



**The Next Step: ‘Developing Restorative Communities’
8th International Conference on Conferencing, Circles and
other Restorative Practices
Bethlehem, Pennsylvania, USA. 18th to 20th October 2006**

***‘The U.K. Experience of Using
Restorative Practices in the
Resolution of Workplace
Conflict’***

Les Davey – UK Director IIRP

Nicola Preston – UK Manager of Services IIRP

© IIRP UK 2006 – Do not remove references - users must present this slide

Contrasting Adversarial and Restorative

“What happened?”
“Who’s to blame?”
“What punishment is
needed?”

“What happened?”
“What harm has resulted?”
“What needs to be done to
make things right?”

‘For punishment and sanctions to be effective (in changing behaviours), they need to be delivered in a context that provides both meaning and relevance.’

“Why would restorative approaches be better than adversarial ones in this regard?”

EXISTING COMPLAINTS,
DISCIPLINE, and GRIEVANCE
SYSTEMS

- ❖ Behaviour seen as a breach of the discipline code/rules
- ❖ Wider workforce and community largely ignored
- ❖ Accountability and responsibility viewed in terms of punishment and sanctions
- ❖ Adversarial approach pre-occupied with blame and punishment

RESTORATIVE APPROACH

- ✓ Behaviour seen as harmful to individual/s, organisation and service provision
- ✓ Wider workforce and community involvement
- ✓ Accountability and responsibility related to repairing harm and professional relationships
- ✓ Promotes the opportunity for challenge, reflection and learning

What are the needs of the following in workplace complaint, grievance and discipline systems?

1. The organisation
2. The person making the grievance
3. The person subject of the grievance

Gather group idea's / thoughts, discuss and nominate one person to feed back your groups views on your allocated question.

