

Restorative Practices In North Lanarkshire : Practice Into Policy

13TH International Conference on Restorative Practices,
Hull, October 12-15, 2010

Ed Greisl and Bob Duncan,
Development Officers, Inclusion Team,
North Lanarkshire Learning and Leisure
Services.

Overview of Presentation

- Indexes of wellbeing, comparative deprivation in North Lanarkshire
- RP and links with other approaches
- RP Training programmes in North Lanarkshire
- RP and the Path of Change
- Aims / practicalities / questions about restorative policy
- GIRFEC and Curriculum for Excellence
- North Lanarkshire Cluster Pilot
- Case Study – RP in Cardinal Newman High School Cluster
- Quality Indicators of a Restorative School



North Lanarkshire Pop : App 350,000

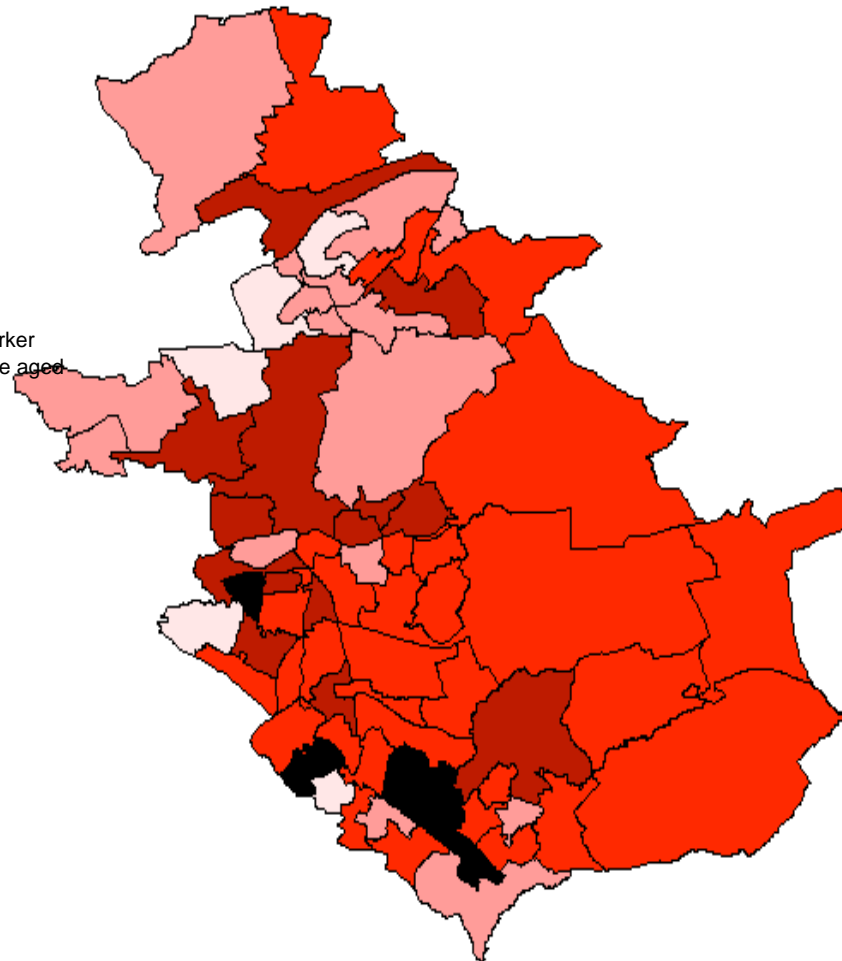
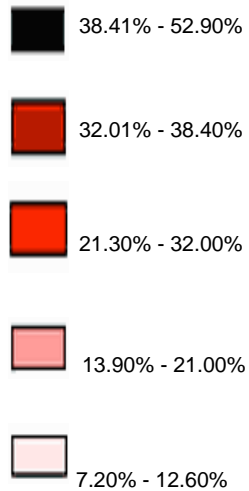
Schools in North Lanarkshire

- ❑ 127 Primary Schools
- ❑ 24 High Schools
- ❑ 12 Special Schools
- ❑ 19 Nursery Schools
- ❑ 53 Nursery classes within mainstream primary schools
- ❑ 9 Joint Campuses (Primary) – Faith school and non-denominational school

% Age 16-59/64 receiving one of the three main benefits : Job Seeker's Allowance, Income Support, Incapacity benefit (2000)

The data below is mapped for 1999 Ward boundaries. (The darker shading shows the wards with the highest percentage of people aged 16-59/64 receiving one of three main benefits).

Key



UNICEF Domains of Wellbeing



- Material Deprivation – Relative Income, Households without jobs
- Health & Safety – Infant Mortality, Immunisations
- Educational Well-being – School Achievement, Post-15 Education
- Relationships – Family Structure, Peer Relationships
- Behaviours & Risks – Health Behaviours, Experience of Violence
- Subjective Well-being – Self-assessed indicators.

Overall Index of Wellbeing - Unicef



	Average Ranking	Material Deprivation	Health & Safety	Educational Well-Being	Relationships	Behaviours & Risks	Subjective Well-being
Netherlands	4.2	10	2	6	3	3	1
Sweden	5.0	1	1	5	15	1	7
Denmark	7.2	4	4	8	9	6	12
Finland	7.5	3	3	4	17	7	11
Spain	8.0	12	6	15	8	5	2
Switzerland	8.3	5	9	14	4	12	6
Norway	8.7	2	8	11	10	13	8
Italy	10.0	14	5	20	1	10	10
Ireland	10.2	19	19	7	7	4	5
Belgium	10.5	7	16	1	5	19	16
Germany	11.0	13	11	10	13	11	9
Canada	11.5	6	13	2	18	17	15
Greece	12.0	15	18	16	11	8	3
Poland	12.5	21	15	3	14	2	19
Czech Republic	12.5	11	10	9	19	9	17
France	13.0	9	7	18	12	14	18
Portugal	13.7	16	14	21	2	15	14
Austria	13.8	8	20	19	16	16	4
Hungary	14.5	20	17	13	6	18	13
United States	18.0	17	21	12	20	20	N/A
UK	18.2	18	12	17	21	21	20

North Lanarkshire Inclusion
Support Base

Barnardo's Index of Wellbeing

- Looks at 7 key indicators of wellbeing – child poverty, NEET, PISA scores, suicide rates, teenage pregnancy, birth weight, and dental health
- Indicators combined to create one measure – an index of child wellbeing.

(NEET = Not in Education, Employment or Training)

(PISA = Programme For International Student Assessment)

Children Referred to the Reporter

	<u>Scotland</u>	<u>Council Area</u>
Non-offence	44,629 (4.8%)	3,554 (5.6%)
Offence	16,490 (3.4%)	1,364 (4.1%)
% identified as PYOs	9%	7%
% offence attributable to PYO	32.5%	30%
% children subject to supervision requirements	1.4%	1.0%
Young people admitted to secure accomodation	307	<5
Young offenders in custody	1,019	77

Economic (in)Security

		Scotland	Council Area
Children in relative poverty		21%	—
Children in families dependent on benefits		20.9%	26.9%
Unemployment Rate		5.2%	6.0%
% of school pupils entitled to free meals :			
	Primary :	19%	20%
	Secondary :	14%	15%

Looked After Children In North Lanarkshire

	Accommodation type of all children looked after on 31 st March, 2005				Children looked after away from home on 31 st March, 2005				
	Children in community setting		Children in residential care		In placement for 1 year		With 3+ placements		Total
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	
North Lanarkshire	648	93	52	7	102	58	96	55	176
Scotland	10, 646	87	1,539	13	4,719	67	1,918	27	7,006

Scottish Schools vs North Lanarkshire



Attendance

Truancy

Exclusions (per 1000 pupils)

	Scotland	Council	Scotland	Council	Scotland	Council	
Primary	95%	93.9%	0.3%	0.6%	15	13	
Secondary	90.4%	85.9%	1.2%	0.6%	115	126	
Special	90.7%	86.5%	1.7%	3.8%	159	359	

Links with other initiatives and approaches in schools

- Classroom management training and initiatives
- Buddy programmes
- Circle time
- Mediation / peer mediation
- Playground friendship programmes
- Solution focused interventions
- Social skills development programmes
- Anger / conflict management
- Staged intervention (F4i)
- Emotional literacy / empathy development / PAThS
- Person centred planning
- Pupil participation and involvement

(RP in Three Scottish Councils : Final Report of the Evaluation of the First Two Years of the Pilot Projects 2004 – 2006)

RP Training Opportunities in North Lanarkshire

- Awareness raising sessions for staff in school inset days
- Awareness raising sessions for parents at school parents' evenings
- 2-day introductory training for school staff : 'Exploring The Restorative Practices Continuum' – QIS or twilight
- 2-day training course for people who have completed introductory course : 'Facilitating Restorative Group Conferences' – QIS or twilight
- Peer Mediation / Conflict Resolution for primary and secondary students
- 2-day training for social workers in N.L. children's houses
- 1-day training for support staff
- 1 day training for new probationary teachers

Restorative Ethos Building

Definition : Staff and pupils discuss and work on improving school ethos, culture and climate.

