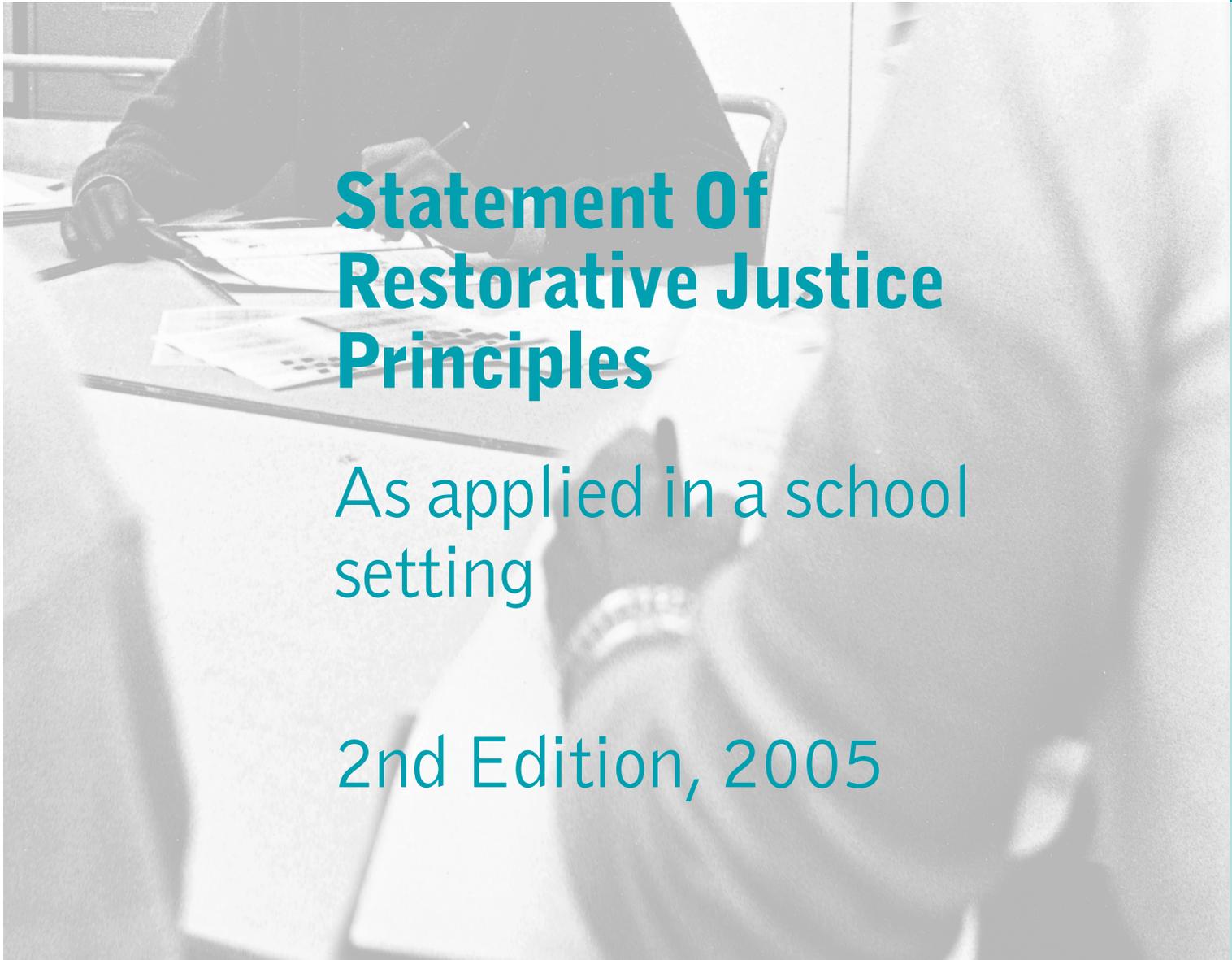




**Restorative
Justice
Consortium**



**Statement Of
Restorative Justice
Principles**

As applied in a school
setting

2nd Edition, 2005



Funded by the
Sir Halley Stewart Trust



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Introduction

This document is the second edition of 'Restorative Principles as Applied in a School Setting'. It is based on the Principles of Restorative Processes 2004 - a revised version of the Statement of Restorative Justice Principles published in 2002, which the first edition was based on.

These Principles form the basis for restorative practices in all settings, using all models, where the primary aims are to repair harm and promote dialogue.

The Principles document will be reviewed on a regular basis and may be amended following consultation.

This document includes an explanatory part to each principle, which looks in more detail at their meaning in relation to a school setting.

Restorative practices are underpinned by a set of values, these include: Empowerment, Honesty, Respect, Engagement, Voluntarism, Healing, Restoration, Personal Accountability, Inclusiveness, Collaboration, and Problem-solving.

Restorative Principles as applied in a school community

The following Principles include an explanation of how to apply restorative principles in a school community.

