



children's
hearings
scotland

Equality Mainstreaming and Outcomes

2022 - 2023

Progress Report

(March 2023)



FOREWORD

Welcome to Children's Hearings Scotland's (CHS) Equality Mainstreaming and Outcomes Progress report.

CHS remains fully committed to embedding and mainstreaming equality, diversity and inclusion as a key component of our business and the services that we provide to children, young people and their families as well as supporting the Scottish Government's national outcome of Tackling Inequality.

In July 2020 we published a new set of Equality Outcomes to work towards between then and now. We reported against progress in 2021 and in 2022. This report outlines the overall progress that we have made towards achieving our equality outcomes between April 2022 and March 2023.

We now welcome you to read through our progress report if you have any comments, please do not hesitate in contact us at enquiries@chs.gov.scot.



Elliot Jackson Chief Executive / National Convener



Katherina Kasper CHS Board Chair

Section 1

Equality Outcomes

OUTCOME 1

Providing training and development opportunities for CHS Community can ensure that our community is up to date in its knowledge, skills, attitudes and legal obligations concerning to equality, diversity and inclusion, and are able to apply these approaches to all aspects of their roles.

Overview

This outcome focuses on ensuring that our whole CHS community of staff and volunteers as well as potential staff and volunteers, are suitably trained, equipped and supported to enable them to carry out their roles to a high standard when deploying and supporting people with protected characteristics.

General Equality Duty Link

We believe that the following equality outcomes ([1.1](#), [1.2](#) and [1.3](#)) will assist CHS in meeting the general equality duties of eliminating unlawful discrimination and of advancing equality of opportunity for all individuals with protected characteristics who work for and volunteer with Children’s Hearings Scotland. Furthermore, the removal of particular barriers for these protected groups in our training practices, along with increased awareness and understanding and robust underpinning policies, will help to individuals to maintain making a valuable contribution either in the workplace or as a volunteer.

Outcome 1.1	Having completed mandatory introductory online training on Equality, Diversity and Inclusion, all staff can demonstrate and apply awareness of how to support protected characteristics when carrying out their respective roles.
Action(s)	<ul style="list-style-type: none"> • Source suitable accessible training resources online working with key specialist partner agencies.

	<ul style="list-style-type: none"> • Pilot training with a representative group of CHS volunteer community. • Host training on CHS Learning Academy site. • Communicate that this training is mandatory, setting a deadline for completion (this may be phased). • Monitor completion rates. • Report on completion rates and actions for non-completer e.g., removal from rota, support to complete. • Provide appropriate training for staff to ensure that all staff are aware when and how Equality Impact Assessments should be conducted.
Timescale	<ul style="list-style-type: none"> • All new staff complete an online course as part of induction within three months of their start date. • All staff shall have completed the current online course by summer 2021. • All staff shall annually undertake at least one of a rolling programme of Equality and Diversity courses.
Success Measures	<ul style="list-style-type: none"> • All staff have completed mandatory introductory online training on Equality, Diversity and Inclusion each year. • Our staff are knowledgeable about equality and diversity related practices and feel confident that they can apply their learning and knowledge to their work. • We receive higher than our threshold 60% positive scoring in the Staff Survey to the question that assesses staff perception of own levels of knowledge and confidence in regard to equality and diversity matters.

Progress Report	<ul style="list-style-type: none"> • 100 %: all CHS staff have completed bespoke mandatory EDI training either online or face to face. New starts are provided with this on an ongoing basis. • All staff have received, or as new starts will received learning and guidance on Equality Impact Assessments which is now applied in the workplace. • 100%: all staff have completed an online Equality and Diversity learning module as part of induction.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience.
Responsibility	National Training Lead with support from HR/OD Lead to progress Induction training and EqIA training for staff.
Outcome 1.2	Having completed mandatory introductory online training on Equality, Diversity and Inclusion, all AST, Panel Member and Trainee Panel Members can demonstrate and apply awareness of how to support people with protected characteristics when carrying out their respective roles.
Action(s)	<ul style="list-style-type: none"> • Source suitable accessible training resources online working with key specialist partner agencies. • Pilot training with a representative group of CHS volunteer community. • Host training on CHS Learning Academy site. • Communicate that this training is mandatory, setting a deadline for completion (this may be phased). • Monitor completion rates. • Report on completion rates and actions for non-completers. <p>PPA assessment of this course in action in observations and linked to the competency it sits under 'equal treatment.'</p>

Timescale	Ongoing to March 2022 and carried into 2023, using a phased approach e.g., particular group - Area Support Teams (ASTs) etc.
Success Measures	<ul style="list-style-type: none"> Report on number of people who have completed the training as a percentage with target of >70%. <p>Sample Panel Member practice via Panel Practice Advisers (PPAs) for case study examples of application of learning to show an increase in practical application of their equality, diversity and inclusion learning.</p>
Progress Report	<ul style="list-style-type: none"> Between April 2022 and March 2023 50% of new Panel Members completed Equality and Diversity learning online. Equality and Diversity training has been completed by all AST members involved in the recruitment and selection of new Panel Members. Sampling of PPA reports to show application of learning – carried over into 2022/23. CHS hosted a large scale event delivered by external specialist organisations on the topic of Neurodiversity. Attended by 180 people the learning and resources from the event is being shared with the wider CHS community during 2023.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience.
Responsibility	National Training Lead
Outcome 1.3	CHS operates a robust, fair, transparent and non-discriminatory Recruitment and Selection process for its Panel Member and AST volunteers.