Features of a restorative ethos include :

- All participants in the school understand the importance of preventing harm to others and of resolving harm and conflict in helpful, supportive and restorative ways
- Respect between staff and pupils and among pupils
- Pupils and staff feel included and treated equitably
- All feel that school processes are carried out with fairness and justice
- Pupils feel safe and happy

Different schools laid emphasis on different aspects of creating or further developing a restorative ethos, but for all schools it was a touchstone of success

(RP In 3 Scottish Councils : Final Report of the Evaluation of the First Two Years of the Pilot Project, 2004-2006)

Preconditions for implementing Restorative Practices and Developing a whole school Restorative Relationships Policy

- School readiness....SLT understands the philosophy and is willing to be the drivers of change
- Vision.....Planning.....Training
- CPD for staff...breadth, depth, quality providers
- Central plank of restorative philosophy : involvement of ALL stakeholders
- Monitoring change / evaluating progress / targeting shortfalls / celebrating successes
- Written into school improvement plans

Restorative Discipline Policy and Importance of Inclusion

Recommendations :

- Caring ethos supports and develops healthy school communities
- Understanding effects of harm and explicitly teaching empathy development
- Developing skills of listening and responding appropriately to needs
- Personal accountability and responsibility are encouraged through personal reflection and active community collaboration
- Reintegrative shame management
- Evaluating school systems and having the courage to change them if they are seen to contribute to the harm in some way

The Steer Report (April 2009)

Sir Alan Steer in his 'Learning Behaviour Report' asks that schools have in place systems to address bad behaviour that are :

“swift, intelligent and effective. The interventions must protect the interests of the majority while aiming to change the behaviour of those causing difficulty”

And

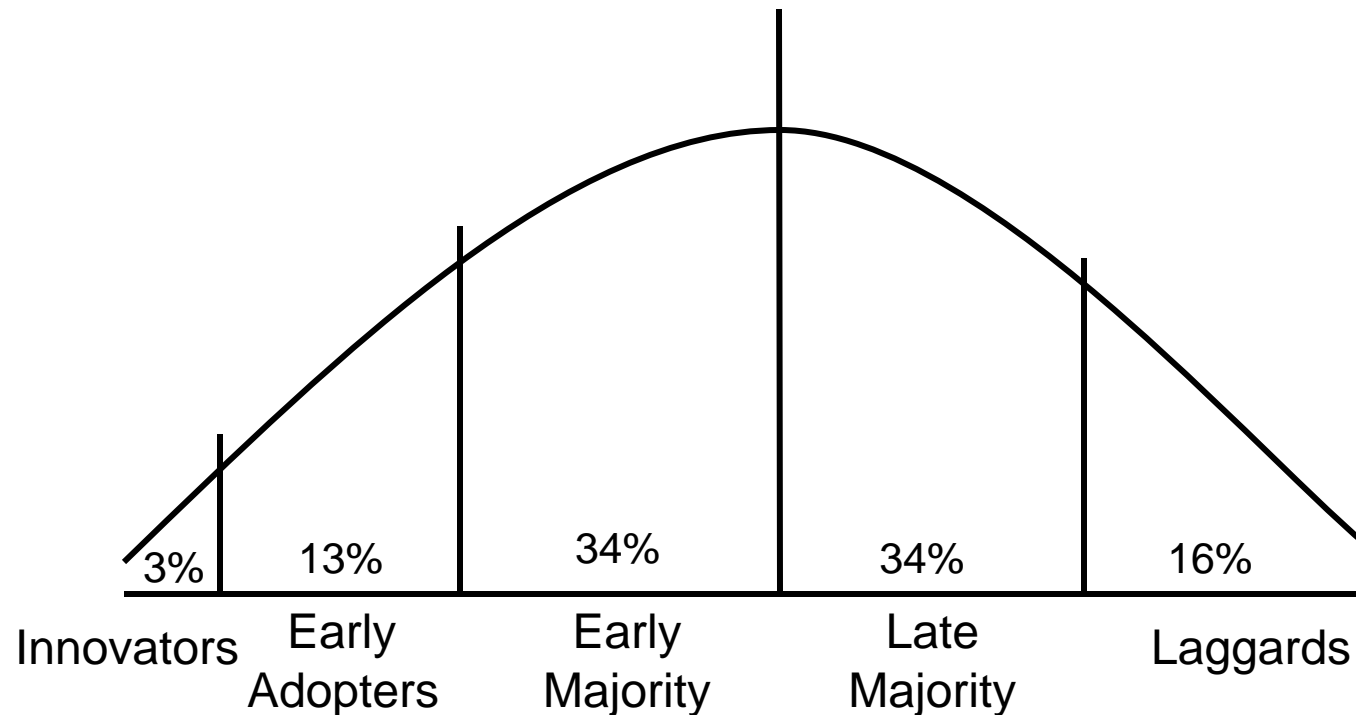
“tough love towards children can be appropriate, but a purely punitive approach is immoral, damaging to society and doomed to failure”

