



children's
hearings
scotland

Equality Mainstreaming and Outcomes

2022 - 2024

Progress Report

(March 2024)



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, 2022 and 2023. This report outlines the overall progress that we have made towards achieving our equality outcomes between April 2023 and March 2024.

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 conduct 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 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

	<p>agencies.</p> <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 and 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 online course as part of induction within 3 months of their start date. ● All staff shall have completed current online course by summer 2024. ● 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 regarding equality and diversity matters.
Progress Report	<ul style="list-style-type: none"> ● All staff have participated in bespoke mandatory EDI training either online or face to face. New starts are provided with this on an ongoing basis.

	<ul style="list-style-type: none"> All staff have received, or as new starts will receive learning and guidance on Equality Impact Assessments which is now applied in the workplace.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience
Responsibility	People and Culture Partners (previously HR and Organisational Development 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. PPA assessment of this course in action in observations and linked to the competency it sits under 'equal treatment'.
Timescale	Ongoing to March 2023 and carried into 2024, 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

	<p>>70%.</p> <ul style="list-style-type: none"> • 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.
Progress Report	<ul style="list-style-type: none"> • Diversity, Equality, and Inclusion training is incorporated into the pre-service learning programme for all new Panel Members. • A review and refresh of our DE&I learning offer is planned for delivery before end of Sept 2024.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience
Outlook 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 2023 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. <p>We aim for at least 75% of community members having undertaken training courses.</p>
Progress Report	<p>Volunteers from local Area Support Teams involved in the selection process for new volunteers must all undertake Recruitment and Selection Training. This module delivered both online and in person includes specific content on diversity, equality and inclusion covering:</p> <ul style="list-style-type: none"> - reflecting on own values. - how diversity issues can impact on the hearing experience for children and young people - consider appropriate questioning about sensitive issues affecting diverse cultures. - consider the connection between fair hearing and equalities legislation. <ul style="list-style-type: none"> ● Engaging with subject matter expert – The Three Pillars. Held several courses for the Panel Community. ● 100% completion rate for relevant AST members. Lived experienced recruiters also undertook training prior to participating as interview panelists. ● Auditing of the entire Community has not yet taken place within these timeframes. This will require an opportunity to census the community at one point in time which will be built into the next cycle.

	<ul style="list-style-type: none"> For the most recent volunteer recruitment campaign in autumn 2023, 44% of applicants did complete the equality monitoring form on submission. This has provided the following data: <p>Gender: Female = 70% Male = 30% Other genders = <1%</p> <p>Ethnicity: White Scottish = 55% White British = 37% Other ethnicities = <8%</p> <p>Lived experience of the Children’s Hearings System: Yes = 8% No = 90%</p>
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"> Conduct 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&S process. Any staff member who is involved in the selection/decision-making processes, including

	<p>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.</p> <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	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

	<p>Inclusion Strategy and supports the priorities and actions outlined in the Equality Mainstreaming and Outcomes Report 2020-2022 in line with our organisational Public Sector Equality Duty.</p> <ul style="list-style-type: none"> ● Our People Strategy will be updated this year. 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. ● CHS also continues to be Disability Confident (committed) and Carer Positive employer. ● In 2023, CHS reviewed all job descriptions to ensure they accurately reflect the relevant roles. To reflect the new job description, the structure of the CHS shortlisting process was reviewed to ensure shortlisting is completed in a consistent and fair manner. <p>CHS is currently exploring implementing an online recruitment system. As a part of the implementation CHS recruitment process and related guidance will be reviewed. Implementation of a system to support the recruitment process will improve the accessibility, objectivity and user experience for candidates of the CHS recruitment process.</p>
Responsibility	People and Culture Partners (previously 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 protected characteristics.
Action(s)	<ul style="list-style-type: none"> • External expert partners shall be used in the development of ED&I online courses. • Expert partners shall be invited to deliver a 'Learn from the Experts' event to provide guidance and insight into a specific ED&I area.
Timescale	End of August 2021 initially and ongoing
Success Measures	<ul style="list-style-type: none"> • Expansion in external partnership working within ED&I and the training programme. • 70% of the community do specialist ED&I training each year.
Progress report	<p>In 2023, 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>In 2024, CHS will explore ways to incorporate EDI learning across the volunteer community. This has been detailed in the 23-24 CHS Learning Academy Prospectus as a deliverable for 2024.</p> <p>In 2023, CHS became a member of ENEI. ENEI offers a variety of learning resources available to its members. In 2024, these resources will be shared with CHS colleagues in line with equality outcomes and the wider EDI strategy.</p>
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience
Responsibility	Learning Programme Manager and CHS Learning Academy Manager/People and Culture Partners (previously 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 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

