

Workshop on National Occupational Standards

Restorative Practice



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URN	Title
SFJDJ101	Assess the circumstances of an incident towards identifying a restorative response
SFJDJ102	Engage with and prepare participants for a restorative process
SFJDJ201	Facilitate participants' interaction within a restorative process
SFJDJ202	Co-work within the restorative process
SFJDJ203	Facilitate and monitor agreed outcomes from a restorative process
SFJDJ204	Facilitate informal restorative processes
SFJDJ205	Evaluate the outcomes from a restorative process
SFJDJ206	Use interpreters in restorative processes
SFJDJ207	Contribute to resolving community issues using restorative processes
SFJDJ301	Provide expert advice on restorative practice
SFJDJ302	Promote restorative practice
SFJDJ303	Maintain quality assurance of restorative processes
SFJDJ304	Identify and refer potential restorative opportunities

Sector Skills Council (SSC)



www.sfjuk.com

Overview

This standard relates to restorative practice and processes and is about establishing the circumstances of an incident. It covers assessing and understanding the potential benefits and the associated risks of progressing a restorative response. It includes identifying whether there are complex or sensitive issues to be addressed. These can relate to the incident itself, or to the capability of those involved to understand or participate in a restorative process.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

There are three elements

- 1 Obtain and review information relating to incidents
- 2 Assess the potential benefits and risks associated with progressing a restorative response
- 3 Explore situations where there are sensitive and complex issues

Target group

This standard is for those with responsibility for providing initial advice on the application of restorative practice processes to an individual or in a community situation.

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Assess the circumstances of an incident towards identifying a restorative response

Performance criteria

Obtain and review information relating to incidents

You must be able to:

- P1 identify and access information required to identify a possible restorative practice response
- P2 determine, where possible, any existing assessments relating to the participants' prior behaviour
- P3 seek advice from relevant others where there is uncertainty about the validity of information or the interpretation of findings
- P4 present information to those who need access to it, maintaining confidentiality in line with organisational requirements

Assess the potential benefits and risks associated with progressing a restorative response

You must be able to:

- P5 identify participants' relevant circumstances, including their family and personal situation, physical and mental health
- P6 establish if there is a previous connection between the participants involved, and if so, determine the nature of this history
- P7 assess information obtained and determine potential benefits associated with progressing a restorative response
- P8 provide required evidence to show the basis for your assessment and to explain the benefits of progressing a restorative response, in line with organisational requirements
- P9 determine if there are factors which might trigger an imbalance between participants and assess the impact on any restorative response this may cause
- P10 identify factors that may mean a participant is particularly vulnerable and that indicate that there are sensitive or complex issues to be considered
- P11 assess the significance of safety and other risk factors identified, and determine the steps required to address these factors
- P12 provide evidence to show the basis for your assessment and to explain the nature of any risks
- P13 record potential benefits, safety concerns and other risks together with the steps taken to address these, in line with organisational requirements
- P14 identify where additional assessments are required and record your reasoning in line with organisational requirements
- P15 make required additional assessment arrangements in line with organisational requirements and set timescales

Explore situations where there are sensitive and complex issues

You must be able to:

- P16 identify and review, with relevant others if required, complex and sensitive issues that may influence the restorative process
- P17 select and agree, with relevant others if required, procedures for

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- exploring issues that are considered complex and sensitive
- P18 assess cases in line with organisational requirements for complex issues that require referral to a line manager
- P19 gather necessary information from relevant individuals and sources using agreed procedures and protocols, and make clear:
 - P19.1 the information needed
 - P19.2 how it will be used
 - P19.3 who will have access to the information
- P20 verify information obtained to confirm that it is relevant and accurate, and that any opinions have authoritative support
- P21 consider how information provided may be reflective of organisational or institutional opposition to potential restorative approaches
- P22 prepare, record and present recommendations arising from the sensitive and complex issues explored to relevant others, for consideration in the design of the restorative process
- P23 record concerns about sensitive and complex issues, together with how these might be addressed with consideration of the potential participants, in line with organisational requirements
- P24 refer concerns to the appropriate level of management, partnership or agency, in line with organisational requirements
- P25 review and reflect on your involvement in the process, and use findings to:
 - P25.1 inform your development and improve your practice
 - P25.2 contribute to the learning and understanding of organisational policies and procedures

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Knowledge and understanding

General/key knowledge relating to restorative practice

You need to know and understand:

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

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Knowledge related to assessing the circumstances, benefits and risks

You need to know and understand:

- K16 boundaries and levels of confidentiality, and how to maintain these
- K17 the information required within a restorative process to:
 - K17.1 make an assessment of participants
 - K17.2 identify potential benefits and risks
 - K17.3 manage safety and other risk factors
- K18 sources of relevant information about participants and how to access these
- K19 the importance of recognising that participants may have their unique perspective on the same matter
- K20 how to assess the suitability of restorative processes for participants, and the alternatives that may be available to them
- K21 approaches to safety and other risks assessment, how to use these and their relative advantages and disadvantages
- K22 factors influencing the vulnerability of participants including:
 - K22.1 the types of vulnerability or levels of harm used in assessing safety and other risks
 - K22.2 their indicators
 - K22.3 how to determine these
- K23 what might constitute a sensitive and/or complex issue including:
 - K23.1 vulnerability of participants
 - K23.2 behaviour and relationships underlying cases
 - K23.3 cases involving disputed harm and/or shared responsibility
- K24 what the implications are of working with participants in a restorative process where there is a sensitive and/or complex issue
- K25 possible attitudes to sensitive and complex cases in the participants' communities, and how this may affect them and influence how they participate in the restorative process
- K26 long-term effects of sensitive and complex cases including the implications for:
 - K26.1 the length and timing of the restorative process and potential ongoing support work
 - K26.2 maintaining continuity of case handling
 - K26.3 the importance of closure for participants
- K27 how participants, or others, can cause harm either during or outside the restorative process
- K28 how a pre-existing or ongoing relationship between participants can affect a restorative process, either increasing its benefits or providing opportunities for harm
- K29 methods of managing safety and other risks within the restorative process

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Assess the circumstances of an incident towards identifying a restorative response

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ101

Assess the circumstances of an incident towards identifying a restorative response

Developed by	Skills for Justice
Version number	2
Date approved	January 2013
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Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ DJ101
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Assess; assessment; incident; identify; restorative practice; restorative justice; response; obtain information; review information; sensitive issue; complex issue

Overview

This standard relates to restorative practice and processes and is about engaging with and informing potential participants about possible restorative practices. You will be assisting participants to make a voluntary and informed choice regarding the way forward, including identifying and agreeing with them the most appropriate structure for a restorative process.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

There are three elements

- 1 Identify and engage with participants
- 2 Agree a choice of restorative process
- 3 Prepare participants for a restorative process

Target group

This standard is for those with responsibility for progressing restorative practice processes with participants.

