

# RESTORATIVE APPROACHES



# IN NORFOLK

**Annual Report 2011 - 2012**

## **Executive Summary**

Norfolk County Council is the lead partner in a multi-agency partnership that aims to establish Norfolk as a restorative County by 2015.

There has been significant progress since 2010 and the benefits of restorative approaches have been shown in a number of local arenas including criminal justice, children's residential units, schools, communities, training and development.

The attached report, Restorative Approaches in Norfolk, Annual Report 2011/12, details the work that has been undertaken in delivering the strategy and illustrates the progress made and the impacts seen.

The key achievements in 2011/12 include:

### **Hub Schools**

- The development of a "hub schools" initiative - building local partnerships which share learning and resources whilst reducing cost.
- 28 out of 29 schools trained in East Norfolk, plus alternative provision at Horatio House, 433 staff having been trained to some degree
- 11 schools in King's Lynn will be trained as a cluster this academic year.
- 3 other schools and 3 clusters also exploring full restorative training.
- Reduction in school exclusions
- Improved school attendance rates
- Improved school attainment
- Reduction in persistent absentees

### **Community circles**

#### **Brundall**

- 82 people attended including 25 young people
- Within four months after the circle there was a 55% reduction in ASB calls to Police, £1100 and 53 hours saving to Police resources.

#### **Acle**

- 70 people including children and young people
- Within 5 weeks after the circle there was a 63% reduction in ASB calls to Police, and £907 and 41 hours saving to Police resources

Both community circles have contributed to:

- Improved victim satisfaction rates
- Reduction in crime and anti-social behaviour
- Empowered communities
- 

### **Short Stay Schools**

- 140 SSS staff approx. trained – (Day 1 and 2 equivalent )
- 8 staff trained to Key Lead level – 3 day training
- SLT self assessment of baseline completed in all bases
- All staff enabled to voice their views via anonymous questionnaires
- Pupils' voice captured through guided interviews
- Audits completed for all bases

- Development plans agreed for all bases

### **Norfolk County Council Children's Services Residential Units**

- 82 staff from Norfolk Residential Services have received training in restorative approaches.
- 17 of these (including all Senior Residential Workers, Assistant Team Managers and Team Managers) were trained to deliver restorative conferences.
- 49 people (excluding presenters) attended, 21 different organisations were represented and 10 of these organisations were independent providers.
- Restorative approaches will be a requirement for any organisation wanting to be registered as an NCC Approved Provider for Residential Care

### **Training**

We have had a focus on training and development and have facilitated structured training for 586 people as well as providing awareness raising presentations to numerous groups around the County throughout the year and supporting schools to access training. We now have social workers, teachers, magistrates, local authority officers, housing officers, Police officers, Police Community Support Officers, Probation staff, Family Intervention Project staff, third sector agencies and Youth Offending Team staff trained in restorative approaches, and we are committed to providing more training in 2012/13. We have developed an online module which will be accessible to all Norfolk County Council staff and will be made available to partners; and have developed a website to support the implementation of restorative approaches in schools.

### **Comenius regio**

- 115 people attended the conference
- 49 people attended the RA in schools and communities seminar
- All staff at St Michael's, Cliff Park High and Broadland Council Training Services received training
- 4,000 leaflets were produced
- Development of the RAINS website ([www.rains-norfolkschools.org.uk](http://www.rains-norfolkschools.org.uk))
- Student leaders from Cliff Park have been awarded the Diana Ambassador award for their work in restorative approaches

The outcomes that have been experienced as a consequence of restorative activity in the county has prompted Norfolk County Council to announce their commitment to becoming a restorative authority.

We are working to be the first ever fully restorative local authority. We are committed to getting this right for all staff and service users. The restorative ethos that underpins our work brings a determination and drive to consistently build, maintain and repair effective, healthy and respectful relationships.

To achieve the status of a restorative authority, we have much work to do, and this will require an ongoing commitment to the restorative agenda.

Working restoratively will support and contribute to Norfolk County Council achieving their overall corporate priorities:

**Ambitious:** We believe that working restoratively will support staff to be the best by providing tools that allow us to improve working relationships between staff and between staff and service users, improving outcomes for all.

**Customer focus:** Every aspect of development in restorative approaches is evaluated to assess outcomes and impact for service users. We must always be sure that what we promote and how we work is effective and positive for our customers.

**Working together:** This is a fundamental principle of restorative work. If we are 'doing to' we are being punitive; 'doing nothing', we are being negligent; or 'doing for', we are being permissive. Working restoratively means 'doing with', and it is crucial that we aim to work with people at every appropriate opportunity.

**Accountable:** Restorative approaches support and requires people to take responsibility for their behaviour, and increases their understanding of how their behaviour impacts on others. Working restoratively requires us to be fair, honest and open; promoting accountability of staff as well as supporting service users to understand and be accountable for their actions, and develop their responsibility for positive change.

**Learn and Improve:** Our partnership's determination to assess our performance in restorative approaches provides a platform to learn from our experience and improve in training and delivery. Working restoratively develops reflective skills within staff and service users and therefore encourages learning and improvement as a personal, as well as an organisational skill.

**Trust and Respect:** Restorative approaches are fundamentally about the development and management of positive relationships, and trust and respect are two crucial traits needed to achieve this.

The attached report demonstrates the work that all of the partners represented within the Norfolk Restorative Approaches Strategic Board have achieved within the last twelve months.

In 2012/13 our agree partnership strategic priorities will continue to drive forward restorative approaches in order to improve outcomes for our children, families, adults, schools, communities and organisations. Our strategic priorities for this year are:

- The development of restorative approaches in the adult criminal justice system
- The development of restorative approaches in educational establishments
- The development of restorative communities
- The provision of training and development

I look forward to sharing more results with you over the coming year.

Sincerely,

Cllr Brian Hannah

Member Champion for Restorative Approaches  
Norfolk County Council

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## **Restorative Approaches**

*In broad terms, Restorative Approaches constitute an approach to challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing punishment*  
(Wright, 1999).

In Norfolk we believe that restorative approaches work by building relationships, maintaining relationships and repairing relationships when harm has been caused.

**1.** This report has been written on behalf of the Norfolk Restorative Approaches Strategic Board (NRASB) in order to review the progress made in the last year against the Norfolk Restorative Approaches Strategy (2010-2015).

The NRASB is a multi-agency partnership made up of the following partners:

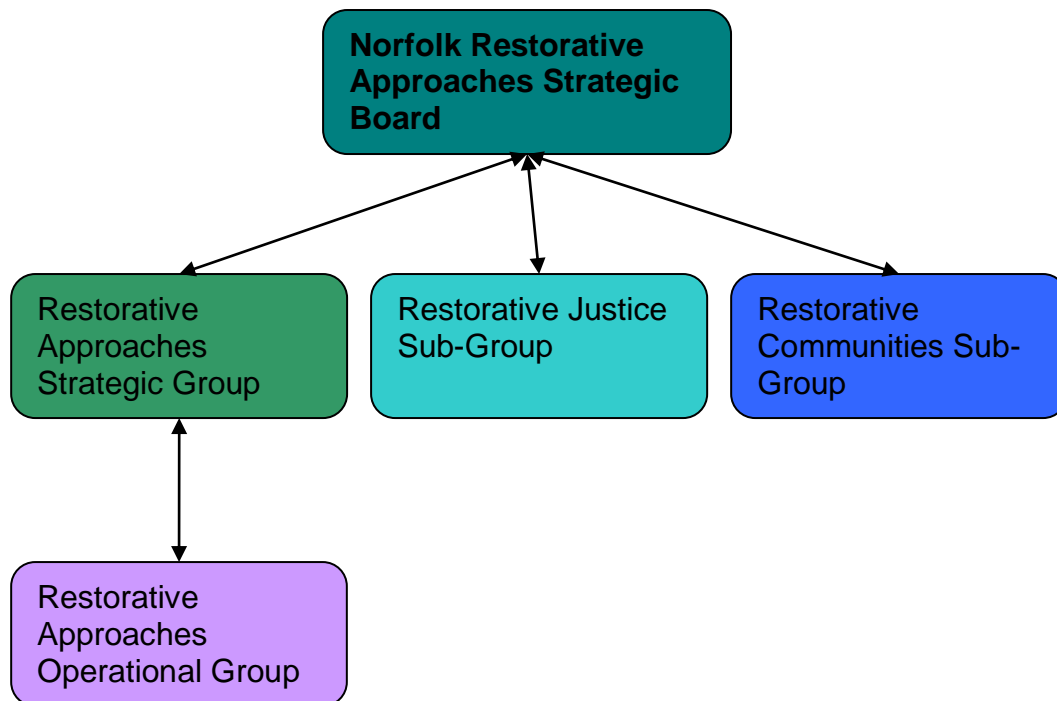
Norfolk County Council  
Norfolk Youth Offending Team  
Norfolk Constabulary  
Norfolk and Suffolk Probation  
District Councils  
Norfolk Association of Town and Parish Councils  
Norfolk Magistrates Association

**1.1** Our strategic aims are:

- To work with the Restorative Approaches Strategic Board within the Norfolk Children's Trust Board, the Norfolk County Community Safety Partnership and the Norfolk County Strategic Partnership to develop Norfolk as a restorative County by April 2015
- To provide every child and young person in Norfolk the opportunity to access restorative approaches by April 2015 as a means of resolving conflict and repairing harm
- To develop restorative communities in Norfolk
- To embed restorative practices within organisations and businesses

**1.2** Although we have a five year strategy, we set strategic priorities on an annual basis which help us to meet the strategic aims. The NRASB is supported by different sub-groups who agree the priorities and co-ordinate the delivery of the related action plans.

The diagram below shows the governance structure that has existed and delivered the work:



We are assessing our progress towards being a restorative County in three different ways:

- Progress against annual strategic priorities
- Impact of individual areas of work
- Evaluations of training / conferences / workshops / seminars

## 2. Programme Monitoring

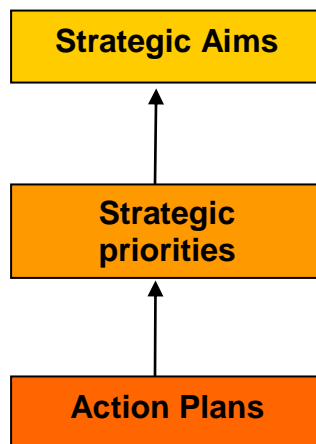
A programme monitoring system was introduced in April 2011 to provide a more structured, performance focussed approach in order to drive forward the restorative agenda.

