Children’s Rights and Inclusion Strategy

Version 2.0
20th November 2020
FOREWORD

Our Children’s Rights and Inclusion Strategy comes to you at a particularly exciting time. With the release of our new corporate plan we have been ambitious, forward thinking and challenging like never before and this strategy adds to the inclusion and collaboration work that we are seeking to deliver over the next 3 years.

Throughout the changing landscape over the past few years, there has been a clear unequivocal challenge to Scotland’s care sector. We must put the child or young person’s voice at the centre of all that we do. This strategy aims to ensure that voice is centred and evident in all that we do. We, at Children’s Hearings Scotland (CHS) are ready to lead this change so that Scotland’s children grow up loved, safe, respected, and heard, and be able to realise their full potential.

This strategy has been carefully crafted in collaboration with people with lived experience of the hearings system, representatives from the panel community and invited experts in participation and engagement. This ensures that voice has been evident from throughout the process. Our commitment is to, where possible, continue to ensure that voice plays a critical role in influencing, shaping and driving CHS. The strategy will be implemented across the organisation to keep children at the heart of what we do.

I am encouraging our staff and volunteer community to be more ambitious, and we will support and empower you to be able to help us put this strategy into action, because without you this will not be possible.

I am confident that this is the right approach to take to ensure children and young people feel able to express their views, and with the upcoming incorporation of the United Nations Convention on the Rights of the Child (UNCRC) into Scots law, there has never been a more fitting time to realise and champion our children’s rights.

I want to thank the children’s hearings system, and the CHS community, for your unwavering commitment to Scotland’s infants, children and young people.

Yours in partnership

Elliot Jackson
National Convener & CEO
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VISION: CHILDREN’S RIGHTS & INCLUSION

We want a children’s hearings system that listens, acts and places real value and weight to the views of infants, children and young people*.

At Children’s Hearings Scotland inclusion will be central to our core values as an organisation. Expression and inclusion of views will be evident in all that we do and will influence how we work internally and with partners.

Infants, children and young people will feel respected, valued, heard and included across all aspects of the children’s hearings system.

(*future reference to child or children includes: infants, children and young people under the age of 18 years)

CHILDREN’S RIGHTS

Introduced in 1989, the United Nations Convention on the Rights of the Child (UNCRC) is the international legal framework developed to ensure children’s rights are protected and ensured. The UNCRC is the most widely ratified human rights treaty in history and has helped transform children’s lives. It has 54 Articles in total, where 1 – 42 apply to children specifically, while 43 – 54 outlines how adults and governments should work together. (please see Appendix 1) As the Scottish Government announced in 2019 on the 30th anniversary of the UNCRC, children’s rights will be fully incorporated into Scots Law. This will provide more power to bring change.

By the very nature of the decisions that Panel Members make in securing the best interests of the child, we have a clear understanding of the ways in which decisions will protect and safeguard many human rights of children. This is demonstrated in Appendix 2 showing a range of Articles and cluster groups as defined by the United Nations.

But we can do more, which this strategy reflects particularly on Article 12 – respect for the views of the child. This Article states that every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. Our Children’s Rights and Inclusion Strategy will help us embed this and many other Articles in everything we do.
WHAT INCLUSION WILL LOOK LIKE

At CHS, we want to embed methods of inclusion that children feel comfortable with and confident in, and these may vary depending on the situation. To ensure we meet their variety of needs, we will operate across these options:

WHY INCLUSION IS IMPORTANT

There are many reasons inclusion in, and beyond, children’s hearings is important. Namely Article 12 of the UNCRC – respect for the views of the child. We have been acutely aware of the challenge posed to Scotland’s care sector that people with lived experience receive equity in decision making surrounding their lives and indeed their communities. This strategy seeks to establish an environment where the expression and respect for the views of children is central to all that we do.