	<p>characteristics.</p> <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 can 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, has 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. • 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.
Progress report	<ul style="list-style-type: none"> • The CHS Practice and Procedure Manual was updated and published in October 2022. • The Practice and Policy Team have provided bespoke training on gender identify to panel volunteers on issues in response to a local request in Orkney. • The Practice and Policy Team have worked nationally with the Language Leaders group. As part of this we have worked with young people to produce a language leaders guide

	<p>that is due to be published by end of March 2024.</p> <ul style="list-style-type: none"> • The Practice and Procedure Manual has been updated to reflect protected characteristics, including a bespoke section on the impact of child poverty. • The Practice and Policy Team have provided bespoke internships to young people with protected characteristics or barriers to employment in partnership with the Robertson Trust.
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)
Outcome 2.2	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.
Action(s)	<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. • This celebration will take the form of social media campaigns, as well as Teams campaigns. Depending on the day, and its 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:

- 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.

- We encourage all staff and volunteers to develop and extensively use language suitable for a diverse audience, keeping in mind that certain characteristics will not be overtly seen, e.g.:
 - 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 2023 into 2024
Success Measures	<ul style="list-style-type: none"> • The Communications team use inclusive language in all internal and external communications. • The CHS Learning Academy uses 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 properly measured and monitored.
Progress	<ul style="list-style-type: none"> • Notable dates calendar complete and active and added to year on year. • Communications are continuously monitored for inclusivity and positive language and amended if required. • Some of the comms staff have already completed trauma-informed communications training with the rest of the team to follow. • 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, Trans 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. • Recent interviews for new communications staff have included an interviewer on the

	<p>panel with lived experience.</p> <ul style="list-style-type: none"> • 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 encounter during hearings.
Action(s)	<ul style="list-style-type: none"> • Maintain the Equality, Diversity and Inclusion Working Group as the main place for all strategic recommendations and actions relating to ED&I work within CHS. • Create role of Inclusion Ambassador; a volunteer with a particular interest / expertise in ED&I who will become an ambassador for all ED&I work within their AST area. • Set up an Equality, Diversity and Inclusion Network for CHS which includes all the Inclusion Ambassadors and representation from across our community, particularly those with a protected characteristic or knowledge / expertise in a particular equality area. • 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 2023 – 2024
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&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 four 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 are to be reviewed following organizational restructuring in 2023.</p>
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience
Responsibility	Regional Tribunal Delivery Managers (previously 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. • Review the existing Equality Impact Assessment and Pre-screening templates to ensure they are fit for purpose.

	<ul style="list-style-type: none"> • Provide appropriate and regular training for staff 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 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 2023 – 2024
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. • 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.
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. • 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

	<p>an EqIA.</p> <ul style="list-style-type: none"> • A video course on the CHS impact assessment process was created in November 2022. All new CHS colleagues are expected to complete the course during induction. Completion will be tracked via CHS Learning Academy. • The impact assessment process is to be reviewed soon to identify any areas of improvement.
Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation.
Responsibility	Senior Leadership Team and People and Culture Partners (previously Senior Management Team/ HR and Organisational Development Lead)
Outcome 2.5	CHS is a 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. • 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

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/>

	<p>applicants.</p> <ul style="list-style-type: none"> • We will review our absence management policy and procedures to ensure that it reflects the 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 needs and requirements that employees with caring responsibilities may require. <p>We will support and promote national annual campaigns, such as the National Carers Week</p>
Timescale	December 2024
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 2023. 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 2024. • Moreover, throughout 2023 to 2024, CHS has continuously improved it's onboarding process. This process now offer clearer guidance and information to new colleagues in relation to CHS' ways of working and, for instance, HR policies and processes. This will support new starts with caring responsibilities to identify support available to them from the beginning of their employment. HR also offer an informal check in at 3 months in post during which colleagues can ask any questions or raise any issues in relation to their employment at CHS. • 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

