹² that children can pick up on parent's stress, impacting their own anxiety and mental health. Supporting families through alleviating pressure

by providing free school meals to families whose budget is under strain can support better mental health, as well as provide support financially.

Further, this Proposition would allow for the creation of new jobs, contributing to aims to provide rewarding employment opportunities.

If you anticipate that your project will negatively impact any of the sustainable wellbeing indicators from Jersey's Performance Framework that you have selected above, please describe this below.

d. Children and young people's views

Use this section to describe how you have taken the views of children and young people into account. If you identified in Step 1 (initial screening) that specific groups of children and young people will be affected by this project, you should try ensure that they have been included in the consultation and engagement activities you are planning. These may include:

- Direct engagement activities with children and young people
- Engaging with children and young people via a third party, or an established process
- Consulting published sources of information about the views of children and young people in Jersey.

NB: the engagement described in this section does not have to be arranged specifically for purpose of completing your CRIA, you should describe any relevant engagement activity which has taken place during the development of your project. You may wish to duplicate this table to record your work with different groups of children and young people.

What have you done to understand the views of children and young people in relation this project/subject?

Please describe what you did, who you engaged with and why – this can include imagery of activities, but these should not identify children and young people unless you have explicit permission to take and potentially publish photographs or video footage. Any such consent should be recorded.

The Commissioner for Children and Young People carried out an island wide survey in 2018, and a joint survey with the Government of Jersey which explored the impact of Covid-19 of children and young people.

What do children and young people think about this project/subject?

(NB: these views are unlikely to be homogenous and may vary between specific groupings of young people; try to capture the range of views)

In the Children's Commissioner's island-wide consultation, children aged 7 to 18 were asked the question 'If you were the Children's Commissioner, what would be the first thing you would do to make things better for children in Jersey?'

Poverty and the cost of living consistently came up as an absolute priority for children and young people:

"Make sure they all had a home with food and drink."

"Make sure families have enough money to buy good food for there children. I've heard some children have had less food in there lunch boxes nearer the end of the month."

“Young families with limited money giving them a safe environment plenty of food and drink and a warm home.”

In a joint survey exploring the impact of Covid-19 of children and young people¹³, children and young people expressed concerns about finances. In an open-ended question which asked children “What are you worried about?”, 25 expressed concerns about the economic impact of Covid-19, 13 were concerned about how they would make money and 3 respondents specified that running out of food was a concern for them.

How have the views of children and young shaped or changed your project?

Please describe where you have or plan to amend your project in response to the views of children and young people.

Children and young people in Jersey have told us that tackling food insecurity is vitally important, advocating for children’s rights to be upheld. This proposition would help to tackle food insecurity, and provide that children in state-funded primary school could have free school meals.

How will you continue your dialogue with the children and young people or provide them with feedback about the progress/outcome of your project?

Children and young people are often asked for their views but are not consistently informed about how their contributions were taken into consideration or came to impact the outcome.

e. **Engagement with relevant stakeholders**

Use this section to describe how you have engaged with relevant stakeholders, including the Children’s Commissioner, in relation to the impact of this project on children’s rights. If you identified in Step 1 (initial screening) that specific groups of children and young people will be affected by this project, you should try ensure that key organisations, professionals, community leaders and family members who support these groups are included in the consultation and engagement activities you are planning. These could include:

- Direct engagement activities with relevant stakeholders
- Discussions with professionals who work closely with children and young people
- Consulting information published by relevant stakeholders about the experiences of children and young people in relation to the issue your project addresses.

Where a CRIA relates to the development of “any enactment directly concerning children or young people”, Ministers [and their delegates] have a legal duty to consult with the Children’s Commissioner as set out in Article 25 of the [Commissioner for Children and Young People \(Jersey\) Law 2019](#).

NB: the engagement described in this section does not have to be arranged specifically for purpose of completing your CRIA, you should describe any relevant engagement

activity which has taken place during the development of your project. You may wish to duplicate this table to record your work with different stakeholders.