These are the three key areas CHS can work on to see our vision for Scotland’s children realised:

- Children’s Hearings: Children must feel that it is their hearing, where they can choose how to share their views about their lives. Panel Members’ interaction and communication with children will be as inclusive as possible, recognising and understanding trauma and its impact, as well as being open to the ways that children may choose to share their views.

- Area Support Teams: CHS Area Support Teams support the delivery of the National Convenor’s functions through providing local support to Panel Members. The working group considered the current ways that the views of people with lived experience of the hearings system contribute to the recruiting and supporting of local volunteers, two vital areas of work.

- Children’s Hearings Scotland: this relates to the successful functioning operations of CHS as an organisation. CHS will role model and demonstrate the ways in which the methods of consultation, engagement, participation, co-design and co-production can be used to improve our everyday work and practice.
OUTCOMES & PILLARS OF INCLUSION

Our six ‘pillars of inclusion’ have been identified by people with lived experience of the hearings system as essential in reaching the three outcomes described above. Each and every pillar is required in combination to support this strategy.

We will demonstrate why each pillar is important from a child’s perspective and what we can all do to make those outcomes a reality. Before finishing with how we are going to go about this, we will reflect how this strategy works towards The Promise and responding to the wider recommendations of the Independent Care Review.

This strategy is aligned to the core values of Children’s Hearings Scotland, being child-centred, creative, respectful, fair, challenging and open. It also aligns with the strategic themes of our corporate plan, known as Our Corporate Outlook 2020 – 2023.
OUR CORPORATE STRATEGIC THEMES

In Our Strategic Outlook 2020-2023 we set out what our priorities for the next three years will be. We call these our “Strategic Themes” and together, they set out an ambitious, improvement-driven direction for CHS that places children’s rights at its centre. Our Strategic Themes are:

1. Better protect and uphold the rights of children
2. Deliver consistently high-quality hearings
3. Continue to build an effective, empathetic panel, that is well-supported
4. Be well-informed and influential in our environment and communities

The work outlined in this Children’s Rights and Inclusion Strategy is linked and contributes towards the delivery of these four themes across our ‘six pillars of inclusion’. You will see the relevant hearts over the next few pages demonstrating those links and contributions.
Scotland’s children and young people have a hearings system that works for them.

- Children will have lots of ways to express their views which our Panel Members will be trained in how to understand and listen to in a communication friendly environment.
- We will support children’s right to representation in helping them to share their views.
- We encourage all children where possible to attend their hearings. If they feel unable to attend, they will be supported to still have their views shared.
- We are committed to understanding the views of all children and will work with partners in learning how best to incorporate the views of children under the age of 5 years using a range of different methods.

The children’s hearing system is dynamic and reflective of the community we seek to serve.

- We will make sure that children and people with lived experience are included in developing, shaping, delivering and reviewing the work and values of Children’s Hearings Scotland.
- People with lived experience of the hearings system will be included in all volunteer and staff recruitment. We recognise the invaluable experience that these individuals can bring to improving the children’s hearing system for the better.

**WHAT?**

Scotland’s children and young people have a hearings system that works for them.

- The adults around me recognise the need to accept all views, including mine. Article 12
- I am supported to express my views using a way I am comfortable with e.g. poems, art, videos, technology. Article 12 & 13
- I feel included and can get support to have my views heard and listened to. Articles 12 & 17
- I feel empowered to express my views and supported to do so. Article 6

**WHY?**

Throughout my hearings journey…

- The adults around me recognise the need to accept all views, including mine. Article 12
- I am supported to express my views using a way I am comfortable with e.g. poems, art, videos, technology. Article 12 & 13
- I feel included and can get support to have my views heard and listened to. Articles 12 & 17
- I feel empowered to express my views and supported to do so. Article 6
CHOICE

WHY?

Throughout my hearings journey...

- I have freedom and control over my hearing. Article 12
- I have power over where, when and how to get involved. Article 6 & 9
- People respect and appreciate my choices. Article 12 & 29
- I have freedom over how I express myself. Article 12 & 30

WHAT?

