

North Ayrshire Council Equality and Children's Rights Impact Assessment

This form will assist in carrying out an Equality Impact Assessment (and where appropriate Children's Rights Impact Assessment) of new, revised and existing policies and practices. Guidance on how to complete assessments is given in the Council's **Equality and Children's Rights Impact Assessment Toolkit**. The form is mandatory and must be published on the Council website once the policy or practice has been approved.

Section 1: Details

1.1: Directorate: Communities and Education
Section: Connected Communities

1.2 Name of Policy or Practice being assessed:

Removal of the current Learning Community Librarians from secondary schools

Please indicate if it is:

New: ☐

Existing: ☐

Budget Proposal: ☒

Budget Reference Number (if applicable): SP-COM-24-17

Amount (£) of saving if appropriate (or N/A): £190,000

1.3 List of participants in Equality (& CRIA) Impact Assessment:

Lesley Forsyth, Alison McAllister

1.4 Manager responsible for impact assessment:

Name: Rhonda Leith

Designation: Head of Service, Connected Communities

1.5 Timetable:

Date Assessment started: November 2023

Interim Review Date: December 2024

Section 2: Aims & Relevance

2.1 What is the purpose of the policy, practice of proposal?

Removal of the current Learning Community Librarians from secondary schools

2.2 Who (indicate the equality groups is affected by the policy or practice as an internal or external service user?

Age – children and young people

2.3 Are there any children's rights *(based on the Articles of the UNCRC – Appendix 2)* **that are impacted on through the proposal?** *(for further information please refer to the Equality and Children's Rights Toolkit)*

Yes - ☒ Please **also** complete the CRIA questions in Appendix.

No - ☐ Please complete this form only.

Questions 2.4 – 2.6 refer to the 'Three Key Needs' of the Equality Duty

2.4 Which aspects of the policy eliminate unlawful discrimination, harassment and victimisation?

None

2.5 Which aspects of the policy advance equality of opportunity between people which share a relevant protected characteristic and those who do not?

None

2.6 Which aspects of the policy foster good relations between people who share a protected characteristic and those who do not? *(Does it tackle prejudice and promote a better understanding of equality issues).*

None

2.7 Have any cross-cutting impacts been identified from other Council Services or Partner Agencies (multiple discrimination or accumulated effects of multiple proposals on a protected characteristic group)?

Yes

2.8 If Crosscutting issues identified with other Services, what discussion/interaction has taken place to mitigate any potential negative impacts of accumulated proposals?

There will be the loss of a school library service (this proposal) coupled with a potential 20% reduction in public library opening times (also a budget saving proposal) meaning that children and young people will have limited access to library service both in school and their local community

Section 3: Collecting Information

3.1 What evidence were you able to access about the needs of relevant protected groups?

Potential sources of Evidence:

It is well evidenced that children and young people learn and develop through access to a variety of resources including libraries and engagement with a professional librarian. Information is readily accessible on the internet.

Source(s) of Evidence used for this assessment:

Officers knowledge and data based on the usage of the school libraries.

3.2 Are there any gaps in your evidence?

Yes. Due to the confidential nature of the budget process, consultation with head teachers, school staff and young people about the impact of the proposal has not yet taken place.

Section 4: Impacts

4.1 From the list of protected characteristic groups identified in section 2.3 please identify any potential positive and negative impacts on any of these protected characteristics?

Protected Characteristic	Yes	No	Please Explain (Positive or Negative)
Age - Older people, children and young people – please identify which categories will be affected	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Negative – this will mean that children and young people will not have access to a professional librarian in schools. Access to school library books and library resources to support projects etc will remain but the support of the professional librarian within the school will be removed.
Disability - Physical and Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All children and young people will be affected equally regardless of ability.
Gender reassignment - Where a person is living as the opposite gender to their birth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All children and young people will be affected equally regardless of gender.
Pregnancy and Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All young people will be affected equally regardless if they are pregnant
Race, ethnicity, colour, nationality or national origins - (including gypsy/ travellers, refugees and asylum seekers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All children and young people will be affected equally regardless of gender.
Religion or belief - Includes religious and philosophical beliefs, including no belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All children and young people will be affected equally regardless of religious beliefs.
Sex - Women and Men	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All children and young people will be affected equally regardless of gender.
Sexual Orientation - Lesbian, gay and bisexual people	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All children and young people will be affected equally regardless of sexual orientation.
Marriage and Civil Partnership - marriage between same sex couples is included	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Neutral
Care Experienced - This term refers to anyone who is	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Negative – this will mean that care experienced children and young

