



# **The Children's Hearings System** **Primary Teaching Pack**



SCOTTISH EXECUTIVE

**CHILDREN'S**  
H E A R I N G S

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# The Children's Hearings System

## Teachers' Notes



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## Introduction

These materials are intended to support teachers and pupils through their learning about the Children's Hearings system. In preparing these, the aim has been to provide materials for use in the classroom with Primary 7 pupils which will provide accurate information about the Hearings system and will help pupils to gain a better understanding of the following:

- **why children and young people are referred to the Hearings system**
- **what happens at a Hearing**
- **the decisions that a Hearing can make and what they each mean**
- **the roles of the different people involved in the Hearings system.**

As with most curricular materials, teachers will want to select from and adapt the materials to suit their own needs.



# The structure of the materials

## Topic 1 The Children's Hearings System

Fascinating Facts sheets are used to introduce pupils to the Children's Hearings system and the people who work within it. The People Profiles introduce the pupils to the key people in the system, and two activities are provided to consolidate their learning.

## Topic 2 The Children's Hearings Process

This topic is divided into four parts, which match the four steps of the Children's Hearings process:

### Step 1 – The Referral

Pupils are introduced to the reasons why children/young people are referred to the Children's Reporter, and are provided with recent statistics for interpretation and discussion.

### Step 2 – The Investigation

The fact sheets and activities in this section concentrate on the role of the Reporter and how he/she decides what action to take following a referral. Pupils are presented with cases and asked to make a decision about a referral as the Reporter.

### Step 3 – The Hearing

This section provides an outline of what happens at a Hearing and the key people who attend. Pupils learn about the role of panel members through preparing questions that they would like to ask at a Hearing.

### Step 4 – The Outcome

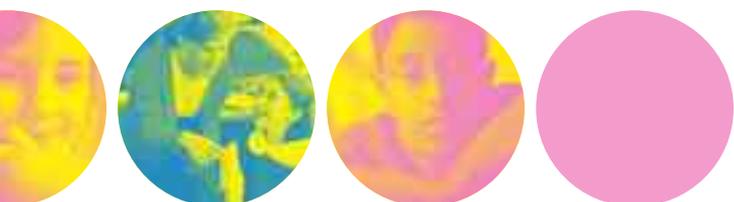
This section familiarises the pupils with the decisions that a Hearing can take and explains the meaning of compulsory supervision.

### Enrichment Activities

These additional activities are provided for use should time allow. Pupils are asked to produce a leaflet about the Children's Hearings system for children in their school as well as a poster to recruit panel members from the local community.

### Case Study

The case of Kirsten Anderson is presented as a set of papers exactly the same as panel members would receive before a Hearing. Suggestions as to how this material might be used are provided with the case study.



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## Curriculum Links

The materials have been developed to sit within the 5-14 curriculum through *Personal and social development* (PSD), *Environmental studies: Social subjects* and education for citizenship. The aim is to broaden pupils' knowledge of their local community and society. In particular, the resource materials are linked to the strand *Rules, rights and responsibilities* in *People in society*. At level D they relate to the outcomes 'suggest some of the rights and responsibilities of a citizen in a democracy' and 'describe some ways in which society deals with and punishes crime'. At Level E they relate to the outcome 'describe some of the rights of young people and the laws that affect them'. Used within PSD and citizenship programmes, they can focus on interdependence and develop pupils' interpersonal skills.

The materials can be used either as an independent topic or as part of an existing *People in society*, PSD or citizenship programme. It would be possible to combine a number of the activities to provide a workshop for use during, for example, a Citizenship Week. This could be done by placing a particular focus on activities relating to decision making by the Reporter and panel member. The case study provides a context for role play and an exploration of the issues of truancy and offending.

The activities provide opportunities for pupils to work on their own or in small groups and to make independent decisions and be able to justify them to their peers. This enables pupils to develop decision making and communication skills.

The Children's Hearings system provides a good context for developing pupils' own views, opinions and attitudes to children and young people who are vulnerable or in trouble. Through engaging with the subject matter, pupils are encouraged to adopt an open mind and to develop an empathetic understanding.

### A note of caution

In preparing this resource for P7 pupils, consideration has been given to the sensitive nature of some of the circumstances of the children and young people who come into contact with the Children's Hearings system. Mention has been made, when looking at the reasons why children are referred to the Reporter, of physical, sexual and emotional abuse. However, these matters are not studied in depth. You may be faced with disclosures from your pupils. This situation needs to be handled sensitively. It may be helpful, for example, to set 'ground rules' at the beginning of the lesson, as appropriate.

It can be disconcerting for any teacher when faced with disclosure. The child will need reassuring that you are taking what they say seriously and that you are going to help them. Reporting procedures will vary between local authorities. It would be helpful to clarify with the Head Teacher or another member of the Senior Management Team the procedure that should be followed in your school should this situation occur.

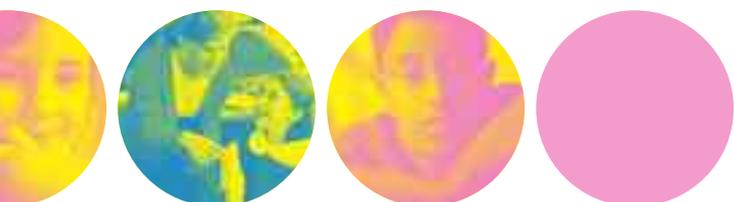
# An Introduction to the Children's Hearings System

The Children's Hearings system is Scotland's unique system of combining welfare and justice for vulnerable and troubled children and young people from birth to 17 years of age. It has been operating for more than 30 years. Its formation stemmed from the work of Lord Kilbrandon, who found that whether young people had offended or been offended against, their needs were the same. He believed that in taking decisions about their future, the best interests of the child/young person must be the prime concern.

In the Children's Hearings system, decisions on what is best for the child are made by members of the children's panel, who are trained volunteers from the community. The Children's Hearings system helps children/young people who are vulnerable because they are experiencing or are at risk of, for example:

- **physical, sexual or emotional abuse**
- **parental neglect**
- **being out of control**
- **offending**
- **not going to school**
- **taking drugs or alcohol.**

It is not just about the Children's Hearing itself, where members of the children's panel meet the child, family and relevant professionals to discuss the issues and decide what is in the best interests of the child/young person. The system as a whole aims to provide the most appropriate and effective intervention for each child/young person.



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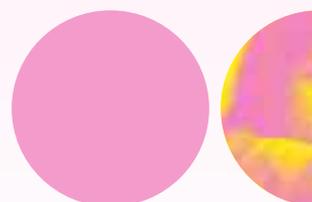


## Principles

There are three overarching principles in law relating to Children's Hearings which underpin the system:

- **the welfare of the child is paramount**
- **the child's views must be taken into account**
- **no order should be made in relation to a child unless it is **better** to make an order than not to.**

When considering the welfare of the child/young person and reaching a decision, the Hearing can, where necessary, take into account the protection of the public from serious harm.



# Key Stages of the Process

## 1. The Referral

Something has to happen in a child/young person's life to set the system in motion. This can be one incident or a variety of concerns. For example, the child's welfare may be at risk or he/she may have suffered abuse or neglect. He/she may be the victim of an offence, have committed an offence, or both. Anyone who is concerned about the child can refer him/her to the Children's Reporter.

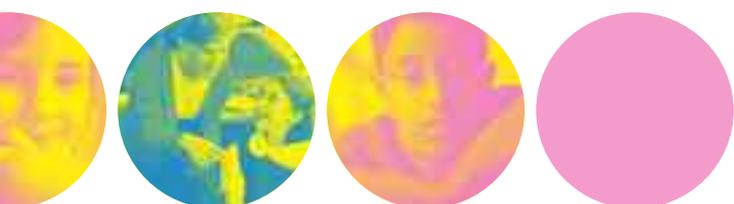
Most referrals are from the police or social work department of the local authority, but any professional or member of the public can make a referral, or the child/young person can refer him/herself.

## 2. The Investigation

The Reporter investigates the referral by requesting information from different sources – social work, police, schools, health and voluntary agencies. This information is evaluated by the Reporter, who will make one of the following decisions:

- **not to arrange a Children's Hearing (the Reporter might do this if, for example, it is the first time the child/young person has been referred and the child's circumstances are not a cause for concern – however, the Reporter may take some informal action, which may include, for example, issuing advice or referring the child for a police warning)**
- **to refer the child and family for voluntary support from the local authority, usually, but not always, via the social work department**
- **to arrange a Children's Hearing, as compulsory measures of supervision are considered to be needed in the child's best interests.**

If the Reporter decides to arrange a Hearing, the decision about what happens to the child/young person rests with the Hearing.