Scotland’s children and young people have a hearings system that works for them.

- Our hearings work for children, giving the choice for children to be included in deciding where and when their hearing takes place that is suitable and meets their needs.

- Children will have the choice to be included in all aspects of the children’s hearings system, not just the hearing itself, and they will be supported and encouraged to do this with equality and respect. They can choose if and how they want to use and bring their lived experience.

We are proud of Scotland’s unique children’s hearing system.

- We embrace the range of inclusion that can be possible in a hearing, and for children who choose to, can have the opportunity to co-design their own hearing.

- We will work with partners in creating a way forward in co-designing hearings and if needed, appropriate and with evidence, we will challenge legislation to enable change.

- We will ensure children’s choice of how they share their views can be possible by working with partners on the logistics of the hearings space that will allow, for example, technology to be accessible if children want to express their views that way.

- We will support the increase of advocacy that is available for children attending hearings and ensure children are aware of this choice for them.
RElationships

WHY?

Throughout my hearings journey...

- The adults around me understand the impact any trauma may have had on me and make me feel safe. Article 6, 9, 25 & 39
- The spaces and language used around me is appropriate and responsive to my needs. Article 3, 4, 6 & 30
- My hearings journey feels consistent and meets my needs. Article 3
- The people involved in my hearings journey are there because they need to be and care about me. Article 3, 6 & 25

WHAT?

Children’s Hearings Scotland understand the importance of relationships for children which are based on respect, honesty and trust.

- Panel Members are trained in how to listen and include children, recognising the challenges some children may face with communication and in recovering from trauma. They will embed a children’s rights and child-centred approach during the child’s hearing.
- We recognise the purpose and importance of having some of the same Panel Members at future hearings and will strive to achieve this by working with partners to provide this choice for children.
- We will clearly demonstrate and promote positive behaviours and expectations of Panel Members through our code of conduct, ensuring children feel safe and empowered within their own hearing.
- We will work with partners to ensure everyone attending a child’s hearing understands how they should behave positively including family members and carers.

The children’s hearing system is dynamic and reflective of the community we seek to serve.

- We will ensure that children and people with lived experience of the hearings system feel empowered and connected to exert their influence using their personal experiences to improve the hearing’s journeys for others through ongoing relationships with us.
COMMUNICATION

WHY?

Throughout my hearings journey...

- People recognise the importance of language and the impact it could have on me. Article 29, 30 & 39
- Everything is explained clearly, and I can understand what has been explained. Article 13 & 17
- People respect my privacy and right to confidentiality. Article 16
- Children’s Hearings Scotland holds question and answer sessions so that I can ask the questions that are important to me and give feedback on the experiences of my hearings. Article 6, 13 & 17

WHAT?

The inclusion of children throughout their hearings journey is clearly visible through our core values.

- The inclusion and participation of children and people with lived experience of the hearings system must be the golden thread running through all everyday operational business at CHS. This will be supported by our Children’s Rights and Inclusion Coordinator.

- All language used throughout the hearings process is accessible, communication friendly, and easily understood. Where this is not possible, everything is explained to the child in a developmentally appropriate manner. We will work closely with Scottish Children’s Reporters Administration (SCRA) in making this happen.

- Everyone involved in the hearings journey with children and people with lived experience understand and respect their preferred pronouns.

  We are proud of Scotland’s unique children’s hearing system.

  - There will be the creation of a ‘Top 10 Tips’ for the CHS volunteer community and National Team staff on how best to include children in a way that’s respectful, meaningful, safe and reduces any stigmatisation.

  - We will participate, influence and lead the sharing of good and effective practice in inclusion, enabling us to further develop our skills and knowledge learning from others too.

  The children’s hearing system is dynamic and reflective of the community we seek to serve.

