



Who can benefit?

Our areas of specific expertise for 15 years have been educational and youth settings.

We have worked with in primary, secondary and special schools with classroom teachers, playground supervisors, middle and senior school managers; in residential care settings with care staff and foster carers, at local authority level with educational and care managers, EWOs, educational psychologists and teams around the family; with youth offending staff, police school liaison officers and youth workers

We are approached by a wide range of services and businesses, as what we offer has widespread application. We can design courses to suit most settings. We believe everyone, young and old can benefit from a set of relational and restorative skills – they can transform our professional and our private lives.

For further information visit www.transformingconflict.org or call us on **0118 933 1520**.



In the past I have done silly things . . . I now know how to put things right



Transforming Conflict

The National Centre for Restorative Approaches in Youth Settings
Mortimer Hill
Mortimer
Berkshire RG7 3PW

Tel. 0118 933 1520
info@transformingconflict.org
www.transformingconflict.org



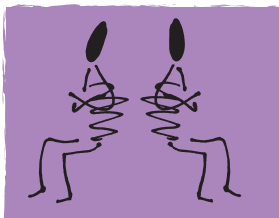
Transforming Conflict

The National Centre for Restorative Approaches in Youth Settings

We believe that human beings live and work best in environments where they feel they belong, where they feel safe and where they feel appreciated. It takes skill and commitment to create such environments and to maintain them. This is true for schools, care homes, offices, shop floors, hospitals and in our own communities and families.



Taking a Restorative Approach



Despite this commonly felt need for belonging, safety and appreciation for some reason when things go wrong people often use strategies that make matters worse, either because they don't know what else to do, or because they feel so angry or afraid.

They can get into negative, vengeful, adversarial or punitive cycles that create even more damage, to themselves and to those around them.

We do not think this is inevitable however. When things go wrong between people all sides generally need an opportunity to have their say, feel heard and understood, and then be given the chance to find a way to put things right and move on.

We would like to offer our experience and expertise to help individuals, groups and staff teams improve how they live and work with others, and how they deal with conflicts and challenges.



- **We can help directly** – we are all experienced mediators and facilitators and can help with specific issues, listening to all sides and then supporting everyone to meet together and find ways forward for themselves. We call this process **restoration**, as it offers a chance to repair relationships and self-confidence, even though at times the process can also **create** new bonds and new-found confidence and skill that had not previously been there.

An amazing group of people brought together to inspire and support



- **We offer training** – in community-building, communication skills, conflict resolution, mediation, group problem-solving and restorative conferencing. We call this wide range of skills 'Restorative Approaches' and our model offers a core set of skills and a single framework that you can adapt to meet the needs of any situation and of those involved.
- **We offer advice and support** after training to ensure that what is learnt in a training environment is practised and fine-tuned on the job, with ongoing supervision and refreshment opportunities.
- **We offer consultancy** – to help managers implement and sustain system-wide policies and practices that will help everyone make, maintain and repair relationships – we call this a system-wide **relational and restorative approach**.
- **We train trainers** so that people develop in-house capacity to carry on without outside help – although we will continue to offer further training when needed.
- **We innovate** – and continue to develop our own ideas so we can offer applied and advanced training courses covering complex and sensitive issues, special needs, and specific contexts where extra issues need to be taken into consideration.
- **We write books** – and sell them through our on-line shop – and we also stock books we love and recommend by others.
- **We make films** – and we will share these with you on our





YouTube channel and we'll also sell them to you if that is easier for you to share them with others.

- **We listen** – we pride ourselves on the relationships we make with everyone we work with and there is nearly always someone there at the end of the phone, or able to answer a query via e-mail, Twitter, Facebook or LinkedIn.
- **We encourage professional development** – and ensure that as far as possible our courses adhere to, and even go beyond, Best Practice Guidelines and National Occupational Standards for Restorative Practice, to help you on your way to becoming accredited by the Restorative Justice Council (RJC) or an NVQ-awarding body. We are also developing Masters' level modules.
- **We are a Registered Training Provider** with the RJC and signatories to their Trainers' Code of Practice (see www.restorativejustice.org.uk)



Schools

What people say . . .