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### 3. The Hearing

The style and setting of Hearings are relatively informal to encourage full and frank discussion of the issues while legal procedures are followed. The purpose of the Hearing is to decide if compulsory supervision is needed for the child/young person. Compulsory supervision involves measures taken for the protection, guidance, treatment or control of the child/young person, and this can be tailored to fit the particular needs of each individual child. The key people involved in the Hearing are:

- **the child/young person and the relevant adults in his/her life (usually their parents and/or carers)**
- **the Reporter**
- **three panel members**
- **a social worker.**

Other relevant professionals may be present such as social work staff, teachers, health workers or educational psychologists. A few days before the Hearing, copies of the various reports that have been collated by the Reporter will be sent to the child (if over the age of 12 and in appropriate circumstances), parents/carers and panel members.

The child/young person and their parents have the right to agree or disagree with the reasons why the Hearing has been arranged (the 'grounds for referral'). A Children's Hearing is a tribunal and can only go ahead if the grounds for referral are accepted. If the child/young person or relevant people do not accept the grounds for referral, or the child cannot understand due to age or ability, then the matter is passed to the Sheriff Court. The Sheriff will hear evidence and decide whether or not the grounds exist and, if so, a further Hearing will be arranged to consider and dispose of the case.

In a Hearing, the panel members consider the reports with everyone there. They will discuss all of the issues with the child/young person and their parents/carers and they will listen to information and advice from the professionals who are there, considering all the options available. A decision is made in front of everyone present and the panel members explain why they have reached that decision. Their decision does not have to be unanimous – it can be by a majority.

### 4. Outcomes

The Hearing has several decisions it can choose from. The main ones are:

- **to discharge the referral because the panel members feel that compulsory supervision is not needed**
- **to impose a Supervision Requirement on a child/young person with any conditions that they decide are necessary**
- **to continue (defer) the Hearing to a later date to enable further reports to be obtained or to get more information which is needed to help the panel members to make an informed decision.**

If the grounds are not accepted or the child cannot understand due to age or ability, they may decide:

- **to refer the case to the Sheriff Court (see above).**

Any decision that a Hearing takes is legally binding on the child/young person. If they disagree with the decision, the child/young person and/or their parents may appeal to the Sheriff against the decision. The most common outcome of a Hearing is a Supervision Requirement. This is a plan of work, support and services to assist the child/young person. Conditions attached may include, for example, where the child/young person is to live, with whom she/he may have contact, or attendance at programmes to address their behaviour. Most children on Supervision Requirements live at home. It is the responsibility of the local authority to implement a Supervision Requirement.

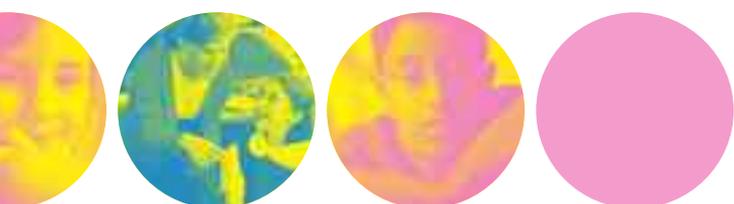
The Supervision Requirement will be in place for as long as it is needed, but must be reviewed within a year. At a review hearing the Supervision Requirement may be altered, extended or discharged, depending on the circumstances at that time.

### **Emergency procedures**

There will be circumstances in which temporary/emergency measures will be necessary. A Sheriff has the power to grant a Child Protection Order where it is considered that the child is in immediate danger. This is usually reviewed by a Children's Hearing on the second working day after the order has been granted. A Children's Hearing is able, in certain circumstances, to issue warrants, for example, if a child fails to attend a Hearing or if it is necessary to find and keep a child in a 'place of safety'. These warrants may last a maximum of 22 days, then they must be reviewed at another Children's Hearing. A Hearing may not authorise a child to be kept in a place of safety for longer than 66 days.

## **Summary**

The Children's Hearings system is a child-centred system where the child's views must be considered. It is a welfare-based system where the needs of the child are most important. It is based upon collaboration between trained volunteers of the children's panel and professionals. These are its strengths and the reason why it has been in place for over 30 years.



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## Key People in the Children's Hearings System

A number of different people, both professionals and volunteers, are involved in the Children's Hearings system.

**The Children's Reporter** is a locally based official who works for the Scottish Children's Reporters Administration (SCRA). On receipt of a referral, the Reporter looks into the child's background with information from a number of sources (mainly social workers), and decides whether (a) measures of support are needed and (b) whether any measures need to be imposed by a Children's Hearing. The Reporter also has roles at the Hearing and in court proceedings that form part of the Children's Hearing process. A list of Authority Reporters is provided at the back of this teachers' guide.

**The panel members** are volunteers from the local community who are of different ages and have different skills and experience. A Children's Hearing is made up of three panel members (at least one of whom must be male and one female). Their role is to make the decisions at the Children's Hearing that are in the child/young person's best interests. All panel members are chosen by interview and undergo intensive pre-service and in-service training which helps them to carry out their role.

**A social worker** will tell the Children's Reporter about any children/young people that he/she is concerned about and will write reports to help the Reporter to decide whether there needs to be a Children's Hearing. Social workers will write a report for the panel members and go to the Hearing to discuss this. If the Hearing decides that compulsory measures of supervision are necessary, it will impose a Supervision Requirement (a plan of work, support and services to help the child/young person). It is the local authority that employs the social worker that is responsible for carrying this out.

**A teacher** may also contact the Children's Reporter if he/she is concerned about a child/young person. He/she will prepare a school report for the Children's Hearing, which will tell the panel members about the child/young person's attendance, how they are doing in different subjects and how they behave in school. A teacher may go to the Children's Hearing to discuss the report and highlight any worries that he/she may have.

The Children's Hearing might appoint an independent person called a **Safeguarder** to look after the child/young person's interests in the Hearing. He/she will write a report for the Hearing and will be there to represent the child/young person's best interests, although sometimes the child/young person may not agree with what the Safeguarder says.

**A solicitor (lawyer)** might be appointed by a Hearing to help the child/young person to take part in the Hearing. Also, if the Hearing is discussing whether a young person should be sent to secure accommodation (be temporarily held in locked facilities for their own safety or the safety of others), the solicitor will attend the Hearing. In both these cases the solicitor is called the Legal Representative.

**Scottish Ministers** appoint children's panel members. The Scottish Executive runs an annual national recruitment campaign. Advice on appointment and re-appointment of panel members is provided to the Scottish Executive by members of **Children's Panel Advisory Committees** (CPACs). CPACs comprise both members appointed by Scottish Ministers and members nominated by local authorities. The Scottish Executive also provides national training for panel members and CPAC members, and funds the Scottish Children's Reporter Administration.

## Glossary of Key Terms

**Children's Hearing:** a lay tribunal made up of three panel members from the local authority children's panel, at least one of whom must be male and one female. The child must normally attend, along with his/her family ('family' can include carers or anyone responsible for looking after the child) and relevant professionals. The child and parents may take a representative to support them. Discussions are confidential but decisions are made in front of all of those present.

**Children's panel:** a group of volunteers appointed by Scottish Ministers following extensive vetting and training. Each of Scotland's 32 local authorities has a children's panel, which represents a cross-section of the local community. The panel is the collective name for the group of panel members, and each local authority must keep a list of who is on the panel. Each panel has a panel chair, appointed from among its members.

**Disposal:** the main decision of the Hearing. The most common disposal is a Supervision Requirement, which means that the child/young person has to do certain things, or people have to do certain things to work with them. A Supervision Requirement can have any condition attached that the Hearing thinks will help the child/young person.

**Grounds for referral:** the legal reason why a child/young person is referred to a Hearing. Grounds for referral are set out in law and cover the general areas of concern. For example, the child may have been abused physically or sexually, played truant from school, offended, been a victim of an offence or bullying, misused drugs or alcohol, or been outwith parental control. The full range of grounds is set down in Section 52 of the Children (Scotland) Act 1995.

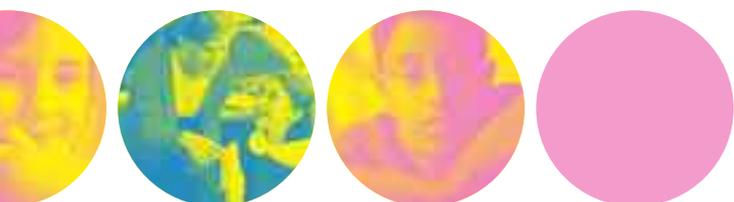
**Referral:** how a child/young person is brought to the notice of the Children's Hearings system. The child is referred to the Reporter by anyone, usually the police or a social worker but possibly by a neighbour, friend, parent, health worker or a court. Children may also self-refer but this is not common.

**Review:** a Supervision Requirement must be reviewed within a year, but the Hearing can set an early date for the review and a social worker can ask for a review at any time. The child/young person or relevant people can ask for a review after three months following the date of the Hearing.