Processes

1 Primary aim to be the repair of harm.

The primary aim of any restorative process is for a positive outcome for all parties, where individuals understand the harm they have caused and have been given the chance to put right that harm, as opposed to condemning, punishing and excluding individuals.

2 Agreement about essential facts of the incident and an acceptance of some involvement by the person who caused the harm.

If there is no acceptance of any involvement by the person who caused the harm, or the basic facts surrounding an incident cannot be agreed on, it would be inappropriate to use restorative methods. However, if responsibility and involvement are acknowledged at a later stage, the opportunity to explore restorative methods should be available. Processes that coerce those who have caused harm to assume responsibility unwillingly are not restorative and are likely to have negative outcomes for all participants.

3 Participation to be voluntary¹ for all participants and based on informed choice. This also applies to what is included in any outcome agreement, and any consequence for non-participation/ compliance² to be made clear.

All Processes need to be voluntary, with the preparatory conversations being carried out in a respectful, non-threatening way, so that there is no pressure to take part, and that other options are also explored.

Preparatory conversations need to be carried out by those trained in restorative skills, since these initial conversations can, in themselves, be part of the healing process if carried out in a way that is restorative.

Documents in easily understood language³ need to be available for all potential participants. Some schools have prepared sheets for young people; sheets for parents and sheets for teaching staff, so all of these people understand the various restorative processes on offer.

It takes great skill from a facilitator to strike a balance between reassurance and persuasion (or even coercion) when broaching the possibility of a restorative meeting. This issue is particularly relevant in a school context if the facilitator is in a more powerful position (status wise or by virtue of age) than potential participants.

¹ Further discussions around what the word 'voluntary' means with regard to the offender will need to take place.

² It is recognised that non-compliance of a voluntary agreement may lead to an additional penalty in some circumstances, this must also be made clear at the outset.

³ Attention needs to be given to the first language of all potential participants

Issues to consider include:

- Ensuring that trained facilitators are involved at the outset of the process and thus avoiding situations where the arrangements are made by people who may use more forceful, threatening or judgemental techniques.
- Time is given to address the needs and concerns of all sides. Class Circles are often not voluntary, but a part of the PHSE (Pastoral, health and Social Education) or Citizenship lesson. Nonetheless, if someone feels very uncomfortable it might be possible to offer them an alternative activity. During Circle session itself however, everyone needs to have the right to pass on any activity.

4 Adequate time to be given to participants to decide whether to take part and to consult with others, if they wish.

The amount of time needed will vary greatly between participants and must be allowed for.

5 Acknowledgement of the harm or loss experienced by the person harmed, respect for the feelings of participants, and an opportunity for the resulting needs to be considered and where possible met.

Initial meetings need sensitive handling, with empathic, non-judgemental listening being the key to creating safety and rapport. Such listening may be all the person harmed needs in the first instance.

However valuable the restorative process may be for a wrongdoer, if the person wronged or harmed is unwilling or unready to take part, a face- to- face meeting is inappropriate. Other restorative processes may be more appropriate⁴, but again neither party should be coerced to take part in any restorative process.

Whatever ways forward are agreed people who have been wronged or harmed need this to be acknowledged, at first by the facilitator, and ideally also by those who have done wrong. However this cannot be rushed, or extorted from a wrongdoer who has not yet accepted full responsibility for what they have done. If an apology is enforced or amends are imposed there is the potential of making matters worse between the wrongdoer, those wronged and the enforcers. However, the need by those harmed/wronged for something to happen to help them feel better can be acknowledged and respected.

6 The person/s who have been harmed or suffered loss to be (if they wish) the primary beneficiary of any reparation agreed with the person who has caused the harm⁵.

Schools need to be creative around reparation opportunities and make available options that primarily benefit those harmed by an incident. Young people may need encouragement to consider such options in class, in advance of any restorative process, so that problem solving and making amends becomes part of everyone's approach to wrongdoing and conflict.

7 Where harm is repaired or amends made, this to be acknowledged and valued.

Young people and adults deserve respect, and their efforts to make amends need to be valued. Humiliating tasks and negative responses can damage relationships, breed future conflicts and therefore prevent (re)integration.

⁴ Restorative conversations using empathic listening, shuttle mediation and restorative discussion in which the wrongdoer is invited to consider the impact of their actions on others, even in the absence of those harmed, and encouraged to explore reparative avenues.

⁵ It may also be possible that if no agreement is reached with the person causing the harm that the person harmed could receive some form of reparation in the form of community reparation.

8 The person/s who has harmed and the person/s harmed are the primary participants of any restorative process.

It can be tempting for supporters and others present to take over or speak on behalf of those primarily involved in an incident, particularly when dealing with children or young people. Facilitators must manage the process so that this does not happen, and supporters and others present only contribute in the role that was intended.

9 Restorative practitioners to be seen as neutral by participants,⁶ and to act impartially.

This requirement has implications in a school community where most people know each other and relate to each other on a daily basis. In a restorative process thought needs to be given to how power can be balanced amongst participants. But also who can facilitate without pre-judging the issues. Issues of neutrality are as much about perception, as about the skills of the facilitator/s.