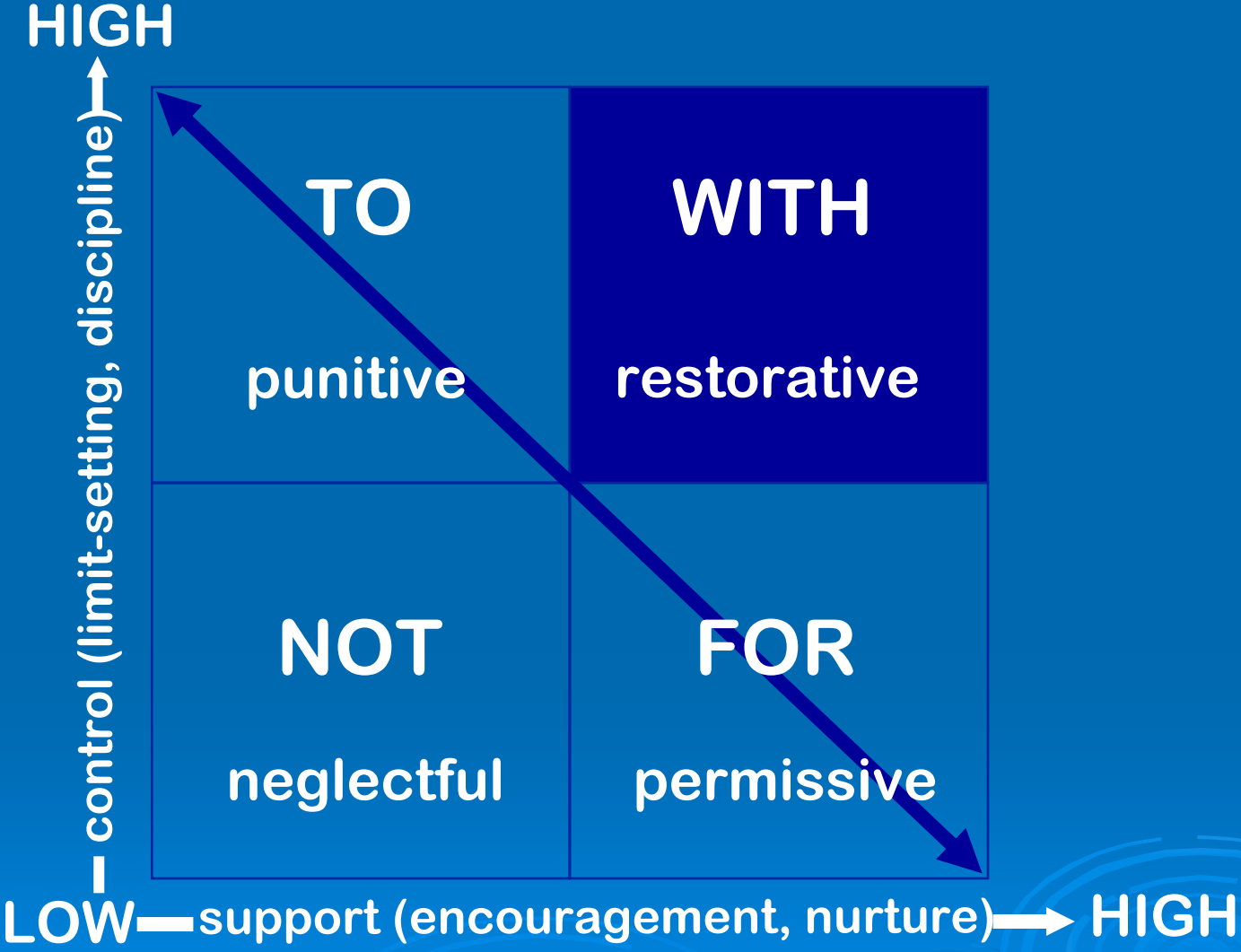
Punitive-permissive Continuum



punitive

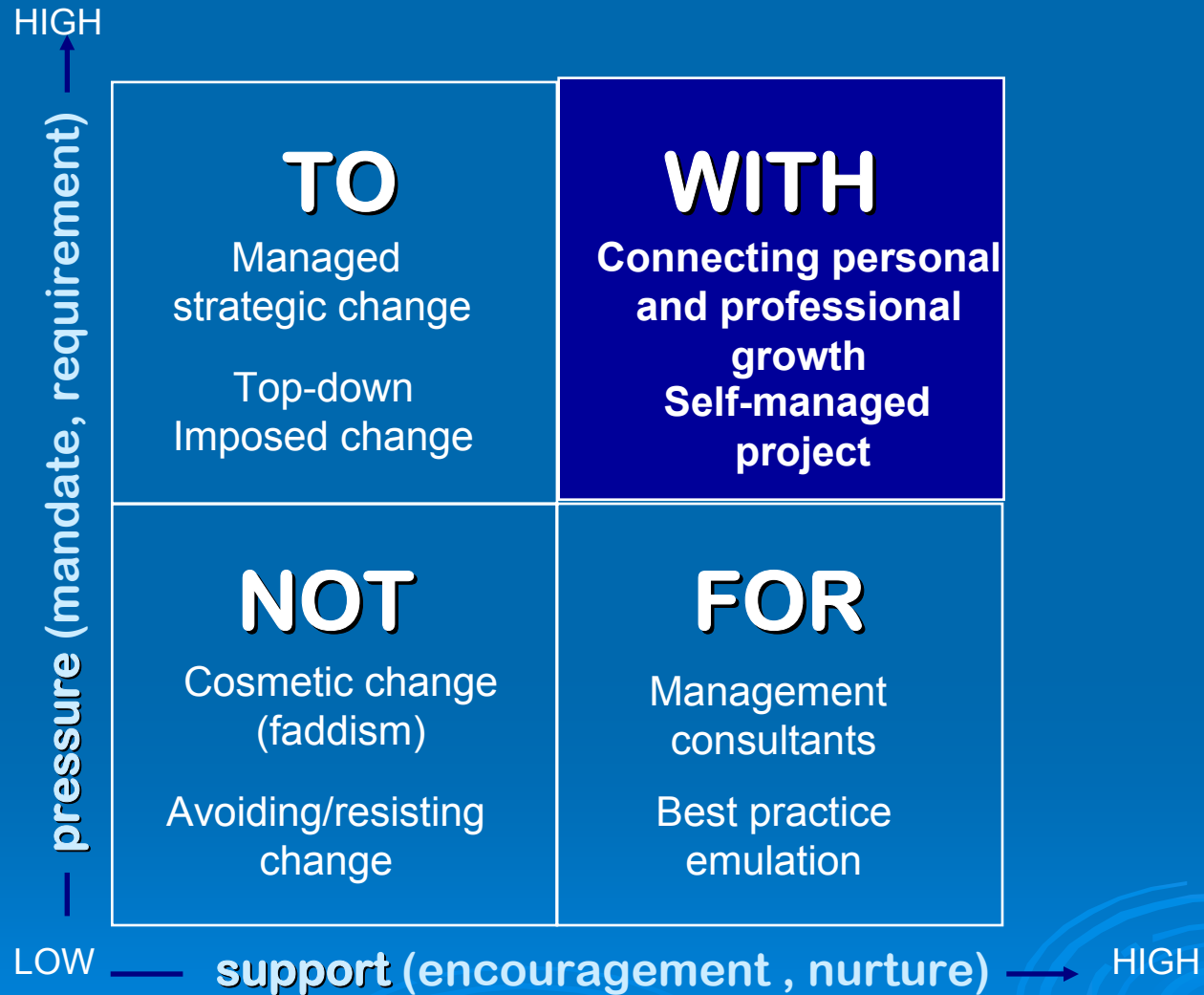
permissive

Social Discipline Window



Adapted by Paul McCold and Ted Wachtel from Glaser, 1969.

