RESTORATIVE WORKPLACES RESEARCH REPORT

The Restorative Lab
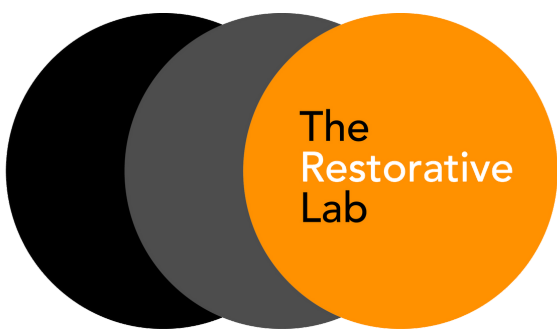
Constructive approaches to workplace conflict

GCC

GCC restorative practice

relationships matter

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Restorative Practice in the Workplace.
A Research Report.

Contents

1. Introduction

This report was commissioned by Gloucestershire County Council's Education Hub who are developing their use of restorative and relational practices in schools. It was becoming apparent to the Restorative Practices team, within the Education Hub at Gloucestershire County Council (GCC) that in asking schools to behave in a more restorative way, came the responsibility to consider the potential of their own, restorative organisational culture and performance. However, being mindful that it would look differently in GCC than in a school, the Restorative Practices team wanted some guidance as to what good practice looked like.

Added to this, the impact of COVID prioritised a relational focus, especially on staff wellbeing, for everyone at GCC. As teams began to transition back to the workplace, having been somewhat changed by the events of the last 18 months, this felt like the right time to introduce a different way of being with each other

To help progress thinking and practice, this report was commissioned to assess the current restorative workplace landscape in the UK and list other organisations who have adopted a restorative way of working. The ways in which these organisations came to employ restorative practices, their implementation plans and the outcomes that resulted may be of particular interest to decision makers within any organisation examining workforce development and culture change. Analysis of culture change programmes with a restorative emphasis evidence that a focus on wellbeing and relationships bringing multiple benefits including improved effectiveness and productivity, increased talent retention, and reduced absence, sickness, and grievances[1].

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[1] KREKEL, C., WARD, G. & DE NEVE, J. 2019. Employee Wellbeing, Productivity, and Firm Performance. Said Business School, University of Oxford.

1.1 Act now

Some of the organisations reviewed within this report tell a story of a critical incident after which things had to change. The most serious junctures include allegations of institutional bullying and questions around the safe delivery of service for clients. Other shared moments include realisations that policies took precedence over people, and that when things went wrong, there was a culture of placing the person at fault, not the plan. The case studies point to subtle skills of trust and support needed in managers' to be able to handle procedures related to conflict, grievance and reporting. As peoples' trust in management diminished, so did their willingness to report poor practice. Staff felt less likely to make changes to their behaviour or able to move on from incidents. In making their restorative journey public, these organisations have provided a wealth of information from which other organisations can learn.

1.2 Highlights

Following the implementation of a restorative change programme, each organisation was able to identify tangible benefits. A snapshot of these include how a County Council builds on strong existing practice in mediation to better align Human Resources with Organisational Development. Another example includes a housing provider that seeks to empower individuals and teams to address conflict by enabling them to use their own voice to come up with solutions to work better together. Within education, a case study details the provision of a purposeful, restorative professional development space that led to professionals being more able to 'park work', gain new perspectives and shoulder responsibility better. An alliance of schools demonstrates their commitment to not only improving outcomes for children and families but also using restorative approaches to develop more human and effective leadership, management, and professional practice.

Each of these examples show that working restoratively has the potential to become a golden thread that not only better connects people with one another within the workforce, but also better connects them with the values of the organisation.

2. The need

Conflict is an inevitable part of human life. All relationships experience conflict and harm. Conflict is integral to who we are and how we function. Accepting conflict as necessary gives us the choice in how we deal with it: either seeing the potential for growth and change or as a catalyst for corrosion and regression. However, workplace policies are often designed to resolve conflict once the conflict has escalated beyond a level where people can accept and move on.

Grievance, discrimination and harassment policies and practices form part and parcel of our workplaces. They are designed to encourage employees to report harmful conduct immediately, protect people's rights, manage behaviour, and can serve to

attract candidates to an organisation. However, the enactment of procedures and processes, can shift the focus away from the human element that lies at the heart of the issue. Moreover, there is a veiled acknowledgement that these policies are often implemented as a reactive response to an incident or a set of behaviours. Finding ways to build and maintain an organisational culture that values *and practices* the principles of accountability, integrity, empowerment, respect, and excellence daily is a challenge.

