

# Appendix 1. Growing up in Hackney

## Child Friendly Places Supplementary Planning Document

June 2021

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Image: Source: King's Crescent Estate, Muf architecture/art, Lewis Ronald

## **Part 1: Moving Towards a Child Friendly Borough**

*“We want to work with the community to ensure that Hackney becomes a fully ‘Child Friendly Borough’ and maximise the opportunities for safe play and outdoor activities across our streets, estates, parks, adventure playgrounds, new developments and open spaces as children and their families explore and discover the world around them”*

Hackney Labour Manifesto, 2018

### **Hackney Council’s commitment to become a fully Child Friendly Borough**

Hackney Council recognises that children and young people have a right to participate, be active and visible in all of our public spaces; streets, estates, parks, adventure playgrounds, new developments and open spaces. We recognise that a neighbourhood that supports our children and young people creates more inclusive and accessible places for everyone.

In this guidance document, the term ‘children and young people’ denotes the full spectrum of ages and development stages in the under 18 age group. This definition is in keeping with the United Nations Convention on the Rights of the Child’s (UNCRC) recognition of the forty-two international rights for all people below the age of 18. The three UNCRC rights identified as central to support planning and design processes in becoming more ‘child friendly’, concern children’s right to:

- i) ‘be heard and taken seriously in all matters affecting them’ (Article 12),
- ii) ‘to gather and use public space, providing no laws are broken’ (Article 15) and
- iii) ‘to play, rest, leisure and access cultural life’ (Article 31).

The adoption of a rights-based definition for children and young people in this document is critical in promoting neighbourhoods that are inclusively planned and designed for all.

### **What is the purpose of the document?**

The new borough-wide Local Plan (LP33) will shape future growth and regeneration in Hackney over a 15 year period, from 2018 to 2033. The purpose of the Child Friendly Places Supplementary Planning Document (SPD) is to help set the LP33 policies in a child-friendly

context to ensure that adopted planning policies and subsequent development maximise their benefit and consideration for all children, young people, parents and caregivers who study, work, play and live in Hackney. On adoption, the SPD will be a material consideration in the determination of planning applications, together with the emerging Area Action Plans and Area based Supplementary Planning Documents.

The SPD is one way the Council will be delivering the Mayor's Manifesto commitment to ensure that Hackney becomes a fully 'child friendly borough' through established child-friendly principles and design guidelines for Hackney's built environment. These measures aim to describe the aspirational vision for Hackney as a borough that accommodates, welcomes and actively plans public spaces for people of all ages, abilities and backgrounds.

The three key elements of a child-friendly city are suitable family housing, supportive education and social services, and designing safe and welcoming public realms for children and young people. The SPD focuses specifically on the design and engagement guidelines necessary to support the rights, needs and aspirations of children and young people within Hackney's public realm; particularly public outdoor spaces that encourage safe, independent movement and social interactions. The public space around, between and within buildings, streets, squares, parks and open spaces all support public life and social interaction. Hackney's public spaces are key to creating a sense of place and play an important role in enhancing communities' quality of life and health and well-being and can even play a role in boosting the local economy.

Children and young people need to be considered at a strategic level at the start of any development process, all the way through to post-occupancy analysis stages. This document aims to contribute towards an essential paradigm industry shift in how built environment professionals think about designing cities for children: transitioning away from segregated play spaces towards planning for a holistic, strategic and inclusive neighbourhood and city wide approach to planning and design.

Image: [The Benefits of Child-Friendly Design. \(King's Crescent Estate, Muf architecture, Lewis Ronald\)](#)

## Who is the document for?

The user-friendly document is designed for a range of audiences, who all play a key role in making the built environment in Hackney child friendly:

- **Children and Young People** who live, study, visit and play in Hackney, to raise awareness of their rights in the built environment and upskill their ability to identify the key principles, design and engagement guidance that help create more friendly and accommodating spaces for them;
- **Planners, architects and developers**, to embed child-friendly design guidance into every planning and design process in order to scope the potential health and well-being impacts of proposed development against the child friendly design guidance;
- **Neighbourhood forums, community groups, housing associations, education facilities and residents** to raise awareness of the needs of children and young people in the built environment and understand how to apply the design guidance against proposed development in order to benefit wider community;
- **Public health and environmental health professionals**, to comment and scrutinise plans and development proposals in relation to the potential health and well-being impacts on children and young people;
- **Council officers**, to help identify and address the impacts of plans and development proposals to inform and support the processes of estate regeneration projects, streetscene, public realm and parks initiatives, area regeneration programmes, plan-making and planning decisions.

## How to use the document?

The document is formed of six parts:

**Part 1** introduces a framework for a child-friendly built environment, outlining the purpose and vision of the document

**Part 2** identifies the key existing policy, research and guidance documents that have supported the SPD development

**Part 3** introduces the eight child-friendly principles for Hackney's built environment developed from youth engagement workshop findings and the Hackney Young Futures Commission (2020) report findings

**Part 4** details the technical design guidelines that supplement Local Plan policies to ensure the built environment is child friendly. The design guidelines are seen as positively supporting both future development and shaping existing places. The guidelines are illustrated by best practice and aspirational case studies. The child-friendly design checklist (see part 6) can be located at the end of each design guideline section corresponding to each scale

**Part 5** details engagement guidance, resources and case studies of best practice for consulting and engaging with children and young people regarding changes to the built environment

**Part 6** sets out tools to support the implementation and delivery of the child-friendly design guidelines

### **What will the SPD inform?**

The Child Friendly Places SPD will set the LP33 policies in a child friendly context to ensure that adopted planning policies maximise their benefit for all children, young people, parents and caregivers who study, work, play and live in Hackney. On adoption, the document will be a material consideration in the determination of planning applications and planning decisions.

As well as providing guidance to inform new development this guidance will look to positively shape existing places through improvement works for parks, public realm and street initiatives, housing and regeneration projects.

## **Part 2: Policy, Research & Guidance Context**

After decades on the margin, a greater awareness of the research demonstrating the vital role of child-friendly urban planning and design has started to rise on the political agenda in relation to the built environment. The following documents have been of particular influence, informing the child-friendly principles, design guidelines and the case studies selected for the SPD.

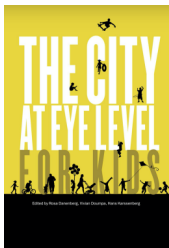
By highlighting these documents below, we hope to encourage further reading, exploration and enthusiasm into the emerging and important area of child-friendly cities, planning, design and engagement.



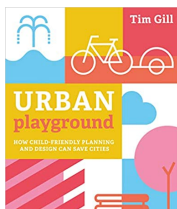
Designing Streets for Kids,  
Global Designing Cities Initiative  
NACTO, 2020



Designing child-friendly high  
density neighbourhoods,  
Natalia Krysiak, 2020



The City at Eye Level for Kids,  
Bernard van Leer Foundation, 2018



Urban Playground:  
How Child-Friendly Planning and Design Can Save Cities  
Tim Gill 2021



Cities Alive: Designing for  
urban childhoods  
Arup, 2017

Building Cities Fit for Children  
Case studies of child-friendly urban planning and design  
in Europe and Canada



Tim Gill, 2017 Churchill Fellow

Building the case for  
child-friendly urban planning,  
Tim Gill, 2017



Planning for Children in  
New Vertical Communities:  
Draft Urban Design Guidelines,  
City of Toronto, 2017



Designing Places for Children & Young People,  
Belfast Healthy Cities, 2021



Child Friendly Planning  
in the UK report,  
RTPI, 2019

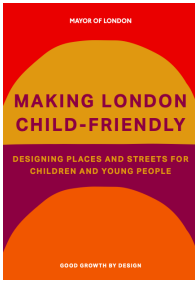


SHAPING NEIGHBOURHOODS:  
PLAY AND INFORMAL RECREATION  
SUPPLEMENTARY PLANNING GUIDANCE  
SEPTEMBER 2012

LONDON PLAN 2011  
IMPLEMENTATION FRAMEWORK  
MAYOR OF LONDON

Shaping neighbourhoods:  
Play and Informal recreation  
Supplementary Planning Guidance (SPG),  
GLA 2012

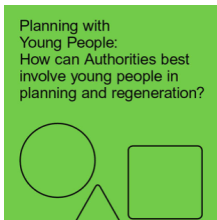




Making London Child-Friendly:  
Designing Places and Streets for  
Children and Young People.  
Publica, GLA and Erect Architecture, 2020



Healthy Streets.  
TfL, 2017



Planning With Young People: How can Authorities best involve young people in  
planning and regeneration?  
Public Practice 2020



Neighbourhood Design Working  
with children towards a child friendly city.  
ZCD Architects 2019



Hackney Wick Through  
Young Eyes.  
Hackney Quest 2018



Hackney Young Futures  
Commission Report.  
HYFC, 2020

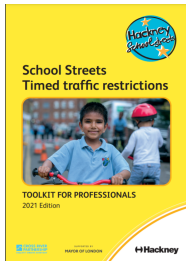


up in Hackney | London Borough of Hackney

## Hackney Play Streets

### Evaluation Report,

Tim Gill 2015



Hackney School  
Streets Toolkit  
Hackney Council, 2021 Edition

## **Child Friendly Places, Built Environment & Planning**

### **What is a child-friendly built environment?**

In this document, we define a ‘child-friendly’ urban built environment as one that supports children and young peoples’ right to safe, easy and independent mobility, providing them with opportunities to access nature, connect with others, play and move around through safe and unpolluted urban spaces. The SPD provides design guidance to shape high quality neighbourhoods for existing and future residents in the Borough.

Child-friendly design and urban planning is an emerging field that recognises children and young people as key users of the city with rights, needs and aspirations for the built environment. This approach goes beyond designing designated playground provision, towards shaping the physical features of neighbourhoods, towns and cities, as a whole to become multifunctional and inclusive.

Focussing on the public realm seeks to address one of the main challenges facing children and young people today: inadequate and unequal access to city spaces. Many children and young people find that there are limited opportunities to play and spend time in their local neighbourhood. This is not due to a lack of formal play provision, but a result of restrictive street design and road layouts, danger of fast moving vehicles and poorly connected mobility links between the home and key destinations for play.

Applying this focus at every stage of the design and planning process is critical because the way we use and move through our public space varies depending on factors including age, (dis)abilities, social and economic backgrounds and constantly evolves as we grow and develop.

### **Who benefits from planning and designing spaces to be child friendly?**

*“Children are a kind of indicator species. If we can build a successful city for children, we will have a successful city for all people.”*

Enrique Peñalosa, Mayor of Bogotá, 1998–2001, 2016–2019

Children and young people move through and experience their built environment at a variety of different scales, tempos, ranges and paces than adults. Yet, as the youth-led Hackney Young Futures Commission (2020) report demonstrates, what they want from a city is similar to everyone else (see part 2: Policy, Research & Guidance Context). Children and young people in the Borough want safe, welcoming and clean public spaces; protected walking and cycling routes; clean air to breathe; access to safe, pleasant and inviting open spaces; opportunities for outdoor playful encounters, lingering, wandering, entertainment, to connect with other people and the wider environment; and a sense of safety and security, both when at home and away from home.

Children are not the only ones suffering from poorly designed built environments, and the potential benefits of child-friendly design can reach beyond children to add value to all who live, work, visit and play in Hackney (see part 2: Policy, Research & Guidance Context). This is because approaching design of the built environment from different perspectives and varied lived experiences leads to more informed decisions being made. A child-friendly approach should not only respond to the immediate needs of children. A child-friendly approach should support decisions about the long term role the built environment plays at every stage of children’s growth and development into their adult lives. Child friendly urban planning and design can therefore inspire longer term, collective responsibility and can act as a catalyst for wider positive change in response to pressing challenges such as sustainability, mental health crises, social isolation, overcrowding, physical health

inequalities, access to green space inequalities and in addressing the effects of climate change.

If built environment professionals do not champion children and young people, and make sure they have a more prominent position on the built environment agenda, we risk more lives being impacted. Therefore the sight of children and young people being active and visibly participating in Hackney's built environment should indicate not just benefits to this group's well-being, but of an overall healthy, inclusive and liveable urban environment. A Borough that works better for everyone. To quote Enrique Peñalosa, children are an 'indicator species' for cities and if creating healthy and livable built environments is an ultimate goal for urban planning and built environment professionals, then considerations around the needs of children and young people must become part of everyday practice. This document paves the way for children's rights to be included in the planning decision and plan making process in Hackney, and for those under 18 to be recognised as a distinct group, with their own rights, needs and aspirations.

Build Up Hackney, Build Up Foundation with Hackney Quest, Wick Award, Berger Primary School and Cardinal Pole Secondary School. (Credit: Build Up)

## **Part 3: Hackney's Child-Friendly Principles for the Built Environment**

### **Context**

Children and young people have a right to play, be present and participate in public spaces. Hackney's eight child-friendly principles set out a vision for a built environment that supports the happiness, health, well-being and long term prosperity of all children and young people in the Borough. The principles will have benefits for the wider community too, because where children can play and be active safely and independently mobile, so can everyone else. Together, the principles describe the aspirational vision for Hackney's built environment that accommodates people of all ages, abilities and backgrounds.

Youth engagement workshop. (Credit: Hackney Council)

### **Developing the Principles**

The child-friendly principles are Hackney specific. They are a direct outcome of a series of engagement workshops, held with members of the Hackney Youth Parliament and delivered by ZCD architects. This project was run over two sessions with members of the Youth Parliament and Council Members in attendance. The workshops aimed to equip local youth with the confidence, knowledge, skills and tools to recognise child-friendly design principles so that they could, in the future, lead on facilitating youth engagement to ensure that young people's needs and views are central to policy making and shaping the built environment. The first session focused on skills building with the group, to introduce and test ZCD's techniques for analysing space for and with young people. The second session focused on the individual lived experiences of the Youth Parliament members to demonstrate how to connect their experiences with the analysis techniques, creating a relevant and effective engagement process.

The principles were further developed following the recommendations and actions identified within Hackney's Young Futures Commission's youth-led report (2020).

## **Child-Friendly Principles for the Built Environment in Hackney**

### **1. Shaping my Borough: to ensure children and young people have the power to influence change in Hackney**

This principle champions providing all children and young people an influential and meaningful voice in decisions affecting Hackney's built environment. It recognises the key role that genuine engagement at every stage of the design and planning process plays in supporting community cohesion, a sense of belonging and shared ownership within the built environment. Shaping my Borough champions innovative and interactive approaches to involve children, young people and all community members in the planning and design process. It is important that consultation and engagement processes proactively consider the varied backgrounds and abilities of children and young people. These groups must be empowered to shape new spaces through involvement from the very beginning of projects and all the way through to projects being delivered, long-term maintenance and post-occupancy analysis.

