

2021

# Restorative Justice Animation Awareness Survey



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## **ACKNOWLEDGEMENTS**

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## 1. INTRODUCTION

The Scottish Government published the [Restorative Justice Action Plan](#) in 2019 to assist with the commitment to have Restorative Justice (RJ) services available across Scotland by 2023, with the interests of the persons harmed at the centre.

Their vision is:

“Restorative Justice is available across Scotland to all those who wish to access it, and at a time that is appropriate to the people involved in the case. Approaches taken are consistent, evidence-led, trauma informed and of a high standard. This seeks to ensure the needs of persons harmed and their voices are central, and supports a reduction in harmful behaviour across our communities.”

The third outcome of the Action Plan is to raise public awareness and understanding of RJ across Scotland. A substantial number of RJ animation clips are widely available. However, none place RJ within a Scottish context and are often affiliated with specific organisations, contain statistics and utilise language ('victim' and 'perpetrator') unrelated to Scotland.

Community Justice Scotland (CJS) and the Children and Young People's Centre for Justice (CYCJ) were funded on behalf of the Scottish Government to compile an animation clip to raise awareness and understanding of RJ. CJS and CYCJ worked collaboratively with the RJ stakeholder group to ensure the animation script portrayed the Scottish Government's vision for RJ. This included what RJ is, how the process works, why someone would take part and what the benefits are. It is anticipated that the [animation](#) clip will be used in a variety of platforms, including RJ related websites, training and awareness sessions and opinion consultation, to ensure participants have a basic awareness of RJ.

Prior to the animation being published, an impact survey was designed to measure understanding and awareness of RJ before and after viewing the animation. This was with the aim of evaluating the animation tool and informing future awareness raising material. This report seeks to identify this impact and next steps.

## 2. METHOD

### 2.1 ETHICS

Approval for the survey was agreed by CJS Research and Ethics Committee. It was recognised that the subject of RJ could be distressing, especially to people who have been harmed by crime. Therefore, trigger warnings were given at the beginning of the survey and signposting to relevant services provided at completion of the survey.

## **2.2 DATA COLLECTION AND PARTICIPANTS**

A simple mixed methods survey was compiled using SurveyMonkey. It was designed to measure understanding and awareness of RJ before and after viewing the animation. The survey had 20 questions in total; these were a combination of open and closed ended questions, multiple choice and Likert scales.

Questions included one on consent and demographic information including age, gender and ethnicity. This supported an exploration of whether the animation was more or less accessible to certain demographic groups. The survey then asked questions to measure baseline awareness and invited the participant to detail (if applicable) what that awareness was and where that originated from. Participants were asked to watch the RJ animation clip and then to complete further awareness questions, including any comment on the impact of the tool. Specifically, what did they find to be the most or least useful points of the animation clip and how this can be used to inform future animation clips, or other forms of awareness raising material? The survey can be accessed in appendix 2.

Participants were invited to complete the survey via email. These were sent to a variety of stakeholders, colleagues and social contacts, with a request to circulate the survey widely. The survey was live from the 1<sup>st</sup> to the 30<sup>th</sup> of April 2021. Completion of the survey was promoted using various social media platforms including CJS and CYCJ twitter accounts.

Participants were made aware that the survey results would be compiled into a report for the Scottish Government RJ stakeholder group, with the potential for publication on relevant websites and social platforms. All of the above was provided to participants prior to requesting consent to complete the survey.

Participants were thanked for their participation and signposted to information for further support, should they wish to access it. The animation clip also provided a link to the Scottish Governments RJ stakeholder group website for relevant publications on RJ development in Scotland.

## **2.3 DATA ANALYSIS**

The data was analysed using SPSS and Microsoft Excel. Descriptive statistics were produced on demographics, baseline and end-line awareness. The open

ended responses were grouped thematically and coded inductively in line with the requirements of the research questions. Further detail on coding has been included in appendix 1 and 3 – 6.

### 3. RESULTS

This section begins with a presentation of demographics, and then the survey results are presented in line with the priorities set out in the research questions: baseline awareness, end-line awareness and evaluation of the RJ animation clip.

#### 3.1 DEMOGRAPHICS

Three hundred and forty individuals completed the survey, all participants were aged between under 18 years to over 65 years. Table 3.1.1 provides a breakdown of participants per age category.