Action(s)	<ul style="list-style-type: none"> • Refresh the training courses for Area Support Teams (AST) members on recruiting, selecting and re-appointing with CHS Learning Academy to enhance awareness, ensure clarity and changes in practice. The content of this course, specifically pertaining to unconscious bias will ensure an objective, fair and consistent inclusive approach. • Engage with Equalities, Diversity and Inclusion experts for ongoing and regular support, training and continuing education of community, building upon relevant work already undertaken with the CHS community. • Agree with the National Convener and CHS Learning Academy (LA), the insistence of training for all AST volunteers as a mandatory requirement prior to involvement in recruitment and selection and develop an action plan accordingly. Determine that involvement in such training would be required at least once in each three year appointment period for all those involved in the recruitment and selection of Panel community members.
Timescale	Ongoing to March 2022 and beyond (aimed not only for current annual recruitment campaign but throughout year for recruitment of AST members).
Success Measures	<ul style="list-style-type: none"> • Reflected in diversity of potential volunteers confirmed as trainees through equality monitoring (captured through digital system at time of onboarding onto system) – and will be reflective of Scottish society. • With new digital system, will be able to audit the actual composition of the Panel Community to provide a baseline. • Aim for at least 75% of community members having undertaken training courses.

Progress Report	<ul style="list-style-type: none"> • The Recruitment and Selection course for completion by all AST members involved in recruitment and selection revised with the CHS Retention and Recruitment Reference Group (RRRG) input alongside the CHS Learning Academy. • Equality and diversity learning has been incorporated within this revised Recruitment and Selection training Mandatory learning for interviewers new to Panel Member Recruitment and Selection has taken place. All interviewers have attended skills sessions including young interviewers supporting the activities. • 100% completion rate for relevant AST members.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience.
Responsibility	Recruitment and Retention Lead, National Training Lead
Outcome 1.4	CHS attracts a diverse range of candidates applying for its employment vacancies by operating best practice recruitment and selection practices that help to make CHS an employer of choice.
Action(s)	<ul style="list-style-type: none"> • Carry out a full review of the CHS Recruitment and Selection policy in consultation with SMT and the Staff Forum to ensure that the end to end process is inclusive, non-discriminatory and mitigates against bias in the decision-making process • Recruitment Administration Processes are fully documented, and all colleagues involved are updated by HR on what is involved in the R and S process. • Any staff member who is involved in the selection/decision-making processes, including shortlisting applications and participating on recruitment panels must have undergone bespoke Recruitment and Selection training first, and thereafter, has undergone refresher training at least every two years.

	<ul style="list-style-type: none"> • Monitor recruitment equality data to check for trends among the applicants who apply and to then consider any barriers that may have affected them, taking action to make improvements. • Be proactive in linking in with local or national equality groups to ensure that it is operating best practice in terms of equality and inclusion in its Recruitment and Selection practices. • Be proactive is engaging with a diverse range of recruitment channels to promote its employment vacancies and reach as many potential candidates with protected characteristics as it can.
Timescale	April 2021
Success Measures	<ul style="list-style-type: none"> • No recruitment decisions are challenged on the grounds of discriminatory or unfair recruitment or selection practices. • CHS attracts a range of candidates for each of its employment vacancies from a wide variety of people with protected characteristics. • CHS has developed positive partnerships and links with a wide range of equality bodies and uses their expert knowledge to inform its recruitment policy, procedures and practices and ensure it remains aligned to any developments in best practice as guided by these equality bodies.
Protected Characteristics	<ul style="list-style-type: none"> • Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience.
Progress report	<ul style="list-style-type: none"> • Our People Strategy 2021 – 2023 works in direct partnership with the Equality, Diversity and Inclusion Strategy and supports a number of the priorities and actions outlined in the Equality Mainstreaming and Outcomes Report 2020-2022 in line with our organisational Public Sector Equality Duty. • One aim of our People Strategy is to attract and retain top talent at CHS. More specifically, our strategic aim will focus on: -

	<ul style="list-style-type: none"> - Ensuring that CHS attracts a diverse range of applicants by operating best practice recruitment and selection practices that help to make CHS an inclusive employer; - Actively profiling, monitoring and reporting on the diversity of our applicants to ensure we are an inclusive employer, and our workforce is reflective of our commitments outlined in our Equality Outcomes and Mainstreaming Report and the communities we engage with; • We continue to work with our internal colleagues to support the work and progress that we have already made whilst continuing to build positive partnerships and links with a wide range of equality bodies and use their knowledge to inform our recruitment policy, procedures and practices.
Responsibility	<ul style="list-style-type: none"> • HR and Organisational Development Lead
Outcome 1.5	Extend links and partnership working with specialist equality bodies/organisations who can provide enhanced/specialist training to staff/volunteers on particular protected characteristics.
Action(s)	<ul style="list-style-type: none"> • External expert partners shall be used in the development of E, D and I online courses. • Expert partners shall be invited to deliver a 'Learn from the Experts' event to provide guidance and insight into a specific E, D and I area.
Timescale	<ul style="list-style-type: none"> • End of August 2021 initially and ongoing.
Success Measures	<ul style="list-style-type: none"> • Expansion in external partnership working within E,D and I and the training programme. • 70% of community do specialist E,D and I training each year.
Progress report	Bespoke learning delivered by an external expert has been delivered to all CHS staff. This learning has been converted into an online learning module and associated resources that will be released to the CHS Community during 2023.

	<p>CHS hosted a large scale online event delivered by external specialists on the topic of Neurodiversity to raise awareness and create changes in practice within hearings as well as alongside colleagues.</p> <p>70% target not yet met. Original plans to ensure that EDI learning was mandatory for the whole of the CHS Community, postponed during Covid due to pressures on volunteers. Expansion of external partnerships and increase in % of the CHS community completing specialist training continues as an action into 2023 with EDI learning being mandatory for all.</p>
Protected Characteristics	<ul style="list-style-type: none"> • Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience.
Responsibility	<ul style="list-style-type: none"> • National Training Lead / HR and Organisational Development Lead

OUTCOME 2

Raising Awareness of Equality, Diversity and Inclusion across the CHS Community will enhance all our roles and lead to more effective decision making, as we proactively engage with our staff members, volunteers and work in partnership with external equality organisations who can support CHS to achieve this aim.

Overview

This Outcome focused on raising awareness and knowledge across the employed National Team and the volunteer community in order to achieve a greater level of understanding and empathy not only among colleagues and volunteers of each other's protected characteristics but also for those families, children and young people who engage with CHS at children's hearings.