Factors to consider when choosing facilitators include: issues of status in the school hierarchy; gender; race; ability and articulacy in the language used for the process.

Options include:

- Partner schools providing facilitators to facilitate each other's conflicts/situations
- Trained facilitators from other agencies offering their services
- Using a pair of facilitators of different gender/age/race/status
- Ensuring interpreters/signers have an understanding of restorative philosophy and principle.

Neutrality and impartiality are also challenges for the classroom. Circle facilitators need to differentiate between their role as a class teacher and as a Circle facilitator. A class teacher might benefit from neutrality and impartiality at times, but a Circle facilitator must be very conscious of their responsibility to allow the whole group to own the restorative process. Negotiated ground rules can help the group recognise their shared responsibility for the good running of the Circle.

In theory conference facilitators should play no other role in an incident. As this is not always possible in a school setting facilitators need to be aware of the other roles they may have in or out of school. Whilst this issue is of more relevance the more serious the incident, it may be worth considering the extent to which a teacher or teaching assistant can nevertheless facilitate a restorative discussion between students following for example, a conflict in lesson. In a school setting the need for complete impartiality from someone not present at all when an incident occurred, needs to be balanced against the need to resolve minor incidents as quickly as possible before they escalate into something worse.

Equalities/ Diversity/Non-discrimination

10 Participants not to be discriminated against for any reason.

Once protocols are in place, for the appropriate restorative process in any given situation, these need to be available to anyone, regardless of their actions, their initial responses, their previous behaviour and factors such as time and availability of facilitators. The availability of restorative processes need to be perceived as just and fair to the whole school community, and available to everyone, however minor or however serious the incident.

⁶ Whilst recognising that some participants may make unreasonable demands of the facilitator through sexism or racism for example.

11 Diversity to be respected.

Every school has an equal opportunities policy and this needs to be reviewed in the light of developing its restorative processes. A school needs to ensure these processes are offered in ways that are accessible and understood by every ethnic, linguistic and cultural group in the school and the wider community.

12 Respectful behaviour to be maintained in restorative processes, whilst enabling emotions and needs to be expressed.

People do not lose the right to be treated with respect even when they have caused harm to others. It is important to remember to separate the person from their actions, and to acknowledge that the facilitator is not there to judge the worth of the people in any restorative process.

Guidelines for pro-social behaviour based on what everyone needs from each other to work at their best and feel safe, need to be negotiated across the whole school community, and respected by every age group, including all adults who work in the school.

13 The rule of law to be up-held⁷.

This is as important in school as elsewhere. Other factors include union regulations for staff. It is important that all relevant unions become acquainted with restorative principles so that Union representatives support the use of restorative processes in schools, rather than oppose them.

Staff and students need to be aware of human rights, including the United Nations Convention on the Rights of the Child, which the United Kingdom has signed up to. It may be worth discussing the implications of this convention in the school context during PHSE and Citizenship lessons, and taking the issues arising to the School Council and the Board of Governors

14 Respect for the dignity of all participants at all times.

Everyone in the restorative process is worthy of respect, whatever they have done or been subjected to. The issue of maintaining equality of respect for all participants in a school setting is a challenging one. Adults, and especially adults who have been harmed, may expect to be treated differently from a young person who may be responsible for the harm caused. The facilitator will need to prepare everyone for the potentially novel situation of the 'level playing field'.

Another delicate situation is one in which adults themselves need to be accountable for their actions, without experiencing a loss of face. Schools need to have considered these and other situations and discussed them with students, all staff (teaching and other) and parents.

Conflicting behaviour should not be associated with a persons intrinsic worth. Students who bully should be referred to as such and not labelled 'bullies', likewise students who have been affected by bullying should not be referred to as victims. In a school setting the terms victim and offender are not used. Any terms that label people, for example, victim and offender should be avoided. It is the behaviour and damaged relationships that should be the focus.

⁷ This includes human rights, race relations and disability legislation.

Information, Choice and Safety

15 Access to information and referral to other organisations who might offer assistance to participants, before, during, after or if they decline participation in a restorative process.

All support agencies working in schools need to be familiar with restorative processes and able to, at the very least, apply restorative principles in their approach to any given situation:

What has happened?

Who has been affected?

How can those affected by an incident work together to put matters right as far as possible, and repair the harm?

How can the school support and reintegrate those directly involved in the conflict?

And how can people learn from the incident to avoid it happening again?

Consistency is important so that students do not receive pockets of restorative practices. This awareness will ensure that any participants in a restorative process will receive a similar approach if referred on for further help.

Parties should not be precluded from seeking redress through the judicial system if they wish to do so.

16 Opportunity to participate in a restorative process, except where there is a significant risk of further harm, there is disagreement about the critical facts, or parties do not wish to participate⁸.

In some incidents there may be a need for matters to be dealt with via the judicial system. Parents for example, may deem an incident as too serious to be dealt with by the school alone and wish to take further action.