Table 1. Participant Age Category

Age Category	% Response	No of Participants
Under 18	3%	11
18-24	2%	8
25-34	17%	58
35-44	27%	93
45-54	30 %	103
55-64	17%	58
65+	3%	9
Total		340

The majority of participants were female 75% (n=255), 24% were male (n=83), and 1% identified as non-binary or chose not to disclose their gender (n=2).

The majority of participants were white Scottish 78% (n=254) followed by white British 13% (n=41). A breakdown of all participants by ethnic group is provided in Appendix 1.

#### 3.2 BASELINE AND END-LINE AWARENESS OF RESTORATIVE JUSTICE

The majority (83%) of participants (n=280) reported that they had heard of the term 'Restorative Justice'; 17% (n=58) had not, or were unsure.

Participants were asked to rate their baseline awareness of RJ, and then asked to rate their awareness again after watching the animation. After watching the animation, the majority of participants felt moderately or extremely aware

of RJ. Over half (57%) of participants rated themselves as being 'more aware' of RJ (n=194); 41% (n=139) felt that there was no difference in their level of awareness of the subject after watching the animation; and 1% (n=5) felt that they had become 'less aware'.

The majority of those who found no difference in their level of awareness already had high levels of RJ awareness. Only 1 person rated themselves as not at all aware both before and after watching the animation. (See Graph 3.2.1 below for a comparison of baseline and end-line RJ awareness and Table 3.2.1 for further detail of participants who experienced no difference in awareness of RJ after watching the animation.)

Graph 1. Baseline and End-Line Awareness of Restorative Justice

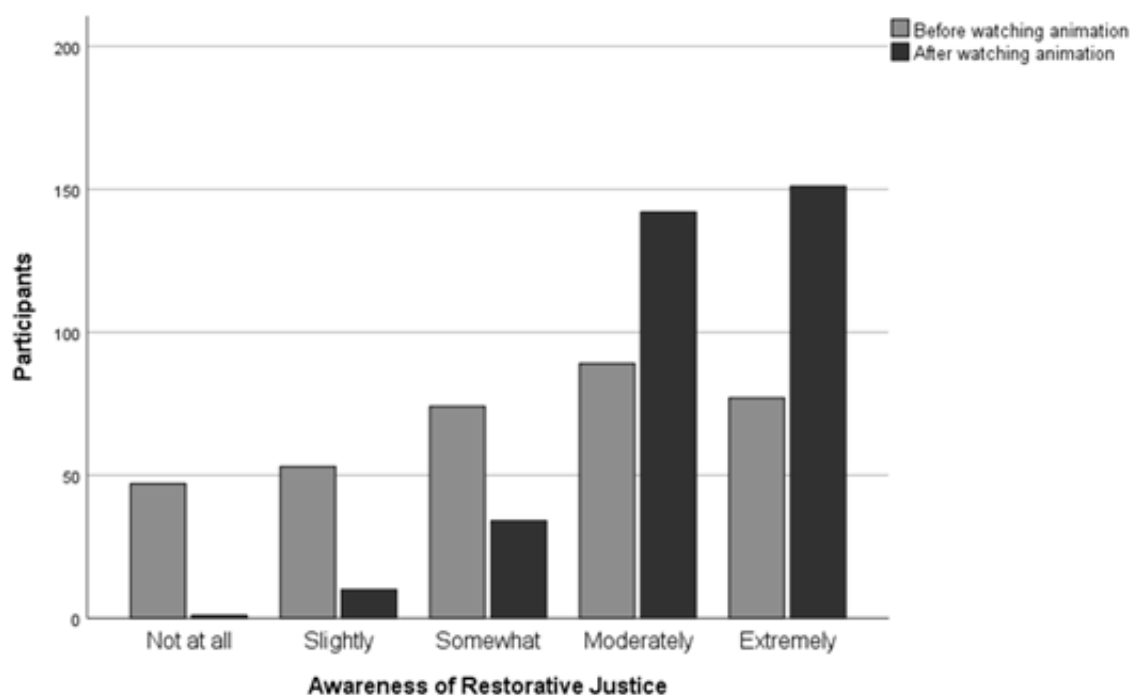


Table 2. Breakdown of Participants who rated no change in Restorative Justice Awareness after watching the animation

Awareness level Pre and Post Animation (No Change)	Percentage
Extremely aware	52% (n=72)
Moderately aware	36% (n=50)
Somewhat aware	8% (n=11)
Slightly aware	4% (n=5)

The majority of those who rated themselves to be less aware after watching the animation had based their prior knowledge on personal awareness/the media (n=4).