General Equality Duty Link

This outcome helps CHS to meet the general duty of fostering good relations between persons who share a relevant protected characteristic and persons who do not.

Outcome 2.1	CHS will work with specialist organisations to develop practice resources that support our volunteer community to better understand and meet the needs of individuals who share protected characteristics. As a result, the CHS volunteer community will have an increased awareness and understanding of equality, diversity and inclusion.
Action(s)	<ul style="list-style-type: none"> • CHS will further develop advice and guidance within the 'Practice and Procedure Manual' focusing on minimising barriers in children's hearings for those who share protected characteristics.

	<ul style="list-style-type: none"> • We will work with volunteers locally to source, design and offer bespoke equalities training for Panel Members that is responsive to the locally presenting need. • CHS will further develop our communications work on accessible language to provide a central resource for all CHS staff and volunteers.
Timescale	Ongoing to March 2022 and beyond
Success Measures	<p>The CHS volunteer community will have an increased understanding of equality, diversity and inclusion:</p> <ul style="list-style-type: none"> • Panel Members are able to identify and apply relevant parts of legislation relating to diversity, equality and inclusion to ensure fairness within hearings. • The CHS Practice Team, having worked with specialist equality organisations, have developed comprehensive guidance around equality, diversity and inclusion for issue in the Practice and Procedure Manual. • CHS have published the updated accessible language guide on the National Team channel on Microsoft Teams for all employed CHS staff. <p>The CHS Practice Team have updated the Practice and Procedure Manual a minimum of once annually and provided the CHS volunteer community with up-to-date guidance on equality, diversity and inclusion.</p>
Progress report	Our Practice and Procedure Manual was updated and published in October 2022.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience.
Responsibility	Practice Team (Practice and Partnerships Lead/Practice Development Coordinator), National Training Lead.

<p>Outcome 2.2</p>	<p>We are proactive in raising awareness of Equality, Diversity and Inclusion across the CHS Community i.e., in all our work and volunteering practices and decision-making processes, so that it leads to increased understanding, knowledge and empathy of all protected characteristics.</p>
<p>Action(s)</p>	<ul style="list-style-type: none"> • There is a notable dates calendar which outlines the Communications team’s objectives for internal and external celebration of various holidays, national days of, etc. These have all been selected specifically to align with the CHS community and the work that CHS does. It has been developed in partnership with the Equality, Diversity and Inclusion working group. <ul style="list-style-type: none"> ▪ This celebration will take the form of social media campaigns, as well as Teams campaigns. Depending on the day, and it’s meaning to CHS as an organisation, these campaigns will be adjusted to suit in relation to content, duration, and involvement of other community members (i.e., Volunteers’ Week). • We will work in collaboration with every team and colleague at CHS to ensure correct language and terminology is used throughout all official material and communication, specifically: <ul style="list-style-type: none"> ▪ High-level communication from National Convener and/or Senior Management Team. ▪ Practice and policy material produced by Practice team. ▪ Recruitment material produced by Recruitment and Retention Lead. ▪ This will be done through the addition of a language and terminology guide to the Practice and Procedure Manual (PPM) in collaboration with the Practice and Communications teams. This will then be extracted as a one-pager for staff who do not rely on the PPM in the same way. ▪ Training and course material produced by Learning Academy and/or National Training Lead.

	<ul style="list-style-type: none"> • Encourage all staff and volunteers to develop and use language suitable for a diverse audience, keeping in mind that certain characteristics will not be overtly seen, e.g.: <ul style="list-style-type: none"> ▪ Share their own pronouns to encourage an open and safe space. ▪ Ask if any individuals require additional support at meetings, events, and the like. ▪ Overall encourage dialogue that doesn't assume that everyone is the same as we are. • This will be achieved through collaboration with HR Lead, Recruitment and Retention Lead, National Training Lead and the CHS Learning Academy to ensure this language and dialogue is weaved into staff and volunteers' journeys from the start (i.e., staff and volunteer recruitment and training).
Timescale	March 2022 into 2023
Success Measures	<ul style="list-style-type: none"> • The Communications team use inclusive language in all internal and external communications. • The CHS Learning Academy use inclusive language in all training material. • Local teams will ensure inclusive language is implemented by volunteers (monitoring language used at local meetings, on local Teams and private chats, etc.). • CHS will continually develop its library of imagery and videos to ensure full representation. • CHS clearly prioritise equality and diversity, which is felt by the wider community. • CHS include questions in the Community Survey which relate to equality and diversity so that the above can be measured and monitored.
Progress	<ul style="list-style-type: none"> • Notable dates calendar complete and active. • Communications are monitored and amended if required continuously.

	<ul style="list-style-type: none"> • Over the past year CHS has profiled a range of events and celebrations to the CHS Staff and volunteer community via Microsoft Teams including Mental Health Awareness Week, Black History Month and as of March 2023 Neurodiversity Week. • CHS Learning Academy profile key EDI dates on the Academy site – linking these to resources and learning where available. • Our full complement communications team will continue with plans to meet the success measures.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived experience
Responsibility	Communications and Engagement Lead
Outcome 2.3	Our volunteers will play a central role within the Equality, Diversity and Inclusion agenda at CHS as they are best placed to ensure that we are raising awareness of protected characteristics, fostering good relations between members of our community who share those characteristics and those who do not and creating greater empathy and understanding of the backgrounds of those they come into contact with during hearings.
Action(s)	<ul style="list-style-type: none"> • Maintain the Equality, Diversity and Inclusion Working Group as the central place for all strategic recommendations and actions relating to ED and I work within CHS. • Create role of Inclusion Ambassador; a volunteer with a particular interest / expertise in ED and I who will become an ambassador for all ED, and I work within their AST area. • Set up an Equality, Diversity and Inclusion Network for CHS which includes all of the Inclusion Ambassadors and representation from across our Community, particularly those with a protected characteristic or knowledge / expertise in a particular equality area.