Organisational Change Window



**For Restorative Practice to be explicit,
organisations need to actively:**

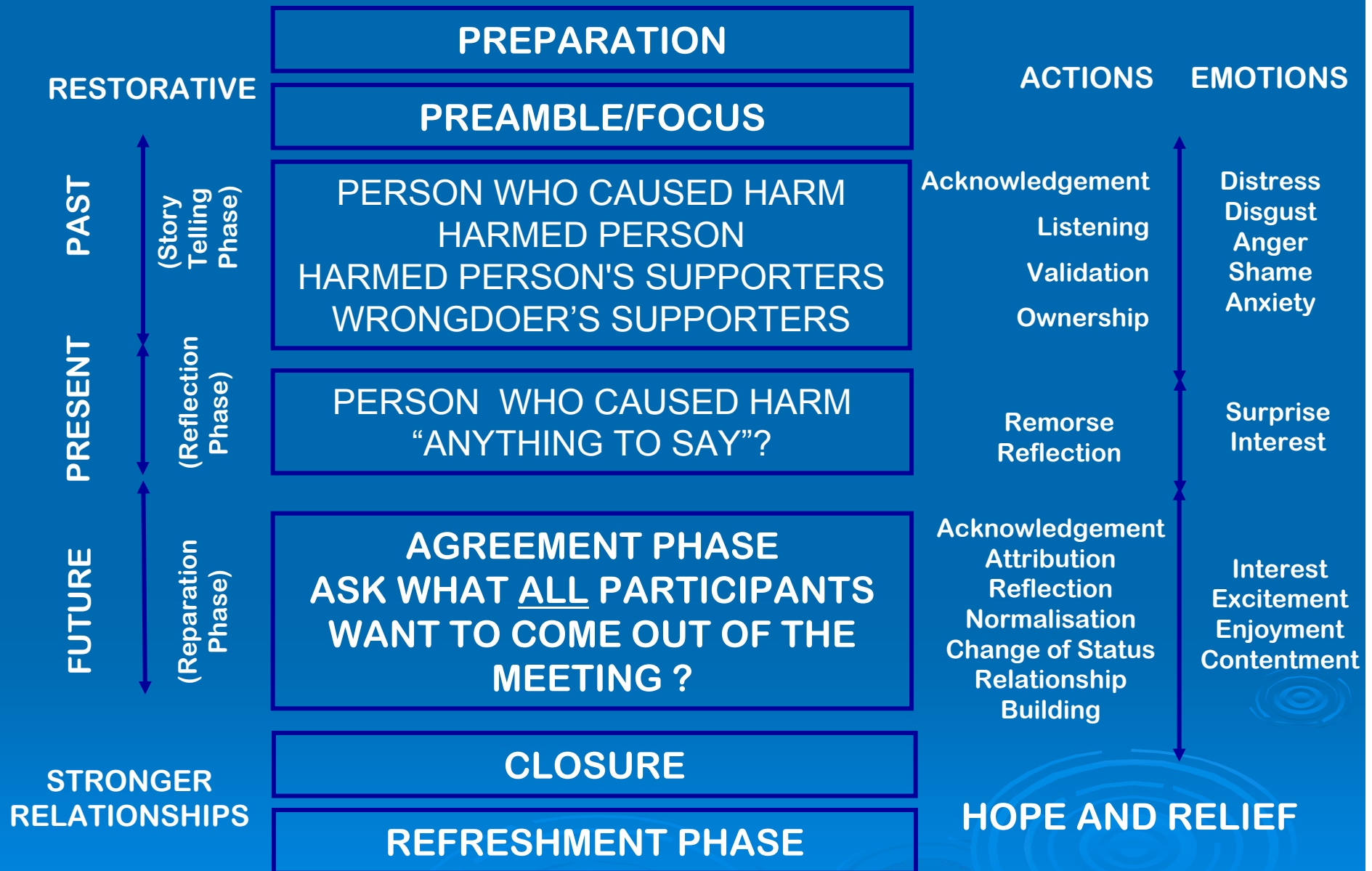
1. Work WITH people

2. Offer them Fair Process

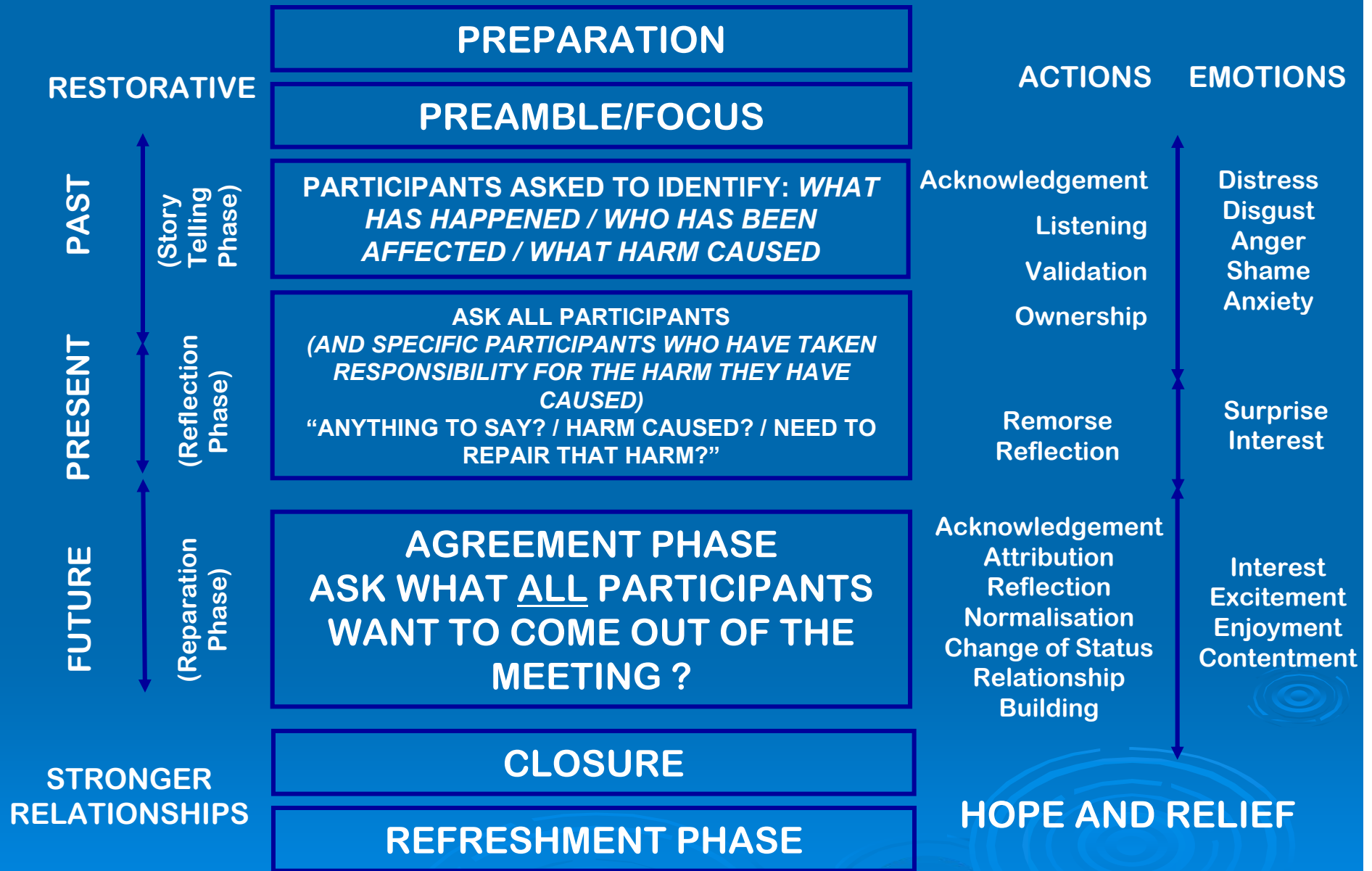
3. Use Restorative Language

**4. Encourage Free Expression of
Emotions**

Acknowledged Harm - CONFERENCE FRAMEWORK



Unacknowledged Harm - CONFERENCE FRAMEWORK



Who are IIRP UK working with?

- ❖ Police Services
- ❖ Royal Mail
- ❖ School staff teams
- ❖ Council Offices

IIRP UK Case Studies

- ❖ Staff Problems
- ❖ Management dispute
- ❖ Team re-building

Case Studies

1. Who was affected and how?
2. What were their needs?
3. What might help meet those needs?
4. What are the implications for the organisation/team?

Gather group idea's / thoughts, discuss and nominate one person to feed back your groups feedback on your allocated case study.



Les Davey – UK Director IIRP

Nicola Preston – UK Manager of Services IIRP

E-Mail: uk@iirp.org

Web Site: www.iirp.org/uk

Tel: +44 (0)1706 810201

Users must present this slide

© IIRP UK 2006