Protected Characteristic	Yes	No	Please Explain (Positive or Negative)
currently in care or has been for any length of time regardless of their age, and includes Kinship Care (other family members); Looked After At Home (with support from social work); Residential Care; Foster Care; Secure Care; Adoption.			people will not have access to a professional librarian in schools. We know that the more support we can provide for care-experienced young people the better and it is well-documented that school librarians provide a nurturing and supportive environment in schools.
Other - Poverty, homelessness, ex-offenders, isolated rural communities, carers, part-time workers, or people in a marriage/civil partnership	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Children and young people who have limited access to resources, paper and digital, at home will be more likely to be affected by this proposal.

4.2 If there is a possibility that Young People will be impacted through this policy either directly or indirectly – please complete the Children’s Rights Assessment in Appendix 1.

Yes

Fairer Scotland Duty

4.3 The Fairer Scotland Duty (‘the Duty’), Part 1 of the Equality Act 2010 places a legal responsibility on the Council to actively consider (‘pay due regard to’) how we can reduce inequalities of outcome caused by socio-economic disadvantage when making decisions ([further guidance is available here](#)).

Does the proposal have the potential to have a significant impact on inequalities of outcome caused by socio-economic disadvantage?(consider low income; low wealth; material deprivation; area deprivation; communities of place or interest, socio-economic background).

Please explain/explore the key issues below:

Low Income/Income Poverty: Cannot afford to maintain regular payments such as bills, food and clothing.

Children and young people who live in families with less disposable income and have limited access to paper and digital resources for schoolwork and reading for pleasure to support literacy are more likely to be affected by a reduction or removal of access to free, supported resources through the school library service.

Low and / or no wealth: Having enough money to meet basic living costs and pay bills but have no savings to pay for any unexpected spends and no provision for the future.

Children and young people who live in families with less disposable income and have limited access to paper and digital resources for schoolwork and reading for pleasure to support literacy are more likely to be affected by a reduction or removal of access to free, supported resources through the school library service.

Material Deprivation: Being unable to access basic goods and services, i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure/hobbies.

Children and young people who live in families with less disposable income and have limited access to paper and digital resources for schoolwork and reading for pleasure to support literacy are more likely to be affected by a reduction or removal of access to free, supported resources through the school library service.

Area Deprivation: Where you live (rural areas), where you work (accessibility of transport).

Children and young people who live in families with less access to paper and digital resources for schoolwork and reading for pleasure to support literacy due to physical constraints such as rurality are more likely to be affected by a reduction or removal of access to free, supported resources through the school library service.

4.4 If impacts have been identified how will these be mitigated or explored in more detail? (please outline below)

There are currently five professional librarians working across the eight secondary schools. The proposal is that these posts will be removed and two staff will be appointed to support the delivery of literacy based work in schools as well as assist schools to maintain a physical library space that meets the needs of the learning community. These staff will have the flexibility to work with schools and public libraries in developing resources to support children who are financially disadvantaged.

4.5 Island Proofing

Island Proofing is about considering the particular needs and circumstances of island communities when public sector organisations exercise their functions and make decisions. This has been added to the process of assessing the Council Plan and includes a range of issues such as access to services, digital connectivity, employment and access to education; transport and access to goods and services.

This proposal will impact directly on the Isle of Arran however, previous savings / changes means that there is no professional librarian in the high school, so the impact of the current proposal is less on Arran than on the mainland. In this context, the accompanying budget savings proposal to reduce opening hours of the public library service (20% across the board) will also be tailored on Arran and Cumbrae to support the principle of island proofing.

