



**UNIVERSITY OF
GREENWICH**

**A COLLABORATION WITH THE
LOCAL GOVERNMENT TO
BUILD A RESTORATIVE
COMMUNITY IN HIGHER
EDUCATION**

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Let us introduce ourselves...



What is your name?



What do you do for a living?



Tell us something
interesting/funny/anything
about yourself.

Today's session

Behavioural challenges faced in
Further and Higher Education
(UK)

The design of restorative modules
and a reconciliation clinic in
Higher Education

Students becoming restorative
facilitators at the University of
Greenwich

The Further Education Sector in the UK

American System			English System		
School Phase	School Year's Name	Age	School Phase	School Year's Name	
Middle School	6 th Grade	11-12	Year 7	Secondary School	
Middle School	7 th Grade	12-13	Year 8	Secondary School	
Middle School	8 th Grade	13-14	Year 9	Secondary School	
High School	9 th Grade (Freshman Year)	14-15	Year 10	Secondary School	
High School	10 th Grade (Sophomore Year)	15-16	Year 11	Secondary School	
High School	11 th Grade (Junior Year)	16-18	Year 12-13	FE college / Sixth Form	
High School	12 th Grade (Senior Year)				

Table 1: School Years

Activity

With the person next to you, discuss and make a list of behavioural challenges staff face in education.



Activity

Are we facing behaviour
challenges in
universities/the higher
education sector?



Behaviour Challenges in Education

Schools regularly deal with crime and conflicts, which include:

- Name calling in general
- Racist name-calling
- Threats of violence
- Assaults
- Sexual harassment
- Students carrying weapons
- Things taken off from students
- Drugs-related offences
- Tension from the streets is brought into the school

'...provided quite graphic and convincing evidence of the high levels of anti-social behaviour and violence which children and young people experience'
(Porteous, 2014: 50).

Research Aim and Questions

- **Aim:**

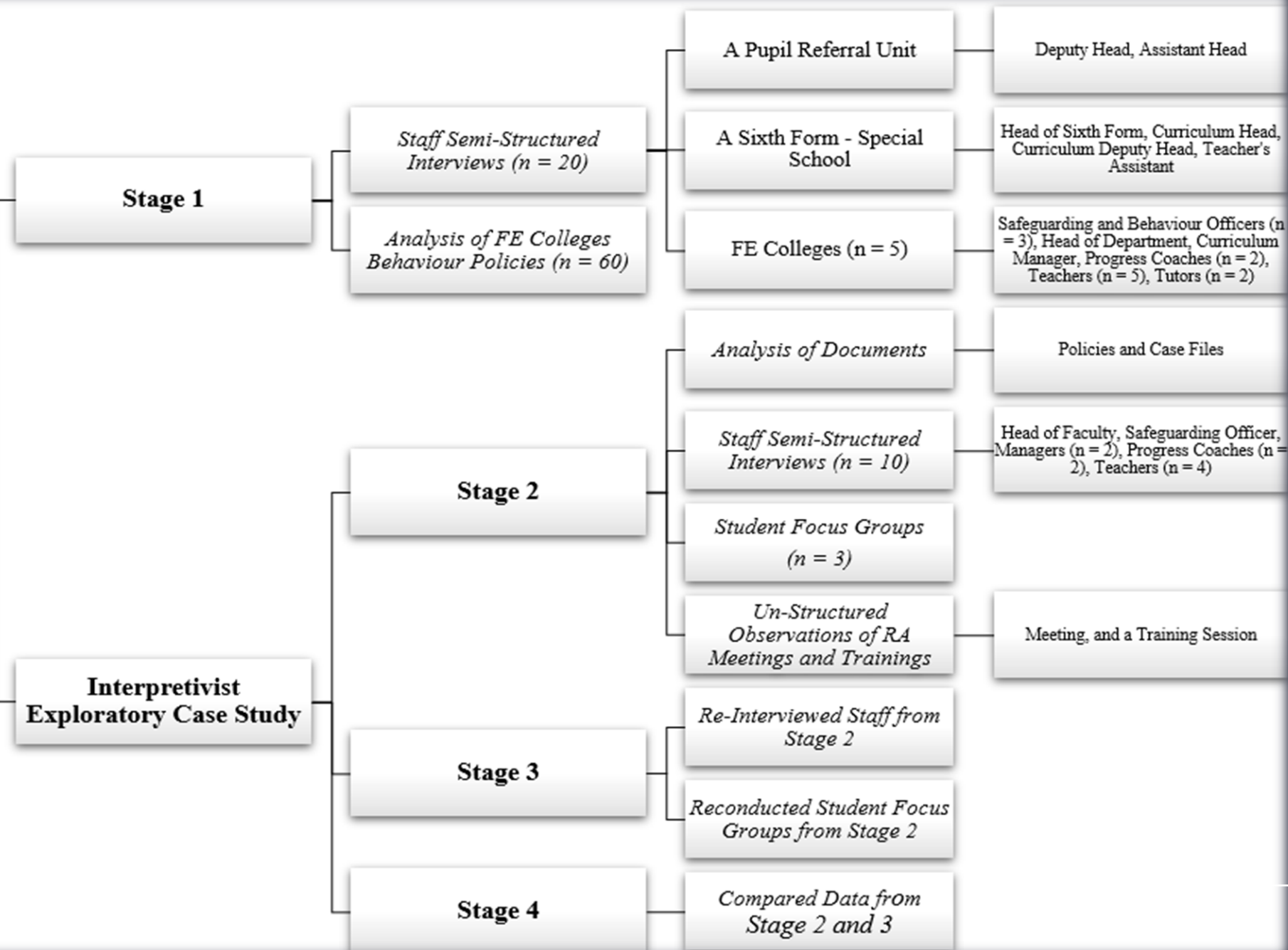
The broad aim was to explore staff and students' understanding of RJ and staff experiences of RJ practices and processes; and opportunities, successes, constraints and limitations when implementing an RJ behaviour policy.