'Fab course. Thank you. I have learnt lots – and that is partly due to the excellent model, excellent course format and also to the skilled facilitators who stayed true to the model in a safe training environment.'

The course is really enjoyable – practical, worthwhile and a positive way forward in helping young people to develop their own life skills while showing them respect.

'A wonderful course with excellent delivery. Caring, enthusiastic, thoughtful and respectful.'

It's been a life-changing experience!!! Thank you so much. It will inform my practice from now on and also everything else I do.

We have a track record second to none in schools. We've been pioneering relational and restorative approaches in school settings since 1994, longer than any other training provider in the UK! We have developed a unique whole-school model that draws on best practice in community-building, communication skills, conflict resolution, mediation, group problem-solving and restorative conferencing.

Here is what schools we have been supporting have reported:

- **At Ormesby School in Middlesbrough, in its 5th year of using a whole school restorative approach, exclusions are down, attendance is up, the number of students finding themselves in trouble with the police is reduced, and exam results have improved. The school would attribute these changes in large measure to their restorative practice.**
- **In Barnet in primary schools where restorative practice is used, evidence a few years ago showed a 50% reduction in exclusions whereas in all other Barnet schools over the same time fixed-term exclusion had risen by 50%.**
- **Staff can benefit from improved relationships and interactions too. In Monmouth Comprehensive School not only have exclusions dropped to their lowest in the school's history, but staff absenteeism due to stress has dropped significantly.**

Our Director Belinda Hopkins wrote the first book ever to be published about restorative approaches in schools – *Just Schools* (JKP 2004), and it has become the classic in the field. Her most recent book *The Restorative Classroom* (Optimus 2011) encourages every single class teacher to be a *model* of exemplary behaviour for their students, rather than a behaviour *manager*. The book is receiving rave reviews everywhere. Both books form part of the resource pack we share with schools who work with us, together with a collection of useful DVDs and user manuals.

We have expertise in infant, primary, secondary and special school settings as well as in Pupil Referral Units (PRU). We were the sole training provider for the ground-breaking *Back on Track* project in London involving three pioneering PRUs 2009–2011.



reduction in exclusions in Barnet where restorative practice is used



The Looked-After Sector – Care Homes and Foster Care

What people say . . .



Excellent course – one of the most beneficial that I have done in my career.

I think the content of the four days was fine. It has gone so quickly, which I believe is a sign of how well the training has gone. More time for skills practice would have been good but there is only so much you can do in the time we had.

The course was delivered at a pace that gave me time to think and react. I can honestly say that I have nothing to change, but wish that all residential staff attend this training.

We have developed an excellent reputation working in the Looked-After sector, often re-visiting restorative approaches with care teams who were only exposed to the ‘justice’ model. This sharp-end scripted process does not meet the needs of the community that interacts on a daily basis.

Belinda’s ground-breaking book *Just Care* (JKP 2009) described for the first time in print what a residential home could look like if everyone in the building used relational and restorative language with each other consistently – language influenced by a caring and compassionate mind set. Practitioners swiftly recognised that this approach was equally relevant for foster parents as well – it was down-to-earth, simple and flexible.

Our courses are practical, challenging but also safe. We know that care staff work in very challenging environments with young people who have experienced a range of damaging life experiences and who also inevitably suffer from a range of attachment difficulties and unmet emotional needs. Our courses address the needs of staff first and foremost – because unless these are met staff cannot give of their best. From this starting point we work to develop the skills that everyone needs to help each other and the young people.

By modelling restorative practice staff care settings are finding that young people are behaving differently:

- because they are being listened to more by adults they learn to listen better to each other
- because their thoughts, feelings and needs are being taken into consideration they learn how to do this for each other because they are being asked to think about the impact of their actions on others.
- because they are encouraged to put things right when they get things wrong they are learning to take more initiatives and become problem-solvers even before things go wrong.



