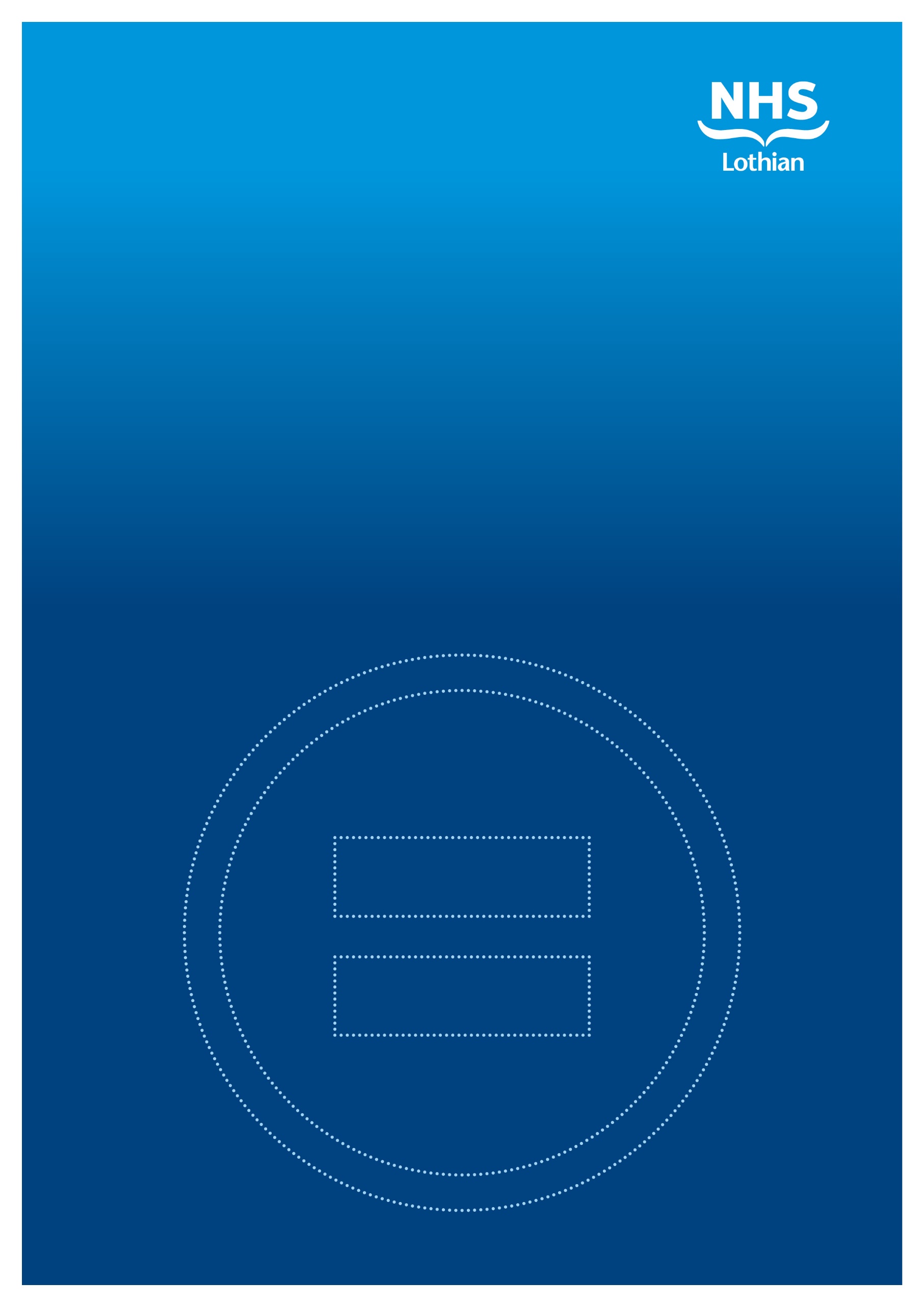
**Equality. Fairer Scotland. Children’s Rights. Impact Assessment Report**

PUT TITLE OF PROPOSAL/ WORK HERE

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# Description Guidance pages 4-7

## Title of proposed work

## Purpose/objective of proposed work

## Who will be affected by this proposed work

## Report written by:

Note – only need the job title:

## Report authorised by: Note – only need the job title for person with responsibility for agreeing the final proposal.

Date:

## PLEASE NOTE

Once your proposal has been agreed and signed off, send the completed Impact Assessment Report to [impactassessments@nhslothian.scot.nhs.uk](mailto:impactassessments@nhslothian.scot.nhs.uk) for publication on [NHS Lothian website](https://org.nhslothian.scot/equality-human-rights/impact-assessments/). You can use this email address to feed back on the impact assessment process.