**Performance
criteria**
Identify and engage with participants

- You must be able to:**
- P1 identify key participants to involve in initial communications
 - P2 confirm if an appropriate responsible adult is needed, and if required, that they are present during contact
 - P3 make contact with the participants to introduce your role and to initiate relationship building
 - P4 provide an opportunity using recognised communication styles and skills for the participants to talk about their experience of the incident or situation
 - P5 help the participants to identify their needs arising from the incident and to explore potential ways forward through discussion
 - P6 provide information to participants about restorative processes available, including:
 - P6.1 their purpose
 - P6.2 potential benefits
 - P6.3 possible limitations
 - P6.4 timescales
 - P6.5 available alternatives
 - P7 identify the needs of potential participants and assess if these can be addressed by restorative processes
 - P8 offer participants the potential for a face-to-face restorative process where it can be assessed that it is safe to do so
 - P9 explain to participants who will have access to information about those involved in the processes, and the steps taken to maintain confidentiality
 - P10 facilitate participants to make their own informed and rational assessment of risks involved, taking account of the:
 - P10.1 motivation and expectations of participants
 - P10.2 emotions of participants
 - P10.3 vulnerability of participants
 - P11 ask for questions, and answer these in line with your role and responsibility
 - P12 check for understanding using recognised methods
 - P13 recognise and acknowledge what all participants bring to the restorative process, and manage discriminatory and oppressive occurrences in line with

organisational requirements

- P14 manage the balance between a participant expressing emotion and behaviour that should be challenged

Agree a choice of restorative process

- You must be able to:**
- P15 agree and prioritise with the participants what is to be addressed by a restorative process
 - P16 agree with the participants the most appropriate restorative process from available options to address their circumstances
 - P17 explain to parties involved the format, procedures and timescale associated with the preferred restorative process, including the specific roles of those involved
 - P18 explain to participants the potential impact of risks identified, and agree the required steps to minimise these risks
 - P19 agree communication structures and methods that:
 - P19.1 are suited to participants' needs
 - P19.2 minimise potential for power imbalances between parties involved
 - P19.3 are most likely to achieve a positive conclusion in the time available

Prepare participants for a restorative process

- You must be able to:**
- P20 explore with participants and offer guidance in line with current good practice to determine:
 - P20.1 who else they might like to involve
 - P20.2 who else might benefit from involvement in the restorative process
 - P21 balance benefits and disadvantages of greater numbers of participants within the restorative process by applying your professional judgement
 - P22 assess safety and other risks associated with the involvement of individuals from the participants' circle in line with organisational requirements and the best interests of participants
 - P23 obtain the necessary agreement to participate from all parties intending to take part
 - P24 identify and agree with the participants ground rules for use in the restorative

process

- P25 recognise and explore potential pressures, influences and expectations placed upon participants by themselves and others using recognised methods
- P26 determine and agree with relevant parties procedures to:
 - P26.1 monitor and review the progress of the restorative process
 - P26.2 manage the associated risks
 - P26.3 monitor and manage the impact of the process upon participants
- P27 assist participants responsible for harm to identify and reflect on their behaviour and motivations, and its impact upon others affected
- P28 identify and agree with the participants aspects they wish to explore with the other participants, their reasons for this and their desired outcomes from the process
- P29 explore decisions to withdraw from the process by participants to see if other restorative approaches might be more applicable
- P30 agree, where participants do not wish to progress the process, their needs in terms of information required about next steps, and inform them of associated statutory rights they may have
- P31 maintain records of points discussed and outcomes of discussions in line with organisational requirements and agreements around confidentiality with participants
- P32 review and reflect on your involvement in the process, and use findings to:
 - P32.1 inform your development and improve your practice
 - P32.2 contribute to the learning and understanding of organisational policies and procedures

Knowledge and understanding

General/key knowledge relating to restorative practice

You need to know and understand:

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
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- K5 the meaning of needs in a restorative practice context
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- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
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 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants

- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

Knowledge relating to enabling participants' choice

You need to know and understand:

- K16 boundaries of confidentiality, and the importance of maintaining appropriate levels of confidentiality, including:
 - K16.1 how to agree and maintain these
 - K16.2 how to recognise and address conflicts around differing understandings
- K17 how to assess which are the suitable restorative processes for participants, including:
 - K17.1 factors to take into account
 - K17.2 alternatives that may be available to the participants
 - K17.3 research evidence on the effectiveness of different restorative processes
- K18 methods of encouraging effective and active involvement of participants within restorative processes, including how to enable informed choice while avoiding coercion
- K19 types of support available to participants involved in the restorative process including any limitations or referral criteria
- K20 ground-rules for behaviour and communication during restorative processes including:
 - K20.1 what they are
 - K20.2 their purpose
 - K20.3 why it is important to use them
 - K20.4 what to do if they are breached
 - K20.5 ownership
- K21 methods of assessing and managing safety and other risks within the restorative process, including:
 - K21.1 types of communication
 - K21.2 selecting appropriate venues

- K21.3 managing and balancing the presence/absence of supporters
- K22 factors that can influence the vulnerability of participants
- K23 types of vulnerability, or levels of harm, used in assessing safety and other risks, their indicators and how to determine these
- K24 required information for agencies and services to provide additional support to participants within effective restorative processes
- K25 circumstances when it is appropriate to end a restorative process and how to do this
- K26 what options there are for a participant who decides not to proceed with the restorative process
- K27 group dynamics and the types of power imbalance that can occur, including:
 - K27.1 reasons for these
 - K27.2 strategies for addressing these
- K28 the importance of recording the outcomes of discussions and agreements made, including:
 - K28.1 how to do this
 - K28.2 how to relate this to agreements made in respect of confidentiality

Additional information

Values

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- 6 healing
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Glossary

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Developed by	Skills for Justice
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Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ DJ102
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Prepare; engage; participants; appropriate; restorative; process; restorative practice; restorative justice

Overview

This standard relates to restorative practice and processes and is about facilitating and managing restorative processes through the appropriate use of indirect and direct procedures.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

Indirect restorative practice procedures are those where participants, or their respective supporters, do not meet directly. It includes holding separate discussions with the people involved, and then relaying appropriate information via the agreed methods. Direct restorative practice procedures are those involving meetings between participants, as part of the restorative process.

There are three elements

- 1 Relay and share information as part of the indirect process
- 2 Facilitate face to face meetings
- 3 Oversee the process and agree the way forward

Target group

This standard is for those with responsibility for facilitating restorative processes between participants.

Performance criteria

Relay and share information as part of the indirect process

You must be able to:

- P1 explore with participants the most appropriate method of indirect communication, taking into account your assessment of safety, other risks and likely benefits
- P2 assist participants to determine circumstances where it would be of benefit to use a particular indirect communication method
- P3 provide support to the participants to plan communication and to check that the contents of the communication are appropriate
- P4 relay appropriate information to each participant, taking into account what the recipient is seeking to know
- P5 check that the recipient understands what information has come directly from the other participants, and what information is based on your assessment of the situation
- P6 implement measures to manage any identified safety or other risks if needed
- P7 work with participants to determine when they would like to bring indirect communication to a close, and assess whether a face-to-face meeting would be beneficial to those involved
- P8 maintain records of points discussed and outcomes of discussions, in line with organisational requirements, including a record of information that can be shared between participants

Facilitate face to face meetings

You must be able to:

- P9 undertake a visit to the venue to risk assess it in advance, taking into account the venue's:
 - P9.1 safety
 - P9.2 access and ease of logistical arrangements
 - P9.3 neutrality
 - P9.4 privacy
- P10 check that the meeting room will fulfil participants' requirements, is set up appropriately and that domestic information is available
- P11 check that agreed arrangements for participant support are in place
- P12 manage the arrival of participants, including:
 - P12.1 allowing access to a supporter if waiting on their own
 - P12.2 preventing contact between the parties prior to, and if required after the meeting
- P13 address any issues or concerns, including non-attendance of participants, in line with organisational requirements
- P14 acknowledge and welcome participants, allow them the opportunity to introduce themselves, and inform them of the roles of those present
- P15 reconfirm the focus and structure of the meeting, and explain the process

