

Equality, Fairer Scotland and Children's Rights Impact Assessment

UNCRC Implementation Project

1. Introduction

NES directorate or department: Nursing, Midwifery and Allied Health Professions (NMAHP).

Equality, Fairer Scotland and Children's Rights Impact Assessment help us to make good decisions. It's a process to help us think about how we can:

- Take action to advance equality
- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations
- Develop better technology, education and learning and workforce planning solutions to contribute to Scotland's health and care
- Support us to be a diverse and inclusive employer
- Demonstrate how we have considered equality and children's rights in making our decisions.

Impact Assessment is a helps us to consider how our work will meet the Public Sector Equality Duty, and it is an important way to mainstream equality into our work at NES.

2. Purpose/objective of proposed work

Following the introduction of the UNCRC (Incorporation) (Scotland) Act 2024 ([United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act 2024](#)) into Scots law, the Scottish Government commissioned NHS Education for Scotland (NES) to support health boards in implementing the Act and embedding a children's human rights-based approach.

NES will provide a range of educational opportunities, creating a supportive environment for health boards to enable them to effectively integrate children's human rights principles into their services, policies, and decision-making processes. This will benefit not only children's

services but also enhance rights-focused practices across all health service areas.

The key aims and objectives of this work are:

- To support health boards to use learning materials provided by Scottish Government, linking with other NES teams to ensure effective dissemination of information across the organisation and health boards e.g. supporting health boards to use the Getting ready for UNCRC Framework and promoting use of the Guide for public services in Scotland on understanding children's human rights
- Where opportunities arise, health boards will be supported to identify practical action which will further embed and improve the realisation of children's rights across their services, not just within Children's Services.
- To act as a champion for children's rights and promote the inclusion of children and young people in decision-making, and in the development of services which have an impact on their lives. This goes beyond children's services.
- To liaise with other health programmes and professional networks to support and encourage them to share, promote and mainstream a children's human rights approach during their engagements.
- For NES to take steps to promote, respect, protect and fulfil the rights of children and young people and increase awareness of the United Nations Convention on the Rights of the Child (UNCRC) amongst its staff and stakeholders.
- For NES to take steps to raise awareness of the UNCRC, including, where appropriate, adding relevant links to UNCRC information materials on its website and learning platforms.

3. Evidence

It is important to have up to date evidence to inform our impact assessment. The following evidence has informed our impact assessment and further detail provided.

Research on Socio-Economic and Health Inequalities

- Utilise evidence from a range of sources to inform our understanding of socio-economic impacts on children's health.

Existing Policy and Legislative Reviews

- Review relevant policy documents, such as '[Getting it right for every child' \(GIRFEC\) policy statement](#), to ensure alignment with UNCRC principles and identify any gaps.

Case Studies and Best Practice Examples

- Refer to case studies from other regions or countries that have successfully implemented the UNCRC principles in healthcare, identifying best practice and lessons learned.
- Include examples from local health boards that are utilising rights-based approaches or child-friendly feedback mechanisms, analysing the impact on service delivery and inclusivity.

Staff Training and Awareness Assessments

- Conduct pre-and-post education evaluations to measure staff understanding of the UNCRC principles and their confidence in applying them to practice.

Feedback from Children and Young People

- Use findings from existing consultations or surveys with children and young people, such as those conducted by Young Scot, to identify common issues and areas for improvement.

4. Summary

Provide a summary of your findings based on your impact assessment.

We have considered how this work will impact on the Public Sector Equality Duty (See Annex A). This includes how it might affect people differently, taking account of protected characteristics and how these intersect, including with poverty and low income. This is important as a national NHS Board in our work to address health inequalities.

The Project supports health boards to embed inclusive, rights-based approaches across all areas of service delivery, ensuring that children's rights are upheld in practice. This is being addressed through awareness raising, learning resources, shared practice and signposting to guidance.

The project has taken into consideration what barriers might exist to participation and access to resources and events, with steps taken to address inclusivity and mitigate barriers.

We have also considered children's rights, our role as a corporate parent and the Fairer Scotland Duty.

The impact assessment has identified the following actions to better advance equality, progress children's rights and meet the Public Sector Equality Duty. See Section 5.