Through this principle Hackney wants to bring more attention to what children and young people value within their built environment and Borough. The Council will, for example, continue to work with local and London based charities that help identify spaces for children and young people to design, build and reclaim as their own for a more inclusive future.

### **2. Doorstep play: to provide easily accessible and overlooked space for play and social interactions immediately outside the front door.**

This principle supports a greater focus on the easily accessible shared spaces that connect the front door to the wider neighbourhood. Despite the everyday use of our pavements, estate walkways and courtyards, the potential of these outdoor spaces as places for play, social interactions and community building are frequently underused. We recognise that these well-overlooked spaces positively support the gradual increase in children and young peoples' confidence and ability to meet others and navigate their immediate neighbourhood, irrespective of the type of building they live in. Doorstep spaces are often better connected to others and enable a greater sense of ownership and opportunities for movement compared to the park. They can also facilitate greater roaming freedom than a back garden.

Hackney was the first London borough to roll out the Play Street scheme in 2012. The initiative is a great example of doorstep play, supporting residents to temporarily close their street or courtyard to through traffic and reclaim these spaces for children and the wider community to enjoy. Residents that host these Play Streets get many health and well-being benefits: more space to exercise, reduced particulate matter and pollutants in the air, and a lower risk of being injured by a car. It also provides a great opportunity for neighbours to develop personal connections to one another. Hackney now proudly hosts more than 60 play streets and this principle supports the further introduction and implementation along our streets and estate courtyards.

**3. Play on the way: to provide multi-generational opportunities for informal play, things to see and do around the neighbourhood beyond designated parks and playgrounds.**

This principle promotes a greater variety of informal playful experiences, educational opportunities and interactions for individuals of all generations when moving through their neighbourhood. Playfulness should not be restricted to children, designated parks and playgrounds in Hackney, but rather, opportunities for play should be built into everyday streets and destinations to turn transit time into moments of play and exploration. Such elements would help to support more enjoyable, active and sustainable journeys for all ages regardless of proximity to parks, playgrounds or sport facilities.

This principle acknowledges that our open spaces should be more than just through-routes to reach destinations. The Council aspires to improve the legibility and playfulness of journeys between public spaces from the doorstep through to key destinations. The playable street that runs the length of Kings Crescent Estate towards Clissold Park, known as Murrain Road, is an example of this aspiration that understands people are more likely to enjoy their journeys when the street is stimulating, welcoming and well used. Murrain Road hosts a variety of play infrastructures from traditional recreational equipment to natural elements such as logs and boulders. These exciting play opportunities are provided in addition to features for all ages such as bespoke seating, which caters as much for older people as teenagers.

**4. Streets for people: to ensure that children, young people and their families can safely and easily move through Hackney by sustainable modes of transport such as walking, cycling or public transport.**

This principle supports the strategic design of streets that provide safe, active and convenient routes for individuals living, working, visiting, studying and playing in the Borough. Hackney is already identified as one of the most sustainable boroughs in the country and this principle seeks to promote the Council's transport strategy to further rebalance the use of finite street space from being overly dominated by private vehicles towards being more cycle and walking friendly. This is important because the infrastructure and space required to support the movement and parking of vehicles directly can prevent the creation of shared, welcoming and safe child-friendly spaces.

The Council recognises that streets which are free from the danger of fast moving traffic, and which have accessible and safe pedestrian routes and crossings, well integrated cycle infrastructure, sufficient levels of lighting, comfortable seating and widened pavements will not only deliver environmental, health and air quality benefits but help to address local economic and social challenges too. This principle therefore supports schemes that treat the street kerb as vital infrastructure which can also be activated to improve pedestrian experience, for example in the creation of community Parklets. Community Parklets place sustainability, community cohesion and safety at the heart of the public realm. These community-led initiatives alter the layout and design of our streets on a small-scale by repurposing car parking spaces into seating areas which incorporate creative planting, art, games and cycle parking.

**5. Contact with nature: to design places which increase everyday opportunities to access and connect with nature.**

This principle recognises the many health and community benefits which come from having contact with nature and seeks to maximise opportunities to connect with green, multi-functional and biodiverse public spaces. Hackney is recognised as one of the greenest boroughs in London, with 58 parks, squares and gardens, 27 of which have Green Flag status. This principle supports and builds on the Council's Parks and Green Spaces Strategy in promoting a biodiverse, interconnected green network between existing parks and green



spaces to make roads, footways, park entrances and boundaries greener, and easier to access and spend time in.

The Council recognises that planting site-appropriate, wild and edible plants in our streets and open spaces contributes to reducing exposure to air pollution, improves public health, quality of life and resilience to the effects of climate change. It also supports learning opportunities, building knowledge of healthy diets and environmental responsibility over Hackney's green spaces for generations to come. This principle promotes opportunities for varied outdoor play and learning experiences in both controlled and more natural green spaces. The Woodberry Down Wetlands wildlife habitat, for example, has been developed to provide diverse opportunities for individuals to get up close to nature, and the site hosts family activities for nursery children throughout the year.

**6. Destinations for all: to design socially inclusive and accessible public spaces that are welcoming, enjoyable and safe for everyone.**

This principle seeks to promote creative and sustainable design solutions that prioritise access and inclusion for everyone who lives, works and plays in Hackney. The Borough is home to a rich mix of different communities and the Council recognises the importance of ensuring our diversity is represented and celebrated in our public spaces.

In line with the priorities in Hackney's Ageing Well Strategy 2020-2025, the Council's design and planning process must take into account that mobility varies enormously by age, and physical, sensory and mental abilities across generations. As such, the design of the public realm must consider a variety of seating requirements, surfacing levels, legibility and lighting features. This principle aims to design out any changes that create perceived or physical barriers for individuals moving through the Borough. This is to ensure outdoor spaces in Hackney feel safe, welcoming and work better for all, regardless of social, physical, cultural or economic backgrounds. The Dalston Curve Garden is a free-to-enter neighbourhood garden that is open all year round, providing an oasis of plants, connection to nature in the city and a community gathering place. The Garden is accessible for wheelchair and pushchair users, offering an inclusive, informal space to spend time as a group or an individual available across the generations.

**7. Making spaces young people want to be: to ensure that public spaces are designed, planned and managed to consider the varied needs of teenagers and young people.**

This principle champions young people of teenage years as equal stakeholders with legitimate rights to occupy, shape and use their built environment. It seeks to support design, planning and management processes that enable young people to freely and safely enjoy public spaces alongside other community users. This is important as Hackney Young Futures Commission (2020) research found that young people in the Borough have felt excluded from changes in their physical environment, with their needs and desires not considered enough in the configuration of public spaces.

This principle recognises that young adults value many of the same design features desired by wider community groups such as seating, consistent lighting, free things to experience, contact with nature and outdoor spaces that invite them to stay, linger, socialise and rest as individuals or in a group. This principle recognises the importance of welcoming young people to linger and play around the neighbourhood and consider the balance between privacy and independence while ensuring safety in the form of clear sightlines, connected paths, routes and multiple entrances. Finally, the principle identifies the management of space should allow young people to rest and gather and consideration should be given to versatile programming and flexible use of existing outdoor amenities such as school playing fields and multi-use games areas.

**8. Health and well-being: to ensure the design of outdoor environments supports improved physical health and mental well-being.**

This principle recognises the relationship between public health and the urban environment. Urban planning and design is closely linked to children and young people's physical health and mental well-being. In the UK, children's physical inactivity and obesity is increasing alongside rising issues related to harmful pollution levels and diagnosis rates of mental health problems. This principle seeks to ensure that design measures in Hackney continue to prioritise the physical health and mental well-being of both current and future generations by placing children and young people at the heart of the process.

This principle demands planning and design solutions that will, for example, support access to nutritious, healthy, fresh and affordable food sources. A good example of this is the Hackney School of Food community project that developed an underused school space into a purpose-built food growing and nutrition education hub. This principle also supports initiatives that promote physical activity and improved air quality such as School Streets. School Streets have been running in Hackney since 2017 to close roads outside of schools to motor vehicles during open and closing hours in order to create safer and more enjoyable environments for pupils to travel to school, tackling congestion and improving air quality at the school gates.

## Part 4: Child-Friendly Design Guidelines for Hackney's Built Environment

### Context

The design guideline section supports key policies in the Hackney Local Plan (LP33). This section is to be used to support, inform and assess how the Council plans, designs and maintains new developments to ensure that Hackney's built environment supports children and young peoples' right to safe, easy and independent mobility, providing them with opportunities to access nature, connect with others, play and move around through safe and unpolluted urban spaces.

A child in Hackney will grow up and experience their neighbourhood along three main types of places within their built environment: the Doorstep, Streets and Destinations. The child-friendly design guidelines in this document are structured by dividing the neighbourhood into these three scales. At each of the three neighbourhood scales, the design guidelines are supported by the key LP33 policies and case study examples. The case studies illustrate best practice and creative ways of incorporating child-friendly guidelines to achieve successful high-quality and inclusive development proposals.

### **Neighbourhood Scale:**

- 1) **The Doorstep:** the shared spaces that connect an individual's front door to surrounding streets and public spaces
- 2) **Streets:** the network of routes that children, young people and their families use to move between their home and destinations within their neighbourhood
- 3) **Destinations:** the public places that children, young people and their families make frequent journeys to in Hackney

### **Hackney's Child Friendly Design - Checklist**

A child-friendly design checklist can be found at the end of each design guidance scale. The checklist includes reflective assessment questions associated with achieving each of the child-friendly principles and each scale. The checklist is scored using a traffic light system and is intended to support design related discussions with a variety of key stakeholder groups (for more information see part 6 child friendly design checklist).

## **Child-Friendly Design Guidelines for Hackney**

### **1. THE DOORSTEP**

**The Doorstep** refers to all of the shared spaces that connect an individual's front door to surrounding streets and public spaces.

These spaces are important to children and young people in Hackney because they provide the greatest opportunity to encourage a gradual increase in their independent mobility, confidence and opportunities for playful and social interactions.

#### ***LP33 Context:***

*PP1 - Public Realm*

*LP1 Design Quality and Local Character,*

*LP2 Development and Amenity,*

*LP8 Social and Community Infrastructure,*

*LP9 Health & Well-being*

*LP17 Housing Design*

*LP19 Residential Conversions*

*LP41 Liveable Neighbourhoods*

*LP47 Biodiversity and Sites of Importance of Nature Conservation*

*LP48 New Open Space*

*LP50 Play Space*

*LP58 Improving the Environment - Pollution*

### **DESIGN GUIDELINES**

#### **The Location of Family Homes**

1. In accordance with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25, the location of family units in house-to-flat residential conversions, combined-use schemes and major developments should be prioritised:
  - 1.1. on the ground floor

- 1.1. with step-free access from the front door to any shared external communal amenity space or public space to promote doorstep play and allow for children to use this space with informal adult supervision; and
- 1.2. be prioritised away from busy roads. If this is not possible, it is important to ensure there are breaks between lines of parking and that build-outs of pedestrian walkways on nearby routes and entrances are provided to facilitate road crossing.

*Children living in homes higher up can still play in this shared yard, and parents and caregivers can easily keep an eye out from the balconies. Bigyard, Berlin, Germany. (Credit: Zanderroth Architekten)*

*Figure: This development features family sized homes at ground floor level, which open out, and look on to a shared landscape, ideal for doorstep play. Sutherland Road. (Credit: London Borough of Waltham Forest, Levitt Bernstein)*

### **Development Play Provision**

2. London Plan Policy S4 (Play and Informal Recreation) and Local Plan Policy LP50, identify a minimum of 10 sq.m of playspace should be provided per child. In accordance with these policies, residential developments and mixed-use schemes that are likely to generate a child yield of 10 or more should:
  - 2.1. prioritise play provision on-site;
  - 2.2. incorporate high-quality, accessible and appropriate provision for different abilities and age groups, including older children and teenagers as well as younger years;
  - 2.3. increase opportunities for play and informal recreation that enable children and young people to develop greater mobility independence and freedom;
  - 2.4. prioritise the provision of ground floor play space over rooftops or podiums to maximise inclusivity, safety and accessibility. If play is to be a regular feature of everyday life for children at higher density, spaces need to be adjacent to other community uses, appropriately located in response to the micro-climate, be well designed, well overlooked and well managed; and
  - 2.5. when providing rooftop or podium play facilities, ensure sufficient management. Rooftop play spaces will only be acceptable if space is overlooked by residential units, is co-located with other facilities such as

indoor communal rooms, laundries and/or communal amenity space, and is managed to ensure safety throughout the day. This should be outlined in the building's management plan.

3. In accordance with LP50 and LP48, proposals should not result in the net loss of play provision, unless it can be demonstrated that there is no current or future demand.
4. The pressure on Hackney's scarce land resources means that there is a particular need for planning policy to ensure play provision is included in residential development in accordance with LP50 and LP48. Where it can be demonstrated that there are site constraints preventing provision of on-site formal play facilities then financial contributions to off-site play facilities may be acceptable if:
  - 4.1. the location still addresses the needs of the development whilst continuing to meet the needs of existing residents;
  - 4.2. the location remains within 100m or less from the proposed development for provision for children under 10 and 400m or less for children aged 10+;
  - 4.3. the street space needed to access it is well connected, safely and inclusively designed; and
  - 4.4. it is integrated into the wider network of public open spaces and not severed from the rest of a neighbourhood by physical barriers such as main roads. Schools, school playing fields and other community facilities can also provide an important contribution to play and informal recreation facilities and should be encouraged to allow out-of-hours access to facilities for the surrounding community.

*This deck access is wider than minimum requirements, meaning the space is an asset to the development; encouraging community interaction, play and a sense of identity, rather than being solely used for circulation. (Credit: Haworth Tompkins - Iroko Housing, Southwark)*

*This pedestrianised street is the focal point of the development, it lets parents and caregivers look out at their children playing outside and the location of front doors and entrance thresholds means children are more likely to socialise together. Marmalade Lane, Cambridge, UK. (Credit: Mole Architects)*

## **The Front Door**

5. In accordance with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25, residential developments should have clearly demarcated playable space directly outside main entrances.
6. In accordance with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25, the design and use of the pavement for doorstep play should be encouraged, especially in areas where residential developments have no front garden and in urban neighbourhoods with wide pavement widths of 3 metres or more.
7. In accordance with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25, the design of open space, courtyards, pavement and street space immediately outside front doors should:
  - 7.1. be overlooked by residential windows to allow for a level of informal natural supervision and support a sense of safety and security;
  - 7.2. support the pedestrian experience by preventing car parking from taking over space that could be used by children, young people and the wider community for rest, play and social interactions;
  - 7.3. where possible, provide storage facilities for bicycles, scooters, pushchairs, family-friendly cargo bicycles and play equipment at ground level as long as this does not conflict directly with accessible ground floor doorstep play space or active street frontage features;
  - 7.4. provide assistance features to enable independent, safe and easy access to reach this space regardless of an individual's age or ability level;
  - 7.5. carefully consider the location and detailed design of shared amenity spaces which include play areas to minimise noise outbreak and disturbance to neighbours;
  - 7.6. establish a clear distinction between private, semi private and public space within major developments. Distinctions should avoid unnecessary clutter that could act as physical or restrictive barriers, such as railings or bin stores;
  - 7.7. establish a clear distinction between infrastructure for people walking, cycling and driving. The space should avoid being shared. This will allow for safe doorstep play space free from the danger of oncoming traffic and minimise impacts of associated pollution; and



7.8. be designed with the long-term maintenance plan in mind, as outlined in the child-friendly impact assessment (part 6).