	<p>each accreditation.</p> <ul style="list-style-type: none"> • In 2022, CHS reviewed it's 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 included a line manager training session on the policies to ensure line managers can confidently advice their team members on the policies. • In 23-24, 39% of job applicants for CHS had caring responsibilities (including children). We will continue to monitor our recruitment data. <p>People Updates channel on teams was used to promote various resources available to anyone with caring responsibilities.</p>
Protected Characteristics	Gender, Age, Disability
Responsibility	People and Culture Partners (previously 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 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 2024
Success Measures	<p>CHS only uses accessible templates.</p> <p>The CHS website is fully accessible, with clear signposting of who to contact for accessible versions of policies etc.</p> <p>CHS has a full library of accessible videos.</p>
Progress	<ul style="list-style-type: none"> • Recently completed a full audit of our website's accessibility by doing a range of checks, including axe DevTools automated tests and Accessibility Insights for Web manual tests, to meet the requirements of the accessibility monitoring team in the UK Government Cabinet Office. This is ongoing work which will be continued and improved as our digital capacity improves. • Tests of content using Narrator and VoiceOver for hearing impaired users. • Updated the CHS accessibility statement to meet web content requirements of Cabinet Office. • New website in planning stages which will be built to be accessible from the ground up,

	<p>launching Summer 2024.</p> <ul style="list-style-type: none"> • CHS external material is offered in accessible formats. • Templates have been refreshed or redesigned to ensure these are accessible. A new 'brand book' and set of brand guidelines, both for language led and visual comms, is in development to launch Summer 2024. • Captions for images on social media (where possible) – continuous. • Captions for images in the CHS Community Newsletter. • Inclusion of subtitles on all CHS films is 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 beyond. • We will gather accurate and up-to-date information on AST demographics, using it to target and monitor AST recruitment. • We will increase awareness of AST roles via our social media platforms and networks.

Timescale	Ongoing to March 2024
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. ● A diverse range of channels such as social media and equality and other relevant organisational newsletters are used to promote AST recruitment opportunities.
Progress Report	<ul style="list-style-type: none"> ● Social media has been an effective means of attracting volunteers to AST roles (PPA roles). ● Equality monitoring is now in place for the whole Panel Community ● Following an organizational restructure in 2023, ASTs now include paid roles. By summer 2024, each of the 9 regions region will have a Tribunal Delivery Manager, Regional Wellbeing Coordinator and Regional Partnership Coordinator. These roles are recruited for in line with our recruitment policy to ensure the recruitment for them is consistent and fair. In addition, we continue to evolve our recruitment practices to ensure we can attract diverse talent. The recruitment data for these roles will be included in our annual equality outcomes data. ● Furthermore, having paid roles within ASTs will improve our ability to focus on recruiting diverse volunteers through, for instance, identification of barriers and pro-active promotion of opportunities available.

Protected Characteristics	Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Religion and Belief, Race, Sex, Sexual Orientation, Lived Experience
Responsibility	Regional Tribunal Delivery Managers (previously Area Conveners (ACs) and Area Support and Improvement Partners (ASIPS))

SECTION 2

Employee and recruitment monitoring data (2023-2024)

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 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 77% 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 nine 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 2024

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 2024	0	9	22	16	11	3	0
Total employees March 2023	0	5	9	9	6	≤5	≤5
Total employees March 2022	0	8	10	9	≤5	0	0
Total employees March 2020	0	9	7	13	≤5	≤5	≤5
Total employees June 2018	0	≤5	6	6	≤5	0	0

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 March 2024	45	16	0	0
Total employees March 2023	20	9	≤5	≤5
Total employees March 2022	23	8	0	0
Total employees March 2020	31	8	0	0
Total employees June 2018	14	7	0	0

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 2024	0	0
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 2024	9	41	5	0	5	≤5
Total employees March 2023	≤5	19	≤5	0	≤5	≤5
Total employees	8	15	5	0	0	≤5

March 2022						
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 of time 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 2024	8	50	≤5
Total employees March 2023	≤5	23	≤5
Total employees March 2022	≤5	25	0

Total employees March 2020	≤5	26	8
Total employees June 2018	≤5	15	0

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 <i>and</i> adult(s)	Prefer not to say/no response
Total employees March 2024	29	0	28	7	0	0
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	7	≤5	≤5	0	0	≤5

June 2018						
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7. Ethnicity

Which ethnic group do you most identify with?