5. Making a difference

The impact assessment has informed the following:

Issue or risk identified	Proposed changes/action	Timescale
Limited mechanisms within health boards to enable effective child participation as required by the UNCRC legislation.	Support health boards through awareness raising, learning sessions and resources that help them consider the requirements around participation, approaches to participation, and child friendly complaints. Through the established leads network, there will be opportunity for boards to share their learning.	March 2026
Variable levels of awareness and understanding of UNCRC principles across health boards and the health workforce.	NES will provide a centralised learning platform to enable access to resources, toolkits and guidance documents to assist health boards in educating their workforce and cascading information on the UNCRC principles. There will be specific/targeted approaches in raising awareness of children who may be furthest from their rights.	March 2026
Monitoring and evaluation of UNCRC implementation within health boards.	NES to engage with national developments on monitoring and evaluation of UNCRC incorporation. Updates on new monitoring and reporting arrangements will be provided to support health boards assess their progress in implementing the UNCRC principles. The project itself will report impact to Scottish Government against agreed project objectives.	March 2026
Accessibility of resources provided by NES.	Ensure that all materials, communication methods, and support services developed during the project are inclusive and accessible to all, utilising NES guidance, for examples in relation to accessibility in technology enhanced learning. We will offer Easy Read, braille, sign language interpretation, culturally sensitive services, and multilingual resources, where appropriate.	March 2026

6. Monitoring

The impact assessment will be reviewed to understand the actual impacts of the work.

Specific project activities will be evaluated on a continuous basis, for example, through evaluation of learning events and feedback from participants.

The project is commissioned by Scottish Government therefore we are required to report the outputs and impacts of the work on a bi-annual basis.

The impact assessment will be reviewed on an annual basis for the duration of the project.

7. Sign-Off

Director: Karen Wilson, Deputy Chief Executive and Executive Nurse
Director, NHS Education for Scotland

Date: 14 April 2025

Annex A: Impact on equality & socio-economic disadvantage

Guide: 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.
- 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	Could your work result in unlawful discrimination?	Could your work put people at a disadvantage/ make their lives worse?	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	No	No. There is awareness of the need to provide and use age-appropriate language and engagement methods.	Yes. The project ensures it is using age-appropriate language and engagement methods. Implementing the UNCRC impacts various age groups by fostering a society where children's rights are upheld and respected. For children, it ensures access to services that meet their developmental needs, reduce disadvantages, and empower their voices in decision-making. Parents and guardians benefit from increased support and	Yes. Implementing the UNCRC promotes children's rights to the health workforce in Scotland, while fostering respect across generations. Ensuring that children's voices are heard and valued encourages understanding and respect between different age groups, reducing age-based

			resources, while service providers and educators gain guidance on delivering care and education that respects children’s rights. Older adults and the broader community also see positive effects, as the UNCRC promotes intergenerational respect, inclusivity, and a culture of human rights. Together, these impacts create a more supportive, equitable environment that values every age group and empowers future generations.	stereotypes and fostering positive intergenerational relationships
Disabled people	No	No	Yes. The project ensures accessibility requirements are adhered to, such as providing accessible formats. The needs of disabled people accessing learning events (online or in-person) will be considered and addressed to promote their participation, for example, providing sign language interpreters. By promoting the UNCRC and implementation of the legislation, this will raise awareness in advancing equality of opportunity. There could be significant impacts on individuals with disabilities by promoting an inclusive society where children with disabilities can fully exercise their rights. For children with disabilities, it ensures equitable access to services and opportunities, reduces barriers, and enables their active participation in decisions affecting their	Yes. The project prioritises good relations through collaborative and engaging work with those with lived or living experience. The UNCRC’s focus on equity and inclusion promotes the rights of children with disabilities to access services and participate fully in society. This helps reduce stigma and discrimination by fostering empathy and understanding of the diverse experiences of children with disabilities, creating a more inclusive society.

			<p>lives. Families benefit from additional support and resources tailored to meet their children’s specific needs, while educators and service providers are guided to deliver inclusive care and education that respects children’s rights. The wider community also benefits, as the UNCRC fosters a culture of accessibility, respect, and equal opportunity, helping build a society that values and empowers individuals of all abilities.</p>	
Trans and non-binary people	No	No	<p>Yes. The project will ensure issues faced by trans and non-binary people, within the workforce and beyond, are considered. These may be issues that may make them feel excluded when accessing resources or attending events. Implementing the UNCRC can positively impact trans and non-binary people by promoting a society that respects all children’s identities and upholds their rights without discrimination. The UNCRC’s principles support equitable treatment and protection for all children, including those who are trans and non-binary, ensuring they have equal access to services, education, and opportunities to participate. It encourages creating inclusive environments where children’s unique identities are respected, and their</p>	<p>Yes. Implementing the UNCRC promotes a supportive environment for trans and non-binary children by ensuring their right to identity and freedom from discrimination. This approach fosters acceptance, raises awareness of gender diversity, and helps reduce prejudice, encouraging a culture of respect and inclusion for all gender identities in Scotland.</p>