There was a strategic planning workshop held in March 2011 and the following strategic priorities were agreed for April 2011 to March 2012:

- Development of restorative justice
- Development of restorative approaches in organisational settings
- Development of restorative communities
- Development of restorative approaches in schools
- Communications
- Training and development



Each of the priorities had an action plan attached to it, covering a variety of relevant work-streams. The diagram below shows the delivery structure:



### 3. Actions:

The Restorative Approaches Implementation Plan is shown below. These are the actions that were agreed by the NRASB at the start of 2011/12 and formed the base for the programme monitoring approach.

Proposed savings		
Project Ref.	Project Name	Workstreams / Description
RJ	Development of Restorative Justice	Community Circles
		Develop use of RA by Probation Service
		Develop mechanism to handover Police volunteers (to be used and managed by other agencies)
		Development of RJ in Private Residential Homes
		Awareness Raising with Norfolk Magistrates
RA	Development of Restorative Approaches in Organisational Settings	Development and Distribution of RA in organisations information
	Development of Restorative Communities	Engage with different community groups in less cohesive areas
		Intergenerational work around ASB
		Neighbourhood Resolution Panels
CYP	Development of Restorative Approaches in Schools	Development of RA with PRUs and Educational Support Teams
		BDC to promote use of RA in schools through their commissioning procedures
		Develop a package to show improved outcomes for CYP when schools and YOT work together to manage behaviour restoratively
		Identify and take opportunities to share good practice with other schools
		Staff in CinN teams will promote the use of RA with every interaction and intervention with schools
RASB	Communications Strategy	Joint messages from agencies about how we maintain relationships with the public despite public service cuts
		Commitment to a consistent message about RA
		Engage key members of communities to support messages locally (community message network)
	Training and development	Norfolk Consortium of Trainers in Restorative Practices

# **Development of Restorative Justice**

## **Evaluations of:**

### **Community Circles**

**Develop the use of Restorative Approaches by Norfolk Probation Service**

**Development of Restorative Justice in Private Residential Homes**

**Awareness Raising with Norfolk Magistrates**

## **Organisation**

Broadland District Council.

Author: Rheanne Scott, Broadland District Council

### **Community Circles: Acle and Brundall**

Restorative approaches provide an opportunity for empowerment and for individual voices to be heard. Sitting in a circle with people from one's community, most of whom share a common interest in restoring harmony, safety and respect, is a foundation to finding long-lasting and sustainable solutions to conflict within communities.

When concerns about anti-social behaviour (ASB) and low level crime were increasing in Brundall and later in Acle, (villages within the Broadland district of Norfolk), Broadland District Council suggested to partners, including Norfolk Constabulary, that a restorative circle be trialled as a method of resolution.

Broadland Council is part of Broadland's Operational Partnership Team (OPT), a joint Council and Police co-located team dedicated to resolving ASB and community safety issues. The OPT worked in partnership with the Acle Safer Neighbourhood Team to organise the first restorative community circle in Norfolk.

Letters of invitation were given to all residents in the areas around the focal points of the problems explaining the purpose of the meeting was about. Preparation work in the form of researching details of complaints and consulting with adults and young people about issues and needs were also done beforehand.

On the evening of July 13, 2011, the first community circle was held. In total, 82 people attended, of which 25 were young people. Rheanne Scott, Community Safety Manager, and Sergeant Julia Sandell, Norfolk Constabulary, both trained as restorative approaches practitioners, co-facilitated the circle and began by explaining how the process would work. A talking piece was used which ensured that each person had have the opportunity to speak about issues affecting them uninterrupted. The first round of circle allowed each person to talk about the issues they felt they were faced with in the community, and how they were affecting residents in order to begin to develop greater understanding by all.

At the end of the first round of the circle, it was clear that there were a selection of common issues affecting residents. The facilitators then explained that this was now the opportunity to look at how the harm could be repaired and what the community needed to move forward in resolving the issues. Many positive outcomes were proposed, some as simple as having mutual respect for one another. The community also embraced the circle method, asking for future such meetings to be held as it gave all the opportunity to be heard and to listen, and improve community cohesion.

In the months following the Brundall circle, there has been a dramatic improvement to issues of ASB in the area. Comparing the four months prior to the circle to four months following the circle, there has been a 55 per cent reduction in calls regarding ASB to the police, in addition to over £1100 and 53 hours of police cost and time savings. There are also indications that it has had a positive effect on reducing crime and public safety/welfare incidents. This figure does not include proactive or required patrols after being designated a hot spot area so the hours and costs saved will be greater. Residents have also reported feeling more confident to address issues themselves, improving ownership of community issues and reducing fear.

After the success of the Brundall restorative circle, where outcomes for positive activities for young people are already being implemented, Broadland Council and the Acle Safer Neighbourhood Team decided to try it in Acle where similar issues were occurring.

The Acle restorative circle was held in October 2011 where over 70 people attended ranging in age from young people to pensioners. The opportunity for residents to express concerns and their affects was powerful, enabling a wider dialogue to begin within the community. Positive outcomes were put forward which have already been mobilised by residents. For example, the youth club which had closed is re-launching in January 2012 by volunteers who attended the circle. One man who was greatly affected by the issues shifted from being quite negative to offering his professional skills to help design new facilities desired by the community.

Following the circle, residents have expressed the dramatic improvement not just ASB, but community relations. One resident noted that after years of animosity, people were finally talking amongst themselves in the community. There has been a noticeable improvement in interactions between all residents, particularly between older and younger generations. This is working to improve community cohesion and reduce the fear of crime and ASB.

In Acle, similar positive effects are also evidence. In the five week period prior to the circle compared to the five week period following the circle, there has been a 63 percent reduction in calls regarding ASB to the police, in addition to at least 41 hours and £907 of police time and resources saved. This figure does not include proactive or required patrols after being designated a hot spot area so the hours and costs saved will be greater. There are also indications that there has been a reduction in crime and public safety/welfare incidents.

Using restorative circles in the community to address issues such as ASB enables people affected by issues to hear how everyone is feeling, to hear how they have been affected and to hear what everyone would like to see happen to put the matter right. There are significant outcomes to be achieved by this method in order to gain sustainable solutions owned by the community themselves. By giving the community a safe place to have a dialogue about issues affecting them, they are a core part of the solution and gain greater ownership.

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM**

## **NORFOLK AND SUFFOLK PROBATION TRUST AND RESTORATIVE JUSTICE**

### **Background to project:**

Norfolk and Suffolk Probation Trust (NSPT) wanted to use Restorative Justice conferencing as part of their work with offenders to reduce re-offending and hold offenders accountable for their actions.

### **Aims and objectives:**

- To enable victims of crime to have their voices heard through a menu of options.
- For offenders to gain insight, understanding, take responsibility and be accountable for their offending behaviour.
- To reduce re-offending.

### **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

NSPT have employed a RJ Development Officer who has been seconded from the Youth Offending Service 2 days a week. The initial work has been to brief appropriate staff and secure accredited training. The Development Officer has instigated process and good practice guidance to staff.

### **What work has taken place?**

Completed direct work with offenders in the Integrated Offender Management team. This is a multi agency team involving police officers, offender managers, third sector agencies involved in accommodation, debt, education and training. The Benefits Agency and others including mentors. Additionally NSPT are working in partnership with HMP Norwich and Blundeston, Victim Support and Community Safety Partnership to facilitate a victim awareness programme that is run both in the community and in custody to catch the revolving door offenders.

At the last session a letter of explanation is written to the offender. The person harmed by the offender is invited to take part in the RJ process in one or all of the following

- To receive a letter of explanation
- Voice heard which involves a shuttle service between offender and person harmed
- Progress report on offenders progress through their Sentence
- Agreed direct reparation to the person harmed
- Face to face conference with the offender.

A full risk assessment is undertaken on both the person harmed and the offender. The Development officer has put in place protocols with a number of corporate companies to enable NSPT to deliver these on the companies behalf.

NSPT have through the financial support from NCC been able to secure the following training opportunities:

- 2 x half day briefings
- 1 x whole day training for team champions
- 3 day RJ Conference Facilitators training

The training was offered across Norfolk and Suffolk Probation Trust, HMP Norwich and HMP Blundeston staff, Police, Community Safety Partnership and third sector partners including Victim Support, Open Road etc.

**What have been the main successes of this work?**

The profile of RJ has been raised within a number of agencies including Victim Support, HM Prisons, Police and Probation. This has enabled partnership working and a greater understanding for all involved. It has enhanced the opportunities for offenders to be accountable and take responsibility for their behaviour. To make positive changes to their life style.

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

The biggest challenge has been to engage probation staff in the process. It requires a change of culture as Probation has statutory responsibilities in relation to offender information being made available to victims. Part of keeping victims safe has been to keep the two very separate and apart. The RJ philosophy is to bring offender and victim together to talk about the crime. Lots of work has been undertaken to provide information for offender managers in a format that they want, intranet, briefings, team meetings one to one etc. The use of an outside trainer has a substantial impact on staff which is very positive. To involve the Probation Trusts Victim Liaison Officers was important as they are able to promote RJ to other staff as well as to victims.

**How is this work going to be sustained? What are the next steps?**

The joint working will continue and the first full victim awareness course will run in HMP in June this year. This will be reviewed and then it is anticipated that a rolling programme will be in place with the follow up RJ conferencing being undertaken by a shared multi agency group. NSPT's RJ Development Officer is able to train staff so this will support the programme and facilitation of conferences.

It is hoped that NSPT and partners will be able to secure future funding to keep the RJ Development officer and continue the work. Each conference is assessed as taking on average 10 hours of staff time.

**What was the financial cost of this work? (e.g. training)**

The training has been just over £5,000 and funded by NCC. The Development officers 2 days a week has been funded by MOJ Regional Office for one year.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

This project has been in place since October 2012. However the first three months were to get the process and agreements in place as well as undertake some work with staff.

**RJ RECORD TO DATE (requested by Victim)**

- X6 RJ Conferences
- X4 letters of explanation/apology
- X2 voice heard
- X13 progress reports
- X5 corporate packages set up

Nicky Jay  
Project lead  
NSPT

24 April 2012



# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Development of Restorative Justice

## **Work-stream.....**

Private Residential Homes

## **Background to project:**

Norfolk Magistrates raised concerns about the amount of Looked After Children presenting in Court for minor offences (that could have been dealt with restoratively) who had been placed with independent residential providers.

