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## Editorial

Greetings to everyone! The first 4 months of 2009 have been very busy – with our training team working over much of the UK – in Wales, Scotland and England, either in individual schools, or for local authorities or Youth Offending Teams developing restorative approaches in schools and residential settings.

Excitingly, I have personally also had an increasing number of invitations to be a plenary presenter at events around the country launching the bid to become a restorative county borough/authority. This quest informed the second day of our own annual conference in February (see below) and will be the topic for the Restorative Justice Consortium's Summer conference in Cardiff on July 15<sup>th</sup> which I am helping to organise.

<http://www.restorativejustice.org.uk/?Events>

The champions of the county/borough/authority -wide restorative approach come from many varied settings and they all have different definitions of what it will mean to be a totally 'restorative' community. They have developed different routes to achieve their goal – but the vision for a better, safer, fairer, more inclusive and more caring society is one shared by all. Transforming Conflict is thrilled to be able to make a contribution to this inspiring ideal – one I have had personally since I founded the organisation in the early 1990's.

*Belinda Hopkins*

## Just Care – the first book about restorative approaches in residential care settings

January and February were very busy months for me – burning the midnight oil to get the manuscript of '**Just Care**' into the publishers, Jessica Kingsley Publishers, before the end of February deadline. The book will be a triumph of collaboration – so many people working in care settings have generously read preliminary chapters and given constructive

and very positive feedback. I look forward to meeting them all at the launch party in the autumn.

I am grateful for the continuing support and encouragement of Jonathan Stanley, Manager of the National Centre for Excellence in Residential Child Care (NCERCC) who has written the Foreword to 'Just Care'. In it he makes important links

to other exciting developments in the residential child care field – including the important and growing one of Social Pedagogy. I hope that together we will be able to emphasise the complementarities of **Social Pedagogy and Restorative Approaches** much more in the coming months.

## 5th Annual Conference on Restorative Approaches in Youth Settings

Our annual Conference is rapidly becoming the 'home' conference for all those working in the field – with attendance from educationalists, care staff, YOT staff and a wide variety of Local Authority professionals. Expertly run, as always, by Zoe Charlesworth of Public Sector Strategies in partnership with conference logistics team Benedict Business, this conference must surely have been the best yet. All our plenary

speakers were inspirational. The workshop leaders offered interactive sessions to help deepen people's understanding of various aspects of the work whilst our trademark World Cafés each day honoured the experience and wisdom of everyone in the room. Graham Robb (Youth Justice Board / DCSF) was a fantastic Chair, his knowledge and background enabling him to make

important links between every contribution and with current national issues. Last but not least the whole conference was graphically captured live by graphic recorder Vanessa Randle.

Photographs of the 2009 conference and this magnificent poster can be seen on our website.

[Photographs](#)

Peer Mediation

## Peer Mediation

Our Peer Mediation and Mentoring Manual is being used by schools all over the country but we thought that there may be some people out there who would like the chance to be trained by the course developer, Belinda Hopkins, – and see how she trains it herself – fast, fun, intense – and unforgettable. Be trained as a mediator yourself, whilst seeing how this course could work with your students. We hope to run several courses a year at our residential base in Reading. Alternatively, collect an interested group of potential trainers in your area and we can come to you. For further details see our website [Peer Mediation Training](#)

## Modular Training

"We cannot take 5 days, or even 3 days, out of school!" – A familiar cry? Although we are continually delighted at those staff teams who are ready to invest a block of time for training, we are also trying to make our training as accessible as possible. To

this end we are developing modularised training so that people can access restorative training at their own pace, one day at a time, as individuals or as a team.

The advantages of this approach include accessibility and time for practice, gradual

consolidation and background reading. Modules can be taken over whatever time scale suits the individual and we aim to offer several opportunities for each Module throughout the year. See our website for further for further details: [Modular Training](#)

## The Summer Residential Course – an introduction to restorative approaches in youth settings

Book your place now for the summer residential, facilitated by Transforming Conflict's director, Belinda Hopkins. This popular course draws people from all over the UK and beyond. This open access course attracts teachers, behaviour support staff, residential social workers and managers, restorative justice coordinators from YOIs and local authorities – to name just a few. If you can't make the summer course then come in November – we are taking bookings now. For further details on our website – [Summer Residential](#)

## Restorative Approaches - so much more than conferencing! This month - focus on community building through circles

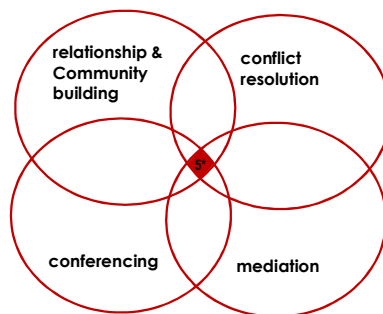
We are always keen to explain to people that Restorative Approaches is so much more than the conference process. We have recently begun to use a new diagram to describe what a restorative approach is all about in any environment and we hope this will help.

A fantastic way to do this is to have regular class and staff circles – using **Circle Time** to build the sense of team, develop emotional literacy, encourage cooperation and build self-esteem and **Circle Process** for more formal discussions, when issues need to be

class circle (or 'Check-in'), or even small group circles, can engage everyone in reflecting on the previous lesson and what they experienced, and then in focussing on what they need from others and from themselves to make the most of the lesson they are about to experience. A closing circle (or 'Check-out') can consolidate the learning experience and help students to take ownership of any private study, enquiry or investigation (aka homework') they may need to do before the next lesson.

Contact us now if you would like a **day of training in Circle Time and Circle Process** – they are not synonymous, but together they form the seed bed for all your restorative work. Of course the skills that are built during Circle work are also the ones encouraged by in the **Social and Emotional Aspects of Learning**

### From Restorative Justice to restorative Approaches



\*The 5 key restorative themes

We argue that the **pro-active community and relationship aspects** of the approach are as important, if not more important, than what we do to put things right if they go wrong. If we build strong, respectful,

discussed or plans made. Such circles can identify what everyone needs to give of their best (aka 'ground rules' or 'group norms') as well as ensure that everyone in the room shares the responsibility for a successful learning

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they go wrong. If we build strong, respectful, caring communities in classrooms, staffrooms, residential homes and other youth settings then conflicts, bullying and harm are less likely to happen in the first place.

responsibility for a successful learning experience.

In educational settings for example, whatever the subject, being studied, a brief opening

**Social and Emotional Aspects of Learning (SEAL)** curriculum and the **Personal Learning and Thinking Skills (PLTS)** agenda– and our training day develops these links.

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Questions or comments? We'd love to hear from you via email:

[Tracy Parsons](#) or call us on: 0118 9331520