			<p>voices are valued in decisions that affect them. By supporting these rights, the UNCRC fosters a culture of acceptance and understanding that benefits individuals across the gender spectrum, promoting greater inclusion and support for all young people as they grow.</p>	
<p>People who are pregnant or on maternity leave</p>	No	No	<p>Yes. All project resources are available online, ensuring individuals can access them at a time that suits them. This also ensures that if individuals are on maternity leave, the resources are available upon their return. The UNCRC can positively impact individuals who are pregnant or on maternity leave by promoting the importance of support for both children and their caregivers (who can also be under 18). It encourages policies that protect and uphold the rights of children from birth, highlighting the need for environments that allow caregivers, especially those who are pregnant or on maternity leave, to provide the best care possible. This may include promoting family-friendly policies, like parental leave and flexible work options, to support the bonding, health, and well-being of both the child and the caregiver. By fostering these supportive practices, the UNCRC helps build a society that values the early</p>	<p>Yes. The UNCRC highlights the rights of all children, including those of young parents and their babies. Providing tailored support for young mothers promotes respect and reduces stigma, encouraging communities to be more supportive and understanding of young parents and fostering positive relationships within society.</p>

			stages of childhood development and the vital role caregivers play, contributing to stronger family and community support systems that benefit everyone.	
People from different ethnic backgrounds	No	No	Yes. There is awareness of the need to promote culturally sensitive practices and acknowledge people within the workforce from ethnic minority groups may feel excluded if there is a lack of representation. Implementing the UNCRC has a meaningful impact on individuals from diverse ethnic backgrounds through equitable access to services and opportunities for all children, regardless of ethnicity. Through its anti-discrimination principles (Article 2), the UNCRC requires that boards address any barriers that may prevent children from minority backgrounds from fully participating and thriving. Implementation involves inclusive practices, such as cultural (Article 30). This ensures that children from all ethnic backgrounds feel respected, valued, and empowered to participate, ultimately fostering a more inclusive and equitable society.	Yes. Implementing the UNCRC helps promote cultural understanding and respect by ensuring that children from all ethnic backgrounds are supported in maintaining their cultural heritage. By embedding cultural competence in health and social care, the UNCRC reduces prejudice and encourages appreciation for diversity, fostering tolerance and positive community relationships.
People with religious or protected beliefs	No	No	Yes. The timing of any training will be considered, for example, avoiding religious holidays to promote inclusivity. The implementation of the UNCRC in health	Yes. Implementing the UNCRC in health and social care can foster good relationships by ensuring

			and social care in Scotland promotes the rights of children from diverse religious backgrounds by ensuring they have access to culturally and spiritually appropriate care. Article 14 of the UNCRC supports children's right to freedom of thought, conscience, and religion, requiring services to respect and accommodate individual beliefs. This inclusivity fosters a supportive environment where children feel valued and understood.	that children's religious beliefs are respected, promoting understanding and tolerance among diverse groups. It encourages services to recognise and accommodate various faiths, reducing prejudice and building respect for individual beliefs.
Men and women [This may include carers, because many are women.]	No	No	Yes. Access to learning about carers and young carers will be promoted and integral, in partnership with the carers workstream within NES' Social Care directorate. The implementation of the UNCRC promotes gender equality in health and social care, ensuring that both men and women receive equitable treatment and access to services. By recognizing the distinct needs of all genders, the UNCRC supports the provision of tailored care that respects and addresses the rights and health outcomes of all children and their families, contributing to a more equitable society.	Yes. The UNCRC's implementation promotes gender equality by ensuring equitable access to health and social care services. By addressing and respecting gender-related needs, it fosters respect and understanding between genders and reduces stereotypes, supporting more inclusive and tolerant communities
People who are heterosexual, lesbian, gay or bisexual	No	No	Yes. LGBTQ+ perspectives will be explicitly considered within learning to ensure the workforce have knowledge and awareness. The UNCRC's implementation	Yes. The project prioritises good relations through collaborative and engaging work with those with lived