- **Questions**

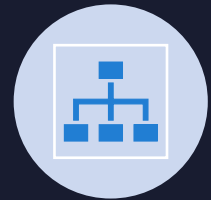
1. What are the organisational and individual understandings of restorative justice: how is 'restorative justice' defined and understood by staff and students in Further Education institutions?
2. What were the key opportunities regarding successful restorative justice policy implementation in Further Education institutions?
3. What are the constraints and limitations when implementing restorative justice policy in Further Education institutions?



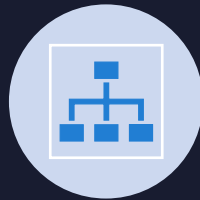
Data Collection Process



Implementation: Successes



Top-down
approach



Bottom-up
approach



Dedicated RJ
team



Sharing good
practices



Impact on
behaviour

Implementation: Constraints and Limitations

Time

- *Implementation*
- *Practice*
- *Bureaucracy*

Funding cuts and mergers

Staff turnover and consistency in practice

Power struggle

Culture change

Complex environment

Exclusions

Diverse
background, '*a
melting pot*'

Physical
violence

Bullying
(Social Media)

Drugs

Family feuds

Gangs and
knife crime

Racism

Behavioural Challenges in FE Colleges

- **Staff are feeling more threatened** this year than any other year. There...seems to be a bit of a...menacing shift in some of the students...**We had an incident at one of our other sites where somebody had come in with a gun...there is just a whole change in the country,** really, isn't there? I think **staff feel a bit vulnerable** when dealing with...challenging behaviour...staff are **reluctant to challenge now because they're frightened** of what the repercussions are. Staff are saying that openly to me...A couple of staff have said, "It's only a matter of time before somebody is killed." (**Bethany, Restorative College**)
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Sophia's Experience



Why did this happen?

We were first introduced to it a couple of years ago now, two years ago. We haven't had specific training. **(Rhys, FE College, WM)**

Yes, I've had some training about restorative justice basics; we've had conversations about it. **(Damian, Sixth Form – Special School)**

I haven't had any in-depth training; I haven't done several days' long courses; I've done a couple of short sessions. I'm unsure if it was within the last 18 months or more than 18 years ago; I can't remember. **(Rose, FE College, SEL)**

We had about an hour of a talk, rather than training, to introduce us to the policy. I'd say the policy was still unclear for most. Well, to be fairly truthful, I don't think an hour's talk about a new policy is enough. **(Maggie, Restorative College)**

It was, gosh; it must be about 7 or 8 years ago now. At least five, anyway; I've got the certificate. I've been to some of the restorative meetings in London. I haven't had any more formal training besides that. **(Megan, FE College, SEL)**



We think we're doing good restorative meetings, but are we? Because none of us has been trained on it. I run counselling as well, and nobody can just be a counsellor; it's really skillful, and I think to do that is quite skilled as well, and it's assuming that we've all got the skills and we haven't. **(Bethany, Restorative College)**



University of Greenwich

The Centre for
Restorative Justice &
Young People

Restorative Justice:
Theory and Practice
(Level 6 Module)

Observe learners'
development and
journey as restorative
facilitators

Restorative Justice:
Complex and
Sensitive Cases
(Level 7 Module)

Any
questions?

