

Hull Centre For Restorative Practice

Towards a Restorative City

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Bethlehem - October 2009



Hull 2007

- 57,000 children and young people
 - 1/3 of these children live in poverty
 - 836 Not in Education, Employment Training
 - 3,000 Children absent per day from education
 - 350 teenage pregnancy per annum
 - 520 looked after children
 - 53 young people in custody

Hull Centre
For Restorative Practice

**“The past does not equal
the future”**

Anthony Robbins



Changing Families

- Lowest marriage rate in 150 years
- % of no-earner households doubled
- Most couples cohabit before marriage
- Highest teenage pregnancy rate in Western Europe
- Lone parenthood trebled in 20 years
- 4/10 babies born outside marriage
- 6-fold increase in divorce since 1960
- 2million + children living in poverty
- Estimated cost of family breakdown - £5 billion



Family Risk Factors

- Poor parental supervision
- Harsh/erratic discipline
- Parental conflict
- Separation from a biological parent
- Anti-social parent
- Low income
- Poor housing



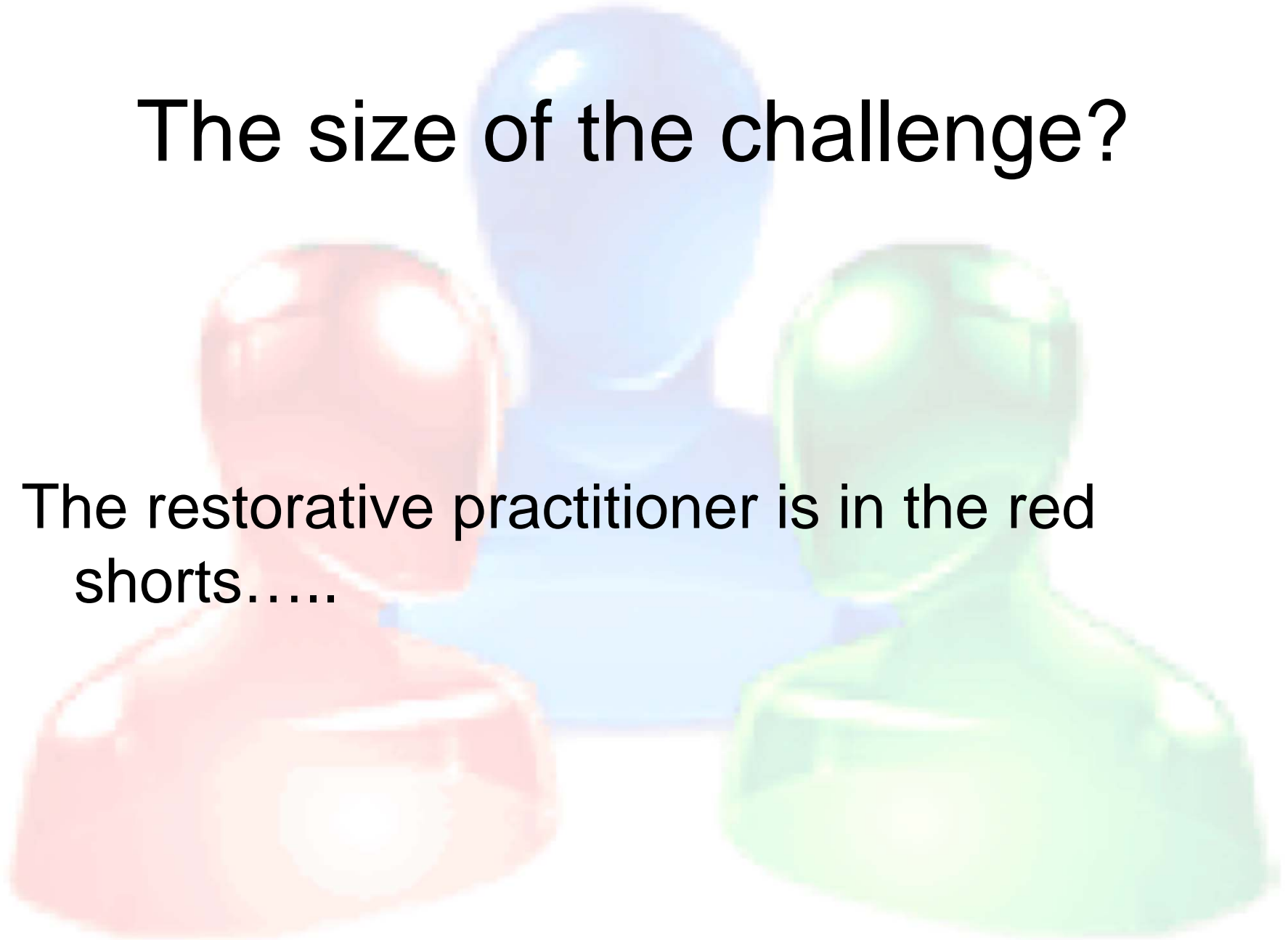
Risks for Young People

- Leaving school with no qualifications
- Involvement in crime
- Alcohol & drugs
- Poor mental health
- Homelessness
- Pregnancy/fatherhood



The size of the challenge?

The restorative practitioner is in the red shorts.....





We Needed To:

Think **BIG**

ACT small

DO it

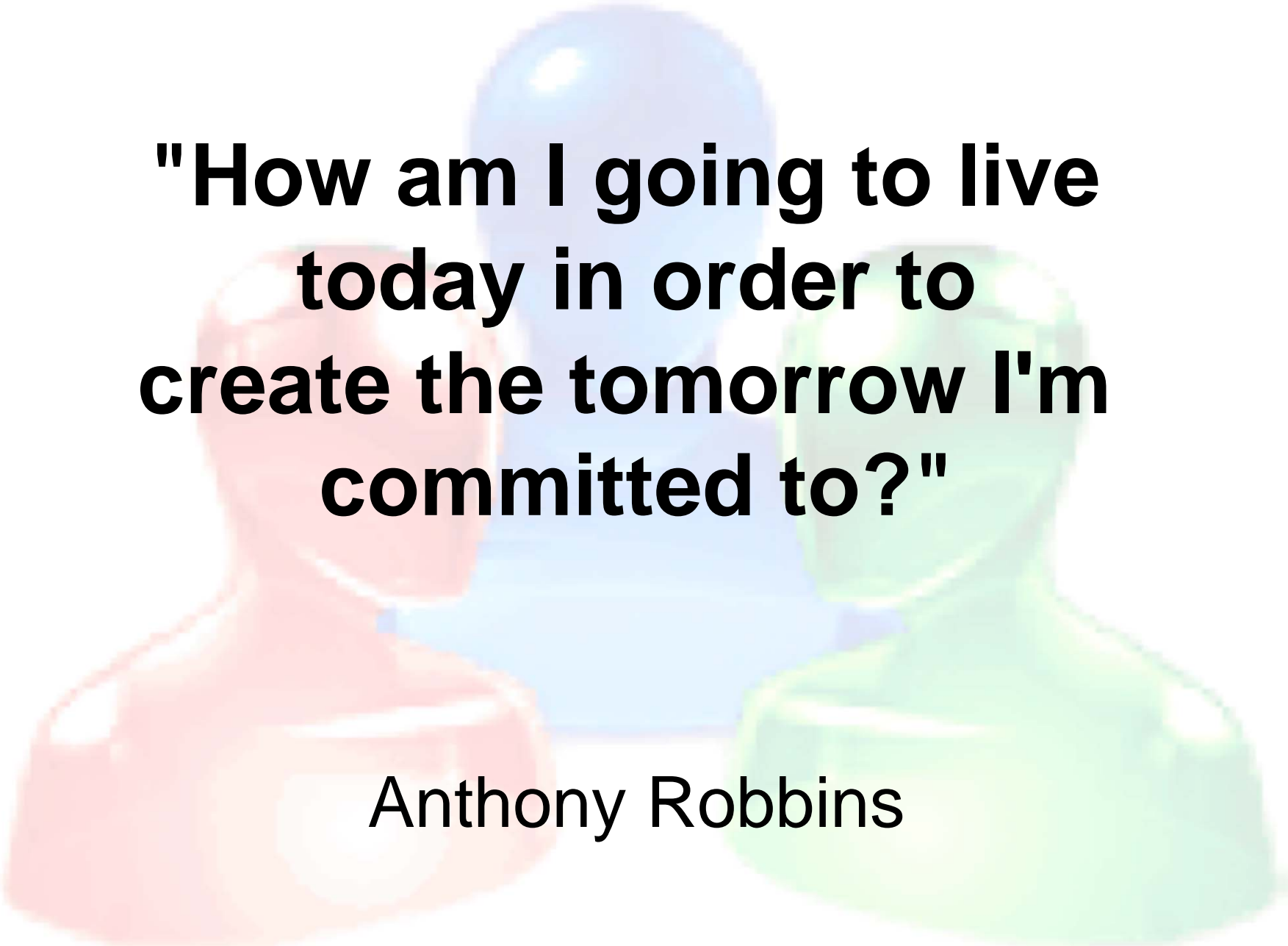
NOW!



