

**If having read the Report template guidance you have identified that your report has an impact on children and young people's rights and wellbeing, the following Children's Rights and Wellbeing Impact Assessment (CRWIA) template should be completed.**

**Where an impact has been identified, a summary of the impact identified following completion of the impact assessment (and the provision that has been made to ensure there has been appropriate consideration of the relevant Articles from the United Nations Convention on the Rights of the Child (UNCRC)) requires to be included in the Report at section 5.11.**

**Where an impact has been identified, a copy of the last section in this template (i.e. the *CRWIA - Stage 3 Publication Template* summary) should be added as an Appendix to your report.**

**If you require further support or guidance in order to complete this section of the report template - or to complete the Children's Rights and Wellbeing Impact Assessment (CRWIA) template - please e-mail the following mailbox: [CRWIA@northlan.gov.uk](mailto:CRWIA@northlan.gov.uk)**

1.	<p><b>Name the policy and describe its overall aims.</b> Proposals for statutory public consultation on the reconfiguration of Early Learning and Childcare and primary education in the West area of Cumbernauld</p> <p>SUMMARY OF PROPOSALS</p> <p>It is proposed that:</p> <ul style="list-style-type: none"> <li>• The existing Baird Memorial Primary School will close, and mainstream education provision will transfer to the existing Condorrat Primary School.</li> <li>• Baird Primary ASN nursery provision will discontinue and transfer on a phased basis to alternative provision.</li> <li>• The catchment area for Condorrat Primary will be realigned to encompass the existing catchment area for Baird Primary.</li> <li>• Existing GME provision for both nursery and primary stages within Condorrat Primary will be discontinued and re-established within the former Baird Primary campus.</li> </ul>
2.	<p><b>What aspects of the policy/measure will affect children and young people up to the age of 18?</b> The Articles of the UNCRC and the child wellbeing indicators under the Children and Young People (Scotland) Act 2014 apply to all children and young people up to the age of 18, including noncitizen and undocumented children and young people.</p> <p>Children in Baird Memorial Primary School will have the location of their education changed. They will continue to be educated; however the statutory consultation proposes that this moves from Baird Memorial to Condorrat Primary School.</p> <p>Within early learning and childcare the provision in Condorrat will be changed through the proposal to term time, this will extend the length of day children have to explore play and learning.</p>

	<p>For Gaelic Medium Education the proposal is a move of provision to the current Baird Memorial building. This will change the location of children's learning experiences, not their rights within this experience.</p> <p>In all parts of the statutory consultation the rights of the child's voice will be sought and reported on as part of the statutory process. The duties of establishment to meet children's rights would be continued in the new settings.</p>		
<p>3.</p>	<p><b>What likely impact – direct or indirect – will the policy/measure have on children and young people?</b></p> <p>'Direct' impact refers to policies/measures where children and young people are directly affected by the proposed changes, e.g. in early years, education, child protection or relevant to care experienced children. 'Indirect' impact refers to policies/measures that are not directly aimed at children but will have an impact on them. Examples include: welfare reforms, parental leave, housing supply, or local transport schemes.</p> <p>The proposal will have a direct impact on children as their place of learning will change. It will be the proposals and educational benefits within the consultation that children will be asked to give their voice on. As detailed above this will form a section of the report for both committee and Education Scotland. This proposed consultation will include changes to both early learning and childcare and primary education locations.</p>		
<p>4.</p>	<p><b>Which groups of children and young people will be affected?</b></p> <p>Under the UNCRC, 'children' can refer to: individual children, groups of children, or children in general. Some groups of children will relate to the groups with protected characteristics under the Equality Act 2010: disability, race, religion or belief, sex, sexual orientation. 'Groups' can also refer to children by age band or setting, or those who are eligible for special protection or assistance: e.g. preschool children, children in hospital, children in rural areas, looked after children, young people who offend, victims of abuse or exploitation, child migrants, or children living in poverty.</p> <p>The children affected by this proposal will be those who currently attend Baird Memorial Primary and early years and Condorrat primary, early years and GME provision.</p>		
<p>5.</p>	<p><b>Will this require a CRWIA?</b> Explain your reasons.</p> <p>Yes this proposal will require a CRWIA, as whilst all articles will be met within the proposal, by its very nature children have a voice within a statutory consultation to ensure their rights to education and have their views heard are acted upon.</p> <table border="1" data-bbox="245 1568 1398 1910"> <tr> <td data-bbox="245 1568 1082 1910"> <p><b>CRWIA Declaration</b>-Tick the relevant section and complete the form</p> <p>CRWIA required.                  YES- the plan will impact on children and young people in NL</p> <p>Authorisation-Policy lead                  Name, title, division (or equivalent)                  Gerard McLaughlin, Chief Officer (Education-South)                  Person or group completing paperwork.                  Jill Woodward 29/9/2023</p> </td> <td data-bbox="1082 1568 1398 1910"> <p>CRWIA not required.</p> <p>Date</p> </td> </tr> </table>	<p><b>CRWIA Declaration</b>-Tick the relevant section and complete the form</p> <p>CRWIA required.                  YES- the plan will impact on children and young people in NL</p> <p>Authorisation-Policy lead                  Name, title, division (or equivalent)                  Gerard McLaughlin, Chief Officer (Education-South)                  Person or group completing paperwork.                  Jill Woodward 29/9/2023</p>	<p>CRWIA not required.</p> <p>Date</p>
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## CRWIA Stage 2

