Equality, Fairer Scotland and Children's Rights Impact Assessment

Infection Prevention and Control (IPC) Specialist Workforce Framework

Introduction

Public Services Delivery (PSD) Scotland directorate or department: Nursing, Midwifery and Allied Health Professionals (NMAHP) Directorate

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 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 PSD Scotland.

Purpose/objective of proposed work

The purpose of this work is to develop and publish the Infection Prevention and Control (IPC) Specialist Workforce Framework as a personal, team and organisational development tool for the specialist IPC workforce in Scotland. The framework provides a structured approach to the knowledge, skills and behaviours required by specialist IPC professionals at different levels of practice. It aims to support professional development, role clarity, workforce resilience, capability and succession planning.

The framework is aimed at multi-professional staff who are currently working in, or working towards, specialist IPC roles at local and national level. This includes IPC managers, IPC practitioners, associate practitioners, IPC clinical leads, doctors or microbiologists, healthcare scientists and health protection nurses. It applies across primary care, secondary care and social care settings, including care homes and care at home, but is not intended for staff working in non-specialist roles.

The work aims to support individuals, managers, organisations, and education providers to identify development needs, support workforce planning, and inform future IPC specialist education and training. The EQIA has been informed by the wider development approach, which included a Short Life Working Group, clinical experts, higher education partners, Delphi study participants and a wider consultation across health and social care.

Evidence

The EQIA has been informed by a range of evidence sources used during the development of the IPC Specialist Workforce Framework. These include:

- Analysis of the framework content, including competencies relating to diversity, equity and inclusion, trauma-informed practice, accessible communication, stakeholder engagement and identifying barriers to participation.
- Consideration of accessibility requirements, including accessible document design, screen reader compatibility, alternative text and adherence to Web Content Accessibility Guidelines (WCAG) 2.2 AA principles.
- Relevant national and international policy, workforce and professional guidance, including the National Workforce Strategy for Health and Social Care in Scotland, the Infection Prevention Workforce Strategic Plan, the Scottish Healthcare Associated Infection Strategy, and World Health Organization guidance.
- Feedback gathered through a wider consultation exercise undertaken during framework development.
- National workforce datasets, including NHS Scotland Workforce Annual Report 2026, Demographics Report iMatter Survey 2025 and the Scottish Social Service Sector: Report on 2024 Workforce Data were considered during development of the framework and provided insight into workforce demographics and protected characteristics across health and social care.

Consultation and engagement

Extensive stakeholder engagement was undertaken throughout the development of the framework. A Short Life Working Group (SLWG) was established with representation from NHS Boards, ARHAI Scotland, higher education institutions, professional groups and specialist IPC networks to oversee framework development and provide subject matter expertise.

Engagement also included participants recruited from the Infection Prevention Society (IPS) and the IPC Specialist Workforce Framework SLWG to take part in the Delphi study.

Following development of the draft framework, a six-week consultation period enabled colleagues from a range of disciplines and care settings across health and social care to provide feedback prior to publication. The consultation was open to all stakeholders and provided an opportunity to identify any equality, accessibility or inclusion considerations relevant to the framework.

Evidence gaps

No specific equality-related research was identified for all protected characteristic groups within the specialist IPC workforce. The framework has been developed as a workforce development tool and is intended to be inclusive and applicable across professional groups, roles and care settings. However, there may be gaps in understanding the experiences of individuals with protected characteristics in accessing specialist IPC career development opportunities.

While national workforce demographic data was available, no specific data was identified relating to specialist IPC career progression, workforce development experiences or access to development opportunities for people with protected characteristics. This limits understanding of whether particular groups experience barriers to entering or progressing within specialist IPC roles.

Although engagement and consultation involved a broad range of stakeholders from across health and social care, no targeted engagement was

undertaken with groups representing specific protected characteristics. As a result, there may be issues or barriers affecting some groups that have not been fully identified through the framework development process.

No specific assessment was undertaken of the potential impact of specialist IPC requirements on cultural, ethnic or religious practices. While the framework promotes diversity, equity and inclusion, engagement with diverse groups, accessible communication and trauma-informed practice, there may be issues specific to IPC practice that are not explicitly addressed within the framework. Feedback from users and stakeholders will be considered as part of future evaluation and review of the framework.

As part of implementation and the planned evaluation of the framework following publication, feedback will be sought from users and stakeholders to identify any unintended impacts, barriers or opportunities for improvement. Consideration will be given to whether any groups experience barriers to accessing or using the framework, and findings will inform future updates.

Summary

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. As a national NHS Board, it is important that we seek to address health inequalities.