17 Ensuring choice is available to the participants regarding restorative processes, including direct and indirect forms of communication and the nature of any reparation.

There must be an awareness of the range of processes available to those involved in, and those assisting with, conflict resolution. Schools may decide to develop their own individual protocols for particular incidents such as those that involve serious injury. However the restorative process's used should, in general, not be 'pigeon holed' but remain flexible to accommodate each individual case.

18 Safety of participants before, during and after participation in a restorative process.

Everyone in a restorative process has the right to feel safe and this sense of safety needs to be a prime consideration in the preparation, the running and the follow-up to each process. Perceived risk may be a reason for halting or postponing the restorative process and agreements about alcohol and drugs may need to be explained. If any participant is suspected to be under the influence of either then it is often best to re-arrange the process.

⁸ If person causing the harm refuses to participate, persons harmed could be offered communication with other persons who have harmed. If persons harmed do not wish to participate, the person causing the harm could communicate with other persons who have been harmed or make amends to a community.

If it is suspected that anyone is likely to attend a restorative process carrying a harmful weapon then this will need to be addressed by the facilitator in the preparation. The fears of the weapon holder will need to be addressed, rather than rules made without discussion, so that such matters are dealt with respectfully and empathically.

19 Additional protection and support for the particularly vulnerable to enable full participation.

Participant sensitivity being a crucial part of any thorough restorative justice training, facilitators will be aware that vulnerability is often disguised by bravado and threats. Good preparation is needed for all participants and even in a busy school day it should be allowed for. Those involved should be given the option as to when these meetings take place, so as to cause the least inconvenience to either party. The quality of the intervention will depend in large part on the quality of the preparation. With regard to face-to-face interventions it is crucial that the facilitator has spoken to all parties involved, prior to its taking place. This helps build trust and rapport, ease fears, create space for venting feelings and helps participants clarify their needs. It is also an additional opportunity to ensure the case is fit for a face-to-face meeting (conference or mediation). There should be sensitivity to diversity whether this means using a facilitator (where possible) that is more likely to understand cultural differences or simply ensuring that the harmed person or person causing the harm, is not the only one of their group - gender, race, age group etc.

20 Restorative Practitioners to keep confidential the content of restorative communications and personal information, subject to the informed consent of participants, the requirements of the law, and their agencies` policies⁹.

Every school needs to hold a confidentiality policy. It is the facilitator's responsibility to explain the policy to every potential participant, ensuring the limits to this confidentiality are made clear.

Schools will need to consider how they record the use of restorative measures in schools, who sees these records, and who is involved in making them. Peer mediation schemes will have different systems from those used for conferencing or mediating the point of exclusion or re-entry, for example.

Every potential user of a restorative process (and this would be the whole school community) needs to know the extent of the confidentiality promised in a meeting, and whether they have access to the records of meetings in which they were involved.

21 Restorative agreements to be fair, appropriate to the harm done¹⁰ and achievable.

Part of a whole school exploration of just and fair reparation would include safety, appropriateness and capacity. This might be age and skill related, as well as including issues such as position held in school, family situation and relative affluence.

Schools being relatively small communities, everyone involved in an incident is likely to be known to everyone else, and will meet them most days. Reparation needs to be seen to be fair, and must never demean anyone in the eyes of the school community.

⁹ Restorative practitioners need to be clear about their agency policy and legal requirements and this should be communicated clearly to participants.

¹⁰ Appropriate as agreed by the primary participants, not necessarily by agencies or restorative practitioners.

Agreements/Outcomes

22 Outcomes of a restorative process to be monitored and timely action taken should a problem occur. Any developments should be communicated to participants, unless they have asked not to be contacted.

Where agreements are made, participants are encouraged to develop a plan that clearly identifies agreed outcomes, timeframes and monitoring arrangements. The facilitator/mediator, the primary participants and the person responsible for monitoring then sign the plan. Where a problem does occur, for example if an agreement is not fulfilled, all parties are informed - unless they have previously stated that they do not wish to be - so that they have the opportunity to discuss why it has broken down and agree on how they wish to proceed.

23 Evaluation of processes and outcomes to be carried out wherever possible.

It was felt this principle was self-explanatory and therefore no further explanation has been provided.

24 Learning from restorative processes to lead to a reduction in harm and the fear of crime; whilst encouraging cultural and behavioural change amongst individuals and communities. This in turn can lead to improved social harmony and safer communities. Therefore, where appropriate, practitioners and services are encouraged to find ways to safely promote this learning to others.

In addition to restorative processes that are in place as reactive measures to deal with harm and anti-social behaviour, relationship-building processes need to be in place as pro-active measures to increase a sense of inclusion, belonging, mutual care and respect. Such processes include regular Circle Time, School Council, Peer mediation and Peer mentoring.

Ideally the opportunity to train as restorative facilitators is made available to all age groups, as appropriate, on a regular basis. Some schools develop a rolling programme of training, so that existing facilitator teams, (such as the peer mediation team) regularly take on new recruits and induct them in the process during regular support meetings, and by giving them opportunities to observe best practice.