	<ul style="list-style-type: none"> Inclusion Ambassadors to support, promote and raise awareness of Equality, Diversity and Inclusion within their local areas, by attending events and training, ensuring national messages are shared with the local community and responding to any local queries.
Timescale	April 2021 until 2022
Success Measures	<ul style="list-style-type: none"> Equality, Diversity and Inclusion Working Group meets at least quarterly. Each Area Support Team Area has at least one Inclusion Ambassador. CHS has an Equality, Diversity and Inclusion Network which also meets quarterly. The ED and I Network is used for consultation, development of strategy and to ensure that local and national information is shared both ways.
Progress report	<p>Our Equality, Diversity and Inclusion Working group has been superseded by the CHS Equality, Diversity and Inclusion Strategic Group. This group comprises a cross section of CHS volunteers, staff, and Board Members. It will meet at least 4 times a year with the most recent meeting being in February 2023. This group has identified training, communications, and the provision of reasonable adjustments as priorities for the 2023 EDI action plan.</p> <p>Inclusion Ambassador plans under review.</p>
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience.
Responsibility	Area Support and Improvement Partners and Area Conveners
Outcome 2.4	Staff are fully competent and confident in carrying out Equality Impact Assessments (EqIAs) on any new or revised strategies, policies and processes that they are responsible for developing.
Action(s)	<ul style="list-style-type: none"> Develop clear and consistent Equality Impact Assessment rules and processes.

	<ul style="list-style-type: none"> • Review the existing Equality Impact Assessment and Pre-screening templates to ensure they are fit for purpose. • Provide appropriate and regular training for staff in order to ensure that all staff are aware when and how Equality Impact Assessments should be conducted. • Create a central register of all the organisation's policies and procedures, to record key information such as noting the date of policy implementation and date of review and the date of Equality Impact Assessment. • All EqIAs are accessibly published in order to meet the specific duties under the Equality Act 2010. • Keep an accurate central log of who has received the training. • Keep an accurate central log of all strategies and policies that have been impact assessed and publish results in an accessible manner.
Timescale	April 2021 – 2022
Success Measures	<ul style="list-style-type: none"> • The discipline of accompanying all strategy and policy documents with fully completed EqIA when submitted these to Senior Management team and Board Committees is well understood, established and practiced within the National Team with the Senior Management Team ensuring governance is applied. <p>Any risk of discriminatory practices or processes are identified at the earliest opportunity during the development of new or the revision of existing strategies and policies and these risks are recorded in the EqIA and mitigated against, again with details noted in the EqIA.</p>
Progress Report	<ul style="list-style-type: none"> • Organisational policy tracker has been completed during 2022 and is managed by the business support team. • New EqIA templates were completed in October 2022.

	<ul style="list-style-type: none"> • Compulsory training on the new CHS Impact Assessment process was provided to all CHS staff in October 2022. All papers going to SMT are now expected to be accompanied by an EqIA. • A video course on the CHS impact assessment process was created in November 2022. All new CHS staff are expected to complete the course during induction. Completion will be tracked via CHS Learning Academy. <p>New impact assessment process is to be reviewed during 2023 to identify any areas of improvement.</p>
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation.
Responsibility	Senior Management Team/HR and Organisational Development Lead
Outcome 2.5	CHS is recognised as an employer of choice by individuals with caring ¹ responsibilities due to its positive and open recruitment approach and its flexible working and attendance management policies and practices.
Action(s)	<ul style="list-style-type: none"> • We will engage with national carers' organisations such as Carers UK and Carer Positive to seek advice and guidance on how to be an inclusive and supportive employer. • We will review our recruitment and selection policy to ensure that our flexible and open approach is clearly reflected here.

¹ A carer is someone who provides unpaid care by looking after an ill, frail or disabled family member, friend or partner.

Source: <http://www.carerpositive.org/>

	<ul style="list-style-type: none"> • We will review our recruitment and selection processes and practices (including our application forms and advertising methods) to ensure that our flexible and open approach is clearly reflected thus enabling us to attract a wider pool of suitable applicants. • We will review our absence management policy and procedures to ensure that it reflects the particular needs and requirements that employees with caring responsibilities may require. • We will review our flexible working policy and procedures to ensure that it reflects the particular needs and requirements that employees with caring responsibilities may require. <p>We will support and promote national annual campaigns, such as National Carers Week.</p>
Timescale	December 2021
Success Measures	<ul style="list-style-type: none"> • CHS becomes an accredited Carer Positive employer and maintains this accreditation. <p>Year on year percentage increase in the number of people with caring responsibilities who apply to join our team.</p>
Progress Report	<ul style="list-style-type: none"> • CHS continued to improve its recruitment and onboarding process throughout 2022. This included, for instance, clearer guidance to hiring managers, new job advert format and increased communication to candidates. We will keep up the continuous development of these processes throughout 2023. • During 2022, CHS was recognised as disability confident and carer positive employer. CHS will endeavour to continue development in each of these areas to reach the next level of each accreditation. • In 2022, CHS reviewed its Flexible working and Flexi time policies to ensure they are in line with legislation as well as support the needs of CHS colleagues. This update also

	<p>included a line manager training session on the policies to ensure line managers are able to confidently advise their team members on the policies.</p> <ul style="list-style-type: none"> • In 22-23, 32% of job applicants for CHS had caring responsibilities (including children). We will continue to monitor our recruitment data. <p>HR Updates channel on teams was used to promote various resources available to anyone with caring responsibilities.</p>
Protected Characteristics	Gender, Age, Disability
Responsibility	HR and Organisational Development Lead

OUTCOME 3

Increasing accessibility and promoting inclusion has removed participation barriers to all individuals who make up our CHS Community.

Overview

We have evidence that there are particular challenges for some groups of children and families in engaging with and understanding the Children's Hearings process. For example, the Scottish Parliament's Education Committee has raised concerns about parents with learning difficulties engaging appropriately in the process.

CHS will work in partnership with other organisations to improve experiences and will ensure that those requiring support (e.g., parents with learning difficulties) are supported by panel members as much as possible to engage.