8. In accordance with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25, stairwells, lobbies, internal and external corridors (deck access) have the potential to become more than a functional part of the building and instead somewhere that children, young people and wider residents enjoy passing through and pausing to rest. The design of a multi-functional access corridor should:
- 8.1. be compliant with building regulations;
  - 8.2. provide horizontal circulation allowing the full route from street to apartment door to be naturally lit and ventilated;
  - 8.3. be designed to enable unsupervised use by children and young people, with widths that allow for ease of movement and a variety of play types;
  - 8.4. overlook play and amenity spaces from upper floors; and
  - 8.5. provide furniture that is built-in, non-flammable and suitable for users of a range of ages and (dis)abilities.

*Figure: This bright and open entrance lobby and stair offers a welcoming space to use. The visual connection from the play street to the shared courtyard at the rear makes it legible for children and residents, encouraging its use. Kings Crescent Estate. (Credit: KCA & Henley Halebrown Architects)*

*Shared external space is overlooked from upper floors, whilst family homes open out onto the space, allowing for different levels of supervision through different age groups. (Credit: Haworth Tompkins - Iroko Housing, Southwark)*

### **Formal and Informal Play Value in Residential Development**

9. In accordance with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25 and LP50, where formal play equipment is provided in new developments, it should be free, well maintained, accessible and inclusively designed to a high quality. The equipment should balance the need to be safe whilst also providing an element of risk, which is important for children's development.
10. Play equipment is not the only way to embed play value into a development. Creative

use of land formations, natural landscaping and street furniture can also support playful experiences and should be encouraged in the design and layout of development.

11. In accordance with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25, the value of play should be informally incorporated into the open spaces and landscaping of development schemes by:
  - 11.1. providing opportunities for contact with natural elements – such as trees and other types of planting, areas of open grass, boulders, timber, logs, gravel, sand and water – appropriate to the setting and maintenance resources available;
  - 11.2. ensuring a variety of open spaces that offer a flexible range of active and more mindful activities for children and young people are provided offering a variety of sports and ball games, such as table-tennis tables, MUGAs or basketball nets in addition to quieter spaces for gardening and relaxation;
  - 11.3. widening footways on the sunnier side of the street, to maximise opportunities for doorstep play;
  - 11.4. ideally being located at ground level spaces adjacent to other uses, well designed, well overlooked and well managed;
  - 11.5. providing ample wayfinding signage illustrating an individual's proximity to nearby open and green spaces so children can identify nearby places to play and connect with nature and start to gradually build confidence to explore their independence away from the home;
  - 11.6. considering provision of communal food growing opportunities for Hackney residents who do not have their own private garden or access to an allotment; and
  - 11.7. providing spaces for different age groups, including young people that balances the need to be safe whilst also providing elements of risk through land formation and natural equipment. Research has demonstrated that young people require elements of privacy but also seek comfort in visual connections such as paths and routes. For example seating where they can be protected from behind but visible to the front.

*Figure: Community Parklet in Hackney that has replaced a car parking space with bicycle*

*parking, greenery and places to sit and meet others. (Credit: Hackney Council)*

*Figure: This housing development features shared garden spaces, designed for food growing. Although everyone has their own external space, these shared spaces help to promote community involvement. The Malings, Newcastle. (Credit: Ash Sakula Architects & Landscape Architects, Jill Tate)*

## **Places for all**

12. To comply with Local Plan policies for 'Meeting Hackney's Housing Need', LP12 - LP25, to ensure social divisions are designed out of schemes to truly be inclusive for all members of the residential community, shared outdoor spaces across the same residential development should:
  - 12.1. not be segregated by tenure. The site must be open, welcoming and accessible to both existing communities and new residents;
  - 12.2. ensure the acoustics of play spaces are adequately considered at the early stages of design, especially in regard to layout, so children can play without causing excessive disturbance to other residents;
  - 12.3. avoid physical barriers such as high fences, guardrails, fobs and controlled entrances, that act to divide outdoor space between different housing tenures within the same development;
  - 12.4. ensure that lighting is carefully located, is energy efficient, with low maintenance and low UV spectrum content to avoid disturbance to residents, as well as animals;
  - 12.5. incorporate positively worded signage. Rather than signage that reads 'Forbidden' or 'No Ball Games' to incorporate wording that either supports play, informs residents of the rules and regulations on site or identifies the nearby places to play with balls;
  - 12.6. comply with LP58 (Improving the Environment - Pollution) and Hackney's Air Quality Action Plan; and
  - 12.7. include children, young people and their families from the earliest stages of development, design and programming (see Part 5 Shaping My Borough).

*Figure: The pavements are wide enough to accommodate planting and play spaces, which also offer a buffer between the pavement and the road. South Gardens, Southwark, London (Source: John Sturrock/Gillespies)*

*Figure: The MUGA and play space is at the heart of the estate accessible to children across all tenures, as well as the public. Barriers are limited and residents can easily overlook the space and provide passive surveillance from deck access. Bourne Estate, Camden, Matthew Lloyd Architects, London. (Credit: Ben Luxmore)*

*Figure: Doorstep Play Illustrated Example*

*This illustration shows how doorstep play can be designed in order to incorporate the guidelines in this section. Space for play is located at ground level, in sight of residential windows, away from cars and located adjacent to family sized units. The space is accessible to all tenures in the development. It is designed with natural elements and materials that offer a range of activities for a wide range of abilities.*

### **Hackney’s Child Friendly Design Checklist**

Design assessment questions relevant to all schemes at the Doorstep scale (for more information see part 6 child friendly design checklist).

	<b>Scale: The Doorstep</b>	<b>Traffic Light Score</b>
<b>Hackney’s Child Friendly Design checklist</b>	<ol style="list-style-type: none"> <li>1. The Doorstep               <ol style="list-style-type: none"> <li>a. “Near my home, there are spaces where I can play sports and be active, either alone or in a group” [R/A/G] (3, 5, 12)</li> <li>b. “Near my home, the space outside the front door can be seen by neighbours, making it feel safe to play or hangout there” [R/A/G] (1, 6)</li> <li>c. “Near my home, the pavements are easy to move on eg: it is smooth, level and free of obstructions” [R/A/G] (7)</li> <li>a. “Near my home, the shared spaces are big enough for a number of people to use and to support a range of activities</li> </ol> </li> </ol>	<p><b>R = 0</b>  <b>A = 1</b>  <b>G = 2</b></p>

	<p>such as scooting, skateboarding, hanging out, playing different games and socialising" [R/A/G] (7, 8)</p> <p>b. "Near my home, there are well placed and positively worded signs, indicating where you can go to play or find local landmarks" [R/A/G] (12)</p> <p>c. "Near my home, some of the play and landscape elements are made of natural elements like willow tunnels, logs and mounds to create fun moments for informal play or places to hang out" [R/A/G] (9, 10, 11)</p> <p>d. "Near my home, motor vehicles are not dominating the space. For example, cars or motorbikes are not taking up a lot of room with parking" [R/A/G] (7)</p> <p>e. "Near my home, motor vehicles are not moving too fast through this space. For example, there are traffic calming measures to slow down vehicles here" [R/A/G] (7)</p> <p>f. "Near my home, it is clear where I can park or safely store my bike or scooter" [R/A/G] (7)</p> <p>g. "Near my home, there is space to play on the ground level, that feels well overlooked and safe" [R/A/G] (2)</p> <p>h. "Near my home, there are opportunities to grow food and have contact with nature" [R/A/G] (9, 11)</p> <p>i. "Near my home, I cannot see physical barriers such as high fences, guardrails, fobs and controlled entrances" [R/A/G] (12)</p>	[Total: ]
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## **CASE STUDIES**

Case Study 1: Kings Crescent Estate Phases 1 & 2, LB Hackney

*Design Team: Karakusevic Carson Architects, Henley Halebrown & Muf architecture/art.*

Key Features:

- Pedestrianised play street

- Range of play types
- Shared spaces accessible across tenures

The design of ‘the doorstep’ was a primary consideration in the design of Kings Crescent Estate Phases 1 & 2. Completed in 2017, this housing-led project is such a success due to the high quality public realm surrounding it. The centrepiece of this public realm being a play street which makes space for a multitude of play types: traditional play equipment combined with natural elements such as logs, rocks and water; props for imaginative play such as a theatre and a large table; and amenity areas for all ages such as bespoke seating that caters to older people as well as it does to teenagers. Reducing car dominance and encouraging informal play helps to improve permeability across the site, and due to the lively nature of the public realm and well designed homes, these spaces feel safe and inviting to the wider neighbourhood who aren’t necessarily residents themselves. On the street, planting and surface design helps to delineate between public and private space, whilst it also makes a new connection to Clissold Park, and is a shared resource for residents and neighbours from the wider area – both young and old.

Opportunities for informal play, food growing and socialising are also embedded within the landscaped courtyards alongside walkways and bridges to promote activity around the site and create spaces for residents to meet. These spaces feel safe and welcoming as there are plenty of residents able to look out for one another from their homes. Flexibility is afforded to the development as courtyards are accessible to all residents, across all tenures.

*Figure: Estate play street King’s Crescent Estate. (Credit: Muf architecture/art, Lewis Ronald)*

*Figure: Top: King’s Crescent Estate shared community garden. (Credit: Muf architecture/art, Lewis Ronald)*

*Figure: Bottom: King’s Crescent Estate bespoke play street King’s Crescent Estate. (Credit: Muf architecture/art, Lewis Ronald)*

*Figure: Creative and playful routes along King’s Crescent Estate. (Credit: Muf architecture/art, Lewis Ronald)*

*Figure: Informal play and rest opportunities in residential courtyard King’s Crescent Estate. (Credit: Muf architecture/art, Lewis Ronald)*

## Case Study 2. Play Streets, London Borough of Hackney

### Key Features:

- Allows for safe streets for play
- Brings the community together
- Temporary

In 2012 Hackney became the first borough in London to introduce play streets. Play streets help to reclaim residential streets from cars for a temporary period of time and allow them to become fun and safe child friendly spaces. A play street order allows residents and communities to close their street for a set amount of time, per week or month. This provides opportunities for children and young people to play safely with one another on their doorstep and neighbours to meet. Local residents and neighbours will help out on the day as there has to be someone at each end of the street to warn cars and escort them in or out once children have been cleared from the road.

Hackney has an active and well used Play Service which offers advice to residents on the practicalities involved. The Council works in partnership with Hackney Play Association and other local providers to improve play opportunities and support a wide range of play services including adventure playgrounds and holiday play schemes, short breaks, play in parks and in schools for children and young people in Hackney.

Playing on the street is part of the Council's strategy for improving public health in children and young people. There are other benefits too, such as increased independence for children and fostering an increased sense of community by bringing neighbours together.

*Figure: Hackney Play Streets. (Credit: Hackney Play Association)*

*Figure: Playing out requires minimal resources or equipment. (Source: Hackney Council)*

*Figure: Playing out with chalks in the street. (Credit: Hackney Play Association)*

*Figure: Street temporarily closed for play, arts and crafts. (Source: muf Architecture )*

## Case Study 3. Marmalade Lane, Cambridge, UK

*Design Team: Mole Architects*

### Key Features:

- Pedestrian street
- Flexible community spaces
- High quality public realm

Completed in 2018, Marmalade Lane is an example of a developer-led co housing scheme in Cambridge, UK. The development comprises 42 homes – a mix of 2- to 5-bedroom terraced houses and 1- and 2- bedroom apartments, which ensures a wide ranging demographic of older and younger residents. Like Kings Crescent, the Marmalade Lane scheme focuses on a high quality public realm as key in making a lively and thriving community. This takes the form of the street Marmalade Lane itself, which is open at both ends, inviting the public, as guests, into the scheme. This street is not open to cars, and the residents use the street for a variety of activities such as play, hanging out and socialising. The design makes use of street trees, bicycle storage and planted areas to encourage its use as a play area, whilst also helping to differentiate public and private space.

The scheme also features a variety of shared spaces and communal facilities which help to enhance the community and encourage residents and neighbours to come together. Shared gardens allow for food growing, play and socialising as well as space for quiet contemplation, whilst the flexible community building allows space for a playroom, guest bedrooms, laundry facilities, meeting rooms, and a large hall and kitchen for shared meals and parties.

*Figure: Marmalade Lane communal garden. (Credit: Mole Architects)*

*Figure: Lane open for play. (Credit: Mole Architects)*

*Figure: Marmalade lane is a well used street for residents to meet, socialise and play. (Credit: Mole Architects)*

## **2. STREETS**

Streets are the network of routes that children, young people and their families use to move between home and key destinations within their neighbourhood.



Streets are an important scale because they are places where walking, cycling and using the bus are encouraged. These are the most accessible means of transport for children, young people and their caregivers visiting key destinations within their neighbourhood such as their school, park or friend's house. Many streets have the potential for a more diverse mix of active uses, but at present can be too dominated by motorised traffic and parking. Rebalancing priorities so that people can use the space more flexibly can have positive effects for people walking and cycling, in addition to the environmental and air quality benefits, by reducing pollution.

