



Restorative Thinking Limited Company Introduction



Restorative Thinking Limited is a Registered Training Provider with the Restorative Justice Council, and adheres to the RJC Trainers' Code of Practice.



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Restorative Thinking Limited (RT): Company Profile

Mission Statement

Restorative Thinking Limited provides innovative restorative justice/practice prevention and intervention programmes, training, consultation, wrap-around support and evaluation with Primary and Secondary Schools, Children's Centres, Youth Justice Services and Criminal Justice Services (Prisons, Probation Services) and Police and Crime Commissioners. We are a restorative organisation and aim to model restorative practice. We do this by adopting whenever possible the model of challenge and support in all our professional relationships with both colleagues and clients; using circles to problem solve and generate positive outcomes; engaging empathy and an understanding of our own and others' needs at every opportunity; providing expectation clarity both within the company and with partners and other organisations we work with. Restorative Thinking Limited is the proud recipient of the Restorative Service Quality Mark (RSQM) and the Training Provider Quality Mark (TPQM).

Vision

By 2020, we will have been operating for eight years. We will have maintained the reputation generated in the first five years, as a provider of innovative restorative justice/practice toolkits and programmes to engage users, providing a restorative education for pupils, parents, young and adult offenders. We will continue to be recognised as a provider of restorative practice training, consultation, supervision and programmes, with a reputation for delivering high quality services and programmes with an innovative edge. We will continue to strive for a thorough understanding of our stakeholders and their needs and increased engagement through creative partnership working. We will continue to demonstrate a sound understanding of our stakeholders and their needs and increased engagement through creative partnership working.

Our core business will have been delivered in an ethical, sustainable and restorative way, and will have continued to respond to the changing needs of service users and strategic commissioning. We will have drawn together the knowledge and experience of service users, partners and supporters, (volunteers and staff) in order to lead the innovation of best practice.

We are committed to evolving restorative practice, and to increasing a general awareness and understanding of the differences between restorative practice and restorative justice and how the two complement each other

We are committed to further developing our licensing agreements, allowing other organisations to deliver our programmes, with a focus on quality assurance and programme integrity. We will also continue to draw on emerging research and evidence around the theories underpinning our programmes, and will build this new learning into our programmes to keep them fresh, engaging and up to date.



Company values

The values of our organisation are based on restorative justice principles and best practice.

The values listed here represent those considered most essential to the running of the business by a broad range of stakeholders including service users, partners, funders (volunteers and staff). The core values of RT are:

Educating – giving users key life skills in restorative justice and practice as part of on-going education and skills. Carrying the ethos that education for all is for life, and looking for opportunities to grow our own knowledge base and education.

Listening – active listening, to our service users, partners, supporters (volunteers and staff); taking on board feedback and building this into the development of our programmes and services.

Empowering – through our programmes and services, helping people to help themselves. Our services should help people move towards goals they have set themselves. Examples include an audit deficit of organisational needs relating to restorative practice; challenge and support to meet aims, objectives, outcomes and outputs; developing confidence in restorative practice (RP) and how to apply RP within specific settings.

Innovating – thinking ‘outside the box’ and looking for new ways to present ideas and material, based on sound research.

Fair Process – being seen to be fair and transparent to both our service users and partners, supporters and funders.