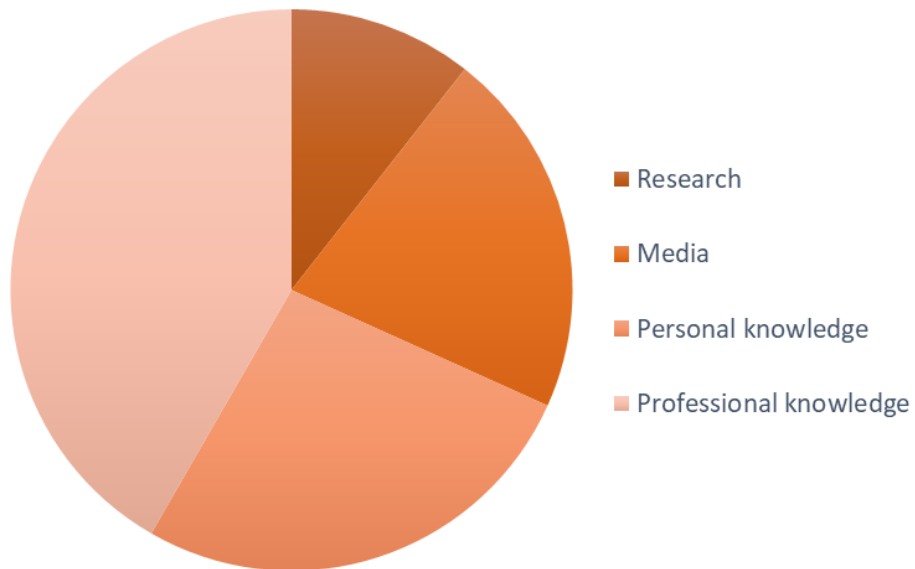
Participants who indicated they had an awareness of RJ were asked to comment on their understanding of the term. A total of 139 participants completed this question, of which 76% (n=106) demonstrated a full, clear understanding; 17% (n=23) demonstrated a broadly accurate, but partial understanding; and 7% (n=10) demonstrated an unclear understanding, or were unsure. This was assessed against the same definition of RJ provided in the Scottish Opinion Monitor 2020 survey:

*“Restorative Justice involves bringing together the victim of a crime with the person who committed it, to talk about its impact and to try to make amends. This happens either through a meeting with a trained facilitator, or by the victim and offender writing to each other. Both the victim and the offender have to agree to take part, and the process happens in addition to the normal justice system.”*

This is a much higher level of accurate understanding than found at a population level in Scotland (for comparison the Scottish Opinion Monitor 2020 found only 5% of participants demonstrated a full clear understanding).

When asked about the origin of their existing knowledge around RJ, 42% (n=193) identified professional knowledge (Graph 3.2.2). The potential impact of this knowledgeable sample has been explored and further consideration can be found in the limitations section of the report.

#### Graph 2. Origin of Existing Restorative Justice Awareness



Further detail on coding and categories is included within Appendix 3 to this report.

### 3.3 EVALUATION OF THE RESTORATIVE JUSTICE ANIMATION

The results for this section are broken down into three parts: the most impactful aspect of the animation; suggested improvements for future RJ animations; and existing knowledge gaps.

#### 3.3.1 GREATEST IMPACT

The element of the animation which identified as having the greatest impact on participants was the inclusion of lived experience and real life stories; this was highlighted by 74% (n=195) of participants. Participants said:

*"The father who spoke with his son's attacker made a big impact on me."*

*"Hearing the voices of people who had been through the process [had the greatest impact on me]."*

The accessibility and style of the animation was also well-received by participants, with 20% of participants (n=54) specifically mentioning this:

*"The animation was good. It was easy to follow and engaging."*

*“The simplicity and the flow between graphics is really good – [I] thought it was cool, simple and informative”*

A small number (6%) of participants (n=15) also felt the information contained within the animation was the most effective element. Participants coded under this category said:

*“[I thought there was a] good explanation of what it was and how it has benefited some participants.”*

*“[I was most impacted by] the message that RJ will be available throughout Scotland in 2023.”*

Further detail on coding and categories is included within Appendix 4 to this report.

### **3.3.2 IMPROVEMENTS TO CURRENT RESTORATIVE JUSTICE AWARENESS ANIMATION**

Four main themes were noted in the suggested improvements: more lived experience; further information; a change in style; and accessibility (Table 3.3.1).