General Equality Duty Link

This outcome has been created due to the need for a consistently fair approach by panel members across Scotland as volunteers, trained in how to conduct hearings appropriately/ without bias or discrimination. Communication and engagement skills with children and young people are a key development focus at the pre-service stage for our panel member training and quality assurance processes are in place to help CHS measure panel member behaviour and conduct during the hearing.

This outcome will help CHS to meet all three of the general duties by helping to eliminate discrimination through the removal of any discriminatory or inappropriate behaviour during the hearings process and help to foster good relations and understanding between our volunteer members and individuals from equality groups who are involved in the hearings process.

Outcome 3.1	Provide accessible and inclusive communication that meets the access needs of all those with protected characteristics and promotes inclusive language.
Action(s)	<ul style="list-style-type: none"> • We will offer all CHS external material in accessible formats. • We will use inclusive language and imagery throughout the site. • We will build the new CHS website using accessible fonts, colours, and design throughout. • We will undertake a refresh of all templates to ensure these are accessible. • We will include captions for images on social media (where possible). • We will include captions for images in the Community Newsletter. • We will include subtitles on all CHS films.
Timescale	By March 2022
Success Measures	<ul style="list-style-type: none"> • CHS only uses accessible templates. • The CHS website is fully accessible, with clear signposting of who to contact for accessible versions of policies etc. • CHS has a full library of accessible videos.
Progress	<ul style="list-style-type: none"> • CHS external material is offered in accessible formats. • Inclusive language and imagery are used throughout the website - complete. • CHS website has been built using accessible fonts, colours, and design throughout. • Refreshing of all templates to ensure these are accessible – underway as part of brand refresh. • Captions for images on social media (where possible) – continuous. • Captions for images in the CHS Community Newsletter – complete. • Inclusion of subtitles on all CHS films - underway and continuous.

Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience - all apply
Responsibility	Communication and Engagement Lead
Outcome 3.2	Area Support Teams (ASTs) will be more representative of the full spectrum of Scottish society and communities we serve, ensuring equality of opportunity for all, proactively identifying and removing barriers which exist.
Action(s)	<ul style="list-style-type: none"> • We will engage with both national and local equality organisations to seek guidance and support on how to be inclusive of volunteers with protected characteristics. • We will actively review AST recruitment practice, focusing on updating AST role descriptions to ensure that they are inclusive, fair and attractive to volunteers from across our community and outwith. • We will gather accurate and up-to-date information on AST demographics, using it to target and monitor AST recruitment. <p>We will increase awareness of AST roles via our social media platforms and networks.</p>
Timescale	Ongoing to March 2022.
Success Measures	<ul style="list-style-type: none"> • All AST roles have been reviewed and updated to ensure they are inclusive and fair. • Equality data has been gathered for all ASTs. • When recruitment is required for an AST role, data is reviewed and used to ensure that ASTs are as diverse as possible. • AST recruitment attracts a range of candidates including those with protected characteristics.

	<ul style="list-style-type: none"> • A diverse range of channels such as social media and equality and other relevant organisation newsletters are used to promote AST recruitment opportunities.
Progress Report	<ul style="list-style-type: none"> • Role descriptions remain under review with some preliminary scoping having taken place. AST leadership roles have been advertised within the Third Sector Good Moves platform, which has raised profile and has generated some success at attracting people outside the Children's Hearings System. • Social media has been an effective means of attracting volunteers to AST roles (PPA roles). <p>Equality monitoring is now in place for the whole Panel Community.</p>
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience
Responsibility	Area Conveners (ACs) and Area Support and Improvement Partners (ASIPS)

SECTION 2

EMPLOYEE AND RECRUITMENT MONITORING DATA (2022-2023)

Introduction

Why we gather and monitor recruitment and employment information

Included in the duty to mainstream, CHS is required to take steps to gather information on the protected characteristic composition of its workforce and on the recruitment, development and retention of its employees, with respect to, in each year, relevant protected characteristics. CHS must then monitor and use this information to better inform the general equality duty.

[Part A](#) gives a breakdown of our staff equality data; in line with the update in relation to how we collate our recruitment Equalities monitoring statistics via SMART SURVEY from the 1 April, our intention moving forward is that we will be looking to annually engage with our staff to update our equalities monitoring stats for our colleagues. [Part B](#) gives a short summary of our *Performance Management* processes and opportunities for *Promotion and Development* within CHS. [Part C](#) gives a breakdown of our recruitment applicant equality data. Analysis of this information will allow CHS to identify any gaps in the organisation's performance as an employer and enable CHS to investigate the causes of these gaps, and to take steps, including positive action, to address or mitigate the causes.

Important information

NOTE: While at the most recent count, CHS has been able to gather equality data for 67% of its employees, it should be noted that employees who responded to the CHS Diversity surveys are not obliged to answer any or all the questions, and can choose to simply skip the question, or tick the Prefer Not to Say option featured with every question.

We have therefore aggregated the *No response to survey*, *No response to question* and *Prefer not to say* into one column called Prefer Not to Say/No response, so that this information is still reflected against each protected characteristic.

Please also note, that due to the small numbers of CHS employees, where the data in the following tables is particularly sensitive, responses of 1-5 are displayed as ≤ 5 , so that individual employees cannot be directly identified, and thus their anonymity is protected.

The tables below show the diversity information that our employees have disclosed for all x9 protected characteristics. In support of the campaign led by the charity Who Cares? Scotland to treat care experience as a protected characteristic for children, young people and adults, CHS included a **10th** protected characteristic of 'care experienced' for the first time, during the recent March 2020 Staff Diversity survey.

Extensive research indicates that care experienced people, particularly young people, are disadvantaged at multiple levels in society, including in relation to education, access to support services, and employment opportunities, all which impact on health and wellbeing, so CHS is committed to providing equality of opportunity and elimination of any discrimination in its workplace for any employees who are 'care experienced.' CHS has already taken a pro-active approach on this with regards to the composition of its Board, with several of its current members who are care experienced.

Part A - Employee Protected Characteristic Data as of March 2022

1. Age

What age bracket are you?

