



'National Occupational Standards (NOS) for Restorative Practices in the UK:

An overview of the ongoing revision process and discussion on the pro's and con's of accreditation.'

Les Davey - CEO - IIRP UK

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Key documents informing UK Restorative Practice Standards

- Restorative Justice: the Government's Strategy:
A consultation document (July 2003)
- Restorative Justice Consortium (RJC) - Principles of Restorative Processes (December 2004)
- Home Office: Best Practice Guidance for Restorative Practitioners and their Case Supervisors and Line Managers (December 2004)
- National Occupational Standards for Restorative Practices (Original set approved November 2006)



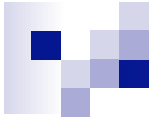
Review of UK National Occupational Standards

UNIT NUMBER	UNIT TITLE
RP1 *	Assess the circumstances of an incident towards identifying a restorative response
RP 2 *	Prepare participants and agree an appropriate restorative process
RP 3 *	Facilitate participants' interaction within a restorative process
RP 4	Co-working the restorative process
RP 5	Implement and monitor agreed outcomes from a restorative process



Review of UK National Occupational Standards

UNIT NUMBER	UNIT TITLE
RP6	Facilitate informal restorative processes
RP 7 *	Evaluate the outcomes from a restorative process
RP 8	Provide expert advice on restorative practice
RP 9	Contribute to the promotion of restorative practice
RP 10	Maintain quality assurance of restorative processes



General Note on Units

- Within the several of the standards, the terms ‘person(s) responsible’ and ‘person(s) harmed’ are used. The term ‘person(s) responsible’ refers to the individual(s) responsible for the incident. The ‘person(s) harmed’ refers to those harmed or affected similarly by the incident.



RP1

Assess the circumstances of an incident towards identifying a restorative response

- **Summary**

- This standard is about establishing the circumstances of an incident and assessing the potential benefits of and the risks associated with possible restorative practice responses. It includes identifying whether there are any complex or sensitive issues to be addressed. These can relate to the incident itself, or to the capability of those involved to understand fully or to participate in a restorative process.



RP2

Prepare participants and agree an appropriate restorative process

■ **Summary**

- This standard is about informing potential participants about the possible restorative practices, assisting them to make an informed choice regarding the way forward, including identifying and agreeing with them the most appropriate structure for a restorative process.
- The participants include both the person responsible and also those harmed.



RP3

Facilitate participants' interaction within a restorative process

■ Summary (Page 1 of 2)

- This standard is about facilitating and managing restorative processes through the appropriate use of indirect and direct procedures. It is recognised that cases may require the appropriate blend of such procedures. Indirect restorative practice procedures are those where the person harmed by an incident and the person responsible, or their respective supporters, do not meet directly. It includes holding separate discussions with the persons involved, and then relaying appropriate information via the agreed method(s). The indirect process can therefore use a variety of media including, for example, the use of written communications, videotape, audio and/or shuttle information-sharing via a facilitator.



RP3 (Continued)

Facilitate participants' interaction within a restorative process

■ Summary (Page 2 of 2)

- Direct restorative practice procedures are those involving meetings between the person(s) responsible and the person(s) harmed, as part of the restorative process.
- The standard includes monitoring and evaluating progress during the indirect and/or direct restorative processes.
- It is recognised that where reparations are agreed, then these can be agreed subsequent to the meetings. The subject of agreeing outcomes, including any reparations, is addressed by a further, separate standard.



RP4

Co-working the restorative process

- **Summary**

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



RP5

Implement and monitor agreed outcomes from a restorative process

- **Summary**

- This standard is about implementing the restorative actions appropriate towards going forward, which can for example, include reparations. 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.



RP6

Facilitate informal restorative processes

■ Summary

- This standard is about facilitating informal restorative processes involving communication with the individuals concerned.
- The circumstances where informal processes might be appropriate are varied, and could include, for example, their use in schools amongst pupils, within care homes amongst residents, by youth workers and/or police in addressing the behaviour of gangs, and by housing support workers in addressing conflicts that might otherwise lead to eviction or prosecution. These examples are in no way intended to be exhaustive, as this standard is intended for a wide and diverse range of applications where there is actual, or the potential for, harm which needs to be repaired. The examples also illustrate how the processes can involve one-to-one discussions with the individual(s) involved, and/or discussions involving several individuals.