### **LP33 Context**

*PP1 - Public Realm*

*LP1 Design Quality and Local Character,*

*LP2 Development and Amenity,*

*LP8 Social and Community Infrastructure,*

*LP9 Health & Well-being,*

*LP10 Arts, Culture and Entertainment Facilities*

*LP41 Liveable Neighbourhoods*

*LP42 Walking and Cycling*

*LP43 Transport and Development*

*LP44 Public Transport and Infrastructure*

*LP45 Parking and Car Free Development*

*LP47 Biodiversity and Sites of Importance of Nature Conservation*

*LP48 New Open Space*

*LP50 Play Space*

*LP58 Improving the Environment - Pollution*

Figure: Children using the pedestrianised Mini-Holland roads. Orford Road, Walthamstow, London. (Photograph © Publica 2020 From 'Making London Child-Friendly: Designing places and streets for children and young people', © Greater London Authority January 2020)

Figure: Low Traffic Neighbourhood scheme in Hackney

## **GUIDANCE**

### **Sustainable and Active Streets**

15. To comply with policies LP42 and LP41 and to promote use of sustainable, safe, social and active modes of transport, the design of streets should:
  - 15.1 ensure that road space is reallocated to prioritise the safe movement of people walking and cycling. Reducing vehicle speed is an important part of making streets safer for people on bicycles and on foot but there is no 'one size fits all' approach to reducing speed. The whole street and its context must be considered. For further guidance please refer to Hackney Council's [walking](#) and [cycling](#) plans that form part of the Council's [Transport strategy](#);
  - 15.2 ensure cycle infrastructure is strategically planned to be connected, continuous and clearly demarcated from footway and highway;
  - 15.3 encourage vehicle-free zones in appropriately identified residential streets that do not require service vehicle access that could support filtered permeability through for example narrowed lanes;
  - 15.4 ensure that developments, which include new residential streets, promote traffic calming and through-traffic reduction measures. This is to reduce the dominance of the vehicles as they move through the street and the space they take up while parked;
  - 15.5 ensure off-street private-car parking provision is reduced in line with Hackney's car-free policy. With the exception of provision for existing and future needs of blue badge holders, electric vehicles and emergency services;
  - 15.6 provide cycle parking at Underground, Overground and railway stations. Parking should accommodate spaces for mobility bicycles and tricycles, cyclists with disabilities, and cargo bicycles for parents and caregivers with children;
  - 15.7 prevent high speed through-traffic in residential areas. This can be achieved through the use of creative signage, strategic traffic modal filtering, build-outs or permanent natural features that act as barriers such as decorative boulders, planters or trees. Streets should be covered by 20mph speed limits or lower, in line with Vision Zero best practice standards;
  - 15.8 support the transformation of car parking spaces into public mini parks contained in reclaimed parking bays, also known as parklets and into spaces with facilities such as bike hangars and play equipment storage sheds;
  - 15.9 avoid the use of physical 'speed reduction barriers' on paths that people may use to walk or cycle as this type of infrastructure can impede the use of

'child-friendly' cargo bicycles and pushchairs. If indicating the need for a slower speed, for example where a cycle path passes a children's play area, use rumble strips, coloured surfacing or similar surface treatment. For further guidance, please refer to TfL's [London Cycling Design Standards](#);

- 15.10 ensure cycle infrastructure is designed to accommodate the needs of children and their carers. For example, cycle lane and track considerations should prioritise safety (both actual and perceived) and bicycle parking facilities should accommodate child-friendly bike types (including cargo bicycles and bicycles with trailers). For further guidance, please refer to TfL's [London Cycling Design Standards](#);
- 15.11 ensure development compliments Hackney's Local Plan policy LP58 'Improving the Environment and Air Quality Action Plan' in reducing harmful pollution levels by restricting traffic volumes, polluting vehicles and overall reliance on private vehicles; and
- 15.12 ensure consideration of the Mayor of London and TfL's **Healthy Streets strategy**.

*Figure: Low Traffic Neighbourhoods, Hackney. The introduction of Low Traffic Neighbourhoods aligns with a Healthy Streets approach and has been taken in order to create cleaner and greener people friendly routes through the local area. They help to reduce pollution and encourage people to take active forms of transport.*

*Figure: Ocean Green Linear Park, Mile End, London. (Source: Adams & Sutherland)*

*Figure: Creative landscaping, lighting and spaces to dwell are all incorporated in order to form a buffer between the estate and the road. This creates a space perfect for playing, resting or travelling between destinations. Ocean Green Linear Park, Mile End, London. (Credit: Adams & Sutherland, Anthony Coleman)*

## **Street Design Standards**

- 16. Developments that deliver new residential streets should include footways suitable for playing, a range of mobility needs, resting and social interactions. Footways should be a minimum of 3m wide on at least one side of the street that allow for

access to sunlight and shade. Footways should be wide, well lit, overlooked by building frontages and if possible separated from the road and cycle infrastructure by planting. Footways that feel safer are more enjoyable to walk along which encourages young people to be more independently mobile.

17. Street signs and markings should be kept to a minimum and where they are used they should be compact in size. Visual clutter should be reduced by locating multiple signs on a single post wherever possible. Street signage should be located so that it is visible at a child's height and that it contains information which is aimed at children, both in design and content.
18. In any design of streets, elements such as bollards and tactile paving should be installed as measures to provide clarity of routes for people with disabilities where appropriate. Equality Impact Assessments should be undertaken when considering any such proposal for street bollards or tactile paving. For further guidance please refer to the GLA Supplementary Planning Guidance on Accessible London.
19. In order to make street crossings safer for children, young people, their parents and caregivers travelling on foot and bicycle the following design measures should be considered:
  - 19.1 physical infrastructure interventions such as pavement build-outs and kerb extensions. Especially at junctions with poor sightlines such as corner crossings;
  - 19.2 raise crossings to pavement level;
  - 19.3 consider creative designs for Zebra crossings;
  - 19.4 avoid use of guardrails. If they are needed to ensure pedestrian safety then they should enhance natural desire lines and not act as barrier to ease of movement for more vulnerable users such as children, older people and individuals with different abilities; and
  - 19.5 support footway-level parking and loading bays that can act as an extension to the footway. Any changes in materials should be considered when using this type of treatment so that blind and partially sighted people can clearly differentiate between bays and the footway.

*Figure: Leonard Circus Shared Space. (Credit: Hackney Council)*

### **Lively Streets & Public Spaces**

20. To comply with Local Plan policies for 'Places for People' PP1 - PP10 and 'Hackney's People' LP8-LP11, new development should promote activity on ground floor frontages to make the public realm more lively, active and safe at varying times of the day. For example, retail and commercial units should:

20.1 be encouraged to extend their displays or seating areas out onto the pavement, provided ample space remains for people using wheelchairs or pushing prams;

20.2 consider shop frontage design that engages children, young people and all audiences moving through these spaces. For example, shop front design at varied heights, using bright colours, using creative graphic illustrations that do not obstruct view into the shop.

21. If a blank wall onto a street is required due to site constraints, opportunities should be considered for a creative and playful proposal for that space if it is in a safe location. This could include nets for ball games or other play.

22. Public art installations play an important cultural, civic, educational and entertainment role for children and young people in public spaces. In support of policy LP10 and Hackney Council's Arts & Cultural Strategy the creation and installation of art work should aim to provide opportunities for the Borough's community, including children and young people, to collaborate and share skills and experiences in order to support the celebration of the borough's built and natural environment.

*Figure: The shopfronts engage with the newly improved public realm and as a result the street is animated and interactive, making the area feel safe. Pitfield Street Triangle Hackney.*

## **Accessible Routes and Journeys**

23. To comply with Local Plan policies for ‘Improving Accessibility and Promoting Sustainable Transport’ LP41 - LP45, routes and journeys should be accessible to all and be made to feel safe to children and young people by:
- 23.1 connecting walking routes between residential buildings to public transport, amenities and services that children, young people and their parents and caregivers;
  - 23.2 providing ample and consistent lighting throughout space after dark , consistent with Secure by Design guidelines. Please refer to Hackney’s Nature Recovery Plan to ensure lighting avoids any potential harm to wildlife species.
24. Ramps and other forms of level access should be provided alongside public stairs to make neighbourhoods more accessible for wheelchair users and prams.
25. Wheeling ramps should be included on public stairs to encourage cycling where step-free ramps cannot be provided.

*Figure: This new public realm creates a lively atmosphere with opportunities to rest, exercise and play. This direct, vehicle-free route encourages walking, cycling and play-on-the-way between Tottenham Hale and Tottenham High Street Chestnut Road, Haringey, Adams & Sutherland. (Credit: Anthony Coleman)*

## **Playful Design**

26. To comply with Local Plan policies for ‘Improving Accessibility and Promoting Sustainable Transport’ LP41 - LP45, play-on-the-way should be incorporated into street design. This is to let all road users including parents and caregivers, children and drivers know that certain streets are public spaces where people of all ages and abilities are being encouraged to play, linger and rest. These features can be low-cost, temporary measures that change the character of streets and the way road users utilise and behave in streets. Design features should:

- 26.1 consider play value that caters to a range of needs as the key driver in play design;
- 26.2 incorporate small scale features that invite playful interactions as part of everyday journeys for all ages, such as public art features, water features or creative bin designs;
- 26.3 incorporate accessible and comfortable street furniture which is both functional and encourages multi-generational opportunities for resting, lingering and socialising. For example seating design with back and arm support that can provide comfortable and inclusive seating for older or disabled people;
- 26.4 aim to make any necessary barriers between different road users functional, playable and use planting where possible;
- 26.5 incorporate elements of natural play through objects and landforms that encourage imaginative and unstructured play opportunities when moving through the Borough;
- 26.6 incorporate design features which contribute to play on the way in the evening and in darker winter months. This could be through consistent street lighting, clear entrances and clear wayfinding signs;
- 26.7 consider stimulating and educational experiences which appeal to all the senses, examples of which can be found in the TfL Healthy Streets guidance;
- 26.8 The provision of wifi should be considered as part of wider street improvement development.

*Figure: Informal play on the way opportunities, lighting and planting are all incorporated into this route outside a local school. A range of equipment such as basketball hoops allow for it to appeal to a wide range of ages. Van Gogh Walk, London Borough of Lambeth, Shape Landscape. (Credit: Elaine Kramer).*

### **Green and Open Networks**

- 27 To comply with Local Plan policies for ‘Hackney’s Green and Open Spaces’ LP46-LP52 and the Council’s Parks and Green Spaces Strategy, proposed development should contribute towards making streets and neighbourhoods more liveable and green by:

- 27.1 signposting clear and engaging distances to nearby green and open spaces creatively for example, at a range of heights, using bright colours and clear and creative graphic illustrations that can support reading no matter language proficiency.
- 27.2 incorporating natural and biodiverse features into existing physical infrastructure footways and highways to support quality of place, play value, biodiversity, in addition to climate change mitigation and resilience strategies.
- 27.3 incorporating natural and sustainable natural play objects such as rocks, logs and other materials with a natural character.
- 27.4 examining opportunities where boundaries to parks and open spaces could be removed or made smaller, or where the entrances could be widened, or new entrances added. Proposals should consider Secure by Design Guidelines. Expert advice on the Secured by Design scheme can be sought from the Metropolitan Police's Designing out Crime Officers.
- 27.5 being designed with seasonal change in mind to enhance year-round usability.
- 27.6 including edible and educational plants and crops, or semi-wild play areas to provide seasonal visual interest and increases biodiversity
- 27.7 enhancing reservoir and canal use and safety by ensuring they are well overlooked and, where appropriate, well lit. Lighting near the waterway will need to be assessed on a case by-case basis for appropriateness in relation to ecological and safety considerations.
- 27.8 providing educational information about new green infrastructure which is engaging and accessible in its content and graphic design. Ensuring it is integrated into the landscape design and is appropriate given the context and character of the area.

*Figure: The placement of these rain gardens along the road helps to improve the biodiversity of the area and reduce pollution in the street. Sheffield Grey to Green, Sheffield City Council. (Credit: Robert Bray Associates)*

*Figure: The design also helps to carve out a safe space for rest, socialising and play Sheffield Grey to Green, Sheffield City Council. (Credit: Robert Bray Associates)*

*Figure: Street Scale Illustrated Example*



*This illustration shows an example of a route that incorporates the guidelines in this section. The route is lively and active, with residential and commercial uses along each edge. The route encourages a variety of uses such as bicycle lanes and informal play. There is clear demarcation between spaces for vehicles and spaces for people, this is done creatively through material choice, specification of natural elements and placement. Nearby destinations are clearly signposted.*

### Child Friendly Design Checklist

Design assessment questions relevant to all schemes at the Street scale (for more information see part 6 Child Friendly Design Checklist):

	Scale: Street	Traffic Light Score
<b>Hackney's Child Friendly Design checklist</b>	<p>1. Street:</p> <p>a. "On this street, a child or young person can independently, safely and easily travel to destinations that are important to them, such as school, shops, youth club or parks" (15, 18, 19) [R/A/G]</p> <p>b. "On this street, there are opportunities to play and have fun when moving along it eg: There is space to play with chalk or interactive street art or furniture art to see or street furniture" (20,21, 22, 26 27) [R/A/G]</p> <p>c. "On this street, motor vehicles are not dominating this space by parking or moving to fast eg: vehicles do not take up a lot of room with parking on both sides of the road and/or there are designs to help encourage traffic to slow down in a specific section of a road in place" (15, 18, 19) [R/A/G]</p> <p>d. "On this street, the pavement is wide enough for a number of people to use eg: the pavement can support a range of activities including scootering, skateboarding, playing, sitting, socialising, resting or allowing multiple prams to pass" (15, 19, 23, 24) [R/A/G]</p> <p>e. "On this street, there is planting and access to nature eg: trees, hedges, flowers can be seen and enjoyed" (27) [R/A/G]</p>	<p><b>R = 0</b></p> <p><b>A= 1</b></p> <p><b>G= 2</b></p>

	<p>f. “On this street, a child or young person would feel safe crossing the road safely” (15) [R/A/G]</p> <p>g. “On this street, there is clear and positively worded signage to support a child or young person to easily know how to get to nearby community facilities, such as shops, schools, workplaces, parks, play areas or cafes by foot or bicycle” (26) [R/A/G]</p> <p>h. “On this street, the important walking and cycling routes are well lit, easy to find even when it becomes dark outside” (23, 26) [R/A/G]</p> <p>i. “This street, supports healthier lifestyles e.g: healthy food shops, or there are lots of bins for recycling and/ or measures have been taken to reduce noise and air pollution” (26, 27) [R/A/G]</p>	[Total: ]
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### **Street Case Studies**

#### 4. School Streets, Hackney Council

##### Key Features:

- Limits traffic outside of school gates
- Operates twice a day to coincide with school drop off and pickup times
- Provides a safe space to walk, cycle, scooter and skate
- Reduces congestion and improves air quality at the school gates

School Streets is the Council’s pioneering scheme to transform roads outside schools, so that only pedestrians and cyclists can use them at school start and finish times. The schemes tackle congestion and improve air quality at the school gates, making it easier and safer to walk and cycle to school. They create a more pleasant environment for everyone, while making sure residents, businesses, pedestrians and cyclists can still use the road.