Band:	White Irish	White Scottish	Mixed - Black Caribbean and White	White British	White Other	Pakastani/Pakastani Scottish/Pakastani British	African/ African Scottish/ African British	Other Asian	Prefer not to say/no response
Total employees March 2024	≤5	42	≤5	10	≤5	≤5	≤5	≤5	0
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	Jewish	Other	Prefer not to say/no response
Total employees March 2024	13	≤5	5	≤5	34	≤5	≤5	≤5
Total employees	9	≤5	≤5	0	12			0

March 2023								
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 2024	58	≤5	0
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 effects 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
Total employees March 2024	49	11	≤5
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. This strategy will be reviewed during 2024, however the six key priorities will remain as below.

The People Strategy sets out 6 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 6-month probation period which is underpinned by a management process established in 2022. HR holds an informal check-in with the employee at their 3-month probation to support their understanding of expectations and processes. The

ongoing probationary performance management consists of establishing objectives, reviewing these alongside delivery in regular 1-2-1 meetings with the line manager, and completing a full probation reflective review by the 5th month of employment where goals and learning needs are established.

After passing their probation, employees receive regular 1-2-1 meetings with their line manager and an annual appraisal during the first quarter of the year when past performance is reviewed, and new performance objectives for the next 6-12 months are agreed. Personal development is linked into performance management/appraisal system, which will be reviewed in 2024 as the national CHS team grows.

1.3 Employee Wellbeing

As outlined above, it is part of CHS' People Strategy to support wellbeing. Over the last three years, a variety of sessions and workshops have been held to work with our staff. In 2021/2022, a three-part series on resilience and focus was hosted by The Wellbeing Project which included workshops on Flourishing; Inner drive; and Future focus. This was followed up by a session in January 2023 called "Energise" to support wellbeing during wintertime.

In addition to the sessions from The Wellbeing Project, in 2022/23 staff has also been able to attend:

- An informal but informative session giving a comprehensive overview of 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 piloted a 'wellbeing day' in line with the Pay Deal for 2023, where employees were encouraged to take a day off work, to be used in any way colleagues wish to support their own wellbeing. This additional day of leave as a 'wellbeing day' has been reinstated for 2024/25 and the use and impact will be evaluated alongside other wellbeing initiatives.

As a part of the organisation restructuring in 2023/24 and the commitment to supporting our people to thrive, CHS appointed a National Wellbeing Manager in November 2023. The wellbeing approach for the organisation will be integrated into our wider People Strategy and delivered alongside core business objectives for our people, such as learning and development and engagement.

Wellbeing remains a standing discussion point at all staff 1-2-1's with their line managers and will be enhanced as part of our line manager training and support programme for 2024/25 and supported through bespoke commissioned organisational development and wellbeing sessions.

1.4 Employee Development

CHS is committed to supporting colleagues to build on existing skills and provide opportunities to develop new skills. There have been a number of training and development opportunities for all CHS colleagues:

- CHS Bites programme (internal knowledge sharing programme)
- CHS How To programme (internal training programme)
- Line manager training (internal training for CHS line managers)
- All Team Days (internal information sharing day)
- Induction Day (internal training for new colleagues)
- Mandatory EDI training via Spurway Training LTD
- Online courses hosted by the CHS Learning Academy ranging from personal and professional development to trauma-informed practice.

Additionally, teams and individuals have had the opportunity to take part in bespoke training and development programmes, CDP, and learning opportunities, in line with the CHS Learning and Development guidance. With the renewed focus on wellbeing, a review of our learning and development processes will be undertaken in 2024/25 to ensure CHS is demonstrating our commitments to inclusivity and supporting our diverse staff and that our offering meets the needs of our people and organisational delivery.

