

Contribute to the promotion of restorative practice

Summary

This is about promoting restorative practice and the processes available.

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, or a surrogate who accepts a level of responsibility for the incident. The 'person(s) harmed' refers to those harmed or affected similarly by the incident.

There is one element:

Contribute to the promotion of restorative practice

Target Group

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

Contribute to the promotion of restorative practice

In work performance criteria

- 1 identify situations with individuals and in communities where restorative practice might make a positive contribution
- 2 determine the extent to which you are competent to promote the introduction of restorative practices and to 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 to them
- 4 prepare and present advice and information in a manner appropriate to the audience
- 5 encourage questions and seek feedback to check for understanding
- 6 address any questions fully and accurately, providing answers which are objective, concise and unambiguous
- 7 use language and communicate at a pace suited to the needs of your audience
- 8 monitor the outcomes of your promotional activities and seek evidence upon the extent to which you have influenced practice
- 9 assess the outcomes and use this to inform ways to improve your promotional activities

- 10 maintain acceptable professional standards of appearance and behaviour at all times

Contribute to the promotion of restorative practice

Knowledge and understanding

General/key knowledge relating to restorative practice

- 1 the legislation and guidelines of good practice which relate to restorative practices and the impact of these on your work, including requirements regarding confidentiality
- 2 the nature of and principles underpinning restorative processes, and the purpose and potential benefits of restorative practice
- 3 partner organisations involved in the restorative process, including their principal roles and responsibilities within the process
- 4 the needs of all involved within the 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 maintain these

Knowledge relating to contributing to the promotion of restorative practice

- 12 the contexts in which restorative practice as a process is likely to be effective including their impact for the persons harmed, persons responsible and communities

Contribute to the promotion of restorative practice

Knowledge and understanding (continued)

Knowledge relating to contributing to the promotion of restorative practice (continued)

- 13 other approaches related to restorative practice, including other disciplines (for example, advocacy or counselling), community mediation and conflict resolution (ie what difference it makes that there is an identified person responsible for a particular incident of harm)
- 14 other approaches to incidents involving unacceptable behaviour (eg a retributive approach)
- 15 promotional techniques and their application within groups and communities
- 16 different types of media and how to work with these
- 17 how to provide accurate advice on restorative practice and procedures in formal settings and through formal channels
- 18 techniques for monitoring and evaluating promotional activities

Contribute to the promotion of restorative practice

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.