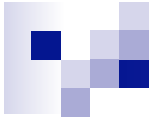


RP7

Evaluate the outcomes from a restorative process

- **Summary**

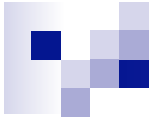
- This standard is about assisting participants to assess the outcomes from the restorative process and to identify whether they need ongoing support. It also involves an appraisal of the processes used in individual and/or community contexts and reporting on their effectiveness.



RP8

Provide expert advice on restorative practice

- **Summary**
- This standard is about the role of the restorative practitioner as expert adviser and/or witness in formal contexts.



RP9

Contribute to the promotion of restorative practice

- **Summary**
- This standard is about promoting restorative practice and the processes available.



RP10

Maintain quality assurance of restorative processes

- **Summary**

- This standard is about ensuring quality assurance of restorative practice. It addresses the particular supervisory skills and knowledge necessary for a competent senior practitioner, or line manager, with responsibility for ensuring effective quality assurance in the field of restorative practice.



GROUP EXERCISE

Do we/why do we
need standards and
accreditation in
Restorative Practices?



GROUP EXERCISE

What are the minimum key elements that need to be measured to ensure safe practice?



GROUP EXERCISE

What are the threats and opportunities to restorative practice offered by the introduction of standards and accreditation systems ?



IIRP Guiding Principles

Principle 1:

Participation achieved through cooperation rather than coercion.

Principle 2:

Face-to-face participation of those directly affected.

Principle 3:

Those directly affected determine the outcome.

Principle 4:

Fair process including equal access and informed consent.

Principle 5:

Best practices must be demonstrated through research.

Principles are expressed as ideals, so each statement should end with the qualifying phrase “as much as possible.”



INTERNATIONAL INSTITUTE FOR
RESTORATIVE PRACTICES

Les Davey – CEO – IIRP UK

E-Mail: uk@iirp.org

Web Site: www.iirp.org/uk

Tel: +44 (0)1706 810201

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Restorative Practices – Principles and Practice Standards

Introduction

Instead of dealing with every detail of the principles, standards and best practices in Restorative Justice published from time to time around the globe, the International Institute for Restorative Practices (IIRP) have established 5 basic principles which guide our approach. These five guiding principles, to which IIRP UK also subscribe, are designed to test the validity of published standards and best practices in the delivery of Restorative Justice.

Our position is, that unless there is the real and honest prospect of face-to-face participation (if desired by participants/appropriate), where those most affected get to determine the outcome, this cannot be termed as ‘Restorative Justice’.

We hope these five principles and the guidance below will assist you when considering and interpreting existing standards and best practice as well as those developed in the future:

Guidelines for evaluating restorative justice standards and best practices (International Institute for Restorative Practices -August 2003 – Edited and updated by IIRP UK)

Rather than establish a position on every point raised in the different proposals, IIRP has established a set of guiding principles for evaluating proposed standards and best practice in restorative justice based upon what we know to be most effective. These principles should make it simple to know whether a specific proposal is consistent with our position. Since principles are expressed as ideals, each statement could end with the qualifying phrase “...as much as possible.”

Principle 1. - Participation achieved through cooperation rather than coercion.

Principle 2. - Face-to-face participation of those directly affected.

Principle 3. - Those directly affected determine the outcome.

Principle 4. - Fair process including equal access and informed consent.

Principle 5. - Best practices must be demonstrated through research.

The first four principles define the minimum criteria for a process to be restorative, and these are consistent with the definitions in the UN basic principles (see below). Most quasi-restorative programs are not consistent with these values.

The fifth principle states a preference for research-based practice. This is especially important regarding appropriate qualification of facilitators or accreditation / certification of training. There should not be a one-size fits all approach to best practice. It is likely that what constitutes best practice will be different for each model of restorative justice and the particular context of the crime or wrongdoing.

Standards or Practice Guidelines inconsistent with these principles;

1) are not consistent with the UN basic principles, and/or

2) have not been demonstrated by research.

Consistency with UN basic principles of restorative justice.

These values are consistent with the basic principles of restorative justice adopted by the United Nations, particularly:

1. – “Restorative justice programme” means any programme that uses restorative processes and seeks to achieve restorative outcomes.

2. – “Restorative process” means any process in which the victim and the offender, and where appropriate, any other individuals or community members affected by a crime participate together actively in the resolution of matters arising from the crime, generally with the help of a facilitator. Restorative processes may include mediation, conciliation, conferencing and sentencing circles.