**Secure accommodation:** locked facilities approved by the Scottish Executive that will meet the social, educational and health needs of young people when their liberty needs to be restricted, either for their own or for public safety.

**Supervision:** measures taken by the local authority for the protection, guidance, treatment or control of a child/young person.

**Supervision Requirement:** a plan of work, support and services to assist a child/young person. Imposed by a Children's Hearing, the Supervision Requirement must be implemented by the local authority where the child/young person lives. The effect is that the child/young person subject to a Supervision Requirement will become a 'looked-after child' of the local authority.



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**Scottish Children's Reporter Administration (SCRA)**  
**Headquarters, Ochil House**  
**Springkerse Business Park**  
**Stirling, FK7 7XE**

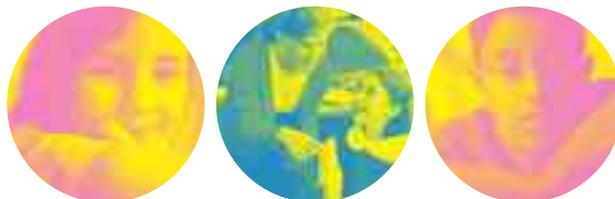
**Tel: 01786 459500 • Fax: 01786 459533**

**[www.scra.gov.uk](http://www.scra.gov.uk)**

SCRA's personnel and offices are broken into local authority teams. If you have a query or request of a Reporter or of SCRA's services, you should ask to speak with the Authority Reporter for the relevant area in the first instance. If you are in doubt as to which office to contact you may wish to contact Headquarters (above).

**CONTACT LIST OF AUTHORITY REPORTERS**

**Aberdeen City Tel: 01224-645100 • Aberdeenshire Tel: 01224-643322**  
**Angus Tel: 01382-435460 • Argyll and Bute Tel: 01546-606937**  
**Clackmannanshire Tel: 01786-476400 • Dundee Tel: 01382-435460**  
**Dumfries & Galloway Tel: 01387-255734 • East Ayrshire Tel: 01563-534176**  
**East Dunbartonshire Tel: 0141-567 7900 • East Lothian Tel: 01875-613355**  
**East Renfrewshire Tel: 0141-8899171 • Edinburgh Tel: 0131-6679431**  
**Eilean Siar (Western Isles) Tel: 01851-706317**  
**Falkirk Tel: 01324-626996/673920 • Fife Tel: 01592-414919**  
**Glasgow North Tel: 0141-567 7900 • Glasgow North East Tel: 0141-5677900**  
**Glasgow South Tel: 0141-5677900 • Glasgow East Tel: 0141-5677900**  
**Glasgow West Tel: 0141-5677900 • Highland Tel: 01463-245301**  
**Inverclyde Tel: 01475-720221 • Midlothian Tel: 01875-613355**  
**Moray Tel: 01343-550015 • North Ayrshire Tel: 01294-278151**  
**North Lanarkshire Tel: 01698-746771 • Orkney Islands Tel: 01856-873238**  
**Perth and Kinross Tel: 01738-620950 • Renfrewshire Tel: 0141-8899171**  
**Scottish Borders Tel: 01750-20372 • Shetland Islands Tel: 01595-692436**  
**South Ayrshire Tel: 01563-534176**  
**South Lanarkshire Tel: 01355-232145/231914 • Stirling Tel: 01786-476400**  
**Western Isles See Eilean Siar • West Dunbartonshire Tel: 01389-764268**  
**West Lothian Tel: 01506-632741**



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# Topic 1

## The Children's Hearings System

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## TOPIC 1 – THE CHILDREN'S HEARINGS SYSTEM

**Activity:** Fascinating Facts 1 – The Children's Hearings System  
Fascinating Facts 2 – People Profiles  
Activity 1 – Who Does What?  
Activity 2 – Crossword

**Aims:** To introduce pupils to the Children's Hearings system, the key stages of the Children's Hearings process and the key people who work in the system.

**Materials:** A copy of Fascinating Facts sheets 1 and 2 and Activity sheets 1 and 2 for each pupil.

**Method:** Ask pupils what they think the Children's Hearings system is and record their ideas. Hand out Fascinating Facts sheet 1 and read through with the pupils.

### Notes on terminology:

- 'Being abused' covers physical, sexual and emotional abuse.
- Emotional abuse could include the child/young person always being put down by the adults in his/her life or not being allowed to develop properly.
- 'Offending' is anything which breaks the law – stealing, vandalism or assault are things that pupils might relate to.

Divide the pupils into groups of four or five and ask them to discuss the three questions. Allow an appropriate amount of time to do this.

### Possible answers you may get are:

- staying out very late
- running away
- always in trouble
- might get into trouble if not at school and mixing with older people
- getting drunk and hurting themselves
- their parents may not know what they are doing.

Discuss each group's answers and record them.

Hand out the People Profiles and read through with the pupils. These introduce the key people who work in the system, and pupils will be introduced to their roles at different stages of the materials. This information will act as a reference point for the pupils. Activities 1 and 2 are to consolidate their learning. (Suitable for homework activities.)

Tell the pupils that there are four steps to the Children's Hearings process – The Referral, The Investigation, The Hearing, The Outcome – and that they are going to look at each in turn, starting with The Referral.

## FASCINATING FACTS 1 – THE CHILDREN'S HEARINGS SYSTEM

### Facts

The Children's Hearings system helps children and young people up to 17 who are vulnerable.

They may be, for example:

- being abused
- out of the control of their parents or carers
- offending
- not going to school
- taking drugs or alcohol
- not being looked after properly by their parents.

They may also be at risk of these things happening.

### Questions

Can you think of an example when a child or young person might be out of the control of their parents or carers?

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Why are children or young people at risk if they are not going to school?

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Why are they at risk if they take drugs or alcohol?

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**vulnerable** = defenceless, may be physically or emotionally hurt

**at risk** = in a dangerous situation

**abused** = being hurt by someone in some way

**offending** = breaking the law

**carers** = other adults who look after a child or young person instead of their parents



## FASCINATING FACTS 2 – PEOPLE PROFILES



**My name is Moira Hunt. I am a Children's Reporter.**

There are lots of people like me in every area of Scotland. If a parent or professional, like a teacher, health worker or social worker, or a neighbour or friend is worried about you, they will get in touch with me. This may be because they think you are not being looked after properly or are being abused, or you are getting into a lot of trouble. You can get in touch with me yourself if you want to. It is my job to find out what is happening and decide if you should come to a Children's Hearing.



**I am Fred James. I am a panel member.**

I live in my local area and volunteered to be a panel member. I have had a lot of training which helps me do my job. Before the Hearing, I will read all the reports that have been written about you and think about the questions I would like to ask. I sit on the Children's Hearing with two other panel members and we make the decision about what should happen to you in the future.



**I am Alan Wood. I am a social worker.**

I will tell the Children's Reporter about any children or young people that I am worried about. I will write reports to help the Reporter to decide whether there needs to be a Children's Hearing. I will write a report for the panel members and go to the Hearing to discuss this with them. If the Hearing decides that a Supervision Requirement is needed, I will work with you and your family to try to make things better.



**My name is Anila Khan. I am a teacher.**

I may be worried that things are not good for you at home. If I see that you are not coming to school very often or that when you do you are tired or hungry or that your behaviour is really bad, I might contact the Children's Reporter. I will write a report to help him or her to decide whether you need to go to a Children's Hearing, or if there is something else that can be done. If you go to a Hearing, I will go to the Hearing too and tell the panel members how things are at school.



**My name is Jack Thomson. I am a Safeguarder.**

Sometimes, a Children's Hearing might ask me to look after your interests in the Hearings. I am independent of everyone else involved in the Hearing. Before the Hearing I will meet with you and your family, and your teacher and a social worker. This is so that I can write a report for the panel members which explains your views and what your life is like. My report will say what, in my opinion, should happen in the future.



**My name is Fiona McClelland. I am a solicitor (lawyer).**

I sometimes go to Children's Hearings to speak for a child or young person if the case is so complicated it might stop them being able to take part in the Hearing. If the panel members are discussing whether a young person should be sent to secure accommodation (locked up for their own safety or the safety of others), I will also go to the Hearing.



**I am P.C. Debbie Ferguson. I am a police officer**

who works with children and young people. If I arrest a child or young person under 16 I will contact the Children's Reporter. If I hear about a child or young person who is being hurt by an adult I will help take them to a safe place. I don't normally go to Children's Hearings.



### ACTIVITY 1 – WHO DOES WHAT?

Draw a line joining each job title with the job description (what a person does).

