

# *Restoring the Balance*

**Restorative Approaches in**

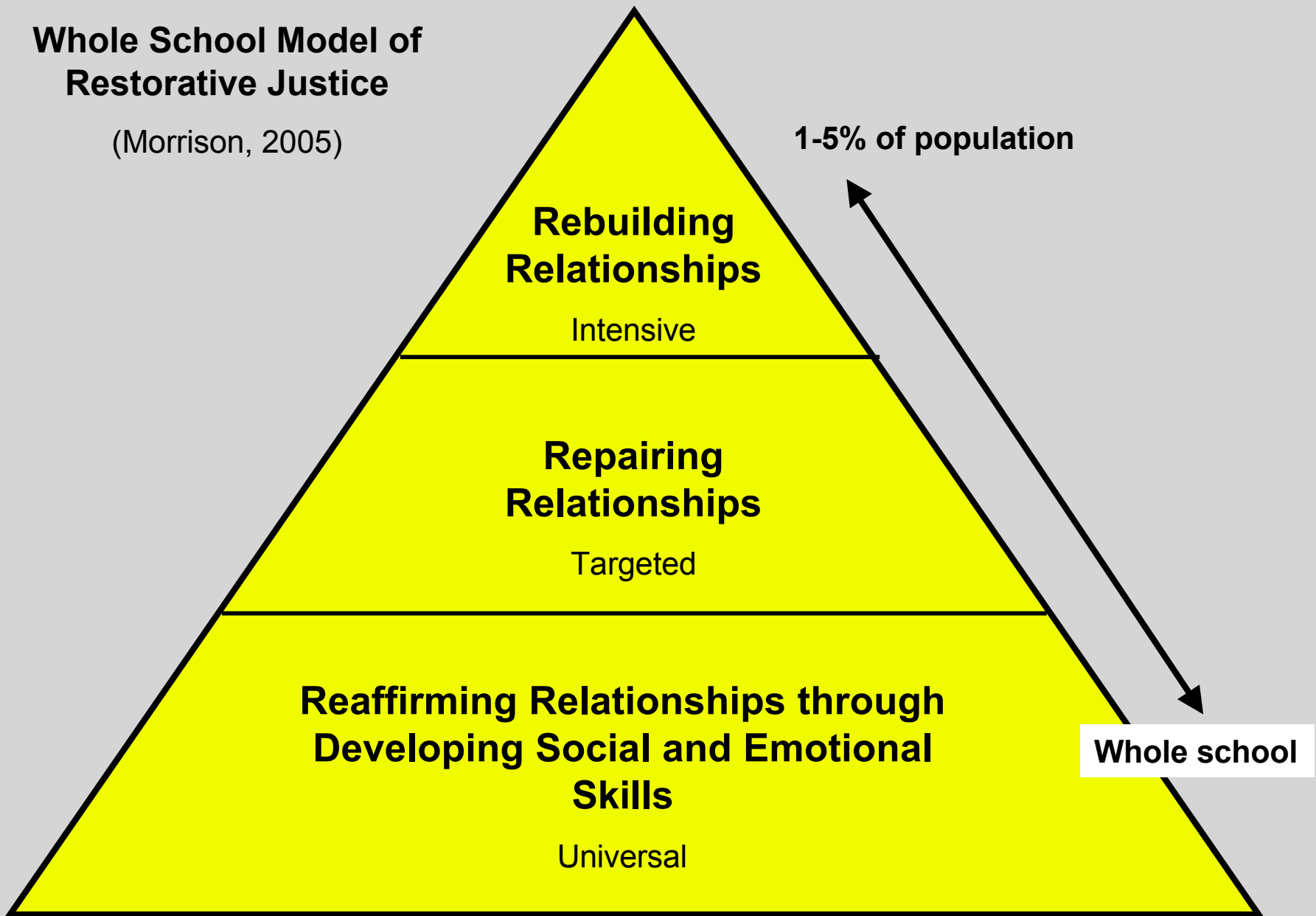


# Getting Started

- **Autumn 2002** – funding from Children’s Fund confirmed; Marg Thorsborne found, community conference facilitator training (BIP schools) started; LAMP identified as partner
- **January 2003** – pilot placing Caroline Newton in one BIP secondary school (18 months)
- **2003** – beginning of borough partnership: Education, YOT, LAMP, Police and Children’s Fund staff

**Whole School Model of Restorative Justice**

(Morrison, 2005)