Youth Offending Services (YOS)



When a young person is referred to a Youth Offending Service, either through the triage system, or following a court hearing, they come essentially for *support in a bounded environment*. Ideally staff are modelling relational and restorative skills from the moment the young person engages with them, and whenever there is any challenge or conflict during their time with the YOS. An increasing number of YOS provide opportunities for restorative conferences or referral panels – but how many are looking to create a fully restorative service, where staff model restorative skills at all times, amongst themselves as colleagues, as well as with clients and their families?

Over half our training team come from a youth offending team background and have a proven track-record training in this sector. We are unique in offering this much more holistic view of restorative practice – indeed we have earned our reputation through our ‘walking the talk’ model.

We are willing and able to support and train any professionals who work with young people including police officers, probation staff, local authority support staff, after-school and holiday play scheme workers, psychologists, social workers, youth workers and secure estate staff. We have also been asked to extend our support into other environments including hospitals and care homes for the elderly as well as commercial workplace settings. If you want to enhance the way your team relates to each other and handles challenge and conflict contact us and we can tailor-make a course for you.

What people say . . .



The most significant part of the course for me was: learning that restorative approaches are not just for working with young people but with each other too. being able to reflect on practices and skills that I have already used in daily practice. It has enabled me to reflect and consolidate whilst also having an opportunity to learn new ways of doing it. learning how to use RA on work environments working with colleges etc already use with YPs, going to use as a general tool. using the themes in practice and see how it relates in our daily lives, not just in work, and how we can use these approaches.

Here, in brief, is an outline of our courses. For more information on any particular course or for further information please visit our website www.transformingconflict.org.

Introductory events

We can run lively interactive days or half days for groups of any size. We use pair and group work to encourage discussion and can also use an innovative conference technique called 'World Café' to encourage participants to explore key issues in depth before deciding whether to take things forward

Introduction for leadership teams: What do restorative approaches offer my school/organisation etc?

This half-day seminar will give managers a chance to hear about what a restorative approach means in practice in their own environment and a chance to ask questions.

Introduction for educators or care staff or youth justice professionals etc

What do restorative approaches offer me and those I work with?

This half day seminar will give staff a chance to hear about what a restorative approach means in their own day to day work and a chance to ask questions.

Our entry level training courses

We help you develop your skills and understanding of restorative practice by offering a series of short courses we call 'modules'.

Each module builds on the skills and knowledge of the previous one, and people can take as many as they need for their own role.

You can take separate modules over an extended period of time or attend a course where several modules are offered at once as a block.

See our website for the dates and venues of our 'open access' events, or contact us to design an in-house programme specifically for your team.

Restorative Approaches for educators or care staff or youth justice professionals etc

Module 1

- Core concepts; essential restorative principles, teaching pro-social behaviours; 5 key themes for restorative practice
- Introduction to working in Circles
A 1-day seminar

Module 2

- Restorative Conversations and one-to-one Restorative Enquiry
- Your Turn, My Turn – using key principles for interpersonal conflict resolution and addressing challenging behaviours
- Preparing people for restorative meetings with others
2-day training course

Module 3

Face to face mediation /mini conferencing
2-day training course

Module 4

Restorative conferencing
2-day training course



Module 5

Implementation and sustainability. This 1-day seminar enables senior leaders who have attended Modules 1–4 to take stock and consider the next steps for implementing a restorative approach in their particular environment.

Initial training is only the first step on the journey and Transforming Conflict has 18 years of experience working with schools and other settings to implement an institution/organisation wide approach.

The course will look at:

- key principles for effective cultural and behavioural change
- implementing change using restorative principles
- understanding and overcoming resistance
- case studies of implementation relevant to managers' sector

Restorative Approaches for educators or care staff or youth justice professionals etc

Training of Trainers

5-day course enabling trainers to offer the full 5 module course

Continuing Professional Development Programme 2012

- Working with young people with Attachment Disorders
- Working with young people on the Autistic Spectrum
- Facilitating restorative meetings using interpreters
- Working with vulnerable and sensitive cases
- Engaging parents when implementing a restorative approach
- Responding to cases of bullying restoratively – and doing more to prevent these occurring in the first place
- Setting up a peer mediation service in your school (introduction)
- Training young people to become mediators (3–4 day course)
- Training to become a peer mediation trainer (5-day course)
- Team renewal – developing ways forward to strengthen trust, communication and commitment in any staff team setting
- Facilitating circles for different purposes (including Circle Time, curriculum delivery, and staff or class problem-solving)

Contact us for more details and dates for these courses or visit the Courses page of our website for more up-to-date details.