### The CRWIA - key questions

#### 1. Which UNCRC Articles are relevant to the policy/measure?

List all relevant Articles of the UNCRC - All UNCRC rights are underpinned by the four general principles: non-discrimination; the best interests of the child; the right to life, survival and development; and the child's right to have their views given due weight.

The articles can be viewed here: [UNCRC summary-1 1.pdf \(unicef.org.uk\)](https://www.unicef.org.uk/uncrc-articles)

**Article 12 (respect for the views of the child)**

**Article 13 (freedom of expression)**

**Article 23 (children with a disability)**

**Article 28 (right to education)**

**Article 30 (children from minority or indigenous groups)**

**Article 31 (leisure, play and culture)**

#### 2. What impact will the policy/measure have on children's rights?

Positive/negative/neutral.

If the proposal within the statutory consultation is approved, then children's rights will be met through the specific educational establishment planning and potential working towards and maintaining their UNCRC status.

It is the proposal to go to statutory consultation and the process of consultation itself, which will have the greatest impact on children. It will be crucial to ensure that articles 12 and 13 are met throughout this process. Views of children are central to a statutory consultation and within the planned timescale opinions and views of children will be sought and represented within the report.

The educational benefits have been planned in line with the rights of the child and further information will be provided to children through their school on what this will mean for them and their daily learning and teaching experiences.

#### 3. Will there be different impacts on different groups of children and young people?

Which groups of children will be affected by the policy/measure? Are there competing interests between different groups of children and young people, or between children and young people and other groups?

The effect of the proposals is to align education in the West area of Cumbernauld to one primary education establishment and a separate GME establishment. This enables two term time provisions for early learning and childcare, for both English medium and Gaelic medium.

The proposal within the statutory consultation will have an impact on all children who attend Baird Memorial Primary and Nursery Class and those who attend Condorrat Primary, Nursery Classes and GME.

The proposals are set within the context of applicable legislation including the requirement to secure adequate and efficient provision of school education (Education (Scotland) Act 1980) and to endeavor to secure improvement in the quality of the school education (Standards in Scotland's School Act 2000).

Under the Scottish Government Urban Rural Classification both Baird Primary and Condorrat Primary are classified as urban areas

Through the planned proposals it is expected that several education benefits will be achieved on behalf of children and young people in all education establishments. These will include:

- Improved access to high quality facilities. The proposal provides the opportunity to enhance the digital provision for the learning community, to recognise and encompass both, the Council's operating model for town and community hubs, and the diverse use of the building and its spaces.
- To strengthen leadership, provide greater depth and breadth of staffing and enhance the offering to primary aged children.
- The proposal provides the opportunity to review and enhance access to high quality planned outdoor learning experiences.
- Strengthened practice in pedagogy and learning and teaching, which enhances the consistency of learning experience for all children.
- Strengthened transition arrangements at all key points of transition, under the leadership of a single head teacher.
- Increased opportunities for professional learning and sharing good practice, through strengthened workforce arrangements.
- Strengthening the after-school hours learning opportunities offered to all children within the community.
- Increased immersion within GME through the establishment of a separate school.
- Enabling children with the greatest need within ASN to be educated closer to their local community FLC.
- Providing term time learning for children in both English Medium and Gaelic Medium early learning and childcare.

**4. If a negative impact is assessed for any area of rights or any group of children and young people, what options have you considered to modify the proposal, or mitigate the impact?**

If options to modify the policy/measure are included here, include associated resource implications where relevant.

The proposal is a statutory consultation, so should a negative impact be identified during this process then it would be included in the reporting to Education Scotland and then to Education, Children and Families Committee in May 2024. This would then be fully considered in making final recommendations on the proposal contained within the statutory consultation.

**5. How will the policy/measure contribute to the wellbeing of children and young people in Scotland?**

Outline how the implementation of the policy/measure will support our duties to safeguard, support and promote the wellbeing of children in their area, with wellbeing defined by eight wellbeing indicators. The indicators are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. More information is available via the link below.