1-5% of population

**Rebuilding Relationships**

Intensive

**Repairing Relationships**

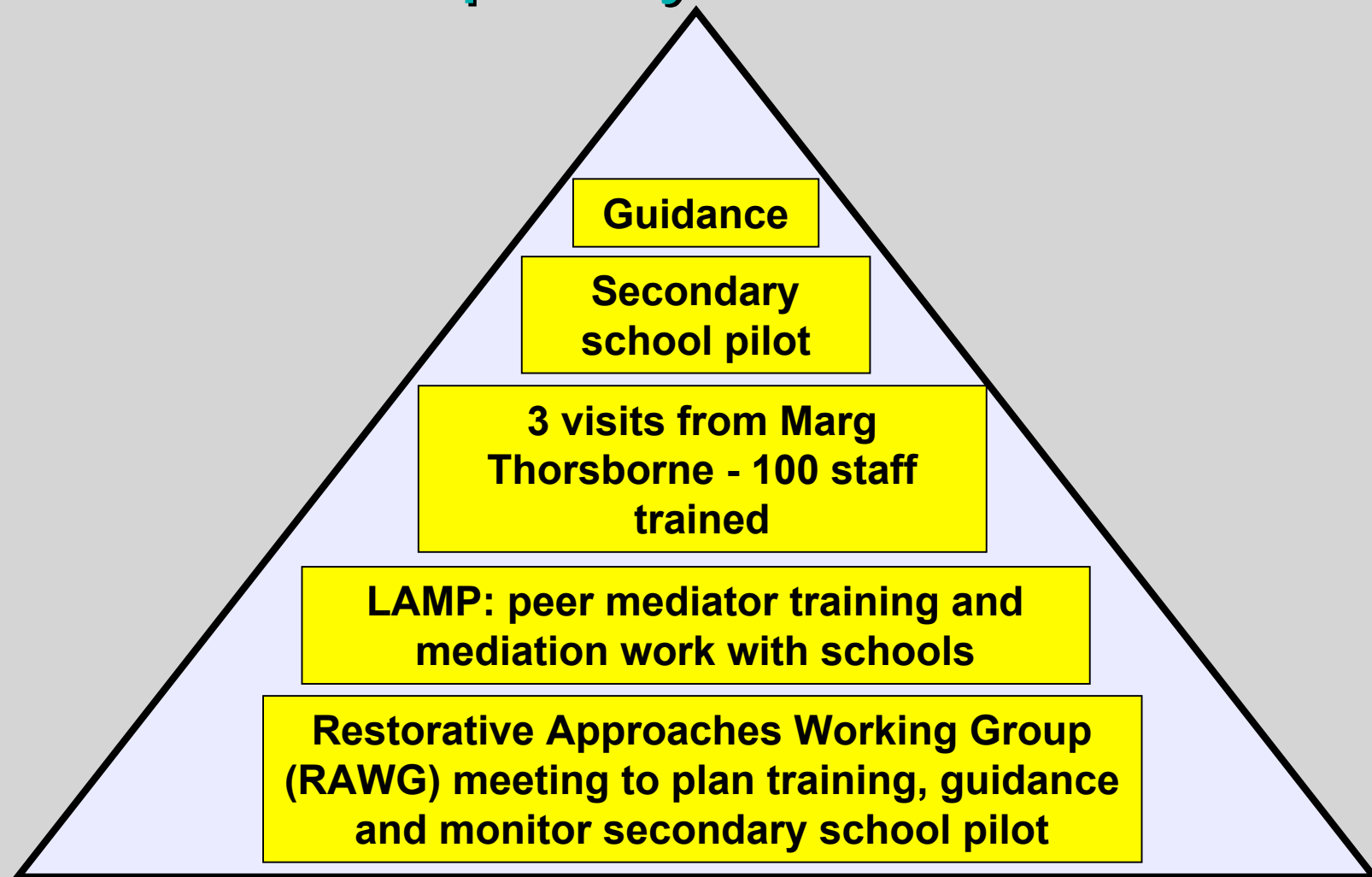
Targeted

**Reaffirming Relationships through  
Developing Social and Emotional  
Skills**

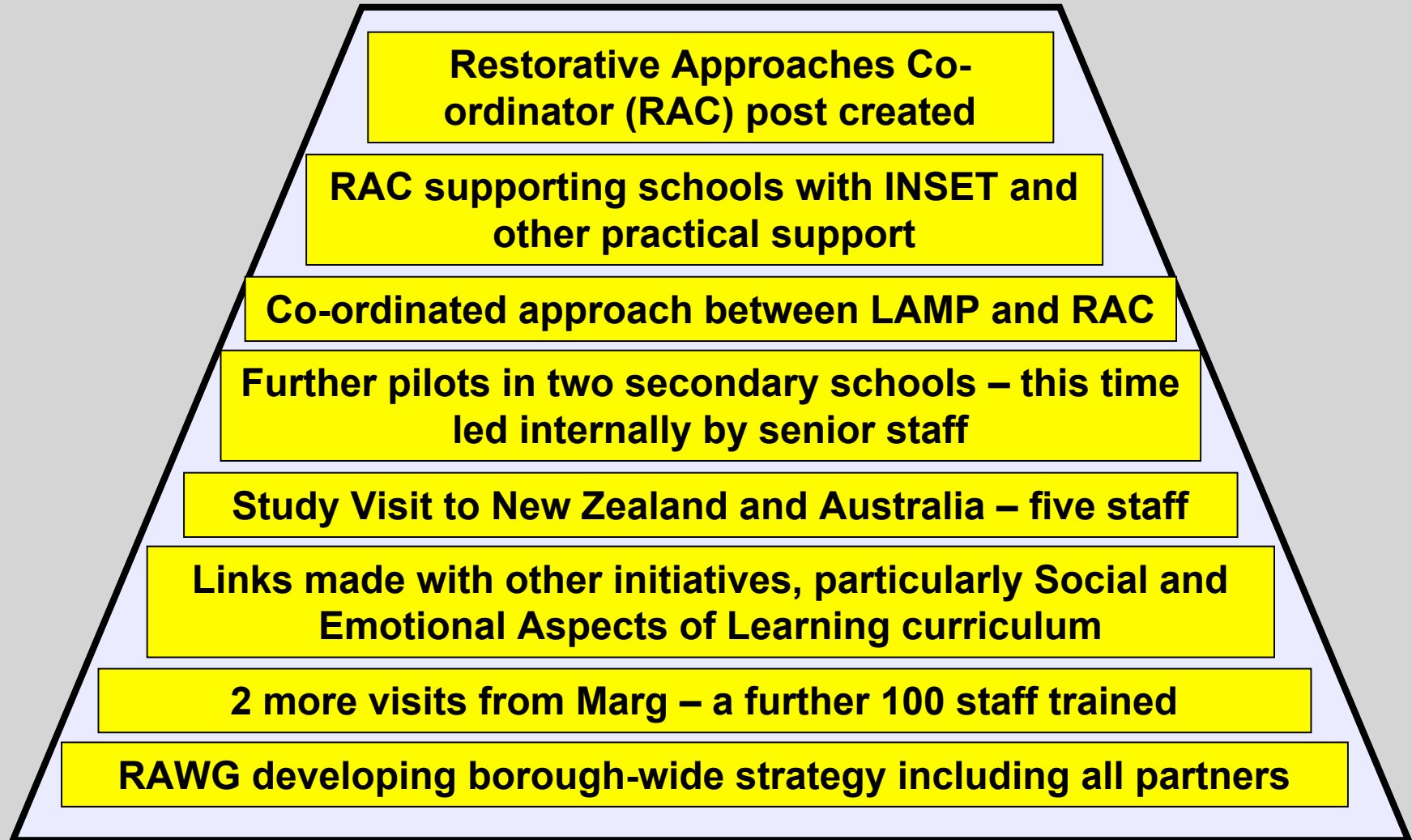
Universal

Whole school

# Developments 2002-4 – mostly the pointy end...



# Developments 2004-5 – shifting the focus to school culture change



# Where are we now (1)?

- Still early days
- Range of support offered to schools
- Schools using restorative approaches reporting less incidents (particularly at lunchtime in primary schools), more effective resolution of incidents that occur, increased emotional literacy and calmer atmosphere in school – better relationships

## Where are we now (2)?

- 35 schools have trained conference facilitators (21 primary, 11 secondary and 3 special) as well as the primary and secondary PRUs
- 200 trained conference facilitators in the borough— including YOT, Police and Youth Workers as well as school staff
- 24 schools (5 secondary, 1 special and 18 primary) have requested and received further support from LAMP/RAC

# Where are we now (3)?

- Starting to make links with Social Care and Health – first two foster carers trained last week
- Developing stronger links between the YOT and schools
- Looking to make stronger links with police beyond Safer Schools and School Liaison teams



# Funding

■ £43,500	Children's Fund
■ £20,000	Safe and Secure Communities Fund
■ £15,000	Youth Offending Team
■ £15,000	Behaviour Improvement Programme
<b>£93,500</b>	<b>Total</b>

# Why has it worked so far?

- Commitment to providing repeated access to high quality training delivered by an internationally recognised trainer
- Partnership approach – including other LEAs
- Shift in approach from the pointy end to supporting culture change through school improvement
- Support and training is free to schools and organisations

# Forest Hill School

Developing a Restorative  
Approach

# Context of the School

- 11-18 LEA Maintained comprehensive
- 1400+ on roll
- 40% + on SEN register in Primary school
- 60% A\* - C
- Good Ofsted

- Strong Collegiate Ethos
- Good Systems regularly reviewed with staff
- Heavy over use of school wide sanctions displaced the need to act to restore individual relationships

- Needed to change views on discipline to focus on:

- Relationships
- Reconnecting

# Strategic development

- Systematic training of key staff
- 14+ (Leadership team and pastoral)
- Learning Mentors trained (via NACRO)
- Whole staff training day with Marg Thorsborne
- Follow up training from Caroline Newton for NQTs , support staff, tutor training.

# High risk, highly visible strategies

- Year 7 pilot using RJ ahead of FTE
- Detention review
- Referral Review
- Class conferences
- Individual conferences