Explaining our course structure



Course title	How many participants?	Course duration
Pre-module introduction for leaders What do restorative approaches offer my school/organisation etc?	The senior team, including the Headteacher or Director of Service	Twilight session or half-day by agreement
Pre-module introduction for educators or care staff or youth justice professionals etc What do restorative approaches offer me and those I work with?	Any number; we prefer a circle format for smaller numbers or cabaret style for large groups – both options encourage dialogue between participants.	1 day
Module 1 (RA1) a) Core concepts; essential restorative principles, 5 key themes b) Introduction to working in Circles	Groups of between 6–8 with 1 trainer Groups of up to 16 with 2 trainers	1 day
Module 2 (RA2) a) Restorative Conversations and one-to-one Restorative Enquiry b) Your Turn, My Turn – using key principles for interpersonal conflict resolution and addressing challenging behaviours	This allows for in-depth coaching and feedback to all participants from trainers	1 day
Module 3 (RA3) Face-to-face mediation /mini conferencing	As above	2 days
Module 4 (RA4) Restorative conferencing	As above	2 days
Module 5 (RA5) Implementation and sustainability <small>Modules 1–5 can be delivered all together in a 5-day course. Without the need for refreshing memories and re-building trust and safety as we do on separate courses, we can cover much more in a shorter time.</small>	By arrangement	1 day with on-going support over several years if need be.
Training of Trainers (RA T4T)	Groups of between 8–10 with 1 or 2 trainers	5 days plus opportunities for apprenticeship, followed by observation when training solo

Any of these courses can be tailored for a specific environment: Nursery, infant, primary, secondary and special schools and Pupil Referral Units; Residential child care; fosters carers; Secure unit setting; Youth Justice settings; Local authority play work and youth work

How our courses relate to Restorative Justice Council (RJC) course requirements*

RJC course	RJC requirement	Transforming Conflict offers:
Workshop/ Seminar for Managers and Supervisors of Restorative Practice	This workshop is not aimed at practitioners, but at Manager and Supervisors, enabling them to support quality restorative practice by their staff.	We offer a short session so leadership teams can understand their role and what adopting a restorative approach in their environment would entail. We believe that managers do need to be practitioners, in the sense that they will be modelling restorative skills and principles as part of their leadership role.
Awareness Seminar	This is suitable to inform people about restorative practice, but does not equip course participants with the skills to practice.	An introductory session focussed on the needs of the participants – covering essential restorative ethos and principles; reviewing current practice and identifying what restorative approaches can offer those present
Introductory Workshop/ Training:	This provides participants with background knowledge, and the skills to use informal restorative practice in their day to day work.	The first and second modules of our course, focussing on what all staff need to manage conflict, challenging behaviours and day today disagreements in their working environment
Facilitator Training:	This provides participants with the knowledge and practical skills to run a formal restorative process. Participants in this training will be introduced to, and given the opportunity to practice, the full range of skills outlined in the core 2010 National Occupational Standards in restorative practice.	The third and fourth modules of our course – becoming familiar with a framework based on five key themes that enables practitioners to facilitate meetings between any number of people, from 2 to 20 or more.
No RJC equivalent as yet		The fifth module of our course which focuses on implementation and sustainability and is for senior and middle managers who have completed the previous 4 modules
Training of Trainers	This course is for people who will go on to train others in restorative practice. As a minimum requirement, this training should be for people who themselves already have experience as restorative practitioners	The course equips trainee trainers with the skills and understanding they need to facilitate all of the above 5 modules. Our preference is for experienced practitioners who are at least working towards Accredited Practitioner status with the RJC

* For more information download the RJC Trainers' Code of Practice from www.restorativejustice.org.uk.