The Idea of Positive Change

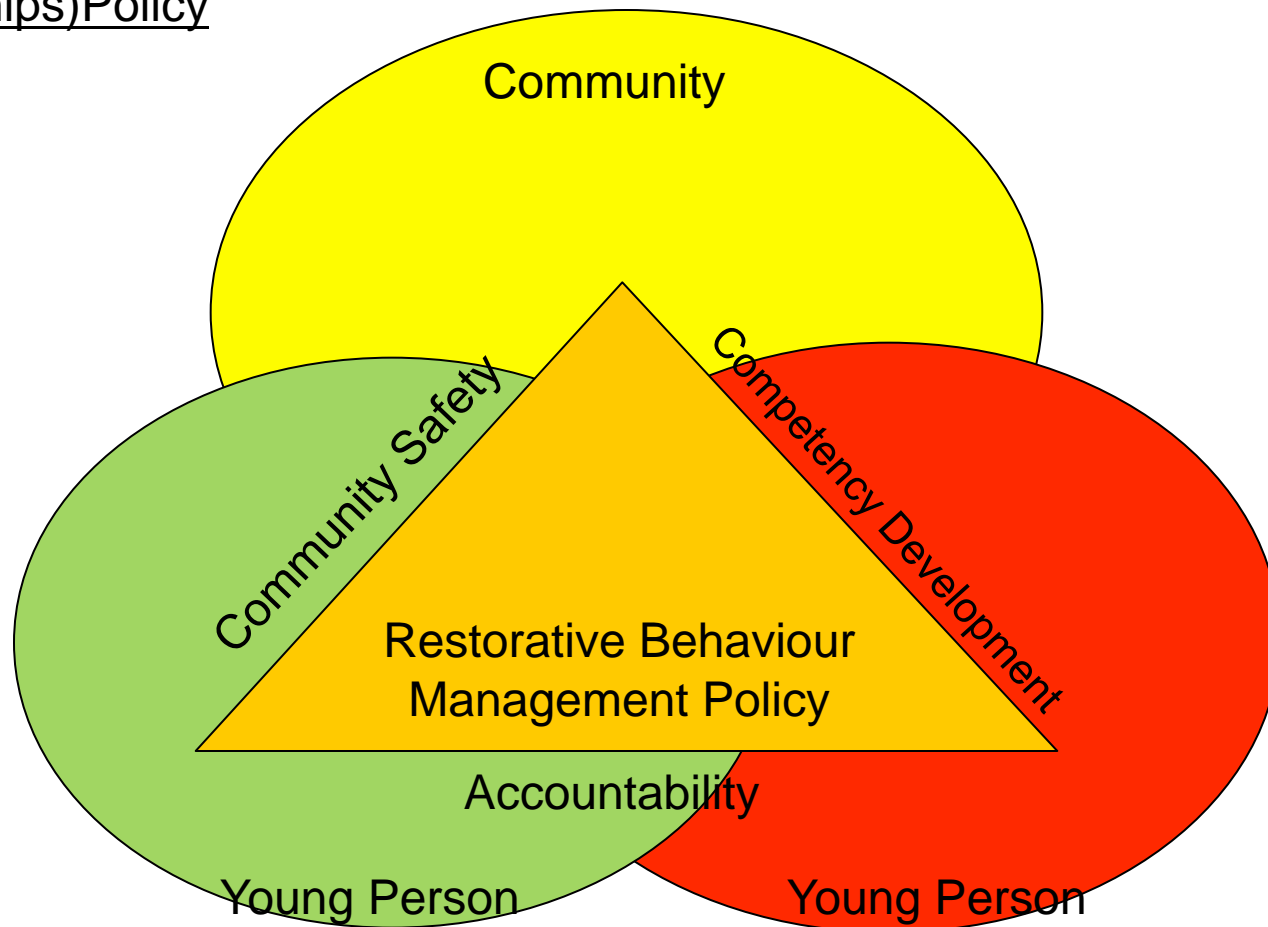
- Any form of organizational change, innovation, re-design, or planning that begins with a comprehensive analysis of the organization's "positive core"
- Positive change and innovation involves the deliberate discovery of everything that gives a system "life" when it is most effective in human terms
- Link the positive core directly to any strategic agenda, and innovations never thought possible are more rapidly mobilised while simultaneously building enthusiasm, group confidence and human energy

(David Cooperrider : Appreciative Inquiry, 1999)

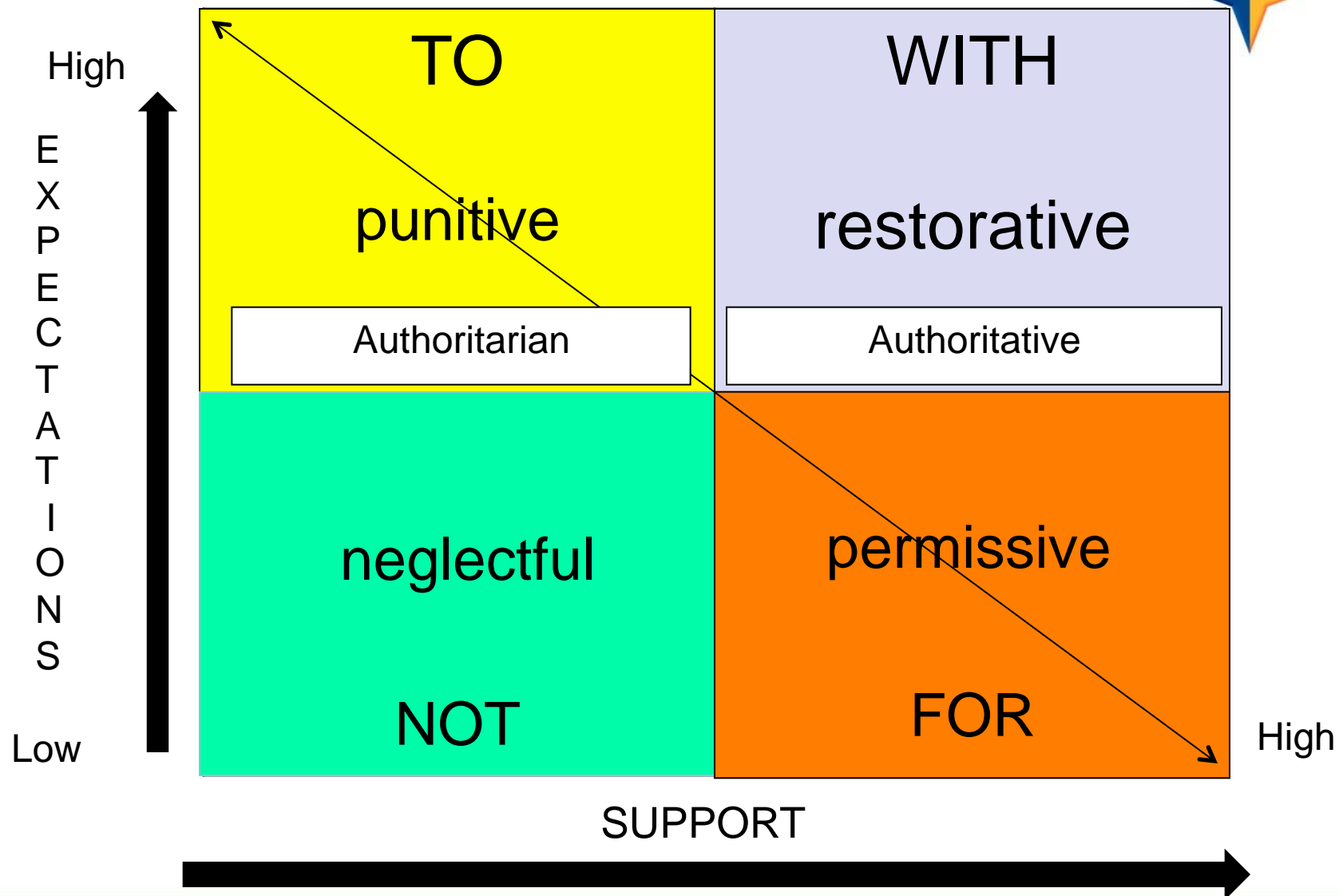
Diffusion Model of Innovation (Rogers, 1963 / 1999)