# School Detention

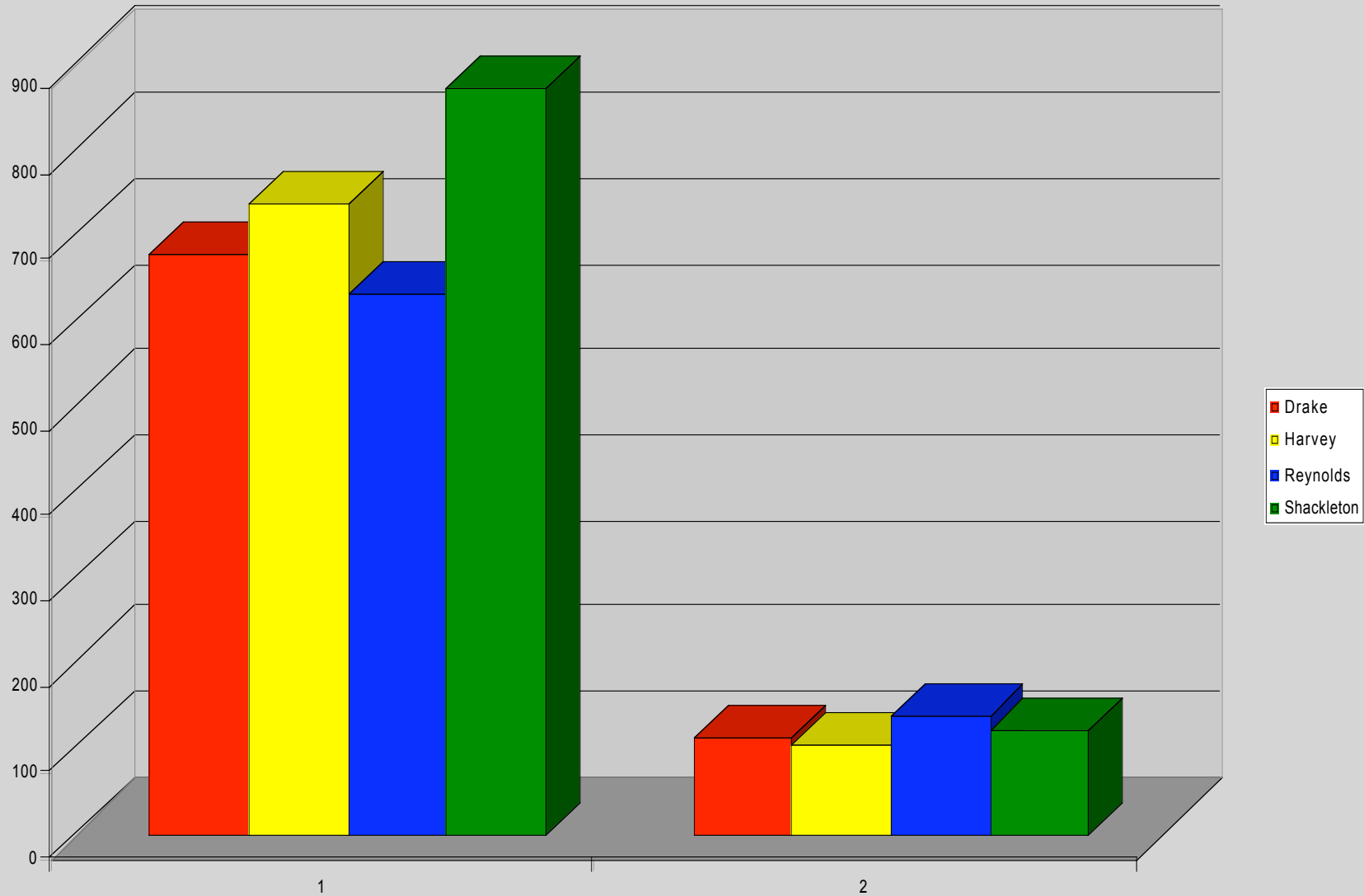
Reviewed data – shared with all staff

Re-asserted systems fallen into disuse

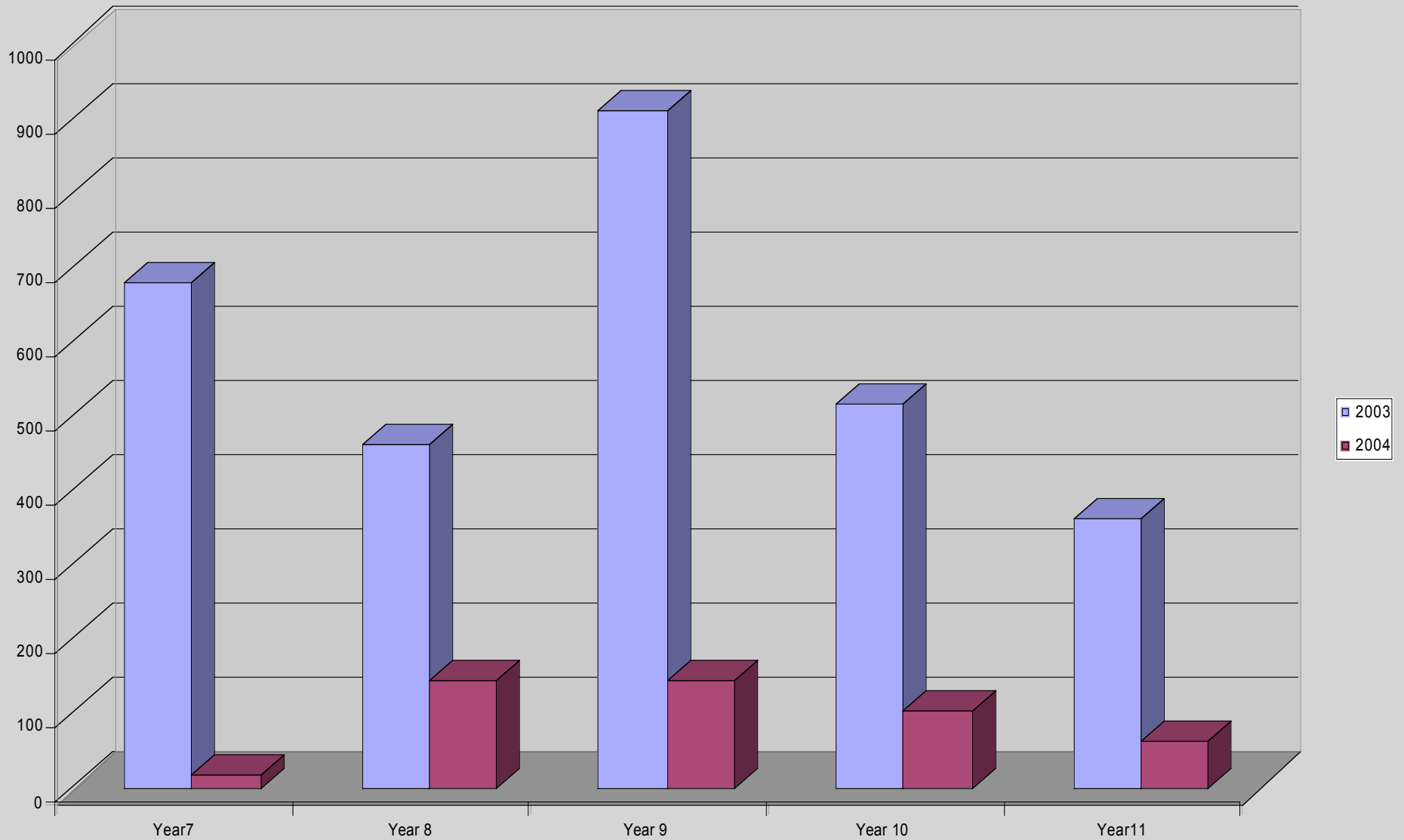
Redesigned the detention slips to reflect restorative practices

Rigorously enforced new systems

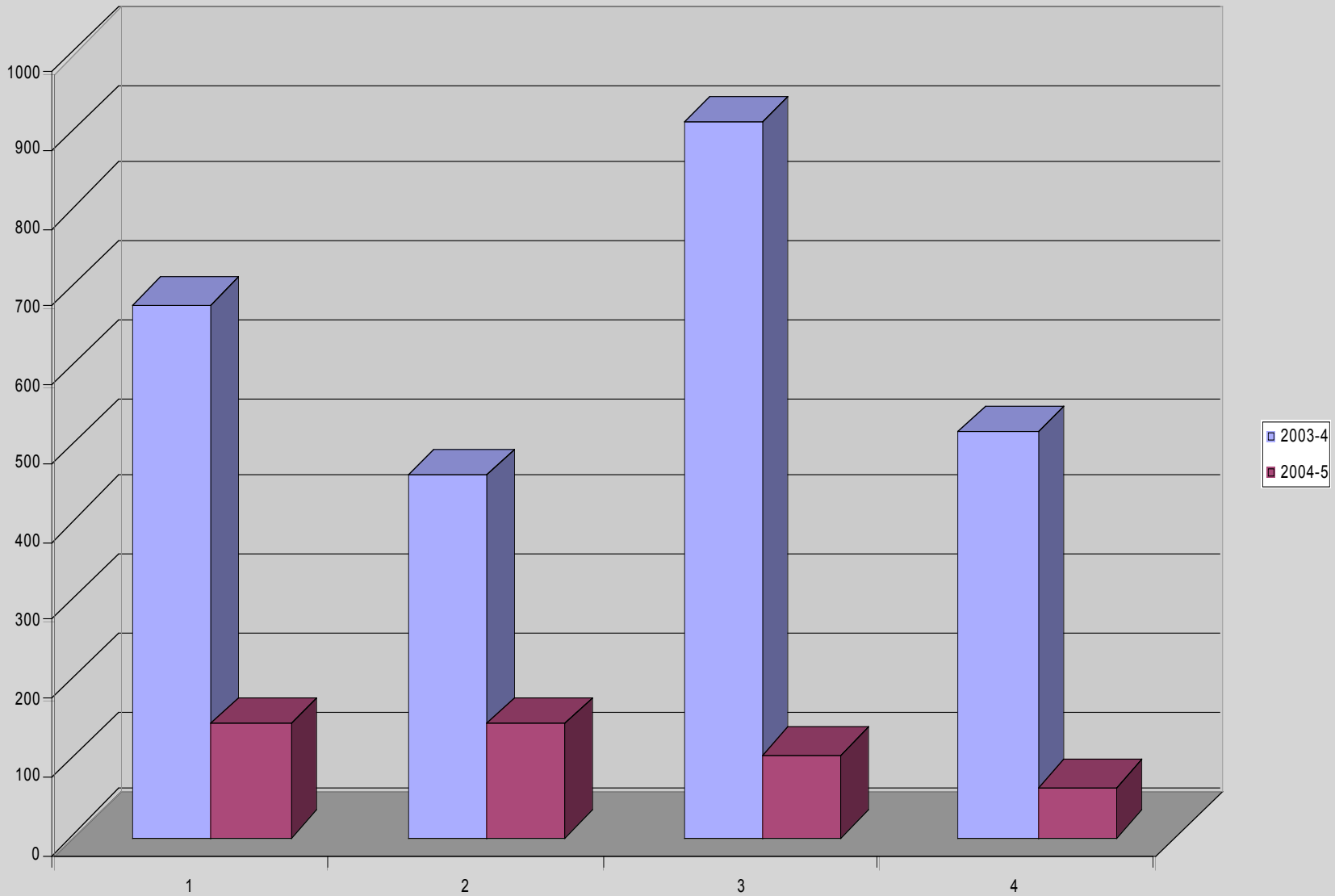
# School Detention By House 03-04 and 04-05