[Section 5: Assessment](#)

5.1 Is there any evidence that the policy:

- **may result in less favourable treatment for particular groups?**
- **may give rise to direct or indirect discrimination?**
- **may give rise to unlawful harassment or victimisation?**

Yes: ☒

No: ☐

No evidence: ☐

If yes, give details:

The impact of this proposal could adversely affect -

- In particular those in secondary education),
- Those in protected characteristic groups
- Those living in rural areas (including island communities)
- Those living in poverty / socio - economic disadvantage

The assessment has shown key areas where the impact of the change may result in less favourable treatment for these groups and in addition, may give rise to them being discriminated against.

5.2 If you have identified a negative impact for any protected characteristic, how will you modify this?

There are currently five professional librarians working across the eight secondary schools. The proposal is that these posts will be removed and two staff will be appointed to support the delivery of literacy based work in schools as well as assist schools to maintain a physical library space that meets the needs of the learning community.

5.3 Is the policy or practice intended to promote equality by permitting positive action to remove or minimise disadvantage?

Yes: ☐

No: ☒

If Yes, please give details:

NA

5.4 Will the policy lead to positive outcomes for people based on a protected characteristic? (please explain):

No

Section 6: Consultation & Recommendations

6.1 Describe the consultation undertaken with equality groups, including details of the groups involved and the methods used.

Delivery of school library services in other local authorities has been assessed when considering this change. Extensive engagement with stakeholders will be carried out if this proposal is approved to ensure that all available mitigations are in place within the revised financial envelope.

Section 7: Outcome of Assessment

Please ensure children's rights have been considered (appendix 1) before completing this section.

7.1 Please detail the outcome of the assessment by choosing an option below:

1. No major alterations to the policy assessed: the ECRIA (and socio-economic impact) demonstrates the policy is robust and there is no possible discrimination or adverse impact. All opportunities to promote equality have been taken. ☐
2. Adjust the policy: the ECRIA (and socio-economic impact) identifies potential problems of missed opportunities. Adjust the policy to remove barriers or better promote equality. ☐
3. Continue the policy: the ECRIA (and socio-economic impact) identifies the potential for adverse impact or missed opportunities to promote equality. Set out the justifications for continuing with it in the ECRIA, in line with the duty to have due regard. For the most important policies, compelling reasons will be needed. ☒

4. Stop and remove the policy: the policy shows actual or potential unlawful discrimination. It must be removed or changed ☐

7.2 For Outcome 2. in section 7.1 above - please detail recommendations, including any action required to address negative impacts identified or to better promote equality

NA

7.3 Please state the key issues and recommendations arising from the Children's Rights Impact Assessment (if applicable)?

The assessment has highlighted 9 Articles which will be affected by the changes. Although all 9 will be impacted, there will not be an entire removal of the service so the right to them will remain but will diminish in term of quality / availability / accessibility.

7.4 If Outcome 3 is chosen from section 7.1 above, please outline the justifications for continuing the policy/procedure.

Savings are required and an alternative approach has been identified to mitigate the impact of the changes. The summary of the changes proposed is: There are currently five professional librarians working across the eight secondary schools. The proposal is that these posts will be removed and two staff will be appointed to support the delivery of literacy based work in schools as well as assist schools to maintain a physical library space that meets the needs of the learning community. These staff will have the flexibility to work with schools and public libraries in developing resources to support children who are living in socio-economically disadvantaged circumstances, those living in rural areas (including Arran and Cumbrae) as well as specific pieces of work to assist children and young from protected characteristics groups.

Section 8: Monitoring

8.1 Describe how you will monitor the impact of this policy e.g. performance indicators used, other monitoring arrangements, who will monitor progress, criteria used to measure if outcomes are achieved.

Information and Culture staff will, where possible, respond to feedback from stakeholders and implement mitigations where possible. However, since this proposal is the result of budget reductions the response may be limited. Head Teachers and staff in schools will be required to assess the impact of the changes and report these through Standards and Quality reports and school improvement plans.

