



# **Restorative Practices in Residential Care**

**-positive outcomes for children in care.**



**Marie Gribben**

**Childrens Service Manager**

**Family Group Conference Service**

**Northern Ireland**



# Restorative Practices in Residential Care

## AIMS:

- To reduce the number of young people in the Care system becoming criminalised for “acting out behaviours”
- To create a restorative milieu in a living community





# Objectives

- To introduce Restorative Practices to the whole staff team creating a restorative milieu for young people.
- To help young people realise how their behaviours impact on others - residential and wider community.
- To help young people accept responsibility for their actions.
- To help young people make reparation for the harm they have caused.



# Outputs

- FGCS will train the whole staff team in Restorative Practices.
- FGCS will equip staff with skills to respond to young people at steps 1-4 of the RP continuum.
- FGCS will support staff in adopting RP in their daily contact with young people.
- FGCS will act as independent facilitator in initial Restorative Conferences.
- FGCS will train and support others to become independent facilitators.



## Our Task ...

### Punitive

**Think of Self**

**Minimise harm**

**Become the Victim**

**Blame Others**

**Excluded from process**

**Marginalised**

### Restorative

**Think of Others**

**Recognise the extent of the harm caused**

**They become accountable**

**Accept Responsibility**

**Included in process**

**Integrated**



## Our Message – “relationships are at the core”!!!

**We each are governed by our relationships with others .**

- Relationships are guided by mutual respect and understanding
- Where we have relationships within an environment, whether living environment or working environment, this creates a community.
- Damage mutually impacts on relationships / community.



# Building a Restorative Community- Core Elements

- Explicit Framework
- Fair Process
- Working “With”
- Awareness of where the young person is at – “compass of shame”
- Awareness of where self is at!
- Use of Restorative language
- Respect, Responsibility, Reparation, Restore.





