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**Overview**

This standard covers working with interpreters to help participants take part in restorative processes and communicate their needs, wishes and concerns. This includes arranging the interpreting services for participants, communicating with others through interpreters, and supporting those involved to evaluate the quality of outcomes and effectiveness of services.

This standard refers to interpreters throughout but is also relevant to the use of translators in written communications.

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

**There are three elements**

- 1 Arrange interpreting services
- 2 Communicate with others through interpreters
- 3 Support those involved to evaluate the quality of outcomes and effectiveness of interpreting services

**Target group**

The standard is designed to be applicable to anyone working within restorative practice who works with interpreters to enable participants to access restorative processes.

## Performance criteria

### Arrange interpreting services

- You must be able to:**
- P1 identify interpretation needs of participants in line with recognised good practice
  - P2 consult with participants on the use of interpreters to meet their needs
  - P3 assist participants to identify interpreting requirements in order to meet their needs
  - P4 source organisationally approved interpreters to meet identified communication needs of participants
  - P5 involve chosen interpreters throughout restorative processes in line with organisational requirements
  - P6 provide information about specific requirements of participants to interpreters in line with organisational requirements
  - P7 collaborate with interpreters and participants in line with organisational requirements, including arranging:
    - P7.1 any specific support they need from you and others
    - P7.2 any preparation that is required
    - P7.3 any specialist equipment that is needed
  - P8 check interpreters and participants understand confidentiality agreements in line with organisational requirements, including:
    - P8.1 storage and security requirements for confidential information
    - P8.2 legal and organisational requirements for the use of translation and interpretation services

### Communicate with others through interpreters

- You must be able to:**
- P9 provide information about the purpose and nature of interactions to interpreters to meet organisationally approved methods
  - P10 agree with interpreters how their role will meet all participants' needs, including:
    - P10.1 any interventions they should make
    - P10.2 how these interventions should be made
    - P10.3 the level of detail required in communications
  - P11 confirm the understanding of interpreters about restorative processes through

- active questioning in line with organisational requirements
- P12 explain to interpreters specific terms and concepts that participants might not understand in line with recognised good practice
- P13 highlight to interpreters communications from participants that you are not able to understand
- P14 work with participants, and support interpreters to work in ways that:
  - promote rights and choices of participants, and:
  - P14.1 respect experiences, expertise and abilities of participants
  - P14.2 allow sufficient time for participants to communicate all of their thoughts, views, opinions and wishes
  - P14.3 are inclusive and do not discriminate
- P15 modify interactions as required to meet participants' communication needs
- P16 confirm with all involved what has been communicated, including:
  - P16.1 any agreements
  - P16.2 any actions to be taken
- P17 maintain records of restorative processes in line with organisational requirements

**Support those involved to evaluate the quality of outcomes and effectiveness of interpreting services**

- You must be able to:
- P18 encourage all involved to take part in evaluating the effectiveness of interpretation services provided in line with organisational requirements
  - P19 work with all involved to identify any changes that would improve the interpretation services
  - P20 inform appropriate people of identified changes in line with organisational requirements
  - P21 implement agreed changes within the scope of your role and responsibility and in line with organisational requirements

## Knowledge and understanding

### General 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 may work with in restorative processes, 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 restorative processes
- K7 the importance of, and how to create, safe environments 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 of avoiding stigmatisation and stereotyping
- K10 effective 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 the potential consequences of doing this
- 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 when necessary
- K14 how to recognise the effects on yourself of working upon restorative processes
- K15 how to seek appropriate supervision and personal support
- K16 principles of effective equality, diversity and anti-discriminatory practice

### **Knowledge relating to the use of interpreters**

#### **You need to know and understand:**

- K17 legal and organisational requirements on:
  - K17.1 equality, diversity, discrimination and rights relating to participants' language and communication preferences
  - K17.2 health and safety specific to the use of interpretation services
- K18 how to ensure that the rights and preferences of participants regarding their preferred method of communication and language are adhered to
- K19 why the rights and preferences of participants are particularly important when using interpreters
- K20 the reasons why interpreters need to understand the background and culture of the people for whom the interpretation is being done
- K21 codes of practice, standards and guidance relevant to your own area of work
- K22 the roles, responsibilities, accountability and duties of others when commissioning and using interpreters
- K23 how and where to access information and support that can inform your practice when using and communicating through interpreters
- K24 how to access interpretation services and equipment
- K25 the benefits of using the same interpreter throughout the process where possible
- K26 the issues associated with using family members of participants for interpreting
- K27 the types of information interpreters need to carry out their work
- K28 how to arrange the environment for interpretations
- K29 the difference between simultaneous and consecutive interpreting and sight translation and when each is best be used
- K30 different types and forms of communication that may require interpretation services

- K31 the role of interpreters and translators in interpreting and translating everything that is said or written, and when they may intervene
- K32 how to assist interpreters
- K33 the impact and problems of communicating across different language and communications forms
- K34 how to provide active support to enable participants to communicate their needs, views and preferences
- K35 how communication may alter because of participants' personal beliefs, preferences and culture and how this affects the approach you should adopt
- K36 how to encourage participants to communicate through interpreters, including the use of positive reinforcement
- K37 mental, physical and social factors that can affect the communication skills, abilities and development of participants and the resultant behaviour that may occur
- K38 power, and how it can be used and abused when working with participants who require interpreters

**Knowledge relating to the evaluation of interpreting services**

You need to know  
and understand:

- K39 how to carry out evaluation of interpreting services
- K40 what indicators to use and what to record when evaluating and assessing interpreting services

## 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

#### Interpreter / interpretation / interpreting

This standard recognises that interpreters work with verbal communications and that translators work with written communications. The skills and knowledge required of the restorative practitioner are the same whichever service is being used. For ease 'interpreter' (and its variations) has been used throughout where possible.

#### Risks

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

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

### External links

This standard reflects the content of the Restorative Justice Council's Best Practice Guidance for Restorative Practice (2011).

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