3. – “Restorative outcome” means an agreement reached as a result of a restorative process. Restorative outcomes include responses and programmes such as reparation, restitution, and community service, aimed at meeting the individual and collective needs and responsibilities of the parties and achieving the reintegration of the victim and the offender.

4. – “Parties” means the victim, the offender and any other individuals or community members affected by a crime who may be involved in a restorative process.

and

7. – The victim and the offender should be able to withdraw such consent at any time during the process.

The nature of standards and guidelines will be shaped by the different understanding and definition of restorative justice in each country. The specific standards and practices established will likely affect what programmes get government funding and which ones do not.

The IIRP see both dangers and opportunities for our mission and restorative justice more broadly. The opportunity is that good restorative practices could receive official governmental recognition and support and the pseudo-restorative programs could be defined out or at least be seen as not the focus. The dangers are that standards will be defined narrowly with bias toward a particular model or be so broadly defined that everything counts as restorative justice.

IIRP UK has been fully and actively involved (as ‘Real Justice’ at the time with the first two) in the development and review of all the documents within this book. Although, as always, some compromises needed to be made to accommodate everyone’s views, we have been able to endorse all of these principles and standards without we feel abandoning any of our five guiding principles.



Les Davey
Director
IIRP UK

NATIONAL OCCUPATIONAL STANDARDS FOR RESTORATIVE PRACTICE
(Final DRAFT for approval October 2009)

FUNCTIONAL MAP and INDEX

Page:	Unit Number and Title followed by Elements:
	<p>RP1 - Assess the circumstances of an incident towards identifying a restorative response</p> <p>1.1 Obtain and review information relating to incidents</p> <p>1.2 Assess the benefits and risks associated with progressing a restorative response</p> <p>1.3 Explore situations where there are complex and sensitive issues</p>
	<p>RP2 - Prepare participants and agree an appropriate restorative process</p> <p>2.1 Identify and prepare participants</p> <p>2.2 Agree an appropriate choice of restorative process</p>
	<p>RP3 - Facilitate participants' interaction within a restorative process</p> <p>3.1 Promote effective communications and involvement in the process</p> <p>3.2 Relay and share information as part of the indirect process</p> <p>3.3 Facilitate face to face meetings</p> <p>3.4 Monitor the process and agree the way forward</p>
	<p>RP4 - Co-working the restorative process</p> <p>4.1 Co-working the restorative process</p>
	<p>RP5 - Implement and monitor agreed outcomes from a restorative process</p> <p>5.1 Plan and confirm the actions to be undertaken</p> <p>5.2 Implement and monitor progress of the actions undertaken</p>
	<p>RP6 - Facilitate informal restorative processes</p> <p>6.1 Facilitate informal restorative processes</p>
	<p>RP7 - Evaluate the outcomes from a restorative process</p> <p>7.1 Evaluate the outcomes from a restorative practice process</p>
	<p>RP8 - Provide expert advice on restorative practice</p> <p>8.1 Provide expert advice on restorative practice</p>
	<p>RP9 - Contribute to the promotion of restorative practice</p> <p>9.1 Contribute to the promotion of restorative practice</p>
	<p>RP10 - Maintain quality assurance of restorative processes</p> <p>10.1 Maintain quality assurance of restorative processes</p>

Unit Title

RP1 Assess the circumstances of an incident towards identifying a restorative response

Summary

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

Within the standard, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There are three elements:

- 1.1 Obtain and review information relating to incidents
- 1.2 Assess the benefits and risks associated with progressing a restorative response
- 1.3 Explore situations where there are complex and sensitive issues

Target Group

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

This standard was developed by Skills for Justice.

Unit Title

RP2 Prepare participants and agree an appropriate restorative process

Summary

This standard is about informing potential participants about the possible restorative practices, assisting them to make an informed choice regarding the way forward, including identifying and agreeing with them the most appropriate structure for a restorative process.

The participants include both the person responsible and also those harmed.

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There are two elements:

- 2.1 Identify and prepare participants
- 2.2 Agree an appropriate choice of restorative process

Target Group

This standard is applicable to those with responsibility for progressing restorative practice processes involving persons responsible and persons harmed.

This standard was developed by Skills for Justice.

