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### Overview

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

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

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

#### **There are three elements**

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

#### **Target group**

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

### Performance criteria

#### Relay and share information as part of the indirect process

*You must be able to:*

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

#### Facilitate face to face meetings

*You must be able to:*

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

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

#### **Oversee the process and agree the way forward**

#### *You must be able to:*

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

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

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### Knowledge and understanding

#### General/key knowledge relating to restorative practice

*You need to know and understand:*

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

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

*You need to know and understand:*

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

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

### Additional Information

#### Values

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

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

#### Glossary

##### Media

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

##### Risks

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

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

##### Written content

emails and letters

#### External links

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



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### Facilitate participants' interaction within a restorative process

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