Norfolk County Council Children's Services were successfully running a project to implement restorative approaches throughout all of their children's residential homes and agreed to investigate how they might be able to promote restorative approaches to independent residential providers, as they have no direct control over their work, but can influence where Norfolk Looked After Children are placed.

## **Aims and objectives:**

- To establish how NCC could effectively promote the use of restorative approaches in independent residential provisions
- To look into how NCC can support independent residential providers to work restoratively
- To promote a consistent restorative approach for Norfolk Looked After Children wherever they are placed

## **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Norfolk County Council Children's Services  
Norfolk Magistrates Association

## **What work has taken place?**

NCC Children's Services investigated the most effective way of influencing how they could promote and ensure that independent residential providers work restoratively with the children in their care to reduce the amount of LAC presenting in Court.

This work-stream was linked to the ongoing work that NCC Children's Services had undertaken with their own residential units, and the development of the self-assessment tool.

A half day seminar was held on April 18<sup>th</sup> 2012. All the independent providers who Norfolk LAC are placed with were invited to attend. These invitations were made by e-mail and followed up with phone-calls to managers in order to ensure that the right people were aware of the seminar.

The seminar involved information on what restorative approaches is, how NCC Children's Services have implemented it throughout their homes, and a choice of 2 out of 4 workshops for delegates. The Corporate Parenting Strategy and Commissioning Manager for NCC Children's Services explained that an Approved Provider list for residential provisions was being developed and should be ready by January 2013. One of the requirements to become an approved provider will be the completion of the restorative approaches self-assessment tool. This will be made available to all providers as part of the registration and approval process.

#### **What have been the main successes of this work?**

- Being able to effectively respond to a challenge posed by a partner agency
- 49 people (excluding presenters) attended, 21 different organisations were represented and 10 of these organisations were independent providers
- Linking the self-assessment, NCC Residential Homes project and the problem posed by Magistrates into an effective solution
- Influencing commissioning of placements for Norfolk LAC
- Being able to evidence to independent providers the success experienced by NCC Children's Services within their residential sector as a reason for promoting change

#### **What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

When the problem was initially posed by the Magistrates, the RA Development Manager did not know about the commissioning structure surrounding placements and the links between NCC Children's Services and independent providers. This took a bit of time to investigate, and when a solution was identified, it took more time for the project to embed RA in NCC Children's Homes to be completed, so that we could give independent providers the best information and practical advice we could.

#### **How is this work going to be sustained? What are the next steps?**

The self-assessment document is currently being developed and this needs to be provided to the commissioners so that they can include it in packs for providers who want to become approved providers.

The approved provider list for residential placements will be in place by January 2013.

**What was the financial cost of this work? (e.g. training)**

Approximately £800. This cost is approximate as we are awaiting the final invoice from the venue. The cost is made up of venue hire and the printing of reports.

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

49 people (excluding presenters) attended, 21 different organisations were represented and 10 of these organisations were independent providers

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

The evaluations of the seminar showed that attendees had found the day very useful, and would have liked the day to be extended from a half to a full day. We have had two requests for advice on training organisations from independent providers already and one organisation has already taken practical steps to change the way that they record incidents which will support them to evidence their restorative work and the voice of the child.

**RESTORATIVE APPROACHES  
STRATEGIC PRIORITY FEEDBACK FORM  
2011/12**

**Written by Gwen Spall.**

**Strategic priority** To raise awareness of restorative approaches with Norfolk magistrates,

**Work-stream** Delivery of a presentation to the magistrates AGM during June 2011.

**Background to project:**

**Aims and objectives:** To raise awareness and promote the use of restorative approaches to Norfolk magistrates,

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Children's Services,  
Probation,  
Police,  
Community,  
YOT

Each of the above spoke at the meeting on the benefits of restorative approaches in their setting,

**What work has taken place?**

Delivery of the talk and sending out of feedback form,

**What have been the main successes of this work?**

Positive verbal feedback,

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

**How is this work going to be sustained? What are the next steps?**

**What was the financial cost of this work? (e.g. training)**

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

1 presentation given,

1 feedback form distributed,

**What were the outcomes?**

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# **Development of Restorative Approaches in Organisational Settings**

## **Evaluations of:**

**Introduction to Restorative Approaches with Broadland District Council**

**Development of RA in organisations leaflet**

**Norfolk County Council Compliments and Complaints Team**

**University of East Anglia**

**RESTORATIVE APPROACHES  
STRATEGIC PRIORITY FEEDBACK FORM  
2011/12**

**Written by Gwen Spall**

**Strategic priority** Introductory training at Broadland District Council

**Work-stream...**Development of RA in organisational settings,

**Background to project:** In consultation with Head of HR, awareness raising and informal practice training sessions were delivered in the autumn of last year.

**Aims and objectives:** To ascertain the appetite for RA in the workplace and for staff to consider whether it might be useful in their individual departments setting.

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc** District Council

**What work has taken place?** Delivery of 2 sessions of training during the autumn 2011. Evaluation of these and further request for feedback on use.

**What have been the main successes of this work?** Considerable buy in to the approach and fuller understanding as to what the benefits of restorative approaches were.

Observations/suggestions from the 2<sup>nd</sup> session were as follows:

- Delivery to middle managers and above (the restorative enquiry)
- 'Restorative Approaches', terminology – hindrance
- Leaflet production,
- Does it have to be introduced top end? Bottom up? – Staff at the coal face will know what fits for them,
- Agreement to take the approach back to specific situations to progress,
- Practical examples needed to get some momentum; we need to try it out,

- Examples of conflict that people can relate to so people know how it will fit for them,
- Explain the benefits to people to get them on board → further training session,
- Practical sessions that talk about operational issues,
- Facilitator training for homeless, families/parents – potential to save money,
- Use for frontline staff; ‘customer service’ – ‘with’ not ‘for’,
- Cost effective – time constraints,
- Need to make people see how it’s relevant,
- Front line examples,

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

**How is this work going to be sustained? What are the next steps?**

**What was the financial cost of this work? (e.g. training) My time**

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

20 people trained.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*



**RESTORATIVE APPROACHES  
STRATEGIC PRIORITY FEEDBACK FORM  
2011/12  
Written by Gwen Spall.**

**Strategic priority** Development of RA in organisational settings,

**Work-stream** Development and distribution of RA in organisations  
information leaflet

**Background to project:** RA sub group expressed a desire to promote RA in organisational settings with production of a leaflet

**Aims and objectives:** To raise awareness and encourage use of restorative approaches amongst organisations, both in the public, private and 3<sup>rd</sup> sector of the benefits of restorative approaches

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Broadland District Council's communications dept currently preparing art work,

Gwen Spall, Restorative Approaches Coordinator, NCC, prepared wording

**What work has taken place?**

As above,

**What have been the main successes of this work?**

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

**How is this work going to be sustained? What are the next steps?**

**What was the financial cost of this work? (e.g. training)**

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

## **RESTORATIVE APPROACHES ORGANISATION FEEDBACK FORM 2011/12**

### **Organisation**

Norfolk County Council, Customer Services and Communications, The Compliments and Complaints team

### **What work has taken place?**

In order for the compliments and complaints shared service to carry out its work in alignment to the County Council's commitment to "restorative" approaches, an in-depth mediation course was arranged in October 2011 to up skill the team.

Four Customer Services, Complaints Case Managers attended the training and completed the OCN required portfolio for accreditation.

The three day training was delivered by Jim McGrath, from Netcare, Ireland. The training was also offered to other service departments and one colleague from Children's Services and five colleagues in Community Services, Adult Social Care attended the training.

The Compliments and Complaints Policy has been reviewed and mediation is written in to the policy and procedures for complaint handling when appropriate, in future.

### **Aims and objectives:**

In Norfolk, there is a belief that restorative approaches work by building, maintain or repairing relationships where harm has been caused. Applying this approach to service improvement in dealing with complaints will ultimately improve the likelihood of achieving a satisfactory outcome for our customers, and support Norfolk's aim to develop as a restorative County by 2015.

### **What have been the main successes of this work?**

Mediation is now offered as an alternative dispute resolution process during complaints and the model has successfully been used in the resolution of a complex complaint since the mediation training took place.

All the trained staff reported that they have affectively been using the mediation model in their work place and some of the trained staff members have also successfully been involved in using mediation to resolve breakdown in staff members' relationships for various teams and services.

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

Preparing for and applying the mediation process is a time consuming commitment and two trained staff members are needed to work together on a specific case /matter. Therefore it requires the commitment and support of management in the different services to allow this work to continue.

In the complaint investigation, we agreed that one of the Complaints Case Managers and the trained staff member from the Social Care team worked together to deliver the mediation. This ensured that both services could benefit, as the complainant was satisfied that the complaint was appropriately resolved through the mediation with the service concerned. Therefore, we would aim to continue using the resources effectively to benefit all concerned.

**How is this work going to be sustained? What are the next steps?**

As above

**What was the financial cost of this work? (e.g. training)  
What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

Eleven NCC staff members were trained.

The training costs were 11x £290 per person (this included the training and OCN accreditation fees)

Additional costs related to the training venue and the trainer's expenses.

**Future costs will relate to staff time during the delivery of mediation.**

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

As above

Ancil Gerber, Customer Services, Complaint Manager, Customer Services and Communications

**RESTORATIVE APPROACHES  
STRATEGIC PRIORITY FEEDBACK FORM  
2011/12  
Written by Gwen Spall.**

**Strategic priority**...Development of RA in organisational settings.....

**Work-stream**.....RA at UEA.....

**Background to project:**

Professor Alastair Mullis invited Councillor Brian Hannah and Gwen Spall, Restorative Approaches Coordinator for Norfolk County Council, to meet with him and discuss restorative approaches with a view to exploring how the university might offer its students further opportunity for development within this approach. Agreement was made to explore a working relationship, initially within the School of Law.