Table 3. Suggested Improvements for Future Restorative Justice Animation

Improvement	Percentage
More lived experience	68% (n=82)
Further information required	20% (n=24)
A change in the video style	18% (n=21)
Improved accessibility	13% (n=16)
Other	9% (n=11)

With regards to the comments participants made about the most impactful elements of the animation, the most suggested improvement was the inclusion of more lived experience. Participants suggested:

*“More examples of real success stories where restorative justice has been beneficial both for those harmed and those who committed the crimes [would be beneficial].”*

*“Further detail into what this actually looks like with real world examples.”*

Some participants (68%; n=82) were not aware that the testimonies in the animation were from individuals who had experienced RJ directly. Other participants wanted to hear more from the people who caused harm, and a number wanted a video of people with lived experience talking about their involvement in RJ from their own words.

Overwhelmingly, the message was that people were most engaged with real stories from those who have been through RJ processes. This is valuable information to take into account when planning any future engagement materials to feature lived experience and 'real life' experiences of the process and impact.

Other participants (20%; n=24) requested further information out with the animation clip. However, the animation did signpost the viewer to the Scottish Government RJ stakeholder website, which contains relevant publications in relation to the development of RJ in Scotland. Participants said:

*“[The animation] feels very introductory and left me with a lot of questions”*

*“[The animation alone] could be a little vague”*

The specific information participants thought should be included in the animation has been analysed alongside the 'further questions' participants had. Some noted that lengthening the animation to fit in all the information they required would make it less accessible, and requested links to further training, or perhaps a series of follow-up videos. For this section, it is important to recall our sample had high levels of professional experience, and it is to be expected they might not find all the information they require in a general introductory video. This suggested improvement is positive, in that it shows there is a desire to learn more about RJ. However, to meet the request for more information in future animations, the audience, and pitching the information at the right level for their requirements, should be carefully considered to satisfy the needs of professionals, the public and people who use RJ. This also highlights the need to ensure future RJ training incorporates varying learning styles, such as the inclusion of visual elements.

Whilst for some the animation style was a positive, for others it did not help to engage them with the video and its content. Participants suggested:

*“[Make] use of colour [in the animation] to make it come alive”*

*“Stop drawing lines on each of the pictures. I find this very off putting”*

Overall, of the participants who expressed an opinion on the animation style, it was more popular than not, with more participants finding it impactful (72%, n=54) than problematic (28%, n=21). However, for future engagement materials, the divisive nature of this style should be noted, with consideration

given to using a number of different styles of communication to engage audiences with varied taste. Linked to style was concerns around accessibility, with participants making suggestions for improvements including:

*"The sound could be improved. Subtitles [could be used] to make the video available to a wider audience."*

*"Some of the audio was a bit difficult to hear"*

*"The language is too professional "assessment" "third party contact" are not terms people would usually use. Keep it simpler and every day."*

Accessibility is a core concern and the participants have made valuable suggestions about the necessity to ensure any future material meets all accessibility requirements. The specific access needs identified related to: sound quality; the need for subtitling; suggesting a streamlined 'less cluttered' version suitable for neuro-diverse viewers; and highlighting the requirement for good reading ability in English for the current animation. Also notable, was the need to move away from 'professional' language and jargon to ensure that the messaging around RJ is understood beyond professional circles.

Further detail of coding is included in appendix 4 – tables 12 –14.

### 3.3.3 SUGGESTED TOPICS FOR CONSIDERATION IN FUTURE ANIMATIONS

This section summarises suggested improvements made by participants that go beyond the current purpose of creating an animation that provides a basic awareness of RJ. In addition to improvements to be considered, these suggestions include topics that could be covered in future animations, should a wider-ranging animation series be produced for different audiences.

Whilst a small number of participants reported that they would like to learn more in general about RJ (n=22), others were more specific in their knowledge gaps. Table 3.3.2 below summarises specific areas that participants suggested should be included in future RJ animations, and subsequent explanations of each are provided. Further detail on coding is including in Appendix 5 to this report.

