

**NATIONAL
OCCUPATIONAL
STANDARDS
FOR
RESTORATIVE
PRACTICE

(FINAL DRAFT)**

SKILLS  JUSTICE

Unit Title**RP1 Determine the most relevant approach to restorative practice****Summary**

This unit is about establishing the most relevant approach to restorative practice in the context of individuals or communities. It is also about assessing and advising on the risks of using restorative practice processes in specific individual and community contexts and where these are acceptable. It will involve gathering and evaluating background and contextual data, exploring the range of issues involved and assessing the benefits or otherwise of relevant restorative practice processes.

There are three elements:

- RP1.1 Obtain and evaluate information on incidents towards identifying relevant restorative practice
- RP1.2 Explore in detail situations where there are complex and sensitive issues
- RP1.3 Assess risks arising from relevant restorative practice approaches

Target Group

This unit applies to any practitioner who has responsibility for providing initial advice on the application of restorative practice processes to an individual or community situation

This unit was developed by Skills for Justice.

Element**RP1.1 Obtain and evaluate information towards identifying relevant restorative practice****Performance Criteria**

To meet the standard, you

- 1 identify information required as a basis for initiating the restorative practice process
- 2 access any existing assessment information relevant to the individuals and incidents involved
- 3 obtain additional information through structured questioning
- 4 collate and evaluate information using agreed criteria
- 5 seek the advice of others where there is uncertainty about the validity of information or interpretation of findings
- 6 present the information to those who need to have access to it

Element**RP1.1 Obtain and evaluate information on incidents towards identifying relevant restorative practice****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 how to use the relevant assessment system and or tools
- 2 how participants, or others, can cause harm either during or outside the restorative process, for example through references to sensitive aspects of the offence; lack of acknowledgement or minimisation of the impact on the victim/person harmed; blaming the victim/person harmed; intimidation and inappropriate contact
- 3 how participants can manipulate others to prevent them stating their needs and views, and how this can manifest itself in a restorative process
- 4 how a pre-existing or ongoing relationship between participants can affect a restorative process, either increasing its benefits or providing opportunities for further harm to be caused
- 5 how different kinds of crimes can contain the elements in 2-4 above
- 6 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, especially if the case is widely known
- 7 the long-term effects of sensitive and complex cases, and the implications for the length and timing of the restorative process, and for maintaining continuity of case handling and the importance of closure for victims
- 8 knowledge of the principles of the Restorative Justice Consortium in 2004 and the Best Practice Guidance for Restorative Justice Practitioners, taking note of subsequent advancements

Element

RP1.2 Explore in detail situations where there are complex and sensitive issues

Performance Criteria

To meet the standard, you

- 1 identify and agree with co-workers, as appropriate, where there are complex and sensitive issues that may influence the restorative process
- 2 select and agree with co-workers an appropriate procedure for exploring the issues believed to be complex and sensitive
- 3 use agreed procedures and protocols in gathering information for decision making from relevant individuals and sources, making clear:
 - the information that is needed
 - why it is needed
 - when it is needed
 - how it will be used
 - how it will be verified
 - who will have the right of access to it
- 5 summarise the information obtained, verify that it is relevant, accurate and current, and that any opinions have authoritative support
- 7 seek additional advice from co-workers and appropriate professionals on your interpretation of the information as required
- 6 prepare, record and present recommendations to co-workers for any special consideration in the design of the restorative process arising from the sensitive and complex issues explored

Explanatory Note

Complex and sensitive issues can relate to the event that is the subject of the restorative process, to the circumstances of either party or to the capability of either party fully to understand or to participate in the restorative process.

Element**RP1.2 Explore in detail situations where there are complex and sensitive issues****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 the sources of vulnerability arising from the effects of sensitive and complex cases on those involved; the offending behaviour and relationships underlying these cases; and the implications for how to work with participants in a restorative process
- 2 the legal measures relating to such cases, for example on:
 - child protection legislation and regulations;
 - civil and criminal court measures of protection;
 - parole and release of offenders on license;
 - multi-agency public protection arrangements (e.g. MAPPA and public protection teams);
 - information sharing and the limits of confidentiality
- 3 the range of specialist services and agencies available for those involved in sensitive and complex cases
- 4 how to apply a more thorough initial and ongoing risk assessment that would be required for less complex cases
- 5 how to select appropriate measures to manage the higher level of risk in such cases
- 6 how to judge what information may be given to one participant about another, or to anyone else and how gaining additional information might be used by perpetrator, given the implications for their emotional and physical safety
- 7 how to recognise the effects of working the case on yourself as a practitioner, and seek any appropriate case supervision and personal support

Element

RP1.3 Assess risks arising from relevant restorative practice approaches

Performance Criteria

To meet the standard, you

- 1 carry out an initial assessment of risks in line with agency policy and objectives
- 2 assess cases for the presence of any complex issues that would require referral to a line manager
- 3 develop measures to manage any identified risk
- 4 maintain opportunities to re-assess the appropriateness of continuing the process and keep open options to continue the process in different ways
- 5 recognise when risk is unacceptable and end the process safely
- 6 record risk concerns, ways in which they might be addressed, and refer these to the appropriate level of management and/or partnership or agency in accordance with organisational procedures