  - There are clear expectations and boundaries across Children’s Hearings Scotland and Area Support Team (AST) activity so that children and people with lived experience know what they can expect from our organisation in all situations.
**ACTION**

**WHY?**

Throughout my hearings journey...

- My views are taken seriously and given individual thought and real weight. *Article 12*
- I am kept fully informed about how and why things happen the way they do. *Article 6, 13, 17 & 25*
- I feel comfortable that my views have been heard and acted upon. I will know this as it will be explained to me. *Article 12*
- I have the opportunity to be an active participant in decisions that affect me. *Article 12*

**WHAT?**

We are proud of Scotland’s unique children’s hearing system.

- We will report to Scottish Government on how we realise children’s rights in the work we do. We will explicitly demonstrate the ways in which various Articles of the UNCRC are supported until there is no longer a need, with a children’s rights-based approach being embedded in everyday practice and throughout training.

- In line with our values, all action within CHS relating to our Corporate Plan, Annual Business Plans and strategy documents will also illustrate the development of our inclusive work with children, across organisational work, AST operations, and Panel Member interactions with children in their own hearings.

- CHS with our colleagues in the CHS Learning Academy will provide training for all staff and volunteers ensuring a children’s rights-based approach and inclusive practice is used in making sure children are able to share their views including those children with any communication needs.

*Scotland’s children and young people have a hearings system that works for them.*

- We will make it clear for children on the roles, responsibilities and expectations of all the different people who attend the child’s hearing.

- Feedback loops to monitor, review and evaluate each ‘pillar of inclusion’ will exist and collate the information, data and views recorded in different ways, to continually improve what and how we do it.
Scotland’s children and young people have a hearings system that works for them.

- During the hearings journey, children are offered timely, safe and inclusive physical and psychological spaces to ensure they have their views shared and their needs met.

  **The children’s hearing system is dynamic and reflective of the community we seek to serve.**

- We will have people with lived experience of children’s hearings with specific roles within our ASTs. In creating this space for people to occupy, we can continue to have lived experience at the centre in all we do.

- Children are included in shaping and influencing the spaces that children occupy, whilst never deviating from the experience of those people who have attended children’s hearings. This will be supported by the work of our National Panel of Advisors within CHS.

### WHY?

**Throughout my hearings journey…**

- The spaces we meet feel safe and equal. *Article 2, 3 & 4*
- Consideration is given to where and when we meet, and these feel comfortable to me. *Article 13 & 25*
- I feel able to contribute because the space feels safe. *Article 6*
- These safe spaces will be a communication friendly environment. *Article 29 & 30*
## INDEPENDENT CARE REVIEW

### Table 1 – Independent Care Review Recommendations aligning with Our Pillars of Inclusion

<table>
<thead>
<tr>
<th>THE PROMISE</th>
<th>VOICE</th>
<th>FAMILY</th>
<th>CARE</th>
<th>PEOPLE</th>
<th>SCAFFOLDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children must be listened to and meaningfully and appropriately involved in decision-making about their care, with all those involved properly listening and responding to what children want and need. There must be a compassionate, caring decision-making culture focussed on children and those they trust.</td>
<td>Where children are safe in their families and feel loved they must stay – and families must be given support together, to nurture that love and overcome the difficulties which get in the way.</td>
<td>Where living with their family is not possible, children must stay with their brothers and sisters where safe to do so, and belong to a loving home, staying there for as long as needed.</td>
<td>The children that Scotland cares for must be actively supported to develop relationships with people in the workforce and wider community, who in turn must be supported to listen and to be compassionate in their decision-making and care.</td>
<td>Children, families and the workforce must be supported by a system that is there when it is needed. The scaffolding of help, support and accountability must be ready and responsive when it is required.</td>
<td></td>
</tr>
</tbody>
</table>