<p>What have you done to understand the views of relevant stakeholders in relation this project/subject?</p> <p>Please describe what you did, who you engaged with and why – this can include imagery of activities, but these should not identify individuals unless you have explicit permission to take and potentially publish photographs or video footage. Any such consent should be recorded.</p>
<p>Engagement with the Office of the Children’s Commissioner</p>
<p>What do relevant stakeholders think about this project/subject? (NB: these views are unlikely to be homogenous and may vary between specific groupings of young people; try to capture the range of views)</p> <p>The Children’s Commissioner supports the Proposition as it supports children to access their rights, in particular their right to health. Article 24 of the United Nations Convention on the Rights of the Child (UNCRC) specifies that states have a duty to “pursue full implementation of this right” and take appropriate measures to “combat disease and malnutrition, including... through the provision of adequate nutritious foods”.¹⁴</p> <p>The UNCRC was extended to Jersey in 2014, whereby the Government of Jersey pledged to respect, protect and fulfil the rights in the Convention. Further, the International Covenant on Economic, Social and Cultural Rights (ICESCR) was extended to Jersey in 1976.¹⁵ ICESCR contains important protections, including the right to an adequate level of food under Article 11. This includes the duty of governments to take measures to improve the production, conservation and distribution of food, and to provide information on nutrition.</p> <p>In the academic year 2018/2019, “two in ten children in Year R (21%) and around three in ten children in Year 6 (30%) were overweight or obese.”¹⁶ In a 2017 survey, 48% of respondents said it’s difficult to find affordable fruit and vegetables in Jersey with 10% of households having gone without¹⁷. Food bank usage has risen in the years since this survey was undertaken, and with further financial difficulty expected by many, it is important that action is taken to ensure that children’s right to health, including access to nutritious food, is protected.</p> <p>Data from 2015 showed that more than a quarter (29%) of children were living in relative low-income households¹⁸. The Jersey Opinions and Lifestyle Survey Report 2017¹⁹ revealed that 1 in 7 households were materially deprived, with 1 in 10 households in severe material deprivation. While around 25% of households had difficulty coping financially, this rose to 44% of single parent families and 23% of households with children that had gone without new clothing for their child over the last year.</p> <p>More recently, more than a third (36%) of households reported that their finances had deteriorated due to the COVID-19 pandemic, with half (50%) of households living in non-qualified rental accommodation reporting a deterioration in their household finances. Further, when asked, more than a quarter (27%) of households expected their financial situation to get worse over the next 12 months.²⁰</p>

A report in 2016²¹ showed that more than a quarter of people accessing foodbanks had dependent children, and that 89% of people accessing food banks were either born in Jersey or had lived in the island long enough to gain an ‘entitled’ status for work and housing qualifications.

There have been reports of food bank usage increasing during the Covid-19 pandemic. For example, a collection of food banks in Jersey made more than 3,000 deliveries to 600 people between March and August this year.²²

The UNCRC is clear that while parents and carers have duties to fulfil children’s rights, they are also entitled to support from the state to do so. Article 18 is clear about this, as is Article 27 which focusses on children’s rights to an adequate standard of living. The Committee on the Rights of the Child have reaffirmed this duty of states to provide support, including through General Comment No. 7 which calls on Governments to “render appropriate assistance to parents, legal guardians and extended families in the performance of their child-rearing responsibilities (arts. 18.2 and 18.3), including assisting parents in providing living conditions necessary for the child’s development (art. 27.2)”.²³

Rights are interdependent and therefore work to support children to have access to nutritious and nourishing food will support them to live healthier lives, which in turn will support their development and ability to engage with their education for example.

However, further work is required to tackle food insecurity so as to treat the cause and not the symptom. Jersey is a wealthy island and is able to do more to eliminate poverty, and adopting a child rights-based approach to policy and legislative development and decision making can provide a routemap for how to make positive change to better respect, protect and fulfil children’s rights in Jersey.

In their Concluding Observations for the UK in 2016, the UN Committee on the Rights of the Child criticised increasing child poverty and urged governments to: “systematically collect data on food security and nutrition for children in order to identify the root causes of child food insecurity and malnutrition,” “to regularly monitor and assess the effectiveness of policies and programmes on child food security and nutrition”. I would urge the Government to implement these recommendations.

It is important to consider that the impact of stigma which surrounds free school meals can represent a barrier in children accessing provision. For example, research from the Children’s Society²⁴ found that 500,000 of the 2.2 million children living in poverty did not take up their free school meals due partly to fear of being teased or bullied. This was mirrored in research undertaken by Angus Holford from the Institute of Social and Economic Research at the University of Essex which explored the uptake of free school meals²⁵. The report found that segregation in school halls and associated feelings of shame represented barriers preventing uptake of free school meals, and that preserving the anonymity of the children who receive free school meals had an immediate impact on their uptake. It is important that the implementation of free school meals takes account of this to support not just the uptake of free school meals but to respect children’s dignity.

How have the views of the stakeholders you engaged with shaped or changed your project?

Please describe where you have or plan to amend your project in response to the views of the stakeholders consulted.