I will write a school report for the Children's Hearing	Children's Reporter	If a child is arrested, I will tell the Children's Reporter
I will speak for the child if the case is very complicated or if they might be locked up	Panel members	I look after the child or young person's interests at the Children's Hearing
We make the decision in the Children's Hearing	Social worker	When children are referred to me I investigate and decide whether to call a Children's Hearing
	Teacher	
	Safeguarder	
	Police	
	Solicitor	If the panel decides that a Supervision Requirement is needed I will work with the child



# Topic 2

## The Children's Hearings Process



### The Referral

#### Fascinating Facts Sheet 3

#### The Referral

Page 8

#### Activity 3

#### Reasons Why Children Are Referred to the Children's Reporter

Page 8

#### Activity 4

#### Facts and Figures

Page 9



## TOPIC 2 – THE CHILDREN'S HEARINGS PROCESS: STEP 1 – THE REFERRAL

**Activity:** Fascinating Facts 3 – The Referral  
Activity 3 – Reasons Why Children Are Referred to the Children's Reporter  
Activity 4 – Facts and Figures

**Aims:** To introduce pupils to the reasons why children/young people are referred to the Children's Reporter.  
To enable pupils to recognise that most referrals are for care and protection reasons rather than offences.  
To provide an opportunity for pupils to interpret statistical information.

**Materials:** A copy of Fascinating Facts sheet 3 and Activity sheet 4 for each pupil.

**Method:** Hand out Fascinating Facts sheet 3 and discuss with the pupils. Explain that something has to happen in the child/young person's life to start the process. Ask for examples.

Emphasise that anyone can refer a child/young person to the Children's Reporter and that a child/young person can refer themselves.

Divide pupils into small groups of four or five.

Read through Activity 3 with the pupils, checking their understanding of the terms used.

Explain that reasons a) to e) are called care and protection reasons because all of these mean that the child/young person needs caring for and/or protecting.

Allow five minutes for the individual ranking and then 10-15 minutes for group discussion.

Record each group's ranking in one place. Comment on any pattern that emerges and ask groups why they have ranked a reason in a particular place.

Hand out Activity 4 and look at the statistics with the pupils. Pupils should notice that the offending figure is high compared to the individual figure for each of the care and protection reasons, but that it is lower than the total of all the care and protection referrals. The questions could be answered as a homework activity.

**Fact: In 2003-04 around twice as many children were referred on care and protection ground as offence grounds.**



### FASCINATING FACTS 3

#### STEP 1 – THE REFERRAL

Something has to happen or someone has to be worried about a child or young person to start the Children's Hearings process:

- they may be a victim of a crime or have offended
- they may not have been going to school for a long time
- someone may be worried that they are not being looked after properly.

The police, social worker or school will usually tell the Children's Reporter what has happened, but anyone can speak to the Children's Reporter if they are worried about a child or young person.

**incident** = something that happens that might have a serious effect

**victim** = a person who has been harmed in some way by someone else

**refer** = to ask someone to look into something – in this case to tell the Children's Reporter

about a child or young person



#### ACTIVITY 3 – REASONS WHY CHILDREN ARE REFERRED TO THE CHILDREN'S REPORTER

These are some reasons why a child or young person can be referred to the Children's Reporter.

On your own, rank these from 1 to 5 in the order in which you think MOST children or young people were referred to the Children's Reporter, with 1 being the most. Now discuss your ranking with the rest of your group. Can you agree a group ranking that you can share with the rest of the class?

	Your ranking	Group ranking
a) he/she is out of the control of their parents or carers		
b) he/she is not being looked after properly by his/her parents		
c) he/she is not going to school regularly		
d) he/she has been abused		
e) he/she has misused alcohol, drugs or solvents (misuse = use in a wrong way)		
f) he/she has offended		



### ACTIVITY 4 – FACTS AND FIGURES

From 1st April 2003 to 31st March 2004 the number of referrals to the Children's Reporter for each reason were:

a) he/she is out of the control of their parents or carers	5,863
b) he/she is not being looked after properly by his/her parents	20,991
c) he/she is not going to school regularly	3,795
d) he/she has been abused	15,539
e) he/she has misused alcohol, drugs or solvents	1,892
f) he/she has offended	34,266

a) to e) are called 'care and protection' reasons.

**Use the information in this table to answer these questions:**

1. What is the total number referred for care and protection reasons?

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2. What is the total number referred for offending?

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3. Which of the care and protection reasons is the highest?

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4. Which of the care and protection reasons is the lowest?

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5. What do the figures tell you?

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# Topic 2

## The Children's Hearings Process

### The Investigation

#### Fascinating Facts Sheet 4

The Investigation and Children's Reporter's Decisions  
Page 11

#### Activity 5

##### Decision Time

Page 12

#### Case Studies for Activity 5

Page 13 – 14





## TOPIC 2 – THE CHILDREN'S HEARINGS PROCESS: STEP 2 – THE INVESTIGATION

**Activity:** Fascinating Facts 4 – The Investigation and Children's Reporter's Decisions  
Activity 5 – Decision Time

**Aims:** To introduce pupils to step 2 of the Children's Hearings process.  
To enable pupils to understand the role of the Children's Reporter and the decision-making process.  
To allow pupils an opportunity to make decisions as a Children's Reporter.

**Materials:** A copy of Fascinating Facts sheet 4, Activity sheet 5 and selected Case Studies for each pupil. (A visit from a Children's Reporter might be useful for this activity.)

**Method:** Recap on the first step to check understanding.

Explain that they are now going to find out about what the Children's Reporter does once he/she hears about a child/young person who is in trouble.

Hand out Fascinating Facts 4 and read with the pupils. Look at each decision and their explanations. The decision not to arrange a Children's Hearing may include the Reporter issuing advice or referring the child/young person for a police warning. Make sure that the pupils understand each decision before moving on to Activity 5 – Decision Time.

Pupils can undertake this activity in pairs or threes. You can either allocate different groups different scenarios or the same ones. Allow sufficient time for pupils to work through the decision-making process using the guidance provided. Encourage them to consider each question as the Reporter would.

Discuss with the class their decisions and reasons.

**NB: There is no right or wrong answer. Each case is dealt with on its own merit and, in assessing risk and need, the Reporter takes account of other professional assessments and exercises his/her own professional judgement.**



## FASCINATING FACTS 4

### STEP 2 – THE INVESTIGATION AND CHILDREN'S REPORTER'S DECISIONS

Once the Children's Reporter has been told about a child or young person, it is his/her job to decide what should happen next.

He/she will ask for information from different people:

- social workers
- schools
- the police
- health workers.

The Children's Reporter has three decisions to choose from:

#### 1. Not to arrange a Children's Hearing

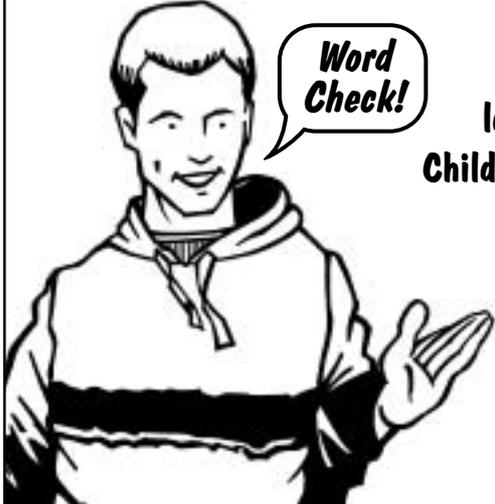
The Children's Reporter might do this if, for example, it is the first referral and there are no other worries. They will write to the child and their family to let them know that they have made this decision.

#### 2. Refer the child and family for voluntary support from the local authority

The Children's Reporter knows what support the local authority can give to a child or young person and their family which will help them. He/she will know that the child and family have agreed to work with a social worker.

#### 3. Arrange a Children's Hearing

The Children's Reporter will do this if he/she thinks compulsory supervision is needed to help the child or young person and their family. A special meeting called a Children's Hearing needs to be arranged to discuss and decide this.



**investigation** = a careful look at everything in detail

**health worker** = someone who cares for people's health, for example a doctor, nurse, or health visitor

**voluntary** = choosing to do something

**support** = help

**local authority** = the local council

**Children's Hearing** = a special meeting arranged to discuss the situation and decide what should happen to the child or young person

**Supervision Requirement** = a plan of work and support to help the child or young person



### ACTIVITY 5 – DECISION TIME

Name \_\_\_\_\_

Read the case study that you have been given.

You are the Children's Reporter and you have to decide what to do about this child that you have been told about. Discuss the information that you have. Use these questions to help you to decide what to do.

Have I heard about this child before?

Is the child healthy and doing well?

Is the child going to school?

Is he or she being bullied, or bullying someone else?

Is the child's behaviour in school good or bad?

Are the parents looking after the child well enough?

Is this the first time the child has offended?

Will the child and family work with a social worker voluntarily?

What help does this child need?

What is your decision? Tick the box

**Not to arrange a Children's Hearing**

**Voluntary support from the local authority**

**Arrange a Children's Hearing**

Why have you made this decision?