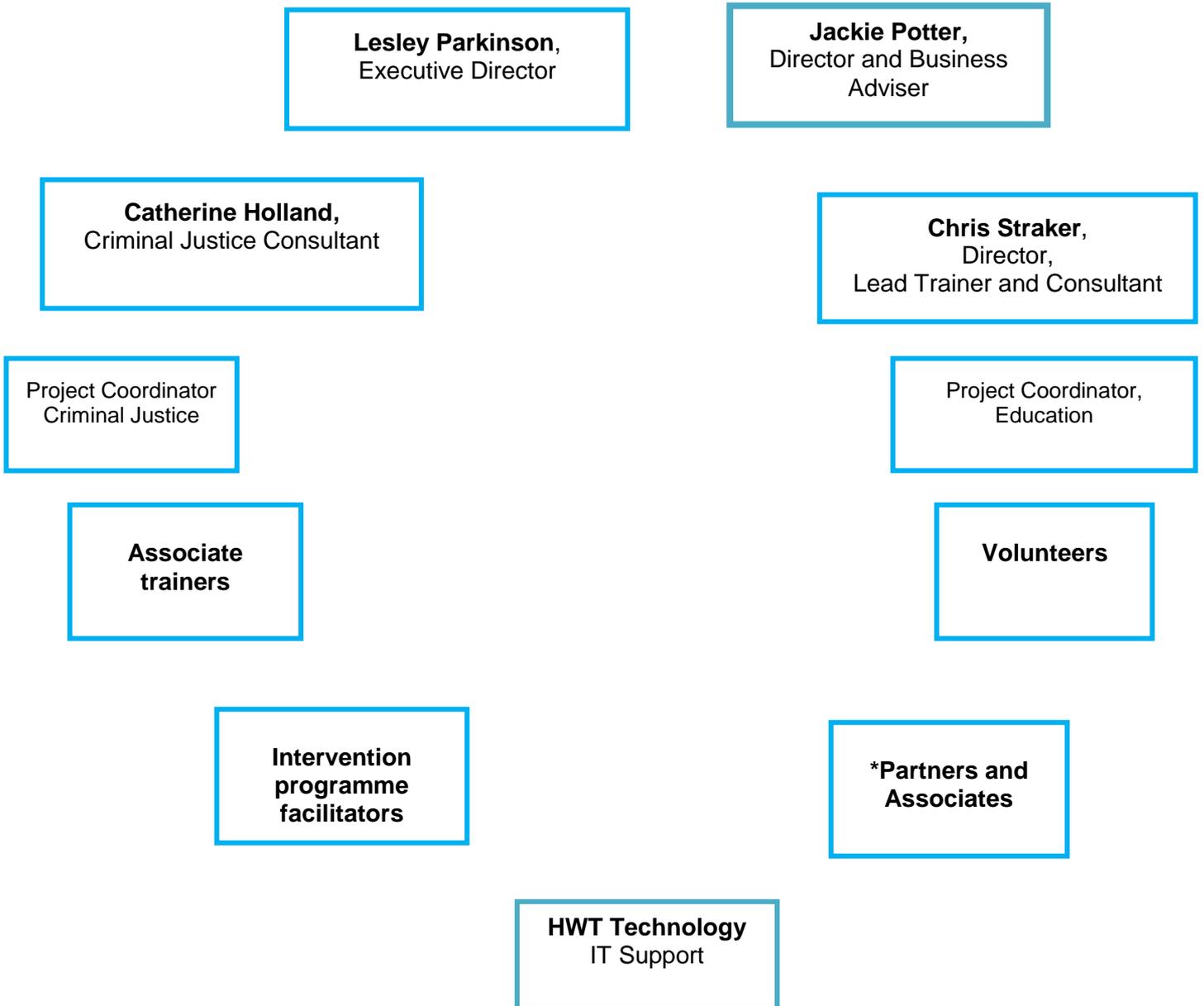
Welcoming of Diversity – RT recognises that all people have equal value and human rights and celebrates the differences between us.

Ethical – RT seeks effective working partnerships and to conduct its affairs with integrity, openness and mindfulness of the organisation’s wider impact.

Evolving – RT recognises that issues related to its core work change over time, hence the organisation is committed to responding to the changing needs of its current and potential service users.



Restorative Thinking Limited Organisation Diagram



*Partners and associates: Shackleton Foundation, Department of Health (CANparent), Anti-Bullying Alliance, Odd Arts.



Underlying principles to training

Restorative Thinking Limited has signed up to the Restorative Justice Council's (RJC) code of practice. As such it also expects everyone who trains with RT to also comply with that code of practice. Equally RT will ensure it meets RJC requirements in terms of its delivery of the Train the Trainers Code of Practice; the supervision of trainers; and the expectation that trainers reflect on their own practice and endeavor to continue to develop their own skills through practice and reading.

Below are the requirements that the RJC has detailed in its guidance:

Core requirements

1. These requirements apply to all RJC registered restorative trainers:
 - a) Trainers must have a good working knowledge of the range of restorative processes.

Guidance: trainers are expected to have a good understanding of the various forms of restorative practice including direct and indirect interventions and both formal and informal processes. They should be able to apply this knowledge in a practical setting.

- b) Trainers must not deliver training on any subject outside of their professional skill, knowledge and understanding.