Facilitate participants' interaction within a restorative process

- to be followed
- P16 remind participants of ground-rules for the meeting, and check that they, and the reasons for them, are understood by all
- P17 facilitate participants to discuss the incident, including:
 - P17.1 consequent harm caused
 - P17.2 needs arising from it
 - P17.3 options for a way forward
- P18 communicate and facilitate communication at a pace and level suited to the participants and keep discussions free from judgement, discrimination and oppression
- P19 allow all those present opportunities to make appropriate input
- P20 encourage participants to ask questions to clarify their understanding, where necessary
- P21 identify the emotional needs and reactions of participants, and act to help participants manage difficult situations where these occur
- P22 take action to address situations where you identify that a participant is in distress, or having difficulty in managing their emotions
- P23 allow participants the opportunity to make decisions about actions appropriate for going forward
- P24 maintain the health, safety and wellbeing of yourself and others within the meeting
- P25 maintain records of points discussed and outcomes of discussions in line with organisational requirements and agreements around confidentiality with participants

Oversee the process and agree the way forward

You must be able to:

- P26 oversee the progress of the restorative process meetings, including:
 - P26.1 identify and assess the impact of the process upon those involved
 - P26.2 implement measures to respond to any unwanted impact
- P27 discuss and agree, where relevant, an outcome which addresses the way forward preferred by the participants
- P28 obtain agreement to the actions proposed from the appropriate participants
- P29 identify support required, the agencies to be involved where needed, and provide them with required information whilst maintaining the necessary confidentiality
- P30 maintain records of outcomes and any agreements reached, in line with organisational requirements and agreements around confidentiality with participants
- P31 provide relevant information to those who need it and who are entitled to it and by agreement with participants
- P32 facilitate participants to consider whether, following a direct restorative process, there is any further communication they need or want, and

- advise on the options available to them
- P33 close meetings and acknowledge all participants' input
- P34 summarise actions agreed and confirm next steps
- P35 allow time at the end of the meeting for informal discussion between participants where appropriate
- P36 keep relevant people informed of progress of restorative processes, in line with their requirements and your organisation's procedures
- P37 maintain confidentiality, in line with your organisation's procedures, and revisit the need for confidentiality with participants
- P38 review and reflect on your involvement in the process, and use findings to:
 - P38.1 inform your development and improve your practice
 - P38.2 contribute to the learning and understanding of organisational policies and procedures

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
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 - K8.2 how these concerns may or may not apply
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 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

Facilitate participants' interaction within a restorative process

Knowledge relating to the effective facilitation of interaction within direct and indirect processes

You need to know and understand:

- K16 the range of indirect and direct restorative processes available, including:
 - K16.1 their relative advantages and disadvantages
 - K16.2 circumstances when they are most appropriate
- K17 ground-rules for behaviour and communication during restorative processes, including:
 - K17.1 what ground rules are
 - K17.2 the purpose of ground rules
 - K17.3 why it is important to use ground rules
 - K17.4 what to do if ground rules are breached
 - K17.5 how ground rules can assist where participants are struggling to control their emotions
 - K17.6 ownership
- K18 how to assess and manage safety and other risks within a restorative process, including:
 - K18.1 different approaches to and uses of assessment
 - K18.2 the relative advantages and disadvantages of different approaches
 - K18.3 information required to make an assessment of participants
 - K18.4 methods of managing safety and other risks
 - K18.5 the use of different types of communication
 - K18.6 how to select appropriate venues
 - K18.7 how to manage and balance the presence/absence of others
- K19 different media that can be used for indirect processes and the circumstances when it is appropriate to use these
- K20 the importance of ensuring that any written content is appropriate, how to do this and the factors to take into account
- K21 factors to take into account when setting up rooms for meetings involving participants
- K22 how to balance the benefits of a wider group of people participating with the available time and resources required
- K23 methods of facilitating larger group participation
- K24 protocols and ground-rules appropriate to face to face communication
- K25 how to facilitate face to face communication without unduly intervening in the process
- K26 how to allow the engagement of participants
- K27 group dynamics and the types of power imbalance that can occur, the reasons for these and strategies for addressing these
- K28 methods of encouraging effective and active involvement of participants in restorative processes, including how to enable informed choice without coercing
- K29 the types of support available to participants who are involved in the restorative process including any limitations or referral criteria

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Facilitate participants' interaction within a restorative process

- K30 how to assist participants to find ways of managing their anxieties about the restorative process when they have decided to participate
- K31 how to pace the restorative process appropriately to meet participants' needs
- K32 the importance of recording the outcomes of discussions and agreements made, including:
 - K32.1 how to do this
 - K32.2 how to relate this to agreements made in respect of confidentiality

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
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- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Media

Means of communication including written emails or letters, audio or video recordings and video or telephone conferencing

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

Written content

emails and letters

External links

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Facilitate participants' interaction within a restorative process

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Originating organisation	Skills for Justice
Original URN	SFJ DJ201
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Facilitate; participants; interaction; restorative; process; direct; indirect; share; relay; oversee; monitor

Overview

This standard relates to restorative practice and processes and is about co-working to progress restorative practice. This relates to cases where the practitioner draws upon colleagues to aid a balanced approach, for specialist knowledge or higher levels of experience, or supervision and support.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

Target group

This standard is for those working with colleagues to progress restorative practice. Colleagues may be practitioners demonstrating their collaborative skills, or more experienced or qualified practitioners, including those with a responsibility for supervision and professional development.

Performance criteria

You must be able to:

- P1 assess the need for co-working with other appropriate restorative practitioners, and determine whether the case requires a co-worker
- P2 establish a provision and balance of co-workers as facilitators to match the needs of all concerned in the restorative process
- P3 share and review any preparatory work or assessment, which has been undertaken by each of the co-workers
- P4 identify and agree in advance with your co-workers your respective roles and responsibilities before, during and after communications and meetings with participants
- P5 agree upon the use of your different practices, skills and communication skills
- P6 explain the need for co-working to the participants and obtain their agreement to the process where needed
- P7 use co-working to restore balance between participants, including to address issues of equality, gender, race or culture within restorative processes
- P8 work together and with participants to progress the restorative practice
- P9 exchange feedback and debrief each other following the co-worked restorative process, with relevant facilitation from others as necessary
- P10 determine and agree with your co-workers responsibilities for follow-up tasks associated with the process, including:
 - P10.1 feedback
 - P10.2 administration
 - P10.3 evaluation
 - P10.4 completion of any agreements
- P11 maintain records of points discussed and outcomes of discussions, in line with organisational requirements
- P12 review and reflect on your involvement in the process, and use findings to inform your development and to improve your practice

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

Knowledge relating to co-working the restorative process

You need to know and understand:

- K16 which cases require the specialist knowledge of co-workers
- K17 which sensitive and complex cases require co-workers with different backgrounds or skills
- K18 how co-working can enhance the development of good practice, professional development, effective supervision and learning opportunities for others
- K19 joint approaches to address issues such as power imbalances, gender equality, racial and cultural difference
- K20 techniques for working sensitively and co-operatively with other restorative practice workers
- K21 the necessary administrative and follow-up tasks associated with co-working and how to allocate these, including:
 - K21.1 record keeping
 - K21.2 joint evaluation
 - K21.3 how to follow up agreements made

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ202

Co-work within the restorative process

Developed by	Skills for Justice
Version number	2
Date approved	January 2013
Indicative review date	January 2018
Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ DJ202
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Co-working; co-workers; co-work; collaborate; colleagues; restorative; process; justice; practice; imbalance; balance; sensitive; complex

Overview

This standard relates to restorative practice and processes and is about facilitating the restorative actions appropriate to progress. It includes confirming the suitability of proposed actions with those involved, ensuring that the person responsible is committed to carrying out the actions, and monitoring and evaluating the implementation of the agreed actions. It also includes concluding the restorative process.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

There are two elements

- 1 Plan and confirm the actions to be undertaken
- 2 Monitor progress of the actions undertaken

Target group

This standard is for those with responsibility for progressing restorative processes involving participants.