Element

RP1.3 Assess risks arising from relevant restorative practice approaches

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 risk considerations relating to
 - the participants' feelings, attitudes and behaviour;
 - whether their expectations of the process are realistic;
 - their motivation for being involved;
 - substance abuse and mental health issues;
 - any physical or learning disabilities, mental impairment or ill health;
 - intimidation of any participant;
 - the emotional impact of the original incident, including that of any death or serious injury;
 - the emotional resilience of individuals and ability to cope with the process;
 - any previous history between the participants or repeat victimisation;
 - power imbalances between individuals
- 2 the sources of vulnerability arising from the effects of sensitive and complex cases on those involved; the offending behaviour and relationships underlying these cases; and the implications for how to work with participants in a restorative process
- 3 communications relating to
 - selecting which type of communication will be safe at each stage of the process;
 - sequencing direct or indirect forms of communication to ensure safety;
 - selecting venues for both direct and indirect work to maximise participants' safety and to minimise their anxieties or concerns;
 - managing and balancing the presence/absence of supporters who can influence the emotional and physical risks of the process and its outcome
- 4 the legal measures relating to such cases, for example on:
 - child protection legislation and regulations;
 - civil and criminal court measures of protection;
 - parole and release of offenders on license;
 - multi-agency public protection arrangements
 - information sharing and the limits of confidentiality
- 5 support systems and the range of specialist services and agencies available for those involved in sensitive and complex cases
- 6 relevant Health and Safety Legislation

Unit Title**RP2 Prepare for a restorative process****Summary**

This unit is about evaluating options and proposing and agreeing a framework for action and allocating individual and organisational responsibilities. It is also about planning the restorative practice process as it applies to specific individual or community contexts. It is about building secure relationships with all involved and advising participants of their options and responsibilities, how to get the most out of the process and gaining agreement to a plan of action and timetable.

There are five elements:

- RP2.1 Assess and advise on potential risks and benefits in using restorative practices
- RP2.2 Establish effective relationships with potential participants
- RP2.3 Advise participants about restorative processes and the options available within them
- RP2.4 Facilitate the selection of an appropriate restorative practice
- RP2.5 Agree a plan of action and timetable

Target Group

This unit applies to practitioners who have responsibility for planning and setting up the restorative process, advising participants of the procedures, guiding them on the available options open to them and agreeing an action plan and timetable.

This unit was developed by Skills for Justice.

Element

RP2.1 Assess and advise on potential risks and benefits in using restorative practice

Performance Criteria

To meet the standard, you

- 1 ask the primary participants who they want to be involved in the process
- 2 assess, for incidents with a corporate / community victim, who has been most affected by the incident, or is best placed to communicate the harm effectively to the other party, or to contribute to forming and/or implementing an outcome agreement
- 3 assess who else in the participants' circles has been affected by the incident, and might therefore benefit from being involved
- 4 assess who else in the participants life might be able to offer support
- 5 select a communication process most likely to best suit all the participants' needs and skills
- 6 make a realistic assessment of
 - the risk of emotional and physical harm to individuals involved in restorative processes
 - the potential benefits that restorative processes will bring
 - the likelihood of the process reaching a conclusion which benefits all those involved
- 7 provide clear and accurate information to individuals about
 - the purpose and benefits of restorative processes
 - the different forms and types of restorative process
 - the likely process and timescale
 - the roles and responsibilities of those who will be involved
 - who will have access to information about individuals in the process
 - the steps taken to maintain the confidentiality of information and the reasons for this
 - how long information is held on record
 - the risks that may arise with the restorative process
- 8 communicate with individuals throughout the process in a manner which
 - treats them fairly, with dignity and respect, whilst recognising the harm that has been caused
 - is appropriate to them
 - enables them to make decisions about whether to participate in restorative processes if they have the freedom of choice and right to do so
 - encourages an open exchange of views
 - minimises any constraints to communication
 - is free from discrimination and oppression
- 9 encourage individuals to raise any questions and express any anxieties they have about restorative processes
- 10 offer individuals information about other agencies and services that may provide additional support to them whilst they are participating in restorative processes and assist them in making contact when they wish this to happen
- 11 make accurate and complete records of discussions and agreements with individuals about restorative processes and plans.