Employee satisfaction is important as it has been found to have considerable positive correlation with customer loyalty and staff retention. By way of evidence, a 2019 meta-analysis of 399 research studies across 49 industries detailing 230 organisations and their 1,882,131 employees found that, "ultimately, higher wellbeing at work is positively correlated with more business-unit level profitability."[2]
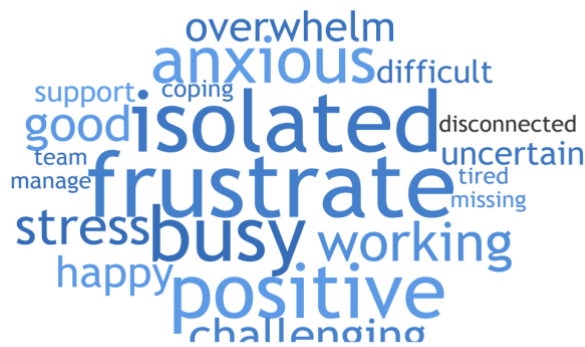
Making wellbeing a strategic priority not only improves the working life of employees but also makes a direct return to business in improved organisational performance and productivity.

2.2 COVID-19

As we continue to navigate uncertain waters, workplaces are discussing ways to either re-open offices, allow staff to work from home as much as possible, or take a hybrid approach. In each case, the physical, emotional, and mental wellbeing of the workforce needs to be taken into consideration. Added to this, the timetable and rules set out in any 'roadmap' for easing lockdown are still subject to review and it is essential to keep up to date with any further changes during the progressive easing of lockdown.

COVID-19 has fundamentally changed the workplace. The word cloud below gives a snapshot as to what employees within a UK Local Authority felt about work during 2020:

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[2] KREKEL, C., WARD, G. & DE NEVE, J. 2019. Employee Wellbeing, Productivity, and Firm Performance. Said Business School, University of Oxford.

overwhelm anxious difficult support coping good isolated disconnected team uncertain manage frustrate tired missing stress busy working happy positive challenging [3]

During this crisis, all organisations could benefit from a focus on developing team-working competencies and encouraging a climate of compassion within teams[4]. Hearing people's stories during this time of exceptional change is essential to connect, acknowledge and move forward.

The way that work is distributed to and deployed by the workforce has changed with teams adapting to agile working. People are already creating new ways of working that could come to shape the future processes with increased interaction between people and, potentially better efficiency, collaboration, and productivity.

> *There is a need for organisations and leadership to activate their business continuity plans and consider employing an agile change management approach. These efforts have the potential to help leaders transition their organisations to the required future state and also enable their people to adapt to the new working environment.*[5]

(Deloitte, 2020)

2.3 Change Programmes

Due to COVID-19, many organisations are at a critical turning point: the workforce is fatigued and suffering. Faced with constant change, people are experiencing numerous crises points at home and at work. Any organisation looking to implement organisational change at this time needs to encourage a climate of compassion[6]. Teams need the time and space to offer compassionate support for each other; checking in, listening, understanding, empathising, and helping each other. From this compassionate baseline, a more resilient workforce can be developed.

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[3] Excerpt from a Local Authority 'Work Pulse Report', April 2020.

[4] Professor Michael West, *The key components of effective team working during the COVID-19 Crisis, 2020*

[5] 'Combating COVID-19 with an agile change management approach' Deloitte, 2020.

[6] The key components of effective team working during the COVID-19 Crisis, Professor Michael West, NHS, 2020.

3. What does a restorative approach have to offer?

Restorative Practices have their origins in indigenous knowledge including the Maori and the Navajo. In its original conception Restorative Justice was a pioneering process designed to address criminal behaviour and reduce re-offending by offering an alternative framework for thinking about wrongdoing[7]. A restorative approach is one in which the repair of relationships and of the harm caused takes precedence over assigning blame and applying a sanction or punishment. This is a significant departure from an often unconscious but nevertheless entrenched belief in the effectiveness of punishment as a response to wrongdoing. A key principle of restorative justice is to pay *equal* attention to those who have caused harm as well as those who have been harmed or affected by the harm. Affected parties are engaged in creative, collaborative processes that support meaningful accountability.

Typically, these processes seek to:
- Meet people's needs
- Provide support and accountability
- Put things right
- View conflict as a learning opportunity
- Build healthy teams
- Restore relationships
- Address power imbalances[8]

With a focus on the building, maintaining, and repairing of relationships, a restorative approach seeks to deepen connections among people through intentionally inclusive practices that cultivate empathy, trust, and mutual respect. As a result, they have the potential to create more equitable work environments where people are better connected, more engaged and more productive. Experience of restorative practices can support people in handling conflict in potentially transformative ways, and advance equity through a framework that is deeply rooted in the understanding that we are all interconnected, and we all have value (Arlington, 2020).