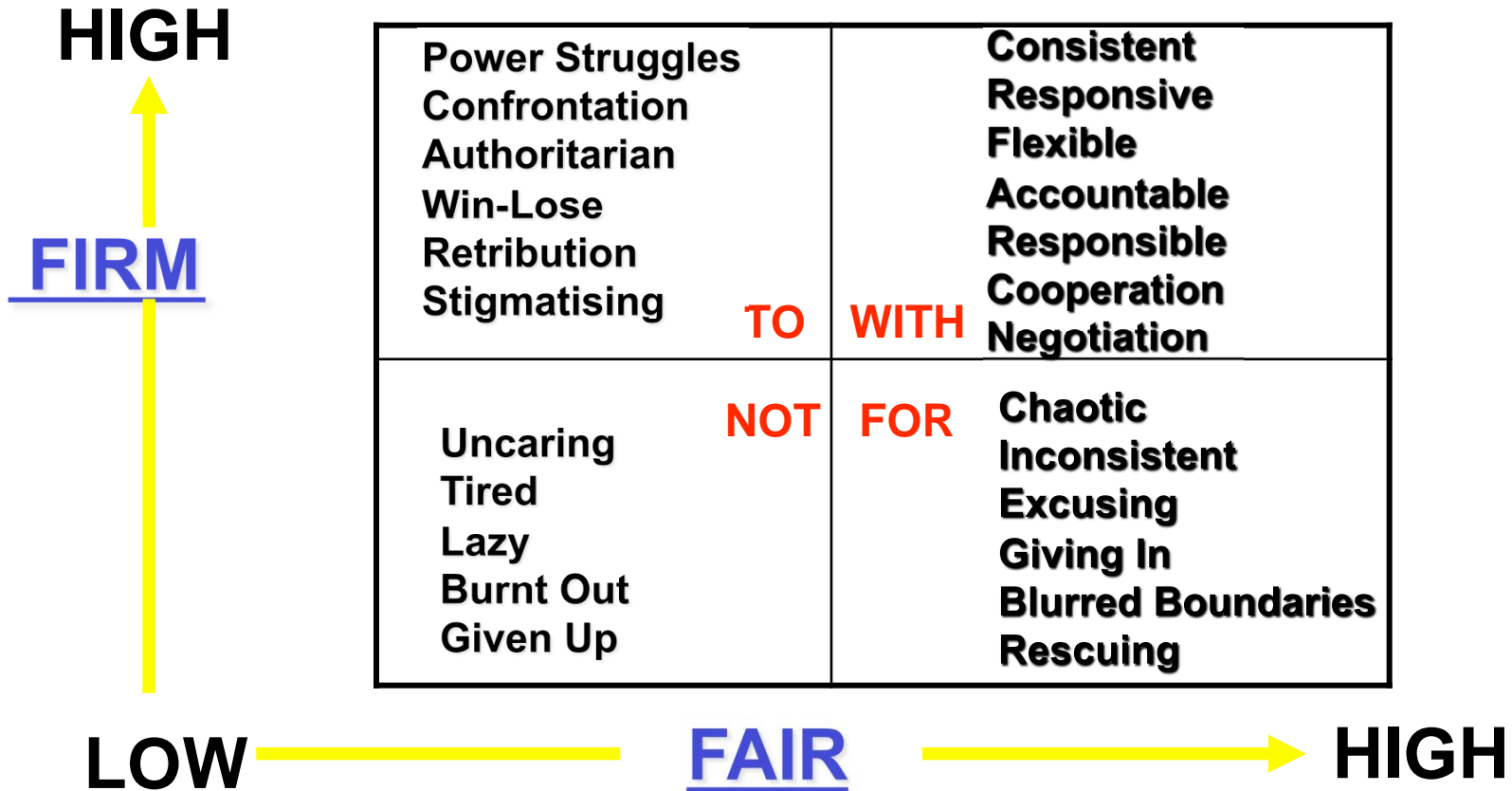
# FAIR PROCESS

- Expectations- everyone knows what is expected.
- Engagement - involve individuals in decisions/ listen to views.
- Explanation - clarify how decisions are reached.



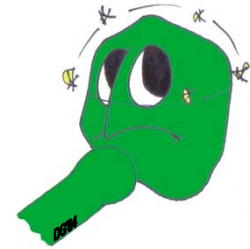
# SOCIAL DISCIPLINE WINDOW( Mc Cold)

## RELATIONSHIP STYLES





# Terry the Troubled Turtle Practice Domains

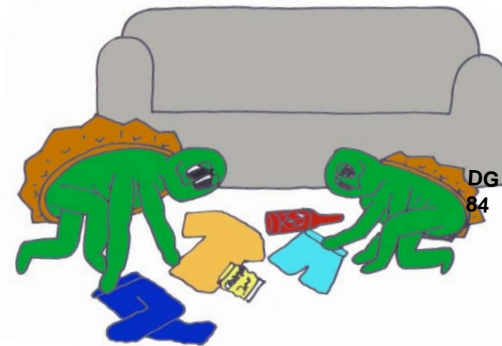


Expectations  
↑  
High  
Low

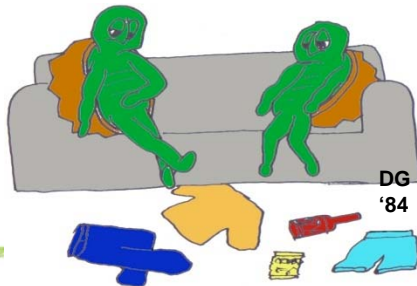
Do To



Do With



Not Do



Do For



BELIEVE IN CHILDREN

Low

Support



High



**Barnardo's**  
—Northern Ireland—



# The Compass of Shame



Nathanson,  
1992

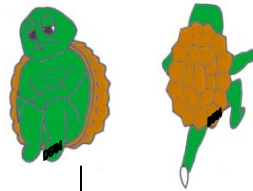


# Terry the Troubled Turtle

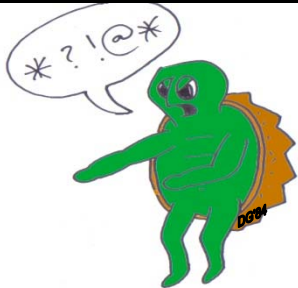
When things aren't going right I.....  
(The Compass of Shame)