# Evidence Guidance pages 9-15

## Evidence used:

List the evidence you used, including if you involved people with relevant protected characteristics and lived experience.

## Summary of findings:

Include evidence about relevant population demographics, different health and/ or employment inequalities, people’s different needs and how to meet them, barriers and how to address them, inclusion/ participation in the service, diversity in employment and any complaints and feedback.

# Impact on equality & socio-economic disadvantage Guidance pages 16-22

## Negative impacts Using the evidence you have collected, explain if your proposal could be discriminatory and/ or put a group of people sharing one of these characteristics at a disadvantage for a reason connected to that characteristic. Note – answer yes/ no and if yes provide brief reasons.

| Relevant group | Could your work result in unlawful discrimination? | Could your work put people at a disadvantage/ make their lives worse? |
| --- | --- | --- |
| People in different age groups |  |  |
| Disabled people |  |  |
| Trans and non-binary people |  |  |
| People who are pregnant or on maternity leave |  |  |
| People from different ethnic backgrounds |  |  |
| People with religious or protected beliefs |  |  |
| Men and women  [This may include carers, because many are women.] |  |  |
| People who are heterosexual, lesbian, gay or bisexual |  |  |
| People who are married or in a civil partnership  [only in employment situations] |  |  |
| Care experienced people | NOTE - there is no legal protection from discrimination on basis of care experience. |  |
| People experiencing health inequalities caused by socio-economic disadvantage  [This may include people living in different or difficult circumstances such as people experiencing homelessness, who are in prison or are ex-offenders, people with addictions and people involved with prostitution. Note – travel costs have a particular impact on people experiencing poverty.] | NOTE - there is no legal protection from discrimination on basis of socio-economic disadvantage. |  |
| People experiencing employment inequalities caused by socio-economic disadvantage  [This may include people living in different or difficult circumstances, such as people experiencing homelessness, who are in prison or ex-offenders, people with addictions, ex-service personnel/veterans and people involved with prostitution. Note – travel costs have a particular impact on people experiencing poverty.] | NOTE - there is no legal protection from discrimination in employment on basis of socio-economic disadvantage. |  |
| Carers | NOTE - there is no legal protection from discrimination on basis of caring responsibilities. Women continue to have the majority of caring responsibilities and can be put at a particular disadvantage in connection with this. This may be unlawful indirect sex discrimination. |  |

Positive impact  
Using the evidence you have collected, explain if and how your proposal could have a positive impact on reducing inequalities experienced by groups of people sharing these characteristics.   
Note – answer yes/ no and if yes provide brief reasons.

| Relevant group | Can your work advance equality of opportunity?  [reduce disadvantage, meet needs,  increase participation] | Can your work foster good relations?  [reduce prejudice + increase tolerance] |
| --- | --- | --- |
| People in different age groups |  |  |
| Disabled people |  |  |
| Trans and non-binary people |  |  |
| People who are pregnant or on maternity leave |  |  |
| People from different ethnic backgrounds |  |  |
| People with religious or protected beliefs |  |  |
| Men or women  [This may include carers, because many are women] |  |  |
| People who are heterosexual, lesbian, gay or bisexual |  |  |
| Care experienced people |  |  |
| People who experience health inequalities caused by socio-economic disadvantage  [This may include people in different or difficult circumstances, such as people experiencing homelessness, who are in prison or ex-offenders, people with addictions and people involved with prostitution. Note – travel costs have a particular impact on people experiencing poverty.] |  |  |
| People who experience employment inequalities caused by socio-economic disadvantage.  [This may include people in different or difficult circumstances, such as people experiencing homelessness, who are in prison or ex-offenders, people with addictions, ex-service personnel/veterans and people involved with prostitution. Note – travel costs have a particular impact on people experiencing poverty.] |  |  |
| Carers |  |  |

# Impact on UNCRC rights Guidance pages 23-25

**If your proposal does not affect children and young people do not complete this section.**

If your proposal affects children and young people up to age 18, use the evidence you have collected to explain how your proposal could impact Children’s Rights. Not all UNCRC rights may apply to your proposal. If this is the case, simply say ‘Neutral.’