Element**RP2.1 Assess and advise on potential risks and benefits in using restorative practice****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 who is permitted to be involved in the restorative process
- 2 communication processes and their relevance and applicability to different contexts and levels of individual competence
- 3 methods for assessing and managing risk
- 4 the principles underpinning restorative processes, the purpose and potential benefits; how to assess the suitability of restorative processes for individuals and the potential risk, the factors to take into account and the alternatives that may be available to the parties
- 5 methods of encouraging the effective and active involvement of parties in restorative processes, the options for support and encouragement of individuals which they considered and the reasoning processes they used in determining the most appropriate options for those concerned; ground rules for behaviour and communication during restorative processes - what they are, their purpose, why it is important to reinforce them and what to do if they are breached
- 6 the specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of these on the work
- 7 own role and responsibilities and from whom assistance and advice should be sought if the worker is unsure
- 8 how the worker has applied the principles of equality, diversity and anti-discriminatory practice to their work

Element

RP2.2 Establish effective relationships with potential participants

Performance Criteria

To meet the standard, you

- 1 communicate effectively with potential participants
- 2 create a safe environment for participants
- 3 treat people fairly, without discrimination
- 4 record decisions and outcomes in accordance with organisational procedures
- 5 manage your work role
- 6 work productively with others

Element

RP2.2 Establish effective relationships with potential participants

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 communication techniques including:
 - active listening;
 - questioning for understanding;
 - awareness of and ability to read non-verbal signals;
 - summarising and reflecting back;
 - telephone and face to face communication skills;
 - giving and receiving feedback;
 - challenging constructively and positively;
 - enabling participants to make their own choices
- 2 how to show sensitivity to individual situations, including:
 - building trust with all participants;
 - diversity and difference;
 - managing conflict and aggression;
 - assessing imbalances of power, and acting to redress imbalances;
 - remaining impartial and demonstrating this to all participants through words and actions;
 - awareness of the physical environment
- 3 issues and legislation related to gender, age, ethnicity, ability/disability, sexuality, culture, faith or crime committed, including by showing respect for all participants, their opinions and views.
- 4 how to communicate with individuals throughout the process including
 - acknowledging their situation and their needs within the process;
 - treating them fairly, with dignity and respect, whilst recognising the harm that has been caused;
 - encouraging an open exchange of views;
 - minimising any constraints to communication free from discrimination and oppression and addresses each person in the way they wish to be addressed;
 - allowing them the time and space they need in which to make decisions
- 5 how to maintain confidentiality
- 6 self-awareness, including
 - awareness of your own prejudices, and ability to set them aside;
 - ability to assess, in handling each specific case, boundaries of your own knowledge, experience and confidence;
 - confidence to recognise when to seek help where necessary
- 7 your role, which may be:
 1. as a co-worker when appropriate
 2. as a team member with colleagues in your service
- 8 your responsibilities, including:
 - planning your work;
 - showing you are following a clear process with each particular case;
 - problem solving and handling complexity

Element

RP2.3 Advise participants about restorative processes and the options available within them

Performance Criteria

To meet the standard, you

- 1 provide clear and accurate information to individuals and any supporters about: the purpose and potential benefits of restorative processes
- 2 explain the different models of restorative process available to them, the benefits of each and also problems that may arise
- 3 explore with individuals the full implications of participation, including both potential benefits and difficulties, to enable them to make informed decisions
- 4 explain the roles and responsibilities of those who will be involved
- 5 advise on which welfare professionals and informal supporters are permitted to attend
- 6 describe alternatives to restorative processes
- 7 explain how the restorative process would relate to any criminal justice or other proceedings and the implications for the participants
- 8 explain who will have access to information about individuals in the process, the steps taken to maintain the confidentiality of information and how long information is held on record, and what information is held
- 9 explain the possible outcomes of the rest of the process for participants

Element

RP2.3 Advise participants about restorative processes and the options available within them

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the aims of restorative practice and potential outcomes
- 2 restorative practice as a process
- 3 what information about other agencies and services is required that may provide additional support to participants either during the restorative process, or as an alternative to the restorative process
- 4 what options there are for a participant who decides not to proceed with the restorative process
- 5 other approaches to conflict resolution, including:
 1. other disciplines (for example, advocacy or counselling);
 2. community mediation and conflict resolution (i.e. what difference it makes that there is an identified perpetrator responsible for a particular incident of harm);
 3. other approaches to crime and unacceptable behaviour (e.g. a retributive approach, mainstream responses)
- 6 why and how restorative practice works, with reference to a theoretical base (e.g. conflict resolution theory, theories relating to emotions or social psychology).
- 7 the various different situations in which restorative practice could be applied
- 8 the criminal justice context and/or statutory framework for your restorative practice, if applicable
- 9 the principles of restorative practice, (e.g. as published by the Restorative Justice Consortium in 2004) and the implications of these principles for your own practice

Element**RP2.4 Facilitate the selection of an appropriate restorative practice****Performance Criteria**