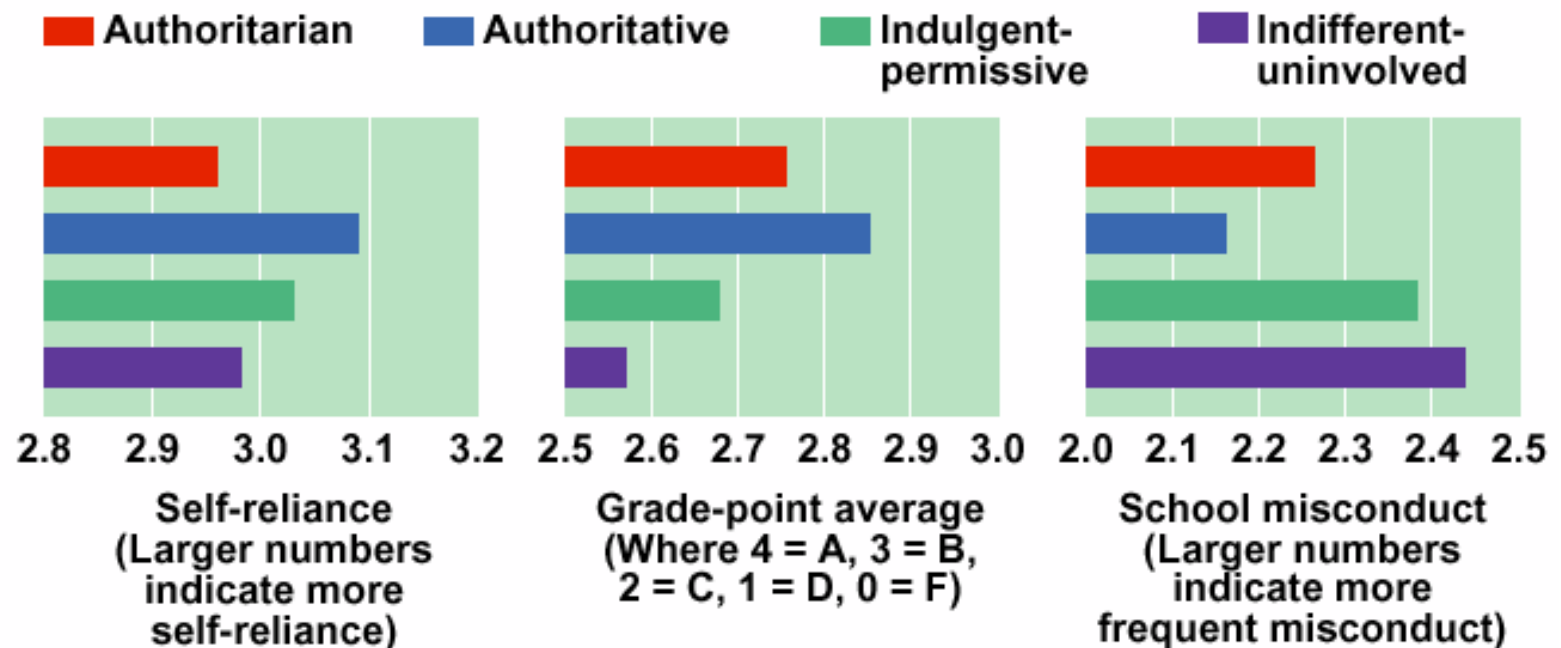
Explicit Aims of a Restorative Behaviour Management (Relationships) Policy



Social Discipline Window and School Discipline (Wachtel and McCold)



Effects of Parenting/Teaching Styles



Based on data from Lamborn et al., 1991.

Aims of a Restorative 'Relationships Policy'

- Promote positive relationships, exemplify ethos of school
- Promote social inclusion and equality
- Proactive approach to behaviour management, rather than reactive
- RP as first response to behaviour issues
- RP as explicit and consistent framework for promoting positive relationships
- Expectations clearly stated
- PSHE / RME programmes designed to develop emotional intelligence and moral development
- Procedures model desired behaviours and outcomes
- Mechanism for regular review and monitoring of effectiveness

(Thanks to Forest Hill High School, London)

Practicalities of Introducing a Restorative Relationships Policy

- Training of ALL staff in key restorative skills
- Introducing / maintaining / extending conflict resolution programmes
- Outreach to the whole community, especially parents / carers
- Restorative champion
- Community links for development of parenting skills e.g. PPP
- Placing behaviour management strategies securely within the Restorative Practices Continuum
- Conferencing facilitators / FGC co-ordinators in-school

CULTURE CHANGE

Learning together, co-operating, children at the centre, staff training, “winning hearts and minds”

SYSTEMS CHANGE

Streamlining, simplifying, improving effectiveness, re-assessment of approaches

PRACTICE CHANGE

Appropriate, proportionate and timely help, shared materials, tools, protocols

(adapted from Andrew Keir, GIRFEC Co-ordinator, Scottish Government)

CULTURE CHANGE

Learning together, co-operating, children at the centre, staff training

SYSTEMS CHANGE

Strengthening assessment of approaches re-

PRACTICE CHANGE

Applying tools

Practice change

Systems change

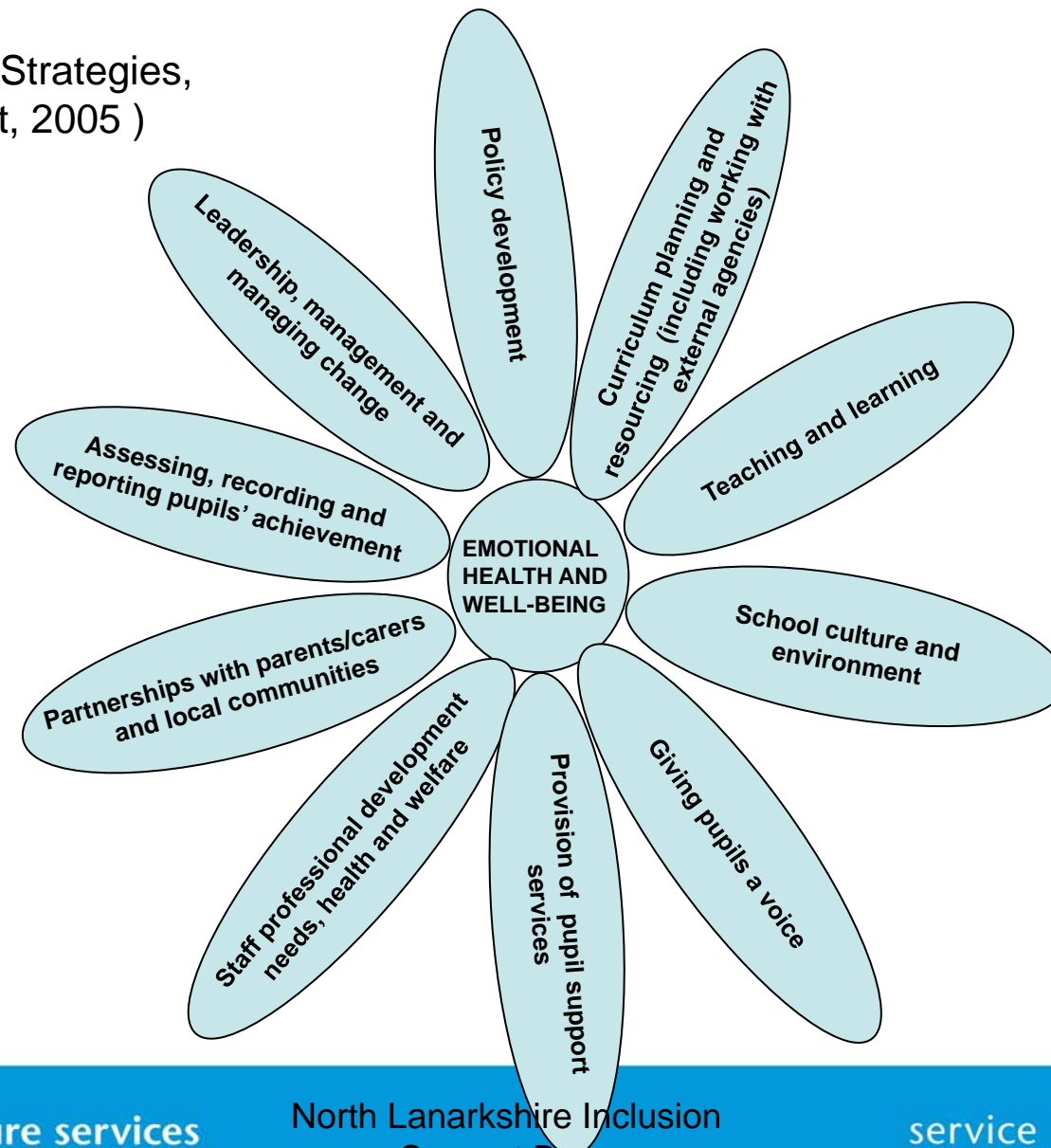
Culture change ?