			<p>impacts children and young people of all sexual orientations by advocating for their right to be free from discrimination (Article 2) and to express their views on matters that affect them (Article 12). This framework encourages health and social care services to create inclusive environments where LGBTQ+ youth feel safe, respected, and empowered to seek the support they need.</p>	<p>or living experience. Implementing the UNCRC supports LGBTQ+ youth by promoting their rights to equal treatment and freedom from discrimination. This fosters good relationships by creating a more inclusive environment within health and social care, helping reduce stigma and increase acceptance of all sexual orientations.</p>
<p>People who are married or in a civil partnership [only in employment situations]</p>	No	No	<p>No. There is not considered to be any advancement in equality of opportunity in relation to people who are married or in a civil partnership.</p>	<p>No. There is not considered to be any advancement in fostering good relations for people who are married or in a civil partnership.</p>
<p>Care experienced people</p>	No	No	<p>Yes. The project understands the connections between this work, Corporate Parenting duties, The Promise and Getting it right for every child. It promotes alignment with these policies and frameworks, and including people with lived and living experience of care in any work that impacts them. Learning or resources will aim to highlight the unique challenges faced by care-experienced children and acknowledge the workforce</p>	<p>Yes. The project prioritises good relations through collaborative and engaging work with those with lived or living experience. Implementation of the UNCRC greatly supports children in care by advocating for their participation in decision-making and ensuring equal</p>

			engaging in this work may also have care experience. The implementation of the UNCRC has a profound impact on children in care by advocating for their rights to protection, provision, and participation (Articles 20 and 12). It ensures that their voices are heard in decisions affecting their lives and that they receive the necessary support and services tailored to their unique circumstances, ultimately fostering better outcomes for children in care	access to services. This promotes empathy, reduces prejudice, and encourages broader community support and tolerance for children who may have different life experiences.
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 – links between socio-economic factors and education.]	The project team acknowledge there is no legal protection from discrimination on basis of socio-economic disadvantage.	No	Yes. There is an awareness of reducing barriers where possible such as digital poverty, financial constraints (e.g., travel expenses for in-person sessions) or limited access to resources which may put people at a disadvantage. The UNCRC addresses health inequalities by advocating for all children’s right to the highest attainable standard of health (Article 24). Its implementation requires health and social care services in Scotland to actively work to eliminate barriers faced by children from disadvantaged socio-economic backgrounds, ensuring they have access to appropriate care and support to improve their health outcomes.	Yes. By having an awareness of health inequalities caused by socio-economic disadvantage, this can help reduce prejudice. The UNCRC’s implementation raises awareness of socio-economic challenges and advocates for equitable care. This helps reduce prejudice and increases tolerance by fostering empathy and understanding for those facing socio-economic hardship.

<p>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 – socio-economic factors and the links to education and opportunities for employment.]</p>	<p>The project team acknowledge there is no legal protection from discrimination in employment on basis of socio-economic disadvantage.</p>	<p>No</p>	<p>Yes. Equality of opportunity will be considered within this work, both promoting awareness and within the workforce. For example, considering shift patterns or other employment constraints, staff from disadvantaged employment contexts being unable to participate fully. The project ensures that webinars and awareness sessions are at different times and days to ensure the widest array of individuals can participate. The project ensures that where people potentially couldn't attend an event all material from that event is available on our Turas learn site.</p> <p>While the UNCRC primarily focuses on children's rights, its emphasis on non-discrimination and equitable access indirectly supports families experiencing employment inequalities due to socio-economic disadvantage. By advocating for the rights of children, it promotes the necessity of addressing the broader socio-economic factors that impact families, which can enhance their overall stability and support.</p>	<p>Yes. By having an awareness of employment inequalities caused by socio-economic disadvantage, this can help reduce prejudice. While indirectly focused, the UNCRC's principles support the broader socio-economic needs of families, which can help reduce biases about employment status. By raising awareness of socio-economic inequality, it fosters compassion and reduces prejudice, promoting greater tolerance.</p>
<p>Carers</p>	<p>The project team acknowledge there is no legal</p>	<p>No</p>	<p>Yes. Access to learning about carers and young carers will be promoted and integral, in partnership with the carers</p>	<p>Yes. The project prioritises good relations through collaborative and engaging</p>