[SHANARRI+-+Wellbeing+wheel+-+full+text.pdf \(www.gov.scot\)](#)

**Safe** – children will be given opportunity throughout the statutory consultation to express their feelings and have their voice listened to. All aspects of safety of children and young people, including acceptable walking routes will be taken into account in the final recommendations of the consultation process. Education for all children will be continued and planned transition will take place using a range of approaches to further develop children's understanding of proposed new learning environments.

**Healthy** – the educational benefits within the proposal highlight that the consultation provides the opportunity to review and enhance access to high quality planned outdoor learning experiences. Transition planning will support children's mental wellbeing at a time of an additional transition, should the proposal be accepted. There will be no reduction in community access to facilities in the area, enabling continuation of out of school hours learning and clubs.

**Achieving** – If the proposal is approved then part of the transition arrangements would be robust information on progress and achievement of children. For Primary education staff would also be part of the new location therefor would bring shared knowledge about the children. This would include individualised planning for children where required.

Within the educational benefits account is made for strengthened practice in pedagogy and learning and teaching, which enhances the consistency of learning experience for all children. This would include tracking of attainment and achievement and participation in wider learning.

**Nurtured** – the proposal within the statutory consultation is the reconfiguration of early learning and childcare and Primary Education in the West area of Cumbernauld. The Head Teacher would ensure with the support of Education and Families managers and Quality Officers, that provision within the establishments promoted a positive ethos.

The school would be further supported from the support around the school and child team including CIO Inclusion, Cluster Integration and Improvement Leads and the Virtual School. Transition arrangements would be supported through use of Transition policy and planning.

**Active** – The proposal, within the Education Benefits states that, the proposal provides the opportunity to review and enhance access to high quality planned outdoor learning experiences. This would further ensure children had the opportunities to play and take part in wider activities. Within one school opportunities across the community for children to take part in out of school learning would be further developed. Community access to both buildings would be enabled through future use. Having opportunities to take part in activities such as play, recreation and sport, which

**Respected** – Detailed throughout is the right of children to participate within the statutory consultation. Education would plan for this participation and would be further enabled through education Scotland.

Children's voice would be represented through the consultation reports.

**Responsible** – If the proposal was approved the Head Teacher would be supported to ensure the continuation of pupil voice both in learning and improvement planning within the settings. Children would be supported through the transition to take on leadership roles .

**Included** – Children will be central to the statutory consultation and given the opportunity to be both included and listened to. There will be further pupil information shared throughout the process through the school's leadership team.

**6. How will the policy/measure give better or further effect to the implementation of the UNCRC in Scotland?**

This will inform the duty to report what has been done to further and better children's rights under the Children and Young People (Scotland) Act 2014.

The UNCRC will be further developed within the establishments if the proposal is accepted. This will be done in both English and Gaelic and appropriate to children's age and stage.

The process of the consultation will be described to children through the UNCRC and their rights to be both included and have their voice heard on the proposal.

**7. What evidence have you used to inform your assessment? What does it tell you?**

The evidence base may include demographic information, academic research, service monitoring/inspection reports, service evaluation reports, user surveys, etc. In particular, look at what existing evidence tells you about children and young people's views and experiences of the relevant service(s); and/or what it tells you about children and young people's views of the policy proposal. Identify any gaps in the evidence base and set out how you will address these.

Evidence of self-evaluation and wider statutory consultations has shown that children should be included within the process and have the right to have their voice heard. This has been planned for in the proposal timeline and will as stated feature within the consultation reports.

**8. Have you consulted with relevant stakeholders?**

This would include public or targeted consultations with children and young people, their parents/carers and the children's workforce.

Full consultation will be a part of the statutory process in line with the Education (consultation) (Scotland) Act 2010. This has been detailed in the timeline for the statutory consultation and its reporting process.

All stakeholders have been mapped for involvement and will be contacted as part of the consultation process.

**9. Have you involved children and young people in the development of the policy/measure?**

Is there enough information on the views of the children and young people who will be affected by the policy/measure that enables you to make an informed assessment of impact?

As detailed children will be included within the statutory consultation and their views represented in the reports. There will be engagement with Education Scotland to further ensure children's voice is heard.

If the proposal is approved, children will be included in the transition planning and events.

## CRWIA - Stage 3 Publication Template

<b>CRWIA title:</b>	
<b>Publication date:</b>	
<b>Summary of policy aims and desired outcomes.</b>	
<b>Executive summary.</b>	
<b>Background.</b>	
<b>Scope of the CRWIA, identifying the children and young people affected by the policy, and summarising the evidence base.</b>	
<b>Children and young people's views and experiences.</b>	
<b>Key findings, including an assessment of the impact on children's rights, and how the measure will contribute to children's wellbeing.</b>	
<b>Monitoring and review.</b>	
<b>CRWIA Declaration</b>	
<b>Authorisation</b>	
<b>Lead</b>	<b>Date</b>
<b>Chief Officer</b>	<b>Date</b>