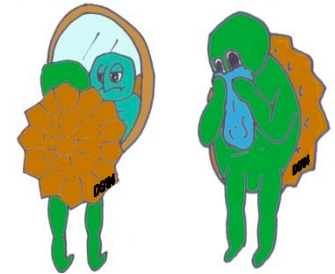
Withdraw



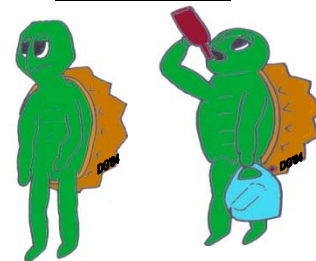
Attack Others



Attack Self



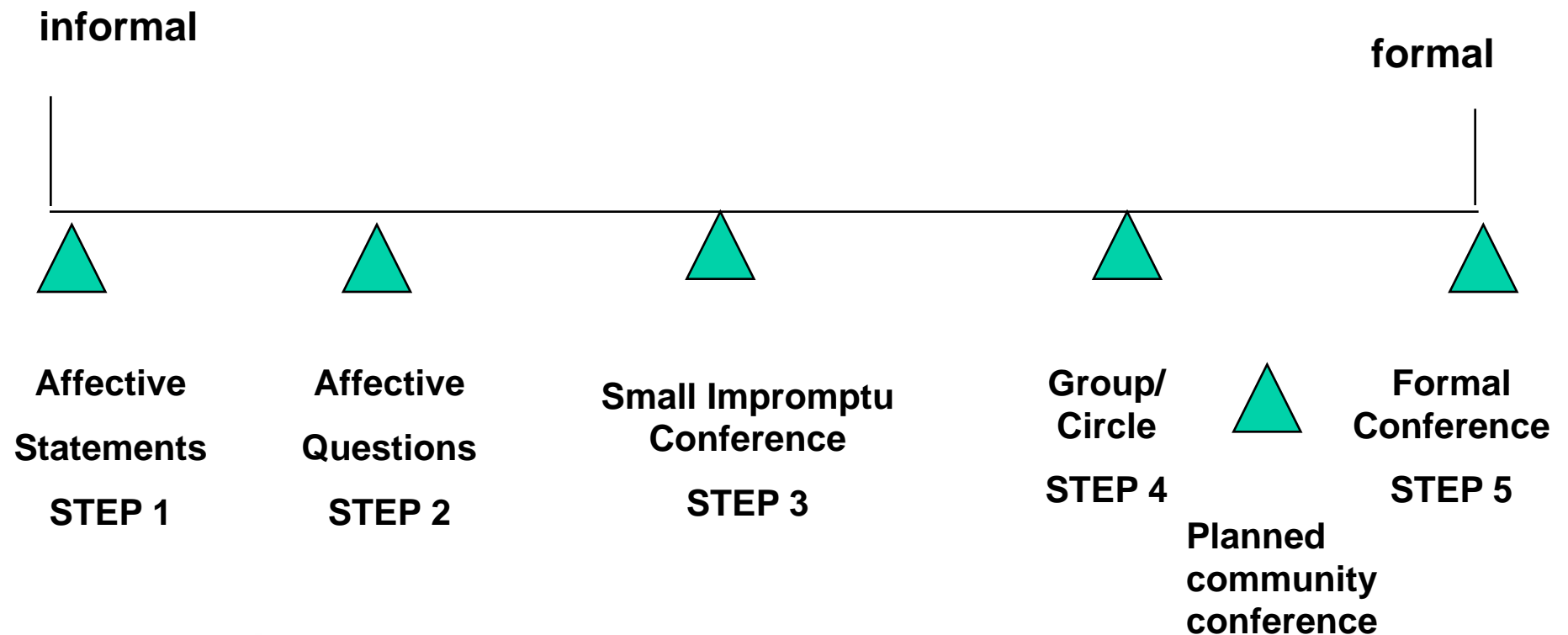
Avoid



Adapted from  
Nathanson, 1992



# Restorative Practices Continuum





## Restorative Language

- **One to One - modelling how you feel-  
building emotional literacy.**
- **One to One - building the connection-  
building empathy.**
- **Small group- building relationships between  
peers/ staff.**
- **Larger Group - building community identity**
- **Formal Conference - serious incidents-  
responsibility/reparation to the community**



# Outcomes- evidence @ 6 months

- 66% significant incidents now dealt with restoratively.
- Reduction in police involvement in Childrens Home for incidents in - house.
- Reduction in charges being pressed for criminal damage
- Reduction in charges being pressed for assault.
- Level of Criminal damage/ assaults- reduced.
- Wrongdoing now dealt with in-house.





## LAC Children in Custody N. Ireland 2005-9

<b>YEAR</b>	<b>ADM</b>	<b>LAC (%)</b>	<b>REMAND</b>	<b>JJC ORDER</b>
<b>2005</b>	306	107 <b>(35%)</b>	36	6
<b>2006</b>	306	107 <b>(35%)</b>	55	12
<b>2007</b>	336	117 <b>(35%)</b>	44	11
<b>2008</b>	355	103 <b>(29%)</b>	47	7
<b>2009</b>	254	48 <b>(19%)</b>	17	3

BELIEVE IN CHILDREN



- Delay in time from charge to sentence -so an immediate effect not witnessed.
- 54% drop in LAC admissions over last 3 years.
- +ve feedback from Courts
- +ve feedback from Youth Justice Agency



