



# REVIEWING OFFICER PRACTITIONER'S GUIDE

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

## BEFORE THE MEETING

CHECK  
(✓)

Does the young person know they have the option to meet with me face-to-face or virtually before their meeting?

Has the young person been asked what kind of review they would like i.e., a face-to-face meeting, a virtual meeting?

Has the young person been offered the chance to meet with an independent advocate?

If they don't want independent advocacy, has the young person identified a trusted adult with whom to share their views?

Have I received their views in their chosen format e.g., written, drawn, photo, video?

Do the written reports I have received incorporate the child's views throughout?

Does the young person know they can attend the whole meeting, part of the meeting or have a separate meeting but don't have to attend at all if they would rather not?

Does the young person know the purpose of their meeting and who will be attending?

Has the young person been asked who they would like to attend their meeting?

Has the young person seen or had explained to them what is written in the reports for the review?

Does the young person know what is being recommended at their meeting and are their views about this clear in their child's plan?

Has the young person been asked about where they would like the meeting to be held if it is face-to-face?

Has the young person been asked about preferred seating arrangements for the meeting?

Is the young person clear that it is their meeting?

## DURING THE MEETING

CHECK  
(✓)

Have I made sure the young person is feeling ok about the setup of the meeting and it's in line with their wishes?

Have I reminded everyone about the purpose of the review and the expectations of partners to the planned contributions, regarding age-appropriate language to ensure it's easy to understand for the young person?

## DURING THE MEETING

CHECK  
(✓)

Have I made it clear that the young person can have a break at any time?

Have I checked **how** and **when** the young person wants to share their views e.g., by themselves or via their advocate or trusted adult and at the beginning, end or by agenda item?

Have I checked with the young person **who** they would like to be present when their views are being shared?

Am I checking in regularly with the young person's advocate about their views, particularly after inputs by those attending the meeting to see if they want to respond?

Am I ensuring that there is enough focus on positive aspects of the plan?

Am I alert to the young person becoming anxious/upset and suggesting a break if necessary?

Have I ensured that the young person has the opportunity to have the final word?

Have I checked the young person is clear about the decisions and recommendations made and why, particularly if not in line with their wishes?

Have I ensured the meeting ends on a positive note?

## AFTER THE MEETING

CHECK  
(✓)

Have I written the decision letter and/or minute in a young person friendly style?

Does the young person know they can ask for changes to the decision letter and/or minute if they feel that it's not a true reflection of their views or what was discussed and agreed?

*"Dear Reviewing Officers, we would really like for you to use the Practitioner's Guide to make meetings better for every child and make them feel they are the most important person in the meeting. We really like when you offer to meet us before our meetings as it helps us be more prepared for what is going to be discussed and it gives us the opportunity to shape our meeting (when, where and how - virtual or face to face) in a way that helps us express our views, thoughts and feelings with those we wish to share them with. Thank you from the young people all over Moray and Highland"*