To meet the standard, you

- 1 inform participants about the likelihood of strong emotions being expressed
- 2 assess with participants their ability to cope with their own and others' strong emotions, and advise upon coping strategies, where relevant
- 3 give participants clear information, where the other party has agreed, about the other person's expectations or preferences regarding process
- 4 identify correctly where the preferred restorative approach differs between participants, and seek to reconcile such differences through identifying the reasons and explaining the relative advantages and disadvantages
- 5 assess how best to deal with the quantity, complexity and nature of information to be exchanged and advise participants as appropriate
- 6 encourage participants to consider the quantity, complexity and nature of information to be exchanged and help them decide what would be the most effective process to use
- 7 help participants identify the most important issues for them, and how they might prioritise these
- 8 consider with participants how to ensure all participants can contribute as fully as possible
- 9 provide a thorough explanation of the range of options available for their participation
- 10 help participants make an informed choice regarding the appropriate restorative practice

Element**RP2.4 Facilitate the selection of an appropriate restorative practice****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 constraints of time, resources and legal requirements
- 2 how to risk assess any additional participants
- 3 how to balance the benefits of a wider group of people participating with the available time and resources required
- 4 the needs of principal, primary and secondary victims
- 5 legal requirements and best practice guidance
- 6 different forms of written communication (including braille), videotape, audio, or shuttle information-sharing by the facilitator and victim representatives, video link and interpreter

Element**RP2.5 Agree a plan of action and timetable****Performance Criteria**

To meet the standard, you

- 1 plan a structure for communication which is likely to minimise the impact of any power imbalances
- 2 encourage individuals to describe their expectations, raise any questions and express any anxieties they have about the selected restorative process
- 3 engage the support of co-workers where this will facilitate a productive outcome
- 4 encourage all participants to make a realistic assessment of:
 - any risks involved, and how these can be managed
 - the potential benefits that a restorative process may bring
 - the likelihood of the process reaching a conclusion which benefits all those involved
- 5 assess which structure and style for communication will most likely enable the participants to reach a positive conclusion in the available time
- 6 agree with participants the structure you recommend, including the use of any observers, allowing them to suggest alternatives
- 7 propose, prepare and agree a plan of action and timetable with participants
- 8 identify and agree the resources that will be available to facilitate the process
- 9 make accurate and appropriate records of discussions and agreements with individuals about restorative processes - and provide copies to those who are entitled to and require this information

Element**RP2.5 Agree a plan of action and timetable****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 what information about other agencies and services is required that may provide additional support to participants towards effective restorative practice
- 2 what options there are for a participant who decides not to proceed with the restorative process
- 3 how to advise without prejudicing your ultimate responsibility for the decision
- 4 the types of power imbalance that can occur, the reasons for these and strategies for addressing these

Unit Title**RP3 Facilitate the restorative practice process****Summary**

This unit is about providing clear advice and effective support to those engaged in the restorative practice process. In particular, it is concerned with facilitating and managing face-to-face and/or indirect restorative practice processes in individual and/or community contexts.

There are three elements:

- RP3.1 Support and advise participants before and during the restorative practice process
- RP3.2 Facilitate and manage indirect restorative processes between participants
- RP3.3 Facilitate and manage direct (face to face) restorative processes

Target Group

This unit applies to senior practitioners who have responsibility for the management of the restorative practice process and for providing professional support advice and support to participants, sensitively delivered.

This unit was developed by Skills for Justice.

Element**RP3.1 Support and advise participants before and during the restorative practice process****Performance Criteria**

To meet the standard, you

- 1 enable participants to ask questions about any material and or information they were given in advance about the restorative processes available
- 2 review with individuals their reasons for being involved in restorative processes
- 3 encourage and assist individuals who have experienced harm to:
 - identify and reflect upon the nature and effects of the harm done and its consequences for them;
 - find effective ways in which, if they choose to, they can express this during the restorative process;
 - identify what they now need to repair the harm caused, and be involved in selection of appropriate processes
- 4 assist individuals to find ways of managing their anxieties about the restorative process
- 5 encourage and assist people who have offended/caused harm to:
 - identify and reflect upon their behaviour, the factors that contributed to it and the impact that their behaviour has had on the victim/person harmed and others;
 - take responsibility for their behaviour and its impact on others
- 6 pace the process appropriately to meet participant's needs
- 7 encourage participants to consider what they might do to make amends, and, if so, what the reparation might be

Element**RP3.1 Support and advise participants before and during the restorative practice process****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 how to assist individuals to find ways of managing their anxieties about the restorative process when they have decided to participate, including by pacing the process appropriately to meet their needs
- 2 the construct of reparation within the restorative process
- 3 how to gather information relevant to the restorative process, and to clarify and record for each item of information whether it can be shared with other participants as part of an indirect restorative process. Also how it is to be shared (or whether it is for your information alone at this point)

Element**RP3.2 Facilitate and manage indirect restorative processes between participants****Performance Criteria**

To meet the standard, you

- 1 gather, assess and categorise information relevant to the restorative process
- 2 work with participants to select the most appropriate method for indirect communication
- 3 relay the information each participant has asked to be passed on in an appropriate manner
- 4 where appropriate, enable the offender/perpetrator to communicate with others affected whilst ensuring that the communication represents their views
- 5 assess when to bring indirect communication to a close and whether to move to a direct (face to face) meeting
- 6 assess and agree what has been achieved through the indirect restorative process
- 7 maintain accurate and complete records of proceedings and communications between participants

