

Restorative Principles in Practice

Summary Report (Secondary)

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

The project 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; providing 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 rationale for 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 9 Primary Schools and 2 Secondary schools, a Children's Centre and the wider community ?

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

Riverside Secondary School : Priority One: Improving Relationships

	Reduce Fixed Term Exclusions	Reduce Incidents of Verbal Abuse	Reduce Incidents of Physical Abuse	Reduce Disruptive Behaviour	Damage	Reduction in Incidents of Racism	Reduction in Incidents of Drug Use	Health and Safety Issues	Reduction in Incidents of Theft	Total Days Staff Absence	Supply Cover Costs
Year to Spring 2007 (Baseline)	272	114	69	95	10	4	4	30	6	1380	£247,639
July 2008	161	64	17	55	1	4	1	0	3	438	£177,665
Jul-09	110	34	26	26	3	1	3	9	0	373	£125,689
% of Baseline	40.4%	29.8%	37.7%	27.4%	30.0%	25.0%	75.0%	30.0%	0.0%	27.0%	50.8%
Overall Reduction as %	59.6%	70.2%	62.3%	72.6%	70.0%	75.0%	25.0%	70.0%	100.0%	73.0%	49.2%

Priority 1: Improving quality of relationships: All indicators demonstrate the significant progress the school has made in using the framework to build social responsibility and accountability to shared values. Note in particular the reduction in days lost to staff absence and the associated costs. The improvement in stability and commitment to shared values is also reflected across all key indicators and, in particular, the reduction in fixed term exclusions. It is significant to note that during 2008/09 the majority of days lost to exclusion were due to a small group of identified pupils (Who the school were beginning to engage with) whereas in previous years exclusions were made up from a larger core of pupils along with isolated events involving larger numbers of students.

Secondary School – Pupil case study

A Restorative Intervention project – Following the initial whole school training, consultancy and advanced training for identified staff – A group of 6 year nine students who, based on previous performance and disposition, were deemed at risk and were identified for focused Restorative Intervention - The table below illustrates the positive impact of the approach; crucially personal accountability and social responsibility. As part of the wider commitment to R P the school has recently revisited core values with all stakeholders

Autumn 08			Spring Summer 09				Attendance Summary 08/09			
Student	Exclusion from lessons	Ave. Exclusions per week	Student	Exclusion from lessons	Ave. Exclusions per week	% decrease in average exclusions per week	Student	Autumn	Spring	Summer
A	24	1.60	A	12	0.55	34.09	A	83.6	94.90	97.7
B	15	1.00	B	11	0.50	50.00	B	95.9	92.40	100
C	16	1.07	C	15	0.68	63.92	C	95.2	99.20	100
D	7	0.47	D	8	0.36	77.92	D	91.1	100.00	93.2
E	17	1.13	E	5	0.23	20.05	E	95.9	94.90	97.7
F	3	0.20	F	1	0.05	22.73	F	97.3	100.00	92
Average	13.67	0.91		8.67	0.39	44.79	Average	93.17	96.90	96.77

Police: The Police Service committed to Riverside Project in September 2008 and to date have used Restorative Practices to resolve:

- 19 neighbourhood disputes involving juveniles
- 8 neighbourhood disputes involving adults
- Result 1 offence of criminal damage involving an adult offender. i.e. RP was used as an alternative to a formal criminal justice result e.g. caution, charge
- Result 13 offences of criminal damage, shop theft and harassment involving juvenile offenders.
- There have been a number of occasions where RP has been used to deal with neighbourhood disputes but they are not formally recorded
- On a number of occasions police officers have successfully supported Restorative Processes involving Riverside families and schools

Summary: In total 27 juveniles have been dealt with for offences by RP rather than a formal criminal justice result. e.g. reprimand, final warning.

Impact:

To date **NONE** of the above offenders have received a further criminal justice sanction for an offence committed after the RP intervention.

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

Outcomes July 2009

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