



# PANEL MEMBER PRACTITIONER'S GUIDE

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

BEFORE THE HEARING	TYPE	CHECK (✓)
Have I considered the background of the child or young person, the trauma they may have experienced and the effect this may have had on them?	All	
Have I agreed with fellow panel members the information needed from the hearing, and the agenda for the hearing?	All	
As chair, have I, with the Reporter, gone out to the waiting room to introduce myself to the child or young person and explained how things will happen in the hearing?	F2F/Hybrid (if child present)	
Have I offered the child or young person the choice to go in to the hearing room first (with or without their support) to be introduced to the panel ahead of the other participants and allow them time to settle?	F2F Only	
Have I offered the child or young person the choice of where to sit?	F2F Only	
DURING THE HEARING	TYPE	CHECK (✓)
Have I ensured the child or young person has been introduced to all attendees and explained why they are there and for how long they will attend?	All	
Have I shared the agenda with the child or young person and asked if there are any additional items they would like to include?		
Have I asked <b>when</b> the child or young person would like to share their views and if they are happy to speak first? If not, when they would like to give their views?	All	
Have I asked <b>how</b> the child or young person would like to share their views, <b>who</b> they would like to support them to share their views and who they want present when their views are shared?  <i>NB: The child or young person can speak to the panel on their own (either with or without support) or they may be happy to share their views with everyone present (either on their own or with support).</i>	All	
Have I asked the child or young person if they have been briefed prior to the hearing and if they understand the purpose of the hearing? If there is no advocacy support, have I explored the reasons why?	All	
Have I used language the child or young person will understand that is non-stigmatising and, in a trauma informed way? Have I avoided using abbreviations, acronyms, jargon etc., and asked others to do the same?	All	
Have I taken time to hear the views of the child or young person and shown that I am listening?	All	
Have I ensured that the child or young person's rights have been upheld?	All	

DURING THE HEARING	TYPE	CHECK (✓)
Have I considered a short break if we feel it may be required by the child or young person, or any family members?	F2F/ Hybrid	
Have I kept going back to the young person throughout the hearing to ensure they understand what is happening?	All	
Have I ensured the discussion focuses only on relevant information and only involves those participants who are relevant when specific topics are being discussed?	All	
Have I considered panel continuity and the benefits to the child or young person if requesting this?	All	
Have I ensured that relationships, important to the child or young person, have been discussed and supported (where it is safe to do so) including siblings or those who have had a similar role? When necessary, have I ensured that sibling contact has been considered?	All	
If necessary, have I reminded all attendees that hearings are collaborative and not adversarial?	All	
Have I ensured that decision making takes account of what the child or young person needs and wants? Have I taken time to explain what the hearing decision means for the child or young person in a trauma informed way and why it may be different from the decision they wanted? <i>NB. the child or young person might not be in a good place to listen or to take in the decision. Therefore, make sure that the child or young person will be supported to understand the decision after the hearing either by advocate, SW, etc.</i>	All	
AFTER THE HEARING	TYPE	CHECK (✓)
Have I ensured I have used easy to understand, trauma informed language for the child or young person in my written reasons?	All	
Have I incorporated a record of the child or young person's views in the written reasons?	All	
If the child or young person's wishes have not been supported, have I explained why in a way that the child or young person will understand?	All	
If advocacy support is not in place, have I made reference to this alongside my reasons in the Record of Proceedings?	All	

*“Dear Panel Members, we would really like you to use the Practitioner Guide to make hearings better for every child. We think these changes will make them feel like they are being heard and that they are the most important person in the hearing. It’s important we are given the opportunity to shape our hearing in a way that helps us share our views, thoughts and feelings with those we wish to share them with. Thank you from the young people all over Moray and Highland”*