8.2 Describe how you will publish the results of monitoring arrangements?

Progress logged via Pentana and complaints logged in the Council's complaints process on Lagan.

8.3 When is the policy or practice due to be reviewed?

There is no set time for a review. The service will respond to complaints and suggestions and be agile in its approach to amending delivery to better meet needs based on feedback.

8.4 Head of Service who has approved impact assessment.

Please insert name and title of the Head of Service who has approved this assessment.

Name: Rhonda Leith

Title: Head of Service (Connected Communities)

Date: 31/01/2024

Section 9: Publication

9.1 All Equality Impact Assessments must be published on the Council website. Please forward to Andrew Hale (andrewhale@north-ayrshire.gov.uk).

Useful Guidance

Equality and Human Rights Commission: Assessing impact and the public sector duty: A guide for public authorities (Scotland) (2012)

[Equality and Human Rights Website](#)

Children's Rights:

- [Childrens and Young People Commissioner Scotland website](#)
- [Scottish Government Website – Children's Rights](#)

Appendix 1

When considering the Children's Right's Impact process, some of the key considerations should be recorded in the EIA question section, including any evidence, research and consultation (including any consultation with young people)

Children's Rights Impact Assessment – Not Applicable as no direct or indirect impact on younger people ☐

Assessing the Impact and Presenting Options

1. **Please indicate if possible how many children and young people (nearest estimate) are likely to be affected by the policy or measure?**

8,100 children are currently enrolled across the eight secondary schools

2. **Are some children and young people more likely to be affected than others?**

If, Yes what groups? (consider protected characteristics – e.g. disabled young people, LGBT etc:

Yes, children affected by a variety of factors that impact on their attainment will be more affected by the change to the resources

3. **What Children's Rights are likely to be affected by the policy/proposal?**

Please refer to Table 2 (Appendix 2) – summary of Children's Rights measured against the Children's Wellbeing indicators and insert the relevant rights and indicators in the table below:

Wellbeing indicator (e.g. safe, healthy etc)	Children's Right (e.g. 22 – refugee children)
Healthy Achieving Active Respected Responsible Included	6,12,13,14,15,17,28,29,31

4. What likely impact will the policy/proposal have on Children's Rights and Wellbeing?

	Positive (Explain)	Negative (Explain)
Wellbeing Indicators/ Children's Rights - Healthy Achieving Nurtured Active Respected Responsible Included		<p>Article 6 - life, survival and development</p> <p><i>Children and Young People have the right to' be kept safe from harm, they have the right to be alive, survive and develop through life. This will be compromised as children and young people (C&YP) will have less access to resources to thrive and develop, particularly in relation to attainment and achievement.</i></p> <p>Article 12 - respect for the views of the child</p> <p><i>"Children and Young People have the right to' speak up and have their opinions listened to and be taken seriously by adults on things that affect them" This will be compromised as C&YP will have less opportunity to access information to assist them in forming opinions and building confidence to use their voice.</i></p> <p>Article 13 - freedom of expression</p> <p><i>'Children and Young People have the right to' say whatever they believe as long as it does not harm or offend other people. They also have the responsibility to respect the rights and freedom of others."</i> This will be compromised as C&YP will have less opportunity to access information to assist them in forming opinions and building confidence to use their voice.</p> <p>Article 14 - freedom of thought, belief and religion</p> <p><i>'Children and Young People have the right to' to choose their own religion and beliefs. Their parents should help them think about this"</i> This will be compromised as C&YP</p>

	Positive (Explain)	Negative (Explain)
		<p>will have less opportunity to access information to assist them in forming opinions and building confidence to use their voice.</p> <p>Article 15 - freedom of association <i>'Children and Young People have the right to' join and form groups and make friends – as long as this does not harm other people.'</i> This will be compromised as C&YP will have fewer opportunities to attend groups or clubs run by the staff and fewer opportunities to access information on what clubs and groups are on in the wider community for them to attend.</p> <p>Article 17 - access to information; mass media <i>'Children and Young People have the right to' access information which is important to their wellbeing. Adults should help them find information they are looking for and make sure it's not harmful'</i> . This will be compromised as there will be minimal opportunity to interact with a professional librarian to assist with this kind of research. Access to resources / information may also be restricted from its current level.</p> <p>Article 28 - right to education <i>'Children and Young People have the right to' have an education. In Scotland education is free and children three years old are entitled to a free nursery place.'</i> This will be compromised as the library and librarian form part of the educational offer within schools. This will be significantly diminished.</p> <p>Article 29 - goals of education <i>'Children and Young People have the right to' learn and develop their skills and personality fully, teach them about their own and other people's rights and prepare them for adult life.</i> This will be compromised as there will be less</p>