‘...Only Connect’

‘Live in Fragments no Longer’

E. M. Forster



**"How am I going to live
today in order to
create the tomorrow I'm
committed to?"**

Anthony Robbins

Three stylized human figures are arranged in a triangular pattern. The figure on the left is red, the one in the center is blue, and the one on the right is green. They are rendered with soft shadows and a slight glow, giving them a three-dimensional appearance.

Relationships, Relationships, Relationships!!

Building and maintaining

What would happen if.....?

Adults working with children, young people and families

- Committed to adopting behaviours that promoted consistency in building and management of all relationships
- Articulated explicitly the basis of their personal practice and that of their organisation
- Challenged and supported each using their explicit practice as a point of reference
- Employed agreed protocols that strengthened relationships and sought to repair harm when relationships broke down

Collingwood Primary School Summary

| | Reduce Class Exclusions during Lessons - KS2 (weekly) | Reduce Exclusions from Break (Weekly) | Reduce No. of Red Cards at Lunchtime (Weekly) | Reduce Racist Incidents (weekly) | Improve Attendance of those Pupils below 90% | Improve Punctuality (YR+Y1) |
|--------------------------------|---|---------------------------------------|---|----------------------------------|--|-----------------------------|
| Average Spring 2007 (Baseline) | 60 | 25 | 9 | 4 | | 15 |
| Average December 2007 | 6 | 10 | 2 | 2 | 87.7% | 11 |
| Average July 2008 | 1 | 2 | 2 | 1 | 95.0% | 2 |
| % of Baseline | 1.7% | 8.0% | 22.2% | 25.0% | 7.3% | 13.3% |
| Overall Reduction as % | 98.3% | 92.0% | 77.8% | 75.0% | 7.3% | 86.7% |