Element**RP3.2 Facilitate and manage indirect restorative processes between participants****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 methods and techniques for indirect communication and their relative merits and disadvantages
- 2 processes for relaying information and constraints
- 3 how to support participants in preparing their communications without distorting their intentions or manipulating the situation
- 4 how to record data and report on communications

Element

RP3.3 Facilitate and manage direct (face to face) restorative processes

Performance Criteria

To meet the standard, you

- 1 select and agree an appropriate venue and prepare the venue appropriately
- 2 ensure that meeting protocols are pre-agreed and that all participants understand their roles, including the use of observers
- 3 manage the arrivals of the participants
- 4 remind participants of the agreed structure for the meeting
- 5 communicate with individuals, and encourage them to communicate, in a manner which
 - acknowledges their situation and their needs within the process;
 - treats them fairly, with dignity and with respect, whilst recognising the harm that has been caused;
 - is appropriate to those involved;
 - encourages an open exchange of views;
 - minimises any constraints to communication;
 - is free from discrimination and oppression;
 - addresses each person in the way they wish to be addressed
- 6 assist participants in prioritising and maintaining focus on central issues
- 7 facilitate changes to meeting structure and protocols to ensure effective communications
- 8 make constructive contributions which:
 - encourages everyone to contribute actively and fully in the process;
 - moves the process forward at a pace that balances the needs of everyone involved;
 - encourages individuals actively to participate in identifying positive outcomes.
- 9 promote the independence of individuals during restorative processes in accordance with agreements previously reached with them
- 10 continuously monitor:
 - individuals' emotional and physical well-being;
 - compliance with any meeting ground rules established at the start and take appropriate action if the ground rules are not adhered to
 - signs that indicate potential harm and intervene immediately to protect individuals

Element**RP3.3 Facilitate and manage direct (face to face) restorative processes****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 methods for setting up and managing face to face communication and their relative merits and disadvantages
- 2 protocols and ground rules appropriate to face to face communication
- 3 how to control face to face communication without unduly intervening in the transactional process
- 4 how to support participants in preparing face to face communication without distorting their intentions or manipulating the situation
- 5 how to record data and report on communications

Unit Title**RP4 Conclude the restorative process****Summary**

This unit is about assisting participants achieve the best possible outcome through the restorative practice process. This will be evidenced through an outcome agreement relevant to the individual and/or community context.

There are two elements:

- | | |
|-------|---|
| RP4.1 | Assist participants to reach best achievable outcomes to the restorative practice process |
| RP4.2 | Form outcome agreements |

Target Group

This unit applies to practitioners who have responsibility for contributing to the restorative practice process as it develops. In particular for securing a viable form of agreement acceptable to the parties involved.

This unit was developed by Skills for Justice.

Element

RP4.1 Assist participants to reach best achievable outcomes to the restorative practice process

Performance Criteria

To meet the standard, you

- 1 maintain the procedures you have chosen within the parameters of the contract as it continues to help the participants meet the aims of the overall process
- 2 assess, where the procedures are no longer meeting the aims of the overall process, the benefits of other methods of restorative practice and discuss and agree possible amendments with the participants

Element

RP4.1 Assist participants to reach best achievable outcomes to the restorative practice process

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the range of restorative practices available to your organisation
- 2 constraints of time, resources and legal requirements
- 3 how to risk assess any additional participants
- 4 how to balance the benefits of a wider group of people participating with the available time and resources required
- 5 legal requirements and best practice guidance
- 6 different forms of written communication (including braille), videotape, audio, one way mirrors, interpreters, videolink or shuttle information-sharing by the facilitator

Element**RP4.2 Form outcome agreements****Performance Criteria**

To meet the standard, you

- 1 enable participants to think about and discuss what reparation action steps will be helpful, realistic, and can be effectively carried out
- 2 ensure perpetrator commitment and understanding of required action and consequences of failure to comply
- 3 check the feasibility and suitability of reparations and the wishes of nominated recipient(s)
- 4 advise and provide support as appropriate to the offender/perpetrator in the completion of their outcome agreement.
- 5 identify and acknowledge the achievements of the restorative process
- 6 relay information about outcomes to other parties as agreed by the participants
- 7 ensure arrangements are in place to document any financial and/or material transfers and transactions
- 8 ensure that all participants understand the legal basis of outcome agreement(s) and the penalties that may be incurred should there be non-compliance
- 9 consider all feedback received and identify learning points for future processes
- 10 prepare and provide records of what has been agreed to those who require them

Element**RP4.2 Form outcome agreements****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 types of reparation, including action steps, apologies, restitution etc and their suitability for different offenders and the circumstances in which they may or may not apply
- 2 availability of other services/input from other professionals
- 3 health and safety considerations related to reparation in your working context
- 4 the roles of organisations and agencies and their involvement with non-compliance procedures

Unit Title

RP5 Evaluate and report on outcomes of the restorative practice process

Summary

This unit is about assisting participants to assess the outcome of the restorative practice process and identifying their need for ongoing support. It also involves an appraisal of the processes used in individual and/or community contexts and reporting on their effectiveness.