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## CASE STUDIES FOR ACTIVITY 5 – DECISION TIME

### GAVIN

The police have contacted you about Gavin. He is 11 years old and has been charged by the police with damaging cars. This is the first time that you have heard about Gavin.

Alan Wood, the social worker, has met with Gavin and his mum. Gavin's mum is very upset about what he has done. It has been hard for her to control Gavin since his dad left. Gavin does not listen to what she says and never comes home at the time she asks.

Gavin's class teacher, Mrs Hunter, has said that he used to behave well, but she has recently had to send him out of the class for being rude and rough with other children in the class. He now has no friends. His school work is not as good as it was.



### LAURA



The Head Teacher of Shaw Road Primary School, Mrs Nicol, has contacted you again about Laura. She is in Primary 6. Laura has not been coming to school every day and when she does she is very quiet, which is not like her. She is normally a very good pupil who does well in all of her work.

The social worker, Anne Cairns, has been to visit Laura's family. When she called at lunch time Laura answered the door. Her mum was still in bed and it looked as if she had been drinking alcohol. The house was not very clean. Laura was upset and said that her mum was not well.

It was the same when the social worker visited a couple of months ago. You asked the social work department to help the family when you did the last investigation. They have tried to do this, but Laura's mum says that she does not need any help.



## SCOTT AND AMY

Scott is nine years old and his sister Amy is six. They live with their mum and dad. The social worker and the police have reported them to you.

The police were called to their flat at 11pm by a neighbour because of the noise. When the police arrived they found that Scott and Amy's mum and dad had taken drugs and there were other people there who had also taken drugs. There were needles lying around. Scott was asleep on the floor in the living room. Amy was asleep in the bedroom. The children were taken to stay with their granny.

The social worker has found out that the parents are drug addicts and the dad has been arrested for selling drugs. The school has told you that both Scott and Amy come to school every day but are often tired and hungry and not always dressed to keep warm on a cold day.



# Topic 2

## The Children's Hearings Process

### The Children's Hearing

**Fascinating Facts Sheet 5**  
**The Children's Hearing**  
Page 16

**Fascinating Facts Sheet 6**  
**Key People at the Hearing**  
Page 17

**Activity 6**  
**Panel Member Questions**  
Page 18

**Case Studies for Activity 6**  
Page 19 – 21



## TOPIC 2 – THE CHILDREN'S HEARINGS PROCESS: STEP 3 – THE CHILDREN'S HEARING

**Activity** Fascinating Facts 5 – The Children's Hearing  
Fascinating Facts 6 – Key People at the Hearing  
Activity 6 – Panel Member Questions

**Aims:** To help pupils to understand who the key people are and what happens at a Hearing.  
To introduce pupils to the role of the panel member in the Hearing.

**Materials:** Copy of Fascinating Facts sheets 5 and 6 and Activity 6, and selected case studies for each pupil. Large sheets of paper. (A panel member would be useful for this activity, to outline what they do and to give feedback on Activity 6. Contact the local authority panel chair via the Authority Reporter.)

**Method:** Ask pupils who they think might be at a Children's Hearing and what might happen. Note down their answers. (This could be done as a small group or class activity.)

Hand out Fascinating Facts sheet 5. Read it with the pupils and link it back to the previous steps and particularly the Reporter's decision.

Hand out Fascinating Facts sheet 6 and discuss the key people in the Hearing. In their view is there anyone missing? Discuss the different roles of the professionals. Emphasise that the most important people are the child and their family.

### Activity 6 – Panel Member Questions

Decide which case studies you will use. Prepare four large sheets of paper headed Child, Family, Social Worker, Teacher. Divide pupils into groups of three (to mirror the three panel members) and hand out Activity Sheet 6 and the case study. Ensure that the pupils understand the task and allocate sufficient time for completion.

Collate their questions on the large sheets of paper under the appropriate headings. Find out why they want to ask particular questions and what information they hope to find out. As an extension activity you could allocate each group a different person in the Hearing and ask them to think about how that person might answer the questions that they have posed.

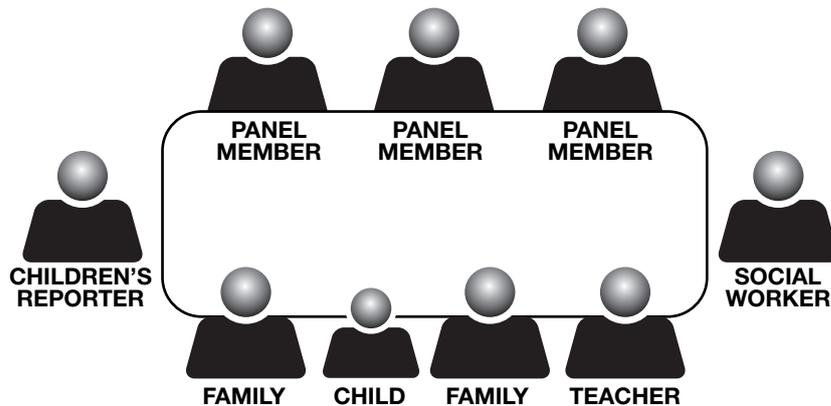


## FASCINATING FACTS 5 – STEP 3 – THE CHILDREN'S HEARING

A Children's Hearing can only take place if the child or young person and their family agree with the reasons why the Children's Reporter has arranged it.

At the Hearing, three people called panel members will make the decision about what should happen next. There must be at least one man and one woman on every panel. The Hearing will usually take between 45 minutes and an hour.

The Hearing takes place in private and the Hearing room is usually set out like this:



There are usually toys for young children to play with while the meeting is taking place. The panel members will ask the child or young person and their family if they agree with the reasons why they are there. If they do, then the Hearing can go on.

The panel members will talk to the child and the family and ask questions to find out more information. The child or young person's views are very important and the panel members will ask the child for his/her opinion. They will ask the social worker and the teacher what they think. They then make their decision in front of everyone and give the reasons why they have reached that decision.

The decision that the panel members make has to be followed, but if the child or young person or the family do not agree with it, they can ask a Sheriff to look at it in court to try to change the decision.

**Word Check!**

**Sheriff = the name given to the judge in the Sheriff Court**



## FASCINATING FACTS 6 – PEOPLE WHO ATTEND THE CHILDREN'S HEARING

The key people at the Children's Hearing are:

### 1. The child or young person and their family or carers

They will talk with the panel members and answer questions.

### 2. The Children's Reporter

He/she invites all the people to the Hearing and makes sure that they have copies of the reports. He/she will keep a note of what happens at the Hearing and then send this to the child and their family after the Hearing.



### 3. The three panel members

They will ask questions, listen to what is said and make a decision about what should happen next.

### 4. A social worker

The social worker will tell the panel members what he/she knows about the child's situation and suggest what could be done to make it better.



### 5. A teacher

The teacher will tell the panel about school and if this is the problem, suggest what could be done to make it better.

Sometimes there will be other people at the Hearing to help the child or young person. They can take a representative – someone to support them in the Hearing. This might be a friend or relative or their solicitor.

If the panel has asked a Safeguarder to write a report for them, the Safeguarder will also be there.

A Legal Representative is sometimes needed to help the child take part in the Hearing. The Hearing will ask the Legal Representative to be there if the panel members think this is needed.



**Safeguarder** = an independent person asked by the panel to look after the child or young person's interests

**Legal Representative** = a solicitor/lawyer who speaks for the child or young person



## ACTIVITY 6 – PANEL MEMBER QUESTIONS

Read the case study that you have been given.

Why has the Children's Reporter arranged a Hearing?

---

Write down two questions that you would like to ask each person at the Hearing. Remember to begin these with Who, What, When, Where and How.

Child's Name \_\_\_\_\_

1.

2.

Family Names \_\_\_\_\_

1.

2.

Social Worker's Name \_\_\_\_\_

1.

2.

Teacher's Name \_\_\_\_\_

1.

2.



