

# **Restorative Principles in Practice**

## **Summary Report (Primary)**

### **2007 – 2009**

#### **Introduction**

From 2007 to 2009 former Headteacher Paul Carlile had a leading role in the development of a unique cross service Restorative Practices project in Kingston Upon Hull, in partnership with Headteachers and Local Authority Officers. Adults working with children and young people adopted a restorative practice rationale to enhance their management of relationships. The significant, positive outcomes for children and young people in the City gained the project, and Hull, national and international recognition.

The initial impact in one primary and one secondary school in 2006/07 led Hull City Council, with key partners, to commission a two year cross service pilot. Restorative training, development and support, was made available to all schools and services who deliver to the City's Riverside Community.

The pilot included:

- 9 Primary and 2 Secondary Schools
- Police Officers and Local Community Enforcement Officers
- Children's Homes
- Community Wardens
- Social Services and Family Resource Centres
- Foster Carers
- Health Service
- Voluntary and Community

The following extracts are taken from the full report; They provide an overview of key impacts, and an insight in to the reason Hull City Council has now committed to roll out the framework across all services in the City

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## The Premise:

What could happen if adults working with children young people and their families adopted a professional practice framework that provided an explicit means of managing relationships; building social responsibility and accountability

## TIME IS UP !!

## Have we made a difference?

### Is the Practice Framework making a difference to..... Adults, Children and Young People in

#### SCHOOLS

##### **Short Term Impacts 1 – 2 years**

Schools - Reduced incidents of:

- Time out
- Aggression / Fighting
- Verbal Abuse
- Break / Lunch exclusions
- Fixed terms exclusions
- Headteacher / SLT involvement

Increased

Pupil enjoyment/ well being  
Levels of safety and security  
Staff attendance  
Progress trends in FS  
And KS1 – in English

#### SCHOOLS

##### **Long term impacts 3 -6 years**

All above +

Increased progress rates in  
Reading and Writing KS1 to  
KS4

Engagement of hard to reach  
families - multi agency working

Improving Attendance

Parental community  
involvement

#### SERVICES

- Reductions in reoffending rates
- Reductions in criminalization
- Increase in customer Satisfaction
- Safer Communities

#### SERVICES

Improved Fostering stability  
Reductions in call-outs to the  
police from Residential settings  
Child well being

## Priority 1: (Primary ) Is Adult management of relationships improving (2007 09)

Impact Measures									
Is the management of relationships improving?	Reduce Class Exclusions during Lessons - KS2 (weekly)	Reduce Pupils Excluded from Break (Weekly)	Reduce Fixed Term Exclusions days	Reduce Verbal Abuse - Pupil to Pupil (Weekly)	Reduce Verbal Abuse - Pupil to Staff (Weekly)	Reduce Physical Abuse - Pupil to Pupil (Weekly)	Reduce Internal Supervision at Break	Reduce Internal Supervision at Lunchtime	Reduce Incidents Referred to SLT/HT
Baseline Totals Taken July 2007	238	170	178	105	53	56	149	177	111
Totals (July 2008)	64	42	34.5	26	17	24	29	61.5	17
Totals July 2009	51	14	0	14	11	11	15	31.5	8.5
July 2008 as% of Baseline	26.9%	24.7%	19.4%	24.8%	32.1%	42.9%	19.5%	34.7%	15.3%
July 09 as% of Baseline	21.4%	8.2%	0.0%	13.3%	20.8%	19.6%	10.1%	17.8%	7.7%
July 08 Overall Reduction as % Of Baseline	73.1%	75.3%	80.6%	75.2%	67.9%	57.1%	80.5%	65.3%	84.7%
End project 09 overall reduction as %of baseline	78.57%	91.76%	Aug-13	86.67%	79.25%	80.36%	89.93%	82.20%	92.34%

### Priority 1 – Improving quality of relationships -

All indicators support the view that adults and pupils are using the Framework to promote social responsibility and accountability - Managing relationships more effectively

### Priority 2: Impact in Project schools on progress and standards

Positive impact of improved relationships (Short term measures) on progress and attainment (acknowledge that there will be other contributive factors) -

In KS1 progress both reading and writing demonstrates an upward trend which supports the view that increased vocabulary, a prerequisite for social responsibility enables pupils to realise their potential and is fundamental to this project

Key stage 2 Pupils achieving L4+ in relation to FFTD closed the gap during the period of the project and in 2009 exceeded FFTD by 5.6%

## Case Study – Primary School

	Reduce Class Exclusions during Lessons - KS2 (weekly)	Reduce Exclusions from Break (Weekly)	Reduce No. of Red Cards at Lunchtime (Weekly)	Reduce Racist Incidents (weekly)	Improve Attendance of those Pupils below 90%	Absence %	Improve Punctuality (YR+Y1)
Average Spring 2007 (Baseline)	60	25	9	4		6.8%	15
Average December 2007	6	10	2	2	87.7%	6.1%	11
Average July 2008	1	2	2	1	95.0%	5.4%	2
Jul-09	0	0	0	0	0		
% of Baseline	0.0%	0.0%	0.0%	0.0%	7.3%		13.3%
Overall Reduction as %	100.0%	100.0%	100.0%	100.0%	7.3%		86.7%