Endeavour High School Summary

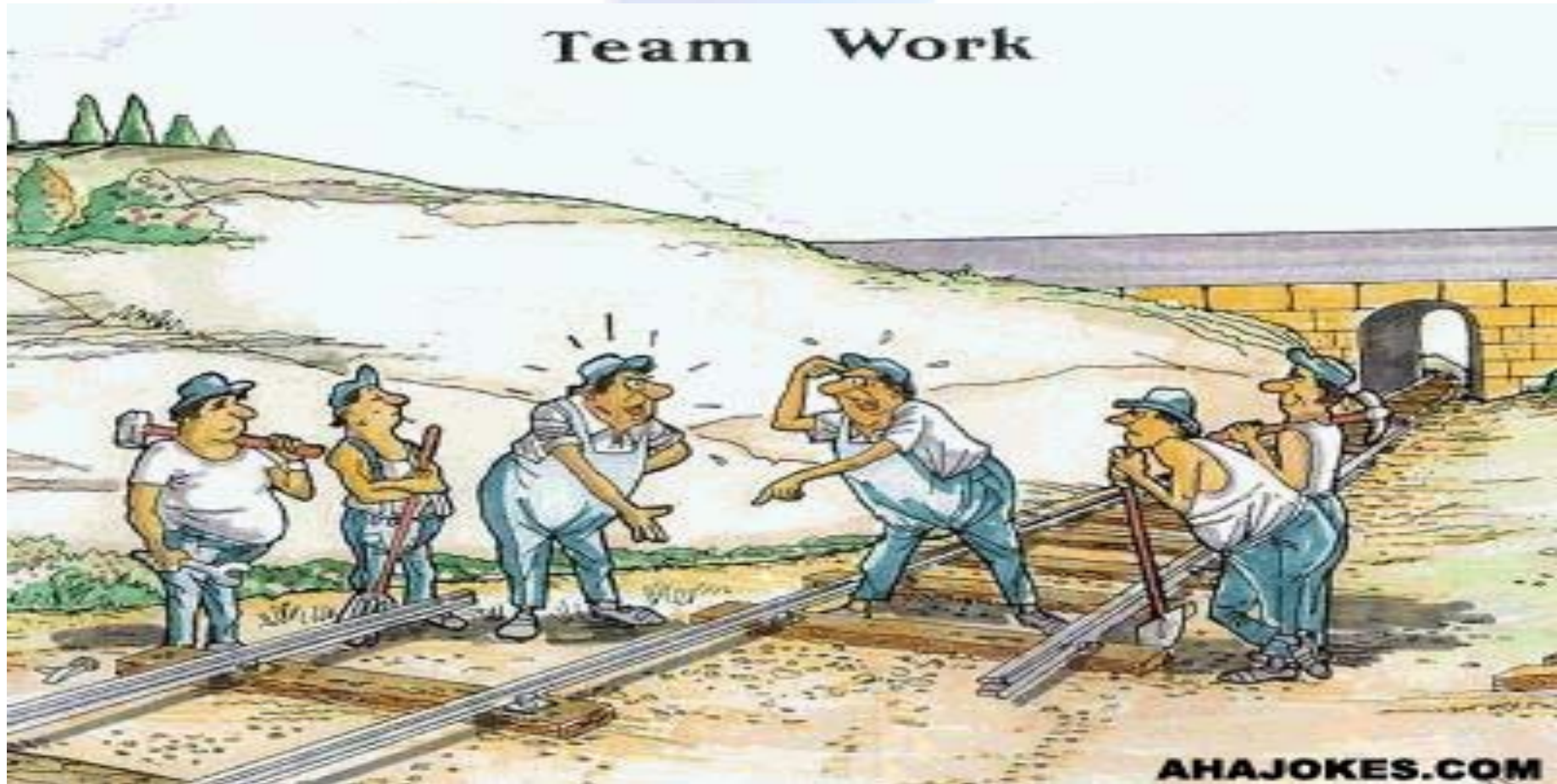
| | Reduce Incidents of Verbal Abuse | Reduce Incidents of Physical Abuse | Reduce Disruptive Behaviour | Reduction in Incidents of Racism | Reduction in Incidents of Drug Use | Reduction in Incidents of Theft | Reduce Fixed Term Exclusions | Attendance | Total Days Staff Absence |
|--------------------------------|----------------------------------|------------------------------------|-----------------------------|----------------------------------|------------------------------------|---------------------------------|------------------------------|-------------|--------------------------|
| Average Spring 2007 (Baseline) | 114 | 69 | 95 | 14 | 4 | 6 | 272 | 84.5% | 1380 |
| Average July 2008 | 62 | 28 | 54 | 3 | 0 | 3 | 151 | 87.6% | 517 |
| % of Baseline | 54.4% | 40.6% | 56.8% | 21.4% | 0.0% | 50.0% | 55.5% | 3.1% | 37.5% |
| Overall Reduction as % | 45.6% | 59.4% | 43.2% | 78.6% | 100.0% | 50.0% | 44.5% | 3.1% | 62.5% |