There are two elements:

- RP5.1 Assist participants to assess the outcomes of the restorative practice process
- RP5.2 Evaluate and monitor the outcomes of the restorative practice process and the need for ongoing support

Target Group

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

This unit was developed by Skills for Justice.

Element

RP5.1 Assist participants to assess the outcomes of the restorative practice process

Performance Criteria

To meet the standard, you

- 1 give participants space and time to discuss what they want to come out of the meeting, and use these discussions to formulate an agreement
- 2 facilitate the review of what has happened during the restorative process and confirm details of:
 - agreements reached
 - any unresolved issues
- 3 agree and record the process for reviewing progress on agreement
- 4 make full and accurate records of decisions and outcomes and make them available to all who need and are entitled to receive them
- 5 review your own practice and utilise available support to develop and improve your practice

Element**RP5.2 Evaluate and monitor the outcomes of the restorative practice process and the need for ongoing support****Performance Criteria**

To meet the standard, you

- 1 provide necessary support to the offender/perpetrator to complete their outcome agreement as agreed, when it was formulated
- 2 assess whether the offender/perpetrator has completed all the actions they agreed with the victim/person harmed
- 3 take appropriate action in the event of non-compliance
- 4 encourage individuals to consider whether, following a direct restorative process, there is any further indirect restorative communication they need or want and advise on options
- 5 advise on availability of further support and information and inform interested parties about any further follow-up contact
- 6 agree with individuals involved when the process has concluded
- 7 provide reports in accordance with organisational procedures and in sufficient detail to enable evaluation to be carried out

Element

3.3.1.2 Evaluate and monitor the outcomes of the restorative practice process and the need for ongoing support

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 outcome agreements
- 2 sources of further support and information
- 3 consequences of non-compliance and action that can be taken

Unit Title

RP6 Provide information on restorative practice

Summary

This unit is about providing clear and accurate information to different audiences on the restorative practice process.

There is one element:

RP6.1 Provide information on restorative practice principles, processes and procedures

Target Group

This unit applies to information officers involved in explaining and promoting restorative practice. They may also be practitioners who have responsibility for specific aspects of practice.

This unit was developed by Skills for Justice.

Element

RP6.1 Provide information on restorative practice principles, processes and procedures

Performance Criteria

To meet the standard, you

- 1 provide a definition of restorative practice and explain the principles
- 2 articulate how restorative practice, by aiming to meet the needs of both victims/persons harmed and offenders/perpetrators, differs from other approaches
- 3 explain why and how restorative practice works, with reference to the theoretical base
- 4 describe the specific procedures that apply to your own practice

Element

RP6.1 Provide information on restorative practice principles, processes and procedures

Knowledge and Understanding

To meet the standard you need to know and understand:

- 1 the contexts in which restorative practice as a process is likely to be most effective including
 - victims/persons harmed
 - offenders/perpetrators
 - communities
- 2 the aims of restorative practice , and potential outcomes
- 3 the criminal justice context and/or statutory framework for your restorative practice
- 4 other related approaches including:
 - other disciplines (for example, advocacy or counselling);
 - community mediation and conflict resolution (i.e. what difference it makes that there is an identified perpetrator responsible for a particular incident of harm);
 - other approaches to crime and unacceptable behaviour (e.g. a retributive approach, mainstream CJS responses).
- 5 conflict resolution theory, theories relating to emotions and/or social psychology
- 6 the principles of the Restorative Justice Consortium in 2004 and the Best Practice Guidance for Restorative Justice Practitioners taking note of subsequent advancements
- 7 how to respond to requests from the media and other interested parties for information on restorative practice processes and procedures
- 8 can provide expert advice on restorative practice processes, practices and procedures through formal channels
- 9 how to contribute to the promotion of restorative practice processes and best practice

Unit Title**RP7 Provide expert advice on restorative practice****Summary**

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

There is one element:

RP7.1 Provide expert advice on restorative practice processes, practices and procedures through formal channels

Target Group

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

This unit was developed by Skills for Justice.