| UNCRC right | Is your work compatible with this right? | How will your work progress this right? | Are any groups of children particularly impacted |
| --- | --- | --- | --- |
| 1 – we must make sure everyone under 18 years old can enjoy all UNCRC rights |  |  |  |
| 2 – we must make sure all UNCRC rights apply to every child without discrimination. |  |  |  |
| 3 – we must make sure the best interests of the child are a top priority in all decisions and actions that affect the child. |  |  |  |
| 4 - we must create systems that promote and protect UNCRC rights. |  |  |  |
| 5 – we must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, recognising the child’s capacity to make their own choices. |  |  |  |
| 6 – we must do everything we can to ensure that children survive and develop to their full potential. |  |  |  |
| 7 – we must respect the right to be registered at birth, to have a name and nationality and as far as possible for children to know and be cared for by their parents. |  |  |  |
| 8 – we must respect and protect children’s right to an identity and prevent a child’s name, nationality or family relationships from being changed unlawfully. |  |  |  |
| 9 – we must not separate children from their parents against their will unless it is in their best interests and uphold the right to stay in contact with both parents, unless this could cause them harm. |  |  |  |
| 10 – we must respond quickly and sympathetically if a child or their parents apply to live together in the same country. The right to visit and keep in contact with both parents if they live in different countries. |  |  |  |
| 11 – we must do everything we can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home. |  |  |  |
| 12 – we must respect the right for children to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. |  |  |  |
| 13 – we must make sure every child is free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. |  |  |  |
| 14 – we must respect children’s right to think and believe what they choose and also to practise their religion as long as they are not stopping other people from their rights. We must respect the rights and responsibilities of parents to guide their child as they grow up. |  |  |  |
| 15 – we must respect the right to meet with other children and join groups and organisations as long as this does not stop other people from enjoying their rights. |  |  |  |
| 16 – we must respect the right to privacy and protecting the child’s private, family and home life, including protecting children from unlawful attacks that harm their reputation. |  |  |  |
| 17 – we must ensure children have access to reliable information from a variety of sources, and help to protect children from materials that could harm them. |  |  |  |
| 18 – we must support parents by creating support services for children and giving parents the help they need to raise their children. |  |  |  |
| 19 – we must do everything we can to protect children from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. |  |  |  |
| 20 – we must give children who cannot be looked after by their immediate family special protection and assistance, that is continuous and respects their culture, language and religion. |  |  |  |
| 21 – the process of adoption must be safe, lawful and prioritises children’s best interests. |  |  |  |
| 22 – if a child is seeking refuge or has refugee status, we must provide them with appropriate protection and assistance (within our remit/ functions) to help them enjoy UNCRC rights. |  |  |  |
| 23 – we must do all we can to support disabled children and their families to enjoy their right to live a full and decent life with dignity and as far as possible independence and to play an active part in the community. |  |  |  |
| 24 – we must provide good quality health care and education on health and well-being so that children can stay healthy. |  |  |  |
| 25 – we must make sure children who have been placed away from home for the purpose of care or protection (e.g. in hospital) can have a regular review of their treatment, the way they are cared for and their wider circumstances. |  |  |  |
| 26 – Governments must provide social security, including financial support and other benefits to families in need of assistance. |  |  |  |
| 27 – we must help families (within our remit, functions) who cannot afford to, to provide their child with a standard of living that is good enough to meet their physical and social needs and support their development. |  |  |  |
| 28 – every child has the right to an education and discipline in schools must respect children’s dignity and their rights. |  |  |  |
| 29 – education must develop every child’s personality, talents and abilities to the full and encourage child’s respect for human rights, as well as respect for their parents, their own and other cultures and the environment. |  |  |  |
| 30 – we must respect that every child has the right to learn and use their language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. |  |  |  |
| 31 – we must respect the right of every child to relax, play and take part in a wide range of cultural and artistic activities. |  |  |  |
| 32 – we must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. |  |  |  |
| 33 – we must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs. |  |  |  |
| 34 – we must protect children from all forms of sexual abuse and exploitation. |  |  |  |
| 35 – we must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation. |  |  |  |
| 36 – we must protect children from all other forms of exploitation (e.g. by the media, or for medical research) |  |  |  |
| 37 – we must not torture or cause suffering or other cruel or degrading treatment or punishment. Children should be detained only as a last resort and for the shortest time possible. They must be treated with respect and care and be able to keep in contact with their family. |  |  |  |
| 38 – we must do everything we can to protect and care for children affected by war and armed conflicts. |  |  |  |
| 39 – we must provide special support to help children who have experienced neglect, abuse, exploitation, torture or who are victims of war to recover their health, dignity, self-respect and social life. |  |  |  |
| 40 – we must treat a child accused or guilty of breaking the law with dignity and respect. |  |  |  |
| 41 – we must comply with national laws and standards that go further than UNCRC rights. |  |  |  |
| 42 – we must actively work to make sure children and adults know about UNCRC. |  |  |  |

# Making a difference

What changes will you make to your proposal based on the results of this impact assessment?

| Changes | What difference this will make |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |

# Sharing with decision-makers Guidance page 26

Explain how you will make sure the results of your impact assessment will be taken into account by decision-makers before a final decision is taken.

# Monitoring the impact Guidance page 27

How will you monitor the actual impact of this piece of work on equality, socio-economic disadvantage or children’s rights?

|  |  |
| --- | --- |
| What information will you start or continue to collect and report on? | What impact are you measuring |
|  |  |
|  |  |