Conflict management training and emotional literacy need to be available to every young person in their PHS (Pastoral, Health and Social Education) and Citizenship lessons, and such options need to feature as a regular part of the INSET (In-service Education and Training) Programme so that adults can model such skills too.

Organisation/policies

25 Those agencies/individuals carrying out restorative practices to have a commitment to practice based on the needs of the participants.

When harm has occurred both the person harmed and the person causing the harm have needs, often very similar ones. From the outset of any action taken to deal with a situation, these needs should be borne in mind and enquired about, so that all sides get their needs met where possible.

Conflict management training, through Circle time or in Citizenship lessons, could stress the importance of expressing feelings and attentive listening for feelings and needs. An emotional literacy curriculum will

also help develop such an approach, and should reduce challenging situations brought about by frustration due to difficulties interacting and communicating with others.

26 Organisations to be encouraged to use restorative principles in other areas of conflict, such as internal grievance, disciplinary systems, and external procedures e.g., client complaints, wherever possible.

It was felt this principle was self-explanatory and therefore no further explanation has been provided.

27 Organisations and practitioners to have a commitment to high quality restorative practice through appropriate training, services and support for practitioners, and complying with the best practice guidance available at the time.

Accreditation for teachers in restorative skills is still fairly rare, but commitment to good quality training and ongoing support is important. Similarly very few opportunities currently exist for young people to have their restorative skills recognised, but it is envisaged that this will ultimately become part of the curriculum and that qualifications can be gained.

In December 2004 the Home Office Training and Accreditation Group published 'Best Practice Guidance for Restorative Practitioners and their Case Supervisors and Line Managers'. This document will form the basis of the new National Occupational Standards for restorative justice currently under development¹¹.

28 To provide best outcomes for participants, organisations carrying out restorative processes to ensure co-ordinated multi-agency working is established.

It was felt this principle was self-explanatory and therefore no further explanation has been provided.

¹¹ Both documents can be found at <http://www.restorativejustice.org.uk>

How restorative is your school?

As each school will find their own way of introducing restorative approaches, measuring the extent to which a school is 'fully' restorative can prove difficult. However, using the continuums on the following pages, which are based on Dan Van Ness' assessment models¹², a school can gauge the extent to which their school is 'fully' restorative.

Van Ness identifies four value tables when assessing the restorative character of a system; Encounter, Amends, Reintegration and Inclusion. The following continuums - Meeting, Amends, (Re)Integration (parts of the school community may never have felt integrated) and School Involvement (the extent to which a school enables it's community to partake in restorative methods) - are based on these tables. With 'Inclusion', Van Ness was referring to the inclusion of all those involved in a particular conflict. However, due to the closely-knit nature of a school community, it was felt that the involvement of the school as a whole was more relevant in this instance - for example, everyone involved with the school should have the opportunity to learn about, use and influence restorative practices in the school. Each Continuum includes a list of options ranging from a system that would be considered 'fully' restorative (with regard to that particular value) to a system that would not be considered restorative in any way. When consolidated, these continuums provide a useful tool to assess the restorative nature of a school, a particular case, or a particular program the school might be using. But as Van Ness explains:

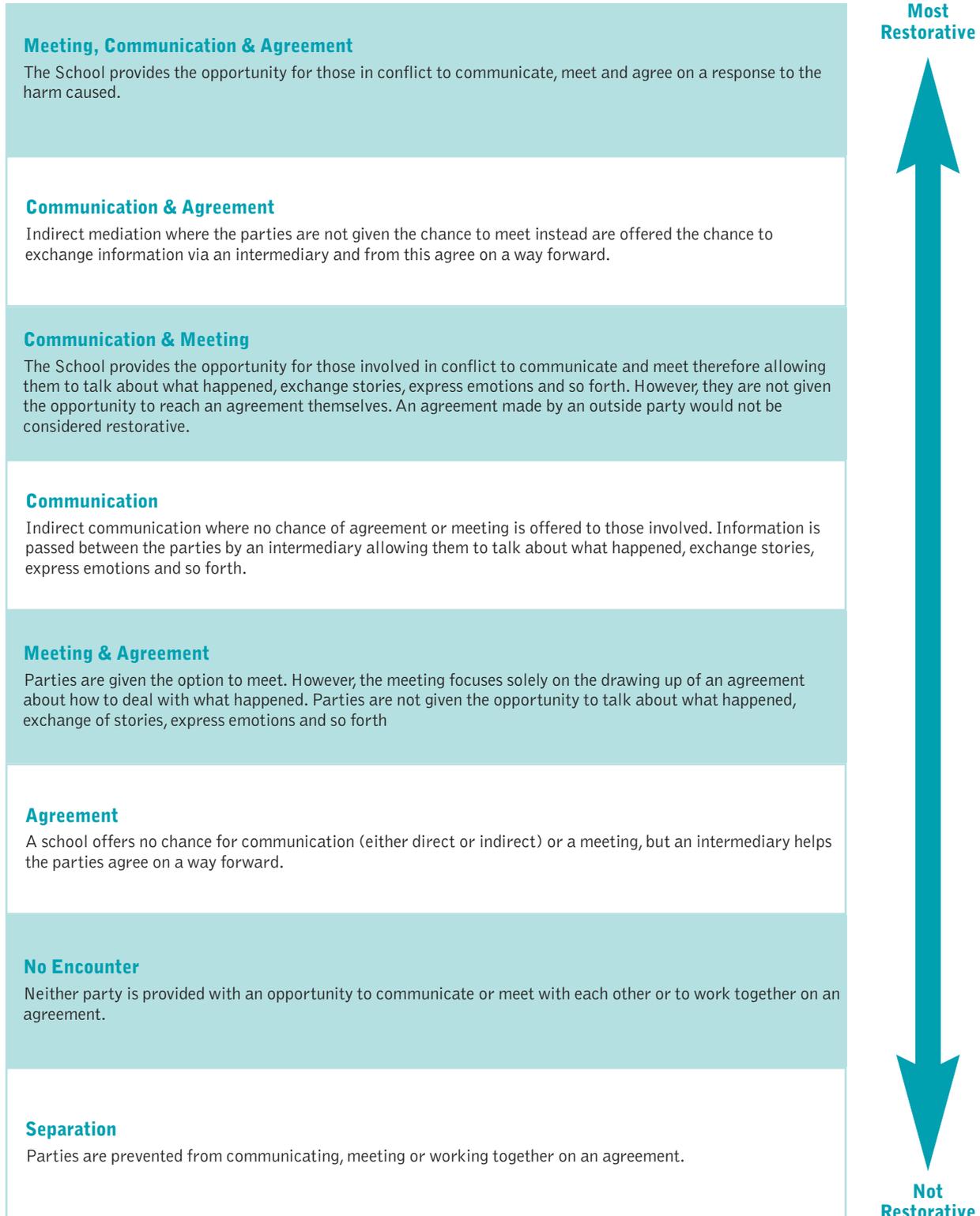
“ When evaluating the handling of a particular case or of a program the question will be whether the response was as restorative as possible under the circumstances.”¹²

For example, in cases where the person causing the harm is not identified, a meeting will not be possible. However, the person affected by this behaviour may be able to communicate and meet with a surrogate person who has caused harm to someone else or others. The person affected by the harm may not receive amends from the person who caused it; nevertheless, a restorative response will ensure there is sufficient practical, moral and emotional support if and where needed.

The first step is to evaluate where a school (program or case) sits in each of the four areas (see continuums pages 15-18). The second step is to chart the results of each on the combined continuums table (pg 19). If the result lies above the triple line, the school (program or case) would be considered fully restorative, above the solid line moderately restorative, and above the dotted line minimally restorative. Of course, the result may not necessarily fit neatly into one of these groups - it may be lower or higher in one category, for example - but this offers a way for schools to assess their relative restorativeness and to pinpoint the areas that may need improving.

¹² Daniel W. Van Ness and Karen Strong. Restoring Justice 2nd edition, (2002), Anderson Publishing, Cincinnati, OH. pp. 228-238

Meeting



Amends

Most
Restorative



Not
Restorative

Reparation, Apology & Change

The school provides the opportunity for:

- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions)
- The person(s) causing the harm to make an apology directly, via a third party, or by letter/email/video etc.
- The person(s) causing the harm the opportunity and assistance to try and change their behaviour.

Reparation & Apology

The school provides the opportunity for:

- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions).
 - The person(s) causing the harm to make an apology directly, via a third party or by a letter/email/video etc.
- The school provides the person(s) causing the harm no opportunity or assistance to try and change their behaviour.

Apology & Change

The school provides the opportunity for:

- The person(s) causing the harm to make an apology directly, via a third party, or by letter/email/video etc
 - The person(s) causing the harm to try to change their behaviour.
- The school provides the person(s) causing the harm no opportunity to actively make amends.

Reparation & Change

The school provides the opportunity for:

- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions).
 - The person(s) causing the harm the opportunity and assistance to try and change their behaviour.
- The school provides the person causing the harm no opportunity to apologise.

Apology

The School provides the opportunity for:

- The person(s) causing the harm to make an apology directly, via a third party or by letter/email/video etc
- No opportunity for reparation or the opportunity and assistance to try and change their behaviour.

Reparation

The school provides the opportunity for:

- The person(s) causing the harm to take steps to repair the harm (through compensation or physical work or actions)
- No opportunity to apologise or the opportunity and assistance to try and change their behaviour.