	<p>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.</p>		<p>workstream within NES' Social Care directorate. This will also ensure representation within resources about young carers. There will be awareness of the need for flexible approaches to promote engagement for the workforce who may be carers. The implementation of the UNCRC positively impacts carers, including children who take on caring responsibilities for family members or others in their community. It recognises their critical role in supporting the rights and well-being of those they care for, ensuring their voices are heard and their needs are met. Health and social care services aligned with UNCRC principles can provide better resources and support for all carers, including young carers, ensuring they have the tools and assistance needed to balance their responsibilities with their own developmental needs. This holistic approach fosters a supportive environment that values both the contributions of carers and the rights of the children in their care.</p>	<p>work with those with lived or living experience. Implementing the UNCRC fosters understanding and support for carers, including young carers, by highlighting their unique contributions and needs. This encourages tolerance and reduces prejudice by promoting awareness of young carers' responsibilities, fostering empathy and respect for those balancing care with their own lives</p>
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Annex C: Impact on UNCRC rights

We all have a legal responsibility to ensure the work we do does not adversely affect children’s rights, both directly and indirectly. Children’s rights are now enshrined in Scottish law through the UNCRC (Incorporation) (Scotland) Act 2024, which places a legal duty on public authorities not to act incompatibly with the UNCRC requirements. If you do not consider that your work affects children and young people under 18 do not complete this section. You should state that you have made this decision in the summary of your impact assessment (See Section 4 above).

If your proposal affects children and young people, 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 ‘Not relevant’ or ‘no known relevance’. You can access this summary of the UNCRC articles for more information [UNCRC summary-1_1.pdf \(unicef.org.uk\)](https://www.unicef.org.uk/uncrc-summary-1-1.pdf)

You can find out more about children’s rights at [Childrens Rights \(UNCRC\) | Turas | Learn \(nhs.scot\)](#)

UNCRC right	How will your work limit or restrict this right?	How will your work progress this right?	Are any groups of children particularly impacted
3 – best interests of the child	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	Implementing the UNCRC (Incorporation) (Scotland) Act 2024 across NHS Scotland has a transformative impact on children's rights by embedding the principles of the UNCRC into every aspect of health and social care. This project promotes that all children in Scotland, regardless of background, have their rights to health, safety, dignity, and participation upheld in healthcare settings. By actively promoting non-discrimination,	All children are impacted by this work, but groups such as children in care, disabled children, and those experiencing poverty may be particularly impacted as their best interests are often overlooked.

		respecting cultural diversity, and providing accessible, child-centred care, NHS Scotland is committed to creating a health system that empowers children, protects their well-being, and enables them to thrive. Through this Act, children’s voices are prioritised in decisions affecting their health, fostering an inclusive environment that respects and champions the rights of every child in Scotland.	
4. making rights real	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project directly contributes to making rights real by supporting NHS Scotland health boards in embedding children’s rights into policies, procedures, and everyday interactions.	All children are impacted by this work. There may need to be explicit consideration in highlighting the needs of children with disabilities, children from socio-economically disadvantaged backgrounds, care experienced children, refugee and asylum-seeking children.
5 – family guidance as children develop	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project directly supports NHS Scotland health boards in embedding children’s rights into policies, procedures, and everyday interactions.	All children are impacted by this work. There may need to be explicit consideration of babies and young children, children with disabilities, care experienced children, children from culturally diverse backgrounds, Refugee and asylum-seeking children.
6 – life, survival and development	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	By supporting health boards to implement rights-based practices, the project promotes equitable access to life-saving treatments	All children are impacted by this work. There may need to be explicit consideration of children with complex health needs,

		and services that support survival and holistic development	premature babies, and those living in remote and rural or areas of deprivation.
7 – name and nationality	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children are impacted by this work. There may need to be explicit consideration of refugee and asylum-seeking children, unaccompanied children, stateless children, care experienced children, children from diverse cultural backgrounds.
8 – identity	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children are impacted by this work. There may need to be explicit consideration of care experienced children, trans and non-binary children, children from ethnic and religious minorities, refugee and asylum-seeking children, unaccompanied children, stateless children.
9 – keeping families together	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children are impacted by this work. There may need to be explicit consideration of children in hospital or long-term medical care, care experienced children, children at risk of removal from their families, children of parents in hospital or care, refugee and

			asylum-seeking children, unaccompanied children.
10 - contact with parents across countries	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children are impacted by this work. There may need to be explicit consideration of refugee and asylum-seeking children, unaccompanied children, children of migrant workers, international students (under 18).
11 – protection from kidnapping	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children are impacted by this work. There may need to be explicit consideration of children in families affected by domestic abuse, refugee and asylum-seeking children, care experienced children, children of separated or divorced parents.
12 – respect for children’s views	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project includes webinars and resources focused on involving children in decisions about their health, ensuring their voices are heard and respected. Project activities integrate the views and experiences of children and young people.	All children are impacted by this work. There may need to be explicit consideration of babies and young children, disabled children, children from diverse cultural backgrounds, non-verbal children.