**Aims and objectives:**

The broad aim is to equip both staff and students to manage possible conflict, disciplinaries and disputes restoratively, initially within the School of Law, both on an informal basis and through formal process. Specific objectives could include:

- Restorative approaches to be made explicit within university policy, notably in complaints and disciplinary procedures,
- Staff and students trained to use restorative approaches,
- Restorative approaches to be used to resolve conflict throughout the campus,
- Informed consideration by the university as to the model they wish to adopt in terms of embedding restorative approaches in their organisation, (using Goodwin guidelines),
- Opportunity, where possible, for students to use the approach outside the campus, as volunteers and/or potentially within The City Academy or other local organisations,
- Opportunities for research during implementation and beyond. For example:
  - How staff/students perceive restorative approaches,
  - How they reacted to training,
  - How the organisation develops their practice,
  - What impact is it having?
  - Evaluation,

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

NCC Community Safety Team

**What work has taken place?**

2 initial meetings to begin to plan for deliver

**What have been the main successes of this work?**

Too early to tell,

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

**How is this work going to be sustained? What are the next steps?**

**What was the financial cost of this work? (e.g. training)**

**What were/will be the outputs?**

Project Outputs.

- Training: awareness raising (staff briefing), volunteer training, introductory training (informal skills training, circles training, conference (formal skills) training,
- Delivery of both informal and formal restorative practices,
- Refresher courses: marking successes and challenges,
- Evaluation and assessment, measuring, for example, frequency of disciplinary hearings, outcomes, satisfaction rates, attendance, anti-social behaviour etc both before and after implementation....

**What were/ will be the outcomes?**

Project Outcomes.

- Reduced disciplinary procedures,
- Increased attendance,
- Reduced anti-social behaviour,
- A more relational community,

# **Development of Restorative Communities**

## **Evaluations of:**

**Development of RA with Town and Parish Councils**

**Broadland District Council**

**Norfolk County Council Children's Services Residential Units**

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Development of RA with Town and Parish Councils

## **Work-stream.....**

Standards Committee

## **Background to project:**

Broadland District Council Standards Committee Officer approached the Restorative Approaches Sub-Group in 2011 following their involvement in resolving a conflict between parish councillors which had been hugely expensive and resource intensive.

The Standards committee is part of the conduct infrastructure which is used to police councillors behaviour.

Previously, there was a national standards board which all difficult and serious cases were referred to but this was dissolved early on in 2011. The Local committees, (one in each district) still receive complaints from members of the public and conflict between members. In practice the majority of cases are found at parish council level and are often conflict between members or members and the clerks.

Broadland wanted to investigate how they could access training in restorative approaches, and wanted to understand how to embed restorative approaches in policies for dealing with complaints.

## **Aims and objectives:**

- To use restorative approaches as a means to resolve conflict involving town and parish councillors
- For restorative approaches to be embedded in the new County-wide Standards Committee policy
- To reduce the expense and resource used in grievance procedures
- To improve relationships between Town and Parish councillors

## **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Broadland District Council  
Norfolk County Council  
Norfolk Association of Town and Parish Councils

## **What work has taken place?**

The Broadland Committee Officer has attended three days training in restorative approaches. Officers from Norfolk County Council presented to the Broadland Standard's Committee about how restorative approaches can be used to resolve conflict.

**What have been the main successes of this work?**

Broadland Standard's Committee agreed that this was an effective and promising way forward and agreed to promote the inclusion of restorative approaches in the new County-wide Standards Committee policy.

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

None.

**How is this work going to be sustained? What are the next steps?**

The Broadland Committee Officer is leading on the inclusion of restorative approaches within the County-wide Standards Committee policy.

All other Committee Officer's will require training.

Information about restorative approaches and it's inclusion in the policy should be disseminated to all Town and Parish Councils.

**What was the financial cost of this work? (e.g. training)**

None.

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

None to date.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

See above



## **RESTORATIVE APPROACHES ORGANISATION FEEDBACK FORM 2011/12**

**Organisation** Broadland District Council

### **What work has taken place?**

Over the 2011/2012 period, Broadland District Council has undertaken a wide variety of activity relating to restorative approaches both as a Council and in partnership, including:

- Restorative circles in Acle and Brundall
- Approval as a pilot site for the Ministry of Justice's Neighbourhood Resolution Panels project
- Comenius Regio Project
  - Rollout of restorative approaches for all staff in an alternative educational facility (Broadland Council Training Service).
- Commissioning training (Wherry Housing; Beat Managers; Broadland Council staff including Broadland Council Training Centre staff, community engagement officers, environmental protection officers; third sector staff such as YMCA and the Benjamin Foundation; individual members of the public)
- Organised and participated in training of staff at Freethorpe Primary School
- Training for Monitoring Officer to ensure a new protocol around standards encompasses restorative approaches
- Conferences run as part of anti-social behaviour case management and resolution
- Supporting groups as part of Norfolk's restorative approaches structure

### **Aims and objectives:**

To ensure that restorative approaches are mainstreamed into as many of the Council's strategic and operational activities as possible in order to respond to community priorities and concerns across the district.

### **What have been the main successes of this work?**

- Increased knowledge and awareness of restorative approaches by a wide range of staff, Councillors and communities;

- Reduced ASB and crime
- Increased community cohesion
- Reduced fear of crime
- Improved and innovative partnership-working
- Cost-savings for Council and partner agencies
- Improved behaviour and relationships between staff and students at the Broadland Council Training Service.

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

- Competing objectives with some partner agencies
- Training: ensuring it is fit for purpose and a plan for implementation and use.

**How is this work going to be sustained? What are the next steps?**

- Restorative approaches are a key part of the Council's philosophy and supported by both senior management and elected members. There is a commitment to continue to use and develop restorative approaches in innovative ways into the future. For example:
- The Council will be looking at how the community engagement officers will be able to utilise it with their objectives.
- As a result of positive feedback from an elected member who attended Norfolk County Council's free training sessions in Winter 2012, the Council will be identifying ways for more elected members to access training opportunities to support them with their community roles.
- The Council will be looking at supporting the Broadland Council Training Service with developing a peer mediation scheme, building on the work undertaken as part of the Comenius Regio project.
- A section of the Community Safety Budget is allocated for restorative approaches development, in addition to a bid for external funding to support this work.
- The Council will continue to lead and project manage the Neighbourhood Resolution Panel pilot over the next two years and look forward to working with partners in the communities thematic group.

**What was the financial cost of this work? (e.g. training)**

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

Training (approximate costs): £6,000 (including venue hire, refreshments and courses). We have also promoted and taken advantage of free training opportunities as they have arisen.

Staff time in organising conferences, circles and training dates, as well as attending meetings, giving presentations

**Outputs:**

- Training:
  - 10 Wherry Housing staff
  - 8 Police Officers / Police Community Support Officers
  - 17 BCTS staff on one day RA training
  - 6 BCTS on three day RA training
  - 10 Council staff
  - 6 third sector staff
  - 20 primary school members of staff
- Two community circles with a combined total of approximately 150 members of the public and 8 Council and Police officers.
- Between June and November 2011, 322 circles were run at the BCTS. In the same period, 11 conferences were run.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

Please see the attached strategic priorities for more detail. Outcomes have included:

- Increased knowledge and awareness of restorative approaches by a wide range of staff, Councillors and communities;
- Reduced ASB and crime
- Increased community cohesion
- Reduced fear of crime
- Improved and innovative partnership-working
- Cost-savings for Council and partner agencies
- Improved behaviour and relationships between staff and students at the Broadland Council Training Service.

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Development of Restorative Communities

## **Work-stream.....**

Norfolk County Council Children's Residential Units

## **Background to project:**

Prior to the introduction of the project, there were a significant number of Police call outs to residential homes that are owned and run by Norfolk County Council Children's Services. A number of these calls were made for minor incidents that could have been managed differently, and managers from Norfolk Constabulary, Norfolk Youth Offending Team and NCC Children's Services recognised that by involving the Police, the LAC children within residential units were more likely to enter the Youth Justice System.

Norfolk Constabulary provided data that showed the rate and reason for Police call-outs. Further inspection of this data by NCC Children's Services also highlighted that there were inconsistencies between each of the residential units in the frequency and reasons that they called the Police.

## **Aims and objectives:**

- reducing the number of Police call-outs to residential units
- develop a consistent process for responding to conflict
- improving behaviour in residential units
- improving relationships between staff; staff and young people; and between partner agencies
- To improve communication between staff
- To embed restorative approaches within staff structures

## **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Norfolk County Council Children's Services  
Norfolk Magistrates Association  
Norfolk Constabulary

## **What work has taken place?**

Norfolk Constabulary provided restorative approaches training for Children's Services for staff free of charge as part of a Service Level Agreement, on the proviso that staff would use restorative approaches where appropriate as a

means to address and resolve conflict. This collaborative working meant that NCC Children's Services saved approximately £8,000 in training costs.

As a pre-cursor to the training starting, a one day meeting was held which brought together all the managers of the residential units and the Police teams who cover the areas in which the units are located.

The objectives of the meeting were to:

- establish appropriate responses to different levels of incidents to ensure consistency across the units
- identify at what stage police involvement was required or necessary

This helped to build local relationships and understand each other's legal requirements (e.g. child missing in care). It was agreed that each home and Police team would meet on a regular basis to maintain relationships between the agencies, help to build relationships between the Police and the residents and help to establish joint intervention plans for residents when required.

The Residential Unit Managers worked with the Restorative Approaches Development Manager to devise a monthly evaluation form which each unit would complete and return for collation and feedback. The purpose of the form was to monitor the use of restorative approaches and gain information from each unit about how RA had been implemented, when it was used, whether calls had been made to the Police, and any successes or challenges they had experienced. The feedback was given to the monthly Residential Unit Managers meeting which provided an opportunity for further discussion and the sharing of information and good practice.

The Residential Unit Managers expressed a desire to have on-going training and support to aid further development and implementation.

As a result, eight development sessions were commissioned and the same trainer was used to ensure consistency. These took place in 3 blocks over a 9 month period. Each block was the same and each member of residential staff was required to attend a session within each block.

The first two sessions focussed on the development of staff skills and encouraged staff to develop strategies for working restoratively with colleagues, reflect upon their own practices, and identify how RA could be embedded into the culture and language of the units and within staffing structures such as supervision, handovers, team meetings and resident meetings.

The third block of sessions were held with each unit team individually. An evaluation structure had been devised and each team were asked the same questions. Time was given for discussion and reflection and then each member of staff was asked to complete the questions on an evaluation form. These feedback sessions were important to us as an organisation as we wanted to ensure that each member of staff was given a voice in the evaluation process, and to ensure that we gained as accurate a picture as possible about how RA has been received by staff and implemented within the units.