Guidance: a trainer must only deliver training in an area where s/he has professional competence. Guidance on relevant competence in relation to restorative practice is set out in the RJC Competency Framework <http://restorativejustice.org.uk/resources/rjc-practitioner-competency-framework-0>.

- c) Trainers must ensure that their knowledge and professional development is kept up to date by undertaking Continuing Professional Development (CPD) in order to support a good working knowledge of restorative practice.

Guidance: CPD may be undertaken in a variety of ways including: seminars, conferences, training courses, lectures, peer evaluation and private study of relevant materials such as academic journals and articles. It is recommended that an RJC registered trainer undertakes at least 6 hours of CPD each year. Details of the RJC's CPD programme of events can be found at www.restorativejustice.org.uk.

- d) Trainers must ensure that they co-deliver training with at least one other trainer where the number of participants exceeds 12.



Guidance: class sizes of more than 24 learners are advised against as it is important to ensure that each learner is given the opportunity to fully contribute and take part.

- e) In advertising training services to potential clients, trainers must make references and evaluations from previous courses available to potential clients on request.

Guidance: trainers should ensure that in the provision of feedback or evaluation to a potential client, they have either anonymised the personal details of the evaluator or obtained consent for the disclosure of the evaluation.

- f) Trainers must ensure that course outcomes are clearly set out in training materials.

Guidance: course outcomes should clearly link to identified learner need which will have been established during the training needs analysis process (see (g) below). The link between need and intended course outcome should be made clear to the training commissioner so that any gaps can be identified at an early stage.

- g) Trainers must complete the following steps before delivery of each restorative training session:

- i. Conduct a training needs assessment to establish the learning needs of the participants.
- ii. Ensure that participants are advised in advance that they will be assessed during the session and that feedback on each participant may be provided to the client.
- iii. Provide the client with:
 - a. A session plan summary detailing:
 - a) Course length.
 - b) Operational requirements for the session
 - c) Method of training delivery.
 - d) Any access requirements if needed (e.g. interpreters/reasonable adjustments) .

Guidance: the training needs assessment will seek to ascertain the level of understanding of the learning group so that materials can be tailored to that level accordingly.

- b. Advice on setting up on-going organisational support following the training.

Guidance: such support may include mentoring, supervision, and development opportunities for staff following training.



- c. Pre-reading materials for participants covering the principles of restorative practice and (if necessary) relevant RJC standards and guidance.
- h) Trainers must ensure that information disclosed by participants during a training session is kept private and confidential, subject to the requirements of the law, and that written records relating to a participant are provided on request by that participant.
- i) Following delivery of a training session, trainers must provide feedback to the client.

Guidance: this may be provided in writing and may include recommendations for a participant's further professional development.

- j) Feedback from training participants covering training content and delivery must be obtained by the trainer following delivery of a training session.

Guidance: Training evaluation forms can be used for this purpose.

- k) Trainers must make themselves available to learners during training to answer questions and provide feedback and advice.
- l) Trainers must ensure that courses are reviewed on a regular basis to ensure content is kept up to date and is relevant to each learner group.
- m) Trainers must ensure all learners are treated fairly and without discrimination.

Guidance: In this context without discrimination means without discrimination on the basis of the characteristics set out in the Equality Act 2010 (i.e. age, gender, disability, ethnicity, sexual orientation, gender re-assignment, marital or civil partnership status or religion or belief). Trainers should ensure that there is equality of access to restorative training and that training methods are respectful to all participants, their opinions and views.

- n) Trainers must comply with reasonable requests for information from RJC.

Guidance: such requests may be made by RJC in order to support exercises aimed at monitoring code compliance or to support the proper investigation of complaints and appeals. Compliance with a RJC request for information includes responding to requests within a reasonable timeframe and providing information requested.



Breach of this Code

2. Evidence of breach of this Code by trainers or training organisation may result in the suspension or permanent removal of individual trainers and training organisations from the Register of Approved Training Providers.

A copy of Restorative Thinking Limited's Compliments and Complaints Policy is available on request and via our website.

The RJC Complaints Policy and associated Complaints Procedure sets out the ways in which evidence of breach may be submitted to RJC, how the RJC will investigate any alleged breaches and what sanctions may be applied.