	Positive (Explain)	Negative (Explain)
		<p>access to learning resources and opportunities, and fewer opportunities to develop information and literacy skills which enhance the school curricular offer.</p> <p>Article 31 - leisure, play and culture <i>'Children and Young People have the right to' rest, play and have the chance to join a wide range of activities. It is really important to remember to have a balance in their life.</i> This will be compromised as there will be fewer opportunities to engage in informal learning and recreational events and activities such as book or coding clubs traditionally delivered in a school library and cultural aspects will be reduced as reading for pleasure many not be promoted as well or access to books restricted.</p>
Other Protected Characteristics	Positive (Explain)	Negative (Explain)
	Children with a range of protected characteristics will be affected equally.	Children with protected characteristics are at risk of being adversely affected as explained above.

5. If Negative impacts are identified how will these be mitigated or the effect reduced?

There are currently five professional librarians working across the eight secondary schools. The proposal is that these posts will be removed and two staff will be appointed to support the delivery of literacy based work in schools as well as assist schools to maintain a physical library space that meets the needs of the learning community.

6. Are there any resource implications of policy modification or mitigation?

If so please state:

The expenditure associated with the two new posts has been factored into the saving.

7. Conclusions and Recommendations from Children's Rights Assessment

(please transfer these to section 7.3 of the main Equality and Children's Impact Assessment report above)

The assessment has highlighted nine Articles which will be affected by the changes. Although all nine will be impacted, if the mitigations are implemented, there will not be an entire removal of the service so the right to them will remain but will diminish in term of quality / availability / accessibility

Wellbeing Indicators (GIRFEC)

Wellbeing Indicator	Short Description of the indicator
Safe	<ul style="list-style-type: none"> Protected from abuse, neglect and harm
Healthy	<ul style="list-style-type: none"> Having the best possible standards of physical and mental health; support to make healthy, safe choices
Achieving	<ul style="list-style-type: none"> Accomplishing goals and thereby boosting skills, confidence and self-esteem; 'being all they can be'.
Nurtured	<ul style="list-style-type: none"> Having a loving and stimulating place to live and grow
Active	<ul style="list-style-type: none"> Having opportunities to take part in a wide range of activities
Respected	<ul style="list-style-type: none"> Being enabled to understand their world, being given a voice, being listened to, and being involved in the decisions that affect their wellbeing.
Responsible	<ul style="list-style-type: none"> Taking an active role within their home, school and community.
Included	<ul style="list-style-type: none"> Being a full member of the communities in which they live and learn; receiving help and guidance to overcome inequalities.

Links between Wellbeing Indicators and Articles of the UNCRC

Wellbeing Indicator	Articles of the UNCRC (Rights of the Child)
Safe	<p>11: abduction and non-return of children 'Children and Young People have the right to' be protected from being kidnapped or taken out of the country when they shouldn't be.</p> <p>19: protection from violence, abuse and neglect 'Children and Young People have the right to' be kept safe from harm and protected against violence. They must be given proper care by those looking after them.</p> <p>22: refugee children 'Children and Young People have the right to' special help and be allowed to live somewhere that is safe if they are a refugee.</p> <p>32: child labour 'Children and Young People have the right to' protection from doing work which would be dangerous or interfere with their education. If they are under 16 there are laws about where, when and for how long they can work</p> <p>33: drug abuse 'Children and Young People have the right to' be protected from dangerous drugs.</p> <p>34: sexual exploitation</p>