# School detention by Year Group



# Same students, sequential years



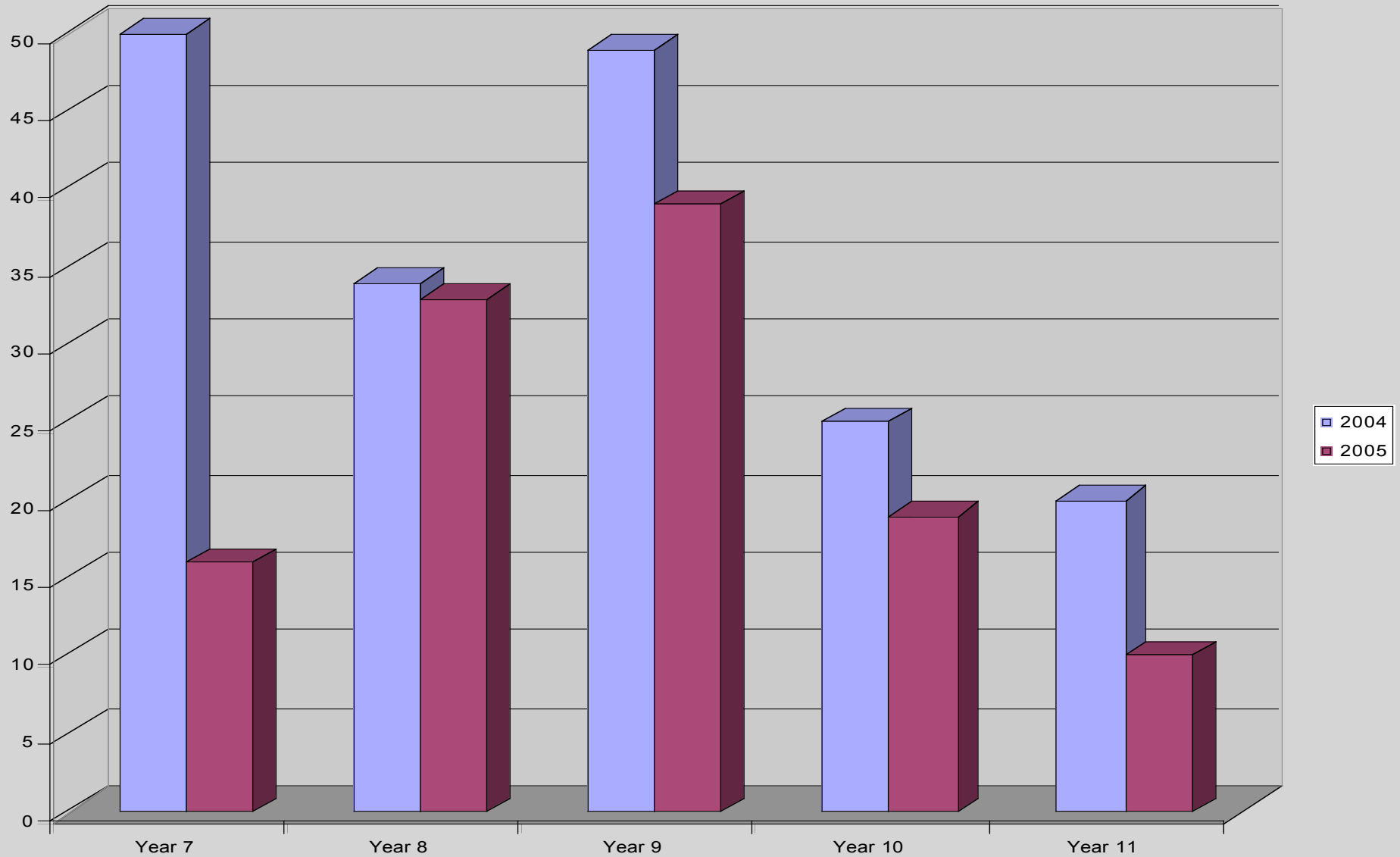
# Year 7 Restorative Approaches Pilot

- Highly visible, high risk strategy.
- Year long consultation with key staff
- Key challenge to notion of ‘punishments’
- Move from ‘doing to’ to ‘doing with’
- Emphasis on reconnection.

# Structuring support

- Change to Learning Mentor roles:
- All trained.
- Two given additional time and pay to act as PA's to conference facilitators.
- Reassurance to key staff that it was possible to run the larger conferences

# Fixed Term Exclusions 03-04 & 04-05



# Referral

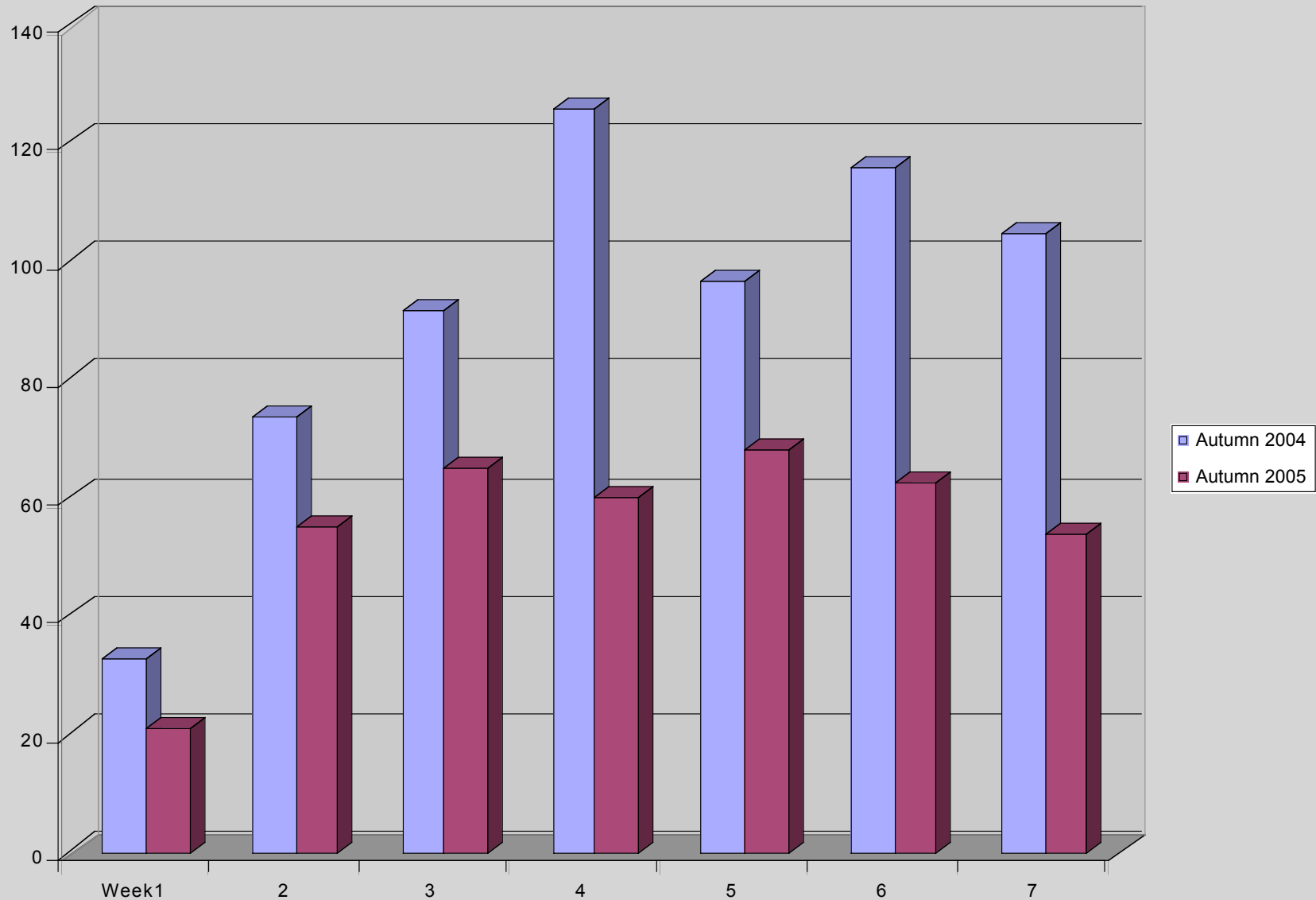
- Abused by students and staff
- High risk – often a ‘failsafe’ for those students not coping
- Pressure and support are necessary.
- All stakeholders needed to be involved.