Age Band:	Age Band: Under 24	Age Band: 24-34	Age Band: 35-44	Age Band: 45-54	Age Band: 55-64	Age Band: 65+	Prefer not to say/No response
Total employees March 2023	0	5	9	9	6	≤5	≤5
Total employees	0	8	10	9	≤5	0	0

March 2022							
Total employees	0	9	7	13	≤5	≤5	≤5
March 2020							
Total employees	0	≤5	6	6	≤5	0	0
June 2018							

2. Gender Identity

Please describe your gender identity (this is about your self-perception of your gender rather than about your biological sex).

Band:	Female (inc. trans female)	Male (inc. trans male)	Non-Binary/In another way	Prefer not to say/ No response
Total employees	20	9	≤5	≤5
March 2023				
Total employees	23	8	0	0
March 2022				
Total employees	31	8	0	0
March 2020				
Total employees	14	7	0	0
June 2018				

3. Transgender Identity

Do you consider, or have you ever considered yourself to be a trans person?

(trans is an umbrella term to describe people whose gender is different from the sex they were assigned at birth).

Band:	Trans	Prefer not to say/ No response
Total employees March 2023	0	0
Total employees June 2018, March 2020, March 2022	0	0

4. Marital status

Which of the following best describes your current marital status?

Band:	Single	Married/Civil Partnership	Partnership	Widowed	Separated/Divorced	Prefer not to say/No response
Total employees March 2023	≤5	19	≤5	0	≤5	≤5
Total employees March 2022	8	15	5	0	0	≤5

Total employees March 2020	6	15	6	0	≤5	7
Total employees June 2018	≤5	9	≤5	≤5	≤5	0

With regards to Pregnancy, in 2020, ≤5 employees were pregnant or on maternity leave during 2019/20. Substantive posts were successfully backfilled with fixed term contracts to cover the period the employee is off on maternity leave.

5. Sexual Orientation

How would you describe your sexual orientation?

	LGBT+	Heterosexual	Prefer not to say/ No response
Total employees March 2023	≤5	23	≤5
Total employees March 2022	≤5	25	0
Total employees March 2020	≤5	26	8
Total employees	≤5	15	0

June 2018			
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6. Caring Responsibilities

Do you have caring responsibilities for dependent children and/or dependent children?

Band:	None	None (with non-dependent children)	Yes with dependent Child/ren only	Yes with dependent adult(s) only	Yes with dependent child/ren and adult(s)	Prefer not to say/ No response
Total employees March 2023	16	0	10	≤5	≤5	≤5
Total employees March 2022	18	0	9	≤5	0	≤5
Total employees March 2020	15	≤5	13	0	0	6
Total employees June 2018	7	≤5	≤5	0	0	≤5

7. Ethnicity

Which ethnic group do you most identify with?

Band:	White (British, Scottish, Irish, Other)	White Scottish	White British	White Other	Pakastani/Pakastani Scottish/Pakastani British	Other Asian	Prefer not to say/ No response
Total employees March 2023	7	20	0	≤5	0	≤5	0
Total employees March 2022	≤5	20	0	0	0	≤5	0
Total employees March 2020	-	20	7	≤5	≤5	0	≤5
Total employees June 2019	-	15	≤5	≤5	0	0	10
Total employees June 2018	-	8	≤5	≤5	0	0	≤5

8. Religious affiliation

What religious denomination, body or belief do you affiliate to?

	Church of Scotland/England	Roman Catholic	Other Christian	Islam	None	Prefer not to say/ No response
Total employees March 2023	9	≤5	≤5	0	12	0
Total employees March 2022	7	≤5	≤5	0	19	0
Total employees March 2020	≤5	≤5	≤5	≤5	19	2
Total employees June 2018	≤5	≤5	0	0	9	≤5

9. Care Experienced

Are you care experienced?

Band:	No	Yes	Prefer not to say/No response
Total employees March 2023	≥25	≤5	0
Total employees March 2022	29	≤5	≤5
Total employees March 2020	30	≤5	≤5

CHS aims to have a diverse profile among its staff (and volunteers) that is reflective of the communities it serves, hence the inclusion of the above question for our 10th 'protected characteristic' for the first time in our most recent survey.

10. Disability

The Equality Act 2010 defines disability in the following way: "A person has a disability if s/he has a physical or mental impairment which has substantial and long-term adverse effect on their ability to carry out normal day-to-day activities". Having read the above do you consider yourself to have a disability?

Band:	No	Yes	Prefer not to say/No response
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Total employees March 2023	24	5	0
Total employees March 2022	22	7	≤5
Total employees March 2020	27	≤5	7
Total employees June 2018	15	≤5	≤5

Part B - Employee Development and Performance Management

1.1 People Strategy

Children's Hearings Scotland's first People Strategy was launched in 2021. The People Strategy has been designed to promote a culture that reflects Children's Hearings Scotland's vision and values. The strategy details the way in which CHS intends to work with staff, managers and other stakeholders to help everyone reach their potential.

The focus of the strategy is on developing and evolving the organisational culture to ensure that CHS continues to value diversity and ensure that staff have meaningful and challenging work, that they are effectively developed and motivated to perform and have their contribution appropriately recognised and competitively rewarded.

The People Strategy sets out six key priorities with work streams and implementation plans associated with each:

- a) Attract and Retain Great People
- b) Deliver Inspirational and Effective Leadership
- c) Reward and Recognition
- d) Create a Culture of Engagement and Wellbeing
- e) Develop our Skills, Knowledge, and Behaviours
- f) Build an Agile, Flexible, and High Performing Team

1.2 Performance management

CHS has a six-month probation period. The process for managing this has been made clearer during the start of 2022 to ensure effective performance management during the first few months of employment at CHS. The performance management during probation consists of regular 1-2-1 meetings with the line manager and completing a full probation review by the fifth month of

employment. The final review provides an opportunity to both the employee and line manager to reflect on the past five months, set any future goals and identify any learning and development needs.

After passing their probation, employees receive 1-2-1 supervision with their line manager every six weeks and an annual appraisal during the first quarter of the year when past performance is reviewed, and new performance objectives for the next six to twelve months are agreed. Personal development is linked into performance management/appraisal system.