Restorative practices can range from formal to informal processes, including developing emotional literacy and intelligence, asking questions in a non-judgemental way, facilitating circles, and conducting program planning[9].

> *"Restorative approaches can also be used proactively and in a preventative way within the workplace to build strong, positive relationships. Staff meetings,*

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[7] ZEHR, H. 2003. The Little Book of Restorative Justice. USA: Good Books.
[8] ANFARA Jr., EVANS & LESTER. 2015. Restorative Justice in Education: What We Know so Far. *Middle School Journal,* 44:5, 57-63.
[9] UMBREIT, M., S., VOS, B., COATES, R. B. & LIGHTFOOT, E. 2005. Restorative Justice In The Twenty First Century: A Social Movement.

for example, can be restorative, focused on building relationships and based around a foundation of mutual respect."[10]

(Restorative Justice Council)

3.1 A Restorative Culture

As evidenced by the seven case studies within this report, a restorative approach can be used to not only define a set of practices but as a way of defining organisational culture. Given the situation presented by COVID-19, and the other critical factors (needs) facing organisations at this time, the development of a restorative culture needs to take precedence over and above the roll-out of selected restorative practices that can often operate in isolation to other areas of the organisation.

As with any framework designed to affect culture, attention needs to be first focussed on how best to develop senior managers and leaders in internalising and modelling this new way of thinking and behaving. Attention needs to be focused on:

- A developed understanding of the nature and functions of conflict.
- A methodology to help to identify the types of conflict they may face.
- A framework to proactively model and coach replacement behaviours, empowering people to address the contributing factors in ways that do not cause harm to self-and/or others.
- The development of skills within the establishment that can be taught to management and staff individually or in group settings, as well as to service users[11].
- A long-term commitment to the development of restorative systems, processes, policies, and procedures.

Furthermore, a renewed focus on digital and remote learning and development to engage and upskill employees could also form part of a strategy for change.

4. The Evidence

Included here is a summary of UK organisations who have evidenced working towards a restorative culture in or over the past 5 years. These organisations span education, health, and housing. A local authority is also included. The organisations have been highlighted due their evidence pertaining to the areas of restorative culture change.
- Mersey Care. NHS Trust
- Aster Group. Housing provider
- Surrey County Council. Local authority
- Leeds Learning Alliance. Educational Partnership

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[10] The Restorative Justice Council

[11] BOWEN, B., PRIVITERA, M. R. & BOWIE, V. 2011. Reducing workplace violence by creating healthy workplace environments. *Journal of Aggression, Conflict and Peace Research,* 3**,** 185-198.

- Christchurch University. University and Diocese of Canterbury
- Godwin Development Trust for Hull City Council

Please see appendices for more information regarding the organisation, staff size, restorative intervention, timelines and reported outcomes.

4.1 React or Respond?

An interesting divergence in the organisations listed above is in how they came to restorative approaches, either as a reaction to a crisis or via a more informed, responsive route. Mersey Care had noticed a significant number of disciplinary cases and associated suspensions[12]. In investigating the increase, the leadership came to realise a pervasive culture of blame that was impacting on safe service delivery and seriously affecting the health and wellbeing of colleagues. When disciplinary matters were investigated, fault was perceived to lie at human level: the person was the problem, not the policy. Furthermore, there appeared to be a culture of non-reporting. People were worried about the processes and consequences and so tended to *not* report issues of concern.

As a result of the 'Just and Learning Culture' restorative programme, Mersey Care saw a significant reduction in disciplinary cases. One of the four clinical divisions saw a reduction of 64% in disciplinary cases in two years. In the period from 2018, 199 investigations and 57 suspensions were avoided[13]. This has had a positive impact on costs, morale and, crucially, continuity of care.

Housing provider Aster Group also noticed an over reliance on formal HR processes that were proving costly, time consuming and diverting people away from the main business of the organisation. In reviewing their HR processes, they learned of the negativity experienced by both parties with a formal procedure; the time it took, the formality, giving over control. These experiences only served to entrench positions which further polarised parties. HR was seen as 'owning' processes and policing them. Aster began their transformation journey in 2014 and in 2020 were the first organisation outside of the criminal justice system to receive Registered Organisation status form the UK's Restorative Justice Council.

Examples of more responsive and considered implementation of restorative practices include the use of restorative supervision with teachers (Christchurch University); the implementation of a Restorative Human Resources (RHR) at Surrey County Council; the development of leadership, management and professional practice in schools who form part of the Leeds Learning Alliance; investment in staff at a Hospice.

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[12] Social Partnerships Forum
[13]

Please see appendix for a fuller breakdown of reported outcomes for all organisations listed.