## Statistics Oct 2008 to March 2009

<b>Unit</b>	<b>Unit A- Campus RP for 4 years 3 sub units of 8 YP 1 of 6 YP</b>	<b>Unit B RP for 3 yrs</b>	<b>Unit C RP for 18 mths</b>	<b>Unit D RP for 12 mths</b>
<b>Nos In House Incidents</b>	<b>96</b>	<b>88</b>	<b>61</b>	<b>47</b>
<b>Nos Police call Outs for in house incidents</b>	<b>6</b>	<b>0</b>	<b>8</b>	<b>10</b>
<b>RP response</b>	<b>96</b>	<b>88</b>	<b>61</b>	<b>37</b>
<b>Nos t/f to JJC</b>	<b>0 for In house incidents 9 for Community incidents</b>	<b>0</b>  <b>0</b>	<b>0</b>  <b>0</b>	<b>1</b>  <b>1 (breach of bail)</b>



## Soft Outcomes

- Young people taking responsibility for actions.
- Young people demonstrating emotional literacy
- Young people demonstrating empathy.
- Staff more aware of interactions with young people.
- Staff state they feel more confident in dealing with the young people's behaviours.
- Evidence of more positive relationships between young people and staff



## Young People on Restorative Practice ....

- *It's civilised ....you don't have to shout....you can listen to each other.*
- *Everyone was able to understand what has happened and I was able to make up for what I did.*
- *Its Fair – staff have to do it if they are in the wrong.*
- *I got a chance to say what I wanted to say and people had to listen*
- *xxxxx was able to forgive me and we have a really good relationship now.*



## Quotes from Other Agencies

- The setting up and meeting of the Manager's Mentoring Group helped the managers take ownership of the Restorative Model within the Agency.
- The Manager's Mentoring Group has enabled the managers to further focus on their roles and responsibilities in relation to promoting and maintaining the day to day functioning and recording of Restorative Practices within the Agency.

Clarke Davidson, Glenmona



## Cont...

- I feel that this process, where someone from outside the Unit can facilitate restorative meetings between staff and residents or between residents and residents is very worthwhile.

I am aware that the eventual aim of this project is that members of staff at the Unit will be able to run/facilitate restorative meetings themselves.

- This is a very worthwhile Project and one I am delighted to be involved with. YDO PSNI



- .....a significant number of children entering Children's Homes slip more easily into the Criminal Justice System and into the custodial setting. This continues to be a concern both nationally and locally, with the NIO having identified Looked after Children as a priority grouping in its Youth Justice Strategy. Sentencers in the Youth Courts also regularly raise the issue as one of concern.
- Barnardos Restorative Practices,..... has undoubtedly reduced the number of children being prosecuted for anti-social behaviour committed within the Children's Homes.
- The introduction and maintenance, of restorative practices by Barnardos within Children's Homes does appear to have empowered residential staff, to understand and deal more appropriately and effectively with the challenging behaviours that the young people in their care often create.
- The Youth Conferencing process and the Youth Justice Agency's Priority Offender Strategy, is fully committed to complementing and supporting restorative practices in Children's Homes

Yvonne Adair, Assistant Director

Youth Conferencing Agency, May 2009

BELIEVE IN CHILDREN





# Video



# ”VOICES”

# Young People Residential Staff

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BELIEVE IN CHILDREN

 **Barnardo's**  
—Northern Ireland—



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BELIEVE IN CHILDREN

 **Barnardo's**  
—Northern Ireland—



## How did we do it ? WORKING WITH

- 1. Senior Management Buy-In – Resource the RP Training and support programme
- 2. Residential Unit Management buy-in – Facilitate the training and support programme
- **PHASE ONE-** all staff (often in cohorts) attend 2 day training programme with refresher at 6 months. Barnardos RP facilitator offers **on site support equivalent of 2 days a week** ( personal learning logs) and facilitates Formal conferences .
- **PHASE TWO** - 2 Mentors identified within each Unit . Trained in Conference facilitation. Become champions and lead for RP in unit. Facilitate In- house Conferences.
- Mentoring Group training and support.
- ~~Ongoing centralised training for new staff / managers~~



## Accountability

- **Project Steering Group** – Funders, Senior Management and Management from each Residential Home, Barnardos Project Management .
- **Operational Meetings** – for each Residential Home includes Residential Manager, Looked After Children Manager, Police , EWO, Barnardos project manager and RP Facilitator.... through time this has evolved into Cluster meetings with 2-3 units under same senior manager.



## What have we achieved in 5 years ?

- 18 Residential Units in Eastern and Southern Trust areas of N Ireland trained and supported .
- Highlighted in Care Matters Policy Document as Best Practice Approach
- Plans to introduce to all residential units across N Ireland .
- Staff from 4 residential Units in Nrth Lanarkshire, Scotland trained- supported locally.
- Staff from 3 residential units in South of Ireland trained- supported locally.