The IPC Specialist Workforce Framework is intended to support equitable access to learning, development and career progression for the specialist IPC workforce across Scotland. The framework provides a structured approach to professional development, career progression and workforce planning and was developed with consideration of Scotland's geography, including the challenges faced by remote, rural and island communities. During development, consideration was also given to accessibility and inclusion, including accessible document design, screen reader compatibility, alternative text and consideration of WCAG 2.2 AA standards.

The assessment identified no evidence of unlawful discrimination or adverse impacts on people with protected characteristics. The framework may contribute positively to advancing equality of opportunity through improved accessibility, a clear development pathway, and support for lifelong learning and career progression. It also promotes diversity, equity and inclusion, trauma-informed practice, inclusive communication, collaborative working, and the identification of barriers to participation and effective care.

We have also considered children's rights, our role as a corporate parent and the Fairer Scotland Duty. As this framework relates primarily to workforce development, no direct impact on children's rights has been identified. However, indirect positive impacts were identified in relation to Articles 23 and 24 of the UNCRC:

- **Article 23 (Children with a disability)** through supporting safer care for children with disabilities, complex health needs or increased vulnerability to infection.
- **Article 24 (Health and health services)** through supporting the development of a skilled specialist IPC workforce and contributing to safe care environments, effective infection prevention and control practices, patient safety and reducing the risk of infection and antimicrobial resistance.

The impact assessment has led us to conclude currently that there is no potential for unlawful discrimination, and we have built in actions to advance equality of opportunity and foster good relations.

Making a difference

The impact assessment has informed the following:

Issue or Risk identified	Proposed changes/action	Timescale
Potential accessibility barriers for some users of the framework and supporting documentation.	Apply accessible document design principles, including consideration of WCAG 2.2 AA standards, appropriate colour contrast, screen reader compatibility and alternative text for images and diagrams.	Completed during development and reviewed at publication.
Need to ensure equitable access to workforce development opportunities across Scotland, including remote, rural and island communities.	Provide a nationally consistent framework and promote its use across all care settings and geographical areas.	Ongoing and will be reviewed as part of the first-year evaluation and future reviews.
Limited evidence relating to the experiences of all protected characteristic groups within the specialist IPC workforce.	Seek user feedback as part of the planned framework evaluation and use findings to inform future updates.	During first-year evaluation and future reviews.
Limited understanding of the potential impact of specialist IPC requirements on some cultural, ethnic or religious practices. For example, Bare Below the Elbows (BBE) requirements and restrictions on jewellery or clothing can have implications for some cultural, ethnic or religious practices (e.g. Kara bracelets, long sleeves or certain forms of religious dress).	Consider feedback from users and stakeholders regarding any barriers arising from IPC practice requirements and take this into account in future reviews and updates of the framework.	During first-year evaluation and future reviews.

Monitoring

The impact assessment will be reviewed alongside the planned evaluation of the IPC Specialist Workforce Framework following the first year of publication.

The evaluation will consider feedback from framework users, including any equality, diversity, inclusion and accessibility issues identified during implementation. It will also review evidence relating to engagement with and use of the framework across different professional groups, sectors and settings, including any reported barriers to accessing or using the framework.

Consideration will be given to identifying any unintended impacts on groups with protected characteristics and whether any equality, accessibility or inclusion issues have emerged following implementation.

Findings from the evaluation will inform future reviews and updates to the framework. The EQIA will be reviewed at the time of the framework evaluation, or sooner if any significant issues, risks or unintended impacts are identified.

Sign-Off

Director:

Date

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.

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	The framework supports lifelong learning, professional development and career progression opportunities for specialist IPC staff at different stages of their career. It encourages individuals to identify their own development needs and supports ongoing learning, coaching and career development throughout working life.	Yes. The framework promotes a consistent and inclusive approach to workforce development across staff with different levels of experience and expertise. It supports collaborative working, coaching, mentoring and the sharing of knowledge and skills across the workforce.
Disabled people	No	No	Yes. The framework's accessible design and inclusive competencies may reduce barriers to learning and development for disabled staff.	Yes. The framework supports diverse learning needs and promotes inclusive communication, collaboration and respectful engagement.

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]
Trans and non-binary people	No	No	Yes. The framework is designed to be inclusive and respectful of all gender identities. It includes competencies relating to diversity, equity and inclusion, recognising barriers to participation, and communicating effectively with diverse audiences. Language and content will be periodically reviewed to support inclusivity and reduce any barriers to participation or progression.	Yes. The framework promotes an inclusive and respectful learning and workforce development environment for people of all gender identities. It encourages respectful dialogue, collaborative working, active listening and engagement with diverse groups and perspectives.
People who are pregnant or on maternity leave	No	No	Yes. The framework supports learning, professional development and career progression opportunities throughout an individual's career. It provides a structured approach to identifying learning and development needs and planning ongoing professional development. This may help support continued professional development before, during or following periods of leave.	Yes. The framework promotes an inclusive approach to workforce development and includes competencies relating to coaching, mentoring, collaborative working and supporting the development of others.
People from different ethnic backgrounds	No	No	Yes. The framework promotes equitable learning, development and career progression for the specialist IPC workforce through inclusive, trauma-informed practice, effective communication and identifying participation barriers.	Yes**.** The framework promotes inclusive, respectful working through collaboration, active listening, tailored communication and addressing barriers to participation and engagement.

