High Challenge and High Support

How restorative practice and working WITH can support improvement
What’s it all about?
Why is it so important?

‘The most important condition for success was found always to be the quality of the relationship between the child’s family and the responsible professional’

DoH 1995
What to do?

• We work WITH.
• We look for strengths.
• Lives before services.
• Saying “yes” differently.

• Start from where you are
• Work with what you’ve got
• Do what you can
Developed from roots in **restorative justice** (responses to wrongdoing after it occurs - tertiary prevention).

**Restorative practices** make proactive use of informal and formal processes to build **relationships** and develop a sense of community (preventing conflict and wrongdoing - primary prevention).

Includes formal processes (e.g. FGC) and informal practices. These have cumulative impact because when they become part of everyday life (McCold & Wachtel, 2001).

http://www.iirp.edu/what-we-do/what-is-restorative-practices
A value base for leadership

You have to deliver a compelling narrative that brings people together and sets ambitions. Leaders must motivate others to make a profound difference to children’s lives, creating a climate of Shared values and common purpose. This is essential before you get to targets and performance measures (DCS’ in Ofsted 2015)

You can have all the best strategies and systems but first and foremost a good leader has to have a strong moral base – a sense of moral purpose (DCS in Ofsted 2015)
Relationships and ‘expressed affect’

• The most critical function of restorative practices is restoring and building relationships.
• Informal and formal restorative processes foster the expression of affect or emotion.
• It is through the mutual exchange of expressed affect that we build connections and create emotional bonds (Nathanson, 1998).
• Social capital is defined as the connections among individuals (Putnam, 2001), and the trust, mutual understanding, shared values and behaviours that bind us together and make cooperative action possible (Cohen & Prusak, 2001).

http://www.iirp.edu/what-we-do/what-is-restorative-practices
Resonates with key concepts for direct practice

• Relationship-based practice
• Family led decision making
• Promoting child and family resilience

... the view of this review is that skills in forming relationships, using intuitive reasoning and emotions, and using knowledge of theories and empirical research, are equally important components in effective social work (Munro 2011: 44)
And key concepts for learning organisations

- Relational organisations
- Staff emotional resilience
- Genuine consultation co-production – *with* not *to*
Restorative Practices
A whole system approach
Partnership principles

Partners in Leeds were asked to sign up to three ‘behaviours:

• The child is the client
• We will work restoratively – with children and families and with one another
• We will use Outcomes Based Accountability to inform and evaluate service development
Significant investment in Family Group Conferencing

From...

Current Family Group Conference structure:

- 4 teams (3 area and one looking at earlier intervention and more targeted delivery, including families affected by domestic violence)
- 4 team managers
- 30+ FTE co-ordinators
- 2 sessional co-ordinators
- 3 admin staff

To...
Developing and expanding its use

• Started with:
  • Circles and check-ins used routinely in meetings in Children’s Services;
  • Focus on Family Group Conferences for all children under 5 at risk of becoming looked after.

• Developed to
  • Circles and check-ins used routinely in Children and Families Trust Board meetings;
  • An entitlement to a Family Group Conference in all cases where statutory intervention is planned – or immediately afterwards if emergency intervention was required;
  • Circles and check ins being used in other parts of the local authority
Developing and expanding its use

Innovation Bid

• Trained 5300 practitioners across the partnership in restorative practice techniques and language.
• More use of restorative meetings
• Expanded the use of Family Group Conferencing
  —Domestic violence
  —Re-unification

www.leeds.gov.uk/ChildFriendlyLeeds
Developing and expanding across the organisation

- HR
- Customer relations and complaints
- Housing
- Refuse collection
Impact

• Improved performance on all three ‘obsessions’
  – Safely and appropriately reduced the number of looked after children from 1475 (March 2012) to 1224 – Saving of 14 million in placement costs
  – Reduced the number of young people not in education, employment or training from 2150 (March 2012) to 1611
  – Improve school attendance
• Significant reduction in Child Protection Plans @300
• Improved placement stability and quality
• Increased numbers of foster carers
• More kinship care placements
• Improved support for carers
• A nationally leading ‘Families First’ programme
• Reduced use of agency staff - £5.5million saving
Culture exists in every organisation, but is it by design or default?
Developing a Shared Vision

Key people must be clear about the organisational goals - what the organisation will look like when they get there - and being very clear about what they want to measure and how that will happen and why it is important.

But more than anything, they must understand that this will mean, in all likelihood, a change in the culture - that is, “how we do things around here” or “how we do everything around here”
What would happen if.....?