Table 4. Suggested topics to be included in future animations

Topic Areas	Percentage
Mechanisms of RJ	36% (n=64)
Roll out	20% (n=35)
Referrals	17% (n=30)
Effectiveness	11% (n=20)
Support offer	8% (n=14)

Eligibility for RJ	7% (n=13)
Training	6% (n=11)

### 3.3.4 MECHANISMS OF RESTORATIVE JUSTICE

Many of the ideas for additional topics for future animations related to the practicalities of facilitating, instigating and determining suitability for RJ. This connects to the high percentage of participants who had professional knowledge of RJ. These have been grouped as the 'mechanisms of RJ'. Of particular interest was requested information on risk assessment procedures and the practicalities of running an RJ conference. Interest was also expressed in watching a 'real' RJ conference, to get a sense of how they feel and look in practice. Participants said:

*"More information for professionals on the risk assessment process and the safeguards/training in place to ensure that victims are not being coerced into the process and that it is genuinely voluntary."*

*"It would be useful to witness the process practically, if possible"*

*"[It would be useful to know] how [RJ is] initiated, through courts, through a social worker, through a therapist and the timeline of when this occurs and approval"*

### 3.3.5 ROLL OUT

Participants (n=35) also felt that there would be value in providing information about the planned 2023 roll-out of RJ, outlined in the Scottish Government RJ Action Plan. Specifically, this should include information relating to timescales, the process and progress of planning, structures for the delivery of RJ and associated resourcing and funding decisions. There should also be consideration of additional complexities brought by the dynamics in rural and island communities and making sure this is adequately addressed by the national strategy. Some questions that participants believed should be included follow:

*"How will [the RJ Action Plan] fit with the criminal justice and court system? Will it be delivered by local authorities or third sector?"*

*"[To provide a] Detailed implementation plan across Scotland. How roll out will be resourced. What will the commissioning arrangements be – local/central?"*

*"Who provides it [Restorative Justice Services]? Is it a third sector organisation? Is it going to be adequately funded?"*

### 3.3.6 REFERRALS

Participants suggested that further information is provided on how people will be able to access RJ and on the current provision from RJ. It was highlighted that publicity around the roll-out may lead to increased interest in referrals, therefore, it would be beneficial to understand current provision.

*“Who I would contact or who would contact me to receive/offer RJ if I were the victim of a crime? Who I would contact if I have been a victim of a crime, but [had] not [already] been offered RJ?”*

*“[further information should be provided in relation to] what services are available in my area & how to access them.”*

### 3.3.7 EFFECTIVENESS

Some participants expressed interest in the effectiveness of RJ and were keen to see examples of areas where RJ is more widely used to assess the potential for its use in Scotland. The impact of RJ on further offending was highlighted as being important information to be included in future animations.

*“There isn’t enough mention of the fact that [RJ] reduces crime overall which is an incredibly compelling reason to change”*

*“I would like to know if [RJ] is being practiced elsewhere in the world and the success of it.”*

*“It would be good to see empirical data to see how the effect of these services has been”*

### 3.3.8 SUPPORT OFFER

Some respondents believed that further information on the support provided to those involved in RJ would be beneficial. This should include the support given in preparation for RJ, and that received afterwards. There was particular interest in highlighting the additional risks and considerations that are required for sensitive cases, and emphasis on the importance of working in a trauma-sensitive way.

*“What happens if it doesn’t work out and leaves the victim in a worse situation, is there support for this?”*

*“More information could be included about support available to people who engage with RJ after the process ends, including support for people who may have been re-traumatised through the experience”*

### **3.3.9 ELIGIBILITY**

Participants noted that the current animation focussed on cases that have been dealt with using formal justice processes and suggested that further information is included on wider eligibility for RJ. In particular, more information should be included in relation to: whether friends and family are eligible to take part; processes for when the person who harmed is found not guilty; processes when either party does not want to take part; and potential where a group of people have been harmed. Participants raised the following questions:

*“[The animation] was too reliant on the court system...lots of crimes are not dealt with there, e.g. what about children's hearings and diversion?”*

*“I assume this is only available if the person has been found guilty of the crime. Many people are not charged, prosecuted or convicted, is there [a] process for victims where this is the case?”*

*“Can family and friends be involved in this process without the person who was harmed being involved?”*

### **3.4.0 TRAINING**

There was substantial interest in providing information on further training, and how one might engage with and access this.