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 with religious or protected beliefs	No	No	Yes. The framework promotes equitable access to learning, professional development and career progression opportunities for all specialist IPC staff. It includes competencies relating to diversity, equity and inclusion, recognising barriers to participation, and ensuring guidance is accessible to all staff.	Yes. The framework promotes respectful communication, inclusive practice and collaborative working with people from different backgrounds, beliefs and perspectives. It encourages staff to engage with stakeholders, listen to feedback and consider individual needs when developing and implementing IPC policy and guidance.
Men and women [This may include carers, because many are women.]	No	No	Yes. The framework supports equitable access to learning, professional development and career progression opportunities throughout an individual's career and may help staff with different personal circumstances to identify development opportunities and support their ongoing professional development.	Yes. The framework promotes an inclusive approach to workforce development through collaborative working, coaching, mentoring and supporting the development of others. It encourages respectful communication and engagement across diverse professional groups.
People who are heterosexual, lesbian, gay or bisexual	No	No	Yes. The framework promotes equitable learning, development and career progression for all specialist IPC staff through inclusive competencies, effective communication and identifying participation barriers.	Yes. The framework promotes inclusive learning and workforce development through respectful dialogue, collaboration, active listening and engagement with diverse perspectives.

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 who are married or in a civil partnership [only in employment situations]	No.	No.	Yes. The framework supports equitable access to learning, professional development and career progression opportunities for all specialist IPC staff regardless of marital or civil partnership status.	Yes. The framework promotes a consistent and inclusive approach to workforce development for all staff and supports collaborative working, coaching and mentoring across the specialist IPC workforce.
Care experienced people	NOTE - there is no legal protection from discrimination on basis of care experience.	No	Yes. The framework provides a clear and structured development pathway which supports learning, professional development and career progression opportunities within the specialist IPC workforce.	Yes**.** The framework promotes an inclusive and supportive learning environment through collaborative working, coaching, mentoring and the development of others. It encourages respectful communication, active listening and engagement with diverse groups and perspectives.
People living in remote, rural and island communities	NOTE - there is no legal protection from discrimination on basis of living in a remote, rural or island community.	No.	Yes. The framework was developed with consideration of Scotland's geography and the challenges faced by rural and island Boards. It supports a nationally consistent approach to workforce development and may help improve access to learning, professional development and career progression opportunities regardless of geographical location.	Yes. The framework promotes collaboration, knowledge exchange and shared professional standards across different care settings and geographical areas. It encourages engagement with diverse stakeholders and sharing of expertise across the specialist IPC workforce.

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 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.]	NOTE - there is no legal protection from discrimination on basis of socio-economic disadvantage.	No.	Yes. The framework includes competencies relating to trauma-informed practice, diversity, equity and inclusion, identifying barriers to effective care, and engaging with patients, families and communities. These may contribute to reducing inequalities by supporting person-centred, inclusive and accessible IPC practice.	Yes. The framework promotes engagement, collaboration and respectful communication with patients, families, communities and other stakeholders. It encourages practitioners to recognise and address barriers that may affect participation, access and outcomes.

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 experiencing employment inequalities caused by socio-economic disadvantage [Including people living in different or difficult circumstances, such as people: experiencing homelessness, in prison or ex-offenders, with addictions, ex-service personnel/veterans and people involved with prostitution. Note – socio-economic factors and the links to education and opportunities for employment.]	NOTE - there is no legal protection from discrimination in employment on basis of socio-economic disadvantage.	No.	Yes. The framework provides a structured pathway for learning, professional development and career progression within the specialist IPC workforce. It supports role clarity, identifies the knowledge and skills required for specialist practice, and can be used to support appraisal, personal development planning and mentorship. This may help improve access to development and career progression opportunities.	Yes. The framework promotes an inclusive approach to workforce development through coaching, mentoring, collaborative working and supporting the development of others. It encourages knowledge sharing, professional support and the development of a skilled and sustainable specialist IPC workforce.

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]
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.	No	Yes**.** The framework supports learning, professional development and career progression opportunities throughout an individual's career. It provides a structured approach to identifying learning and development needs, supporting ongoing professional development and career progression.	Yes. The framework promotes an inclusive approach to workforce development through collaborative working, coaching, mentoring and supporting the development of others. It recognises the need to support staff at different stages of their professional development and encourages a culture of learning and support.