materials,

Scottish

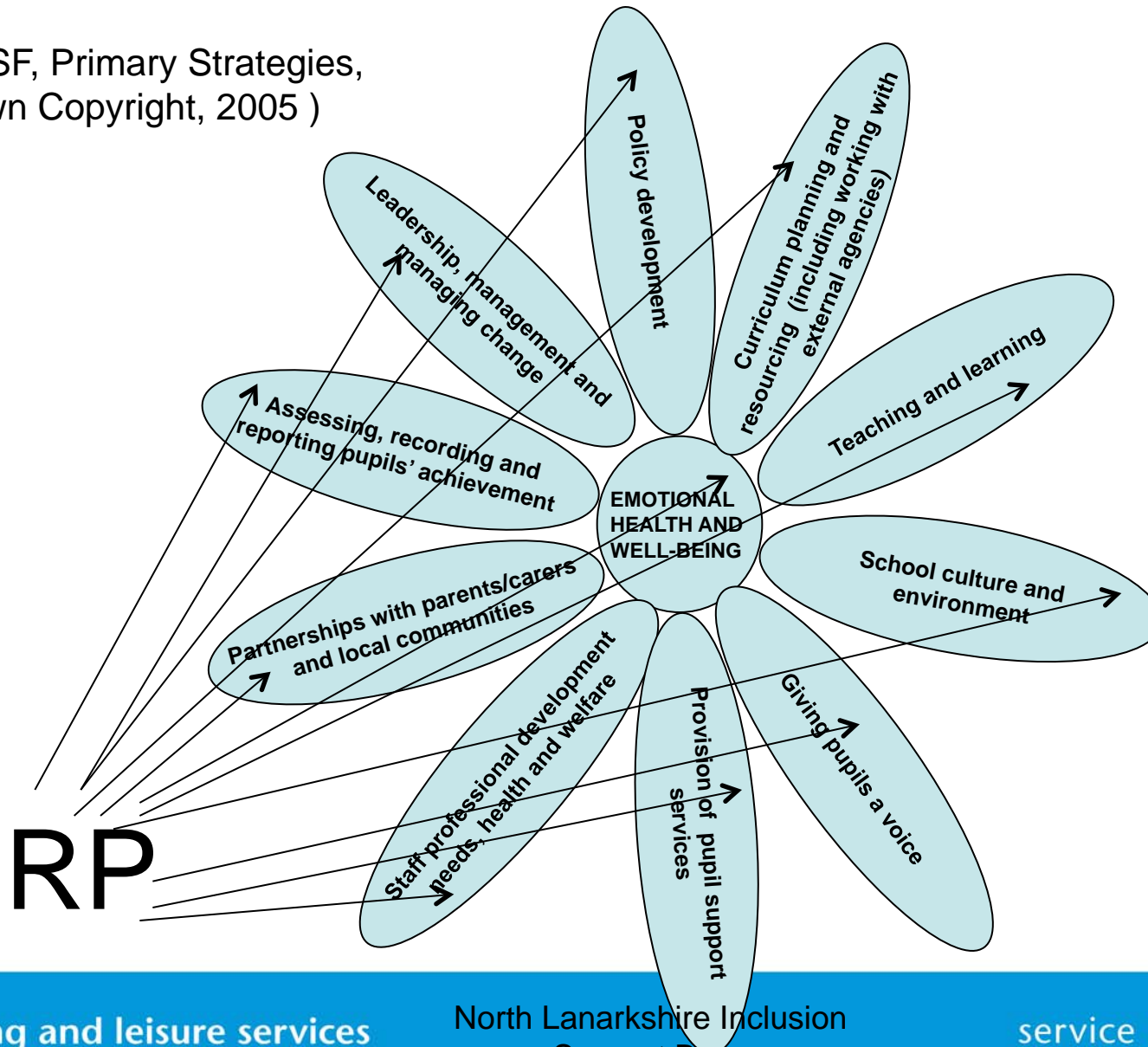
Emotional Health and Well-Being

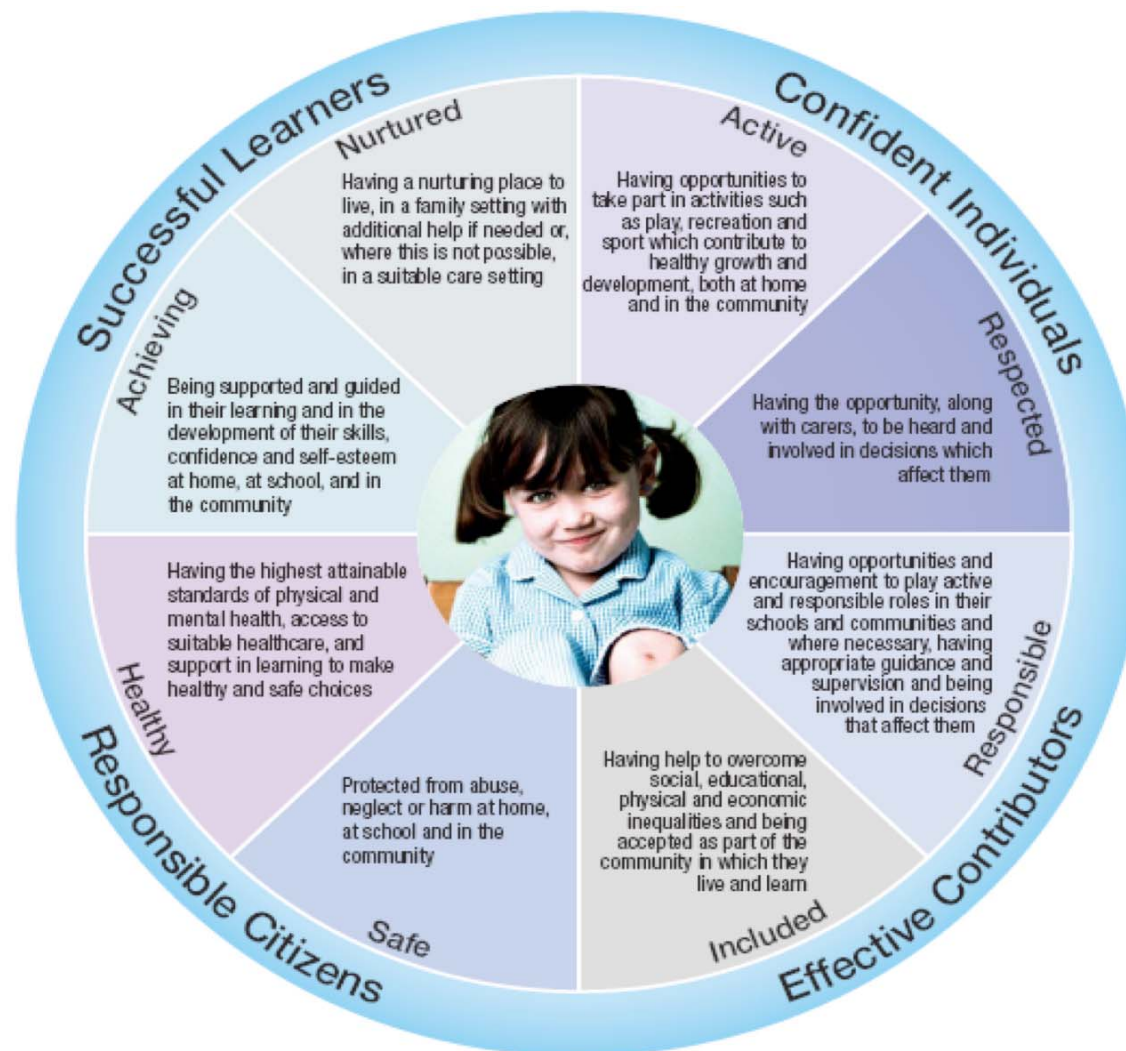
(DCSF, Primary Strategies,
Crown Copyright, 2005)



