



CHILDREN'S REPORTER PRACTITIONER'S GUIDE

Offering children and young people greater voice, choice and participation in hearings and meetings.

BEFORE THE HEARING

CHECK
(✓)

Have I agreed the time and date of the hearing and used the traffic light system to categorise time allocated for the hearing?

Have I noted and actioned any specific requirements for the child or young person, by discussing with Social Work and Advocacy where known? e.g. separate waiting rooms, police presence, health and safety considerations and avoiding special occasions or conflicts i.e. birthdays, exam time, etc.

Have I ensured the Virtual Hearings Team have all information required for invites and papers for the hearing, and tests with virtual participants where they were required?

Have I checked with Social Work if the child or young person is attending virtually, that they have access to technology and support to operate?

Have I offered a pre hearing visit to the hearing centre through discussion with Social Work?

Have I sent timeous papers and invited views in advance, and sent relevant SCRA leaflets and links to website for further information with child friendly invitation to the hearing?

Have I made available sensory items, books and wellbeing packs in waiting room?

Have I ensured a child friendly and welcoming environment for the hearing?

Have I ensured technology is set up and working?
(Hybrid and virtual hearings)

Have I introduced myself to the child or young person, ensured they have had relevant notification and papers (if entitled to receive) and have invited any housekeeping questions?

Have I accompanied the Panel Chair to introduce themselves to the child or young person and explained how things will happen in the hearing?

Have I advised of any delays?

DURING THE HEARING

CHECK
(✓)

Have I introduced the role of the Reporter to the hearing participants?

Have I responded when asked to give a view or intervened where a procedural irregularity may have occurred in terms of the role of the Reporter in the hearing?

Have I ensured customer care, and provided health and safety support?

Have I liaised with Virtual Hearing Assistant in the case of any technical issues or requirements?

(Hybrid and virtual hearings)

Have I assisted with logistics of parties entering and leaving room?

Have I used language the child or young person will understand. Avoided using abbreviations, acronyms, jargon etc. and ensured I am trauma informed in my practice?

Have I assisted in organising waiting room (s) for a short break if it is required by the child or young person, or any family members?

Have I taken a record of the proceedings?

AFTER THE HEARING

CHECK
(✓)

Have I ensured the child or young person understands the decision and any rights of appeal?

Have I ensured the outcome is processed and sent timeously as per legal timescales and statutory requirements?

“Dear Children’s Reporters, we would really like you to use the Practitioner Guide to make hearings better for every child and make them feel they are the most important person at the hearing. It is really important we have the choice to attend our hearing face to face or virtually and this should be communicated to us in advance of the hearing. We really like when you meet us before our hearing to make sure we know what is going to happen during the hearing, it helps us be more prepared. Thank you from the young people all over Moray and Highland”