## CASE STUDIES FOR ACTIVITY 6 – PANEL MEMBER QUESTIONS

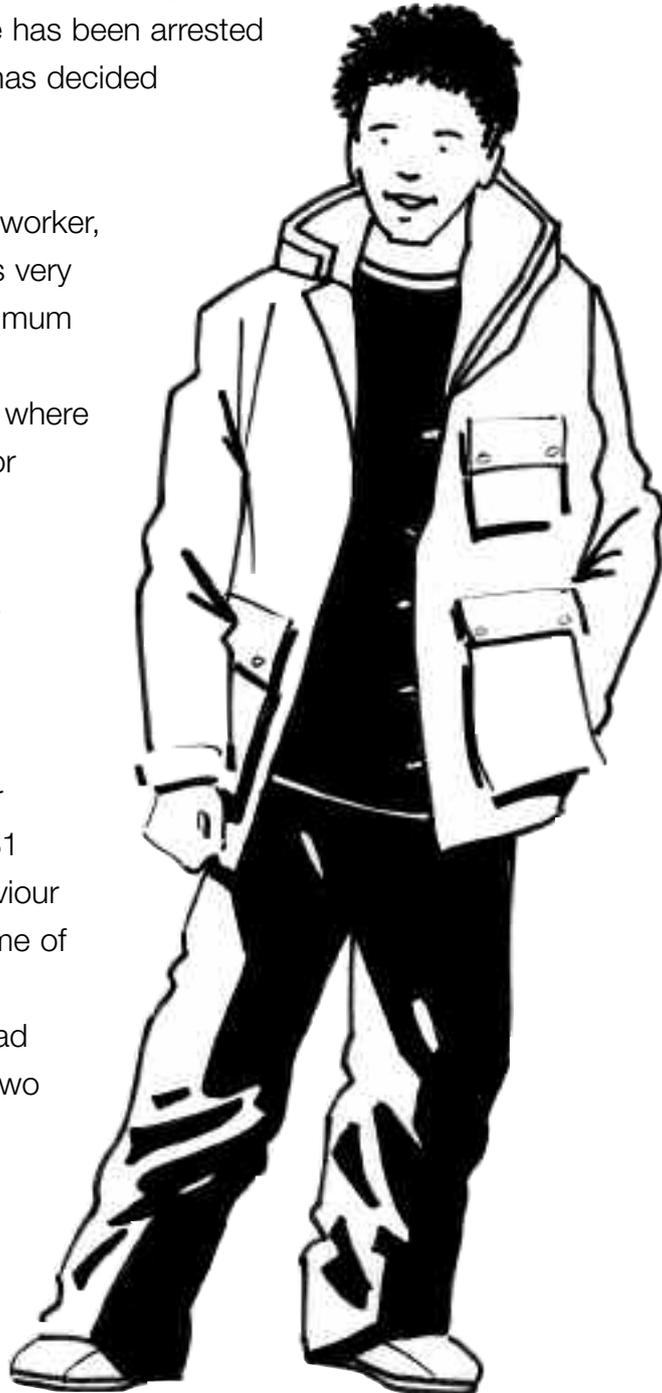
### JOHN

John is 12 years old and lives with his mum and his younger brother Andrew, who is 10. Six months ago the Children's Reporter asked the social work department to work with the family after John had been caught shoplifting. He has been arrested again for shoplifting so the Reporter has decided to arrange a Hearing.

In her report, Anne Cairns, the social worker, says that John's behaviour at home is very difficult. He swears and shouts at his mum and does not listen to what she says. He comes home late and will not say where he has been, who he has been with or what he has been doing.

John says that he did steal the things but he does not think that it is wrong because everybody does it.

In his report, John's guidance teacher Mr McKinley says that John started S1 very well, but that this term, his behaviour has got worse. He is very rude to some of his teachers and is not handing in his homework on time. Because of his bad behaviour he has been excluded for two days. In the last month he has been disappearing from school a lot of the time. Neither the school nor his mum know where he is, but they think that he is with older boys.





## CLAIRE

Claire is 11 years old. The Children's Reporter has arranged a Hearing because she has been absent from school for a large number of days this term without a good reason.

The social work report tells you that Claire lives with her mum and dad and her granny. She has no brothers or sisters. Her dad owns a business and her mum works for him full-time in the office until 5.30pm. They live in a three-bedroom house in an estate just outside of the town.



Since her granny came to stay after her grand-dad died, Claire goes straight home rather than stay at the after-school club until her mum has finished work.

Claire had her appendix out three months ago. She had a month off school because she was unwell. Since then her granny has told her to stay off school if she feels too tired or not well and Claire has done this. Alan Wood, the social worker, thinks this is really because Claire's granny is lonely.

Claire's mum and dad are angry about this as they had no idea what was happening until the school told them.

Claire is unhappy and not sure what to do because she loves her granny but likes to go to school. She liked the after-school club too.

The Head Teacher, Mrs Armstrong, is worried that Claire is missing a lot of important work that she needs to do before moving to the high school. Claire is also not seeing her friends.



**JANE & JIM**

Following an investigation, the Children's Reporter has decided to arrange a Hearing for Jane, who is seven years old, and Jim, who is five years old.

Alan Wood, the social worker, in his report for the Hearing, explains that Jane and Jim live with their mum, Mrs Wilson, and her boyfriend, Paul. Paul and Mrs Wilson shout at each other and he hits her. Jane says that she does not like it. Paul has never hit Jane or Jim but they have been there when he hits their mum.



Mrs Wilson is very angry that a neighbour reported screaming and shouting coming from the flat and that the social work department is involved. She told the social worker that she would not let anybody hurt Jane or Jim.

The social worker reports that she was not very helpful when he called at the flat and that she shouted at him.

The social worker says that Jane is upset and worried that she will not be able to stay with her mum.

The school report says that Jane and Jim are doing OK. They are at school and nursery every day.



# Topic 2

## The Children's Hearings Process

### The Outcome

**Fascinating Facts Sheet 7**  
**The Outcome**  
**Page 23**

**Activity 7**  
**Review**  
**Page 24**





## TOPIC 2 – THE CHILDREN'S HEARINGS PROCESS: STEP 4 – THE OUTCOME

**Activity:** Fascinating Facts 7 – The Outcome  
Activity 7 – Review

**Aims:** To enable pupils to become familiar with decisions that a Children's Hearing can make.  
To increase pupils' understanding of what a Supervision Requirement is.  
To review their understanding of the Children's Hearings process.

**Materials:** A copy of Fascinating Facts sheet 7 and Activity 7 for each pupil.

**Method:** Recap on the process so far. Tell the pupils that to reach a decision the panel members will have read a lot of reports and listened carefully to what everyone, especially the child, has said at the Hearing.

Hand out Fascinating Facts sheet 7 and talk through the decisions. Explain the Supervision Requirement and what this means (see Teachers' Guide pages 8 & 9 for details).

Stress that most children on Supervision Requirements stay at home with their family. It is only in exceptional circumstances that they might have to live somewhere else, for example if their mum and/or dad can't look after them. This might be because they have problems of their own or because the child/young person is outwith their control. When children are away from home they are looked after by another family or by trained carers.

Activity 7 can be used as a homework activity to review the pupils' learning about the Children's Hearings process.



## FASCINATING FACTS 7 STEP 4 – THE OUTCOME

The Hearing has several decisions to choose from. The main ones are:

- to discharge the referral because the panel members feel that compulsory supervision is not needed
- to put in place a Supervision Requirement on the child or young person
- to hold the Hearing at a later date to get more information to help the panel members to make a decision (this is called continuing the Hearing)
- if the child or young person or their family does not agree with the reasons for the Children's Hearing, or if the child is too young to understand the reasons for the Hearing, the panel members will ask the Sheriff Court to decide whether the reasons are correct.

Usually the outcome of a Hearing is a **Supervision Requirement**. This means that the child or young person will have to co-operate with people whose job it is to help them and their family with their problems.

A Supervision Requirement is a special plan to help the child or young person and their family. What is in the plan depends on the reasons why they were at the Children's Hearing. For example, if the child has been offending, he or she might have to do some work with a social worker to look at why they have been doing this.

The Supervision Requirement might have some special rules in it about where the child or young person must live or who they can see. Most children on Supervision Requirements stay at home.

The Supervision Requirement will last as long as it is needed but it must be reviewed again by another Children's Hearing within a year.



**co-operate** = to work together  
**outcome** = what happens as a result of the Hearing  
**Supervision Requirement** = a plan of work and support to help the child or young person  
**discharge** = to remove the referral  
**compulsory** = something that you have to do rather than something you choose to do  
**offending** = breaking the law  
**review** = look at all the information again



**ACTIVITY 7 – REVIEW**

Write in your own words what happens at each step of the Children's Hearings system

1. THE REFERRAL	2. THE INVESTIGATION	3. THE HEARING	4. THE OUTCOME

# Enrichment Activities

**Activity 8**  
**A Leaflet For Children**  
**Page 26 – 27**

**Activity 9**  
**Wanted! Panel Members**  
**Page 28**





## ENRICHMENT ACTIVITIES

**Activity:** Activity 8 – A Leaflet for Children  
Activity 9 – Wanted! Panel Members

The following activities are provided to offer additional work should time allow.

**Aim:** To consolidate pupils' learning about the Children's Hearings system.

**Materials:** A copy of Activity sheets 8 and 9 for each pupil. A4 scrap and plain paper for each group. Large sheets of paper. Access to a computer and a graphics program or coloured pens/pencils. Examples of information leaflets made from one sheet of A4 paper (tourist leaflets are good examples to use). Examples of recruitment posters/picture adverts from newspapers/magazines.