A School Street is a road that is temporarily closed to vehicular traffic during school drop-off and pick-up times. The “School Street zone” then becomes a pedestrian and cycling only zone in front of the school for set times in the AM and PM. Vehicles are not permitted to

enter the zone during the scheme's operating hours unless they have been granted an exemption - exemptions are only granted in specific circumstances, like for residents who live within the zone, blue badge holders and emergency vehicles. Signs inform drivers of the restrictions at the entrance(s) to the closed street(s). School Streets are enforced across the borough, and infractions can carry a penalty charge issued by a camera.

Almost 90% of Hackney's Primary Schools have a School Street and the schemes help over 14,000 children walk and cycle to school - which makes Hackney's School Streets programme the largest of its kind in the U.K.

<https://hackney.gov.uk/school-streets>

*Figure: "Hackney's pioneering School Streets scheme closes roads outside schools during pick up and drop off times so that children are able to walk and cycle to school safely."*

*(Credit: Hackney Council)*

*Figure: Hackney School Streets. (Credit: Hackney Council)*

*Figure: Hackney School Streets. (Credit: Hackney Council)*

## 5. Bridget Joyce Square - White City, LB Hammersmith & Fulham

*Design Team: Robert Bray Associates*

Key Features:

- SUDS
- Play on the Way
- Connects Destinations

Located in the space between a school and two playgrounds in the heart of White City, the Bridget Joyce Square project has transformed a previously hazardous road into an urban public park. The redesigned street introduces traffic restrictions, green infrastructures and bespoke street furniture to create a space that provides flood resilience against known surface water and sewer flooding issues in the area and provides local climate change adaptation benefits. Moreover, this space has formed a valuable community resource, providing a multifunctional setting for community events, including festivals, fairs and markets, and providing an attractive and safe social space for informal, daily community use with improved access to the school and playground.

*Figure: Planted basin that incorporates a 'wiggly wall' to walk over. (Credit: Kevin Barton, Robert Bray Associates)*

*Figure: Planted basin that incorporates a 'wiggly wall' to walk over. (Source: Kevin Barton, Robert Bray Associates)*

*Figure: New design is free of street clutter, well lit and provides ample space for movement through. (Credit: Kevin Barton, Robert Bray Associates)*

## 6. Parklets, Hackney Council

### Key Features:

- Reclaims space from vehicles
- Has a variety of uses
- Traffic Calming

Hackney Council launched the Community Parklet Scheme in 2018, offering residents the opportunity to have a community parklet on their street. Community parklets repurpose a parking space on the street where you live, for community uses. Parklets demonstrate that road space can be used for greening, seating, playing or socialising – rather than parking. Creating a calmer, green street and helping to minimise car activity. Community parklets are an excellent way of making Hackney a more liveable borough by allowing residents to reclaim their streets and make them greener and more pleasant.

These parklets can include planters, benches, games, notice boards or anything that your creativity and inventiveness can come up with. The Colvestone Crescent Parklet for example, is now enjoyed by children, young people and the whole community and hosts everything from knitting sessions to yoga and meditation classes.

*Figure: Hackney Community Parklet Scheme has supported residents transform a car parking space into a mini-park. Space that was previously taken up by a single car now has seating, plants and space for bicycle parking. (Credit: Hackney Council)*

*Figure: Parklets, Hackney Council. (Credit: Hackney Council)*

*Figure: Hackney community parklet. (Credit: Hackney Council)*

## 7. Filtered permeability and greening schemes, **Palatine Road & Petherton Road**, London Borough of Hackney

#### Key Features:

- Encourages people walking and cycling
- Creates green routes
- Reduces car dominance
- Reduction in flood risk

Hackney has the highest rates of cycling in London and a long-standing reputation as a cycling borough in the absence of cycle lanes. In order to encourage cycling the Council has always opted for spatial interventions such as filtered permeability, a borough-wide 20 mph speed restriction, and speed humps.

Filtered permeability is a principle followed in many European towns and cities which has proven successful in restraining car use. It means separating the sustainable modes of transport, such as cycling and walking, from private motor traffic in order to give them an advantage in terms of speed, distance and convenience. There are many ways in which this can be done. For instance, by separating cycle and walkways, bus lanes, introducing bus gates, bridges or tunnels solely for sustainable modes. Urban Greening such as introducing rain gardens, natural materials, tree planting can all be used to close routes to traffic, but allow people and bicycles to move freely. Filtering can help people to change their habits such as going to local shops by foot rather than driving to a superstore.

Filtered permeability measures can involve the implementation of road closures for vehicular traffic, which allow for improved movement of people walking and cycling on many of the Borough's residential and local connector roads. This sometimes includes the reallocation of road space and can help to achieve a network of quiet streets.

*Figure: Petherton Road. (Credit: Hackney Council) / People cycling and walking through Palatine Road. (Source: Hackney Council)*

### 3. DESTINATIONS

**Destinations** are all of the places that children, young people and their carers make frequent journeys to use in Hackney. They include for example parks, playgrounds, town centres and high streets. A truly child-friendly Borough will consider the entire

neighbourhood as an opportunity for play, socialising, resting and everything in between. The place will also be safe, convenient and welcoming for all to use regardless of social, physical, cultural or economic differences.

The Council believes that securing high-quality design and thoughtful place-making for such neighbourhood destinations is key to making them multifunctional and inclusive spaces that cater for families and the wider community.

LP33 Context:

*PP1 Public Realm*

*LP1 Design Quality and Local Character,*

*LP2 Development and Amenity,*

*LP8 Social and Community Infrastructure,*

*LP9 Health & Well-being*

*LP10 Arts, Culture and Entertainment Facilities*

*LP39 Over-Concentration of Uses (Hot-Food Takeaways)*

*LP41 Liveable Neighbourhoods*

*LP47 Biodiversity and Sites of Importance of Nature Conservation*

*LP48 New Open Space*

*LP50 Play Space*

*LP58 Improving the Environment - Pollution*

## **GUIDANCE**

### **Accessible and Varied Parks, Playgrounds and Green Spaces**

28. To comply with Local Plan policies for 'Hackney's Green and Open Spaces' LP46-LP52, where parks or green spaces are being created or improved they should where possible:
  - 28.1 be accessible by conveniently and safely located active travel routes;
  - 28.2 consider locating site entrances away from motor vehicle traffic. When proximity to vehicle traffic cannot be avoided, the crossing options used to access these spaces should be designed to prioritise pedestrian safety. Some ways to make crossing safer include creative signage, zebra crossings or

- adding build-outs near entrances;
- 28.3 consider locating new play amenities are prioritised away from major roads or areas with poor air quality as defined by the most recent air pollution data available;
- 28.4 have clearly located entrances which align with unobstructed sightlines;
- 28.5 be accessible to all children and young people irrespective of tenure of their home;
- 28.6 seek to soften real or perceived barriers, such as fences and railings where appropriate . Where physical barriers are needed, for example in playground spaces in parks that cater to under 5's, these should be creatively considered and appropriate for site context;
- 28.7 provide spaces for performance and art installations in places which are focal points for young people. Involve children and young people in the art commissioning process, in line with policy LP10 and Hackney Council's Arts & Cultural Strategy;
- 28.8 ensure that maintenance has been considered and planned for;
- 28.9 provide opportunities for contact with nature.

Figure: Kings Crescent Pocket Park muf architecture/art. (Credit: Hackney Council)

- 29. In accordance with Local Plan policies for 'Hackney's Green and Open Spaces' LP46-LP52, to ensure parks, green and open spaces meet a range of learning, social and physical needs and abilities they should:
  - 29.1 provide a variety of spaces to encourage a wide range of play, exploration and socialising opportunities. This could cater for natural areas for contemplation, environmental stewardship and learning, spaces for rest, enclosed areas for quiet exploration, wild spaces for imaginative play and places which encourage physical play, including ball games;
  - 29.2 include and encourage integrated provision of play equipment for a wide range of ages, physical and sensory abilities i.e. loose parts play for children and young people with special educational needs and disabilities (SEND)
  - 29.3 encourage informal, less structured play through the provision of a range of physical and sensory opportunities, such as water fountains, performance spaces, and public art installations which facilitate and increase urban

- playability by having more than just one purpose or use;
  - 29.4 be creative when using landform to provide elements/experiences of risk at a range of different heights;
  - 29.5 provide a combination of purpose-built elements ( swings, climbing frame, water features, ball courts, rock climbing and skateboard features) and informal elements (large boulders, logs and seat walls);
  - 29.6 provide multi-use and multi-functional furniture – Fixed seating should offer varied arrangements for small and larger groups to rest. Flexible, moveable seating could also be provided to let individuals rearrange seating to their own preferences;
  - 29.7 provide furniture and equipment that consider seasonal change to enhance year-round usability;
  - 29.8 be integrated with nearby children and family community facilities / amenities to encourage use.
30. Freely accessible amenities should be strategically provided and maintained, where possible, in parks and green spaces, including:
- 30.1 drinking fountains and/or bottle refill stations located in parks and green spaces;
  - 30.2 public toilets should be provided where possible in the Borough's main parks. Where provided they should be pleasant to use, have step free access, be well-maintained and provide options for changing tables;
  - 30.3 bicycle parking with spaces for standard, and adapted bicycles such as tricycles, cargobike and bicycles with trailers;
  - 30.4 public Wi-Fi. This amenity should be considered as part of wider park improvement projects;
  - 30.5 bins for general waste and recycling.

*This playground offers a variety of playspace, using landform and natural materials to create a range of opportunities for different ages and abilities. Holland Park Playground, Erect Architecture. (Credit: Henrietta Williams)*

## **Schools**



31. In accordance with LP8, LP9, LP39 and LP41, school facilities, should:
- 31.1 support extended out of hours use by the surrounding community of their open spaces and playing fields. Particularly in areas of identified open space and/or social infrastructure deficiency, schools can provide venues for a range of community activities, including nurseries, children's centres, cultural, youth and sports activities;
  - 31.2 prioritise the location of site entrances and play spaces away from busy roads, with traffic calming at entrances, to benefit from reduced levels of air pollution, noise pollution and road danger in line with policy LP58, policy LP41vii and the Air Quality Action Plan;
  - 31.3 ensure entrances are easily located, safe and accessible on foot, by cycling or using public transport in line with policy LP42;
  - 31.4 support connections with nature for example through planting trees and plants which are suited to the local climate and soil, allowing for zero management areas where natural processes can take place without interruption, or areas for pupils to grow edible plants;
  - 31.5 ensure entrances are accessible and inclusive for a range of users, including SEND requirements, by adopting an inclusive design approach;
  - 31.6 work with the Council to adopt school streets in line with the Hackney School Streets Toolkit;
  - 31.7 supports objection to proximity of hot food takeaways in line with policy LP39 to address rising levels of childhood obesity in the borough and in neighbouring boroughs;
  - 31.8 support measures to reduce the impact of development within very close proximity to school sites. Such measures may include where possible the setting back of new development from playgrounds and buildings, the use of obscured glazing that are sealed shut and/or planting buffers between windows and playgrounds, particularly at ground and first floor levels, and the provision of playground canopies underneath balconies. Conditions will be imposed on planning permissions to ensure that such measures are maintained and retained in situ.

*Figure: The Hackney School of Food is a purpose-built food education hub. It is a joint venture between the LEAP Federation of schools in Hackney and the charity Chefs in*

*Schools. Together, the organisations are working to improve food education and nutrition through providing an inspiring community space and productive gardens for local residents to enjoy growing, cooking and eating tasty and nutritious food. Hackney School of Food, Surman Weston. (Credit: Jim Stephenson).*

### **Multi-Use Games Areas (MUGAs)**

MUGAs should be incorporated where possible to ensure that young people have spaces to meet, play and feel welcome. These should be included in developments at the doorstep scale but also in the wider public realm at destination scale. As highly valued community assets, efforts should be made to provide and maintain MUGAs, and encourage local youth organisations, sports and performative clubs to organise activities and sessions within them. Applications must ensure local residents, including children and young people, are involved with design decisions around new MUGAs, see part 5 for more guidance.

32. In accordance with LP46 and LP50 the design of MUGAs should:
  - 32.1 be carefully located to suit its intended purpose and contextual surroundings, considering any noise impact, ensuring greatest visibility and accessibility to the wider community;
  - 32.2 be flexible and versatile in order to accommodate different games and to support children and young people of all genders and abilities to use this space for different activities, including intergenerational play;
  - 32.3 incorporate versatile seating and adjustable equipment to support use by different groups at the same time;
  - 32.4 have multiple entrances and exits that are well lit where appropriate, clear to identify and accessible to all (dis)abilities;
  - 32.5 be located near other outdoor spaces and play facilities;
  - 32.6 be exciting and appealing to a variety of children and young people, by considering a creative design, or by using materials such as coloured paving and decorative treatments to the boundary fencing where practical;
  - 32.7 support opportunities for youth organisations or sports and performance clubs to organise activities and sessions.

*Figure: This MUGA allows for traditional play that you would expect, but also is designed in such a way that encourages imaginative play so it can be used by a wider range of people.*

*Stadium Charlemagne' MUGA, Paris, France. (Credit: NP2F).*

## **Designing Destinations for Everyone**

The design of public spaces should comply with the policies outlined in the Local Plan PP1, 'Planning for Vibrant Town Centres' LP32-40, and the GLA'S Public London Charter and London Plan Policy D7. Hackney's children and young people have a diverse range of needs. Consequently, the design of public space should ensure that they engage and consult with a variety of young people so that their needs are addressed and to ensure that designing for one specific group's needs does not come at the expense of another group.

33. Places should be accessible to all and be made to feel safe to children and young people by:
  - 33.1 introducing wayfinding signs to make it easy for all ages to navigate these spaces. For example, installing wayfinding at varied heights, using bright colours, locating signs near places children are likely to notice and using clear and creative graphic illustrations that can support reading no matter language proficiency;
  - 33.2 ensuring that spaces have ample, legible and clear entrances. Marked entrances should be designed to aid wayfinding with children and young people, and to be inclusive of individuals with visual or cognitive impairments;
  - 33.3 ensuring that new paths are level, with good sight lines and well connected into the wider built environment; and
  - 33.4 providing ample, and consistent lighting throughout space at all hours of the day, consistent with Secure by Design guidelines. Good lighting makes a place less threatening after dark. Applicants should refer to Hackney's biodiversity action plan to ensure lighting avoids any potential harm to wildlife species and does not shine into residential windows where it can interrupt sleep. Advice from the Metropolitan Police's Designing out Crime Officers should be sought.