1.3 Employee Wellbeing

As outlined above, it is part of CHS' People Strategy to support wellbeing. Back in 2021/2022 we held a three-part series on resilience and focus facilitated by The Wellbeing Project which included workshops on:

- Flourishing
- Inner drive; and
- Future focus.

In 2023, following up on the above sessions, The Wellbeing Project held a wellbeing session in January called "Energise" to support wellbeing during wintertime.

In addition to the sessions from The Wellbeing Project, staff has also been able to attend:

- An informal but informative session giving a comprehensive overview of the Menopause with Ruth Devlin from Let's Talk Menopause
- Online course on wellbeing in our staff learning area covering a variety of topics including digital wellbeing

In 2023, CHS employees are additionally able to take a wellbeing day off work. The day can be used in any way colleagues wish to support their own wellbeing.

Wellbeing remains a standing discussion point at all staff 1-2-1's with their line managers.

1.4 Employee Development

CHS is committed to supporting staff to build on existing skills and provide opportunities to develop new skills. There have been several training and development opportunities for the full staff body including:

- CHS Bites programme (internal knowledge sharing programme)
- CHS How To programme (internal training programme)
- Line manager training (internal training for CHS line managers)
- Mandatory EDI training via Spurway Training LTD

In addition to the staff wide training and development opportunities above, specific teams and individuals have had the opportunity to take part in training and development programmes, CDP, and learning opportunities. To support this, the CHS Learning and Development guidance was reviewed in October 2022 and process for accessing Learning and Development opportunities was clarified.

1.4.1 Equality of opportunity in accessing learning and development

- All staff should have the opportunity to access the learning they need to carry out their role, to work to the standards expected, and for their continuing professional development. Decisions about learning and development will be made in a fair and equitable manner.
- Effective learning requires choice: Learning can take many forms. To allow for different learning styles and preferences, CHS aims to support a range of approaches and to provide learning and development in its widest sense. Many practical

learning opportunities in the workplace are easier to access and more cost effective than formal courses. There will be a balance between nationally and locally sourced opportunities.

2. Promotions and Secondments

2.1 Secondment and Acting Up Opportunities

CHS has been active in offering development opportunities to staff by providing acting up opportunities to some staff, where there has been a requirement to fill a knowledge gap or provide project resources within the organisation. During this period, secondment opportunities have been in relation to both external and internal projects as well as internal cover.

2.2 Internal Promotion opportunities

CHS has offered promotion opportunities to staff by providing internal applicants with the opportunity to progress into roles where a need has been identified to flex and expand roles at a more senior level.

Part C - Employment Recruitment Statistics (April 2022 - March 2023)

Employee Recruitment

Equality Monitoring forms are included as part of the recruitment pack for every vacancy, and the majority of applicants do return their completed forms with their application. The equality monitoring forms are then separated from the form prior to the short-listing stage, so that no one on the short-listing or recruitment panel is aware of the protected characteristics of the applicant. Gender identifiers, such as names and email addresses, along with other contact information are also redacted from the application forms prior to short-listing.

Each application form is scored against the Essential and Desirable criteria that is clearly noted in the person specification. Only candidates who meet the essential criteria pass through the first tranche of shortlisting, at which point, the panel then score against the desirable criteria.

Please note, that due to the small numbers of CHS employees, where the data in the following tables is particularly sensitive, responses of 1-5 are displayed as ≤ 5 , so that individual employees cannot be directly identified via the “appointed” data, and thus their anonymity is protected.

Note: CHS does not request Equalities data from recruitment agencies or temporary staff recruited via agency.

April 2022 - March 2023

CHS ran a total of 8 recruitment campaigns over the past twelve months from April 2022 through March 2023, (excluding internal secondments/promotions) and attracted a total of 130 applicants.

Vacancy	Vacancy posted (month/year)	Number of applicants
Practice and Policy Advisor		7
Communications Lead		18
Feedback and Complaints Officer		19**
Management Accountant		4*
Practice and Policy Lead (Temp)		6
Communications Lead (Temp)		14
Practice and Policy Advisor		40**
HR/OD Assistant		22

*no candidates appointed

**two candidates appointed

1. Age (%)

What is your age bracket?

Age	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Under 24	13	10%	≤5	5%	≤5	≤20%
24-34	55	42%	16	38%	≤5	≤50%
35-44	31	23%	9	21%	≤5	≥30%
45-54	22	17%	11	26%	≤5	≤20%
55-64	6	5%	≤5	10%	0	0%
64+	0	0%	0	0%	0	0%
No response	≤5	≤5%	0	0%	0	0%
Prefer not to say	≤5	≤5%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

2. Gender

Please describe your gender identity (this is about your self-perception of your gender rather than about your biological sex).

Gender	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Male	≤40	25%	10	24%	≤5	≤50%

Female	≥90	73%	32	76%	≥5	≥50%
No response	0	0%	0	0%	0	0%
Prefer not to say	≤5	2%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

3. Care experience

In order to ensure that our organisation is attracting and appointing people with lived experience of care and children's hearings, we have added this criterion to our equality and diversity monitoring. This enables us to monitor our progress and to review our processes and support to maximise our recruitment and selection in this area.

Do you consider yourself to have had lived experience of care?

3. Care experience	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
No	112	86%	≥35	95%	9	100%
Yes	12	9%	≤5	5%	0	0%
Blank	0	0%	0	0%	0	0%
Prefer not to say	6	5%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

4. Transgender identity

Do you consider, or have you ever considered yourself to be a trans person?

(trans is an umbrella term to describe people whose gender is different from the sex they were assigned at birth).

Transgender Status	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Yes	0	0%	0	0%	0	0%
No	≥120	≥90%	42	100%	9	100%
No response	0	0%	0	0%	0	0%
Prefer not to say	≤5	≤10%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

5. Marital Status

Which of the following best describes your current marital status?