## **What have been the main successes of this work?**

The use of restorative approaches has had a clear positive impact within Norfolk Residential Services, both for the young people accommodated within the units, and for staff, despite there being significant structural change within NCC Children's Services in 2011. This is evident from a combination of qualitative and quantitative impact measures, and that comparison between this information and the initial project aims shows that they have all been achieved.

Norfolk Constabulary has provided comparative data which shows that there has been a 19% reduction in the number of Police call-outs to Norfolk County Council Children's Services residential homes since restorative approaches has been introduced. Within that, there has been a 20% increase in the amount of calls that have resulted in a crime being recorded, which indicates that when calls are being made, they are more appropriate, and therefore resources of Norfolk Constabulary and NCC Children's Services are being used more effectively.

Restorative approaches have provided staff and young people with a consistent and effective method of communication which allows the young person to express their feelings and wishes. It has also been used effectively to aid communication between the young person and their family, as well as professionals who work with them.

Fundamentally, restorative approaches are practices that support relationships to be built and maintained, and repaired when conflict occurs. A wealth of positive feedback from residential staff evidences the impact that using RA has had in promoting positive behaviour and relationships within the units. Staff have reported that RA has been a useful tool to address incidents of bullying, and that it helps to de-escalates incidents and calm the situation.

One of the most significant achievements has been the improvements in consistency of practice across the units. This has been cited many times throughout the life of the project and is evident throughout the feedback from staff. Despite each unit being different in terms of the length of time a young person might be resident there, we can confidently say there wherever a young person is accommodated in Norfolk Residential Services, that the staff and the unit will work restoratively. We do not profess that we will always get it right, but the staffing structures have been adapted to provide time for better communication between staff, and reflective practice within team handovers, team meetings and staff supervision, which will help to address situations that could have been handled more restoratively.

The development sessions were pivotal for the development of restorative approaches within the staffing structures and policies and procedures within the units. This meant that the use of restorative approaches advanced from being a tool used to resolve conflict involving a young person, to embedding the restorative principles of building, maintaining and repairing relationships

into the every day running of each unit. One of the units recognised that their staff handovers (between staff shifts) were not effective, and there was little commitment or sense of importance placed on them, and therefore communication between staff was poor. This was resolved by a designated room being identified for every handover, which is held in a restorative circle, and all staff are required to take part.

The collaborative working between local Police teams and each residential unit has been greatly improved. Police attend team meetings, and plans are made together to work with young people with challenging behaviours to manage it more proactively. Police visit the units on a more informal basis and have provided support to staff within the units in their use of restorative approaches, jointly facilitating conferences when required. Residential staff would like these working relationships to develop further, to ensure consistent messages at all times, but acknowledge the clear progress that has already been made,

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

As this was the first major project that we had run with restorative approaches, we were still learning a lot, but this has informed greatly how we develop project plans going forward.

**How is this work going to be sustained? What are the next steps?**

The evaluation process will continue in the same manner, and staff feedback combined with Police data will be recorded annually. The Restorative Approaches Development Manager will attend quarterly meetings with managers to be monitoring progress throughout the year. Annual restorative practice refresher training will be made available for staff.

We will hold a workshop for staff within 2012/13 where we identify ways that restorative approaches could be used to help meet Ofsted grade descriptors and develop plans for implementing this work.

We will ensure that all new staff are trained in restorative approaches.

Restorative approaches will be included in job descriptions.

We will work towards further improvements with our partnership working with Norfolk Constabulary to achieve more consistency across the units.

A new residential unit is opening, and we are looking at how this can be made a fully restorative unit.

The commissioning of residential placements for any Norfolk child will have a requirement that they will have completed the self-assessment document to show how they work and will develop their use of restorative approaches. This will be in place by January 2013.

**What was the financial cost of this work? (e.g. training)**

The cost of the implementation sessions was £4,999 plus venue hire.

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

In total, eighty two staff from Norfolk Residential Services have received training in restorative approaches. Seventeen of these (including all Senior Residential Workers, Assistant Team Managers and Team Managers) were trained to deliver restorative conferences, which are the most formal and complex of restorative interventions.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

See above



# **Development of Restorative Approaches in Schools**

## **Evaluations of:**

**Development of RA with Pupil Referral Units (now called Short Stay Schools) and Educational Support Team**

**Hub Schools model**

**Comenius Regio**

**Staff within Children in Need teams will promote RA in every interaction and intervention with schools**

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

.....Development of restorative approaches in schools.....

## **Work-stream.....**

Development of RA in Short Stay

Schools.....

## **Background to project:**

The Short Stay School for Norfolk is a major part of Children's Services and as such was a key area for the development of RA.

Historically the SSS(PRU) in Norfolk was constituted of 5 separate schools but in 2011 it became one entity with 4 geographical bases. The RA training programme was to be the first major training for the whole of the SSS with a subsidiary aim to encourage consistency in approach to positive staff and pupil relationships and improving pupil behaviour.

## **Aims and objectives:**

- To train all SSS staff to use Restorative Approaches in the work place
- To train key people from each base to become leaders in RA, both to develop each base practise and to be able to facilitate formal Restorative Conferences
- To audit current practice in all bases and produce action plans for each base within an overall relationships policy.
- To use RA as a first response to conflict situations and enable young people to develop responsibility for their actions, understand impact of their actions and repair damage done.
- To review progress over time including staff perceptions, outcomes and outputs

## **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

- Children's Services managers – to provide oversight of the project
- RA county lead – as above and commission provider
- PENS – to commission trainers

## **What work has taken place?**

A training programme;

- Key Leads – 3 day training
- All base staff – 1 day plus twilights ( equivalent to 2 days of training)

Baseline audits;

- Anonymous individual questionnaires

- Whole staff SWOT analyses
- Pupil guided interviews

SLT action planning in all bases

- Feedback of information from all audits
- Review of current position using draft self assessment tool
- All bases agreeing an action plan for development

### **What have been the main successes of this work?**

- Staff training has engaged most staff and equipped them with tools to use to develop their own Restorative practice.
- Audits have given good information to enable appropriate action plans to be developed
- A consistent approach across all bases has enabled the SSS to work together towards a common goal.
- Staff are using restorative enquiry as a first response in many situations.

### **What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

Release time for staff working in the SSS was problematic. This was addressed by using 1 Inset day for all staff to come together and receive Day 1 training and then a series of twilights to cover the Circles aspect of RA.

Some changes in staff have resulted in some Key Leads not being in their original base. This will be addressed by a further round of Day 3 training for at least 2 staff members from each base during the summer term. One of these members of staff will have an outreach responsibility to allow outreach staff to support school development in RA.

### **How is this work going to be sustained? What are the next steps?**

- Further staff will be trained to Key Lead level during June.
- All bases will have a further twilight to enable observed practice sessions in the use of Restorative Enquiry or further circle work.
- A repeat of the questionnaires and reviews of the action plans will demonstrate progress and identify areas of further development
- Evaluations of the outcomes will, hopefully, encourage further commitment to the use of RA in the SSS

### **What was the financial cost of this work? (e.g. training)**

Total cost will be approximately £12K

### **What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

- 140 SSS staff approx. trained – (Day 1 and 2 equivalent )
- 8 staff trained to Key Lead level – 3 day training
- SLT self assessment of baseline completed in all bases
- All staff enabled to voice their views via anonymous questionnaires
- Pupils' voice captured through guided interviews
- Audits completed for all bases
- Development plans agreed for all bases

### **What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

The evaluation of outcomes is planned for the end of the summer term/beginning autumn term and is not available at this time.

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Development of restorative approaches within  
schools.....

## **Work-stream.....**

Hub Schools.....

## **Background to project:**

The hub schools model is a method of developing leading schools in restorative approaches to become a hub school. The hub schools will support the learning and development of other schools and organisations in restorative approaches. It provides the opportunity for Norfolk County Council Children's Services staff to have a localised forum promoting partnership working with a restorative ethos

The integration of partnership agencies within the hub promotes the development of restorative communities. Organisations will sign up to the restorative standards and values of the hub model to demonstrate their commitment to working restoratively.

This model promotes community capacity building across Norfolk in both urban and rural areas.

## **Aims and objectives:**

- To identify lead schools in restorative approaches.
- To provide schools with the opportunity to learn from other schools.
- To promote partnership working at a local level around restorative approaches.
- For each hub school to support the development of 4 other schools to work restoratively in year 1.
- To develop local network forums to support people with learning and development, especially post-training.
- To promote the Norfolk Consortium of Trainers in Restorative Practices.
- To develop a restorative community 'charter' that organisations will sign up to in order to demonstrate their commitment to working restoratively.

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Head-teacher, St Edmund's Community Foundation School

Assistant Head-teacher, Cliff Park High School  
Locality Manager, NCC Children's Services  
Restorative Approaches Development Manager, NCC

**What work has taken place?**

A hub has been established in both King's Lynn and in Great Yarmouth.

**What have been the main successes of this work?**

4 schools have entered the King's Lynn hub, and each have a clear development plan. As a result of this work, the cluster of schools around St Edmund's has decided to become a restorative cluster, and there will be 11 schools in the King's Lynn area who have all had every member of staff trained by the end of this academic year (July 2012). An implementation support plan is in place and there are already suggestions that a neighbouring cluster will mirror the restorative cluster model in the next academic year. This in itself has provided us with another opportunity to showcase development models and support further county-wide development.

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

There is much interest in the hub model and demand to access a hub is high, although we are in a transition phase where schools who have received training require time to embed restorative approaches in all aspects of their work before they are able to be hub schools.

**How is this work going to be sustained? What are the next steps?**

We need to devise a suitability assessment for schools wanting to become hubs.

We need to identify more schools that are suitable and willing to be hubs and support their development.

**What was the financial cost of this work? (e.g. training)**

We have funded each hub-school £2,000

We funded the King's Lynn cluster development £10,000.

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

2 hub-schools established

4 schools have entered the King's Lynn hub

5 schools have entered the Great Yarmouth hub  
7 further schools in the King's Lynn area will have all staff trained by the end of this academic year (approx 180 people)

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

We have been able to identify lead schools for restorative approaches, and have included information such as example behaviour policies on the RAINS website, so even if schools aren't within a hub, they have the opportunity to learn from the lead schools.

For the schools that are within the hub, they are able (and required) to witness restorative approaches in action in the hub school, gain peer support and share resources. Teachers from lead schools have facilitated conferences and run training for schools within their hub.