**Method:** Divide pupils into groups of four or five.

Hand out Activity sheet 8 and as a class discuss ideas for the contents of the leaflet and the layout. Alternatively, you could ask the Head Teacher to introduce this activity and run it as a competition with him/her selecting the winning leaflet, which could be reproduced for use in the school.

Allocate sufficient time for the design process which may be spread over a number of days. It might be useful to set a deadline for completion and allow pupils to manage their time to complete the task.

Activity 9 can follow the same process. You could invite the local authority panel chair, who you can contact via the Authority Reporter, to visit to explain the role of panel members and the skills that they need.



## ACTIVITY 8 – A LEAFLET FOR CHILDREN

There are no leaflets about the Children's Hearings system left in school for teachers to hand out to pupils. The task for your group is to design a leaflet about the Children's Hearings system which could be used by pupils at your school. To keep the cost down, all the information should fit on to one sheet of A4 paper.

You will need to think about three things:

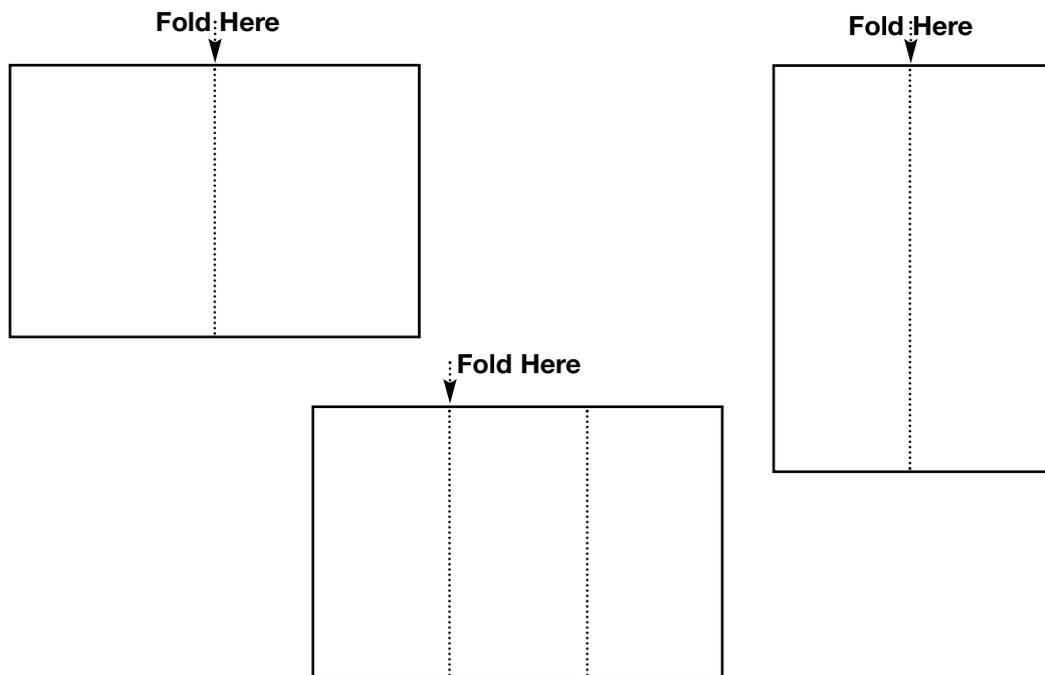
1. the style of the leaflet – how you will use the sheet of paper
2. the content of the leaflet – what you will put into it
3. the layout and design of the leaflet – will you use boxes/pictures/colour?

### Planning your leaflet

#### 1. Style

Each member of the group should take a piece of A4 scrap paper and try folding it in a number of different ways. Agree which way is the best for your leaflet. Remember that it has to be easy to read!

You could fold the paper like this:



How have you decided to fold your paper?

---

How many sides do you have for your information?

---



**2. Content**

On your own, think about the three most important things that you want other pupils to know about the Children's Hearings system. Write them here.

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Discuss your ideas with the rest of your group. List all of the group's ideas on a large sheet of paper.

Can you think of any other information that the pupils might need or is everything on the list?

**3. Layout and design**

Think about the layout of your leaflet.

Will you use a separate page for each piece of information?

What drawings/graphics will you use?

Collect some information leaflets from the local library to see how other people have designed their leaflets. You can always copy a good idea!

**Finally....**

On a large sheet of paper list all of the jobs that need to be done to turn your idea for a leaflet into a real leaflet. Decide who will do each job – some may need one or two people, others may need all of the group to be involved. Think about who has the skills to carry out a particular job.

GOOD LUCK!!



## ACTIVITY 9 – CHILDREN'S HEARINGS SYSTEM POSTER

Each year the local authority advertises for new panel members. The task for your group is to produce a poster which will encourage people in your community to become panel members. Think about:

- what the panel members do
- what skills they need to do this
- what makes their job good (e.g. helping children and young people).

When you design your poster remember to:

- give all the information that is needed
- use pictures and different colours
- try to arrange things in a bright and eye-catching way.

### Planning

1. In your group, discuss the information that needs to be in the poster. Write down your ideas on a large sheet of paper.
2. Now think about the size and shape of the poster, the overall design, and the colours that will be used. Discuss this in your group. You might like to try a number of different designs and choose the best.

# Case Study

**Case Study – Kirsten Anderson**  
**Page 29 – 36**



**CHILDREN'S**  
H E A R I N G S



## CASE STUDY – KIRSTEN ANDERSON

The case study which follows provides pupils with a set of case papers that panel members would receive before the Hearing. The primary age child has been referred on the grounds of non-attendance at school and alleged shoplifting.

The grounds for referral as prepared by the Reporter are followed by the Social Background Report written by a social worker, and a school report.

You may wish to use the different parts of the case study separately to provide pupils with a real example of what the different reports look like. These could be presented at the different 'steps' of the Children's Hearings process and pulled together at the end so pupils can consider a whole case following their work on the different parts of the process.

This case study may be used as an extension to Activity 6 – Panel Member Questions, where pupils are asked to 'prepare' for a hearing. Pupils should highlight the areas that they wish to discuss with the different people at the Hearing, such as Kirsten, Mr and Mrs Anderson, the social worker and the teacher.

The case study could be used by pupils to role play a Hearing or undertake some drama work on the circumstances that led up to the referral – for example, the shoplifting episode, Kirsten being returned to her mum by the police, the discussions with the social worker or the Hearing itself.



SCOTTISH  
**CHILDREN'S REPORTER**  
ADMINISTRATION

The Children's Reporter has referred the case of Kirsten Anderson, 5 Ash Grove, Summertown, to a Children's Hearing for Craigton Council on the following grounds:

That in terms of Section 52(2) (h) of the Children (Scotland) Act 1995, she has failed to attend school regularly without reasonable excuse

Statement of Facts

In support of the above it is stated

1. That Kirsten Anderson was born on 1st August..... (Age 11), and is and was at all material times a child of school age and a pupil enrolled at Summertown Primary School.
2. Between 18th August and 6th November she had 46 absences out of a possible 83 attendances.
3. During these times she was required to attend school regularly and did not have an excuse to offer for the majority of her absences.

and

that in terms of section 52(2) (i) of the Children (Scotland) Act 1995 she has committed the offence of shoplifting as specified below.

In support of the above it is stated

1. That she did on or around 22nd September..... whilst acting along with another person in the shop premises owned by the Boots Co. Ltd at 12 High Street, Summertown, steal 2 bottles of nail polish, 3 lipsticks and a hair slide, this being an offence of theft.

Date \_\_\_\_\_ Reporter Moira Hunt



CRAIGTON COUNCIL  
SOCIAL WORK DIVISION

**SOCIAL BACKGROUND REPORT**  
(Social Worker's Report for Children's Hearing)

THIS FORM PREFACES CCSWD 1

\*Delete as necessary

**ACCESS TO INFORMATION**

This is a report which covers events to the present time.  
This report will exclude information from third parties unless they have specifically agreed to its inclusion. The report will also, on occasion, exclude information which the writer believes could lead to significant harm to the child or other persons.