13 – sharing thoughts freely	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	Child-friendly healthcare environments are championed within the project, which includes providing guidance and learning on child-friendly complaint processes.	All children are impacted by this work. There may need to be explicit consideration of babies and young children, disabled children, children from diverse cultural backgrounds, non-verbal children.
14 – freedom of thought and religion	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	This project supports health boards to consider and protect this right, promoting the need for the workforce to understand and respect the religious and cultural needs of children receiving care and within healthcare settings.	All children are impacted by this work. There may need to be explicit consideration of children from ethnic and religious minorities, children from diverse cultural backgrounds.
15 –freedom of association and peaceful assembly	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives, including their right to meet with friends and join groups.	All children are impacted by this work. There may need to be explicit consideration of children in hospitals (especially in long term care), care experienced children, disabled children.
16 – protection of privacy	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights	All children are impacted by this work.

		holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	
17 – access to information	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports health boards in communicating health information in child-friendly ways, empowering children to make informed decisions. Considering the need for child-friendly and accessible versions of reports and information are integral to project activities.	All children are impacted by this work. There may need to be explicit consideration of babies and young children, disabled children, children from diverse cultural backgrounds where there is a need to provide information in languages that all children can understand.
18 – responsibility of parents	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children are impacted by this work. There may need to be explicit consideration of children in single parent families, children experiencing poverty, disabled children, children with complex health needs.
19 – protection from violence	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will consistently apply and integrate a trauma-informed approach to learning resources, activities and events. The project promotes a range of workforce learning to increase knowledge and awareness of protecting children from violence, abuse and neglect.	All children are impacted by this work. There may need to be explicit consideration of children with care experience, children with disabilities, children living in households where they are experiencing abuse or are at risk of harm.

20 – children without families	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will ensure alignment with and consideration of The Promise Plan's ambitions and Corporate Parenting legislation .	Children currently in care or at risk of being under the care of the local authority.
21 – children who are adopted	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will ensure alignment with and consideration of The Promise Plan's ambitions and Corporate Parenting legislation .	Children who are adopted.
22 – refugee children	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will consistently apply and integrate a trauma-informed approach to learning resources, activities and events. The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. The work will promote rights of refugee children's rights and that unique barriers require consideration.	Refugee and asylum-seeking children, especially those who are unaccompanied, stateless or have experienced trauma.
23 – disabled children	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project focuses on supporting boards with accessible resources and training on inclusive practices. It ensures there is a specific focus on the barriers faced by disabled children.	Disabled children.
24 – enjoyment of the highest attainable standard of health	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project promotes equitable access to healthcare, highlighting the need to meet children's health needs without discrimination. The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and	All children are impacted by this work. There may need to be explicit consideration of children living in areas of deprivation, disabled children, children with complex health needs.

		awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	
25 – review of a child’s placement	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will ensure alignment with and consideration of The Promise Plan's ambitions and Corporate Parenting legislation .	Children currently in care.
26 – social and economic help	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project promotes policies, initiatives and learning resources which address child poverty, encouraging the workforce who have contact with children and families to discuss financial inclusion and income maximisation with them.	All children are impacted by this work. There may need to be explicit consideration of children living in poverty, care experienced children, children with disabilities, refugee and asylum-seeking children, children with complex health needs
27 – food, clothing and safe home	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives	All children are impacted by this work. There may need to be explicit consideration of children living in poverty and at risk or experiencing socio-economic disadvantage.
28 – access to education	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	By collaborating with education partners, the project supports boards through guidance and education to promote children’s rights to an education, considering any needs which may impact this in relation to health care.	All children are impacted by this work. There may need to be explicit consideration of disabled children, children with health conditions requiring frequent