Element

RP7.1 Provide expert advice on restorative practice processes, practices and procedures through formal channels

Performance Criteria

To meet the standard, you

- 1 clarify the expectations of those requesting advice and the context in which it is being sought
- 2 determine the extent to which you are competent to provide the advice requested and where the support of others may be required
- 3 explain on what aspects you can and cannot provide advice and qualify this by reference to your relevant experience and qualifications
- 4 where appropriate, explain and agree the terms and conditions under which advice will be given
- 5 analyse the situation on which expert advice is sought and refer as appropriate to precedents for successful action
- 6 prepare and present advice in the form requested and in a manner appropriate to the audience
- 7 respond to relevant requests for clarification and elaboration

Element

RP7.1 Provide expert advice on restorative practice processes, practices and procedures through formal channels

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 the contexts in which restorative practice as a process is likely to be the most effective including
 - victims/persons harmed
 - offenders/perpetrators
 - communities;
- 2 the aims of restorative practice, and potential outcomes
- 3 the context and/or statutory framework for restorative practice
- 4 other related approaches including:
 - other disciplines (for example, advocacy or counselling);
 - community mediation and conflict resolution (i.e. what difference it makes that there is an identified perpetrator responsible for a particular incident of harm);
 - other approaches to crime and unacceptable behaviour (e.g. a retributive approach, mainstream CJS responses).
- 5 conflict resolution theory, theories relating to emotions and/or social psychology
- 6 recommendations by the Restorative practice Consortium in 2004¹;
- 7 how to respond to requests for expert advice on restorative processes and procedures
- 8 can provide expert advice on restorative practice processes, practices and procedures in formal settings and through formal channels
- 9 typical terms and conditions of appointment as an expert advisor
- 10 professional Indemnity Insurance
- 11 your legal liabilities and responsibilities as an expert advisor including your duty of care to those you advise

¹ See www.restorativejustice.org.uk

Unit Title

RP8 Contribute to the promotion of restorative practice

Summary

This unit is about promoting restorative practice as a process.

There is one element:

RP8.1 Contribute to the promotion of best restorative practice

Target Group

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

This unit was developed by Skills for Justice.

Element**RP8.1 Contribute to the promotion of best restorative practice****Performance Criteria**

To meet the standard, you

- 1 identify situations with individuals and in communities where restorative practice might make a particularly positive contribution
- 2 determine the extent to which you are competent to promote the introduction of restorative practices and improve practice standards and where the support of others may be required
- 3 identify key decision makers and select appropriate methods for promoting restorative practice and best practice to them
- 4 prepare and present advice and information in a manner appropriate to the audience
- 5 respond to relevant requests for clarification and elaboration
- 6 monitor the outcomes of your promotional activities and seek evidence of the extent to which you have influenced practice
- 7 reflect on ways to improve your promotional activities

Element**RP8.1 Contribute to the promotion of best restorative practice****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 the contexts in which restorative practice as a process is likely to be particularly effective including:
 - victims/persons harmed
 - offenders/perpetrators
 - communities;
- 2 the aims of restorative practice, potential outcomes and current evidence base and best practice
- 3 other related approaches including:
other disciplines (for example, advocacy or counselling);
 - community mediation and conflict resolution (i.e. what difference it makes that there is an identified perpetrator responsible for a particular incident of harm);
 - other approaches to crime and unacceptable behaviour (e.g. a retributive approach, mainstream CJS responses).
- 4 promotional techniques and their application within groups and communities
- 5 how to work with the media
- 7 how to provide accurate advice on restorative practice and procedures in formal settings and through formal channels
- 8 techniques for monitoring and evaluating promotional activities

Unit Title**RP9 Work collaboratively on the restorative process****Summary**

This unit is about the competences of those with co-worker responsibilities in restorative practice contexts, whether working with individuals or communities.

There is one element.

RP9.1 Work collaboratively on the restorative process

Target group

This unit is for those with co-worker responsibilities in restorative practice. They may or may not themselves be RP practitioners, but they need to know sufficient of the processes, principles and procedures to be effective team members.

This unit was developed by Skills for Justice

Element**RP9.1 Work collaboratively on the restorative process****Performance Criteria**

To meet the standard, you

- 1 establish clarity about your reasons for co-working the case
- 2 balance the concerns of participants, community and the organisation providing the restorative work, in the combination of workers on a case
- 3 use co-working to address power imbalances between participants
- 4 share and review any preparatory work which has been undertaken by just one of the co-workers
- 5 plan how you will share roles and tasks before, during and after communication or meeting with any participants
- 6 agree how
 - you will communicate
 - you could support one another
 - you will give feedback
 - how any differences of approach will be handled
- 7 work sensitively and co-operatively together
- 8 ensure there is clarity as to who is undertaking:
 - monitoring, supervision and feedback about completion
 - administrative or follow up tasks associated with the restorative process
- 9 exchange feedback and debrief each other, with assistance from others as necessary

Element**RP9.1 Work collaboratively on the restorative process****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 the principal processes of restorative practice and their relative potential risks and benefits
- 2 where cases require specialist knowledge or complex cases requiring participants with different backgrounds/characteristics
- 3 when co-working can develop good practice/develop experience
- 4 the use of co-working for practical reasons
- 5 how to balance the concerns of victim/person harmed, offender/perpetrator, community and the organisation providing the restorative work, in the combination of workers on a case (e.g. police officer and community mediator).
- 6 how to use co-working to address power imbalances between participants
- 7 work sensitively and co-operatively together:
 - listen to the tone and content of your co-worker's words, to monitor their assessment of the meeting and the participants;
 - ask questions - for example, checking whether your co-worker has finished before you ask supplementary questions of the participants
- 8 how to allocate any administrative or follow up tasks associated with the restorative process and, if any information about it needs to be passed on to others, decide who will do this

Unit Title**RP10 Supervise the restorative process****Summary**

This unit is about supervising those with responsibility for restorative practice. It is not intended to substitute for other, generic supervisory skills, but addresses the competence of the RP practitioner specifically in their supervisory role

There is one element.