*“I would like to know more about the specialist training - what does this mean, what does it involve, how can we be sure that the process is managed really well - what skills do they [RJ specialist trainers] bring to the situation?”*

## **4. LIMITATIONS**

It should be highlighted that the survey is not representative of the wider population of Scotland, as the majority of participants worked in the youth and community justice sector. There were also general limitations associated with the survey, including over-reliance on self-reported data, and the possibility that participants provided answers to produce a socially desirable response. These limitations should be considered in future work associated with the RJ Action Plan and the priorities of raising public awareness and understanding of RJ in Scotland

## 5. SUMMARY AND RECOMMENDATIONS

Overall, this animation was successful, with participants feeling better informed about RJ following viewing than before. Lived experience and 'real-life' stories were found to be the most impactful element of the animation, and participants felt that more of this included in future engagement materials. In particular, participants wanted to hear from stakeholders other than the victim, particularly the experience of the person who had caused the harm, and other family members. Future animations should aim to incorporate the voice and experiences of RJ from a range of perspectives, including the person harmed, the person responsible and the wider community.

It is clear that participants have further questions that they would like to be covered in any future animations. Questions surround the practicalities of delivering RJ as a practitioner and the availability and planned roll out of RJ in Scotland. The number of gaps in participants' knowledge highlights the necessity of a detailed code of practice document, communication and a supporting training provision going forward. These points should be considered in next stages of the RJ Action Plan. It is recommended that on-going consultation and evaluation should take place to achieve a consistent approach in RJ development and delivery in Scotland.

Whilst communication preferences for different age groups was difficult to establish throughout this research, it did provide useful considerations around accessibility. This included some suggestions for the use of subtitles, not relying on written text, and ensuring sound quality is of a good standard. These points should be considered when producing future engagement materials. It is also important to ensure accessibility to different learning styles and groups of people, including professionals, the public and individuals who may access RJ. This should include, but is not limited to: children, adults and groups of people with particular needs, such as learning disability, ethnic groups or older adults etc.

## Appendices

### Appendix 1. Ethnic Identity

Table 1: White

Ethnic Identity	% Response	No of Participants
Scottish	77.68%	254
Other British	12.54%	41
Irish	3.06%	10
Gypsy / traveller	0%	0
Polish	2.14%	7
Other white ethnic group	4.59%	15
Total	100%	327

Table 2: Mixed or Multiple Ethnicity

Answer Choice	% Response	No of Participants
Yes	82.35%	17

Table 3: Asian, Asian Scottish or Asian British

Ethnic Identity	% Response	No of Participants
Pakistani, Pakistani Scottish, Pakistani British	25%	1
Pakistani, Pakistani Scottish, Pakistani British	50%	2
Bangladeshi, Bangladeshi Scottish, or Bangladeshi British	0%	0
Chinese, Chinese Scottish, Chinese British	0%	0
Other Asian	25%	1
Total	100%	4

Table 4: African

Answer Choice	% Response	No of Participants
African, African Scottish, African British	100%	1
Other African	0%	0

Table 5: Caribbean or Black

Answer Choice	% Response	No of Participants
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Caribbean, Caribbean Scottish, Caribbean British	0%	0
Black, Black Scottish, Black British	0%	0
Other Caribbean or Black	0%	0

Table 6: Other Ethnic Group

Answer Choice	% Response	No of Participants
Arab, Arab Scottish, Arab British	33.33%	1
Other	66.67%	2

Table 7: Non-disclosure

Answer Choice	% Response	No of Participants
I don't want to disclose my identity	100%	6

## Appendix 2. Survey

### Restorative Justice Awareness Survey

Thank you for taking the time to complete this survey. This will take approximately 10-15 minutes to complete. Community Justice Scotland (CJS) and The Children's and Young People's Centre for Justice (CYCJ) have created an animation clip on behalf of the Scottish Government. The animation aims to raise awareness of Restorative Justice (RJ) in a Scottish context. The purpose of this survey is to measure the impact of the animation clip in raising awareness. This will be done by assessing your baseline awareness of RJ, showing you an animation clip and asking you to complete a follow up survey.

This survey is anonymous and the results will be compiled into a report for the Scottish Government to establish if the animation clip was successful in raising awareness of RJ. This will be published on the Scottish Government RJ stakeholder website, relevant RJ newsletters and annual reports for the stakeholder group.

It may not be appropriate to complete this survey if you, or someone close to you has recently been involved and/or affected by crime and/or harm. For example, it may be too overwhelming to complete if you, or someone you know is involved in criminal proceedings, or have been in the past. In addition, the impact and trauma of crime and/or harm can be long-lasting and this subject matter may evoke emotions that can be distressing. It should be noted that this survey is voluntary and you have the option to stop completing it at any stage.

If you still wish to proceed with this survey and feel you need further support, you will find contact details for organisations at the end.