How will you continue your dialogue with the stakeholders or provide them with feedback about the progress/outcome of your project?

f. **Data, research and other evidence consulted**

Use this section to summarise key evidence which is pertinent to your project. *Please duplicate this table to record details of each source you wish to describe.*

Publication details – including a link where available:
<p>T. Ridge, Living with poverty: a review of the literature on children’s and families’ experiences of poverty (University of Bath on behalf of Department for Work and Pensions (DWP), 2009): https://webarchive.nationalarchives.gov.uk/20130314005651/http://research.dwp.gov.uk/asd/asd5/report_abstracts/rr_abstracts/rra_594.asp</p>
Summary of the evidence and its relevance to your project:
<p>Children often lack meaningful opportunities to have a say in decisions that affect them. Children face a democratic deficit where they do not have the same political powers as adults do, nor do children have the same economic powers as adults. The intersectionality of these barriers with poverty present a number of barriers to many rights, from physical and mental health to education; from an adequate standard of living to play. T. Ridge, Living with poverty: a review of the literature on children’s and families’ experiences of poverty (University of Bath on behalf of Department for Work and Pensions (DWP), 2009):</p> <p>Key areas of concern identified by children are:</p> <ul style="list-style-type: none"> • Economic deprivation: children were anxious about the adequacy of income coming in to their households and were afraid there would not be enough money for them and for their family’s needs; • Material deprivation: children lacked important childhood possessions, like toys, bicycles and games, and they also expressed concerns about being short of essentials and everyday items, like food, towels, bedding and clothing; • Social deprivation: poverty restricted children’s chance to make and sustain friendships, and reduced their opportunities for shared social activities due to the costs of attending social events, inadequate and expensive transport provision and the expense of hosting social occasions within their own homes; • school deprivation: children experienced restricted opportunities at school, largely through an inability to pay for resources such as study guides and exam materials, and restricted social opportunities through an inability to pay for school trips and other social activities. Inability to pay for compulsory items, such as uniforms, could also lead to conflict with teachers and disciplinary action; • visible signs of poverty and difference: a lack of the same material goods and clothes as their peers, and an inability to take part in the same social and leisure activities meant that children experienced bullying and were fearful of stigma and social isolation; • family pressures: children showed keen insight into the challenges and demands that poverty generated for their parents and anxiety about inadequate

household income, household debt and their parents' wellbeing and working conditions. They also often tried to moderate their own needs in response to their parents' financial difficulties;

- tensions with parents: conflicts sometimes arose with parents who were under severe financial pressure, or who sometimes had to work long hours or rely on childcare that children did not enjoy;
- additional responsibilities: children in low-income working families were often taking on additional responsibilities in the home, including housework and caring responsibilities, or engaged in paid work themselves to ease financial pressures at home and to gain access to their own money;
- poor quality housing: this affected children's health and wellbeing, and meant that children had difficulties in sleeping, studying or playing at home;
- homelessness: children experienced considerable anxiety about the quality of their temporary accommodation including a lack of privacy and no space for play. This affected their health, their school lives and their social participation;
- poor neighbourhoods: deprived neighbourhoods created particular problems for children who described them as insecure and sometimes dangerous. They experienced a lack of safe space for play and a dearth of local and low-cost leisure facilities;
- living in rural areas meant that disadvantaged children lacked social opportunities for shared play, were reliant on inadequate and costly public transport, and were unable to meet the high costs of participation. This meant that children often felt confined within their local environments.

Overall, children identified a wide range of issues related to poverty and social exclusion. However, they were not passive 'victims' of poverty: many employed coping strategies such as taking jobs so they could contribute financially to their families, taking on caring duties so parents could work, and restricting financial demands (for example, not telling parents about school trips) to ease financial pressures within the home.

How has this evidence informed your project or shaped your approach to addressing its impacts on children's rights?

Publication details – including a link where available:

Kitchen S, Rahim N, Tanner E, White C, Kotecha M, Callanan M, Brown V, Payne C, Crawford C, Dearden L, Greaves E and Purdon S. (2012) Free School Meals Pilot Evaluation. Department for Education (England): London.
<https://www.gov.uk/government/publications/evaluation-of-the-free-school-meals-pilot-impact-report>

Summary of the evidence and its relevance to your project:

A summary of conclusions is in the report, however some key conclusions on the research included:

- The universal pilot had a significant positive impact on attainment for primary school pupils at Key Stages 1 and 2, with pupils in the pilot areas making between four and eight weeks' more progress than similar pupils in comparison areas. These effects could have arisen either through the provision of free school meals

directly or through the wider activities that accompanied the pilot (such as the promotion of school meals and healthy eating to pupils and parents) or both.