Performance criteria

Plan and confirm the actions to be undertaken

You must be able to:

- P1 assess the feasibility and suitability of proposed actions, including:
 - P1.1 that they are acceptable to participants
 - P1.2 that they are specific, measurable, achievable, realistic and time-bound
- P2 identify and explain to relevant participants any safety or other risks associated with carrying out the actions agreed
- P3 review and confirm agreed actions with all involved, including:
 - P3.1 the nature and schedule of the actions
 - P3.2 the schedule's timescales are acceptable and achievable
 - P3.3 each participant's responsibilities and commitment are understood
 - P3.4 actions required to fulfil the outcome agreement and consequences of failure to achieve these actions are understood by the appropriate participant
 - P3.5 any support required and appropriate agencies to involve are identified
 - P3.6 information required by other agencies can be shared whilst maintaining the necessary confidentiality
- P4 communicate at a pace and level suited to the participants, and keep discussions free from judgement, discrimination and oppression
- P5 confirm that participants understand agreements including:
 - P5.1 the commitment to carry out agreed actions
 - P5.2 the legal basis of agreements, where relevant
 - P5.3 any penalties that may be incurred should there be non-compliance with the agreements
- P6 check that procedures are in place to monitor progress and the impact on those involved
- P7 check that procedures are in place to identify and review any associated safety or other risk factors
- P8 verify that arrangements are in place to document any financial and/or material transfers and transactions in line with organisational requirements
- P9 maintain records of outcomes agreed in line with organisational requirements

Monitor progress of the actions undertaken

You must be able to:

- P10 facilitate implementation of the actions, if required
- P11 monitor the progress of the actions undertaken, including any interactions between those involved
- P12 assess and monitor the impact of the process on those involved
- P13 provide additional support, as appropriate, to participants to aid the

Facilitate and monitor agreed outcomes from a restorative process

- completion of their actions
- P14 provide information about outcomes to other parties as agreed by the participants and in line with your organisation's procedures
- P15 identify any non-compliance and attempt to address in line with your organisation's procedures
- P16 manage any identified safety or other risks, recognise when these are unacceptable and end the process safely, in line with organisational requirements
- P17 facilitate closure of the restorative process when agreed outcomes are achieved, or when the procedures are no longer meeting the aims of the process
- P18 maintain records of progress and actions taken, in line with organisational requirements
- P19 review and reflect on your involvement in the process, and use findings to inform your development and to improve your practice

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

Knowledge relating to agreeing outcomes and concluding the process

You need to know and understand:

- K16 methods of encouraging effective and active involvement of those involved in restorative processes, including how to enable informed choice, whilst avoiding coercion
- K17 the types of support available to participants involved in the restorative process including any limitations or referral criteria
- K18 types of actions that might be progressed as part of outcome agreements, including:
 - K18.1 reparations
 - K18.2 apologies
 - K18.3 restitution
 - K18.4 their suitability for different participants
 - K18.5 the circumstances in which they may or may not apply
- K19 the availability of other services and input from other professionals to assist the development of agreements
- K20 the principles of assessment of safety and other risks when identifying and implementing restorative actions
- K21 the importance of maintaining the health, safety and wellbeing of yourself and others within the restorative process
- K22 health and safety points to consider related to agreed activities within outcome agreements and how to access relevant advice on addressing these
- K23 actions available to manage failure to fulfil agreed activities within outcome agreements, including how to address agreements which are not working

SFJ DJ203

Facilitate and monitor agreed outcomes from a restorative process

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ203

Facilitate and monitor agreed outcomes from a restorative process

Developed by	Skills for Justice
Version number	2
Date approved	January 2013
Indicative review date	January 2018
Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ DJ203
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Implement; monitor; outcomes; restorative; process; justice; agreement; facilitate; oversee

Overview

This standard relates to restorative practice and processes and is about facilitating informal restorative processes involving communication with the participants concerned.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

The circumstances where informal processes might be appropriate are varied. This standard is intended for a wide and diverse range of applications both proactively, to prevent harm, as well as in response to an incident of harm.

Informal restorative processes can involve work with just one individual, with two people, or as a group process, involving several participants. They are often used on the spot to deal with conflict as it occurs, rather than after the event and following a time of preparation. They are used by practitioners integrated into their daily work, rather than as a discrete, separate process.

There are three elements

- 1 Engage with participants to de-escalate or avert conflict or misunderstanding
- 2 Facilitate an informal restorative meeting
- 3 Facilitate a pro-active or problem solving circle

Target group

This standard is for those with responsibility for facilitating informal restorative processes which involve communication with participants. It is also applicable for those who use restorative processes for relationship building within a group or community, to prevent or minimise the likelihood of conflict or harm occurring.

Performance criteria

Engage with participants to de-escalate or avert conflict or misunderstanding

You must be able to:

- P1 create a safe environment for an informal restorative process, including:
 - P1.1 facilitating relationship building
 - P1.2 acknowledging diversity and difference between participants
 - P1.3 managing conflict and aggression
 - P1.4 assessing imbalances of power and acting to redress these
- P2 communicate at a pace and level suited to the participants, and keep discussions free from judgement, discrimination and oppression
- P3 facilitate the process using information gained through listening actively to participants
- P4 check for participant understanding using recognised methods
- P5 promote appropriate dialogue with participants, and enable all involved to express themselves
- P6 recognise, read and act upon non-verbal signals
- P7 summarise discussions and reflect this back to participants
- P8 feedback to participants, and receive feedback from participants when offered
- P9 work with participants to make collective choices

Facilitate an informal restorative meeting

You must be able to:

- P10 assess the incident and determine whether an informal restorative process is appropriate, taking into account:
 - P10.1 the nature of the incident
 - P10.2 any safety or other risks associated with progressing the process
 - P10.3 your own competence
- P11 identify a suitable restorative approach
- P12 check that the involvement of participants is voluntary
- P13 agree ground-rules for the process, and address breaches of these when they occur
- P14 identify when harm or potential of harm is an issue, and acknowledge this with participants where needed
- P15 enable the relevant participant to recognise the impact of their actions on others, including the potential for harm
- P16 allow participants opportunities to make appropriate input, and permit the views of other participants to be voiced and considered
- P17 facilitate discussion, being alert to the emotional needs and reactions of participants
- P18 manage difficult situations and participant stress where these occur
- P19 facilitate participants to agree relevant and appropriate decisions about the way forward, and summarise these concisely

- P20 acknowledge input of participants involved and determine with them when to bring the informal process to a close
- P21 assess whether a further process would be of benefit, and progress relevant, agreed actions to assist participants in taking this forward
- P22 maintain records of points discussed and outcomes agreed in line with organisational requirements if required
- P23 provide relevant information to those who need it and are entitled to it, whilst maintaining the necessary confidentiality
- P24 review and reflect on your involvement in the process, and use findings to inform your development and to improve your practice

Facilitate a pro-active or problem solving circle

You must be able to:

- P25 agree the purpose of the session with participants so that everyone is clear what the purpose is and aims are
- P26 establish an agreed set of ground rules with the participants at the outset
- P27 use appropriate methods to give participants an equal chance to speak in turn
- P28 allow participants the right to pass and offer opportunities to participate when those who have passed are ready to contribute
- P29 address breaches of ground rules without alienating participants
- P30 facilitate ownership of decision-making and problem-solving, and work to share responsibilities with participants

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

Knowledge relating to facilitating informal restorative processes

You need to know and understand:

- K16 various recognised definitions of informal restorative processes
- K17 distinguishing features, suited settings and different uses of informal restorative processes, including:
 - K17.1 with one individual to de-escalate or avert conflict or misunderstanding
 - K17.2 street RJ (restorative justice)
 - K17.3 corridor conferencing
 - K17.4 peer mediation
 - K17.5 circles
- K18 factors to take into account when assessing appropriate locations for informal processes
- K19 methods of encouraging the effective and active involvement of those involved in informal restorative processes
- K20 how to enable informed choice, whilst avoiding coercion
- K21 types of support available to participants involved in an informal restorative process
- K22 protocols and ground-rules for behaviour and communication during an informal restorative process, including:
 - K22.1 what ground rules are
 - K22.2 the purpose of ground rules
 - K22.3 why it is important to use ground rules
 - K22.4 what to do if ground rules are breached
- K23 how to balance the benefits of a wider group of people participating with the available time and resources required
- K24 how to facilitate communication without unduly intervening in the process
- K25 how to allow participants to engage
- K26 group dynamics, including:
 - K26.1 types of power imbalance that can occur
 - K26.2 the reason for power imbalances
 - K26.3 strategies for addressing power imbalances
- K27 how to assist participants to find ways of managing their anxieties about the restorative process
- K28 information required to make an assessment of participants and their safety and other risk factors within an informal restorative process
- K29 types of safety and other risks associated with an informal restorative process, and methods of managing these throughout the process

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ204

Facilitate informal restorative processes

Developed by	Skills for Justice
Version number	2
Date approved	January 2013
Indicative review date	January 2018
Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ DJ204
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Facilitate; informal; restorative; processes; pro-active; problem solving; circles

Overview

This standard relates to restorative practice and processes and is about assisting participants to assess the outcomes from the restorative process and to identify whether they need ongoing support. It also involves an appraisal of the processes used in individual and/or community contexts and reporting on their effectiveness.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

Target group

This standard is for those who have responsibility for assessing and reporting on the effectiveness of the restorative practice process in specific applications and contexts.

Performance criteria

You must be able to:

- P1 agree with the participants involved when the process has concluded
- P2 review with participants their objectives from engaging with the restorative process
- P3 obtain feedback from the participants regarding their perceptions of the process and its impact on them
- P4 review with participants what has happened during the restorative process and confirm details of any agreements reached and any unresolved issues
- P5 assess whether the appropriate participant has completed, where relevant, the actions committed to as part of the outcome agreement
- P6 initiate the necessary processes in the event of failure to fulfil agreed actions
- P7 advise on the availability of further support and information for participants, and inform interested parties about any further follow-up contact
- P8 report on the outcomes of the restorative process, and identify any learning points for future activities, in line with organisational requirements and agreements around confidentiality with participants
- P9 review and reflect on your involvement in the process, and use findings to:
 - P9.1 inform your development and improve your practice
 - P9.2 contribute to the learning and understanding of organisational policies and procedures

Evaluate the outcomes from a restorative process

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

SFJ DJ205

Evaluate the outcomes from a restorative process

Knowledge relating to evaluating the process

You need to know and understand:

- K16 factors to consider when evaluating a restorative process, and how to do this
- K17 methods of encouraging the effective and active involvement in the evaluation by those involved in restorative processes
- K18 how to enable informed and open feedback
- K19 the importance of maintaining accurate and up-to-date records, including:
 - K19.1 how to do this
 - K19.2 how to relate this to agreements made in respect of confidentiality

SFJ DJ205

Evaluate the outcomes from a restorative process

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ205

Evaluate the outcomes from a restorative process

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Date approved	January 2013
Indicative review date	January 2018
Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ DJ205
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Evaluate; outcomes; restorative; restorative process; restorative processes

Overview

This standard covers working with interpreters to help participants take part in restorative processes and communicate their needs, wishes and concerns. This includes arranging the interpreting services for participants, communicating with others through interpreters, and supporting those involved to evaluate the quality of outcomes and effectiveness of services.

This standard refers to interpreters throughout but is also relevant to the use of translators in written communications.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in situations to play their part in repairing the harm and finding positive ways forward.

There are three elements

- 1 Arrange interpreting services
- 2 Communicate with others through interpreters
- 3 Support those involved to evaluate the quality of outcomes and effectiveness of interpreting services

Target group

The standard is designed to be applicable to anyone working within restorative practice who works with interpreters to enable participants to access restorative processes.

**Performance
criteria**
Arrange interpreting services

- You must be able to:**
- P1 identify interpretation needs of participants in line with recognised good practice
 - P2 consult with participants on the use of interpreters to meet their needs
 - P3 assist participants to identify interpreting requirements in order to meet their needs
 - P4 source organisationally approved interpreters to meet identified communication needs of participants
 - P5 involve chosen interpreters throughout restorative processes in line with organisational requirements
 - P6 provide information about specific requirements of participants to interpreters in line with organisational requirements
 - P7 collaborate with interpreters and participants in line with organisational requirements, including arranging:
 - P7.1 any specific support they need from you and others
 - P7.2 any preparation that is required
 - P7.3 any specialist equipment that is needed
 - P8 check interpreters and participants understand confidentiality agreements in line with organisational requirements, including:
 - P8.1 storage and security requirements for confidential information
 - P8.2 legal and organisational requirements for the use of translation and interpretation services

Communicate with others through interpreters

- You must be able to:**
- P9 provide information about the purpose and nature of interactions to interpreters to meet organisationally approved methods
 - P10 agree with interpreters how their role will meet all participants' needs, including:
 - P10.1 any interventions they should make
 - P10.2 how these interventions should be made
 - P10.3 the level of detail required in communications
 - P11 confirm the understanding of interpreters about restorative processes through

- active questioning in line with organisational requirements
- P12 explain to interpreters specific terms and concepts that participants might not understand in line with recognised good practice
- P13 highlight to interpreters communications from participants that you are not able to understand
- P14 work with participants, and support interpreters to work in ways that:
 - promote rights and choices of participants, and:
 - P14.1 respect experiences, expertise and abilities of participants
 - P14.2 allow sufficient time for participants to communicate all of their thoughts, views, opinions and wishes
 - P14.3 are inclusive and do not discriminate
- P15 modify interactions as required to meet participants' communication needs
- P16 confirm with all involved what has been communicated, including:
 - P16.1 any agreements
 - P16.2 any actions to be taken
- P17 maintain records of restorative processes in line with organisational requirements

Support those involved to evaluate the quality of outcomes and effectiveness of interpreting services

- You must be able to:
- P18 encourage all involved to take part in evaluating the effectiveness of interpretation services provided in line with organisational requirements
 - P19 work with all involved to identify any changes that would improve the interpretation services
 - P20 inform appropriate people of identified changes in line with organisational requirements
 - P21 implement agreed changes within the scope of your role and responsibility and in line with organisational requirements

Knowledge and understanding

General knowledge relating to restorative practice

You need to know and understand:

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you may work with in restorative processes, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within restorative processes
- K7 the importance of, and how to create, safe environments for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and of avoiding stigmatisation and stereotyping
- K10 effective communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and the potential consequences of doing this
- K12 the importance of gaining permission before sharing information between participants

- K13 your role, responsibilities and competence, and who to seek assistance and advice from when necessary
- K14 how to recognise the effects on yourself of working upon restorative processes
- K15 how to seek appropriate supervision and personal support
- K16 principles of effective equality, diversity and anti-discriminatory practice

Knowledge relating to the use of interpreters

You need to know and understand:

- K17 legal and organisational requirements on:
 - K17.1 equality, diversity, discrimination and rights relating to participants' language and communication preferences
 - K17.2 health and safety specific to the use of interpretation services
- K18 how to ensure that the rights and preferences of participants regarding their preferred method of communication and language are adhered to
- K19 why the rights and preferences of participants are particularly important when using interpreters
- K20 the reasons why interpreters need to understand the background and culture of the people for whom the interpretation is being done
- K21 codes of practice, standards and guidance relevant to your own area of work
- K22 the roles, responsibilities, accountability and duties of others when commissioning and using interpreters
- K23 how and where to access information and support that can inform your practice when using and communicating through interpreters
- K24 how to access interpretation services and equipment
- K25 the benefits of using the same interpreter throughout the process where possible
- K26 the issues associated with using family members of participants for interpreting
- K27 the types of information interpreters need to carry out their work
- K28 how to arrange the environment for interpretations
- K29 the difference between simultaneous and consecutive interpreting and sight translation and when each is best be used
- K30 different types and forms of communication that may require interpretation services

- K31 the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene
- K32 how to assist interpreters
- K33 the impact and problems of communicating across different language and communications forms
- K34 how to provide active support to enable participants to communicate their needs, views and preferences
- K35 how communication may alter because of participants' personal beliefs, preferences and culture and how this affects the approach you should adopt
- K36 how to encourage participants to communicate through interpreters, including the use of positive reinforcement
- K37 mental, physical and social factors that can affect the communication skills, abilities and development of participants and the resultant behaviour that may occur
- K38 power, and how it can be used and abused when working with participants who require interpreters

Knowledge relating to the evaluation of interpreting services

You need to know
and understand:

- K39 how to carry out evaluation of interpreting services
- K40 what indicators to use and what to record when evaluating and assessing interpreting services

Additional information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Interpreter / interpretation / interpreting

This standard recognises that interpreters work with verbal communications and that translators work with written communications. The skills and knowledge required of the restorative practitioner are the same whichever service is being used. For ease 'interpreter' (and its variations) has been used throughout where possible.

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

This standard reflects the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011).

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Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJDJ206
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Restorative practice; restorative justice; restorative; interpreter; translator; interpretation; translation; interpreting; translating; communication; communications; communicate; language; languages; evaluate; evaluation

Overview

This standard focuses on contributing to resolving community issues. Community issues may involve quality of life, tensions, crime, low level disorder or anti-social behaviour. They may apply across large geographical areas or be relatively local in nature.

You will need to maintain good communications with communities. This includes developing and maintaining effective channels of communication, and respecting the culture, religion and ethnicity of others. Communities are neighbourhoods, communities of interest such as business communities, or communities of identity.

You will also need to help to resolve community issues. This will involve identifying community issues, using problem solving approaches, working in partnership with other agencies, and taking appropriate courses of action in response to community issues. You will also need to be able to provide initial support to individuals who have been involved in community issues.

In a restorative practice context, this standard should be used together with core standards from the restorative practice suite – please see the ‘Links to other NOS’ section. Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in situations to play their part in repairing the harm and finding positive ways forward.

There are two elements

- 1 Maintain communications with communities
- 2 Help to resolve community issues

Target group

This standard is for restorative practitioners undertaking much of their work in community settings.

**Performance
criteria**
Maintain communications with communities

- You must be able to:**
- P1 develop channels of communication with individuals in communities in line with organisational requirements
 - P2 maintain existing channels of communication with individuals in communities in line with organisational requirements
 - P3 ask individuals for advice and information when you are not sure how aspects of their identity might affect practice or behaviour
 - P4 make yourself accessible to individuals in line with your role and responsibilities
 - P5 check that individuals understand information you provide through the use of active questioning
 - P6 address queries received from individuals in line with their needs, and your role and responsibilities
 - P7 modify your way of communicating to meet individuals' needs

Help to resolve community issues

- You must be able to:**
- P8 review available information on community issues that is pertinent to meeting communities' needs
 - P9 obtain further information where required using organisationally approved channels
 - P10 verify identified community issues through consultation with members of the community and others in line with organisational requirements
 - P11 involve members of the community and other agencies in problem solving approaches using recognised good practice
 - P12 provide initial support to individuals who have been involved in community issues in line with your role and responsibilities
 - P13 take appropriate courses of action in response to community issues in accordance with current policy and legislation
 - P14 keep accurate and complete records of your actions in line with organisational requirements, including:
 - P14.1 decisions made

SFJDJ207

Contribute to resolving community issues using restorative processes



P14.2 outcomes achieved

Knowledge and understanding

General knowledge relating to the use of restorative processes in the community

You need to know and understand:

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you may work with in restorative processes, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within restorative processes
- K7 the importance of, and how to create, safe environments for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and of avoiding stigmatisation and stereotyping
- K10 effective communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and the potential consequences of doing this
- K12 the importance of gaining permission before sharing information between participants

- K13 your role, responsibilities and competence, and who to seek assistance and advice from when necessary
- K14 how to recognise the effects on yourself of working upon restorative processes
- K15 how to seek appropriate supervision and personal support
- K16 principles of effective equality, diversity and anti-discriminatory practice

Knowledge relating to resolving community issues

You need to know and understand:

- K17 legislation, policies, procedures and guidelines of good practice for community relations
- K18 the limits of your role and responsibility for helping with community issues
- K19 effective channels and methods of communication with members of the community
- K20 what your organisation provides to facilitate contact and communication with members of the community
- K21 local community make-up, including:
 - K21.1 key statutory and voluntary agencies, community groups, associations and partnerships within your area of work
 - K21.2 the beliefs, practices and traditions of the main cultures and religions in the local community
 - K21.3 the composition and diversity of the local community
 - K21.4 the impact of social deprivation in the local community
 - K21.5 the various members of the community in your area
 - K21.6 barriers within the community and how to overcome them
- K22 factors that create and reduce tension in communities
- K23 the importance of understanding the personal views and motivations some members of the community may have
- K24 the types of community issues that may be present, including:
 - K24.1 quality of life
 - K24.2 tensions
 - K24.3 crime
 - K24.4 fear of crime
 - K24.5 disorder
 - K24.6 anti-social behaviour

- K25 how to keep up-to-date with community issues
- K26 how to identify, obtain and review information on community issues
- K27 how to check the validity of community issues
- K28 sources of advice and guidance on community issues
- K29 the importance of determining causal factors and the scale of community issues
- K30 appropriate courses of action in response to community issues
- K31 the type of support that can be provided to individuals who have been affected by community issues

Knowledge relating to record keeping

You need to know
and understand:

- K32 the importance of keeping records
- K33 how to record information in relation to your work with community issues

Additional information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Links to other NOS

It is expected that this NOS will be used and applied in conjunction with other restorative practice NOS which apply to your role, specifically SFJDJ101, SFJDJ102, SFJDJ201 and SFJDJ205.

External links

This standard reflects the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011).

SFJDJ207

Contribute to resolving community issues using restorative processes



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Originating organisation	Skills for Justice
Original URN	SFJDJ207
Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
Suite	Restorative Practice
Key words	Restorative practice; restorative justice; restorative; community; communities; community working; issue resolution; communication

Overview

This standard relates to restorative practice and processes and is about the role of the restorative practitioner as expert adviser and/or witness in formal contexts.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

Target group

This standard is for senior practitioners involved in explaining restorative practice to lay and/or legal audiences. Such practitioners are likely to be experienced and knowledgeable in their field and also aware of related processes and disciplines. It also applies to those working in a restorative practice consultancy context.