The ongoing implementation plans are being developed within the King's Lynn hub, and this will begin with the completion of the self-assessment tool, so that each school identifies their current level of restorative activity, their 2 year development plan and their performance measures.

We have promoted the Norfolk Consortium of Trainers in Restorative Practices and two of the trainers within the consortium are providing training to schools within the King's Lynn hub.

Each school entering the hub receives a copy of the charter at the initial hub meeting so they know exactly what is required of them.

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Development of restorative approaches within schools.....

## **Work-stream.....**

Comenius Regio – RAINBOW project.....

## **Background to project:**

Comenius Regio is a British Council programme that funds Local Authorities to link with one another within Europe with the aim of improving educational opportunities for young people. In the course of funded projects local authorities, schools and others linked to education share good practice and promote co-operation on topics of mutual interest. Funding up to 45,000 euros is available per region for meetings, work shadowing and other activities over a two year partnership.

Norfolk County Council recognised an opportunity to bid for Comenius Regio funding in order to support the development of restorative practices in Norfolk schools and their communities. Work began to identify schools and other key partners who would work together in Norfolk as part of the project, whilst concurrently partners were identified to work together in Dublin, Norfolk's European partner in the project, and led by the Dun Laoghaire Vocational Education Centre.

The project began in August 2010 and will be completed in July 2012.

## **Aims and objectives:**

- To compare restorative models of good practice in schools, communities and specialist provisions
- To compare multi-agency and multi-disciplinary teams using the spectrum of restorative approaches across all settings where children live and learn
- To compare structures that support the embedding of a restorative approaches across schools and communities

The projected outcomes were identified as:

- The sharing of good practice



- Joint conferences to share learning between partners and wider authorities
- The development of multi-disciplinary teams to implement restorative approaches in a range of settings
- The development of a model of good practice supplemented by a training manual
- The use of digital media to record experiences, improve communication and aid evaluation

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Norfolk County Council Children's Services  
 Norfolk Constabulary  
 Broadland District Council (Broadland Council Training Services)  
 St Michael's VE Junior School, Bowthorpe, Norwich  
 Cliff Park High School, Gorleston  
 The Partnership of East Norfolk Schools (PENS)

**What work has taken place?**

There has been a programme of visits to Dublin and to Norfolk to share learning, resources and expertise. Each of the partner agencies involved in the project identified their own action plan which has included training of staff, pupils and parents. Following the training, huge amounts of implementation work has taken place which has had some fantastic results.

**What have been the main successes of this work?**

The main success is that the initial aims of the project have been far exceeded (please see outcomes list)

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

There were significant structural changes for organisations within the project which led to greatly reduced resources. It was at times, difficult to keep up with the momentum of the project, but the achievements definitely outweigh the challenges.

**How is this work going to be sustained? What are the next steps?**

We have a meeting at the end of May with Irish colleagues to plan the way forward to ensure sustainability.

### **What was the financial cost of this work? (e.g. training)**

The costs of this project will not exceed 43,000 euros which was the award to us by The British Council for this project.

### **What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

115 people attended the conference

49 people attended the seminar

All staff at St Michael's and Broadland Council Training Services received training

4,000 leaflets were produced

### **What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

- \* Training to all staff at Broadland Council Training Services
- \* Recognition for BCTS from Ofsted in managing behaviour restoratively
- \* Training to all staff at St Michael's VE Junior School
- \* Use of community circles by St Michael's
- \* Use of restorative circles to resolve racial incidents at St Michael's
- \* St Michael's have provided advice and guidance to other schools regarding implementing RA
- \* Improved partnership working between St Michael's and local Police team
- \* Development of the RAINS website ([www.rains-norfolkschools.org.uk](http://www.rains-norfolkschools.org.uk))
- \* Contact from other local authorities and schools who have visited the website
- \* Development of leaflets for schools about restorative approaches
- \* Conference held in June 2011
- \* Seminar held in March 2012 and ran by Irish colleagues
- \* Project to develop training on how RA can be implemented in CAF procedures
- \* Cliff Park High has increased PSA time
- \* Cliff Park High has run a restorative parenting programme
- \* Student leaders from Cliff Park have been awarded the Diana Ambassador award for their work in restorative approaches
- \* Cliff Park High and PENS have provided training in RA to other schools
- \* Joint training has been delivered with Irish colleagues
- \* NCC will provide access to the online module

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Development of RA within schools

## **Work-stream.....**

Children in Need teams

## **Background to project:**

Children in Need teams are multi-disciplinary teams consisting of:

Family Support Workers

SEN Caseworkers

Social workers

Attendance Improvement Officers

Guidance Advisors

There are seven teams, one in each district.

As Children in Need teams are the front-line staff and first point of call for most families and schools, they were prioritised for training in 2011.

## **Aims and objectives:**

- To train all Children in Need staff in restorative approaches to a level appropriate to their role
- For each team to develop a restorative approaches development plan
- To identify champions within each team
- For each team to be able to promote restorative approaches and work restoratively with interactions with families and schools

## **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Norfolk County Council Children's Services

## **What work has taken place?**

All Children in Need staff were trained in the use of restorative approaches across the continuum.

## **What have been the main successes of this work?**

All staff have received training and all teams have produced a development plan to implement restorative approaches both internally and externally, with service users. Each team has identified a champion. Restorative approaches

are being used regularly by Children in Need teams; within team meetings; with families; within team away days; RA working groups have been established and RA is being included in new Children in Need staff induction packages.

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

Each team has large workloads and some have been able to progress their development of restorative approaches more effectively than others.

**How is this work going to be sustained? What are the next steps?**

We will plan in team away days focussed on implementing restorative approaches using the self-assessment tool within 2012/13.

**What was the financial cost of this work? (e.g. training)**

No direct costs as the training was designed and delivered by NCC trainers.

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

Approximately 140 staff received 2 days of training.

7 Champions have been identified and each will receive conference training.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

See above

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Development of Restorative Approaches in schools.....

## **Work-stream.....**

PENS work to develop RA in schools.....

## **Background to project:**

Arose from CRASH initiative which was then agreed by PENS exec to deliver a two year project to roll out RA in all schools in the partnership

## **Aims and objectives:**

Auditing current practice

Establishment of steering group

Establishing Lead School to pilot ways of working most effectively

Comprehensive training programme – whole school and individuals

Identification of Restorative Leads in each cluster of schools (later in each school)

Provide a networking and support system to assist delivery

RA to be rolled out at whole school, individual and group levels

Evaluate outputs and outcomes

## **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Restorative Approaches Development Manager, NCC

Parenting Strategy – area lead

YOT - Restorative Justice officer

Police - Safer Schools partnership and SNT officers

PRU - head teacher and RA lead

Schools in GY - variety of staff at all levels

## **What work has taken place?**

Extensive training programme with all bar one school having participated to some degree also including alternative provision at Horatio House, most having received full conference training and at least one lead person identified in every school that did the training.

**What have been the main successes of this work?**

RA practice has shown improvement in all schools evidenced by feedback in surveys, levels of behaviour/attendance/exclusions etc

Schools have supported each other with partnership work strong particularly in the early days of the project.

Peripatetic staff from PRU and PENS helped increase schools capacity to deliver conferences etc

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

Significant recent challenge has been the erosion of partnership working because of the disincentives there now are around working in this way.

**How is this work going to be sustained? What are the next steps?**

Retaining the steering group

Running conference in June to celebrate achievement so far and hopefully stimulate more in the future

Evaluation feedback will be distributed in July, hopefully having a similar effect to conference

The embedding of RA in the SSSfN will hopefully continue the support going to schools

**What was the financial cost of this work? (e.g. training)**

Our estimate is £11,800 made up of freelance trainers at c£7,000 and in-house at £4800

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

28 out of 29 schools trained plus alternative provision at Horatio House – full breakdown attached showing 433 staff having been trained to some degree

### RA Training so far.

Schools	Received/receiving	Numbers appr	Planned
Alderman Swindell			
Caister High	Leader	1	
Caister Junior	Leader x2 Circles Circles – whole staff	2 25	
Cliff Park High	Lead school – variety of training	2	
Cliff Park Infant	Key Lead ( x2) Staff briefing MSA training	2 20 8	
Cliff Park Junior	Leader ( left) Whole staff twilights MSA training	1 36 12	
Cobholm	Leader x2 Whole staff – 3 twilights	2 28	
EWJS	Staff briefing Leader Circles MSA training	16 1 6	
GYHS	Leader, Whole staff circles	2 60	
Herman Primary	Leader x4 Staff briefing Circles ( whole staff) TAs	4 20 10	
Hillside	Leader MSA training Circles	1 8	
Hopton	Leader	1	
Lynn Grove	Leader	1	
Moorlands	Teaching staff – 3 twilights MSA training TAs	3 20 9 12	
North Denes	Leader	1	
Northgate St Andrew	Leaders x2 Whole staff briefing	2 35	
Peterhouse	Leader	1	
Southtown	Leader Circles Whole staff – 3 twilights SLT development plan	1 30	
St Georges	Leader	1	
St Marys	Leader	1	
Stradbroke	Leader x2 Whole staff – 3 twilights MSA training MSA review	2 24 6	
Woodlands	Leader	1	
Wroughton Infants		1	
Wroughton Junior	Leader	1	
Horatio House	Whole staff briefing Leader/s Leaders x3	10 3	
Total		433	

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

Sample overall feedback from MSA team at a GY primary school evaluated the impact of RA as having improved their skills, the pupil's behaviour at break time and within the school generally as 3 out of 4, where 1 is not at all, 2 is a little, 3 is a lot and 4 is a great deal

