

Introduction to Child's Rights Impact Assessment (CRIA):

The UK government has made a public commitment to give due consideration to the United Nations Convention on the Rights of the Child (UNCRC) when making new policy or legislation.

Therefore, when developing new policy or legislation one of the primary considerations for civil servants, from the earliest possible stage, should be:

- **Will this have an impact on children's rights?**
- **If the impact on children's rights is negative, what changes might be made to the policy or legislation to mitigate that negative impact?**

By completing a CRIA you will help to ensure the best interests of children are being taken into primary consideration during the decision process/policy development.

If done properly, a CRIA also demonstrates to civil society, to Parliament and the United Nations that the government remains committed to children's rights and the UNCRC.

We have developed a CRIA template, which will help you properly consider the impact of your policy or legislation on children's rights.

Completing the CRIA template

You will need to complete the following steps as part of the CRIA:

1. **Screening:** this stage will help you decide if you need to complete a CRIA;
2. **Assessing the impact:** this stage will help you determine the likely impact of your policy or legislation on children's rights and will help you consider your options if the policy or legislation is likely to have a negative impact; and
3. **Summary and monitoring:** this stage will allow you to record your overall conclusion from the CRIA, your next steps and how you will monitor your policy's impact.

You will need to look at:

1. **The United Nations Convention on the Rights of the Child (UNCRC) [articles](#);**
2. **The Optional Protocols to the UNCRC** (of which the UK has signed up to [Optional Protocol 1](#) and [Optional Protocol 2](#)); and
3. **The relevant [Concluding Observations](#)** on the UK from the UN Committee on the Rights of the Child before completing these questions.

The UN Committee also produces '[General Comments](#)' on different parts of the UNCRC and these can be helpful to look at for more guidance on specific issues.

For example:

- CRC/C/GC/9 –disabilities;
- GRC/C/GC/10 –juvenile justice;
- GRC/C/GC/13 –freedom from all forms of violence;
- CRC/C/GC/14 –best interests taken as a primary consideration; and
- CRC/C/GC/15 –health.

Stage 1 – Screening

1. What is the policy/legislation?

Summarise in 2-3 paragraphs.

2. Will aspects of the policy/legislation affect children up to the age of 18 either directly or indirectly? (Yes/No) See annex 1 for what direct or indirect impact is.

3. Are there particular groups of children and young people who are more likely to be affected than others? (Yes/No) See annex 2 for more details.

If you have answered yes to question 2 or 3 you need to complete Stage 2 and 3 of the CRIA. If you have answered no, then you do not need to complete the CRIA.

Annex 1

- ‘Direct’ refers to policies/measures where children and young people are directly affected by the proposed changes e.g. early years, education, looked-after children, youth justice, child health.
- ‘Indirect’ impact refers to policies/measures that are not directly aimed at children but will have an impact on them. Examples include but are not limited to: welfare reform, parental leave, housing supply or local transport schemes, immigration policy.

Annex 2

- Some people have protected characteristics. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race (including ethnicity); religion or belief; sex; and sexual orientation.
- Other groups are eligible for special protection or assistance e.g. pre-school children, children in hospital, children in rural areas, looked-after children, Gypsy and Traveller children, migrant children including unaccompanied and separated children, victims of trafficking, young people who offend, victims of abuse, neglect or exploitation, child asylum seekers or children living in poverty (list not exhaustive).

Stage 2 – Assessing impact

4. Set out briefly below how your policy/legislation might impact on children and young people

5. Which UNCRC Articles are relevant to your policy/legislation?

For each relevant article, briefly summarise what impact your policy will have on implementing each relevant article and evidence whether your policy will have a positive, negative or neutral impact on implementing each article. Please provide any supporting evidence.

6. What is the impact of the policy/legislation on the four general UNCRC principles?

All UNCRC rights are underpinned by the four general principles:

- Non-discrimination (article 2)
- The best interests of the child (article 3)
- The right to life, survival and development (article 6)
- The right of children to express their views and have them be given due weight in decisions that affect them (article 12)

For each principle, briefly summarise what impact your policy will have on implementing the principle and whether your policy will have a positive, negative or neutral impact on implementing the principle? Provide any supporting evidence.

7. Referring back to Question 3, are specific groups of children and young people more likely to be affected? If so, are there different impacts for the different groups of children and young people? Please provide supporting evidence highlighting the impacts this will have on the children and young people.

8. What other evidence is there to support your assessment of the impact on children's rights?

9. Have you made any modifications to the policy/legislation to address any negative impacts (whether on children generally or on specific groups of children)? If no modifications have been made, what barriers exist to doing so?

**10. Are there any alternative options to the proposal being considered?
What would their projected impacts on children's rights be?
Please identify any associated resource implications.**

11. Does your policy/legislation address any of the recommendations put forward by the UN Committee on the Rights of the Child in its Concluding Observations on the UK?

The latest Concluding Observations can be found [here](#).

Be specific about the recommendations it addresses or fails to address.

12. Has there been any public or stakeholder consultation on the policy/legislation? If yes, how have the public/stakeholders responded.? Please provide evidence.

Stakeholders include children, parents/carers, children's workforce, representative bodies, NGOs.

13. What steps have been taken to directly or indirectly gather the views of children and young people and how have you taken their views into account?

Stage 3 – Summary and monitoring

14. Record your overall conclusions from the CRIA

In your summary, please make clear:

- whether the policy/legislation will overall have a positive/negative impact on children's rights
- the UNCRC articles/principles it will affect and briefly summarise how
- what the next steps are e.g. how will you feed in the results of the CRIA into your policy/legislation?
- what have you done and/ or will do to remove or mitigate any negative impact on children's rights both generally and on particular groups.

16. How will the policy's/legislation's impact be monitored?

- If the impacts are negative and therefore potentially contrary to the UNCRC, the Government may be asked to report on these to the UN Committee on the Rights of the Child.
- How will you engage with stakeholders, including children and young people, to monitor and evaluate the delivery and impact of the policy?
 - Such monitoring and evaluation should particularly keep under review any negative impacts on children's rights which it was decided could not be avoided and whether any mitigation measures are proving effective or could be improved to further reduce the negative impact.