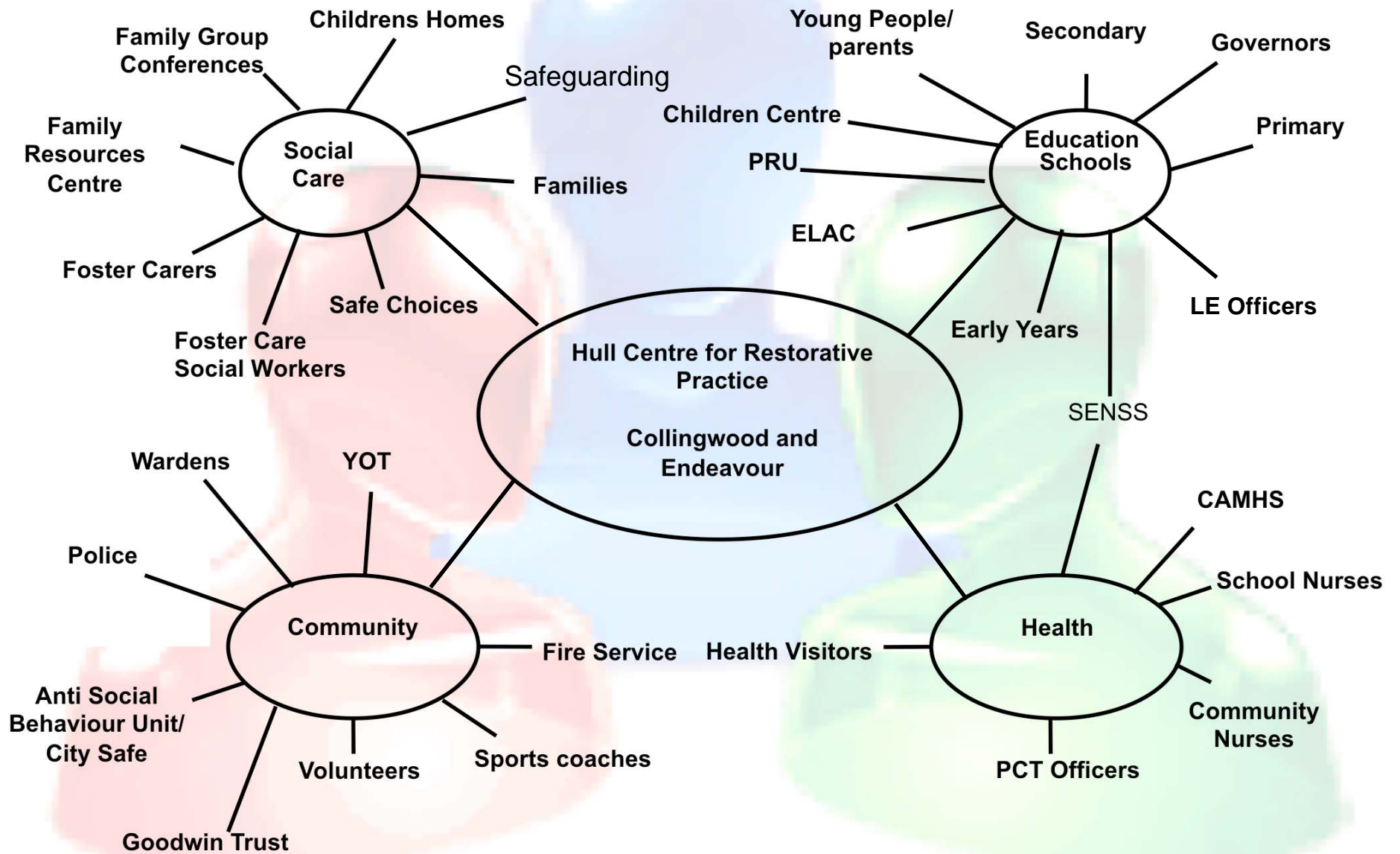
Riverside Community

□ Currently

- 14 Primary and 2 Secondary Schools
- Social Care
- Goodwin Development Trust
- Fostering and Adoption
- Residential staff
- Families project
- FGC
- Children's centres
- Youth Offending Team and ASB Team
- Police and Community Officers
- Community Wardens
- Health
- Youth Service

Multi-Agency work is easy!





Making the Difference.....

Acting small

- ❑ Meetings with all organisations in Riverside
- ❑ Discussions around issues key priorities
- ❑ R P training to meet the needs of the organisations to develop explicit practice framework
- ❑ Follow up consultancy to challenge and support leaders
- ❑ Monitoring of agreed key targets

Training



- ❑ Introduction to Restorative Practices
- ❑ Effective Use of Circles
- ❑ Facilitator Skills Training
- ❑ Trainer of Trainers
- ❑ Training for young people, by young people

Important to the Adults?