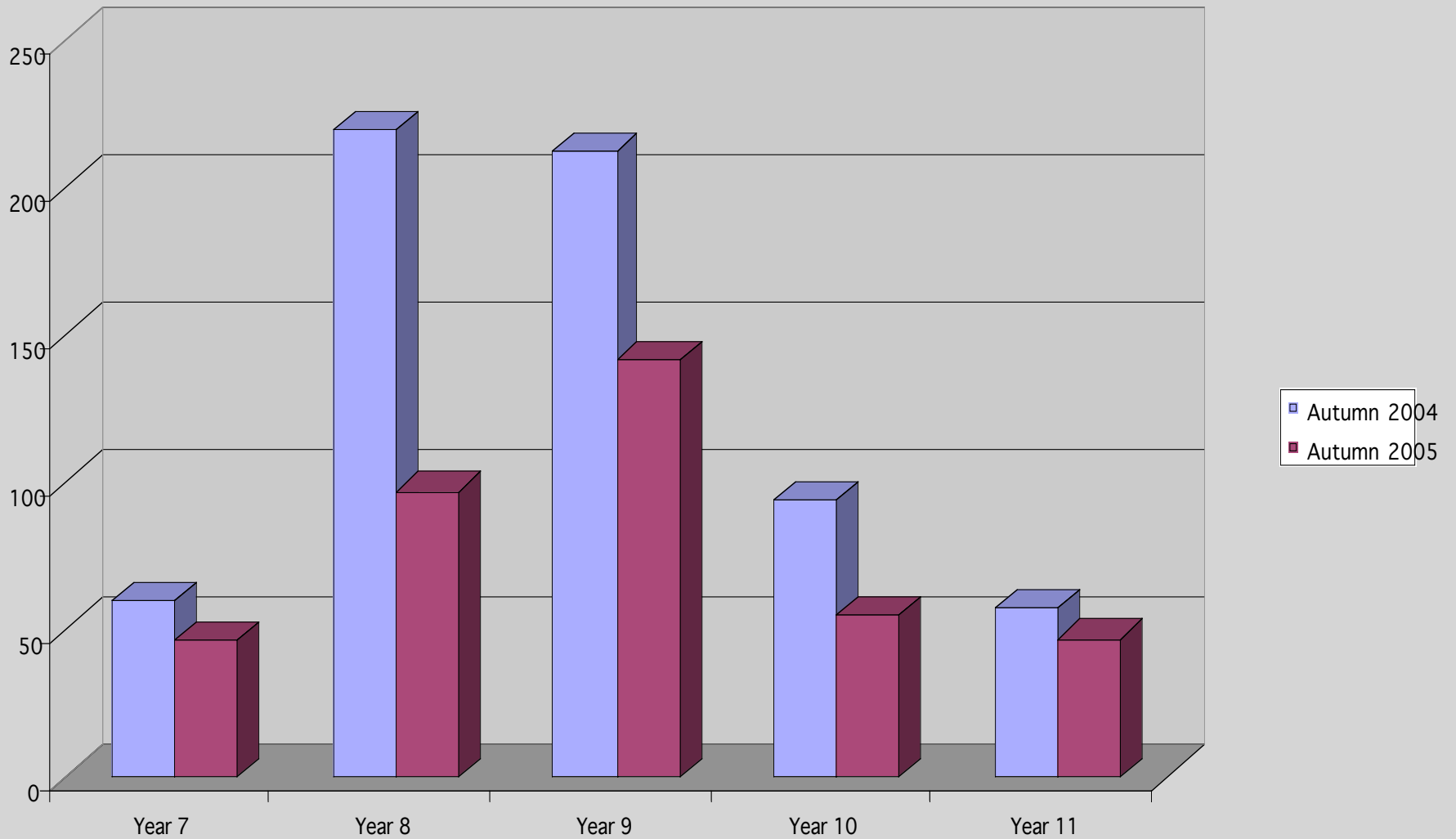
# Changes to Referral

- Letters home
- Learning mentors double staff referral
- Restorative Thinking Plan
- Learning mentors phone home on third appearance in referral (per half term)
- 'Stand down'

# Referral Figures Autumn Term 03-04 & 04-05



# Referral by Year Group Autumn 04 & 05



# Classroom conferences

- Class dynamic is skewed
- Relationship with the teacher is stressed

# Key factors

- Planning is essential
- Explain the process
- Guarantee confidentiality through layout and teacher voice
- Ensure you follow up regularly

# Key Questions:

- What are the issues that are harming the relationships in this classroom?
- What are the problems that are stopping the learning?

## Pupil statements:

- I think that what's stopping the relationship between pupils is the threatening language towards other pupils and the cussing other pupils for no reason.

- I think what stops pupils from learning is when they are told that they are going to get beaten up after the lesson and worry so much that they don't do any work in the lesson and when the class shouts out so loud that the teacher cannot speak and that wastes the lesson



- I would like the bullying stopped because I don't think that it's fair for someone to suffer every day by the same people and make them think they don't want to go to school every day.

# Staff Participant

“ All the pupils were very reluctant to speak to begin with but were encouraged to say how they had been affected by recent events. Once individuals began to express how it had affected them – the name calling etc, others began to take responsibility. It was apparent that it had become taboo for these young men to communicate and talk about their feelings.

By the close of the conference huge progress had been made. The boys were more honest in their interactions and it was apparent that a very significant step had been taken. In the weeks post-conference there has been a real improvement within the tutor group. They appear much happier and it is hugely encouraging to see this.”

# Class Contract

H9G agree

- To keep the meeting confidential
- To support each other and not to be horrible to each other
- To start afresh and get to know each other properly
- To stick up for each other when needed
- To be proud of ourselves and who we are
- To know that we should not put up with being scared
- To be able to work in all lessons

# Follow up pupil statements

I think that the meeting helped a lot in lots of ways. It let people start over and apologise and forgive. It helped a lot with the end result as well and now I think the class is a lot better and people don't have to worry about the things they used to.

- I think the meeting was good because I could see what I was doing wrong in other people's eyes. So we tried to fix that so I don't get on people's nerves.

- The meeting was very useful because every time someone steps out of place we remind them of the meeting we had and what we decided we were going to do to improve the class.

# Parent feedback

“ My son is a typical teenager, he thinks he knows it all, which can be a little trying at times, but he is not a criminal and his involvement in this incident told us that he was having trouble and needed help. This process provided the environment for him to grasp the fullness and potential in what he and his friends had done, it strengthened him by allowing him to see, in a safe way, how decisions that he might make might affect his life. I fully believe that had this incident not taken place in the school premises he could have been facing a serious charge.”



# Outcomes

- Change of attitude to school detentions
- Change of attitude to fixed term exclusions
- 40% reduction in use of referral
- Moving to engage all stakeholders
- Restorative practices accepted as strategy

# Restorative Justice at Deptford Green School

Record keeping,  
Systems and Monitoring

Year One of our Pilot Project

# Deptford Green School:

- Large multi ethnic, mixed community school for 11 – 16 yr olds
- 1,100 on roll
- 50% pupils eligible for FSM
- Split site: Yrs 7 & 8 in Lower School building. Yrs 9 – 11 in Upper School
- Specialist School (since July 2004)  
Humanities: English, Drama and Citizenship

# RJ PILOT 04/05 - CONTEXT

- Citizenship– specialist school status
- EAZ ‘Creating Success’
- PUPIL VOICE
- Marg Thorsborne training
- Change of roles in Lower School
- Starting point: staff who deal with day to day behaviour and who exclude
- One year pilot IN LOWER SCHOOL (7and 8) agreed by SMT