			appointments or hospital stays, children not attending school, children who are home-schooled, children with learning disabilities, children with health and social care complexities which affect their access to education.
29 – aims of education	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	Whilst this work will not directly progress this right, the project will maintain good relations and collaboration with education partners.	Every child has a right to education.
30 – minority culture, language and religion	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project promotes cultural sensitivity and recognises the needs of minority cultures, languages, and religions within healthcare settings. The work will foster inclusivity and in highlighting that children’s cultural and religious identities are respected.	All children are impacted by this work. There may need to be explicit consideration of children diverse cultural, language and religious backgrounds or who follow less widely recognised cultural practices.
31 – rest, play, culture, arts	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project promotes creating child-friendly healthcare settings that incorporate opportunities for play and relaxation. Access to learning about carers and young carers will be promoted and integral, in partnership with the carers workstream within NES’ Social Care directorate. This will also ensure representation within resources about young carers.	All children are impacted by this work. There may need to be explicit consideration of young carers, disabled children, children living in poverty, children in hospital settings, undergoing long-term treatments or those whose parents are undergoing long-term treatment or are in hospital settings.

32 – protection from harmful work	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety	The project will encourage access to learning and resources to raise awareness about child exploitation. The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children are impacted by this work. There may need to be explicit consideration of refugee and asylum-seeking children, unaccompanied children, stateless children, children living in poverty, children at risk of or experiencing harm. In addition, consideration of anyone under 18 NHS Scotland employs.
33 – protection from harmful drugs	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project promotes a range of workforce learning to increase knowledge and awareness of protecting children from violence, abuse and neglect. In addition, raising awareness of children's rights when working with children, young people, families and communities affected by substance use and misuse.	Children living in households affected by substance use and misuse, children living in areas with higher drug-related issues, children at risk of or experiencing harm.
34 – protection from sexual abuse	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will consistently apply and integrate a trauma-informed approach to learning resources, activities and events. The project promotes a range of workforce learning to increase knowledge and awareness of protecting children from violence, abuse and neglect.	All children are impacted by this work.
35 – prevention of sale and trafficking	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads	All children are impacted by this work. There may need to be explicit consideration of refugee and asylum-seeking children,

		network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	unaccompanied children, stateless children, children with care experience, children living in poverty, children at risk of or experiencing harm.
36 – protection from exploitation	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project promotes a range of workforce learning to increase knowledge and awareness of protecting children from violence, abuse, neglect and exploitation.	All children are impacted by this work. There may need to be explicit consideration of refugee and asylum-seeking children, unaccompanied children, stateless children, children with care experience, children living in poverty, disabled children, children at risk of or experiencing harm, children identifying as LGBTQ+.
37 – children in detention	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety. Since 28 th August 2024, in Scotland no new admissions of children under 18 to young offenders' institution is permitted.	The project will consistently apply and integrate a trauma-informed approach to learning resources, activities and events. The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	Children subject to the care and justice system.

38 – protection in war	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	Whilst Scotland does not permit children under 15 to join the army or take part in war, there are children in Scotland affected by war with experience of trauma. There may need to be explicit consideration of the needs of refugee and asylum-seeking children, unaccompanied children, stateless children.
39 – recovery and reintegration	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will consistently apply and integrate a trauma-informed approach to learning resources, activities and events. The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	All children who have experienced abuse, neglect, exploitation or trafficking. Children impacted by armed conflict or displacement (refugees/asylum seekers), unaccompanied children, stateless children, children in care or leaving care.
40 – juvenile justice	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety. Since 28 th August 2024, in Scotland no new admissions of children under 18 to young offenders' institution is permitted.	The project will consistently apply and integrate a trauma-informed approach to learning resources, activities and events. The project supports the implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning resources, NHS Scotland UNCRC Leads network and awareness-raising contribute to	Children subject to the care and justice system.

		a culture that upholds children's rights holistically, reinforcing their protection, participation, and wellbeing in all aspects of their lives.	
41 – best law for children	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The project will raise awareness of alignment to relevant laws where possible. The project supports the broader implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning Resources, The NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and well-being in all aspects of their lives.	All children are impacted by this work.
42 – knowledge of rights	The project is not expected to restrict this right, as it focuses on the UNCRC in its entirety.	The overall purpose of the project is to increase the knowledge and awareness within health boards and across the health workforce about the UNCRC. The project supports the broader implementation of the UNCRC Act by promoting a rights-based approach across NHS Scotland. Learning Resources, The NHS Scotland UNCRC Leads network and awareness-raising contribute to a culture that upholds children's rights holistically, reinforcing their protection, participation, and well-being in all aspects of their lives.	All children are impacted by this work.