Change

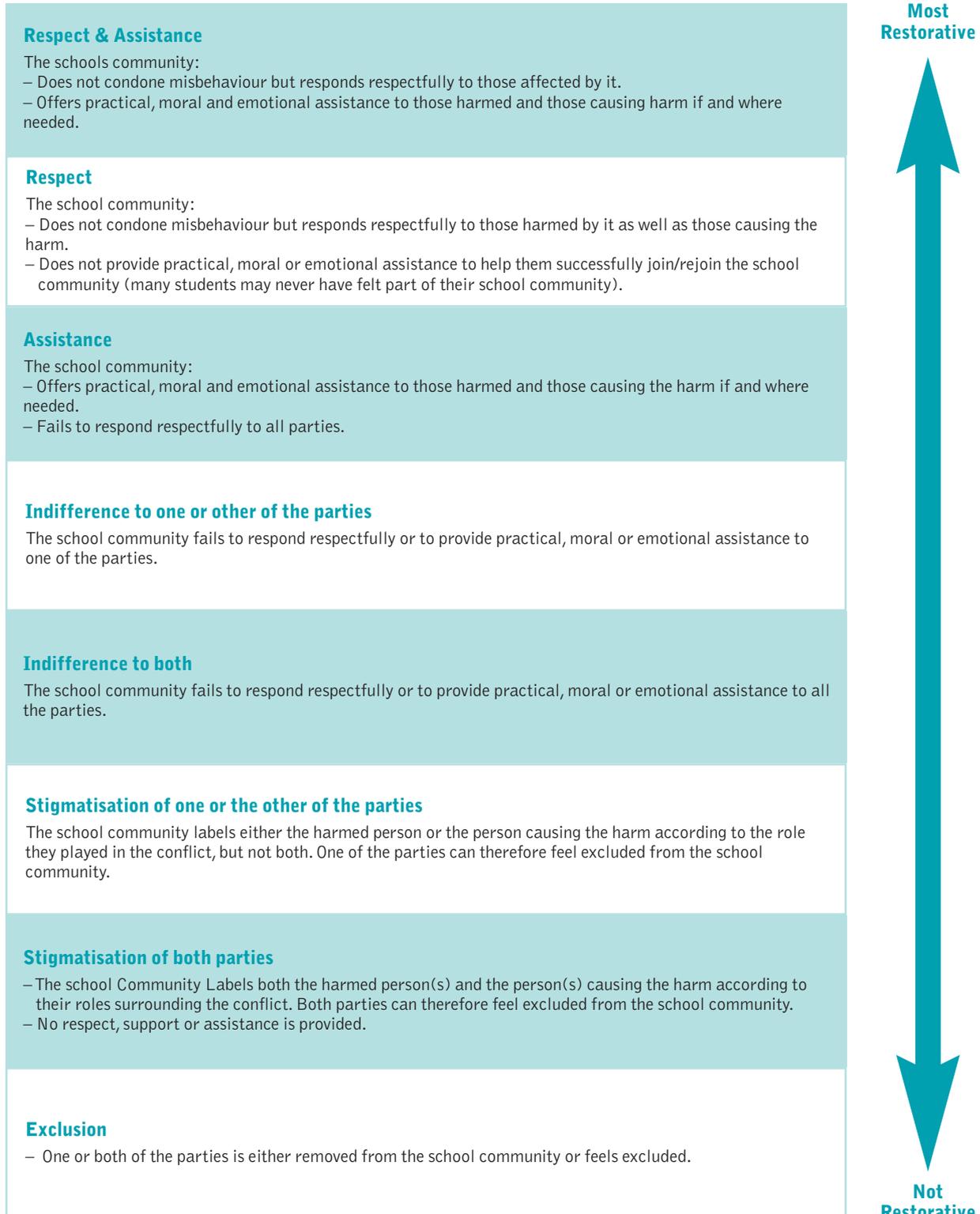
The school provides the opportunity for:

- The person(s) causing the harm the opportunity and assistance to change their behaviour
- No opportunity to put right, the harm that has already taken place.

No Amends

Punishments may be given but no opportunity to repair the harm is provided

(Re)Integration



School Involvement

Most
Restorative



Invitation, Interests, Alternatives

The school:

- Invites students/adults to learn about restorative values and to participate in developing restorative practices.
- Applies a flexible behaviour management strategy that accommodates the needs of the whole school community.
- Invites those involved in conflict to take part in a restorative process
- Alternatives to the traditional system of dealing with conflict.
- Acknowledges any interest from the parties and acts upon their wishes.

Invitation and Interests

The school:

- Invites students/adults to learn about restorative values and to participate in developing restorative practices.
- Invites those involved in conflict to take part in restorative processes.
- Acknowledges any interest from the parties and acts upon their wishes.

Invitation

The school:

- Invites students/adults to learn about restorative values and to participate in developing restorative practices.
- Invites those involved in conflict to take part in restorative processes.
- Does not acknowledge any interest from the parties/school community
- Does not act upon the wishes of the parties involved in conflict.

Permission

The school:

- Permits, but does not invite, those involved in conflict to take part in restorative approaches.
- Permits, but does not invite, the school community to learn about restorative practices or values.
- Does not acknowledge any interest or act on their wishes.