Guidance for restorative training courses – by course type:

There are many different types of training in restorative practice. The main types of training course are set out below:

Awareness Training

Awareness training is designed to inform lay audiences about the principles and processes of restorative practice. It should usually comprise a minimum of 2 hours training and will usually cover the following areas:

- a) An introduction to the concepts and philosophy of restorative practice.
- b) The RJC Principles of Restorative Practice.
- c) The difference between informal and formal restorative processes.

Leader/Manager/Supervisor Training

This training is aimed at those who supervise and manage restorative practitioners/facilitators, enabling them to effectively support the delivery of quality restorative practice by those they manage or supervise.

Manager/Supervisors should be aware of:

- a) The RJC Principles of Restorative practice.
- b) The RJC Competency Framework for practitioners.
- c) Data collection and record keeping.
- d) Evaluation, supervision and feedback.
- e) The role of Managers/Supervisors in supporting the delivery of safe and effective restorative processes including:
 - a. ensuring that practitioners are properly trained;
 - b. ensuring practitioners have access to case supervision;
 - c. ensuring practitioners are allocated adequate time to undertake restorative process work to a good standard and;
 - d. ensuring practitioners have access to development opportunities.

If specific training is not available, managers and supervisors should attend Awareness or Introductory training.



Introductory Restorative Practice Training

Introductory restorative practice training is for lay audiences, designed to provide the necessary background knowledge and skills that are required to use informal restorative practices in day to day work.

Introductory Restorative Practice Training should usually comprise 5-8 hours training and will usually cover the following key areas:

- a) An introduction to the concepts and philosophy of restorative practice including the RJC Principles of Restorative practice.
- b) The RJC Competency Framework for Practitioners.
- c) An introduction to informal restorative processes.
- d) Using informal restorative processes to resolve minor conflicts in the course of day to day business.

Facilitator/Practitioner Training

This is training for those wishing to undertake formal restorative processes. This training covers the full range of skills outlined in the core 2013 National Occupational Standards in Restorative Practice.

Facilitator/Practitioner training will usually comprise a minimum of 20 hours training. Training of less than 24 hours' duration should be preceded by mandatory pre-reading.

This training should cover the following key areas:

- a) An introduction to the concepts and philosophy of restorative practice.
- b) Informal and formal restorative processes including restorative conferences, face to face mediation and/or family group conferencing.
- c) Relevant national standards including the RJC Competency Framework for Practitioners, the RJC *Principles of Restorative practice*, RJC Practitioner Code of Practice and the *National Occupational Standards for Restorative Practice (Skills for Justice)*.

Facilitator/Practitioner training should include a practical element including at least one role play exercise demonstrating a restorative intervention. This should give participants the opportunity to practice and observe facilitation skills.

Sensitive and Complex Case Training

This is training for those practitioners who have completed Facilitator/Practitioner training and who wish to undertake sensitive or complex cases.

A “sensitive case”, for the purposes of this guidance, is defined as any case involving:

- actual (or threats of) serious or sexual violence or;
- vulnerable participants (e.g. vulnerable because of physical disability, age or mental impairment) or;
- risk of continuing harm.

A “complex case”, for the purposes of this guidance, is defined as any case involving:

- harm caused over a substantial period of time (over 3 years) or;
- more than three perpetrators and/or more than three victims or;



- vulnerable participants (e.g. vulnerable because of physical disability, age or mental impairment) or;
- risk of continuing harm or intention to cause further harm or;
- multiple agencies.

Sensitive and Complex Case training should comprise a minimum of 3 hours training. It can be added to the end of Facilitator/Practitioner training in order that participants completing a course are equipped to undertake restorative processes at all levels of seriousness. It should include a practical element including at least one role play exercise demonstrating a restorative intervention in relation to a serious and/or complex case. This will give participants the opportunity to practice and observe facilitation skills in a serious and complex situation.

Sensitive and Complex Case training should cover the following key areas:

- a) The definitions of sensitive and/or complex cases.
- a) Identification of cases that are either sensitive and/or complex.
- b) Self-assessment as to competency to facilitate a complex and/or sensitive case
- c) Co-working, mentoring and reflective learning in relation to sensitive and complex cases.
- d) Support for practitioners undertaking sensitive and/or complex cases.

'Train the Trainer' Training

Training for those who wish to train others in restorative practice.

Train the Trainer training will usually comprise a minimum of 5 hours' training followed by delivery, by the participant, of a facilitator training course at the appropriate level co-trained with, and observed by, the training provider.