4.2 Culture

These organisations are guided by restorative values of dignity, respect, accountability, and fairness. There is some evidence to see how restorative practices are used to nurture healthy relationships, repair harm, transform conflict, and promote justice and equity. In addition to addressing matters of discipline/ behaviour restoratively, there is strong evidence to show how restorative way of working has shifted the organisational culture to prioritise a relational approach that fosters the resilience and well-being of all[14].

4.3 Leadership

These organisations model emotionally intelligent leadership which, in turn supports a positive organisational culture. This has the potential to increase productivity and happiness at work[15]. Evidence showing reductions to formal grievances is included.

4.4 Costs

The organisations reference financial savings through reduction of workplace conflict. It is worth noting that the reduction of workplace conflict may in turn lead to an improvement in the quality of life for staff and service users through changes in workplace practices[16].

4.5 Clear and fair processes

These organisations describe processes in which people are listened to and involved in at the start. The result is that conflicts, disputes and disciplinary sessions between staff and employer are dealt with before the issue goes through a potentially lengthy and costly official process. Please note that a restorative approach does not necessarily eliminate formal HR processes. What it can do is provide the person subject to disciplinary investigation with the option to contribute information to the decision-making process.

5. What difference could a restorative way of working make to an organisation?

Restorative practices engage everyone within an organisation with a sense of ownership in and commitment to the building an inclusive, egalitarian workplace[17]. In

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[14] GREGORY, A. & EVANS, K. 2020. The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here? *National Education Policy Center*.

[15] SMITH A & L., S. 2019. P-77 Restorative practice: emotional intelligence in the workplace. *BMJ Supportive & Palliative Care,* 9**,** A37-A38.

[16] BOWEN, B., PRIVITERA, M. R. & BOWIE, V. 2011. Reducing workplace violence by creating healthy workplace environments. *Journal of Aggression, Conflict and Peace Research,* 3**,** 185-198.

[17] EISENBERG, D. 2015. The Restorative Workplace: An Organizational Learning Approach to Discrimination. *In:* University of Richmond Law Review. *University of Maryland Francis King Carey School of Law Legal Studies Research Paper.* University of Maryland Francis King Carey School of Law.

this section, focus areas have been identified to help organisations move forward with their thinking around building a restorative culture.

5.1 Early intervention

Reactive restorative processes can mitigate defensive behaviours often triggered by discrimination complaints or grievances[18]. Reactive restorative processes can also transform conflict into an opportunity for understanding and changes in personal behaviours as well as systems. However, the real success of a restorative approach lies in its offer of early intervention that can result in more satisfactory, long-term outcomes for all involved.

The use of restorative practices as a form of early intervention should be considered as a critical preventive strategy. As relationships strengthen (by using team check ins, circle dialogue, restorative inquiry framework in supervision) people are more empowered to voice their concerns regarding poor workplace behaviour early on. A focus on the development of relationships and the impact our behaviours have on others can help people focus on self-managing a situation where they believe they have the capacity to respond[19]. Additionally, early intervention may also be engaged restoratively by a colleague or manager who witnesses, or is advised of, inappropriate behaviour and speaks up[20].

Equipping managers in early intervention strategies such as check ins, structured reflection via the restorative inquiry framework and circle dialogue among teams would be beneficial. Beyond targeted training for managers, the provision of a shared vocabulary and a focus on improving the communication skills of the whole workforce can aid the early intervention capacities of workers and lead to healthier workplaces[21].

To summarise, the use of proactive restorative processes and dialogue can help to build social capital. This in turn can reduce explicit and implicit biases and cultivate a shared commitment to organisational values.

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[18] EISENBERG, D. 2015. The Restorative Workplace: An Organizational Learning Approach to Discrimination. In: University of Richmond Law Review. University of Maryland Francis King Carey School of Law Legal Studies Research Paper. University of Maryland Francis King Carey School of Law.

[19] RISHWORTH, A., RAMSEY, R., ANDREWS, K., D'ATH, Y., O'NEILL, D., SYMON, M. & TUDGE, A. 2012. Workplace Bullying: We just want it to stop. Canberra: Standing Committee on Education and Employment. The Parliament of the Commonwealth of Australia.

[20] RISHWORTH, A., RAMSEY, R., ANDREWS, K., D'ATH, Y., O'NEILL, D., SYMON, M. & TUDGE, A. 2012. Workplace Bullying: We just want it to stop. Canberra: Standing Committee on Education and Employment. The Parliament of the Commonwealth of Australia

[21] RISHWORTH, A., RAMSEY, R., ANDREWS, K., D'ATH, Y., O'NEILL, D., SYMON, M. & TUDGE, A. 2012. Workplace Bullying: We just want it to stop. Canberra: Standing Committee on Education and Employment. The Parliament of the Commonwealth of Australia

5.2 Conflict Literacy

Training people to understand conflict as well as the processes used to resolve conflict would be mutually beneficial. Rather than 'segmenting' issues, a restorative approach seeks a more comprehensive understanding of context, relationships, and impact[22], along with a series or sequence of processes to provide an integrated intervention. There needs to be a recognition of the interplay between the interpersonal and the institutional conflicts, mediated through culture that structure and influence workplace relationships.

