

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

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Assess the circumstances of an incident towards identifying a restorative response

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 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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Assess the circumstances of an incident towards identifying a restorative response

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

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Assess the circumstances of an incident towards identifying a restorative response

- 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 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

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Assess the circumstances of an incident towards identifying a restorative response

- 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

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Validity Current

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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.

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Engage with and prepare participants for a restorative process

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

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Engage with and prepare participants for a restorative process

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

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Engage with and prepare participants for a restorative process

- 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

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Engage with and prepare participants for a restorative process

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
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 - 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

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Engage with and prepare participants for a restorative process

- 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

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Engage with and prepare participants for a restorative process

- 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

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Engage with and prepare participants for a restorative process

Additional information

Values

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

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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

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SFJDJ102

Engage with and prepare participants for a restorative process

Developed by	Skills for Justice
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Date approved	November 2013
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Status	Original
Originating organisation	Skills for Justice
Original URN	SFJDJ102
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.

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Facilitate participants' interaction within a restorative process

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

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Facilitate participants' interaction within a restorative process

- P15 reconfirm the focus and structure of the meeting, and explain the 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

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Facilitate participants' interaction within a restorative process

- 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

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
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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
 - 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 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

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Facilitate participants' interaction within a restorative process

- 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
- 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

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Facilitate participants' interaction within a restorative process

Additional Information

Values

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

- 1 empowerment
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- 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

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

SFJ DJ201

Facilitate participants' interaction within a restorative process

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Relevant occupations	Restorative Practitioner; Probation staff; Youth Offending Team Officer
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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 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.

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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

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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

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K15 principles of effective equality, diversity and anti-discriminatory practice

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

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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)

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Evaluate the outcomes from a restorative process

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