Emotional Health and Well-Being

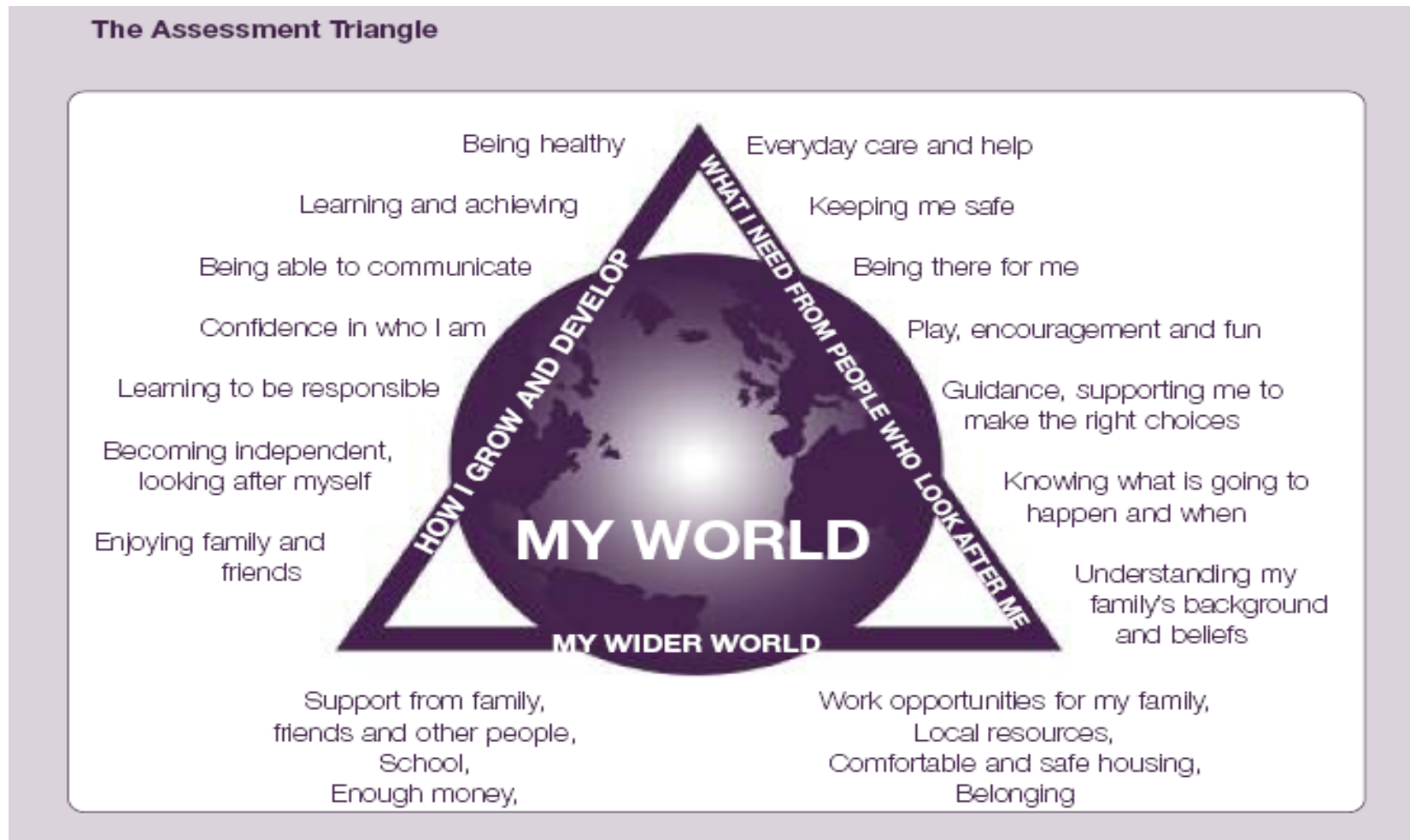
(DCSF, Primary Strategies,
Crown Copyright, 2005)





The Wellbeing Wheel – GIRFEC and Curriculum for Excellence : the 4+8 outcomes

The Child's Whole World Triangle



GIRFEC and A Curriculum for Excellence (ACfE) : The 8+4 Outcomes

GIRFEC (Getting It Right For Every Child) 8 Outcomes :

- Safe
- Included
- Responsible
- Respected
- Active
- Nurtured
- Achieving
- Healthy

Curriculum for Excellence 4 Capacities :

- Responsible Citizens
- Successful Learners
- Confident Individuals
- Effective Communicators

North Lanarkshire Restorative Practices Cluster Pilot

- Offered to all high schools and their feeder primary schools
- 4 high schools in pilot :
 - Cardinal Newman High School, Bellshill and 4 primary schools
 - Our Lady's High School, Cumbernauld and 6 primary schools
 - Coatbridge High School and 6 primary schools
 - Taylor High School, Motherwell and 5 primary schools
- Training at all levels, for all staff offered free of charge for initial year – 18 months of pilot scheme
- Aim to encourage joint approach to introduction and embedding of RP, with the aim of having cohesive relationships and behaviour policy within each cluster
- Cluster pilot Phase 2 – from winter 2010 (But with Service Agreement !)

Cluster Implementation Plan:-



The pilot will be developed and implemented over a two year period(planning):-

- Develop an agreed project structure and content with key partners including school clusters, Inclusion Support Base, Positive Behaviour Team, Psych Services
- Identify pilot schools.
- Agree accreditation criteria.
- Establish a steering group.
- Present service to managements of cluster schools and designated key staff (Restorative Champions)
- Train senior management teams.
- Initiate staff training programme.
- Conduct baseline surveys in pilot schools.
- Train peer mediators/mentors.
- Train support staff / parents / carers ? (Involvement of ALL stakeholders)

Steps to Successfully Implement RP in a Local Authority / Cluster

- Have the right drivers for implementation
- Senior management team on board (trained) first
- Designate a school champion(s)
- Review your current processes and plan and write implementation into school improvement plans
- Tiered approach to training : awareness for whole school, then targeted and systematic for whole staff
- Restorative Conferencing training for targeted senior staff / behaviour co-ordinators etc
- Monitor / review / celebrate success / adjust to specific school circumstances

Case Study



Cardinal Newman High School Cluster Bellshill

Cardinal Newman High School Cluster

	Cardinal Newman High School	Sacred Heart Primary	St. Gerard's Primary	Holy Family Primary	John Paul II Primary
Circle Time	✓	✓	✓	✓	✓
Restorative Enquiry	✓	✓	✓	✓	✓
Restorative Conversations	✓	✓	✓	✓	✓
Peer Mediation	✓	✓	✓	✓	✓
Classroom Conferences	✓	✓	✓	✓	✓
Formal Conferencing Programme	✓	Staff Trained	Staff Trained	Staff Trained	Staff Trained
Conflict Resolution / PSHE	✓	✓	✓	✓	✓

RP at Cardinal Newman High School

- Time-out unit formerly used as 'sin-bin' – students sent for wide range of infractions of school rules
- Transformed into 'Restorative Thinking Room', staffed for 30 periods per week by trained RP practitioners, replacing 30 duty staff who were sent back to timetable = no net loss to cover staffing
- Model used based on package received from Massey High School, Auckland, N.Z. (Thanks to Jude Moxon)
- Restorative conferencing training undertaken by school managers and key pastoral staff – conferencing programme set up
- RP written into school behaviour policy and school development plan

Restorative Thinking Plan (1)

- Operates within the context of a school-wide discipline policy
- Students asked to re-think, plan and restore their working relationships with teacher and class
- Four areas are explored by restorative practitioner and student :
 - What happened ?
 - What was I thinking at the time ?
 - How did my action affect others ?
 - What would (could) I do differently if it happened again ?
- Student given thinking and self-correction time to complete Restorative Thinking Plan
- Student takes plan back to teacher next class – Restorative chat
- Opportunity to repair relationship