- Listening to Children
- Risk & Safety
- Supporting Families
- Information & Decisions
- Listening - Decision-making - CHS Trained - CHS Youth Justice
- Structural & System Listening
- Rights: UNCRC
- Advocacy
- Rights: relationships and culture
- Transitions - Stability - Language of Care
- Intensive Family Support: decision-making
- Section 3: Normalisation of Care Experience
- People & Risk
- Rights: relationships and culture
- Nurturing Scotland’s workforce - Learning & Development
- Parenting - Data Collection - Inspection & Regulation
- Attachment & Co-regulation - Criminalisation - Personal Identity, Love & Relationships
- Children’s Rights - Unaccompanied Asylum-Seeking Children
- Section 3: Normalisation of Care Experience
- People & Risk

### VIEWS
- CHOICE
- RELATIONSHIPS
- COMMUNICATION
- ACTION
- SPACE
HOW – IMPLEMENTING THE STRATEGY

To ensure full implementation in tandem with our Corporate Plan, a Quality Improvement Programme will be developed to identify the tasks and actions of embedding our six ‘pillars of inclusion’ to reach our overall outcomes:

Children feel able to share their views openly, freely and honestly.

Children know that their views are given real weight and listened to in decision-making about their lives.

Children feel empowered and have ownership of their rights.

These key areas of work will be reflected across Annual Business Plans, where performance measures and targets will be set. Achievement will be quantified in our Corporate Parenting Duties of Reporting to Scottish Ministers on our further incorporation and promotion of children’s rights and the UNCRC.

The developments we will capture include:

1. Enhancing all training for staff and volunteers to embed a children’s rights-based approach, become trauma informed and responsive, and understand speech, language and communication needs.

2. Working with all partners supporting children before attending their hearing to ensure children are best prepared, recognise what information is shared, understand what their hearing is about and have had the opportunity to consider their views and thoughts.

3. Working with all partners supporting children during their hearing to ensure they have the choice of inclusion and participation in the way they share their views and thoughts. Panel Members will be trained in and understand the range of ways to hear the voices of children and demonstrate through effective communication what they have heard, making decisions clear for children to understand.

4. Working with all partners supporting children after the child’s hearing to gain feedback and ensure children have clarity on why decisions were made and what it means for them.

5. Within our ASTs, embedding inclusion opportunities for local people with lived experience by establishing a specific role that will facilitate activity across all functions of the AST in recruitment, retention, monitoring, training and supporting Panel Members.

6. For continuous improvement, adopting an integrated approach to monitor, review and evaluate. We have appointed a Children’s Rights and Inclusion Coordinator, whose role is to facilitate and support us reaching the outcomes of this strategy, with a responsibility on reporting improvements to our CHS Board in line with working towards The Promise, in meeting the recommendations of the Independent Care Review.
GLOSSARY

**Area Support Team (AST)** – There are 22 ASTs that lead the vision, mission and values of CHS across the country in local authority areas. They coordinate the rota of Panel Members for hearings, lead local learning and development sessions, as well as recruit and retain their local volunteers.

**Co-design** – The Collins English Dictionary states that ‘co-design’ is the art of designing something jointly. For example, children being able to co-design and shape their own hearings with the panel chair.

**Co-production** – The Collins English Dictionary states that ‘co-production’ is the art of producing something jointly. For example, children co-producing the Panel Member recruitment campaign.

**Consultation** – The Collins English Dictionary states that ‘consultation’ is a discussion with an expert. For example, children being consulted on the CHS Learning Academy logo.

**Engagement** – The Collins English Dictionary states that ‘engagement’ is actively engaging someone in a process of activity. For example, the “What makes a good Panel Member” video.

**Inclusion** – The Collins English Dictionary states that ‘inclusion’ is the act of making a person or thing part of a group or collection. For example, the inclusion of people with lived experience in this strategy’s working group.

**Our Hearings, Our Voice (OHOV)** – Our Hearings Our Voice is an independent board of young people aged 8-18 years who have lived experience of the hearings system, their aim is to change the hearings system for the better.