People and systems charged with responding to conflict restoratively need to be engaged on *multiple* levels. This means two things:
- moving beyond mediating between the staff members who have fallen out with one another.
- accepting that both the problems and the solutions go well beyond individuals.

A restorative approach to institutional and systemic issues does not focus on macro-level relationships, instead of or alongside micro-level relationships, but rather calls attention to their mutual reinforcement and intersection. Herein lies the complexity of institutions and systems and the challenge of bringing change

(Llewellyn and Morrison, 2018: 344)

5.3 Culture and Leadership

Restorative practices sit along a continuum ranging from informal (that typically demand less time, skill, preparation, and people) to the more formal (that typically demand more time, skill, preparation, and people). The leaders and managers who might facilitate and promote these processes need to be aware that they will be contributing to the culture of the workplace, not just by what they say but also by what they do. Skilled restorative leaders not only model appropriate behaviours but can facilitate and supervise on *principled* levels restorative processes that are:

- **Relationally focused**: they can resist isolated view of individuals or issues.
- **Comprehensive/holistic**: they consider contexts, causes and circumstances and are oriented to understanding what happened in terms of what matters for all parties.
- **Inclusive/participatory:** they have a relational view of the parties who have a stake in the outcome of the situation - those affected, responsible and who can affect the outcome. They are skilled in communicative, dialogical processes that support agency and empowerment.
- **Responsive**: they can demonstrate contextual, flexible practice that is attentive to people's needs.

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[22] LLEWELLYN, J. & MORRISON, B. 2018. Deepening the relational ecology of restorative justice. *The International Journal of Restorative Justice,* 1**,** 343-355.

- **Focused on taking responsibility** (individual and collective) not on blame.
- **Collaborative/non-adversarial**: there is a demonstrable emphasis on engagement over control; on moving beyond binary relationships.
- **Forward focused**: there is an emphasis on the learning underpinning to the process, on problem solving/prevention and on being proactive[23].

Particularly in larger organisations, the role of middle managers is equally important as it is these managers with whom workers have most contact. Therefore, the behaviours that the middle managers display contribute to establishing professional standards. Equipping managers with skills in active listening, appreciative inquiry, and positive regard so when listening to complaints they can recognise their own assumptions and reactions, perspective and experiences will be important to sustaining a restorative culture.

Finally, restorative leaders and managers can nurture the courage to sensitively name and deal with inappropriate behaviour when they become aware of it[24].

5.4 Areas where a restorative process may work:

Proactive. Designed to **make** relationships	● Personal and emotional wellbeing. ● One to ones. ● Performance and appraisal. ● Creating positive wellbeing cultures. ● Partnerships and commercial. ● Board development.
Proactive. Designed to **maintain** relationships	● Managing team dynamics. ● Difficult behaviours or personalities. ● Employee relations. ● Flexible working. ● Efficiency ● Covid-19.
Responsive. Designed to **mend** relationships	● Performance issues. ● Attendance. ● Performance and capability. ● Employee misconduct. ● Workplace bullying. ● Aggressive management. ● High level conflict among staff. ● Assaults and violent situations in frontline services. ● Breaches of professional standards.

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[23] LLEWELLYN, J. & MORRISON, B. 2018. Deepening the relational ecology of restorative justice. *The International Journal of Restorative Justice,* 1**,** 343-355.

[24] RISHWORTH, A., RAMSEY, R., ANDREWS, K., D'ATH, Y., O'NEILL, D., SYMON, M. & TUDGE, A. 2012. Workplace Bullying: We just want it to stop. Canberra: Standing Committee on Education and Employment. The Parliament of the Commonwealth of Australia.

| | ● Inappropriate behaviour |
| | ● Conflicts, disputes, disciplinaries between staff and employer. |

5.5 Risks to implementation

In the name of transparency and due diligence the risks to implementation as identified from the literature and experience are summarised here:

- **Resource intensive.** This way of working demands rigorous training of personnel at the start of the initiative as well as time spent facilitating and quality assuring interventions.
- **Difficult to measure the impact.** Many implementation models swing towards quantitative measuring, looking to see reductions in grievances, increase in attendance and performance. However, there are other impacts that are harder to measure and capture.
- **Time taken.** Not only the time it can take to facilitate a restorative process but all the 'pre' work that goes into it such as training and communication. People often fall back on reactive methods as they are quicker to deliver.
- **Cohesive leadership** needs to be modelled from the top with **distributed leadership** networks throughout the organisation.
- **Competing priorities** within an organisation mean that the more time intensive and resource-heavy initiatives can fall by the wayside.
- **Limited budgets**. Allocating resources for training and development can be problematic

6. Next Steps.

Training and developed awareness of restorative and relational practices for senior leaders is a good first step. This will help assess if there is 'buy in' from the top for a programme of change that has the potential to affect the organisation over a three-to-five-year period.