1.4.1 Equality of opportunity in accessing learning and development

- All colleagues 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 colleagues 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 colleagues by providing internal applicants 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 2023 - March 2024)

Employee Recruitment

Equality Monitoring forms are included as part of the recruitment pack for every vacancy, and most 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 competencies and skills that are clearly noted in the person specification. Only candidates who meet the essential competencies pass through the first tranche of shortlisting.

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 2023 - March 2024

CHS ran a total of 28 recruitment campaigns over the past 12 months from April 2023 through March 2024 (excluding internal

secondments/promotions) and attracted a total of 1152 applicants.

Vacancy	Vacancy posted (Month/Year)	Number of applicants
Digital Support Analyst	February 2023	18
Digital Support Lead*	February 2023	8
Finance Officer	March 2023	12
Finance Manager	April 2023	5
Director of People and Culture	June 2023	41
Resource Allocation Manager	June 2023	24
Business Support Assistant**	June 2023	55
Resource Allocation Administrator**	June 2023	44
People and Culture Partner**	July 2023	24
Graphic and Multimedia Designer	July 2023	77
Digital Support Assistant	July 2023	11
Project Coordinator	July 2023	11
Tribunal Delivery Manager**	July 2023	76
Digital Support lead	July 2023	10
Change Delivery Manager*	July 2023	12
Recruitment and Retention Coordinator	July 2023	15
National Wellbeing Manager	July 2023	51
Regional Partnership Coordinator**	August 2023	121
Regional Wellbeing Coordinator**	August 2023	211
Feedback and Complaints Officer**	August 2023	13
Participation Coordinator	August 2023	71
Change Delivery Manager**	August 2023	27
National Learning manager*	September 2023	56

Learning Programme Manager*	September 2023	17
Resource Allocation Administrator	September 2023	52
IG and DPO*	September 2023	17
National Learning Manager	September 2023	41
People and Culture Coordinator	October 2023	10
Practice and Policy Team Manager*	December 2023	10
Data and Performance Analyst*	December 2023	16
Office and Admin Coordinator	December 2023	27

*No candidates appointed

**Two or more candidates appointed

1. Age (%)

What is your age bracket?

Age	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Under 24	62	5%	7	3%	≤1	≤2%
24-34	387	34%	47	21%	10	21%
35-44	345	30%	70	31%	19	40%
45-54	238	21%	55	24%	10	21%
55-64	81	7%	34	15%	7	15%
64+	9	0.8%	6	3%	≤2	≤4%
No response	19	2%	6	3%	0	0%
Prefer not to say	11	1%	≤1	≤0.4%	0	0%

Total	1152	100%	226	100%	48	100%
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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	241	21%	51	23%	≥5	≥10%
Female	851	74%	165	73%	39	80%
Other	16	1%	≤5	≤2%	≤5	≤10%
No response	19	2%	≤5	≤2%	0	0%
Prefer not to say	17	1%	≤5	≤2%	0	0%
Total	1152	100%	226	100%	49	100%

3. Care experience

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?

Care experience	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
No	887	77%	184	81%	43	88%
Yes	173	15%	23	10%	≤5	≤10%

No response	34	3%	7	3%	0	0%
Prefer not to say	49	4%	11	5%	≤5	≤10%
Total	1152	100%	226	100%	49	100%

4. Transgender

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	6	0.01%	≤5	≤2%	0	0%
No	1093	95%	213	94%	≥45	≥90%
No response	29	3%	7	3%	≤5	≤10%
Prefer not to say	19	2%	≤5	≤2%	0	0%
Total	1152	100%	226	100%	49	100%

5. Marital Status

Which of the following best describes your current marital status?

Marital status	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Married/Civil Partnership	518	45%	122	54%	32	65%
Partnership	151	13%	28	12%	≤5	≤10%

Separated /Divorced	≥40	3%	7	3%	≤5	≤10%
Single	331	29%	57	25%	10	20%
Widowed	≤5	≤0.4%	≤5	≤2%	≤5	≤10%
Prefer not to say	≥30	3%	≤5	≤2%	0	0%
No response	≥30	3%	6	3%	0	0%
Total	1152	100%	226	100%	49	100%

6. Sexual Orientation

How would you describe your sexual orientation?