*Figure: The paths across this green are informed by desire lines. The space is well lit and offers plenty of places to sit. Tottenham Green, Haringey, London. (Credit: Adams &*

### **Long Lasting Design and Maintenance**

34. In accordance with LP9, LP50 and the Mayor of London’s Play and Informal Recreation Supplementary Planning Guidance (SPG), which aims to ensure that shared spaces will last for a long time and be well maintained proposals should:
- 34.1 provide a detailed maintenance plan and long-term budget for how these spaces will be maintained for a minimum of 15 years;
  - 34.2 seek to minimise long term costs, through appropriate and robust material choices that are easy to maintain, replace and recycle. See the Council’s Parks and Green Spaces Strategy for more information;
  - 34.3 include robust and resilient planting species. The appropriate plants for a site location and soil type would need to be established during the design stage;
  - 34.4 involve children and young people alongside the neighbouring residential and business community in the maintenance and management of spaces;
  - 34.5 ensure that proposals will be designed to adoptable standards, if the council will be responsible for their maintenance;

*Figure: This space is designed to be robust and hard wearing. The materials were selected in order to be long lasting and easy to maintain. Leonard Circus, Hackney, London. (Credit: Hackney Council)*

*Figure: Destination Scale Illustrated Example*

*This illustration shows an example of a destination that incorporates most of the guidelines in this section. The space is located away from traffic and is designed to be welcoming to a variety of people, with free amenities such as drinking fountains and public toilets provided. The space is designed with durability in mind, in planting selection as well as the choice of materials and play equipment.*

### **Child Friendly Design Checklist**

Design assessment questions relevant to all schemes at the Destination scale (for more information see part 6 child friendly design checklist):

	<b>Scale: Destinations</b>	<b>Traffic Light Score</b>
<b>Child Friendly Design Checklist</b>	<p>3. Destinations</p> <ul style="list-style-type: none"> <li>a. “In this place, a child or young person would feel welcome and safe outside, without the supervision of an adult during the day as there are people passing by and the entry and exit points are easy to find” (29) [R/A/G]</li> <li>b. “The lighting in this place makes it feel safe in the dark” (33) [R/A/G]</li> <li>c. “Clearly located signage supports child and young people to easily navigate their way around this space” (33) [R/A/G]</li> <li>d. “There are different ways to play and have fun e.g: the space offers opportunities for different types of physical and sensory activities with different abilities catered for” (28, 29) [R/A/G]</li> <li>e. “In this place, there are opportunities to comfortably sit and gather with other people” (29, 30) [R/A/G]</li> <li>f. “This place feels well looked after and clean” (28, 30, 31, 34) [R/A/G]</li> <li>g. “It is made easy for people of all ages and abilities to move around this place comfortably” (29, 30, 31 ) [R/A/G]</li> <li>h. “In this space you can enjoy contact with nature. There are unmanaged spaces with a variety of trees, hedges, places where wild flowers have been allowed to seed or ponds where natural processes have been allowed to take place” (28, 29) [R/A/G]</li> <li>i. “This space supports access to healthier lifestyles e.g: healthy food options, opportunities for growing food, reduced air and noise pollution” (28, 29, 30, 32) [R/A/G]</li> </ul>	<p><b>R = 0</b>  <b>A= 1</b>  <b>G= 2</b></p> <p>[Total: ]</p>

## **Destination Case Studies**

7 Gillett Square, London Borough of Hackney

*Design Team: Hawkins\Brown*

Key Features:

- Community space
- Adaptable and flexible
- Lively and active edges

Gillett Square is a unique public space in the heart of Dalston. A large, flexible general purpose space that serves a variety of functions. A blank canvas for a community to use differently, every day. By removing the parking that previously dominated the site, this open public space is capable of hosting a variety of community activities such as meeting, shopping, celebrating and taking political action.

The urban design intervention has provided a surface with a set of temporary structures, sports & play equipment, and other elements stored in containers which are managed by local volunteers. This simple system makes it possible to reinvent the use of the square on a daily basis, while simultaneously involving locals in the management of the square, which can bring collective empowerment. The square has been the site of numerous events – including a jazz festival, a skateboarding festival, carnival celebration which, together with its day-to-day life, support “the cultural, creative and community sector”.

The success of Gillett Square lies in its integration with the local community. The kiosks to the side of the square – with affordable rents for local business, help support the lively activity of the square at different times throughout the day and night. The project is a result of years of research, public consultation, and the involvement of local organisations and businesses.

High quality materials and detailing, such as street lighting, paving, tree planting and seating are incorporated to create an accessible space for cultural and social events. For example,

the large decked area with four pine trees provides shade and informal seating whilst the steps leading up to the market booths provide seating for people.

*Figure: Gillett Square. (Source: Hackney Council)*

*Figure: Pop up table tennis in the square. (Source: Hackney Council)*

*Figure: Design intervention has provided a surface that makes it possible to reinvent the use of the square on a daily basis. (Credit: Hawkins\Brown)*

8. Woodberry Downs public realm landscaping / Wetlands nature reserve, LB Hackney  
*Design Team: In-Ex Landscapes and Murdoch Wickham Landscape Architect*

Key Features:

- Biodiversity centred
- Landscape key to design development
- Variety of spaces created

Opened to the public in 2014 by Sir David Attenborough, **Woodberry Wetlands** is a stunning oasis of wildlife and nature in the city, and is located immediately to the south of Woodberry Down around the East Reservoir. The site comprises 11 hectares of reed-fringed ponds and dykes and the site is free and accessible to everyone, offering great opportunities for people to enjoy nature in the heart of London.

The **Woodberry Down** landscape provides access to high quality, green open spaces with a variety of spaces and activities to enjoy, while providing new access to the Woodberry Wetlands. Part of the landscape vision for the project was to deliver a series of green spaces throughout the development reconnecting the place and people to the natural environment – in the form of a linear park, courtyards, squares and communal gardens. By varying the landscape with both open and more enclosed spaces, moving through this linear park can facilitate opportunities for different types of games for different age groups. For example, the design of the feature destination play area adjacent to the New River walkway is inspired by its close proximity to the river, nestled adjacent to a meandering swale the play space hosts a timber play boat and timber boardwalks with plenty of opportunities for sitting and relaxing.

*Figure: Spring Park is characterised by distinctive lush greenery, swales and streams - a*

space to relax, exercise and play, bringing together people of all ages. (Credit: Woodberry Down)

*Figure: Woodberry Wetlands. (Credit: Penny Dixie)*

## 9. Israel Plads, Copenhagen, Denmark

Design Team: Cobe + Sweco Architects

### Key Features:

- Flexible Public Space
- Robust Design & Material Specifications
- Variety of uses

Israel Plads is a large public square in Copenhagen, Denmark. In the 1950s it was turned into a lifeless car park. But now, the cars have been taken out of the landscape (into an underground carpark), and the space has been handed back to the public. The redesign of Israel's Plads is part of a strategy to create more space for people to enjoy urban life and reduce or remove car traffic.

The new public space has been designed to be flexible and enables users to be doing different things, all at the same time. The site is located between the city and Ørsted Park to the south and this context informs the design. Strategically placed grass and trees are surrounded by benches thus creating green, urban hangout spots. The planting scheme helps make the adjacent park appear to continue into the square creating a gentle transition into the city.

The public square serves as a schoolyard during the daytime, a public basketball court in the afternoon and a dining room in the evening; a skate park during the weekday; and a flea market during the weekend. The space can also be used for picnics, ballgames or an array of other activities, making it accessible to all. Another noteworthy feature of the design are strategically positioned stairwells at the corners of the square, which can be used to observe activities taking place in the square, or as a place to sit and watch a performance.

*Figure: Israel Plads. (Credit: cobe)*

*Figure: A plaza of overlapping functions. (Source: cobe )*



*Figure: The space is large enough to accommodate very different events and activities, often at the same time. (Source: Danish Design Review)*

*Figure: Walking youth engagement tour on De Beauvoir Estate with ZCD Architects. (Credit ZCD Architects)*

## **Part 5 Shaping my Borough: Engagement Guidelines and Examples of Best Practice**

*“Across London, young people need opportunities outside education and the home to have fun with their friends, to be healthy and creative, to make positive change in their communities and to shape the kind of city they want for the future”*

Hackney Young Futures Commission Report, 2020

This section of the document outlines examples of best practice for engagement with children and young people in the Borough in relation to shaping changes in their neighbourhood. This is to centre those who stand to benefit the most from long-term strategic planning – young people – at the forefront of built environment engagement.

The examples and resources in this section demonstrate how we can meaningfully engage, consult and actively include children and young people's voices on issues regarding shaping the built environment. Their role in shaping and maintaining public spaces is essential and there's a need to set standards for effective engagement with young people. The engagement guidance and examples of best practice in this chapter will inform an update to the Statement of Community Involvement (SCI) to emphasise the inclusion of children and young people in this process.

Young people are frequently perceived as being 'hard to reach'. However, the barriers they face accessing complex technical language and processes are entirely avoidable. Through the SPD, the Council is championing the voice of Hackney's children and young people–; providing them with opportunities to be listened to, heard and empowered to shape and influence their built environment.

### **Engagement Guidelines**

The engagement guidelines below are key considerations for all involved in the planning and development process to adhere to in their proposals for Hackney:

1. The design of proposed development, policy, strategies, initiatives, projects and associated planning guidance must:
  - 1.1. demonstrate how the engagement strategy will consult with a variety of children and young people. This is important as they are distinct stakeholder groups and users of any new development with distinct needs and abilities. The participatory processes must be inclusive and accessible to children of varied protected characteristics including: SEND, LGBTQI, religions and ethnicities;

- 1.2. engage children and young people in the process of design and planning from the earliest possible stages, including pre-design consultation;
- 1.3. ensure there are opportunities for children and young people to be involved in building and maintaining spaces in order to provide them with an opportunity to appropriate the space and make it their own – i.e: construction, design and placement of street furniture;
- 1.4. explore local long term community and business involvement ownership – i.e Vauxhall Walk Rain Garden was planted and is maintained by Streetscape, a social enterprise which trains local young adults as horticultural apprentices; and
- 1.5. ensure informed consent for participation in these processes is provided. This should be made clear in the document, along with key principles for obtaining informed consent from children. For example participants must:
  - be fully aware of risks in language accessible to them
  - have the option for documents to be read aloud
  - have the option to consent through alternative means: orally or through drawing etc
  - understand exactly how the information they share will be used
  - understand what the process will look like (including timeframes)
  - be informed how many other perspectives will also be taken into account alongside their own to manage expectations.

2. Community engagement on new development proposals must:

- 2.1. be planned to reach a wide range of children and young people in the local area;
- 2.2. be held in locations where children, young people, their parents and caregivers congregate, including schools, libraries, community centres, youth clubs, high streets and parks;
- 2.3. be scheduled at a variety of times during the day and week, both during and after school and on weekends;
- 2.4. be creative and interactive, using a wide range of in person, digital and social media engagement and consultation practices catered to different age groups and SENDs. For example, the new London Plan supports a wide range of consultation methods, including interactive digital models and 3D Virtual

- Reality;
- 2.5. should consider holding intergenerational workshops in line with Hackney's [Ageing Well Strategy 2020-2025](#); and
  - 2.6. focus on children and young people's everyday experiences of the site area in focus.
3. Participation needs to be understood as a long-term process; engagement plans must ensure post-intervention analysis and feedback to ensure co-creation is not limited to the design of a space, but includes the site management and any iterative changes.

### **Examples of best practice**

Figure: Hackney Young Futures Commission - Youth engagement workshop. (Credit: Hackney Young Futures Commission)

### **Hackney Young Futures Commission**

Hackney Young Futures Commission is the largest consultation undertaken with young people, aged between 10-25 years. The Commission was led by two young Co-Chairs and Vice-Chairs, recruited locally into paid roles. All the Chairs have a proven track record of local knowledge of the borough and are actively involved in working locally with children and young people. As a result young people trusted that their voices would really be heard.

The Commission heard directly from over 2,500 young people on what Hackney is like as a place to live, study, work in and what changes they want to see. Responses were collected through a variety of methods e.g. focus groups, 1:1 interviews, online surveys, launch events, board meetings, filmed interviews, street-based outreach, teacher-led school classroom surveys and through discussions with local voluntary and charity organisations.

The Commission then facilitated conversation between young people, the local planning authority and local Members. Based on the findings from the consultation, the Commission identified proposed solutions called 'Asks' for the local planning authority to take forward in order to improve the lives and life chances of young people in the Borough.

The recommendations that have emerged from the Commission were researched in order to improve the lives and life chances of young people in the Borough and enable Members to listen to and learn from young people's experiences of growing up in Hackney. The success of the commission offers evidence that given appropriate support, including financial remuneration, young people can very successfully lead on community engagement, which is creative, practical and genuinely impactful.

## **BUILD UP Flanders Way**

*Figure: Located on a formerly unloved and underutilised piece of public realm owned by Hackney Council on Flanders Way, the project comprised the design and construction of a new pocket park*

Build Up combines ideas of co-design and education by empowering young people to be in control of small-scale construction projects within communities across London. Build up was joined by Hackney Quest to address some of the concerns raised in the 'Hackney Wick Through Young Eyes' report, particularly the negative stereotypes of young people, a sense of dis-empowerment and lack of ownership, and poor-quality public spaces in the local area.

Construction phases can provide benefits for children such as skills development, teamwork and opportunities to design and build. The project involved young people aged between 10–12 years old from two local schools. They were engaged from the early concept stages, to final design and construction. The project comprised the design and construction of a new pocket park, featuring a circular fixed-seating area with integrated swings, new lighting, brightly coloured bins, timber signage and an exciting playful border with cast iron artwork.

This project successfully provided children and young people with a stake in their local community as they physically saw their ideas converted into short-term actions that have contributed to a much bigger picture. Innovative methodologies used to ensure meaningful engagement and participation have helped to foster a greater sense of ownership.

*Figure: Located on a formerly unloved and disused piece of public realm owned by Hackney Council on Flanders Way, the project comprised the design and construction of a new pocket park.*

### **ZCD Architects' De Beauvoir Estate walking tour**

In 2018, De Beauvoir Primary School worked with ZCD to help create a blueprint for a child-friendly Hackney project regarding new homes on the De Beauvoir Estate. Over the space of 9 weeks, the students explored the external spaces of the De Beauvoir Estate and were tasked with taking photographs of the Estate, to work out how the area can be improved.

The findings contributed towards a report on Neighbourhood design which was used to support proposals for an estate development plan. The objective of the plan being to tackle negative aspects through targeted design improvements to the public realm on the estate.

### **Southwark Young Advisors**

The young advisors sit within Southwark Council's Community Safety Team and are a diverse group of 30 young, locally recruited and extensively trained professionals aged 16 to 21 years old. The Young Advisors work locally, pan out over London and nationally (Under the National Young Advisors Charity) to share good practice and to learn from others.