6.1 Take responsibility

Effective implementation requires that organisations first take responsibility for their own role in generating workplace conflict and recognise the impact of organisationally generated trauma on staff and services users[25].

6.2 Use a principle-based restorative approach

Restorative practices within workplaces must align with restorative values that include respect, dignity, and mutual concern for all members of the community; a commitment to justice and equity; and a belief in the value and worth of each person.

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[25] Restorative Arlington: Strategic Plan, 2020.

6.3 Create an Implementation Plan

Create long-term implementation plans focused on sustainability and professional support. Leaders should manage expectations about how long it may take to see quantifiable results[26]. Take advantage of collaboration already happening across service areas.

6.3.1 Develop staff

Commission external training and develop internal training to support human service practitioners with:

- an understanding of the functions of reactive conflict at work.
- a methodology to identify different types of conflict.
- a framework to proactively model and coach replacement behaviours, empowering people to address the causative factors in ways that do not cause harm to self-and/or others.
- skills that can be taught to management and staff individually or in group settings, as well as to service users[27].

6.3.2 Prioritise ongoing collaboration

Develop a framework for ongoing internal collaboration across service areas alongside external partners. Consider the evolution of relationships between service areas and how these might be formalised and supported. Connect with the other restorative organisations identified within this report.

6.3.3 Collaborate with Corporate Services

Consider a Restorative Leadership Programme specifically for a leadership team within Human Resources.

6.3.4 Evaluation plans

Consider what monitoring data is useful and how best to evaluate interventions. Consider how to share the organisation's 'change story' long-term.

6.3.5 Increase representation

Focus on how to increase representation and decision-making from people representing communities that have experienced marginalisation.

6.4 Identify funding

Identify, resource and fund staff with expertise in restorative approaches to perform these functions:

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[26] GREGORY, A. & EVANS, K. 2020. The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here? *National Education Policy Center*.

[27] BOWEN, B., PRIVITERA, M. R. & BOWIE, V. 2011. Reducing workplace violence by creating healthy workplace environments. *Journal of Aggression, Conflict and Peace Research,* 3**,** 185-198.

- Coordination
- Restorative facilitation
- Communications (to include the support to develop comprehensive engagement, connection, and communications strategies, tools (language/lexicon) to share information about the programme, honouring the culture shift and giving people entry points)[28]
- Training and development for staff and partners
- Support accessibility for all participants

7. How can we help?

The Restorative Lab is well placed to support organisations with their restorative first or next step. Our team consists of skilled trainers, evaluators, and practitioners with on the ground experience in a variety of industries. There are four areas where The Restorative Lab might add value to a restorative programme:

7.1 Strategic input

Co-creation of an implementation plan and accompanying Theory of Change for the development of restorative culture.

7.2 Restorative training and workforce development

Quality training and coaching for staff and community members. Specific skills in the development of restorative leadership. Coaching and mentoring for emerging leaders.

7.3 Research and evaluation of impact.

The Restorative Lab has a deep and critical interest in the process of developing innovative evaluation methodologies that can usefully and meaningfully capture the impacts of working restoratively.

7.4 Facilitation of restorative meetings

As highly experienced restorative practitioners, The Restorative Lab can support and facilitate formal restorative processes designed to address disputes, conflict, and disagreements.

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[28] GREGORY, A. & EVANS, K. 2020. The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here? *National Education Policy Center*.

8. Appendix

Detailed review of restorative organisations.

Organisation	Mersey Care
Staff number	8000
Culture Descriptor	'Just and Learning Culture'
The inciting problem(s)	Mistakes in NHS culture were not being reported by staff. There was a blame culture: people were worried about consequences and so tended to not report. Investigations tended to lay fault at human level: the person is the problem not policy. Over time they had noticed a significant number of disciplinary cases and associated suspensions. This was problematic for safe service delivery and seriously affected the health and wellbeing of colleagues.
Timeline	Mersey care began to formally address the organisational culture in 2016.
Change Agent	Sidney Dekker[29]
Restorative response	To support colleagues' psychological safety through the development of bullying awareness for staff based on a preventative approach to recognise bullying behaviour and development of a process to resolve issues.[30] The creation of a Just and Learning Culture to empower people when things go not as expected. People are empowered to check their own daily practice as well as that of others. People are encouraged to assess if their intervention is 'honest', 'kind' and if they are 'willing to learn'?
Reported outcomes	100 percent of leaders Band 7 and above and equivalent have been assessed and have a development plan to support their teams in a Just and Learning environment. - The development of a standardised framework to support learning from incidents including supporting staff, how to debrief effectively, and to provide governance and validation mechanisms to improve the safety and experience of the people we serve and our colleagues so that risks are addressed, and learning is maximised. - The production of a guide for colleagues and service users on Just and Learning expectations to describe the shared responsibility between individuals, teams,

