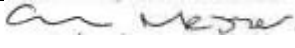


	<h1 style="text-align: center;">East Lothian Council Children’s Rights and Well-being Impact Assessment</h1>
0.	<p><b>Secondary School Library Policy – ELC School Library Service 12/2024</b></p>
1.	<p><b>Which articles of the UNCRC does this policy/measure impact on? E.g. The Right to education.</b></p> <ul style="list-style-type: none"> <li>• Article 5 – parental guidance and a child’s evolving capacities</li> <li>• Article 12 – respect for the views of the child</li> <li>• Article 13 – freedom of expression</li> <li>• Article 15 – freedom of association</li> <li>• Article 17 – access to information from the media</li> <li>• Article 28 – right to education</li> <li>• Article 29 – goals of education</li> <li>• Article 31 – leisure, play and culture</li> </ul>

2.	<p><b>What impact will your policy/measure have on children's rights?</b></p> <p><b><u>Direct impacts</u></b></p> <ul style="list-style-type: none"> <li>• Ability to access library space <ul style="list-style-type: none"> <li>○ <b>positive</b> - protecting staffed library hours</li> <li>○ <b>positive</b> – guidance for creating a safe space for all in the library</li> <li>○ <b>proportionate negative</b> – some pupils may be restricted if behaviour is disruptive to others’ rights/use of the space</li> <li>○ <b>proportionate negative</b> – occasional restriction to some/all pupils due to protected planning/development time and/or special events</li> </ul> </li> <li>• Ability to access and benefit from library services and resources <ul style="list-style-type: none"> <li>○ <b>positive</b> – guidance for library and resource use that ensures a balance access for all</li> <li>○ <b>positive</b> – guidance for accessing age-appropriate resources</li> <li>○ <b>negative</b> – age restrictions may prevent some from accessing full range of appropriate resources for them as individuals</li> <li>○ <b>proportionate negative</b> – occasional restriction of borrowing/using resources if not used appropriately</li> <li>○ <b>negative</b> – potential financial implication if items are damaged/not returned</li> <li>○ <b>positive</b> – guidance for young people and families to feedback and contribute to library collections and development</li> </ul> </li> </ul> <p><b><u>Indirect impacts</u></b></p> <ul style="list-style-type: none"> <li>• <b>positive</b> – guidance to effective, inclusive, and accessible library services in all schools impacts overall literacy and curricular attainment and pupil wellbeing</li> </ul>
3.	<p><b>Will there be different impacts on different groups of children and young people? Impact can be positive or negative.</b></p> <ul style="list-style-type: none"> <li>• Pupils/households who cannot afford to replace damaged and lost items may be negatively impacted due to blocks on library accounts due to fees owed</li> <li>• behaviour expectations may be more challenging for some pupils to follow than others, particularly if there are compounding factors such as life circumstances, neurodiversity or certain disabilities</li> </ul>

4.	<p><b>If a negative impact is assessed for any area of rights or any group of children and young people, can you explain why this is necessary and proportionate? What options have you considered to modify the proposal, or mitigate the impact?</b></p> <ul style="list-style-type: none"> <li>• Potential negative financial impacts mitigated by flexibility in fees for damaged/lost items on the basis of financial hardship; school librarians work with guidance teachers to assess each individual circumstance in a sensitive, supportive way</li> <li>• Pupils have been consulted on appropriate consequences for damaged/lost items and in general agree a pupil/household should pay for items if able to, but flexibility should be used in a case-by-case basis</li> <li>• Pupils have been consulted on appropriate consequences for not following acceptable library behaviour, and in general agree that a pupil's library use should not infringe on others' rights/ability to access library space and resources; consequence of temporarily being asked to leave a commonly suggested tactic by pupils</li> <li>• School librarians work closely with individual pupils, guidance teachers, support for learning, and ASN units to ensure equitable access for all pupils, and adopt flexible approaches to behavioural expectations when appropriate</li> <li>• In consideration of Articles 5 and 12, age restrictions on items and ability for pupils and families to feedback on library collections and development are articulated in policy and associated Service Level Agreement, and have been developed in consultation with pupils and schools</li> </ul>
5.	<p><b>How will the policy/measure give better or further effect to the implementation of the UNCRC in Scotland?</b></p> <ul style="list-style-type: none"> <li>• Protects rights of access to information (Article 17), leisure and culture (Article 13), assembly (Article 15), expression (Article 13), and education (Articles 28, 29) in the context of school libraries</li> <li>• Has been developed in consultation with pupils and those who work closely with them (Article 12)</li> </ul>

6.	<p><b>How have you consulted with relevant stakeholders, including involving children and young people in the development of the policy/measure?</b></p> <ul style="list-style-type: none"> <li>• Pupils across East Lothian have been surveyed, and the results considered in relevant aspects of policy development; summary of results included as appendix to policy</li> <li>• School librarians, who daily engage with pupils, developed the policy in consultation with school leadership</li> </ul>
7.	<p><b>What evidence have you used to inform your assessment?</b></p> <ul style="list-style-type: none"> <li>• Pupil survey results (861 responses)</li> <li>• Feedback from schools and daily engagement of school librarians with pupils</li> <li>• Professional best practice (Chartered Institute of Library and Information Professionals; School Libraries Association; example policies from other school libraries/services)</li> </ul>
8.	<p><b>How will the impact of the policy/measure be monitored?</b></p> <ul style="list-style-type: none"> <li>• Policy will be reviewed every 5 years in consultation with pupils and schools, or as updates to best practice, related policies (school and public), and services require</li> <li>• Continual engagement with pupils sourcing feedback on thoughts about policy</li> <li>• Library usage stats, particularly retention/replacement of items</li> <li>• Child-friendly version of policy will be accessible to pupils with encouragement to feedback regularly</li> </ul>
9.	<p><b>How will you communicate to children and young people the impact of the policy/measure on their rights?</b></p> <ul style="list-style-type: none"> <li>• Child-friendly version of policy will be accessible to pupils in all school libraries, with outlined mechanisms for feedback</li> <li>• All S1s receive library inductions which include overview of services and expectations; also during P7 transition events, parents' nights, etc.</li> </ul>
10	<p>Head of Service signature:  Caroline Messer, Manager – Customer Services, Libraries &amp; Museums. Date of Sign off: 20 December 2024</p>