1. Do you consent to take part?

Yes; no

2. Please confirm your age category.

Under 18; 18-24; 25-34; 35-44; 45-54; 55-64; 65+

3. What is your gender?

Male; female; non-binary; prefer not to say; other

4. Is your gender the same one you were assigned at birth?

Yes; no; prefer not to say

5. You will now be asked to confirm your ethnic identity. Please select ONE that applies from 5-10. If you would prefer not to disclose your ethnic identity, please skip question 5-10 and confirm this in question 11.

5. White

Scottish; other British; Gypsy/traveller; Irish; Polish; other white ethnic group

6. Mixed or multiple ethnicity

Yes; please specify

7. Asian, Asian Scottish or Asian British

Pakistani, Pakistani Scottish, Pakistani British

Indian, Indian Scottish, or Indian British

Bangladeshi, Bangladeshi Scottish, or Bangladeshi British

Chinese, Chinese Scottish, Chinese British

Other Asian

8. African

African, African Scottish, African British

Other African

9. Caribbean or Black

Caribbean, Caribbean Scottish, Caribbean British

Black, Black Scottish, Black British

Other Caribbean or Black (please specify)

10. Other ethnic group

Arab, Arab Scottish, Arab British

Other

11. Please only select the box below if you prefer not to disclose your ethnic identity.

I don't want to disclose my ethnic identity

12. Have you heard of the term Restorative Justice?

Yes; no; unsure

13. On a scale of 1 (not at all aware) to 5 (extremely aware) please rate your current awareness of Restorative Justice.

1 – not at all aware 2 – slightly aware – 3 somewhat aware – 4 moderately aware – 5 extremely aware

14. If you do have an awareness of Restorative Justice, how did you become aware of it? (This question is optional and multiple selections can be made)

I have accessed a Restorative Justice service

I know someone who has accessed a Restorative Justice service

I am a Restorative Justice facilitator/justice professional

I used to be a Restorative Justice facilitator/justice professional

I have completed training in Restorative Justice

I have supported and/or currently support people who have accessed Restorative Justice services

I have completed Restorative Justice through my academic studies

I have an awareness from media (e.g. social media, news, websites, online resources etc.)

I have an awareness through a social contact (e.g. friend, family member, work colleague etc.)

I work in the criminal justice field (e.g. solicitor, social worker, police etc.)

Other (please specify)

15. If you do have an awareness of Restorative Justice, please briefly say what you know about it.  
(This question is optional)

Please click on the video below to watch the Restorative Justice animation clip

Animation link

This animation was created collaboratively by Community Justice Scotland and the Children and Young People's Centre for Justice with the support of the Scottish Government's Restorative Justice Stakeholder Group. We would also like to express our thanks to the charity Why me? [www.why-me.org](http://www.why-me.org) and Youth Just Us for providing the quotes in the animation clip.

16. Having watched the Restorative Justice animation clip, on a scale of 1 (not at all aware) to 5 (extremely aware) please rate your awareness of Restorative Justice.

1 – not at all aware 2 – slightly aware – 3 somewhat aware – 4 moderately aware – 5 extremely aware

17. After watching the animation clip, do you feel that you still have knowledge gaps in terms of Restorative Justice?

Yes; no; unsure

Please detail what this is

18. After watching the animation clip, would you like to know more about Restorative Justice?

Yes; no; unsure

If you answered yes, please detail what this would be (This question is optional)

19. Please detail what you found most impactful from watching the animation clip.

20. Please provide suggestions on how future Restorative Justice animation clips could be improved.

Thank you for taking the time to complete this survey and watch the animation clip. If you have any questions about this survey, please contact [research@communityjustice.scot](mailto:research@communityjustice.scot)

#### Future Support

If you feel that this survey and/or animation has been distressing in any way, or evoked negative emotions, the following contacts have been provided for support and advice.

Victim Support Scotland – this service offers free and confidential support for people affected by crime, including witnesses. You can access via the following platforms. Free helpline: 0800 160 1985 (8am-8pm, Mon-Fri) and they also have a web chat on their website and additional information [Victim Support Scotland](#)

NHS living life – this service offers support to people in Scotland through guided self-help and cognitive behavioural therapy. You can access the service by referring yourself for an assessment by phoning 0800 328 9655 (Monday to Friday: 1pm - 9pm) or accessing this link [NHS Living Life](#)

Give us a shout – this is a free and confidential text service for people who may be struggling to cope and need to talk, you can Text SHOUT to 85258 to speak with a trained volunteer. More information can be accessed here [Give Us A Shout](#)