5. Marital status	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Married/Civil Partnership	52	40%	21	50%	≤5	≤40%
Partnership	13	10%	≤5	≤10%	≤5	≤15%
Separated /Divorced	11	8%	≤5	≤15%	≤5	≤15%
Single	47	36%	12	29%	≤5	≤50%
Widowed	0	0%	0	0%	0	0%

Prefer not to say	7	5%	≤5	≤10%	0	0%
No response	0	0%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

6. Sexual Orientation

How would you describe your sexual orientation?

Sexual orientation	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Heterosexual/straight	104	80%	38	90%	≥5	≥50%
Bisexual person	9	7%	0	0%	0	0%
Gay/lesbian	7	5%	≤5	≤10%	0	0%
No response	0	0%	0	0%	0	0%
Prefer not to say	10	8%	≤5	≤10%	≤5	≤50%
Total	130	100%	42	100%	9	100%

7. Ethnicity

Which ethnic group do you most identify with?

Ethnic Groups Consolidated	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
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White Scottish	67	52%	28	67%	6	67%
White British	27	21%	7	17%	≤5	≤30%
White Irish	≤5	≤5%	≤5	≤10%	0	0%
White Other	11	8%	≤5	≤5%	≤5	≤20%
Black (Black Scottish, Black British)	0	0%	0	0%	0	0%
African (African Scottish, African British)	≤5	≤5%	≤5	≤5%	0	0%
Asian (Arab)	≤5	≤5%	≤5	≤5%	0	0%
Asian (Indian)	8	6%	≤5	≤5%	0	0%
Asian (Pakistani)	≤5	≤5%	0	0%	0	0%
Asian (Chinese)	0	0%	0	0%	0	0%
Other Asian Background	≤5	≤5%	≤5	≤5%	0	0%
Latin American	0	0%	0	0%	0	0%
No response	0	0%	0	0%	0	0%
Other Mixed Background	≤5	≤5%	0	0%	0	0%
Prefer not to say	≤5	≤5%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

8. Religion

What religion, religious denomination, body or belief do you affiliate to?

Religion	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
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No response		0%	0	0%	0	0%
Buddhist		0%	0	0%	0	0%
Church of England		0%	0	0%	0	0%
Church of Scotland/England	13	10%	≤5	≤10%	≤5	≤20%
Humanist		0%	0	0%	0	0%
Jewish		0%	0	0%	0	0%
Muslim	≤5	≤10%	≤5	≤10%	0	0%
Sikh		0%	0	0%	0	0%
None	81	62%	29	69%	≤5	≥50%
Other (Not specified)	≤5	≤10%	0	0%	0	0%
Other Christian	7	5%	0	0%	0	0%
Prefer not to say	7	5%	≤5	≤10%	≤5	≥20%
Roman Catholic	13	10%	≤5	≤15%	≤5	≥20%
Total	130	100%	42	100%	9	100%

9. Caring Responsibilities

Which of the following best describes your caring responsibilities? (you can tick more than one if you wish).

Caring Responsibilities	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Care for a child/children	36	28%	15	36%	≤5	≤50%
Care for an adult	≤5	≤5%	0	0%	0	0%
Care for an adult/children	≤5	≤5%	≤5	≤10%	0	0%

Prefer not to say	≤5	≤5%	≤5	≤10%	0	0%
No response		0%	0	0%	0	0%
None	83	64%	23	55%	≤5	≥50%
Total	130	100%	42	100%	9	100%

10. Disability

The Equality Act 2010 defines disability in the following way:

"A person has a disability if s/he has a physical or mental impairment which has substantial and long-term adverse effect on their ability to carry out normal day-to-day activities". Having read the above, do you consider yourself to have a disability?

Disability	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Yes	8	6%	≤5	≤10%	≤5	≤20%
No	117	90%	≥35	≥90%	≥5	≥80%
Prefer not to say	≤5	≤5%	0	0%	0	0%
No response	≤5	≤5%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

10.1 Consolidation of Health Conditions

Consolidation of health conditions	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Deaf or Partially Deaf	0	0%	0	0%	0	0%
Learning Disability (e.g. Dyslexia)	≤5	≤5%	≤5	≤5%	0	0%
Long-term illness, disease or Condition	≤5	≤5%	≤5	≤5%	≤5	≤20%
Mental Health Condition	≤5	≤5%	≤5	≤5%	0	0%
Blind or partially sighted	0	0%	0	0%	0	0%
No response	117	90%	39	94%	≥5	≥80%
Other	0	0%	0	0%	0	0%
Physical Disability	0	0%	0	0%	0	0%
Not applicable to applicant	0	0%	0	0%	0	%
Prefer not to say	≤5	≤5%	0	0%	0	0%
Total	130	100%	42	100%	9	100%

Appendix 1 – Jargon Buster

Volunteers: CHS operates due to the work of our committed and hardworking volunteers. These are both those who are tribunal members attending panels across Scotland and those in our area support teams supporting the tribunal members. None are paid a salary although they may be reimbursed for reasonable expenses incurred in attending hearings e.g. parking costs.

Area Support Teams (ASTs): the ASTs are a team of volunteers who support and manage panel members in their local area supported by a Clerk who is a local authority employee.

CHS Community: the CHS Community encompasses panel members, AST members, board members and national team employees.

Panel Members Panel members are volunteers from local communities across Scotland who are recruited and trained to make decisions to help the lives of vulnerable children and young people attending children's hearings. Panel members commit to making themselves available at least once a month to prepare for and sit on a three hour hearing session.

Children's Hearings System: the Children's Hearing System is the care and justice system for Scotland's children and young people.

Children's hearing: a hearing consists of three lay tribunal members called panel members, who are trained volunteers from the local community. The hearing listens to the child or young person's circumstances and views and takes these into account as well as those of the family and all the information that has been provided by, for example, social workers. The hearing then makes a decision about what support and help is needed and whether a compulsory supervision order is required.

Protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion and belief; sex (male or female); and sexual orientation.

Equality groups: persons who share a relevant protected characteristic.

Equality Impact Assessments (EqIAs): a set of processes for assessing the impact of applying a proposed new or revised policy or practice against the needs of the general equality duty with consideration to relevant evidence relating to persons who share a protected characteristic.