Building Restorative and Preventative Practice in the Community

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Aims of Workshop

- West Berkshire Restorative Vision
- The Match Team
  - Model
  - Principles
  - Tensions/dilemmas
  - Case Studies
Social Discipline Window

FOR Permissive NOT Neglectful WITH Restorative TO Punitive

CONTROL LOW SUPPORT HIGH

TO Punitive WITH Restorative

NOT Neglectful FOR Permissive
The Principles

Relationships over rules

Focus on harm and need of all
Address responsibilities
Seek to put right the wrongs
Engagement with all those affected
The West Berkshire Vision

CHILD

Community

School

Family

CHILD

Family

School

Community
Restorative Continuum

- Affective Statements
- Affective Meetings
- Circle Time
- Restorative Circle
- Community Conference
- Family Group Conference
MATCH
multi agency team for children
West Berkshire

Death from abuse or neglect: 0?

On C P Register = 30

Looked After Children = 110

Children in Need = 650

Vulnerable Children = 2000?

All Children = 37000
Children’s Trusts

- Co-located services
- Multi-disciplinary teams
  the norm
- Common Assessment Framework
- Information sharing systems
- Joint training
- Pooled budgets
- Work with other agencies
WHAT IS MATCh?

MATCh is a co-located multidisciplinary team providing an integrated and co-ordinated early intervention service for children and their families at Tier 2 of the service hierarchy triangle.
SERVICE HIERARCHY TRIANGLE

Tier 1: Universal services

Tier 2: Early access prevention: Early needs / risks

Tier 3: Targeted prevention: Serious needs / risks

Tier 4: Intensive Services: Critical Need / risks

MATCH
MATCH brings together schools, health, police, voluntary sector and social services to provide a joined up approach to offering effective support earlier, thus reducing the need for more intensive, intrusive and costly services.
MATCH offers short-term intervention (up to 12 weeks) to support children and young people 0-19 and their families, in the early stages of any behaviour, health, education or family difficulties to prevent needs becoming more serious.
Operating Principles:

- Restorative Practices
- Connecting families, children, young people, schools and communities
- Outcome-focused intervention
- Single, common assessment
- Short term intervention
What is the Vision?

Children & families
Restorative Practices
Parenting Capacity
Family & Environmental Factors

Child's Developmental Needs
Schools
Communities
“The most important condition for success was found always to be the quality of the relationship between the child’s family and responsible professional”

(DoH 1995 - Messages from Research)
‘Family members know more about their family than any professional can possibly know. They have a unique knowledge and understanding’

(DoH 1995)
Core team
Manager:
Social Workers:
Educational Psychologist:
Educational Welfare Officer:
School Nurse:
Home school ink worker:
Police officer:

Extended Team
Special needs support teacher:
Health Visitor:
Connexions
Family and schools support workers
Examples of MATCH work

- Consultations with young people, parents and professionals
- Short term individual work with a child, young person and their family
- Practice development – what works?
- User involvement
More examples of MATCh work

• Solution focused workshops for teachers: dealing with issues
• Each MATCh member involved in one group per term – e.g. self esteem trinity, parenting group, dv kids
• Drop in clinics in schools for students and parents
• Planning transition group for vulnerable students summer 2006
• Peer mediation programme
What have we Learned so far?

• That we can make significant changes and improvements

• That we don’t always need more to do more or to do different

• That co-ordination and cooperation do work: the whole is greater than the sum of its parts

• That children and families know what they need and can solve their own problems
MATCh future

• Need to trust, respect and value difference in professional roles, responsibilities and perspectives

• We need to adapt, be flexible, be prepared to do things differently
MATCH
multi agency team for children
• Two things your agency does well using principles of restorative practice

• Two challenges that you face in implementing restorative practices in your agency
• As a group, identify one challenge from those you have already discussed

• In the same groups, brainstorm ways that a multidisciplinary approach may be useful in addressing that challenge
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