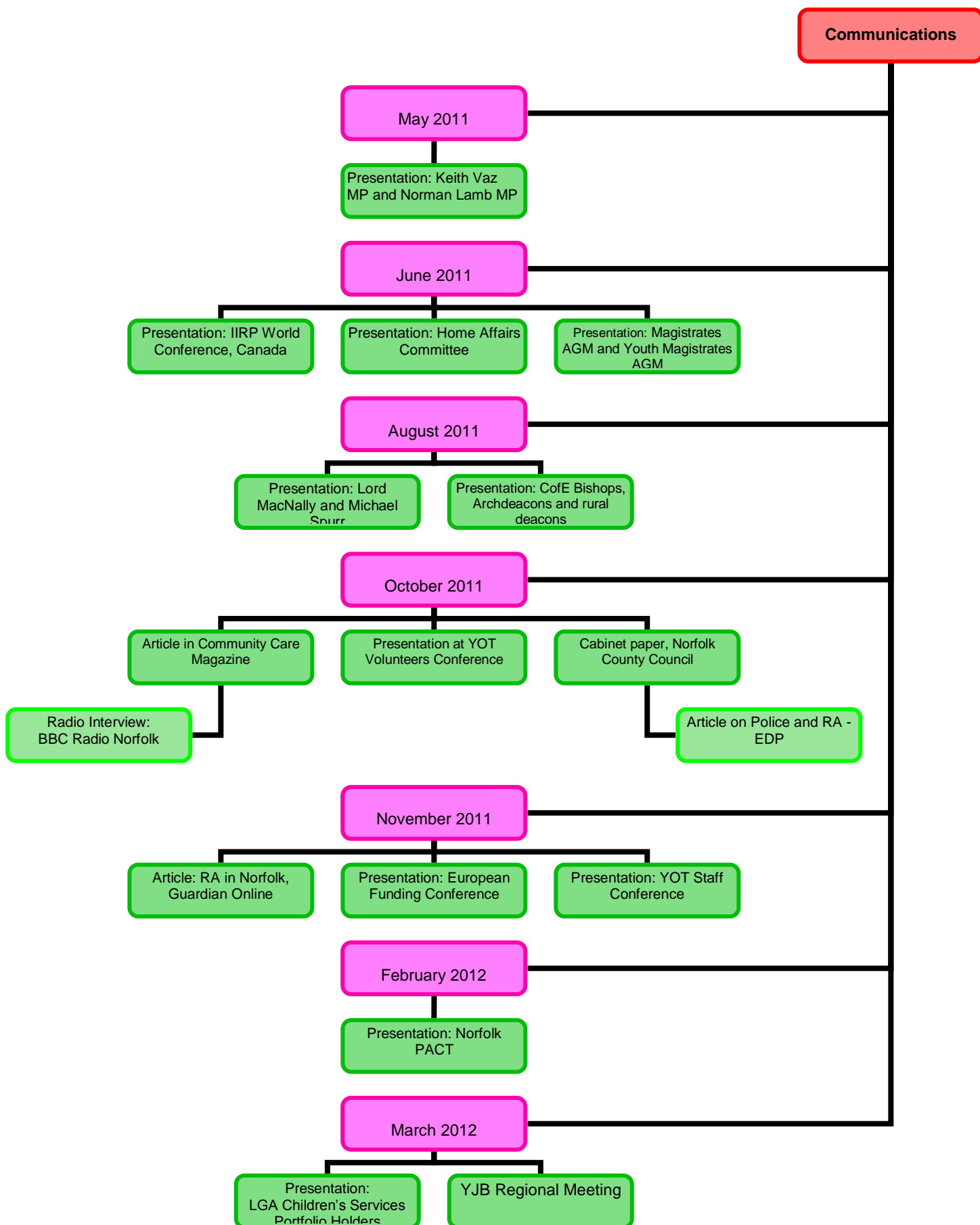
Main feedback won't be available until end of the summer term as we are currently gathering it from all our schools, asking that it includes as much of this academic year as possible.



# **Communications**

## **Evaluations of:**

### **Communications Strategy**



# **Training and Development**

## **Evaluations of:**

**Online Module**

**Norfolk Consortium of Trainers in Restorative Practices**

**Self-assessment tool**

**Norfolk Youth Offending Team**

## **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

### **Strategic priority**

Training and development.....

### **Work-stream.....**

Online module.....

### **Background to project:**

An online module would allow all staff within Norfolk County Council to increase their understanding of RA. NCC receives many requests from partner agencies, schools and voluntary sector organisations for training in RA and this would be a good way for them to learn about RA before attending training.

### **Aims and objectives:**

After completing this online module staff will be recognise the commitment of Norfolk County Council to becoming a restorative authority and will be in a position to reflect on their own practice, identify how they work that may be restorative and what training they could access to increase and improve their use. Each member of staff who completes the module will receive a standardised, clear message and learning about restorative approaches which will hopefully increase uniformity of understanding and practice across the workforce. Every member of staff will be required to complete the module and the module will be included in new staff induction packages.

### Projected outcomes:

Individuals will have an increased understanding of RA.

Staff can identify their own training needs and understand how to access further training.

That staff apply restorative principles within their work with service users.

That staff apply restorative principles with colleagues and partners.

### **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Norfolk County Council Learning and Development Consultant  
Norfolk County Council Restorative Approaches Development Manager

### **What work has taken place?**

- 1) The Restorative Approaches Development Manager approaches the learning and development team to discuss the possibility of developing an online module in order to be able to provide all staff with a consistent level of understanding about restorative approaches.
- 2) A specification was written and a tendering process took place to identify the most suitable company to build the module on behalf of NCC.
- 3) The content of the module was written
- 4) A joint meeting between NCC staff and the IT company led to a programme plan being agreed

The module should be ready to be launched in May 2012.

### **What have been the main successes of this work?**

To our knowledge, there is not another module of this type in the country which aims to promote awareness of restorative approaches and how it can be applied across different disciplines.

One of the strengths of the company who won the tender is that they have a mechanism to share modules with other local authorities, meaning that the learning could be spread around the Country without other organisations having to recreate or fund the same piece of work.

We have agreed with the learning and development team that completing this module will be a requirement within every new staff member's induction package.

The cost of the module was just over £5,000. For the level of people this will reach and the sustainability of access to learning, this is extremely cheap.

### **What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

It took a lot of time to write and develop the module, but there was also a lot of support given which made the process much easier. Initially we'd hoped that we might be able to sell the package but we will be unable to do so due to legal restrictions.

### **How is this work going to be sustained? What are the next steps?**

The module will be launched in May 2012. We will request a direction from the senior management team for all staff to complete the module before March 31<sup>st</sup> 2013. It will be included in the induction package.

We will alert other local authorities to it, for them to access should they wish to. We will have a version put on the RAINS website for external agencies to complete (we will not be able to track how many people have completed it, but we can provide them access).

**What was the financial cost of this work? (e.g. training)**

£5,100 + VAT

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

There are approximately 9,000 staff within Norfolk County Council. The aim is that all of these staff will complete the module.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

As the module has not been launched yet, we cannot measure outcomes, but the projected outcomes are listed at the top of the page.

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Training and development.....

## **Work-stream.....**

Norfolk Consortium of Trainers in Restorative  
Practices.....

## **Background to project:**

NCC spent almost a year investigating the best way to provide training within the County to ensure that it would be high quality, low cost and the learning would be sustainable.

We knew that we would need to train local practitioners to be trainers, and explored a training for trainers course, but we were unable to find a suitable and affordable provider.

In January 2011, the Restorative Justice Council published the Trainers Code of Practice and established an Approved Trainer list, for which people had to submit evidence of their competency and experience. We decided to mirror this process to ensure that our trainers were of the same level.

One of the challenges we were faced with is that training in restorative approaches is typically delivered in 1, 3 and 5 day blocks. For NCC, schools and other partners, releasing large numbers of staff for 3 or more days at a time was not achievable or affordable. We decided to develop a modular approach to training to increase the opportunity for staff to attend.

## **Aims and objectives:**

- To have a number of trainers who we have endorsed for use in Norfolk
- To develop a modular approach to training
- To provide training around the County to make it as accessible as possible
- To provide high quality training
- To train staff in restorative approaches to an appropriate level for their role

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

NCC Restorative Approaches Development Manager  
NCC Service Development Manager  
NCC Locality Manager  
NCC Business Support Officer  
NCC Project Support Officer

### **What work has taken place?**

We received a lot of support in developing the calendar of training from the NCC Learning and Development team, and delivered 31 training sessions between December 2011 and March 2012.

### **What have been the main successes of this work?**

In September 2011, NCC Children's Services provided £50,000 of funding for training and development of restorative approaches for staff working with children and young people. This meant that we could deliver a calendar of training free of charge.

In total we provided training to 327 people.

A big success was our commitment to deliver the training in various parts of the County to try and make it as accessible as possible.

Feedback from the training was positive and there is a huge demand for more training, we already have a waiting list of people.

### **What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

This was a huge piece of work and massively resource intensive. We learnt a lot from it, and need to establish robust mechanisms for advertising, evaluation, trainer management and delegate support.

Some staff requested ongoing support and advice on how to implement their training. We plan to design and deliver specific workshops for people who have been on at least the first day training to help them implement their learning in areas such as the Common Assessment Framework; parenting; anti-bullying; complex needs etc

### **How is this work going to be sustained? What are the next steps?**

The Consortium needs to be registered as an Approved Trainer with the RJC.

We have established training and development as a strategic priority for 2012/13 to address how we will build and continue training delivery.

We want to establish a bank of resources for all staff to be able to access to help them understand how they can implement their training.



We want to establish practitioner networks based around specialist areas (as described above).

We need to be better at providing more immediate information to trainers and delegates, and will endeavour to do this. To date the reason for the delay has been purely around capacity.

We want to increase consistency in order to improve our ability to quality assure the training, and to further reduce costs and increase sustainability. We have commissioned the development of a 'Norfolk model' of training in restorative approaches. This will be ready by Christmas 2012 and we will then train people to provide training in that model.

### **What was the financial cost of this work? (e.g. training)**

£15,821.

### **What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

40 people attended a 2 hour Awareness Raising session  
137 people attended the Introduction to Restorative Approaches  
95 people attended the Restorative Circles Training Day  
43 people attended the Restorative Conferencing Training  
12 people were trained as trainers in Peer Mediation

In total, 31 sessions were delivered to 327 people, across 10 locations in Norfolk.

### **What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

- We have 21 people registered as trainers with the Norfolk Consortium of Restorative Practices
- We have developed and implemented a modular training approach with modules in:
  - Peer Mediation
  - Restorative Circles (Facilitator Training)
  - Introductory workshop: An overview of the restorative continuum (Introductory Workshop/Training)
  - Restorative Conferencing (Facilitator Training)
  - Awareness Seminar (Page 10-11)
- We delivered training in a range of places:
  - Norwich x 4 sessions
  - Great Yarmouth x 5 sessions

- King's Lynn x 4 sessions
- Attleborough x 1 session
- Dereham x 7 sessions
- Fakenham x 2 sessions
- Aylsham x 2 sessions
- Thetford x 3 sessions
- Cromer x 2 sessions
- Diss x 1 session
- We have increased the number of restorative practitioners in Norfolk
- 327 people received training at an appropriate level to their role

We are still in the process of collating the feedback from the training, but there has been a lot of very positive comments and enthusiasm, matched by a high demand for implementation support, and a waiting list for future courses.