The advisors work with other local organisations to help 'youth proof' their practices, policies and strategies and assist with 'building bridges' and 'breaking down barriers' between young people and those in authority. They achieve this by supporting and encouraging young people to actively get involved in delivering a variety of community-wide events from arts, to food, to helping recruit apprenticeships in the planning and regeneration division of Southwark Council. Through playing a more active role in their local communities, young people can aim to tackle disaffection, increase civic engagement, encourage intergenerational communication and respond to concerns felt by other young people.

### **Oslo, Norway Traffic Agent**

In 2016, the Traffic Agent app was created to understand children's concerns about their own safety in the city as part of Oslo's move towards greater sustainability and away from cars. With €347,000 (£290,000) in funding from the city, the Research Council of Norway

and consultancy Capgemini, the concept was for children and young people to use their smartphones to report problems for city planners and maintenance officers to address in order for Oslo to become a safer, greener and more pleasant place to live.

The smartphone app made it a game for children and young people to report dangerous roads or hard to cross intersections, damaged pavement, overgrown bushes, damaged street lamps or illegally parked cars. By uploading a GPS-tagged picture or comment about the problems they spot, the data they submitted went to city planners so they could make the necessary changes and the app would then reward them with encouraging positive messages. To date, children have filed almost 6,000 reports and the app has already led to several interventions, including rebuilt crossings and improved pavements.

### **Vienna, Austria designing parks for young women**

Gender mainstreaming is the practice of ensuring women and men are accounted for equally in policy, legislation and resource allocation. The Vienna municipal authority has been focusing on gender mainstreaming while designing its public spaces, housing, mobility and infrastructure since 1990. The authority has since conducted about 60 gender-sensitive pilot projects and assessed another 1,000.

One such example was the redesign of Einsiedler Park in 2001. This pilot project was established by the City of Vienna as girls aged between 10 and 12 were found to be using parks less than their male counterparts. City planners closely examined the behaviours of people moving through the park to understand what it was about the spaces that was deterring young girls from using them. In conjunction with consultation meetings and workshops with residents, parents and caregivers, representatives of schools and kindergartens in the district, the City was able to identify joint goals for the park's redesign.

The outcome of the above consultation led to several gender-sensitive design elements being introduced in the parks. Examples include improved visibility and clear-cut organisation of footways, improved lighting on the main paths, well-maintained public toilets, multifunctional play areas, football cages being converted to accommodate activities for all genders; in this case, badminton and volleyball courts





## Part 6: Tools for Implementation & Delivery

This section of the SPD outlines the tools needed to inform and assess how development proposals ensure that children and young people’s rights and specific needs are delivered and implemented in Hackney’s built environment. We require methods to ensure that the needs of children and young people are front and centre of planning and designing the built environment. This is imperative to ensure children and young peoples’ interests, rights and experiences are routinely taken into account when important decisions are being made about changes in their neighbourhoods.

As the SPD has been developed, we have also considered the tools needed to deliver the principles and design guidelines set out in the SPD; including how we can effectively measure whether the SPD is delivering a child-friendly borough in Hackney.

The tools set out in this chapter help embed the principles and design guidelines in the proposed development. We believe, if applicants consider the needs of children and young people in the Borough from project inception then successful proposals will produce high quality, liveable and accessible schemes that benefit all residents in Hackney.

The tools for delivery and implementation are:

1. **Child-Friendly Design Checklist**
2. **Child-Friendly Impact Assessment**
3. **Statement of Community Involvement**
4. **Child-Friendly Borough Delivery Projects**

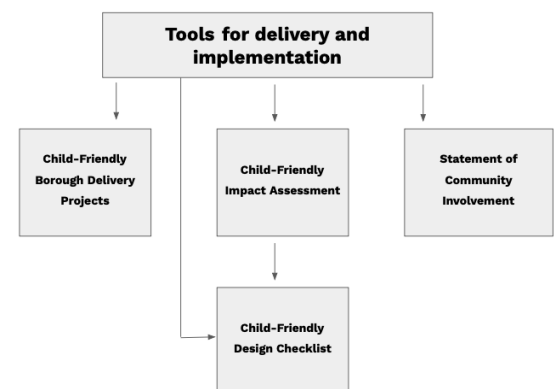


Figure: ZCD Youth Engagement Workshop. (Credit: Hackney Council)

## 1. Child-Friendly Design Checklist

*“Children are a kind of indicator species. If we can build a successful city for children, we will have a successful city for all people.”*

Enrique Peñalosa, Mayor of Bogotá, 1998 - 2001, 2016–2019

### What is the purpose of the tool?

The Child-Friendly Design checklist provides an assessment of the key features of the child-friendly principles for Hackney. This tool is important to ensure both positive benefits to health and well-being are promoted and to raise awareness of the potential unintended consequences of poor design and planning on the health of children and young people in Hackney. These identified consequences can then be removed or reduced via changes to the design proposal.

### Who should use the tool and when?

The Child-Friendly Design Checklist tool is to be used at any of the three neighbourhood scales (doorstep, streets and destinations) and at any stage of a development process (from project inception through to post occupancy analysis) to support best practice and high quality design. The checklist uses language and a traffic light coding system to support its use by a range of ages and abilities. No planning background or knowledge is required for this tool.

The tool comprises a checklist of statement sentences to help individuals critically reflect on their physical and psychological experiences when moving through the built environment. Through the lens of children and young people, the checklist statement criteria are designed to be used at all stages of the development process, guiding design related discussions with the local community members, local planning authority and other stakeholders. In particular, the questions reflect on the spaces between and around new developments that can sometimes be overlooked but which are vital to the quality of a place, its attractiveness, functionality, safety and playfulness.

The design checklist supports a collaborative and inclusive approach, encouraging different stakeholders to work together to address the impacts of plans and development proposals

on children and young people's health and well-being. As such, the checklist should be used by the following groups:

- the Applicant, to scope the health and well-being impacts of development proposals on this demographic;
- local planning authority officers, to help identify, analyse and address the impacts of plans and development proposals on this demographic;
- community groups, neighbourhood forums, schools and housing associations to comment on major planning applications;
- groups with specific access requirements and needs such as older and SEND groups;
- education and youth club leaders to help upskill children and young people on elements impacting their experiences in the built environment

The more children and young people know about their city and the processes which drive it, the better equipped they will be at acting to improve it, when they have the opportunity to do so. Therefore we propose the design standard is used alongside the other tools in the document.

#### How to use the tool?

The checklist is divided into categories that correlate with the documents' design guidelines following the three main types of places in the built environment that a child in Hackney will grow up and experience within the scale of their neighbourhood:

- 1) **The Doorstep:** the shared spaces that connect an individual's front door to surrounding streets and public spaces.
- 2) **Streets:** the network of routes that children, young people and their families use to move between their home and destinations.
- 3) **Destinations:** the places that children, young people and their families make frequent journeys to in Hackney

The checklist applies a traffic light system, Red Amber Green (RAG), to evaluate the extent to which development takes into account the design guidance related to ensuring the built environment follows the child-friendly principles outlined in part 3 and part 4. Each statement

sentence is followed by a number in brackets that correlates with the design guideline(s) that offer further guidance. The traffic light system scores are:

**Red:** 0 points

**Amber:** 1 point

**Green:** 2 points

The maximum number of points per scale is 18 and the total score correlates with the following site assessment:

**18-20** is considered Excellent. This scheme meets all of the Child-Friendly Principles

**13-17** is considered Good. This scheme currently meets most of the Child-Friendly Principles

**7-12** is considered Satisfactory and more work is required. This place does not currently meet many of the Child-Friendly Principles

**0-6** is considered Poor. This place does not meet enough of the Child-Friendly Principles

We recommend that proposed new developments aim to secure as many 'greens' as possible, and work out how to minimise any 'ambers' and 'reds'. The more 'greens' that are achieved, the more child friendly a development scheme will be. Where a design aspect of a scheme is considered to fall between a green and a red traffic light, an amber light can be assigned to a particular consideration. Any spaces noted as amber and red should be identified early so that a suitable solution can be found as part of the design development process. When this tool is used on existing sites or for example as a post-analysis study, any ambers or reds identified can be referenced in terms of lessons to be learnt from for future projects.

The evidence collected will help inform whether the built environment is conducive in supporting the safe mobility, social and playful experiences of children and young people in the Borough. The integration of evidence into the preparation and evidence base of any development plans will help highlight potential common issues that the development plan should seek to address and mitigate at the strategic level.

	<b>Scale: The Doorstep</b>	<b>Traffic Light Score</b>
<b>Hackney's Child Friendly Design Checklist</b>	<ol style="list-style-type: none"> <li>1. The Doorstep <ol style="list-style-type: none"> <li>a. "Near my home, there are spaces where I can play sports and be active, either alone or in a group" [R/A/G] (3, 5, 12)</li> <li>b. "Near my home, the space outside the front door can be seen by neighbours, making it feel safe to play or hangout there" [R/A/G] (1, 6)</li> <li>c. "Near my home, the pavements are easy to move on eg: it is smooth, level and free of obstructions" [R/A/G] (7) <ol style="list-style-type: none"> <li>a. "Near my home, the shared spaces are big enough for a number of people to use and to support a range of activities such as scooting, skateboarding, hanging out, playing different games, and socialising" [R/A/G] (7, 8)</li> <li>b. "Near my home, there are well placed and positively worded signs indicating where you can go to play or find local landmarks" [R/A/G] (12)</li> <li>c. "Near my home, some of the play and landscape elements are made of natural elements like willow tunnels, logs and mounds to create fun moments for informal play or places to hang out" [R/A/G] (9, 10, 11)</li> <li>d. "Near my home, motor vehicles are not dominating the space. For example, cars or motorbikes are not taking up a lot of room with parking" [R/A/G] (7)</li> <li>e. Near my home, motor vehicles are not moving too fast through this space. For example, there are traffic calming measures to slow down vehicles here" [R/A/G] (7)</li> <li>f. "Near my home, it is clear where I can park or safely store my bike or scooter" [R/A/G] (7)</li> <li>g. "Near my home, there is space to play on the ground level, that feels well overlooked and safe" [R/A/G] (2)</li> <li>h. "Near my home, there are opportunities to grow food and have contact with nature" [R/A/G] (9, 11)</li> </ol> </li> </ol> </li> </ol>	<p><b>R = 0</b></p> <p><b>A = 1</b></p> <p><b>G = 2</b></p>

	<p>i. "Near my home, I cannot see physical barriers such as high fences, guardrails, fobs and controlled entrances" [R/A/G] (12)</p>	[Total: ]
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	Scale: Street	Traffic Light Score
<b>Hackney's Child Friendly Design Checklist</b>	<p>1. Street:</p> <p>a. "On this street, a child or young person can independently, safely and easily travel to destinations that are important to them, such as school, shops, youth club or parks" (15, 18, 19) [R/A/G]</p> <p>b. "On this street, there are opportunities to play and have fun when moving along it eg: There is space to play with chalk or interactive street art or furniture art to see or street furniture" (20, 21, 22, 36, 27) [R/A/G]</p> <p>c. "On this street, motor vehicles are not dominating this space by parking or moving too fast eg: vehicles do not take up a lot of room with parking on both sides of the road and/or there are designs to help encourage traffic to slow down in a specific section of a road in place" (15, 18, 19) [R/A/G]</p> <p>d. "On this street, the pavement is wide enough for a number of people to use eg: the pavement can support a range of activities including scootering, skateboarding, playing, sitting, socialising, resting or allowing multiple prams to pass" (15, 19, 23, 24) [R/A/G]</p> <p>e. "On this street, there is planting and access to nature eg: trees, hedges, flowers can be seen and enjoyed" (27) [R/A/G]</p> <p>f. "On this street, a child or young person would feel safe crossing the road safely" (15) [R/A/G]</p> <p>g. "On this street, there is clear and positively worded signage to support a child or young person to easily know how to get to nearby community facilities, such as shops, schools,</p>	<p><b>R = 0</b></p> <p><b>A= 1</b></p> <p><b>G= 2</b></p>

	<p>workplaces, parks, play areas or cafes by foot or bicycle” (26) [R/A/G]</p> <p>h. “On this street, the important walking and cycling routes are well lit, easy to find even when it becomes dark outside” (23, 26) [R/A/G]</p> <p>i. “This street supports healthier lifestyles e.g: healthy food shops, or there are lots of bins for recycling and/ or measures have been taken to reduce noise and air pollution” (26, 27) [R/A/G]</p>	[Total: ]
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	Scale: Destinations	Traffic Light Score
<b>Child Friendly Design Checklist</b>	<p>3. Destinations</p> <p>a. “In this place, a child or young person would feel welcome and safe outside, without the supervision of an adult during the day as there are people passing by and the entry and exit points are easy to find” (29) [R/A/G]</p> <p>b. “The lighting in this place, making it feel safe in the dark” (34) [R/A/G]</p> <p>c. “Clearly located signage supports child and young people to easily navigate their way around this space” (34) [R/A/G]</p> <p>d. “There are different ways to play and have fun e.g: the space offers opportunities for different types of physical and sensory activities with different abilities catered for” (28, 29) [R/A/G]</p> <p>e. “In this place, there are opportunities to comfortably sit and gather with other people” (29, 30) [R/A/G]</p> <p>f. “This place feels well looked after and clean” (28, 30, 31, 35) [R/A/G]</p> <p>g. “It is made easy for people of all ages and abilities to move around this place comfortably” (29, 30, 31) [R/A/G]</p> <p>h. “In this space you can enjoy contact with nature. There are unmanaged spaces with a variety of trees, hedges, places</p>	<p><b>R = 0</b></p> <p><b>A = 1</b></p> <p><b>G = 2</b></p>

	<p>where wild flowers have been allowed to seed or ponds where natural processes have been allowed to take place” (28, 29) [R/A/G]</p> <p>i. “This space supports access to healthier lifestyles e.g: healthy food options, opportunities for growing food, reduced air and noise pollution” (28, 29, 30, 32) [R/A/G]</p>	[Total: ]
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Figure: Walking youth engagement tour on De Beauvoir Estate with ZCD Architects. (Credit: ZCD Architects)

## 2. Child-Friendly Impact Assessment

### What is the purpose of the tool?

The child-friendly impact assessment forms part of the validation requirement for new applications. The assessment provides a step-by-step process for applicants to systematically consider, at the earliest stage, the effects that the design of the proposed planning application will have on children and young people.