# The Deptford Green approach:

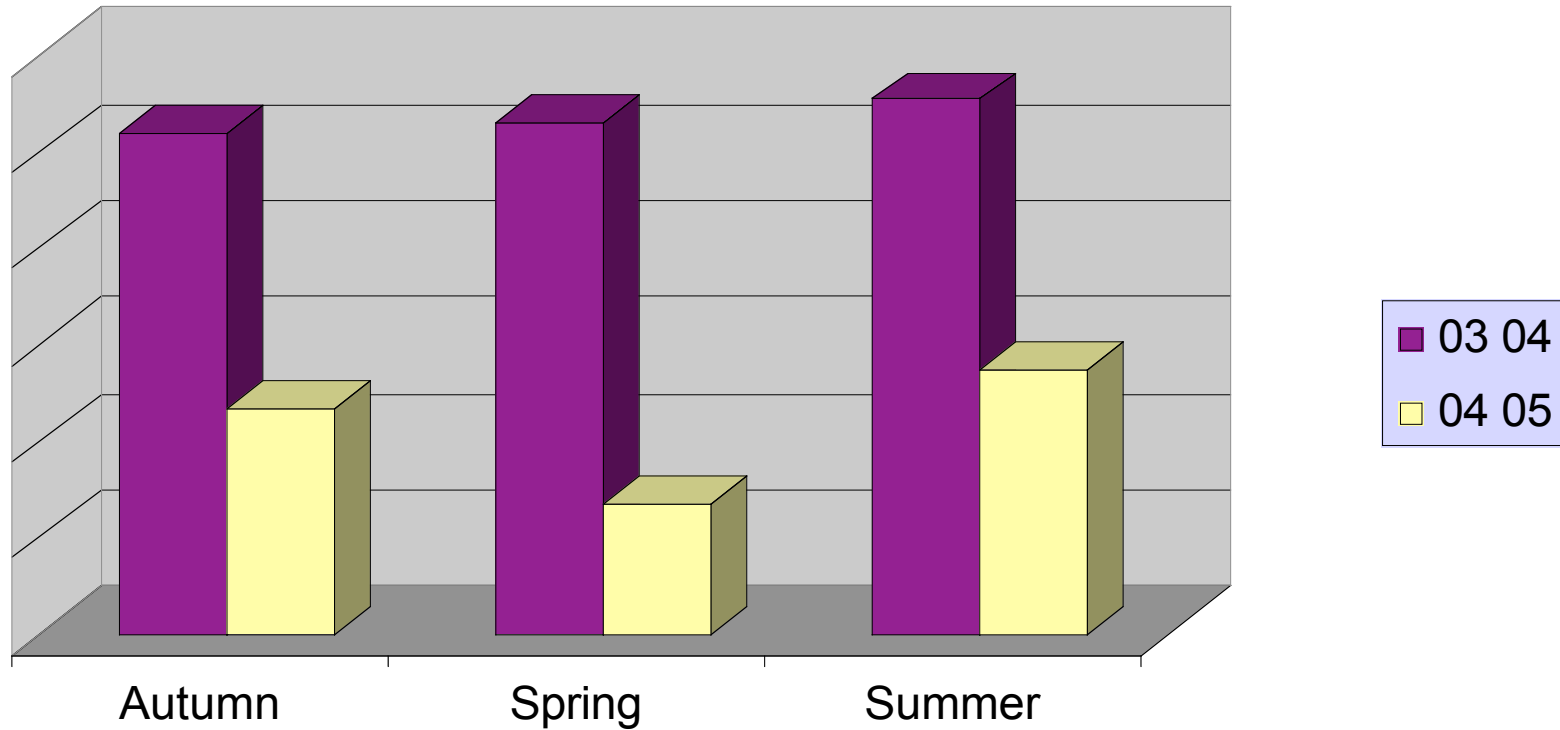
- ALL Lower School incidents dealt with restoratively. CONTRACTS drawn up
- Quantative data: Contract details electronically recorded on school data system (Quantative data generated)
- Qualitative data: Interviews and Questionnaires
- Monitoring, reviewing and adapting on regular basis (Using all data)

# Quantative Data

- Number of incidents dealt with restoratively – 594
- Number of contracts broken and KEPT!  
**94.3% contracts kept**
- Reduction in fixed term exclusions – 59%

# Reduction in Exclusions

**Impact of RJ on exclusions in the Lower School**



# PROBLEMS

- Entering the details of restorative contracts made on a day to day basis is a huge job (and not one for a teacher!)
- Pupils' words are very important. Contracts must be recorded accurately
- Significant amount of time is also needed to record qualitative data, (questionnaires, interviews) and analyse all data (including comparisons with baseline)



# Overcoming problems - the PA solution:

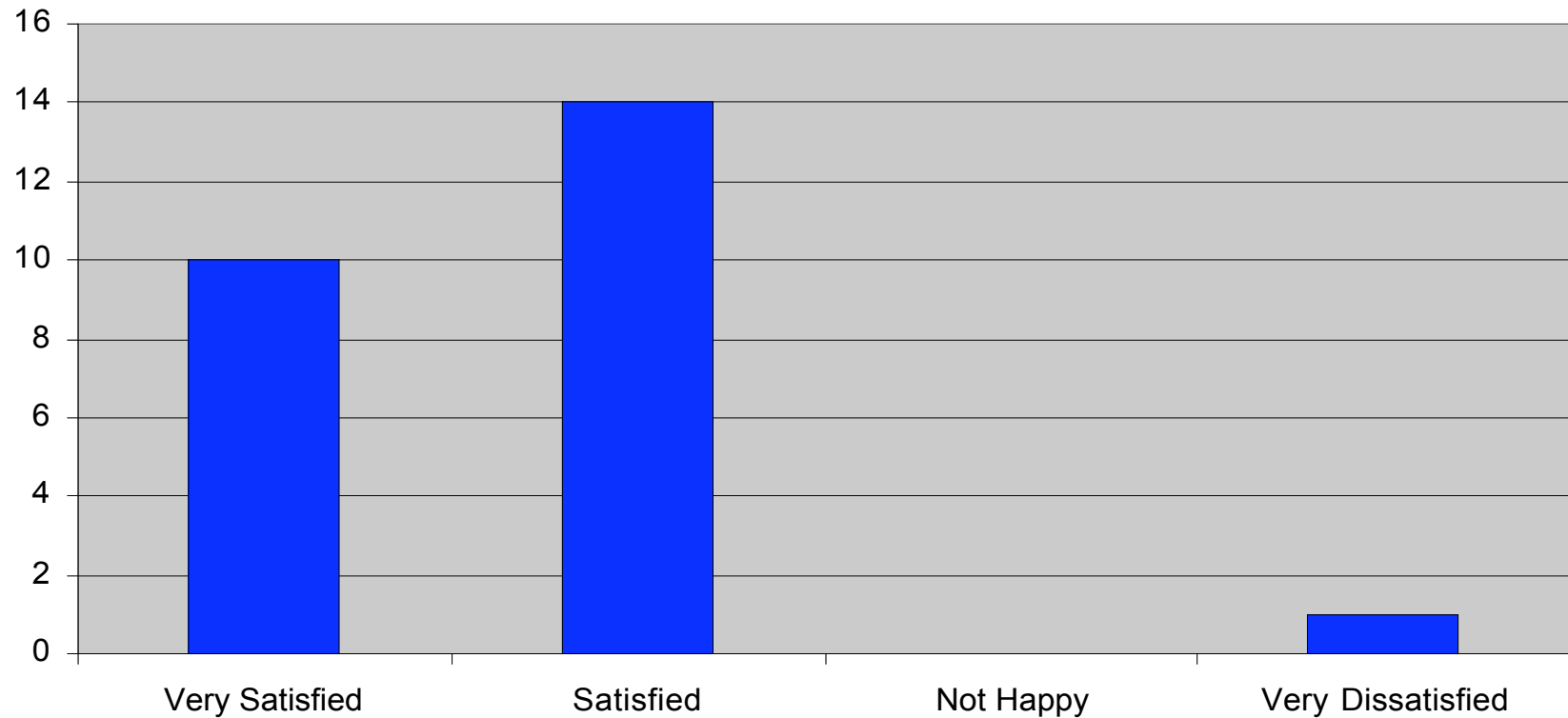
- Head agreed to pay for admin time to log contract details
- Used very experienced PA. Included her in RJ training of staff so she understood RJ process
- PA logged all incidents during pilot
- Included PA in consultation re proforma
- Now using PA to train other admin staff on how to log contract details

# Qualitative Data

- Views of participants vital
- Anonymous questionnaires given to whole of Year 8 and all staff (teaching and support) who had been involved in a restorative intervention
- Selected pupils were interviewed by an 'outsider' to ensure that they did tell the truth!