Sexual orientation	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Heterosexual/straight	906	79%	180	80%	41	84%
Bisexual person	75	7%	13	6%	≤5	≤10%
Gay/lesbian	48	4%	13	6%	≤5	≤10%
No response	32	3%	6	3%	≤5	≤10%
Prefer not to say	58	5%	12	5%	≤5	≤10%
Total	1152	100%	226	100%	49	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	549	48%	115	51%	32	65%
White British	303	26%	66	29%	7	14%
White Irish	25	2%	≤5	≤2%	≤5	≤10%
White Other	96	8%	11	5%	≤5	≤10%
Black (Black Scottish, Black British)	≤5	≤0.4%	0	0%	0	0%
African (African Scottish, African British)	36	3%	≤5	≤2%	0	0%
Asian (Arab)	≤5	≤0.4%	0	0%	≤5	≤10%
Asian (Indian)	25	2%	≤5	≤2%	0	0%
Asian (Pakistani)	11	1%	≤5	≤2%	≤5	≤10%
Asian (Chinese)	13	1%	≤5	≤2%	0	0%
Other Asian Background	6	0.5%	≤5	≤2%	≤5	≤10%
Latin American	≤5	≤0.4%	0	0%	0	0%
No response	28	2%	≤5	≤2%	0	0%
Other Mixed Background	19	1.6%	6	3%	≤5	≤10%
Prefer not to say	17	1.5%	≤5	≤2%	0	0%
Total	1152	100%	226	100%	49	100%

8. Religion

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

Religion	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
No response	28	2%	8	4%	0	0%
Buddhist	≤5	≤0.4%	0	0%	0	0%

Church of England	≤5	≤0.4%	0	0%	0	0%
Church of Scotland/England	119	10%	23	10%	8	16%
Humanist	0	0%	0	0%	0	0%
Jewish	≤5	≤0.4%	0	0%	≤5	≤10%
Hindu	≤5	≤0.4%	0	0%	0	0%
Muslim	17	1%	≤5	≤2%	≤5	≤10%
Pagan	≤5	≤0.4%	0	0%	0	0%
Sikh	≤5	≤0.4%	≤5	≤2%	0	0%
None	700	61%	156	69%	30	61%
Other (Not specified)	20	2%	≤5	≤2%	0	0%
Other Christian	86	7%	14	6%	≤5	≤10%
Prefer not to say	58	5%	9	4%	≤5	≤10%
Roman Catholic	100	9%	10	4%	≤5	≤10%
Total	1152	100%	226	100%	49	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 or children	363	32%	81	36%	20	41%
Care for an adult	41	4%	12	5%	≤5	≤10%
Care for an adult/child or children	49	4%	≤10	≤4%	≤5	≤10%
Prefer not to say	33	3%	≤10	≤4%	≤5	≤10%
No response	28	2%	≤5	≤2%	0	0%

None	631	55%	114	50%	24	49%
Total	1152	100%	226	100%	49	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	130	11%	30	13%	≤5	≤10%
No	946	82%	184	81%	≥40	≥81%
Prefer not to say	41	4%	≤5	≤2%	≤5	≤10%
No response	26	2%	≤10	≤4%	0	0%
Total	1152	100%	226	100%	49	100%

10.1 Consolidation of Health Conditions

Consolidation of health conditions	Total	% of Total	Shortlisted	% Shortlisted	Appointed	% Appointed
Deaf or Partially Deaf	14	1%	≤5	≤2%	0	0%
Hard of Hearing	≤5	≤0.4%	0	0%	0	0%
Learning Difficulty (e.g., Dyslexia)	33	3%	9	4%	0	0%
Long-term Illness, Disease, or Condition	28	2%	≤5	≤2%	≤5	≤10%

Mental Health Condition	28	2%	6	3%	≤5	≤10%
Developmental Disorder (e.g., Autism)	≤5	≤0.4%	0	0%	0	0%
Blind or partially sighted	≤5	≤0.4%	≤5	≤2%	0	0%
No response	≤5	≤0.4%	≤5	≤2%	≤5	≤10%
Other	7	0.6%	≤5	≤2%	0	0%
Physical Disability	8	0.7%	≤5	≤2%	0	0%
Not applicable to applicant	0	0%	0	0%	0	0%
Prefer not to say	8	0.7%	0	0%	0	0%
Total	1152	100%	226	100%	49	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 Hearings 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 decides 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: people 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.