- The universal entitlement pilot appeared to improve attainment by more amongst pupils from less affluent families than amongst pupils from more affluent families. It also appeared to improve attainment by more for pupils with lower prior attainment than for those with higher prior attainment. It should be noted that the effects for different types of pupils are not always significantly different from one another.
- The improvements in attainment found in the universal pilot areas do not appear to have been driven by an increase in the amount of time children spend in school, as neither pilot approach led to a significant reduction in absence rates from school. This suggests that the increases in attainment evident in the universal pilot areas must arise as a result of improvements in productivity whilst at school.

How has this evidence informed your project or shaped your approach to addressing its impacts on children’s rights?

It has proven the impact of providing free school meals on educational outcomes.

Publication details – including a link where available:

Belot M and James J (2011). Healthy school meals and educational outcomes. Journal of Health Economics, 30: 489–504

Summary of the evidence and its relevance to your project:

This paper provides field evidence on the effects of diet on educational outcomes. Drastic changes in the meals offered in the schools of one borough - Greenwich - shifted from low-budget processed meals towards healthier options. The impact on educational outcomes was explored, comparing educational outcomes in primary schools (Key Stage 2 outcomes more specifically) before and after the reform. The report found evidence that educational outcomes improved significantly in English and Science and that authorised absences - which are most likely linked to illness and health - fell by 14%.

How has this evidence informed your project or shaped your approach to addressing its impacts on children’s rights?

It illustrates the link between good nutrition and educational outcomes.

g. Impact Assessment

Use this section to draw together your consideration of how children’s rights will be impacted by your project.

1. Please describe how you expect your project to have a direct or indirect ²⁶ POSITIVE impact on children and young people’s enjoyment of their rights, as set-out in the Articles/Clusters of the UNCRC, which you have selected in section a) above. You should also explain how you propose to appropriately enhance these positive impacts. (Add as many rows as you need)	UNCRC Article/Cluster
The right to non-discrimination and equality:	

<p>All children should have access to nutritional food, this should not be dependent upon the financial circumstances of the parents or carers. Children are the rights holders, and should be supported to access their right to food on this basis. This Proposition would widen access to food supporting children to access their rights.</p>	2
<p>The best interests of the child shall be a primary consideration: As one of the four general principles of the UNCRC, Article 3 supports the interpretation of the full convention. It is in a child's best interests to have access to nutritious food, meeting a basic human need.</p>	3
<p>States to take all appropriate measures to implement obligations under the UNCRC: Putting in place appropriate support for children and young people to access their rights is part of implementation, alongside legislative and administrative measures. Providing access to food will support a number of children's rights to be realised</p>	4
<p>The right to life, survival and development: Good quality nutrition is vital to basic human development, particularly to ensure that children are nourished and able to grow. Article 6 (2) is clear that "States Parties shall ensure to the maximum extent possible the survival and development of the child." This Proposition provides details as to funding, and provides for the development of children in Jersey.</p>	<u>6</u>
<p>Views of the child: The Proposition would act on children's views that have been expressed around making sure that children have food in their lunchbox, and of supporting their right to health.</p>	<u>12</u>
<p>Appropriate assistance to parents and carers: The UNCRC is clear that parents and carers have the primary responsibility for the upbringing and development of their child, but also makes clear that "shall render appropriate assistance to parents and legal guardians in performance of their child rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children." The Proposition would put in place an accessible programme which supports children and families to develop and grow through providing access to healthy food, recognising financial barriers and supporting parents with meeting the cost of meals, as well as ensuring that children are eating hot meals more regularly. Research noted above highlights that lack of access to cooking equipment is a significant barrier in making warm, healthy meals for a number of families in Jersey, and the state has a duty to provide support to families to meet children's needs and protect their rights.</p>	<u>18</u>
<p>The right to an education: As noted above, there is a strong evidence based indicating the impact of access to good food on children participating fully in their education. This Proposition would therefore support children in being able to engage with their education.</p>	<u>28</u>
<p>Basic health and welfare: Good quality nutrition has a direct, positive impact on children's health and welfare. It contributes to their development, physical and mental health and to maintain a healthy weight.</p>	<u>Cluster VI</u>

The right to an adequate standard of living: The Preamble makes it clear that children have the right to live a life of dignity. An adequate standard of living is a key pillar of this, and the state has a duty to provide support to ensure that children	27
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2. Please describe how your project may have a direct or indirect ²⁷ NEGATIVE impact children and young people's enjoyment of their rights, as set-out in the Articles/Clusters of the UNCRC, which you selected in section a) above. You should also explain how you propose to appropriately mitigate these negative impacts. (Add as many rows as you need)	UNCRC Article/Cluster

h. References

References supplied throughout the paper.