# Staff Questionnaire

**How satisfied were you with the outcome of the Restorative Intervention?**

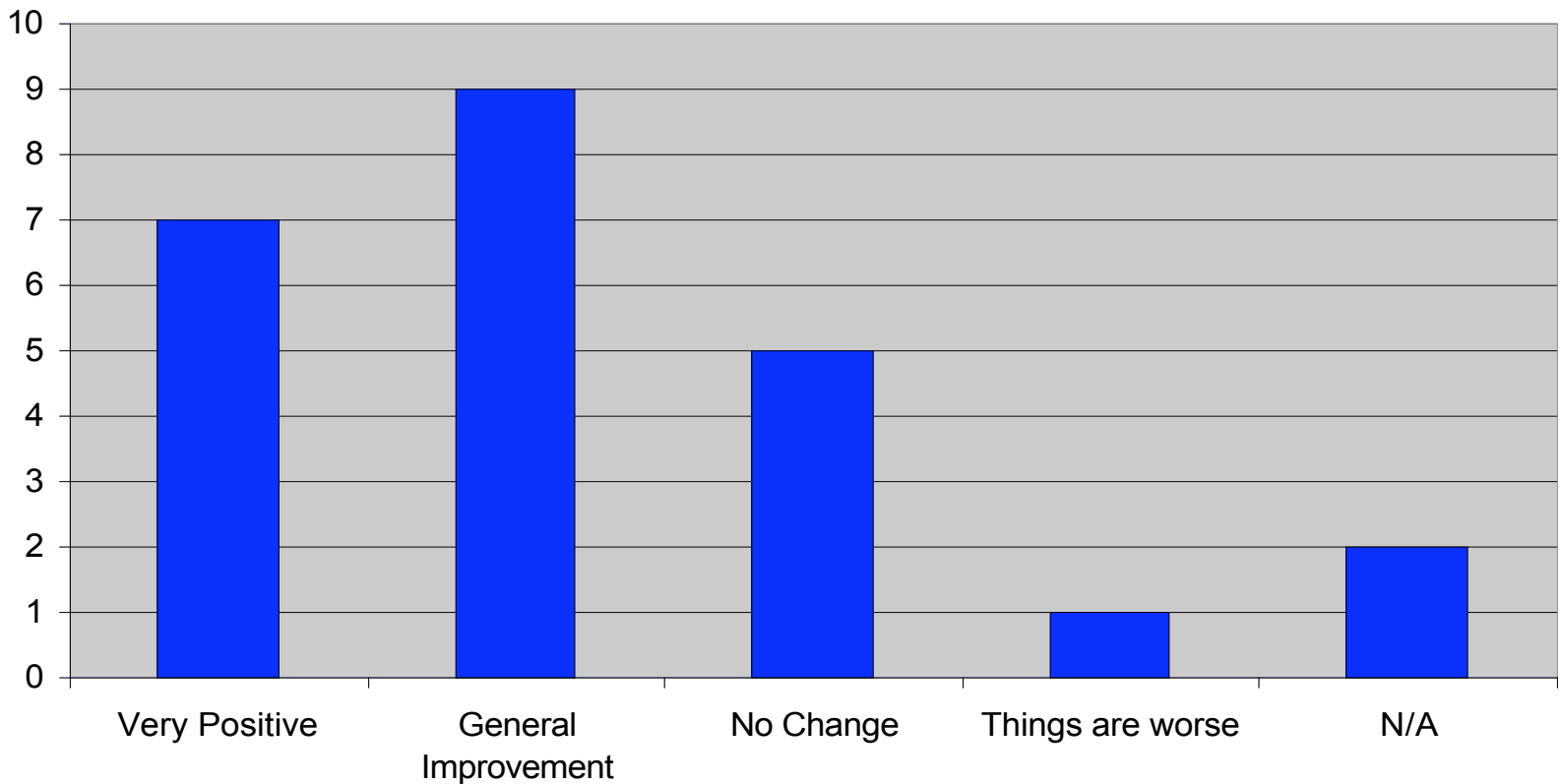


# Comments from staff

- I felt so much better after the meeting, and I was glad the pupil did too
- The deputy head and I were able to work together with the pupils to sort out the problem. They have all stuck to the agreement. It was so effective

# Staff Questionnaire

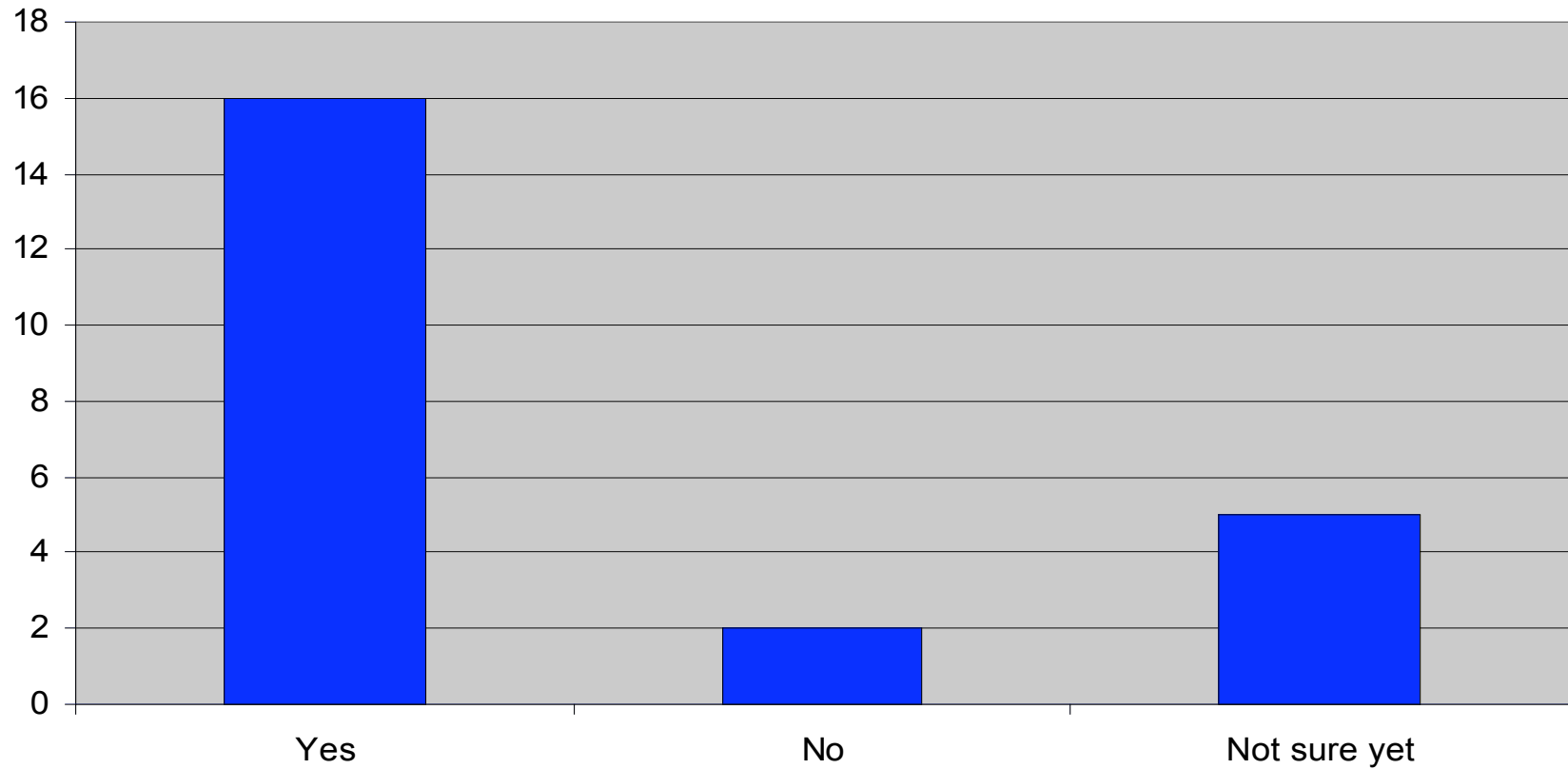
How would you rate the difference it has made to the pupil/s behaviour with you?