**Participation** – The Collins English Dictionary states that ‘participation’ is the act of taking part in something. For example, young people’s participation in the 2019 Panel Member recruitment process including interviews.

**United Nations Convention on the Rights of the Child (UNCRC)** – The UNCRC is a legal framework containing the rights and entitlements for children all over the world. It is important that as many children know their rights to ensure they are respected and protected at all times.
ACKNOWLEDGEMENTS

This document was co-produced with the essential collaboration of our strategy working group. We want to recognise and say special thanks to the members of the group who gave their time, commitment, perspective and ambition to realise children’s rights and inclusion in new possibilities.

The members of the working group included:
- Beth-Anne Logan, Chair of the working group and CHS Board Member
- Simone Smith, Advisor
- Dylan Duff, Advisor
- Liam Slaven, Advisor
- OHOV Board Member
- James Smith, Panel Member
- Paul Smith, Area Convenor
- Paul Sullivan, CELCIS
- Elaine Kerridge, Children in Scotland
- Jennifer Orren, SCRA
- Nathalie Helene, CHS
- Rosie Megginson, CHS
- Lara Wauchope, CHS
- Donna Martin, CHS

CHS has listened and reflected on the views and feedback that has been shared with us across the consultation period from 16th July to 13th November 2020. We want to be an organisation that listens and acts more through this strategy. We are extremely grateful to all the children, young people and adults with lived experience who took the time to share their views and expectations of this strategy and we also appreciate the support of many national and local organisations and services in enabling those consultation opportunities to take place.

This includes:
- Our Hearings, Our Voice and our volunteer community;
- Who Cares? Scotland and Includem for consulting at a national and local level;
- Colleagues across local authority areas supporting children and young people to contribute their views in Aberdeen City, Aberdeenshire, Dundee, East Ayrshire, East Lothian, Fife, Highland, Midlothian, Renfrewshire, Scottish Borders, South Ayrshire and Shetland;
- Royal College of Speech and Language Therapists, NSPCC Scotland and Queen Margaret University for expert contributions; and,
- Organisations attending our Information Webinar hosted by Children in Scotland such as Aberlour, Barnardo’s, Children 1st, Children’s Parliament, Inspiring Scotland, Intandem and Young Scot.
APPENDIX 1 - UNCRC

Full version available online here.
## APPENDIX 2

Table 2 – Articles of the UNCRC in relation to Panel Member’s duties and responsibilities