Training Evaluations Phase 2

98% rated the training

Excellent or very good

and of significant benefit

Baselines

| Baselines | Weekly | | | | Annual | | | | |
|---------------|---|--|---|---|---|---|---|--|--|
| | Reduce Class Exclusions during Lessons - KS2 | Reduce Pupils Excluded from Break | Reduce Verbal Abuse - Pupil to Pupil | Reduce Verbal Abuse - Pupil to Staff | Reduce Physical Abuse - Pupil to Pupil | Reduce Internal Supervision at Break | Reduce Internal Supervision at Lunchtime | Reduce Incidents Referred to SLT/HT | Reduce Fixed Term Exclusions days |
| Totals | 238 | 170 | 93 | 45 | 42 | 108 | 177 | 93 | 178 |

What if Adults?

| | Weekly | | | | | | | | Annual |
|---|--|--------------------------------------|--------------------------------------|--|--------------------------------------|--|-------------------------------------|-----------------------------------|-----------------------------------|
| | Reduce Class Exclusions during Lessons - KS2 | Reduce Verbal Abuse - Pupil to Pupil | Reduce Verbal Abuse - Pupil to Staff | Reduce Physical Abuse - Pupil to Pupil | Reduce Internal Supervision at Break | Reduce Internal Supervision at Lunchtime | Reduce Incidents Referred to SLT/HT | Reduce Pupils Excluded from Break | Reduce Fixed Term Exclusions days |
| (Baseline) | 238 | 93 | 45 | 42 | 108 | 177 | 93 | 170 | 178 |
| Totals (July 2008) | 64 | 19 | 12 | 18 | 18 | 36.5 | 5 | 42 | 34.5 |
| Overall Reduction/ Increase as % | 73.1% | 79.6% | 73.3% | 57.1% | 83.3% | 79.4% | 94.6% | 75.3% | 80.6% |

Year 1 Primary School pupil voice questionnaire:

Q. Do you have an Adult you feel able to
talk to:

2007/08 = 42% agreed

2008/09 = 95% agreed



Headteacher comments:

‘Children tell the truth more readily’

‘ Re transfer to secondary – ‘The year 6 Pupil questionnaire states that pupils are now more concerned with getting lost rather than in previous years when their prime concern was bullying’

‘Pupil behaviour has changed because we (Adults) are behaving differently’



Residential Care

Young People

‘ We like the idea of circles as it stops the adults talking all the time’

‘It just feels fair’

Staff

‘ Easier to work with our young people who already attend Restorative schools’

Securing Success

- ❑ Networks - Rituals for relationship and community building to happen.
 - Headteachers
 - Service Leaders - Multi Service Group
 - Trainers
 - Lead Professionals
 - Looked after, practice forums
 - Police management group
 - Community practice forums
 - Police,ASB,Wardens,community workers....
 - **Membership: Key movers and shakers**
- ❑ High quality training programme matched to need and consultancy to support implementation
- ❑ Agree relevant outcomes to provide feedback on progress

What will happen if...?

- ❑ Services in phase one and two to identify children, young people and families who are most in need/vulnerable
- ❑ Agree a multi service Restorative approach with agreed protocols, responsibilities and accountabilities
- ❑ Measure the impact using an inter-agency restorative approach

Families Project

18 young people and families worked with intensively with in a restorative framework led by Hull Centre through education

| Key Issues | Pupils | Outcomes May 09 |
|--------------------|------------|--|
| Attendance | 4/18 | Average 47% now 92% |
| Violence in School | 9/18 | 8 pupils no incidents recorded |
| Violence at Home | 7/18 | 100% reduction |
| Class Disruption | 10/18 | 90% reduction - working with one pupil |
| Family Engagement | 12 (Total) | 11 families now fully engaged |
| | | |
| | | |



Additional impact data to be collated and verified during August 2009 from:

- Schools joining during year 2
- Police
- Social Care including residential Care
- Youth Offending Team
- Families Project

Lessons learned

- ❑ Surround yourself with like minded people - Invest in the best
- ❑ Be relentless and don't give up in order to embed culture change
- ❑ Accept some people will not get it and don't try and take them with you initially as will drain resources
- ❑ Be inclusive - engage individuals at all levels within organisations

Where next?

- ❑ Involve children & families in service design
- ❑ Use models of decision making that include children/families more
- ❑ Engage the wider community further
- ❑ Identify leaders
- ❑ Reallocate resources
- ❑ Continue to evaluate the changes
- ❑ Complete roll out across the city !

MANAGING CHANGE

*He that complies against
his will*

Is of the same opinion still

Samuel Butler (1612-1680)

MANAGING CHANGE

*Change is disturbing when it
is done to us,
Exhilarating when it is done
by us*

*Rosabeth Moss Kanter,
Harvard Business School*

How do you create the right environment so people want to take responsibility?





What are the necessary
conditions for an organisation
to be Restorative?



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