Wellbeing Indicator	Articles of the UNCRC (Rights of the Child)
	<p>'Children and Young People have the right to' never be pressurised or forced into doing anything sexual. They have the right to be protected from it.</p> <p>35: abduction, sale and trafficking 'Children and Young People have the right to' be protected from being abducted or sold. People should never make them do anything against their will, like marry someone.</p> <p>36: other forms of exploitation 'Children and Young People have the right to' be protected from being taken advantage of in any way and have the right to be protected from any sort of exploitation.</p> <p>37: inhumane treatment and detention 'Children and Young People have the right to' be treated with respect if they have committed a crime. They should not be locked up unless it is absolutely necessary and they will get legal help.</p> <p>38: war and armed conflicts 'Children and Young People have the right to' not to be forced to go into the army or take part in war if they are under 15. In Scotland, they have to be 16 to join and are not normally allowed to fight until they are 18.</p>
Healthy	<p>3 – best interests of the child 'Children and Young People have the right to' have their interests considered if a decision is being made by any person about them. What is best for them is what matters.</p> <p>6 – life, survival and development 'Children and Young People have the right to' be kept safe from harm, they have the right to be alive, survive and develop through life.</p> <p>24 - health and health services 'Children and Young People have the right to' if they are ill, be given good healthcare so they can get well again. They have the right to live in a safe, healthy environment with good food and clean drinking water.</p> <p>39 - recovery and rehabilitation of child victims 'Children and Young People have the right to' special support to help them recover if they have been hurt or badly treated.</p>

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Healthy	<p>3 – best interests of the child ‘Children and Young People have the right to’ have their interests considered if a decision is being made by any person about them. What is best for them is what matters.</p> <p>6 – life, survival and development ‘Children and Young People have the right to’ be kept safe from harm, they have the right to be alive, survive and develop through life.</p> <p>24 - health and health services ‘Children and Young People have the right to’ if they are ill, be given good healthcare so they can get well again. They have the right to live in a safe, healthy environment with good food and clean drinking water.</p> <p>39 - recovery and rehabilitation of child victims ‘Children and Young People have the right to’ special support to help them recover if they have been hurt or badly treated.</p>
Achieving	<p>4 – implementation of the convention ‘Children and Young People have the right to’ have their rights are protected and an environment where they can grow up safe.</p> <p>18 - parental responsibilities and state assistance ‘Children and Young People have the right to’ both parents having the main responsibility to bring them up and should always consider what is best for them.</p> <p>28 - right to education ‘Children and Young People have the right to’ have an education. In Scotland education is free and children three years old are entitled to a free nursery place.</p> <p>29 - goals of education ‘Children and Young People have the right to’ learn and develop their skills and personality fully, teach them about their own and other people’s rights and prepare them for adult life.</p>

Wellbeing Indicator	Articles of the UNCRC (Rights of the Child)
Nurtured	<p>4 – implementation of the convention Children and Young People have the right to have their rights are protected and an environment where they can grow up safe</p> <p>5 - parental guidance and a child’s evolving capacities ‘Children and Young People have the right to’ their parents being responsible to guide them through their childhood and help them learn how to use their rights.</p> <p>18 - parental responsibilities and state assistance ‘Children and Young People have the right to’ both parents having the main responsibility to bring them up and should always consider what is best for them.</p> <p>20 - children deprived of a family ‘Children and Young People have the right to’ special care if they can’t live with their parents. They may be looked after by other members of their family or by a different family.</p> <p>21 - adoption ‘Children and Young People have the right to’ if they are being adopted, this must only happen under very strict rules which make sure that what is happening is best for them.</p> <p>25 - review of treatment in care ‘Children and Young People have the right to’ if they are looked after in a care home or somewhere else away from home, have their living arrangements looked at regularly to make sure they are still what’s best for them.</p> <p>27 - adequate standard of living ‘Children and Young People have the right to’ a safe place to live, food, clothing and to take part in things they enjoy.</p>
Active	<p>3 - best interests of the child ‘Children and Young People have the right to’ have their interests considered if a decision is being made by any person about them. What is best for them is what matters.</p> <p>23 - children with disabilities ‘Children and Young People have the right to’ if they have any kind of disability, have special help to make sure they can join in with things.</p> <p>31 - leisure, play and culture ‘Children and Young People have the right to’ rest, play and have the chance to join a wide range of activities. It is really important to remember to have a balance in their life.</p>