\*Delete as necessary

\*Report for Children's Hearing about (child/young person's name) on **Hearing Date**

This copy released to (Recipient's name and relationship to child)

On (date) \_\_\_\_\_ Recipient's signature

(Whenever possible) \_\_\_\_\_ \*

**CHILD/YOUNG PERSON DETAILS**

<b>Forenames</b>	Kirsten	<b>Family Name</b>	Anderson
<b>(Also known as)</b>			
<b>Date of Birth</b>	1/8 (age 11)	<b>Gender</b>	Female
<b>Home Address</b>		<b>Present Address</b>	
5 Ash Grove, Summertown			
<b>SCHOOL</b>	Summertown Primary	<b>School contact person</b>	A. Khan

**HEARING DETAILS**

<b>Date</b>	24th January	<b>Place</b>	62 William Street, Summertown
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**GROUNDS FOR REFERRAL/\* REASON FOR HEARING and BASIS OF REPORT** Non attendance and alleged shoplifting

**SOCIAL WORKER DETAILS**

<b>Name</b> <i>(including title)</i>	Mr Alan Wood	<b>Designation</b>	Social Worker
<b>Workplace Address</b>	Summertown Area S.W. Centre 1 Wilson Place Craigton	<b>Date Report Written</b>	15th January
<b>Tel</b>	01967 522311		
<b>Fax</b>	01967 522322		

**OTHER PROFESSIONALS/AGENCIES INVOLVED**

Title	Full Name	Designation	Agency	Address

**FAMILY/HOUSEHOLD AND OTHER INVOLVED PERSONS**

*(List nuclear family – ‘parents and siblings’ – first)*

Title	Full Name	Relationship to Child	Age/Dob	‘Relevant person?’	Address <i>(if different from Child/YP)</i>
Mr	Richard Anderson	Father			15 Clark Street Summertown
Mrs	Mary Anderson	Mother		Yes	5 Ash Grove Summertown
	Jamie Anderson	Brother	9yrs		
	Kirsten Anderson (subject)				

**Family History**

Kirsten is the eldest child of Richard and Mary Anderson, who have been married for 15 years. They met when they both worked for the same company. Since having the children, Mrs Anderson has worked part time around school hours. Both parents said that they get on well with Kirsten and do not understand her behaviour. Mr Anderson has recently left home and is staying at his mum and dad’s house. He has not seen much of Kirsten and her brother as he and Mrs Anderson are not getting on very well at the moment. Mr Anderson said that he will be at the hearing. The family live in a council house on a large housing estate. Mr Anderson lost his job a few months ago so the family do not have a lot of money.



## Previous Social Work or Other Agency Involvement

This is the first time that the family have come to the attention of the social work department.

## Reasons for referral

Non-attendance at school and alleged shoplifting.

## Circumstances surrounding the referral

Kirsten is a pleasant, lively 11-year-old who likes to look good. When I met with her she was happy to discuss the reasons why she has to go to the Children's Hearing. It appears that when Kirsten is not at school, she is in the company of three other girls from the High School, who have also been referred to the Reporter. If Mrs Anderson is working they meet at Kirsten's house and at other houses when there is no adult around. Sometimes they will go to the shopping centre.

Kirsten said that she 'hates' school and finds it boring. She admitted that she did steal the items from Boots and did this as a dare. She said that she was shocked and really frightened when she was arrested, and added that she will never shoplift again. Kirsten did not want to talk about her dad's move away from home but did admit to missing him.

I met with Mr and Mrs Anderson separately. Both were prepared to discuss Kirsten's difficulties and had been aware that she had been missing school on an odd day, but were shocked by the number of actual days this amounted to. Mr Anderson had grounded her and stopped her allowance. However, it seems that Mrs Anderson had problems keeping Kirsten in the house when grounded and also gave Kirsten money.

Mrs Anderson, although concerned about Kirsten, seems to be more worried about the family's money problems. It appears that her husband has a large number of credit card debts which, since he lost his job, have become more difficult to pay off. The family are now also three months behind in rent and council tax payments and Mrs Anderson is struggling to look after herself and the children on her wages. She has been looking for an evening job to bring in extra money but is now having second thoughts following Kirsten's referral to the Reporter.

## Education

Kirsten's attendance has improved since the referral, although she has yet to complete a full week. School staff say they have no discipline problems with Kirsten when she is there.

## Assessment and Recommendations

The last few months have been unsettled for Kirsten. Her father has left the family home and she has not seen him very often. Kirsten has admitted the offences and they seem to be linked with her not going to school. Mr and Mrs Anderson are both worried about Kirsten and willing to work with the social work department. There are concerns about the family's financial situation. The children's hearing should consider the following options:

Not to make a Supervision Requirement – this would rely on Mr and Mrs Anderson and Kirsten working with the social work department on a voluntary basis.

Supervision Requirement – this would give Kirsten support to return to school full time and to do some work around her offending. It would also mean that Mrs Anderson would get some support to manage Kirsten's reluctance to go to school.

I recommend that the hearing place Kirsten on a home Supervision Requirement.



**SUMMERTOWN COUNCIL**

**CONFIDENTIAL**

<b>REASON FOR REPORT</b> Non attendance and alleged offences		<b>Referral to Reporter</b> Review Children's Hearing					
<b>Child's Name</b> Kirsten Anderson		<b>Date of Birth</b> 1/8.....		<b>Date of Admission</b> 17/8.....			
<b>Address</b> 5 Ash Grove, Summertown		<b>School</b> Summertown Primary					
<b>Name of Class/Guidance Teacher</b> A. Khan – Class Teacher		<b>Previous School</b>					
		<b>Number of Previous Schools</b>					
<b>Name of Parent/Guardian</b> Mr and Mrs Anderson							
<b>Address (if different from above)</b>							
<b>ATTENDANCE</b>		Last 4 Weeks		This Session		Last Session	
Please attach print-out for this session if available		Possible 40	Absences 30	Possible 83	Absences 46	Possible	Absences
<p><b>Please give any known reasons for absences (e.g. illness, latecoming, holiday, exclusion, truancy, other unauthorised absence).</b></p> <p>Mrs Anderson has telephoned on three occasions and has sent notes on a further two occasions when Kirsten was ill. All other absences are marked as truancy.</p>							
<p><b>Give number of absences attributable to each category, if known, and describe any pattern of absences.</b></p> <p>Kirsten will usually not turn up after she has left school at lunch time. We think that she is meeting older girls from the Grammar School.</p>							
<b>HEALTH</b>							
<p><b>Are there any factors affecting the child which are known to the school?</b></p> <p style="text-align: right;">No/yes If yes, specify No</p>							
<p><b>Has there been any involvement of specialist services?</b> No/yes If yes, specify No</p>							



**EDUCATIONAL PROGRESS**

**What level of course is the young person taking?**

5-14 Level C/D

**Is potential being achieved? If not, can you offer any reasons?**

Kirsten is falling behind in all of her subjects due to her not being at school. She could do very well.

**Has any school-based support been provided to assist progress?**

Classroom assistant gives support for maths.

**Have any specialist resources been provided to assist progress?**

**EXTRA-CURRICULAR**

Please provide details of any interests, activities and employment which the young person has.

**RELATIONSHIPS/PERSONALITY/BEHAVIOUR**

Please comment on the nature of the young person's relationships with other pupils and staff.

When she attends, Kirsten is well behaved and tries hard. She now has few friends in her class as she has missed so much school.

**Please comment on the young person's behaviour and presentation in and out of class. Have there been any recent changes?**

Kirsten always arrives in school uniform and looks neat and tidy. She has looked tired recently.

**If the young person's behaviour has been challenging, please describe the school's responses and comment on the extent to which these have been successful.**



<p><b>CONTACT WITH FAMILY</b>                  Please provide a summary of the relationship between school and parent/other carer.  <b>Has there been any recent change?</b>                  Mr and Mrs Anderson attended the parents evening last session. Mrs Anderson works part time and is not always easy to contact when Kirsten leaves school during the day. They support all that we do.</p>
<p><b>FURTHER RELEVANT INFORMATION</b>                  Please use this section to record any additional historical or current information which you think the Reporter and/or Hearing members should know.                  Views about what could be done to meet the needs of the child may be given.                  We have been concerned about Kirsten's non attendance this year as there were no problems last year. Kirsten is a lovely girl who could do very well if she attended full time.</p>
<p><b>Comments by Head Teacher</b>                  Kirsten has missed a lot of school but I am sure that she will catch up if she works as hard as we know she can.</p>
<p>This report has been discussed with (Tick box)</p> <p style="text-align: center;">                 The child <input checked="" type="checkbox"/>                    The mother <input checked="" type="checkbox"/>                    Other <input type="checkbox"/> (Please indicate) <input style="width: 100px; height: 20px;" type="text"/>                  The father <input type="checkbox"/> </p>
<p>Report compiled by: (Print) .....A Khan.....    Signed: <i>Anila Khan</i>.....                  Designation ...CLASS TEACHER.....    Date: 10/1.....                  Head Teacher's Signature: ...<i>E.W.BLAKE</i>.....    Date: 11/1.....                  (if different)</p> <p>In certain circumstances the report may be lodged as a production in court, and the compiler may be cited to give evidence and to speak to the contents of the report. The contents of this report are subject to the School Pupil Records (Scotland) Regulations 1990 and the Children's Hearings (Scotland) Rules 1996. You may be called upon to assist a sheriff or a Children's Hearing in relation to the contents of this report at a subsequent proof, appeal or hearing.</p>