Planning proposals that generate a child yield of 10 or more, as outlined in policy LP50 and in line with LP14, will be required to submit a Child-Friendly Impact Assessment as a validation requirement for new applications. For example:

- A development of 30 x 3 bed homes would generate a child yield (between 0-17 years) of 10.4 and play space requirement of 104.1 m2.
- A development of 45 x 2 bed homes would generate a child yield of 10.1 and play space requirement of 101.0 m2
- A development of 9 x 1 bed homes, 9 x 2 bed homes and 9 x 3 bed homes would generate a child yield of 11.5 and a play space requirement of 115.4m2

It is planned that Hackney’s Annual Monitoring Report (AMR) will provide an analysis of the success of the impact assessments. For example, the AMR could reasonably comment on the number of assessments completed and whether the lack of an assessment has been a



barrier to validation. Over a longer period of time the AMR could explore how the child friendly impact assessment has been considered at appeals.

The evidence collected will not only help inform whether a specific planning proposal is conducive in supporting the safe mobility, inclusive and playful experiences of children and young people in the Borough. The integration of evidence collected into the preparation and evidence base of development plans going forward will help highlight potential common issues that the development plan should seek to address and mitigate at the strategic level.

#### Who should use the tool and when?

An applicant is encouraged to discuss findings from the child friendly impact assessment at the pre-application stage with the case officer assigned. Applicants will need to demonstrate how any identified potential impacts on children and young people's health and well-being will be addressed within the Design and Access Statement. This process is required at the earliest stages of the planning process, prior to the application stage as a validation requirement for new development.

The assessment will help demonstrate how the proposed development addresses the child friendly design guidance at the appropriate design scale involved in this application, to support inclusive and high quality design from the earliest point of the design process. The findings of the child-friendly design checklist can, for example, highlight areas for improvement within the design proposed and provide suggestions for improved design features to support the health and well-being of children and young people.

#### How to use the tool?

The child-friendly impact assessment requires applicants to demonstrate the following criteria:

- A. Having mapped and audited the social infrastructure (services and facilities that cater for the needs of children and young people) surrounding the site area that meet both local and strategic needs, and contribute towards good quality of life for children, young people and their caregivers.
- B. Having mapped and audited the green, open and formal play spaces that children and young people can use, within a 400m (5 min walk) radius of the application site.

- C. Having consulted with local young people of varied ages, backgrounds and abilities, in order to understand their lived experiences and aspirations for the area of focus, at the earliest design stages. This should include follow-up consultation, to address how their initial input has been considered, addressed and incorporated.
- D. Visually demonstrate how the proposal supports the safe mobility of children and young people, whilst also meeting the required playspace requirements outlined in policy LP50.
- E. The immediate and long-term ongoing management and maintenance plans for proposed development in compliance with the Mayor of London's Play and Informal Recreation SPG.
- F. How the proposal complies with Air Quality Requirements outlined in Policy LP58 & the Council's Air Quality Action Plan and the Urban Greening Factor requirements outlined in LP48.
- G. How the proposed development is a suitable response to the site and its contextual setting. Applicants are required to complete the **child-friendly design checklist (p x)** as part of the child-friendly impact assessment criteria to meet the validation requirement.

### **3. Statement of Community Involvement Update**

A key aim in preparing the SPD is to improve how the Council engages with and involves children and young people in the planning process to ensure that their specific needs are equally considered and met within new developments. The Council's Statement of Community Involvement (SCI) outlines the Council's standards for involving and engaging the community, including children and young people, in the planning process and identifies the tools for how it will achieve this.

The examples of best practice identified and lessons learnt through engagement on the SPD will inform an update to the SCI to include a dedicated chapter setting out how children and young people can best be engaged in planning decisions. This is vital as both plan making and planning decisions must seek to engage with and respond to the interests and views of children and young people.

The updated SCI will include a dedicated chapter on tools, resources and processes required to meaningfully engage with children and young people in planning processes concerning their built environments. The update will include key lessons learnt from Hackney Young Futures Commission Report (2020).

#### 4. Child-Friendly Borough Delivery Projects

The Child Friendly Places SPD seeks to ensure new development and existing places consider the child-friendly design guidance at every stage of the planning and design process. The SPD has been developed in accordance with corporate Council strategies and Hackney’s Local Plan (LP33). We recognise there is an opportunity to ensure this guidance is adopted corporately, beyond the Planning service, to establish best practice with Council-led development processes and the below tables outline examples of both planning service and council wide project delivery where the Child Friendly places SPD has opportunity to provide guidance:

**Table: Child-friendly delivery projects in Planning**

Planning Service	About
<p><b>Plan making (strategic and area based plans)</b></p>	<p>Further area based guidance and thematic guidance is being prepared to support the delivery of the policies in Hackney’s Local Plan, LP33. The design guidance set out in this SPD will inform:</p> <ul style="list-style-type: none"> <li>● Stamford Hill AAP</li> <li>● Dalston SPD</li> <li>● Shoreditch AAP</li> <li>● Homerton SPD</li> <li>● Clapton and Lea Bridge Roundabout SPD</li> </ul> <p>Guidance regarding the key infrastructure and public realm design requirements needed to support child friendly development in the Borough over the Local Plan period will be found in dedicated chapters within the emerging Area Action Plan (AAPs), area based Supplementary Planning Documents (SPDs) and the Infrastructure Development Plan (IDP).</p> <p>The Council will use the Local Plan Annual Monitoring Report (AMR) to monitor whether infrastructure investments are being successfully brought forward and implemented. The AMR will assess investment and implementation in each of the above areas. This process, along with the Annual Infrastructure Statement will inform the on-going development and evolution of the Borough-wide Infrastructure Delivery Plan.</p>

<p><b>Update to the Planning Statement of Community Involvement</b></p>	<p>A key aim in preparing the SPD is to improve how the Council engages with and involves children and young people in the planning and design process to ensure that their specific needs are equally considered and met within new developments. The Council’s Statement of Community Involvement (SCI) outlines the Council’s standards for involving and engaging with the community, including children and young people, in the planning process and identifies the tools for how it will achieve this.</p> <p>The future review of the Council’s SCI will seek to incorporate improvements identified through the SPD programme to include a specific chapter on engagement with children and young people, a group often unrepresented in plan-making and planning decision processes.</p>
<p><b>Planning decisions (Development management, Enforcement and Major Applications)</b></p>	<p>On adoption, the document will be a material consideration in the determination of planning applications. Further training will be delivered to ensure development management and enforcement officers are trained to identify child-friendly design guidance at every scale of the planning process in their day-to-day work.</p>
<p><b>Design awards and Design Review Panel</b></p>	<p>Design award categories and the Design Review Panel could be required to use the Child Friendly Design Checklist to formally assess site suitability and excellence.</p> <p>For example, the Hackney Design Awards (2020) included a special category of ‘Young People’s Choice Award’ to sit alongside their regular programme. The Young People’s Choice Award was assessed using the Child Friendly Design Checklist criteria and awarded to a project that actively supports the safe, healthy and independent mobility of children and young people in Hackney</p>
<p><b>Hackney Young Place Advisors</b></p>	<p>The independent, youth-led Hackney Young Futures Commission consulted with over 2500 young people, aged between 10-25 years, in Hackney. The consultation gathered evidence of this age groups’ lived experiences, to better understand how they view the borough, what challenges they face and how they feel about local services.</p> <p>In 2020, the Commission published their <u>report</u> findings with recommendations for the Council on how to improve the lives and life chances of children and young people in the borough.</p> <p>The recommendation under the theme of “Inclusive Future” asked that young people be included in the regeneration of the borough by establishing a young people’s planning and design board, which would enable young people to understand and influence discussions. It was recommended that Young Advisors be paid, trained and supported to become “experts” in planning and design.</p> <p>As a Local Planning Authority we support the involvement of young people in planning and design approaches in order to improve their social integration and equity in Hackney’s built environment. The Planning Service recognises the value and importance that young people</p>

	<p>bring when they are involved at an early stage in discussions about how to make sure their views are represented in the council's decision-making processes.</p> <p>The planning service is looking to work with corporate policy to establish the Hackney Young Place Advisors: a group of locally recruited young people, aged between 16-25 years, from a non-planning background, who have an interest in and knowledge of local neighbourhoods in Hackney, perhaps linked to Hackney Youth Parliament. The group will be trained and upskilled to act in an expert advisory capacity at key stages of the planning and design process. This would include involvement from the Young Place Advisors at pre-application consultation through to post-analysis recommendations, advising both the applicant and the Council using the Hackney Child-Friendly Design Checklist tool criteria.</p>
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**Table: Wider Council child friendly delivery projects**

Council Service Area	About
Corporate Policy and Planning Service	<p>Use the design guidance document to ensure corporate strategies compliment one another to ensure holistic delivery of council priorities. Examples of where the Child Friendly Places SPD looks to continue working to align corporately include:</p> <ul style="list-style-type: none"> <li>● Hackney Young Place Advisors pilot project</li> <li>● Working with Aging Well strategy citizens committee</li> <li>● Arts and Culture Strategy projects</li> </ul>
Estate Regeneration	<p>Use the design guidance document to support estate improvement works as well as any consultation and engagement processes to ensure these spaces support the safe, playful and welcoming use and mobility of children and young people. Examples of upcoming public realm enhancements projects the Child Friendly Places SPD can support include:</p> <ul style="list-style-type: none"> <li>● Nightingale Estate</li> <li>● Colville Estate</li> <li>● Lincoln Court</li> <li>● Woodberry Down</li> <li>● De Beauvoir</li> <li>● Hoxton</li> </ul>
Streetscene	<p>Use the design guidance document to support transportation initiatives and public realm improvements. This includes any consultation and engagement to ensure these spaces support the safe, playful and welcoming use and mobility of children and young people.</p>
Parks and Green Spaces	<p>Use the design guidance document to support parks and green space enhancements as well as any consultation and engagement processes to ensure these spaces support the safe, playful and welcoming use and mobility of children</p>

	<p>and young people. Examples of upcoming projects the child friendly spd can support include:</p>
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- To test design proposals for play area improvements. For example Shoreditch Park, Clapton Pond, Clapton Square, Butterfield Green, Stoke Newington Common an Haggerston Park
- Enhancements to open and green spaces on estates

## Appendices

### A. Child Friendly Places SPD Glossary

**Accessibility** | The ability of all people, including older people and disabled people, those with young children and those carrying luggage and shopping, to reach, move around and use places and facilities with ease.

**Active Frontages** | A ground floor frontage which generates passing trade and provides a 'shop-type' window display with interest at street level.

**Active Travel** | The movement of people through non-motorised means, based around human physical activity. Options of active travel include walking, cycling, running, skateboarding, scooters or roller skates. There are many health benefits of active travel because of the associated decreased air pollution from vehicle traffic, increase in physical activity, improvements to mental well-being and environment.

**Built environment** | Refers to everything around us that is constructed or adapted by humans. It includes all buildings, physical features and spaces where people play, learn, work and live. Schools, homes, parks, shopping centres, transport infrastructure, recreational and community facilities are all part of the built environment.

**Build-outs** | A traffic calming measure that introduces an extension of the pavement / narrowing of the road to control fast moving traffic.

**Children and Young People** | Children and young people are frequently used when referring to the full spectrum of ages and development stages in the under 18 age group. In this document, children and young people denote someone under the age of 18, in keeping with the definition of the United Nations Convention on the Rights of the Child.

**Doorstep Play** | The shared spaces near to home which support play and socialising for children and young people. Extending beyond the GLA definition of playable doorstep space for children under 5, recognising the potential of well-overlooked spaces to support the gradual increase in young peoples' confidence, irrespective of their age, ability and the type of residential development.

**Environmental Stewardship** | Refers to responsible use and protection of the natural environment through conservation and sustainable practices

**Family Units** | Consist of accommodation suitable for households including children, consisting of three or more bedrooms

**Filtered Permeability** | Urban planning concept that describes the extent to which urban form and design permits or restricts movement of people or vehicles in different directions. For example filtering out through car traffic on selected streets to create a more attractive environment for walking and cycling, while maintaining accessibility for local inhabitants, deliveries or emergencies

**Footways** | Is the Highway Code legal term which refers to the part of the highway set aside for pedestrians

**Formal play equipment** | Use of physical equipment specifically designed to cater for specific age groupings eg: swings and slides

**Healthy Streets** | The system of policies and strategies to help Londoners use cars less and walk, cycle and use public transport more

**Independent Mobility** | The freedom and ability to occupy and move through outdoor space without adult supervision

**Legibility** | The degree to which a place can be easily understood and moved through

**Loose Parts Play** | The term is frequently employed in the field of child-development and playwork for assessment of an essential value of a toy, game, equipment or space for play. In order to have true play value, these objects of play must be compelling and encourage the child's involvement

**Modal filter** | A modal filter is a feature used to limit through-journeys along a street by certain modes of transport. Modal filters are used to achieve filtered permeability and are part of the toolbox of low traffic neighbourhoods. This can be achieved in a variety of ways; either with just traffic sign restrictions or with physical restrictions such as bollards



**Multi-functional Space** | Shared or communal public spaces that offer a range of recreation and activity opportunities for all ages and abilities

**Play-on-the-way** | Opportunities for playful encounters in engaging landscapes should not be restricted to designated parks and playgrounds, but rather filter into everyday journeys in the city

**Play Space** | Dedicated spaces where play is identified as one of the prime functions. These include playgrounds, playing fields, skate parks and other recreation areas

**Playable Space** | Space where play and recreational activities are seen as a legitimate use of the space. Playable space typically includes some design elements that have 'play value' that act as a signal to children, young people and the wider community that play is welcome here

**Play Value** | Play equipment is not the only way to provide play value. Innovative use of land formation, landscaping and street furniture can support informal playful experiences. Features including boulders and logs can be encouraged, as long as it is designed in consultation with the maintenance team, and can easily be maintained

**Public Realm** | The space between and surrounding buildings in the city in both public or private ownerships which are available free for everyone to use or see, including streets, squares and parks

**Special educational needs and disability (SEND)** | A child or young person with a learning difficulty and/or a disability that means they need special health and education support

**Sustainable Urban Drainage Systems** | Sustainable urban drainage systems (SUDS) are systems designed to efficiently manage the drainage of surface water in the urban environment. They aim to mimic 'natural' drainage by adopting techniques to deal with surface water runoff locally, through collection, storage, and cleaning before allowing it to be released slowly back into the environment

**Vision Zero** | The London Mayor's Transport Strategy goal focuses on improving the safety and usability of London streets so that, by 2041, all deaths and serious injuries will be

eliminated from London's transport network

**Wayfinding** | Wayfinding is an important aspect of city planning and design. It is defined by the use of spatial and environmental cues to support movement from one place to another

**Young People** | In this document, we have understood 'young people' to be a demographic that sits between 16 - 24 years