By giving people the opportunity to 'opt-on' to training, people are able to identify the training that is appropriate to their role, and also have opportunities to take-up further training should they want and require it.

# **RESTORATIVE APPROACHES STRATEGIC PRIORITY FEEDBACK FORM 2011/12**

## **Strategic priority**

Training and Development.....

## **Work-stream.....**

Self-assessment

## **Background to project:**

The restorative approaches self-assessment tool provides a mechanism for organisations/teams to show evidence of their current level of use of restorative approaches against the standards and to create a plan for improvement.

The self-assessment will review how restorative approaches are used internally within an organisation or team as well as with service users.

The self-assessment will provide us with a consistent, usable implementation tool that is accessible to any organisation. The use of the self-assessment tool will help us to monitor our progress towards becoming a restorative County.

## **Aims and objectives:**

- To provide teams and organisations a method of identifying how they might work restoratively within necessarily realising it.
- To provide teams and organisations with a tool that will show them how they can develop further and the mechanism to plan that development.
- For every Children's Services team to complete the self-assessment.
- For each hub school and school within the hub to complete the self-assessment.
- To extend the use of the self-assessment tool across the County Council

## **Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Restorative Approaches Development Manager, NCC  
Service Development Manager, NCC  
Corporate Parenting Strategy and Commissioning Manager, NCC  
Restorative Justice Council  
Members of the Restorative Approaches Partnership in Norfolk

## **What work has taken place?**

A self-assessment tool has been developed and sent out for consultation.

**What have been the main successes of this work?**

NCC was able to link with the Restorative Justice Council who were also working on developing a Quality Mark, and are now working together to develop one consistent self-assessment tool.

**What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

None to date

**How is this work going to be sustained? What are the next steps?**

This will become the crucial mechanism for any team or organisation. The self-assessment needs to be completed and signed off by the Restorative Justice Council and then rolled out within Norfolk.

A direction from CSLT will be sought for all Children's Services teams to complete the self-assessment by April 2013 so that their development plans (for them to be working fully restoratively) will be completed by April 2015.

**What was the financial cost of this work? (e.g. training)**

Less than £200 for work in London on development. There will be a cost attached to the development of an online mechanism for completion.

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

None to date as the work is still ongoing

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

Planning all work to do with restorative approaches in Norfolk has been easier since the idea of the self-assessment tool was agreed. It has enabled us to agree already that all work that takes place within schools in 2012/13 will be based on the completion of the self-assessment. The Head-teacher of the Short Stay Schools has committed to the completion of the self-assessment tool by Christmas 2012, and the NCC Children's Services Corporate Parenting team will complete the self-assessment.

It has provided us with an engagement tool, a development tool and a measurement tool. It also places the responsibility with individual teams to think about their own development and what they need which is a more proactive and sustainable use of resources.

**RESTORATIVE APPROACHES  
STRATEGIC PRIORITY FEEDBACK FORM  
2011/12**

**Strategic priority**.....Training and Development.....

**Work-stream**.....

Norfolk Youth Offending Team.....

**Background to project:**

In order to widen the scope for NYOT staff to work restoratively both across their caseloads and on a personal basis a number of RJ Training events have been identified and prioritised for 2011/12.

**Aims and objectives:**

To ensure a common understanding of Restorative approaches and offer capacity for restorative conferencing wider than the 3 Restorative Justice Officers employed across NYOT.

YJB funded RJ Conferencing: The Government is keen to increase the use of restorative approaches and restorative justice across the youth justice system as this training is a tangible expression of that aim. The intention is to provide training to YOT staff, especially to all volunteer community panel members, to enable them to be RJ conference facilitation trained by the end of 2012. The aim is to widen the use of RJ in every area and increase the number of staff who are able to operate in a restorative way including running and chairing referral order panels restoratively.

The eventual RJ conferencing package that will be delivered to YOT staff including volunteers by the YJB trained trainers is currently being devised and will, I understand, fit a generic RJ model complimented by a range of conference scripts, depending on the situation and a wide range of role plays to meet local crime needs and trends is being produced

**Which partner agencies were involved? What were the roles of the lead staff? e.g. Restorative Justice Officer, Social Worker etc**

Children's Services – Kirsten Cooper in supporting purchase of Writings Wrongs Resource.

Comenius Regio Project

Youth Justice Board provided £4000 of funding and sponsored a regional good practice dissemination event

**What work has taken place?**

RAINBOW – Comenius Regio Conference 7.6.11 – 3 RJOs attended

Writing Wrongs Training (RJ Resource) 22.11.11 – 7 NYOT staff attended

Level 4 Diploma in RJ in 2011 - 3 RJOs attended, 2 completed

Restorative Circles training (various dates) – 4 NYOT staff attended

Restorative Conferencing training (various dates) - 4 NYOT staff attended

YJB Restorative Justice Eastern Event 16.3.12 – 2 NYOT staff presented, 3 NYOT staff attended. This event show-cased work in Norfolk as one result of Norfolk being identified as a good and developing practice area by the YJB

YJB funded Train the Trainer 3.4.12 – 4 NYOT staff attending

YJB funded RJ Conferencing 3 Days

Norwich 20-22 Feb

Wyboston 5-7 March

Colchester 19-21 March

Collectively 14 NYOT staff attended.

### **What have been the main successes of this work?**

- Application of restorative approaches becoming the “norm” across NYOT caseloads.
- Increase in the number of RJ Conferences.
- RJ Conferences undertaken to address personnel issues.
- Increased level of confidence and knowledge across a wider range of staff.
- Senior staff members undertaking Circle Time Training
- Specific Resource (Writing Wrongs) bought for each of NYOT offices to be used in RJ sessions with young people.
- Intention to apply learning to NYOT volunteers once the revised “Panel Matters Training” has been published in support of the Government aim that community panels are conducted more restoratively

### **What challenges and barriers did you encounter? (If you were able to overcome these, please state how)**

Current staff in NYOT experienced in RJ conferencing required some concerns alleviating in respect of a perceived potential for their specific roles to be compromised in light of the widening of staff training to undertake RJ conferences.

The Norfolk YOT RJ Effective Practice Group (where a number of practitioners and managers meet to discuss practice) was an ideal forum to ensure the right message was given behind the decision making to widen training opportunities.

### **How is this work going to be sustained? What are the next steps?**

NYOT will continue to be represented at the various Board, Strategic and Operational meetings relating to Restorative Justice and Restorative Approaches.

Monitoring of the use of RJ conferences will be undertaken within case management supervision and also as an agenda item on future RJ Effective Practice Groups.

Continued commitment to the specific role of the Restorative Justice Officer within NYOT.

**What was the financial cost of this work? (e.g. training)**

Writing Wrongs - £354.17 per pack x 3 = £1062.51 + £695 for the training

3 day RJ Training / Train the Trainer - £4000

3 RJOs Level 4 Diploma in RJ in 2011 - £1015.00

**What were the outputs?**

*Processes deliver outputs, therefore what happens at the end of a process is an output. It might be number of people trained, letters sent, presentations given etc.*

See detail above re number of NYOT staff trained.

Writing Wrongs utilised across the 3 NYOT teams (difficult to specify in numbers but I am aware of its use in the East because I see it being taken from the Resources library for use in sessions with young people downstairs.

An RJC has been undertaken successfully by the RJO in unit to address a personnel issue.

RJOs presented the "NYOT approach to Restorative Justice" at the Restorative Justice Eastern Event.

**What were the outcomes?**

*An outcome is a measure of performance, or achievement. It may be associated with the process, or the output. Outcomes help us to evaluate the impact of work.*

Difficult to specify from a staff perspective mainly due to the timing of the report and the training for RJC only just being delivered.

Difficult to ascertain from a service user perspective however the indications from our 2012 HMIP are that outcomes for young people have improved. This would include any restorative element that was an aspect of a young persons plan.



## 10. The way forward

All of the partners who are represented in the governance structure were invited to a strategic planning meeting on March 20<sup>th</sup>. At this meeting we reviewed the progress of 2011/12, agreed the strategic priorities for 2012/13 and agreed a change to the governance structure in order to ensure maximum efficiency and effectiveness.

**10.1** The revised governance structure is shown below:



The sub-groups have been replaced by four thematic working groups, one each for the four elements shown in the diagram above.

**10.2** The programme management approach has successfully provided a focus and structure to the restorative activity in Norfolk in 2011/12. We want to improve this further by adopting a business process approach to increase effective planning, progress monitoring and evaluation.

The Corporate Programme Office at Norfolk County Council has provided support to this development through allocating some Business Process Re-engineering (BPR) team time to facilitate this development.

Alongside this approach for the partnership, Norfolk County Council will also adopt the approach in order to identify the best approach to becoming a restorative authority, and devising a plan accordingly. The three options that we plan to explore are:

- To establish restorative approaches as a Norfolk County Council corporate priority within the Norfolk Forward Project Portfolio
- To establish restorative approaches as a Norfolk County Council Children's Services priority within the Norfolk Forward Project Portfolio
- To continue with the status quo (i.e. that activity occurs without clear links into corporate development)

**10.3** There will be a significant increase in the amount of work that is commissioned in order to deliver against the strategic priorities. Norfolk County Council Children's Services has allocated funds through the Early Intervention Grant which will allow this commissioning to take place. The benefit of this is the amount of work that will take place simultaneously and therefore our ability to reach more people and positively affect more outcomes for staff and service users. Each piece of work that is commissioned will include clear evaluation requirements which will help us to provide further evidence on the impacts that the use of restorative approaches has had in Norfolk.

**10.4** We will use the Business Process approach to consider how long each work-stream will take to complete, and which work-streams should be prioritised. This may lead to a review in the timescales for priorities. To date they have been set on an annual basis and this may need to be reviewed and extended.

**10.5** We have been able to successfully gather data that evidences how effective the use of restorative approaches has been in Norfolk. A significant amount of work that has been undertaken in the last year has been in identifying and developing new projects and the evaluations of these are not yet available. We are developing new mechanisms which will improve our data collection and evidence gathering, and this is an area that will greatly benefit from the Business Process approach. We will continue to share evidence as it is collated in order to further demonstrate that restorative approaches are an effective and efficient tool.