RP10.1 Supervise the restorative process

Target group

This unit is for those with supervisory responsibility for implementing restorative practice and procedures. They are likely to have had some experience as practitioners.

This unit was developed by Skills for Justice.

Element**RP10.1 Supervise the restorative process****Performance Criteria****To meet the standard, you**

- 1 assess whether:
 - the supervised practitioner is working in accordance with best practice
 - whether the case is progressing satisfactorily; and
 - whether adequate risk assessment is in place
- 2 identify instances where the practitioner's skills or experience may be insufficient to handle the sensitivity or complexity of the case
- 3 help practitioners identify how to secure the support needed to continue working the case
- 4 help the practitioner to find new ideas and fresh perspectives on how to work cases and identify any ways in which their approach may need amending
- 5 provide emotional and pastoral support to the practitioner
- 6 liaise with others as appropriate to support the practitioner
- 7 seek advice or recommend that a case be closed or passed to another worker if there are serious concerns about the safety of a practitioner's work
- 8 make accurate and complete records of discussions and agreements
- 9 comply with organisational and legal requirements for storage and transfer of records

Element**RP10.1 Supervise the restorative process****Knowledge and Understanding**

To meet the standard, you need to know and understand:

- 1 restorative principles and practice and how to apply them to your own supervision practice
- 2 relevant legislation and policies applying within your area of work and your own organisation
- 3 measures to manage all important risks and sensitivities
- 4 empathic active listening
- 5 independent sources of advice and support
- 6 confidentiality in the supervision process

Unit Title**RP11 Manage the restorative process****Summary**

This unit is about managing those with responsibility for restorative practice. It is not intended to substitute for other, generic management competences, but addresses the skills and knowledge of the senior RP practitioner specifically in their management role

There is one element.

RP11.1 Manage the restorative process

Target group

This unit is for those with management responsibility for implementing restorative practices and procedures. They are likely to have had experience at senior level as practitioners.

This unit was developed for Skills for Justice.

Element

RP11.1 Manage the restorative process

Performance Criteria

To meet the standard, you

- 1 set objectives for restorative practice that clearly support the aims of their organisation, and articulate a strategy for sustaining and developing restorative practice
- 2 demonstrate to all staff a commitment to restorative practice and support restorative ways of working throughout the organisation
- 3 ensure all staff understand:
 - the basic principles of restorative work
 - why the organisation is undertaking it
- 4 obtain the key resources for successful restorative work to take place
- 5 define key policies and procedures needed for successful restorative work to take place
- 6 implement quality assurance of restorative work
- 8 make accurate and complete records of discussions and agreements
- 8 comply with organisational and legal requirements for storage and transfer of records

Element

RP11.1 Manage the restorative process

Knowledge and Understanding

To meet the standard, you need to know and understand:

- 1 restorative principles and practice and apply them to your own supervision practice
- 2 restorative practice as a process and its aims
- 3 relevant legislation and policies applying within your area of work and your own organisation
- 4 outcome agreements, and monitoring fulfilment of outcome agreements
- 5 roles of other agencies
- 6 risk assessment processes
- 7 data sharing protocols with partner agencies
- 8 clear definitions of roles and case referral arrangements between restorative practitioners and others in the organisation
- 9 training and support arrangements for restorative practitioners
- 10 key resources, including:
 - ensuring a realistic balance between caseload and time for quality work which responds to the needs of participants;
 - support for participants to fulfil outcome agreements, and monitoring fulfilment of outcome agreements;
 - support for restorative practitioners to develop their practice,
 - partnership with other agencies, such as referral agencies, agencies working with participants, or able to help participants fulfil outcome agreements.
- 11 policies & procedures, including:
 - risk assessment processes;
 - data sharing protocols with partner agencies
 - a confidentiality policy
 - clear definitions of roles and case referral arrangements between restorative practitioners and others in the organisation.
- 12 quality assurance, including:
 - ensuring all restorative practitioners are working in accordance with best practice guidance
 - ensuring adequate provision of training;
 - ensuring all sensitive and complex cases are referred to appropriately skilled and experienced practitioners;
 - ensuring restorative practitioners have access to case supervision, and emotional support,
 - information on outcomes of cases to inform and develop strategy and practice
 - ensuring restorative work is accessible and sensitive to all sections of the community.
- 13 the emphasis of restorative practice to resolve and reduce harm
- 14 that restorative work should be accessible and sensitive to all sections of the community