Train the Trainer training should include the following components:

- a) Observed and assessed mock training sessions delivered by the participant to fellow trainee trainers and;
- b) Detailed peer and trainer feedback.



Restorative Thinking Limited trainers

All trainers who work with RT are experienced practitioners in a field of work that uses restorative practice or justice as part of its processes.

They have experience of using restorative processes across the whole continuum of use (proactive restorative practice to reactive restorative justice).

They will have attended a train the trainers' course; and the subsequent follow up supervisions and inputs that RT will provide.

They will be committed to continuing to develop their own skills and knowledge through reading and attending appropriate Continual Professional Development (CPD) provided by RT or other RJC approved training organisations.

They will be willing to have regular observations of their practice and be active participants in reflecting on their practice through a regular supervision process.

A key area of priority for Restorative Thinking Limited as the company continues to grow is to ensure that all trainers, as representatives of our company, model restorative practice in their dealings with each other and outside agencies. This is to ensure that Restorative Thinking Limited is a truly restorative organisation in all its dealings. Towards this aim, Restorative Thinking Limited:

1. Provides ongoing CPD for all staff (trainers, facilitators, volunteers).
2. Provides documentation for all staff to use when working with RT, to provide evidence that we employ restorative practice in our dealings with each other and our clients.
3. Asks all trainers, facilitators and volunteers to sign up to our restorative code of practice when joining the company.



Format for training /house style

Restorative Thinking Limited has developed a 'house' style regarding training programme content, power point slides; handouts; and webpage development. It is expected that trainers training on behalf of RT will adhere to this style. This does not mean that trainers will not deliver their sessions in a way that suits their style, but that key elements of the training will reflect the core of principles that Restorative Thinking believes to reflect best practice in restorative practice/justice training.

These elements will be continually discussed with trainers so that RT is always responding to new learning and approaches from the academic world as well as the practice in the field. This is essential to stop the training becoming a monolithic bloc of knowledge imposed on participants. RT believes that as restorative working and processes are a developing social science, its training materials, content and approaches should also be a developmental process. The supervision structure and regular observations of trainers will build learning from each other and participants into the training RT delivers.

RT will emphasise the need to address diversity and needs of its trainers and those participating in its training. It will be an explicit requirement of trainers to make sure they meet the needs of participants, as much as is possible, when delivering training.



Restorative Thinking Facilitators and Volunteers

Restorative Thinking facilitators and volunteers fulfill an important role, delivering Restorative Thinking prevention and intervention programmes in Schools, Children's Centres, Youth Offending Services, Probation Services and Prisons.

All of our facilitators and volunteers attend a 1-2 day induction training course, dependent on former experience and training. The aim of this training course is to introduce Restorative Thinking Limited as a restorative organisation, and to offer clarity around role expectations, support and supervision. Further training to support effective programme delivery is also arranged.

A key area of priority for Restorative Thinking Limited as the company continues to grow is to ensure that all facilitators and volunteers, as representatives of our company, model restorative practice in their dealings with each other and outside agencies. This is to ensure that Restorative Thinking Limited is a truly restorative organisation in all its dealings. Towards this aim, Restorative Thinking Limited:

1. Provides ongoing CPD for all staff (trainers, facilitators, volunteers).
2. Provides documentation for all staff to use when working with RT, to provide evidence that we employ restorative practice in our dealings with each other and our clients.
3. Asks all trainers, facilitators and volunteers to sign up to our restorative code of practice when joining the company.



Supervision

RT has a clear and explicit approach to supervision of its trainers, facilitators and volunteers. It will always endeavour to support and challenge trainers, facilitators and volunteers to develop their practice through self, peer and line-manager reflection sessions.

Supervision will be a natural development from the training trainers, facilitators and volunteers have received with RT, or other RJC accredited training organisations. It is intended to build skills and knowledge in trainers, facilitators and volunteers as individuals and as part of the wider RT team.

Supervision will have formal and informal elements:

1. Regular supervision sessions for individuals and groups.
2. Observations by RT of trainers, facilitators and volunteers delivering courses.
3. Telephone and email support as/when needed.

There will be an annual review and target setting meeting with each individual. The purpose of this is to meet the needs of trainers, facilitators and volunteers; to ensure that RT is doing all it can to support and challenge its team; and to ensure that trainers, facilitators and volunteers have a voice in the organisation.



Recommended reading

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