

Prepare participants and agree an appropriate restorative process

Summary

This 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.

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:

Identify and prepare participants

Agree an appropriate choice of restorative process

Target Group

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

Identify and prepare participants

In work performance criteria

- 1 provide clear and accurate information to individuals regarding the restorative processes available, their purpose, potential benefits, any limitations, timescales and any available alternatives
- 2 explain, to potential participants, who will have access to information about individuals involved in the processes, and the steps taken to maintain confidentiality
- 3 identify the relevant needs of potential participants regarding the process(es) and assess whether these can be addressed by the restorative process(es)
- 4 encourage and assist individuals to make their own, realistic assessment of any risks involved, taking account of the motivation, emotions and vulnerability of those taking part
- 5 explain clearly to individuals the potential impact of any risks identified, and agree the appropriate steps towards minimising such risks
- 6 describe the restorative processes available, providing sufficient information to allow potential participants to assess relevant alternative processes and to

- make an informed decision regarding the process(es) available
- 7 communicate using language and at a pace designed to promote understanding amongst those involved
 - 8 encourage questions, answering these fully and accurately, and check for understanding
 - 9 treat individuals with respect, using behaviour which is free from discrimination and oppression
 - 10 challenge constructively any discriminatory, aggressive or abusive behaviour, indicating its likely impact upon the process
 - 11 ensure, where relevant, that an appropriate responsible adult is present

Agree an appropriate choice of restorative process

In work performance criteria

- 1 agree and prioritise with the participants the most important issues to be addressed by a restorative process
- 2 assess and agree the most appropriate restorative process for the parties involved, taking into account their needs, emotions, communication skills and your assessment of the risks and likely benefits
- 3 describe the format, procedures and timescale associated with the preferred restorative process, including the roles of those involved
- 4 determine and agree a structure for communicating which is suited to the participants' needs and will minimise the potential for power imbalances between the parties involved and which is appropriate in enabling the participants to achieve a positive conclusion in the time available
- 5 determine from the person harmed and the person responsible whether there is any other person that they might like to also be involved in the restorative process
- 6 assess any risks associated and use your professional judgement to determine those potential participants who are appropriate, ensuring that an appropriate balance is maintained regarding those involved, and that no parties are likely to feel intimidated or excluded
- 7 obtain the informed consent to participate of all those intending to take part
- 8 ensure that participants involved in progressing the restorative process are not coerced, pressured or induced into taking part
- 9 determine and agree with relevant parties procedures to monitor and review the progress of the restorative process, the managing of the associated risks, and the impact of the process upon those involved
- 10 agree, where individuals do not wish to progress the process, their needs in terms of the information which they require regarding any future steps taken, ensuring that they are informed of any statutory rights which they may have in this respect

- 11 maintain accurate and up to date records of the actions agreed, ensuring that the actions are justified and defensible

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Knowledge and Understanding

General/key knowledge relating to restorative practice

- 1 the legislation and guidance on good practice which relate to the restorative process being undertaken and the impact of these on your work, including requirements regarding confidentiality and data protection
- 2 the nature of and the principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
- 3 partner organisations with which you might work in the restorative process, including their principal roles and responsibilities within the process
- 4 the needs of all involved within the restorative process, and the factors to take into account when identifying the most appropriate type and structure for a restorative process
- 5 the importance of creating a safe environment for participants and of treating all participants with respect, and of avoiding stigmatisation and stereotyping in your dealings with participants
- 6 effective telephone and face to face communication techniques, including:
 - active listening
 - questioning for understanding
 - awareness of and ability to read non-verbal signals
 - summarising and reflecting back
 - giving and receiving feedback
 - challenging constructively and positively
 - enabling participants to make their own choices
- 7 how to judge what information may be given to one participant about another, or to anyone else, given the implications for their emotional and physical safety, and how gaining additional information might be used by the person responsible
- 8 how to recognise the effects on yourself of working upon restorative processes, and how to seek any appropriate supervision and personal support
- 9 your own role and responsibilities, and from whom assistance and advice should be sought where necessary
- 10 the principles of effective equality, diversity and anti-discriminatory practice
- 11 the boundaries of confidentiality, and importance of maintaining appropriate levels of confidentiality, and how to agree and maintain these

Knowledge relating to enabling participants' choice

- 12 how to assess which are the suitable restorative processes for individuals, including the factors to take into account and the alternatives that may be available to the person responsible and the person harmed
- 13 methods of encouraging the effective and active involvement of persons responsible and those harmed in restorative processes, including how to enable informed choice, whilst avoiding coercion

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Knowledge and Understanding (continued)

- 14 the types of support available to persons responsible and persons harmed who are involved in the restorative process
- 15 ground-rules for behaviour and communication during restorative processes – what they are, their purpose, why it is important to use them and what to do if they are breached
- 16 methods of assessing and managing risk within the restorative process, including the types of communication, selecting appropriate venues, and managing and balancing the presence/absence of supporters
- 17 the types of support available to persons responsible and persons harmed who are involved in the restorative process
- 18 factors influencing the vulnerability of individuals
- 19 types of vulnerability, or levels of harm, used in assessing risk, their indicators and how to determine these
- 20 the information about other agencies and services that may be required in providing additional support to participants towards effective restorative processes
- 21 circumstances when it is appropriate to end a restorative process and how to do this
- 22 what options there are for a participant who decides not to proceed with the restorative process
- 23 group dynamics, and the types of power imbalance that can occur, the reasons for these and strategies for addressing these

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Evidence requirements

To achieve this unit you must provide your assessor with evidence that you have consistently met all of the performance criteria and knowledge and understanding.