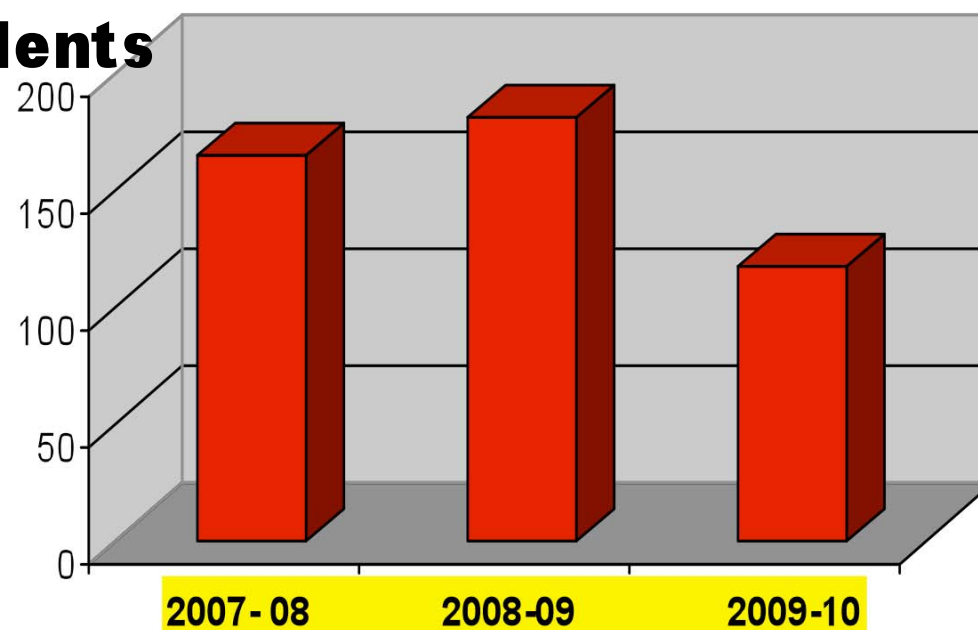
Restorative Thinking Plan (2)

- Each side listened to respectfully
- Self-monitoring component of plan acts as daily reminder of the plan and an opportunity for the student to acknowledge their own improvement
- If student referred three times in one term, parents called in – restorative problem-solving circle
- On fourth referral, further intervention negotiated...could be daily report, restorative conference, group work, one-to-one mentoring from RP practitioner
- Aim of process is to provide transparent process that supports both student and teacher

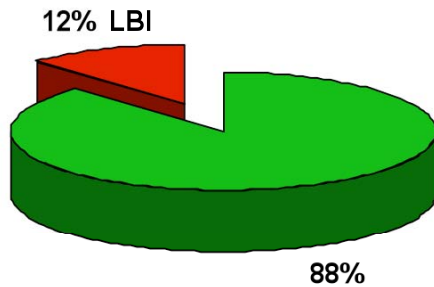
Logged Behaviour Incidents : CNHS Cluster



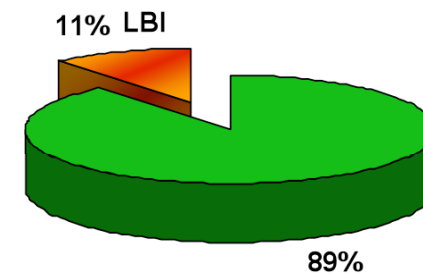
Logged Incidents



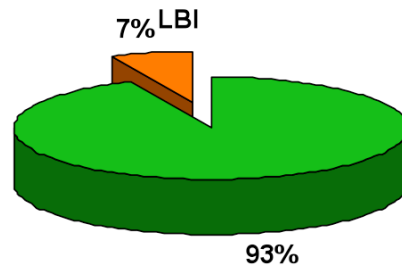
Logged Behaviour Incidents as % of roll 07/08