Respected	<p>2 - non-discrimination ‘Children and Young People have the right to’ have the convention that applies to everyone under the age of 18, no matter who they are, whether they are a boy or a girl, what their religion is, whether they have a disability, or what type of family they come from.</p> <p>3 - best interests of the child ‘Children and Young People have the right to’ have their interests considered if a decision is being made by any person about them. What is best for them is what matters.</p> <p>4 – implementation of the convention Children and Young People have the right to’ have their rights are protected and an environment where they can grow up safe</p> <p>5 - parental guidance and a child’s evolving capacities ‘Children and Young People have the right to’ their parents being responsible to guide them through their childhood and help them learn how to use their rights.</p> <p>8 - protection and preservation of identity ‘Children and Young People have the right to’ know who they are – official records should be kept. If they are over 16 years old and adopted, they can try to find out who they birth parents are.</p> <p>12 - respect for the views of the child ‘Children and Young People have the right to’ speak up and have their opinions listened to and be taken seriously by adults on things that affect them.</p> <p>13 - freedom of expression ‘Children and Young People have the right to’ say whatever they believe as long as it does not harm or offend other people. They also have the responsibility to respect the rights and freedom of others.</p> <p>14 - freedom of thought, belief and religion ‘Children and Young People have the right to’ to choose their own religion and beliefs. Their parents should help them think about this.</p> <p>16 - right to privacy ‘Children and Young People have the right to’ their own space and privacy. For example, they shouldn’t have their personal letters opened or anyone listening in to their personal phone calls.</p> <p>17 - access to information; mass media ‘Children and Young People have the right to’ access information which is important to their wellbeing. Adults should help them find information they are looking for and make sure it’s not harmful.</p> <p>18 - parental responsibilities and state assistance ‘Children and Young People have the right to’ both parents having the main responsibility to bring them up and should always consider what is best for them.</p> <p>30 - the right to learn and use the language, customs and religion of their family ‘Children and Young People have the right to’ enjoy their own culture, use their own language and practise their own religion.</p>
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Wellbeing Indicator	Articles of the UNCRC (Rights of the Child)
Responsible	<p>3 - best interests of the child ‘Children and Young People have the right to’ have their interests considered if a decision is being made by any person about them. What is best for them is what matters.</p> <p>12 - respect for the views of the child ‘Children and Young People have the right to’ speak up and have their opinions listened to and be taken seriously by adults on things that affect them.</p> <p>14 - freedom of thought, conscience and religion ‘Children and Young People have the right to’ choose their own religion and beliefs. Their parents should help them think about this.</p> <p>15 - freedom of association ‘Children and Young People have the right to’ join and form groups and make friends – as long as this does not harm other people.</p> <p>40 - juvenile justice ‘Children and Young People have the right to’ be given legal assistance if they have committed a crime. The Convention also states that they should only be sent to prison if they have committed a serious crime.</p>
Included	<p>3 - best interests of the child ‘Children and Young People have the right to’ have their interests considered if a decision is being made by any person about them. What is best for them is what matters.</p> <p>6 - life, survival and development ‘Children and Young People have the right to’ be kept safe from harm, they have the right to be alive, survive and develop through life.</p> <p>18 - parental responsibilities and state assistance ‘Children and Young People have the right to’ both parents having the main responsibility to bring them up and should always consider what is best for them.</p> <p>23 - children with disabilities ‘Children and Young People have the right to’ if they have any kind of disability, have special help to make sure they can join in with things.</p> <p>26 - social security ‘Children and Young People have the right to’ help and financial support from the Government if they need it.</p> <p>27 - adequate standard of living ‘Children and Young People have the right to’ a safe place to live, food, clothing and to take part in things they enjoy.</p>