Indifference

The school:

- Is aware of restorative values and approaches but does not use them or invite the school to learn about them.
- does not acknowledge any interest from the parties or act on their wishes.

Prevention

The school:

- Prevents those involved in conflict from using restorative measures.
- Prevents the school community from learning about restorative values and practices.

Coercion

The school:

- Requires those involved in conflict to use non-restorative measures

Not
Restorative



Glossary

Affective Statements

Statements that convey the feelings of the person(s) affected by a particular incident/misbehaviour, to the person(s) causing the harm. For example '(Name) ... that really upsets me when you act like that.'

Affective Questions

Questions that encourage the person causing the harm to think about their actions and the people that have been affected by them. For example 'How do you think (Name) feels when you (specify act)?'

Circle Time

A process, which encourages the use of many restorative skills and values - mutual respect, empathy, active listening, impartiality, non-judgemental acceptance of difference and win-win problem solving.

Circle time can be used to begin a lesson, as a morning meeting, to close the day or at anytime. It should be used for both appraisal and dealing with behavioural issues. The process works by sitting in a circle (preferably on chairs of the same height, in an airy room where there will be no interruptions) and passing a 'talking piece'. Only when holding the 'talking piece' can a student or adult speak or say nothing if they choose.

More information on 'circle time' and its uses can be found at:
www.transformingconflict.co.uk, www.bcrjp.org/forms.html#school_init

Community Meeting

A meeting/conference where members of the community are invited to attend to discuss issues or a particular conflict with a facilitator present.

Mediation

A face-to-face process where an impartial outside party helps two or more disputants work out how to resolve a conflict. Differs from Victim/Offender mediation in that:

'... in a mediated dispute or conflict, parties are assumed to be on a level moral playing field, often with responsibilities that may need to be shared on all sides. While this sense of shared blame may be true in some criminal cases, in many it is not.' (Zehr, H, Little book of Restorative Justice, pp.9)

Family Group Conferencing/Family Group Meetings

Similar to victim/offender conferencing but the offender's family has some private time to come up with a viable plan for reparation and for the future. It can also involve social workers, education welfare officers etc.

Indirect Mediation (also known as 'Shuttle mediation')

A mediator meets with all primary individuals involved in a particular conflict separately, passing any information between them that they wish to share.

Restorative Justice

There are many definitions; the RJC's and one other are included below.

Restorative Justice Consortium

"Restorative Justice is a process whereby:

- (i) All the parties with a stake in a particular conflict or offence come together to resolve collectively how to deal with the aftermath of the conflict or offence and its implications for the future, and
- (ii) Offenders have the opportunity to acknowledge the impact of what they have done and to make reparation, and victims have the opportunity to have their harm or loss acknowledged and amends made"

Tony Marshall

"Restorative Justice is a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of the offence and its implications for the future."

Restorative Conferencing

What defines a restorative conference varies. Some use the term when referring to a very structured version of victim/offender mediation, which follows a prepared script, but in general it refers to a meeting with more than those primarily involved in an incident e.g. friends, families and any relevant professionals.

Restorative discussion

A process involving only those directly involved in a conflict. No facilitator is present. In a school setting this can be both peer and adult-led.

Reparation

An action taken by the offender(s), which aims to make amends, or to put right the harm done as far as possible, whether directly to the victim or indirectly to the community.

Shuttle Mediation

See 'Indirect Mediation'.

Victim/Offender Mediation

This is the process in which an impartial third party helps the victim(s) and offender(s) to communicate, either directly (in person) or indirectly (where the mediator passes information between the parties). It differs from mediation in that there is an identified perpetrator responsible for a particular incident of harm.

The mediation process can lead to greater understanding for both parties and sometimes to tangible reparation. (In a school setting we would not necessarily refer to participants as victim and offender however, it is important to note the differences between V/O mediation and Mediation - **see Mediation**)

About the Restorative Justice Consortium

The Restorative Justice Consortium was formed in 1997. It is a membership and umbrella organisation bringing together all those with an interest in restorative practices. These include statutory and voluntary organisations, practitioners, academics, policy makers, and others, both nationally and internationally.

Our aims are: -

“ To promote restorative justice for the public benefit as a means of resolving conflict and promoting reconciliation by

- (i) Promoting the use of restorative justice in the criminal justice system, in schools, in the workplace and elsewhere in the community in situations where conflict may arise
- (ii) Developing and promoting agreed standards and principles for evaluating and guiding restorative practice
- (iii) Advancing education and research on restorative justice and the publication of the useful results of that research”

The Restorative Justice Consortium is a registered charity.

In 2002, the RJC produced its `Statement of Restorative Principles`. These Principles were reviewed in 2004 and replaced with 'Principles of Restorative Processes'.



Merchant House, 89 Southwark Street, London, SE1 0HX
Tel: 020 7960 4633 Fax: 020 7960 4631

Email: info@restorativejustice.org.uk
Website: www.restorativejustice.org.uk

Registered Charity number 1097969
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