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[29] Sidney Dekker
[30] Mersey Care

	and the organisation to create a safe and compassionate environment.
	• Employees who may be subject to disciplinary investigation are able to contribute information to that decision-making process.
	• A significant reduction in disciplinary cases. One of the four clinical divisions saw 64 percent reduction in disciplinary cases between 2016 and 2017. In the period from 2018, 199 investigations and 57 suspensions have been avoided. This has a positive impact on many costs, as well as on morale and, crucially, continuity of care.[31]

Organisation	Aster Group UK
Staff number	1200+
Culture Descriptor	To empower individuals and teams to address conflict or misunderstandings by enabling them to use their own voice to come up with solutions to work better together.
The inciting problem(s)	An over reliance on formal HR processes, these being only options. A dislike of formal process by all parties, the time it took, formality, giving over control etc. The creation of entrenched positions which often polarised parties further. No accountability or encouragement of responsibility, which, as a result, often further damages relationships. HR were seen as 'owning' the process, and policing it
Timeline	Aster began a transformation journey in 2014 with restorative developments coming in in 2018.
Change Agent	Restorative Engagement Forum[32]
Restorative response	Senior leaders have embraced this culture and reflected their commitment within the organisation's strategic planning, policies, and procedures[33]
Reported outcomes	• 300 leaders within the business completed a three-day programme learning the principles of restorative practice. • Senior leaders have embraced this culture and reflected their commitment within the organisation's strategic planning, policies, and procedures

[31] Mersey Care
[32] The Restorative Engagement Forum
[33] The Restorative Justice Council

	• Aster Group is the first organisation outside of the UK criminal justice system to receive Registered Restorative Organisation status.

Organisation	Surrey County Council
Staff number	11,000 (not including schools)
Culture Descriptor	To push the boundaries of early dispute resolution, build on internal mediation capability to drive a restorative revolution and continuous cultural improvement.
The inciting problem(s)	The council was criticised for institutional bullying in a leadership report published in the London press[34].
Timeline	Surrey County Council Youth Service began the restorative work in 2014. They had good results (reduced the number of formal cases in the courts by 60%) so started to consider how this approach could be applied in other functions of the authority, starting with HR. Surrey CC is now working restoratively in children's care homes, with young people, families and in the workplace.
Change Agent	Mayvin[35] and latterly South East Employers[36]
Restorative response	Restorative HR (RHR) throughout the authority. RHR is described as "a pioneering field of practice that brings together HR and OD with restorative justice to help people solve HR problems for themselves". Mayvin claims that the RHR programme focuses first on developing staff so that they can support issues more quickly and effectively than a more formal route (Note that a RA is proposed – not imposed – and there are always cases where it is not the right way forward). In 2017, Surrey County Council fully launched their Restorative Framework, a comprehensive and integrated system of complementary self-service solutions, designed to enable the organisation to identify and resolve issues arising between employees positively and efficiently. In operation the framework is owned and delivered by an employee network, while the council's Equality, Inclusion and Wellbeing team.

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[34] [How Surrey County Council is delivering meaningful benefits through workplace mediation](#). South East Employers.

[35] [MAYVIN, Restorative HR Practice: A Toolkit, 2016](#)

[36] [South East Employers](#)

Reported outcomes	- Performance is improved more effectively and sympathetically - Motivation has increased - Formal grievances have decreased - On average 15% of casework is resolved through HR restorative practice. 5% of casework is now resolved through restorative HR practice. 40 (non-HR) facilitators from all around the authority have now been trained 70 fairness champions who are potentially a first point of contact and work with people on a one-to-one basis
Reported benefits	- Reduced workload and paperwork - staff and their managers feel better about themselves. - Conflicts, disputes and disciplinary sessions between staff and employer are dealt with before the issue goes through a potentially lengthy and costly official process.