Unit Title

RP3 Facilitate participants' interaction within a restorative process

Summary

This standard is about facilitating and managing restorative processes through the appropriate use of indirect and direct procedures. It is recognised that cases may require the appropriate blend of such procedures. Indirect restorative practice procedures are those where the person harmed by an incident and the person responsible, or their respective supporters, do not meet directly. It includes holding separate discussions with the persons involved, and then relaying appropriate information via the agreed method(s). The indirect process can therefore use a variety of media including, for example, the use of written communications, videotape, audio and/or shuttle information-sharing via a facilitator.

Direct restorative practice procedures are those involving meetings between the person(s) responsible and the person(s) harmed, as part of the restorative process.

The standard includes monitoring and evaluating progress during the indirect and/or direct restorative processes.

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

It is recognised that where reparations are agreed, then these can be agreed subsequent to the meetings. The subject of agreeing outcomes, including any reparations, is addressed by a further, separate standard.

There are four elements:

- 3.1 Promote effective communications and involvement in the process
- 3.2 Relay and share information as part of the indirect process
- 3.3 Facilitate face to face meetings
- 3.4 Monitor the process and agree the way forward

Target Group

This standard is applicable to those with responsibility for facilitating restorative processes between person(s) responsible and person(s) harmed.

This standard was developed by Skills for Justice.

Unit Title

RP4 Co-working the restorative process

Summary

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

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There is one element:

4.1 Co-working the restorative process

Target Group

This standard applies to those working with colleagues to progress restorative practice. They may be practitioners demonstrating their collaborative skills, or senior practitioners with a responsibility for supervision and professional development.

This standard was developed by Skills for Justice.

Unit Title

RP5 Implement and monitor agreed outcomes from a restorative process

Summary

This standard is about implementing the restorative actions appropriate towards going forward, which can for example, include reparations. 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.

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There are two elements:

- 5.1 Plan and confirm the actions to be undertaken
- 5.2 Implement and monitor progress of the actions undertaken

Target Group

This standard is applicable to those with responsibility for progressing restorative processes involving persons responsible and persons harmed.

This standard was developed by Skills for Justice.

Unit Title

RP6 Facilitate informal restorative processes

Summary

This standard is about facilitating informal restorative processes involving communication with the individuals concerned.

The circumstances where informal processes might be appropriate are varied, and could include, for example, their use in schools amongst pupils, within care homes amongst residents, by youth workers and/or police in addressing the behaviour of gangs, and by housing support workers in addressing conflicts that might otherwise lead to eviction or prosecution. These examples are in no way intended to be exhaustive, as this standard is intended for a wide and diverse range of applications where there is actual, or the potential for, harm which needs to be repaired. The examples also illustrate how the processes can involve one-to-one discussions with the individual(s) involved, and/or discussions involving several individuals.

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There is one element:

6.1 Facilitate informal restorative processes

Target Group

This standard is applicable to those with responsibility for facilitating informal restorative processes which involve communication with the person(s) responsible and/or the person(s) harmed.

This standard was developed by Skills for Justice.

Unit Title

RP7 Evaluate the outcomes from a restorative process

Summary

This standard 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.

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There is one element:

- 7.1 Evaluate the outcomes from a restorative practice process

Target Group

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

This standard was developed by Skills for Justice.

Unit Title

RP8 Provide expert advice on restorative practice

Summary

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

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There is one element:

- 8.1 Provide expert advice on restorative practice

Target Group

This standard applies to senior practitioners involved in explaining restorative practice to lay and/or legal audiences. Such practitioners are likely to be widely experienced and knowledgeable in their field and also aware of related processes and disciplines.

This standard was developed by Skills for Justice.

Unit Title

RP9 **Contribute to the promotion of restorative practice**

Summary

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

Within the standards, the terms 'person(s) responsible' and 'person(s) harmed' are used. The term 'person(s) responsible' refers to the individual(s) responsible for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There is one element:

9.1 Contribute to the promotion of restorative practice

Target Group

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

This standard was developed by Skills for Justice.

Unit Title

RP10 Maintain quality assurance of restorative processes

Summary

This standard is about ensuring quality assurance of restorative practice. It addresses the particular supervisory skills and knowledge necessary for a competent senior practitioner, or line manager, with responsibility for ensuring effective quality assurance in the field of restorative practice.

There is one element:

10.1 Maintain quality assurance of restorative processes

Target Group

This unit is for those who are responsible for maintaining the quality of restorative practice. They are likely to be senior practitioners in a supervisory or managerial role.

This standard was developed by Skills for Justice.