Adults working with children, young people and families

- Committed to adopting behaviours that promoted consistency in building and management of all relationships
- Articulated explicitly the basis of their personal practice and that of their organisation
- Challenged and supported each using their explicit practice as a point of reference
- Employed agreed protocols that strengthened relationships and sought to repair harm when relationships broke down
Towards a Restorative & Collaborative System

Child, Young Person

Family
Restorative Practices FGC, Kin care, Signs of Safety, Strengths based Solution focussed practice

Schools
Restorative Practices, participation, Circles, Social Capital and learning; Solution focussed work

Community
Restorative Practices, Inter agency work, User involvement, Community conferences, Co-production, Co-design & participation
Purpose

Best Practice
"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator
most things
look better when
you put them
in a circle
“It’s called a Restorative Circle not because of the way we arrange the chairs, but because of the way we share power”
“Vision without action is hallucination”

Andy Law, St.Lukes
– Relationships, relationships

– Connection, community and belonging – build, maintain, repair

– Engage, explain, expect – fair process

– High challenge, high support – Working ‘with’

– Restorative Questions –

– What’s happened, how do you feel, what needs to happen next?

– Solutions vs problem and Future vs the past
## Key performance indicators - examples

<table>
<thead>
<tr>
<th>Category</th>
<th>2011</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil attendance:</td>
<td>89.5%</td>
<td>95%</td>
</tr>
<tr>
<td>Pupil attendance FSM:</td>
<td>84.5%</td>
<td>94%</td>
</tr>
<tr>
<td>Persistent Absence:</td>
<td>12.5%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Staff absence – lowest across secondary schools in Leeds - 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff reasons for absence – ‘stress related’ - lowest in Leeds – 2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed-term exclusions:</td>
<td>165</td>
<td>14</td>
</tr>
<tr>
<td>No ‘group’ achieving below expectations at any key stage irrespective of ability or need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levels of progress in English and maths in line with or above national averages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levels of attainment approaching national averages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No NEET pupils from last Year 11 – only school in Leeds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BCT - Community Conversations

Community conversations

<table>
<thead>
<tr>
<th>What are the local talents?</th>
<th>Community planning – developing local solutions (small grants available ‘Building Community grant’)</th>
<th>Implementing solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What could be better?</td>
<td></td>
<td>Monitoring impact</td>
</tr>
<tr>
<td>What are the hard things to fix?</td>
<td></td>
<td>Sustaining change</td>
</tr>
</tbody>
</table>

Building Community Together
BCT - Call to Action week

• One week in September
• Local people volunteering their skills and talents.
• Building on community strengths and assets.
• Youth Group for ASD youngsters:
• Young people tackling social isolation
• Volunteering in the Family Hubs as a step towards work.
Other restorative initiatives

Emotional Health Academy
• Tier 2 CAMHS waiting list reduced to 0 (from 110)
• 33% reduction to Tier 3
• 412 children helped in 6 months
• 91% success in Turnaround Families

Family Group Conferencing
• 30% of children on CP Plan reduced risk
• 43% of children on CIN Plan reduced risk

Schools
• Reduced exclusions
• Improved attendance
• Improved attainment
N E Lincs...

In terms of their RP journey they have:

- Secured funding for Social Care innovation to use RP as part of our practice framework of Signs of Safety, RP, OBA and FGC
- Developed an RP module as part of the social work degree at Hull University
- Have RP as part of our People Strategy across the Council (RP, OBA and 21st Century Public servant are the three pillars)
- Developed RP champions across the council
- Have frequent RP networks with staff and managers across the Council – including CEX and leadership team
- Worked with a number of schools as RP pilots
Stockport Family - Feedback from Evaluation

**High Level outcomes:**

- Perceptions of culture change and adoption of restorative ethos
- Outcome focused approach as a result of staff having a restorative mindset – less reliance on referrals and process

**Specific practice outcomes**

- Increased influence of child and family on care plans – eg Restorative meetings and Family Group Conferences
- Improved knowledge sharing – Learning circles have replaced many meetings and give chance to share experiences and explore solutions
Other key outcomes

- Restorative practice training has unified our way of working and helped us develop a shared language
- We now have a set of values and behaviours that all the workforce share and understand
- Changing the way we work with families – high challenge high support – ‘with not to or for’ and ‘all the time on purpose’
- We have a strong learning culture – ‘never a wasted mistake’
- Conversations are action and solution based
- We have an engaged and committed workforce committed to working in a restorative way
- The positive, gentler, restorative approach is evident in how people behave toward each other
- We are respectful and listen to our families
ANY QUESTIONS?
Resources

Building Community Together – West Berkshire:
https://www.youtube.com/watch?v=IUo8hvSNHtk&feature=youtu.be

https://www.youtube.com/watch?v=KPDHtbBAkE4&feature=youtu.be