SFJ DJ301

Provide expert advice on restorative practice

Performance criteria

You must be able to:

- P1 clarify the expectations of those requesting advice and the context in which it is being sought
- P2 determine the extent to which you are competent to provide the advice requested and where the support of others may be required
- P3 explain aspects where you can and cannot provide advice, and qualify this by reference to your relevant experience and qualifications
- P4 explain, where appropriate, and agree the terms and conditions under which advice will be given
- P5 analyse the situation on which expert advice is sought and refer as appropriate to precedents for successful restorative actions
- P6 prepare and present advice in the form requested, setting out information which is relevant, factual and objective
- P7 demonstrate that objective and appropriate consideration has been made of any alternative approaches to restorative practice, where relevant
- P8 differentiate between fact and opinion, and only express opinions that are within your area of expertise
- P9 ask for questions and seek feedback to check for understanding
- P10 address any questions, providing answers which are objective, concise and unambiguous
- P11 provide advice which is objective, balanced and realistic
- P12 communicate at a pace and level that is suited to the needs of your audience, and explain technical terms used

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

SFJ DJ301

Provide expert advice on restorative practice

Knowledge relating to the provision of expert advice

You need to know and understand:

- K16 your legal liabilities and responsibilities as an expert adviser, including your duty of care to those whom you advise
- K17 how to assess the suitable restorative processes and the potential risk, including:
 - K17.1 factors to take into account
 - K17.2 alternatives that may be available
- K18 current theories on effective restorative practice and their application within local contexts
- K19 contexts in which restorative processes are likely to be effective including their impact for participants and communities
- K20 local, regional and national initiatives relating to restorative practice, including political pressures that impact on the use of restorative practice
- K21 other principal approaches related to restorative practice when addressing crime and/or problematic behaviour
- K22 how to respond to requests for expert advice on restorative processes and procedures
- K23 typical terms and conditions of appointment as an expert adviser
- K24 the importance of providing clear and accurate explanations
- K25 methods used to present technical information to facilitate understanding by stakeholders, including lay and legal audiences
- K26 methods for checking understanding between relevant parties when communicating

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 voluntarism
- 2 engagement
- 3 inclusiveness
- 4 honesty
- 5 respect
- 6 personal accountability
- 7 collaboration
- 8 empowerment
- 9 problem-solving
- 10 restoration
- 11 healing

Glossary

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ301

Provide expert advice on restorative practice

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Date approved	January 2013
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Validity	Current
Status	Original
Originating organisation	Skills for Justice
Original URN	SFJ DJ301
Relevant occupations	Restorative Practitioner
Suite	Restorative Practice
Key words	Provide; expert; advice; restorative; practice; restorative processes; practitioner; expert adviser; expert witness; senior practitioner; restorative practice consultancy

Overview

This standard relates to restorative practice and processes and is about promoting restorative practice and the processes available.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

Target group

This standard is for those with responsibility for promoting restorative practice. They may be information officers or practitioners.

Performance criteria

You must be able to:

- P1 recognise situations with individuals and in communities where restorative practice might make a positive contribution
- P2 determine the extent to which you are competent to promote the introduction of restorative practices and to improve practice standards, and where the support of others may be required
- P3 identify key decision makers and select appropriate methods for promoting restorative practice to them
- P4 prepare and present advice and information at a level appropriate to the audience
- P5 encourage questions and seek feedback to check for understanding
- P6 address any questions, and provide answers which are objective, concise and unambiguous
- P7 communicate in a language that reflects the principles of restorative practice
- P8 communicate at a pace suited to the needs of your audience
- P9 monitor the outcomes of your promotional activities
- P10 seek evidence upon the extent to which you have influenced practice
- P11 assess the outcomes of your activity and use this to inform ways to improve your promotional work
- P12 review and reflect on your involvement in the process, and use findings to inform your development and to improve your practice

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 effective telephone and face to face communication techniques, including:
 - K10.1 active listening
 - K10.2 questioning for understanding
 - K10.3 awareness of and ability to read non-verbal signals
 - K10.4 summarising and reflecting back
 - K10.5 giving and receiving feedback
 - K10.6 challenging constructively and positively
 - K10.7 enabling participants to make their own choices
 - K10.8 recognising and working with the positions, interests and needs of participants
- K11 how to judge what information may be shared between participants and how gaining additional information might be used by the participants
- K12 the importance of gaining permission before sharing information between participants
- K13 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K14 how to recognise the effects on yourself of working upon restorative processes, and how to seek appropriate supervision and personal support
- K15 principles of effective equality, diversity and anti-discriminatory practice

Knowledge relating to contributing to the promotion of restorative practice

You need to know and understand:

- K16 the contexts in which restorative practice processes are likely to be effective including their impact on participants and communities
- K17 other approaches related to restorative practice, including other disciplines, community mediation and conflict resolution
- K18 other approaches to incidents involving unacceptable behaviour
- K19 how restorative processes can contribute to effective outcomes for wider professional groups
- K20 promotional techniques and their application within groups and communities
- K21 different types of media and how to work with these
- K22 how to provide accurate advice on restorative practice and procedures used in informal settings and formal channels
- K23 techniques for monitoring and evaluating promotional activities
- K24 the evidence base and key research and evaluation that exist in support of restorative practice

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 voluntarism
- 2 engagement
- 3 inclusiveness
- 4 honesty
- 5 respect
- 6 personal accountability
- 7 collaboration
- 8 empowerment
- 9 problem-solving
- 10 restoration
- 11 healing

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ302

Promote restorative practice

Developed by	Skills for Justice
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Version number	2
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Date approved	January 2013
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Indicative review date	January 2018
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Validity	Current
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Status	Original
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Originating organisation	Skills for Justice
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Original URN	SFJ DJ302
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Relevant occupations	Restorative Practitioner
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Suite	Restorative Practice
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Key words	Contribute; promotion; restorative; practice; information; promote; processes
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Overview

This standard relates to restorative practice and processes and is about the quality of restorative practice. It highlights the skills and knowledge necessary for effective quality assurance and quality management in the field of restorative practice. Responsibility for maintenance and contribution may be a personal responsibility, management responsibility or corporate responsibility.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play a part in repairing the harm and finding a positive way forward.

Target group

This standard is for those who practise, contribute to or are responsible for maintaining the quality of restorative practice. It is relevant to all practitioners and particularly those who act in a supervisory or managerial role.

Performance criteria

You must be able to:

- P1 confirm that restorative practitioners with whom you are associated or are responsible for are working in accordance with restorative values, principles and good practice
- P2 act if restorative principles are breached, in line with organisational requirements
- P3 confirm that assessments for safety and other risks are in place throughout the restorative process
- P4 act where measures to manage safety and other risks are not in place, in line with organisational requirements and the needs and interests of participants
- P5 identify the skills needed for each case and confirm that the case is conducted by appropriately skilled and experienced practitioners
- P6 identify cases that are sensitive and complex and confirm that appropriate measures are taken to protect participants, including:
 - P6.1 consideration of facilities
 - P6.2 consideration of skills, knowledge, qualifications and experience of practitioners
- P7 identify any necessary support for each case and assist practitioners and co-workers to access this support
- P8 confirm that suitable arrangements are in place to follow up outcome agreements
- P9 confirm and promote arrangements for case supervision within your area of responsibility and access your own case supervision
- P10 recognise the emotional impact of restorative practice on self and other practitioners and check that appropriate support is available and used if necessary
- P11 demonstrate that outcomes of cases are monitored, in line with organisational requirements
- P12 use feedback to evaluate practice and improve future service delivery
- P13 demonstrate that continuing professional development is undertaken and that adequate training is accessed
- P14 review and reflect on casework within your area of responsibility, and identify where attitudes and behaviour may need amending or skills and knowledge may need developing
- P15 act on serious concerns about the quality of practice, in line with organisational requirements and nationally recognised good practice
- P16 verify the integrity of records including compliance with requirements for confidentiality, data protection legislation and other organisational requirements
- P17 make regular contact with those involved in supporting practitioners, including line managers and case supervisors

Knowledge and understanding

You need to know and understand:

General/key knowledge relating to restorative practice

- K1 legislation and guidelines of good practice that relate to assessing the appropriateness of restorative processes, including:
 - K1.1 the impact of these on your work
 - K1.2 confidentiality and data protection requirements
- K2 the nature of values and principles underpinning restorative processes
- K3 the purpose and potential benefits of restorative practice
- K4 partner organisations you might work with in the restorative process, including:
 - K4.1 their principal roles and responsibilities
 - K4.2 how to determine and differentiate these roles
- K5 the meaning of needs in a restorative practice context
- K6 the potential range of needs of all involved within the restorative process
- K7 the importance of, and how to create, a safe environment for participants
- K8 the meaning of risk in a restorative practice context, including:
 - K8.1 how to distinguish between criminogenic and restorative risk concerns
 - K8.2 how these concerns may or may not apply
- K9 the importance of treating all participants with respect and avoiding both the stigmatisation and stereotyping of any participant
- K10 the boundaries of confidentiality and how to manage these
- K11 the importance of maintaining appropriate levels of confidentiality and how to maintain these, including data-sharing protocols with partner agencies
- K12 your role, responsibilities and competence, and who to seek assistance and advice from if necessary
- K13 principles of effective equality, diversity and anti-discriminatory practice
- K14 what factors cause cases to be sensitive and complex, and procedures appropriate to addressing these

Knowledge relating to maintaining quality assurance

You need to know and understand:

- K15 the legislation and guidelines of good practice which relate to maintaining quality assurance of restorative processes and the impact of these on your work
- K16 measures to assess and manage risks and cases of a complex and sensitive nature
- K17 methods of supportive supervision
- K18 methods of co-working cases, for supervision and effective practice
- K19 independent sources of advice and support for practitioners
- K20 the importance of outcome agreements, and of monitoring fulfilment of outcome agreements

SFJ DJ303

Maintain quality assurance of restorative processes

- K21 definitions of roles and case referral arrangements between restorative practitioners and others in their organisation
- K22 methods of evaluation and research relevant to the development of restorative practice

Additional Information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

These standards reflect the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011)

SFJ DJ303

Maintain quality assurance of restorative processes

Developed by	Skills for Justice
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Validity	Current
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Status	Original
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Originating organisation	Skills for Justice
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Original URN	SFJ DJ303
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Relevant occupations	Restorative Practitioner
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Suite	Restorative Practice
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Key words	Maintain quality assurance; quality assurance; QA; restorative; processes; practice; quality; quality management; personal responsibility; management responsibility; corporate responsibility; practitioners; practitioner; supervisory role; managerial role
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Overview

This standard is relevant for anyone whose role may provide opportunities to identify potential restorative practice activities. You will work with individuals to establish their needs and refer them to an internal or external service that could provide them with appropriate restorative practice support.

This standard is about awareness and signposting of services only and does not involve the delivery of restorative practice processes.

Restorative practice brings those affected by conflict or crime into communication. This enables everyone involved in a situation to play their part in repairing the harm and finding positive ways forward.

There are two elements

- 1 Identify potential restorative opportunities
- 2 Support individuals to access restorative services

Target group

The standard is aimed at anyone working in a setting where identified restorative opportunities may be able to bring benefits to individuals or communities.

**Performance
criteria**
Identify potential restorative opportunities

- You must be able to:**
- P1 monitor those whom you come into contact with for indicators of potential restorative opportunities in line with recognised good practice
 - P2 identify where there is potential for the use of restorative processes in line with recognised good practice
 - P3 obtain information from individuals on their specific needs in line with organisational requirements
 - P4 source information on potentially suitable restorative services in line with organisational requirements
 - P5 assess the suitability of identified restorative services in line with individuals' needs
 - P6 seek assistance from experienced others when you are uncertain as to whether individuals are suitable for restorative processes
 - P7 review the needs of individuals against the acceptance criteria of restorative services
 - P8 address any safeguarding issues in line with organisational requirements

Support individuals to access restorative services

- You must be able to:**
- P9 discuss the referral options with individuals in line with your role and responsibilities
 - P10 identify advantages and disadvantages of referral options in line with individuals' needs
 - P11 provide information in a format acceptable to individuals to enable them to make informed decisions about referrals
 - P12 confirm with individuals that referrals are acceptable for their needs
 - P13 inform individuals of information that has to be passed between services and the steps taken to maintain confidentiality in line with organisational requirements
 - P14 complete all relevant referral procedures, including records, in line with organisational requirements
 - P15 facilitate contact with relevant services in line with your role and responsibilities

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- P16 agree any further support, including after the restorative intervention, that is required by individuals in line with their needs
 - P17 manage expectations about potential outcomes in line with individuals' and your needs
 - P18 refer individuals to specialists in line with organisational requirements
 - P19 comply with the rights and requirements of confidentiality when working with individuals
 - P20 provide specialists with accurate information about situations in line with organisational and confidentiality requirements

Knowledge and understanding

General knowledge relating to restorative practice awareness

You need to know and understand:

- K1 legislation and guidelines of good practice that relate to restorative processes, including confidentiality and data protection requirements
- K2 why you must comply with all relevant legislation, codes of practice, guidelines and ethical requirements
- K3 the nature of values and principles underpinning restorative processes
- K4 the types, purpose and potential benefits of restorative practice
- K5 organisations who offer restorative services, including their principal roles and responsibilities
- K6 the meaning of needs in a restorative practice context
- K7 the potential range of needs of all involved within the restorative process
- K8 the meaning of risk in a restorative practice context
- K9 effective communication techniques
- K10 who is suitable for restorative processes
- K11 the importance of gaining permission before sharing any information unless there is an immediate safeguarding risk
- K12 your role, responsibilities and competence, and who to seek assistance and advice from when necessary
- K13 principles of effective equality, diversity and anti-discriminatory practice
- K14 the meaning of safeguarding and what to do when there are safeguarding concerns

Knowledge relating to the recognition of potential restorative opportunities

You need to know and understand:

- K15 the importance of maintaining an up to date overview of the range of restorative services available
- K16 how to obtain information on the range of restorative services available
- K17 what requirements can be met by other services
- K18 how to confirm the suitability of other services for individuals
- K19 what types of additional information should be obtained
- K20 how to obtain information on acceptance criteria
- K21 the procedures associated with different restorative services

- K22 how to recognise individuals' needs
- K23 how to match individuals' requirements against acceptance criteria
- K24 how to check the services' capacity and resources
- K25 why it is important to comply with requirements of different services
- K26 how to obtain information on the requirements of different services

Knowledge relating to the support of individuals accessing restorative services

**You need to know
and understand:**

- K27 how to present referral opportunities
- K28 the potential advantages and disadvantages of different restorative options for individuals
- K29 the types of information available on different restorative options
- K30 how much information will be sufficient for individuals to make informed choices
- K31 how different information formats will suit different individuals
- K32 how to check individuals' understanding on what a referral might mean
- K33 what objections individuals might have to services
- K34 how to manage individuals' and your expectations
- K35 who can provide additional information or support
- K36 the procedures and timescales for different types of referrals
- K37 the differing responsibilities of services and individuals
- K38 what information has to be and can be shared
- K39 your organisation's requirements for recording referrals

Additional information

Values

Restorative practices are underpinned by a set of values, these include:

- 1 empowerment
- 2 honesty
- 3 respect
- 4 engagement
- 5 voluntarism
- 6 healing
- 7 restoration
- 8 personal accountability
- 9 inclusiveness
- 10 collaboration
- 11 problem solving

Glossary

Risks

In a restorative practice context, risks (factors/concerns/assessment) relate primarily to participant and practitioner safety. In this context, risk of harm may be physical, psychological and / or emotional.

Restorative practice processes can also contribute to minimising the occurrence (or 'risk') of re-victimisation and reoffending.

External links

This standard reflects the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011).

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