Logged Behaviour Incidents as % of roll 08/09

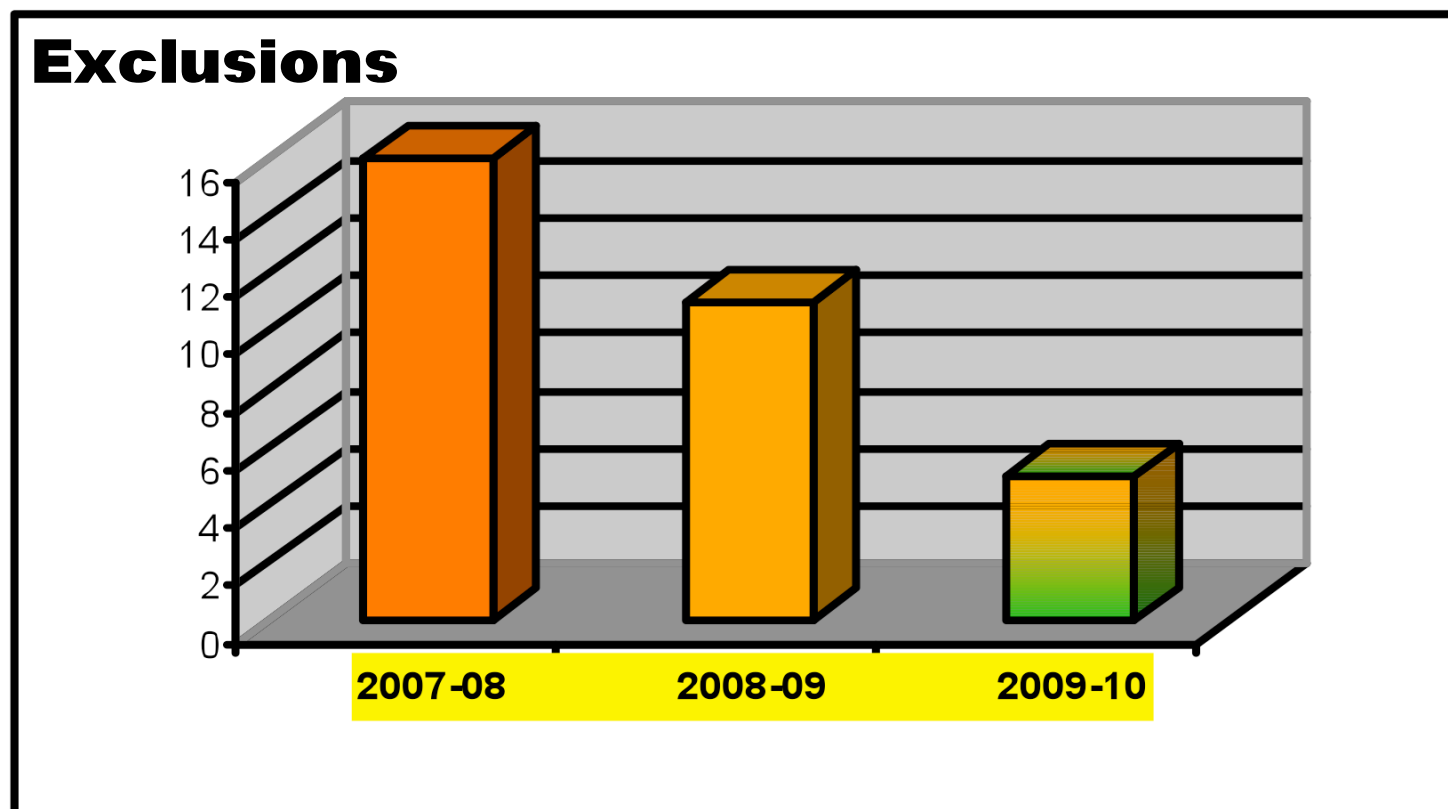


Logged Behaviour Incidents as % of roll 09/10

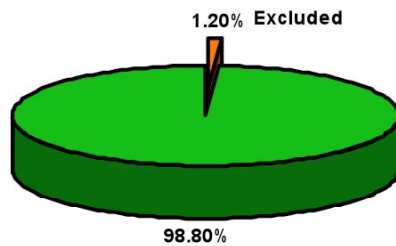


CNHS Cluster

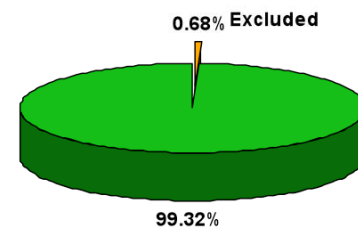
Exclusions : CNHS Cluster



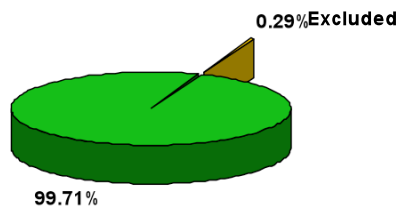
Exclusions as % of roll 07/08



Exclusions as % of roll 08/09



Exclusions as % of roll 09/10

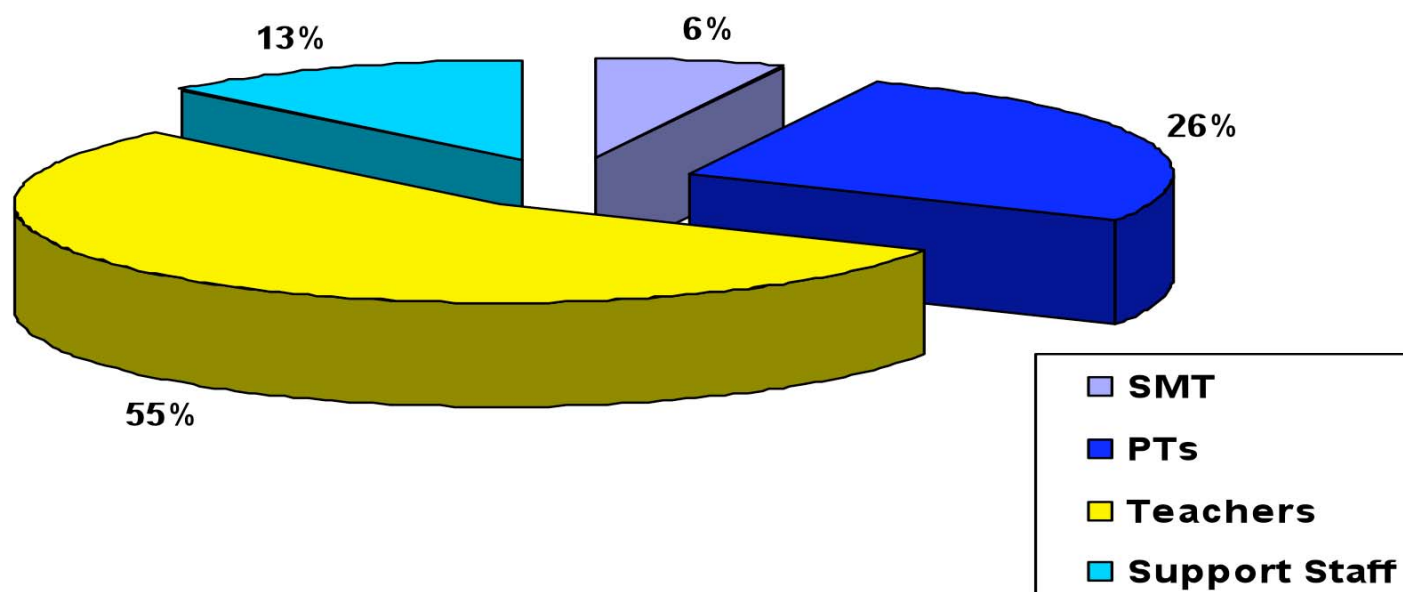


CNHS Cluster

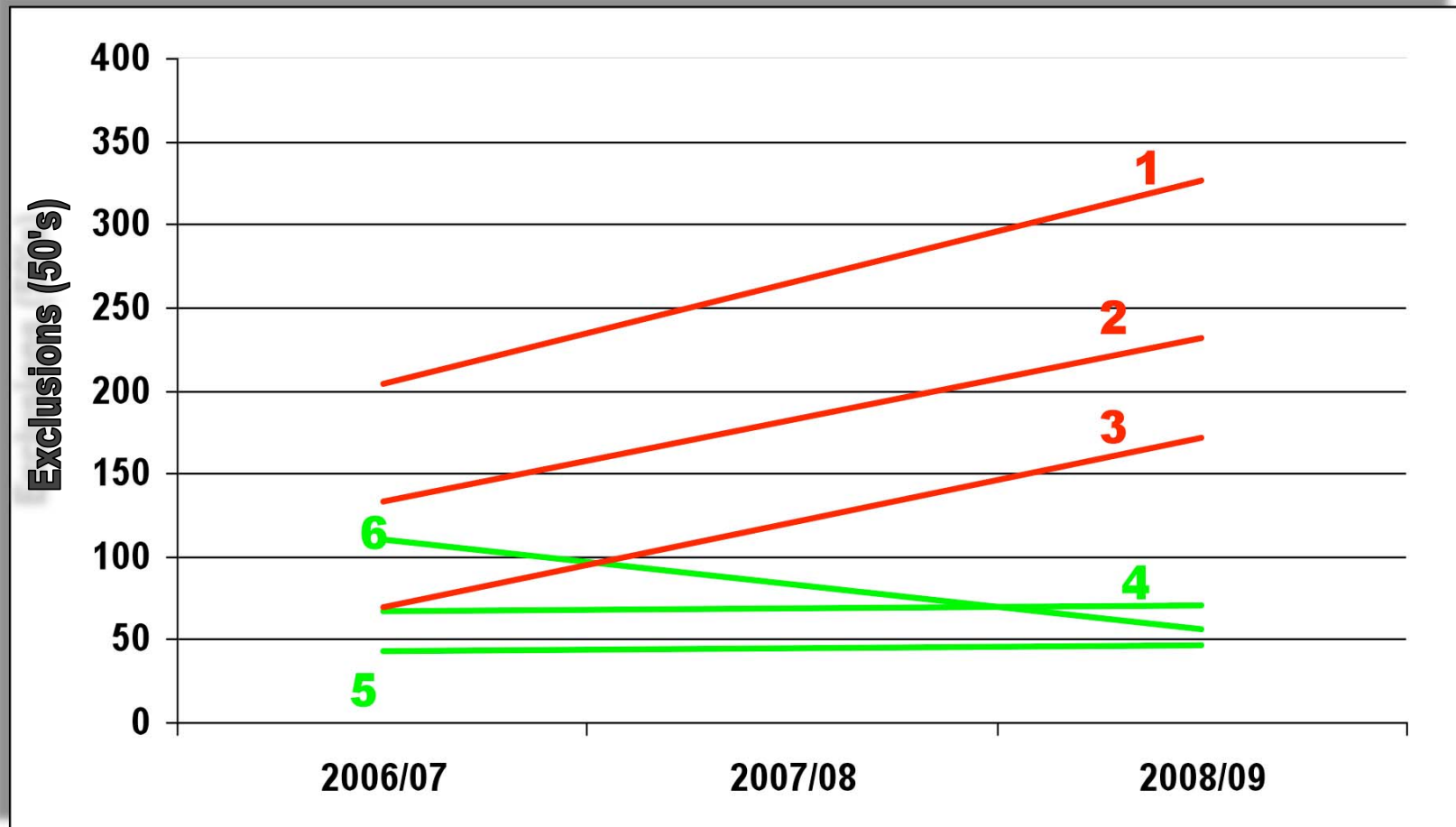
Staff Training Level : CNHS Cluster



Staff Training By Role



Comparison of Exclusion Figures Between Cluster and Non-Cluster Schools



Quality Indicators of a Restorative School

- Ethos is excellent and noticeable to visitors to school
- Calmness throughout the school is palpable
- Behaviour excellent by majority of students
- High level of pupil self-regulation
- Low incidence of yard incidents taken into class
- Greatly reduced number of recorded incidents
- Positive feedback from parents / community
- Reduction in difficulties reported by parents / carers
- Fewer incidents in community outside of school
- Reduction in exclusions
- Reduction in students needing behaviour support
- Respectful relationships between students and staff and between staff members
- Improved attitude of students towards learning
- 'Big deals' reduced to 'little deals' through restorative conversations and meetings
- Raised attainment and achievement
- Whole school develops 'can-do' attitude

(Based on Q.I's from 'How Good Is Our School 3)

Hot Off The Press



Scottish Government Consultation Document ‘Included, Engaged and Involved’, Part 2, October 7, 2010 recommends

“ a restorative meeting with staff and learners involved in the incident/behaviour leading to exclusion to restore and repair relationships and trust as part of the return to school. Schools which use restorative or solution oriented approaches are in a strong position to use those approaches for re-integrating learners, dealing positively with other learners and/or staff affected, and achieving resolution of the situation.”