- I was amazed. This really is a way of sorting out a problem that keeps my relationship with the pupil positive. No more resentment for either of us!
- I was so glad that we could sort out the problem together and that the pupil could see things from my point of view

# Staff Questionnaire

**Would you support a move towards us dealing with as many incidents as possible in this way?**

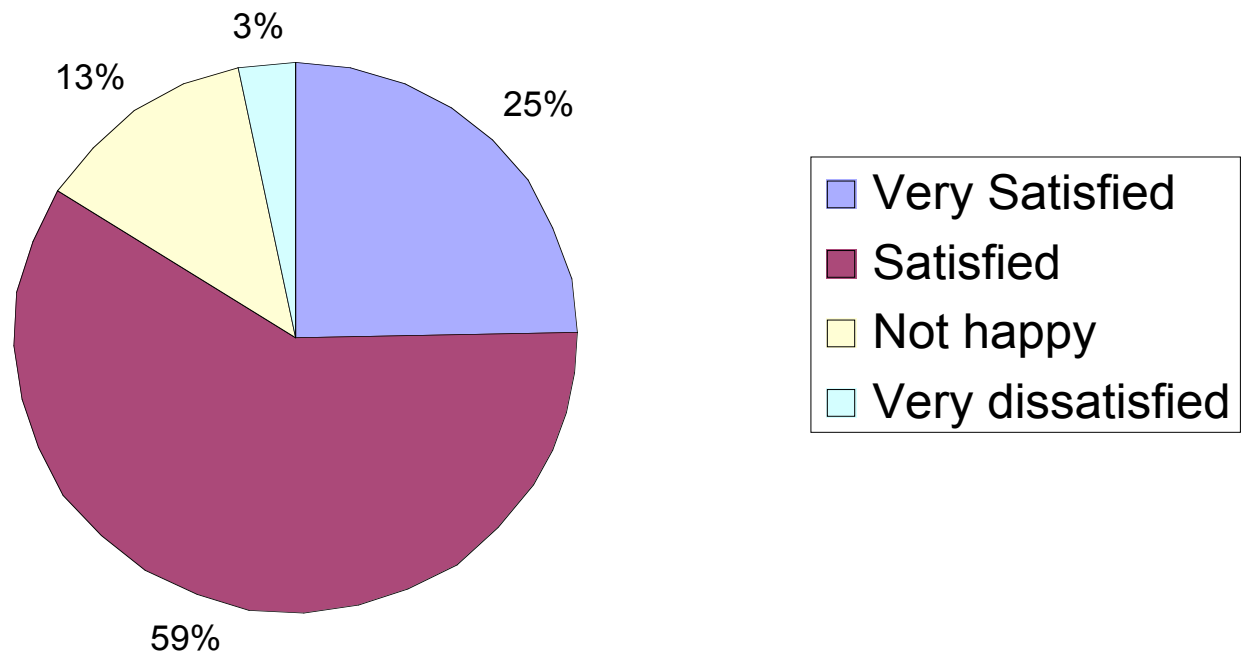


- It's clearly important for pupils to understand their actions and their consequences. RJ's provide a constructive opportunity for this. It is definitely the way forward
- Victims feel supported and will speak out more freely. The system is perceived as fair and transparent. We must continue to work in this way



# Pupil Questionnaire

**How satisfied were you with the outcome of the Restorative Intervention?**

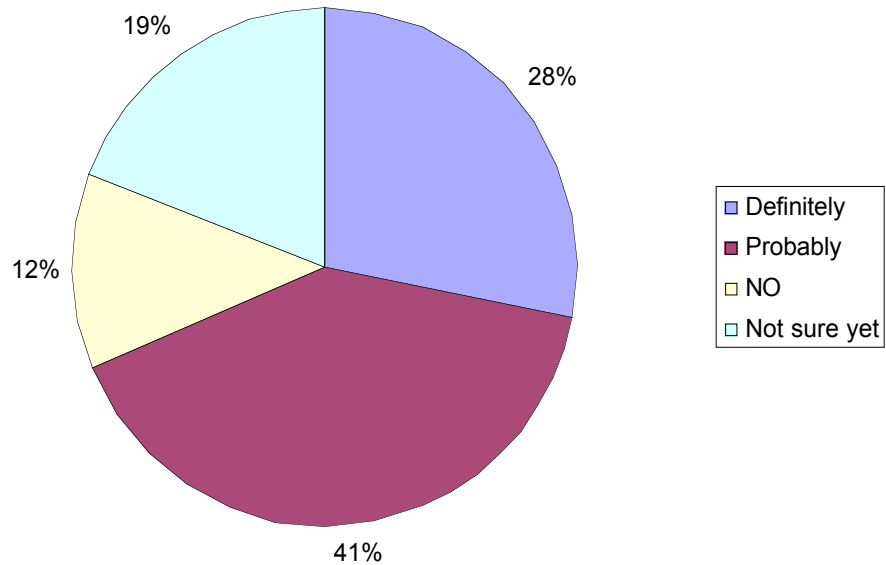


# Satisfied Pupils:

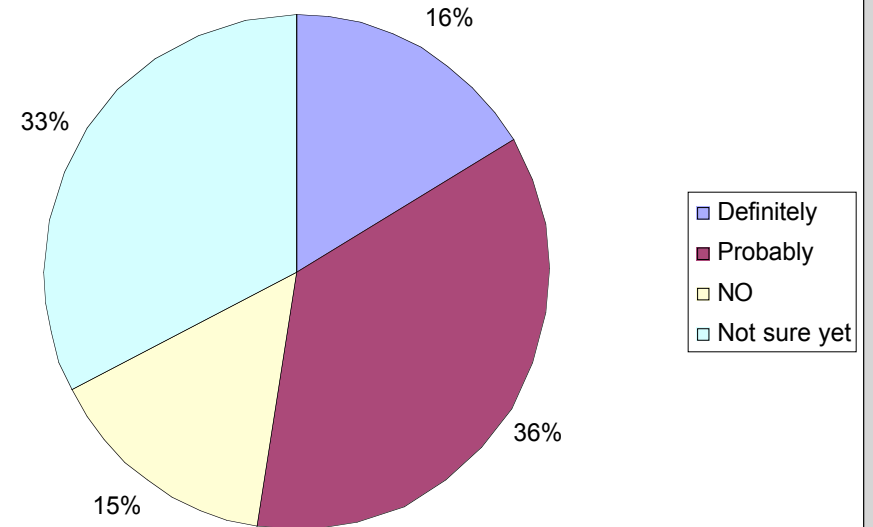
- Because it's fair
- Both people were happy with the outcome
- I was able to put things right
- It will make this place safe

# Will this approach stop the Harmful Behaviours?

## Wrong Doers



## Harmed



# Wrong Doers said:

- It makes you realise what you've done
- It opens your eyes to what is happening
- I would not like to go through that meeting again
- It made me see what I had done to her

# The Harmed said:

- It opens their eyes
- They were crying when they said sorry
- You all get your feelings out
- They had to listen to me
- It will stop most of them harming others
- It makes them be responsible and face up to what they've done

# The Interviews:

A pupil who had been repeatedly excluded in Yr 7 and responded instantly to a restorative approach in Yr 8.

“It gives you a chance to make amends and not just get excluded. You are more in control of what you do. I trust my teachers to help. I feel more comfortable and supported...part of the process”

(He hasn't been excluded at all since Yr 7.....)

## A pupil who badly bullied another pupil:

“With RJ you have the chance to do the right thing... You can make a change. You don't want to hurt them again once you find out how they felt. I felt like a bad person. With RJ you learn that you can be a different person. It isn't right to do things against other peoples rights.”

## A pupil who was the victim of bullying:

“People hear your side and how it makes you feel. There is no telling lies. They were crying when they said sorry. It’s good to hear them say that they hurt and to tell them how much it hurt. It solves the problem. We’re friends again now.”



A teacher who agreed to a facilitated restorative meeting with a pupil:

“This was a true success story...The meeting was carefully managed so that we both felt like we were listened to....A contract was drawn up. Since then, the relationship between the student and myself has been extraordinary...It has also had positive consequences for my relationship with the class as they have seen us heal our differences.”

# Pilot Year demonstrated:

- Full backing of Head teacher essential
- Baseline data from before RJ approaches needed
- Systems needed for recording restorative interventions (paper & electronic)
- System needed for logging contracts (electronic)
- Qualitative as well as quantitative data needed

- Invest in training admin staff so they understand RJ process
- Monitor at middle and senior level
- Analysis and timely feedback to stakeholders

All carry significant resource implications:  
time and money must be invested in  
systems, record keeping and monitoring

# Conclusion

“The people best placed to resolve a conflict or a problem are the people involved. Imposed solutions are less effective, less educative and possibly less likely to be honoured”

*Belinda Hopkins “Just Schools”*

At DG, everyone involved in the Lower School Pilot believes this statement to be true, and what’s more –

**WE CAN PROVE IT!**

# What next?

The wish list for Lewisham...

- Continue to develop and embed schools work with focus on culture change
- Continue to offer high quality training for all staff
- Develop work with leadership groups: using restorative approaches with staff; exploring culture change theory/practice

# The wish list continued...

- Provide follow-up to initial guidance
- Train more in-borough trainers
- Build up joint work with YOT, Police and Social Care & Health – particularly foster carers and children's home staff

# What we need

- Mainstream and growing commitment from the local authority – both strategic and financial
- Recognition and commitment from the top level of the DfES – both strategic and financial
- High level join-up between the Home Office and DfES to agree strategy and support for local authorities BUT with the freedom to develop work locally in a way that suits our organisations