<table>
<thead>
<tr>
<th>Cluster Group</th>
<th>UNCRC Articles</th>
<th>Activity in Children’s Hearings</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Measures of Implementation</td>
<td>4</td>
<td>• We are doing everything we can to ensure that every child can enjoy their rights. All CHS organisational operations should promote rights and enable children to realise their rights. Panel Member decision making should take rights into account.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>• CHS organisational operations, Panel Member decision making, and how hearings run should protect children from all forms of discrimination.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>• We are doing everything we can to ensure Panel Members are making decisions that are in the best interests of children and enable the necessary care and protection. We adhere to all necessary standards.</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>• Panel Members are, to the greatest extent possible, making decisions that ensure the survival and development of the child.</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>• Panel Members are providing children the opportunity to express their views (directly or through a representative) to a hearing and Panel Members give the views due weight.</td>
</tr>
<tr>
<td>General Principles</td>
<td>7, 28, 37</td>
<td>• Panel Members are making decisions that, as far as possible, mean that children know - and are cared for by - their parents.</td>
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<tr>
<td></td>
<td>8</td>
<td>• Panel Members are making decisions that mean children can preserve family relations [without unlawful interference].</td>
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<tr>
<td></td>
<td>13</td>
<td>• Children are free to express their thoughts and opinions at a hearing through the media of their choice.</td>
</tr>
<tr>
<td>Civil Rights &amp; Freedoms</td>
<td>16</td>
<td>• Panel Members recognise that children have a right to privacy. It is important that people attending a child’s hearing are only there because it is essential.</td>
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<tr>
<td></td>
<td>19, 39</td>
<td>• Panel Members are making decisions that do not separate children from parents unnecessarily and all interested parties</td>
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<tr>
<td></td>
<td>28</td>
<td>• Panel Members are making decisions that do not deprive children of education and encourage regular attendance at school. The way hearings operate do not deprive children of education.</td>
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<tr>
<td></td>
<td>37</td>
<td>• Panel Members are making decisions that do not unlawfully or arbitrarily deprive children of liberty, and that this is only used as a measure of last resort and is for the shortest appropriate period of time.</td>
</tr>
<tr>
<td>Violence Against Children</td>
<td>19, 39</td>
<td>• Panel Members are making decisions that protect children from all forms of violence, abuse, neglect or poor treatment by anyone caring for them.</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>• Panel Members are making decisions that do not separate children from parents unnecessarily and all interested parties</td>
</tr>
<tr>
<td><strong>Family Environment &amp; Alternative Care</strong></td>
<td>19</td>
<td>are given the opportunity to make their views known. Decisions should also not deprive regular direct contact with parents unless in the child’s best interest.</td>
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<td>---</td>
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<tr>
<td></td>
<td>25</td>
<td>Panel Members are making decisions that protect children from all forms of violence, abuse, neglect or poor treatment by anyone caring for them.</td>
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<tr>
<td></td>
<td>27(1-2)</td>
<td>Panel Members participate in the periodic review of care ensuring people keep checking if they feel safe and healthy</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>Panel Members are making decisions that help secure the standard of living and conditions necessary for child development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panel Members are making decisions that promote recovery and social integration of child victims of neglect, exploitation or abuse.</td>
</tr>
<tr>
<td><strong>Disability, Basic Health &amp; Welfare</strong></td>
<td>6</td>
<td>Panel Members are, to the maximum extent possible, making decisions that ensure the survival and development of the child.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Panel Members treat disabled children with dignity and make decisions that promote self-reliance and participation in the community.</td>
</tr>
<tr>
<td></td>
<td>27 (1-3)</td>
<td>Panel Members are making decisions that help secure the standard of living and conditions necessary for child development.</td>
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<tr>
<td></td>
<td>33</td>
<td>Panel Members are making decisions that protect children from the illicit use of drugs.</td>
</tr>
<tr>
<td><strong>Education, Leisure &amp; Cultural Activities</strong></td>
<td>23</td>
<td>Panel Members are making decisions that do not deprive children of education and encourage regular attendance at school. The way hearings operate do not deprive children of education.</td>
</tr>
<tr>
<td><strong>Special Protections</strong></td>
<td>22</td>
<td>Panel Members making decisions about children seeking refugee status in a non-discriminatory way and protecting rights when no parents can be found.</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>Panel Members are making decisions that protect children from economic exploitation or harmful work.</td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>Panel Members are making decisions that protect children from the illicit use of drugs.</td>
</tr>
<tr>
<td></td>
<td>34</td>
<td>Panel Members are making decisions that protect children from sexual exploitation and abuse.</td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>Panel Members are making decisions that protect children from any exploitation that may harm their welfare.</td>
</tr>
<tr>
<td></td>
<td>37 (a-d)</td>
<td>Panel Members are making decisions that do not unlawfully or arbitrarily deprive children of liberty, and that this is only used as a measure of last resort and is for the shortest appropriate period of time.</td>
</tr>
<tr>
<td></td>
<td>39</td>
<td>Panel Members are making decisions that promote recovery and social integration of child victims of neglect, exploitation or abuse.</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>Panel Members are treating children in conflict with the law with dignity and dealing with them in a manner appropriate to their wellbeing.</td>
</tr>
</tbody>
</table>