### Appendix 3. Code Breakdown – Origin of awareness

Table 8: Professional Knowledge

Answer Choice	% Response	No of Participants
Work in the justice field	26%	120
Professional role in a school	2%	8

Current / previous RJ facilitator / justice professional	8%	36
Supported / have supported people who have accessed RJ	6%	29
Total	42%	193

Table 9: Personal Knowledge

Answer Choice	% Response	No of Participants
Have an awareness through a social contact	16%	76
Have completed RJ through academic studies	6%	28
Know someone who has accessed a RJ service	3%	12
Have accessed a RJ service	1%	7
Total	27%	123

Table 10: Media

Answer Choice	% Response	No of Participants
Have accessed a RJ service	21%	98

Table 11: Research or Studies

Answer Choice	% Response	No of Participants
Have completed training in RJ	10%	45
Academic research or study	1%	4
Total	11%	49

#### Annex 4. Code Breakdown - Most Impactful Aspect of the Animation

Table 12 – Lived experience

Code	Percentage and Number Coded
Positive aspects for the victim	30% (n=79)

Case studies and real-life experiences	23% (n=61)
Impact on family	11% (n=28)
Impact on perpetrator	8% (n=20)
Not about forgiveness or saying sorry	2% (n=5)
Willingness of parties to engage	1% (n=2)
Total	74% (n=195)

Table 13 – Accessibility and style

Code	Percentage and Number Coded
Found the video clear and easy to follow	19% (n=49)
Style of animation	2% (n=5)
Total	21% (n=54)

Table 14 – Information contained

Code	Percentage and Number Coded
Government commitment to RJ	3% (n=7)
The amount of planning for RJ to go ahead	2% (n=6)
Alignment with their current knowledge	1% (n=2)
Total	6% (n=15)

## Annex 5. Code Breakdown – Suggested improvements for future Restorative Justice Animations

Table 15 – Lived experience

Code	Percentage and Number Coded
Case studies	37% (n=44)
Perpetrator perspective being considered	16% (n=19)
People with lived experience	13% (n=16)
Consideration of the community / collective benefits	3% (n=3)
Total	69% (n=82)

Table 16 – Accessibility Concerns

Code	Percentage and Number Coded
Sound quality or narration	7% (n=8)
Use of jargon and complex language	3% (n=3)
Suggested slowing down the content	2% (n=2)
Suggested use of subtitles	2% (n=2)
Reliance on text necessities English literacy	1% (n=1)
Total	15% (n=16)

Table 17 – Style

Code	Percentage and Number Coded
Drawing	7% (n=8)
More colour	5% (n=6)
Too long	3% (n=4)
Too much going on / distracting from message	3% (n=3)
Total	18% (n=21)

Table 18 – Other

Code	Percentage and Number Coded
Emphasis that it is not an alternative to punishment	2% (n=3)
Suggested emphasising the use of RJ in sensitive cases	2% (n=3)
Suggested value in directly addressing misconceptions (for example, that victims always want an apology)	2% (n=2)
Suggested emphasising there would be no further repercussions for the offender	1% (n=1)
Wanted Shetland included on the map of Scotland	1% (n=1)

Total	8% (n=10)
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## Annex 6. Code Breakdown – Further Questions

Table 19 – Mechanisms of RJ

Code	Percentage and Number Coded
Processes by which RJ case is run	36% (n=64)
What a 'real life' case looks like	
Procedures around risk assessment	

Table 20 – Roll out

Code	Percentage and Number Coded
Process of making RJ available across Scotland	20% (n=35)
Timelines	
Delivery structures	
Considerations for rural areas / island communities	

Table 21 – Referrals

Code	Percentage and Number Coded
How to refer in as a support professional	17% (n=30)
How members of the public can self-refer	

Table 22 – Effectiveness

Code	Percentage and Number Coded
Empirical evidence	11% (n=20)
Results from other countries	

Table 23 – Support offer

Code	Percentage and Number Coded
Support before RJ	8% (n=14)
Support after RJ	

Consideration of sensitive cases and trauma	
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Table 24 – Eligibility

Code	Percentage and Number Coded
When a case is not dealt with through court	7% (n=13)
Where a person who harmed does not consent to participate	
If someone is found not guilty	
For friends and family	
Where victims are a group	

Table 25 – Training

Code	Percentage and Number Coded
How to facilitate RJ as a professional	6% (n=11)