Annex B: Impact on Children's 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 United Nations Convention on the Rights of the Child: UNCRC (Incorporation) (Scotland) Act 2024, which places a legal duty on public authorities to act compatibly 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 tick the box 'no known impact'. A short description of each UNCRC article is provided, these descriptions have been extracted from UNCRC_summary-1_1.pdf (unicef.org.uk). Links to the UNCRC simplified articles are available for further information.

You can find out more about children's rights at Childrens Rights (UNCRC) | Turas | Learn (nhs.scot)

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 2-Non discrimination The convention applies to every child under age 18, without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.	No known impact		
Article 3 – Best interests of the child The best interests of the child must be a top priority in all decisions and actions that affect children.	No known impact		
Article 4 - Implementation of the convention We must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights	No known impact		
Article 5 – Parental guidance and a child's evolving capacities We must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights.	No known impact		
Article 6 – Life, survival and development Every child has the right to life. We must do all they can to ensure that children survive and develop to their full potential.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 7 – Birth registration, name, nationality, care Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.	No known impact		
Article 8 – Protection and preservation of identity Every child has the right to an identity. We must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.	No known impact		
Article 9 – Separation from parents Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.	No known impact		
Article 10 - Family reunification Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 11 – Abduction and non-return of children Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.	No known impact		
Article 12 – Respect for children's views Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.	No known impact		
Article 13 – Freedom of expression Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law	No known impact		
Article 14 – Freedom of thought, belief and religion Every child has the right to think and believe what they choose and to practise their religion, as long as they are not stopping other people from enjoying their rights. We must respect the rights and responsibilities of parents to guide their child as they grow up.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 15 – Freedom of association and peaceful assembly Every child has the right to meet with other children and to join groups and organisations, if this does not stop other people from enjoying their rights.	No known impact		
Article 16 – Right to privacy Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.	No known impact		
Article 17 – Access to information from the media Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.	No known impact		
Article 18 – Responsibility of parents Both parents share responsibility for bringing up their child and should always consider what is best for the child. We must support parents by creating support services for children and giving parents the help they need to raise their children.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 19 – Protection from violence, abuse and neglect We must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.	No known impact		
Article 20 – Children unable to live with their family If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.	No known impact		
Article 21 –Adoption Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 22 – Refugee children If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.	No known impact		
Article 23 – Children with a disability A child with a disability has the 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. We must do all they can to support disabled children and their families.	Positive	Although the framework does not directly affect children with disabilities, it may indirectly support safer care through the development of a skilled specialist IPC workforce. Effective infection prevention and control practice may particularly benefit children with disabilities or complex health needs who have increased contact with healthcare services or may be more vulnerable to infection.	Children with disabilities, complex health needs or increased vulnerability to infection.

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 24 – Health and health services Every child has the right to the best possible health. We must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.	Positive	Although the framework has no direct impact on children and young people, it may indirectly support Article 24 by developing a skilled specialist IPC workforce. This may promote safer care, effective infection prevention and control, and reduced risks of infection and antimicrobial resistance, supporting the health and wellbeing of children and young people using health and care services.	No specific group identified.
Article 25 – Review of treatment in care if a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.	No known impact		
Article 26 – Social security Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 27 –Adequate standard of living Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.	No known impact		
Article 28 – Access to education Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.	No known impact		
Article 29 – Goals of education Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment	No known impact		
Article 30 – Children from minority or indigenous groups Every child has the right to learn and use the language, customs and religion of their family, whether these are shared by the majority of the people in the country where they live.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 31 – Leisure, play and culture Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	No known impact		
Article 32 – Child labour Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.	No known impact		
Article 33 – Drug abuse Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.	No known impact		
Article 34 – Sexual exploitation Governments must protect children from all forms of sexual abuse and exploitation.	No known impact		
Article 35 – Abduction, sale and trafficking Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 36 – Other forms of exploitation Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.	No known impact		
Article 37 –Inhumane treatment and detention children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned 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. Children must not be put in prison with adults.	No known impact		
Article 38 – War and armed conflicts Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.	No known impact		

Children's Right	Will your work have a positive/negative or no known impact?	Please describe the impact (both direct and indirect) and the mitigations (if applicable) you have put in place	Are any groups of children particularly impacted
Article 39 – Recovery from trauma and reintegration Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.	No known impact		
Article 40 –Juvenile justice A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.	No known impact		
Article 41 – Respect for a higher national standards If a country has laws and standards that go further than the present Convention, then the country must keep these laws.	No known impact		
Article 42 – Everyone should know about Children's Rights We must actively work to make sure children and adults know about the Convention.	No known impact		