	Reading %L2+			Writing %L2+			Maths %L2+			Science %L2+		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
School	52	50	61	38	50	57	67	63	91	52	67	79
Hull	75	74	70	69	68	72	84	82	83	84	83	86
KS2	English %L4+						Maths %L4+					
	2007	FFTD	2008	FFTD	2009	FFTD	2007	FFTD	2008	FFTD	2009	FFTD
School	76	84	71	76	58.6	53	81	82	77.4	74	65.5	55
Hull	74		74		75.1		75		74		76.1	

### Narrative

**Key Priority 2** - Impact of the Framework on progress and standards (Acknowledge there will be other contributive factors)

Key Stage 1: Progress across the project school, in both reading and writing, demonstrate an upward trend, closing the gap on City averages

Key stage 2 Pupils achieving L4+ in relation to FFTD – Overall project schools shown significant progress against FFTD – In 2008 the FFTD expectation was 73% school actual test average 64% in 2009 FFTD average 70.4% Actual school test average 71%

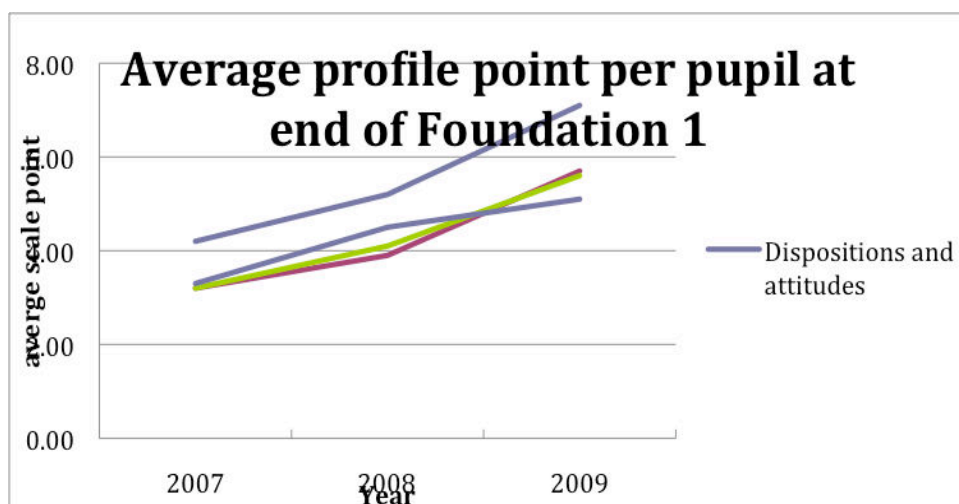
### Summary:

A limited timescale for phase 2 schools, it is possible to highlight the positive impact on pupil progress in English, supporting the view that increased vocabulary and understanding, the prerequisite for social responsibility and central to the Framework, supports improved outcomes.

## Case Study: Children's Centre

The Headteacher saw the Framework as enhancing the good practice that existed but wanted to provide a more robust structure around how relationships were managed at all levels – A key part of the work undertaken has been to enable adults and children to explore emotions and the language used to explain feelings, along with turning moments of conflict and tension in to teachable moments - This applies equally to adults and children at the centre. The Headteacher whilst recognizing the many other initiatives and support provided, maintains that Practice Framework has made a significant positive contribution to pupil well being and involvement and key aspects of

	Disposition s and attitudes	Social developm ent	Emotional developm ent	Language for thinking and communicating
2007	4.2	3.2	3.2	3.3
2008	5.2	3.9	4.1	4.5
2009	7.1	5.7	5.6	5.1



Pupil well being and Involvement		pupil well being % Level Scores Aut 07	being % Level Scores Summer 09		Pupil Involvement Autumn 07	Pupil Involvement Summer 09
	Level 1	5	0		12	0
	Level 2	26	6		5	6
	Level 3	31	15		31	71
	Level 4	36	56		33	36
	Level 5	2	21		19	36

## Working in Partnership with Families: A Joint Agency Project

Riverside Headteachers, were asked to identify their hardest to reach families; choosing children who had issues around attendance, achievement and/or behaviour. Predictably many of these children had issues around all three criteria. Headteachers were then asked to identify a key worker in the school for the project team to work with – often this was a non teaching member of staff, either an emotional well being worker or a home school link worker. The intention was to work with the school's nominated worker, modeling restorative approaches with each identified family and supporting them on their initial home visits. In addition the team acted as liaison with key workers in the identified support services. Each school was assigned a social worker from the family resource centre in Riverside and a direct link to the family group conferencing service to ensure any families who could benefit from a family group conference had access that service. The project was fully operational across the phase 1 and 2 schools in December 2008

Key Issue	Pupils	Outcomes May 09
Attendance	4	Average 47% now 92%
Violence in School	9	8 pupils no incidents recorded
Violence at Home	7	100% reduction
Class Disruption	10	90% reduction - working with one pupil
Family Engagement	12	11 families now fully engaged