Organisation	Leeds Learning Alliance
Staff number	The Leeds Learning Alliance is a partnership (with charitable status) of organisations who are committed to inclusive practice and education, restorative practice and who prioritise collaboration. The partners of the Alliance include Leeds City Council and a mix of primary, secondary, tertiary, and Higher education institutions as well as the Leeds Rhinos Foundation.
Culture Descriptor	The Alliance seeks to raise outcomes for all learners regardless of levels of need and background and all Alliance partners use and commit to developing restorative approaches to leadership, management, and professional practice.
Timeline	2011
Change Agent	Various
Restorative response	The Alliance is exploring the development of Peace Education[37] to enhance an inclusive, equitable and effective culture of learning and wellbeing.

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[37] Peace education practice is often grounded in a progressive and pragmatic philosophy of experiential and democratic education. Peace education is a means by which to surface conflict safely and use it as an opportunity to learn. Peace education has been defined by UNICEF as the

"Process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence,

Areas of focus	- Sharing skills, methods, and strategies to develop high quality teaching and learning. - High quality, relevant and as needed targeted professional development. - Rigorous quality assurance and collaboration to support improvement. - Promotion and education for health and well-being. - Securing appropriate destinations and pathways for all learners. - Partnership to maximise resources and opportunities across the Alliance and with other organisations.

Organisation	Princess Alice Hospice, Esher,
Staff number	Unknown
Culture Descriptor	In 2016, the clinical department at Princess Alice Hospice began to adopt a less procedural approach to managing staff and saw as a result the number of grievances fall with a happier workforce that played to the strengths of individuals.
Timeline	2016
Change Agent	Unknown
Restorative response	The hospice trained six of its staff as restorative facilitators. Those chosen were skilled up to an accredited level to help individuals or teams find their way out of conflict without following a formal grievance procedure.
Reported outcomes	A more positive and supportive culture. There have been no formal grievances undertaken since 2016 and feedback suggests that restorative practice has played a significant part in achieving this. Time has been saved and the hospice now has empowered managers and a happier more productive workforce whereby issues are discussed as and when they arise, and staff are enabled to have direct, honest conversations with each other without fear of retribution[38].

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both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level"
UNICEF, 1999

[38] SMITH A & L., S. 2019. P-77 Restorative practice: emotional intelligence in the workplace. *BMJ Supportive & Palliative Care,* 9**,** A37-A38.

Organisation	Godwin Development Trust for Hull City Council
Staff number	Unknown
Culture Descriptor	To generate a common restorative language through which all children and young people experience education, criminal justice, social services
Timeline	Started in 2007 with a pilot project to implement the use of restorative processes into fourteen primary and secondary schools.
Change Agent	Godwin Development Trust
Restorative response	Hull City Council judged the school's pilot to be a success and so invested in training 20,000 people within the authority in RP. By 2008, around 25% of Hull schools were implementing RP. Furthermore, the council had set its sights on becoming the world's first restorative city, "in which all council and local government employees who, in a professional capacity, come into contact with children receive some training in restorative approaches"[39]
Areas of focus	Pilot focused on fourteen primary and secondary schools.
Reported outcomes	From all 14 schools: 70% fewer classroom exclusions 80% fewer fixed term exclusions[40] From 1 high school in the pilot: 45% reduction in verbal abuse incidents 62% fewer staff absences (costs saved around £8,000) In 2009, restorative approaches were implemented across the whole of the Godwin Development Trust.

Organisation	Christchurch University[41]
Staff number	7
Culture Descriptor	In partnership with the Diocese of Canterbury, Christ Church University provided support to senior managers in schools via clinical supervision which was described as a purposeful, restorative professional and personal developmental space.
Timeline	2014-2016

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[39] GREEN, S., JOHNSTONE, G. & LAMBERT, L. 2013. What harm, whose justice? excavating the restorative movement. *Contemporary Justice Review,* 16**,** 445-460.

[40] http://www.iirp.org/pdf/hull09.pdf

[41] REID, H. & SOAN, S. 2019. Providing support to senior managers in schools via 'clinical' supervision: a purposeful, restorative professional and personal developmental space. *Professional Development in Education,* 45**,** 59-72.

Change Agent	Diocese of Canterbury and Christ Church University
Restorative response	The provision of a professional space for senior leaders and SENCOs in schools to reflect on, air and discuss professional practice issues in a confidential, non-judgemental setting. Each participant received six, two-hour supervisory sessions over the course of an academic year with an experienced supervisor.
Areas of focus	Senior staff and SENCO wellbeing
Staff reported benefits	● The importance of having a structured process that was independent and confidential. ● A constructive experience that countered the isolation that the weight of their responsibility imposed on them ● A 'safe space,' to develop thinking and strategies for managing complex work ● An opportunity to ability to 'park work' and gain a new perspective; being able to shoulder responsibility better ● Physical benefits such as 'being able to sleep better at night.' ● Above two points indicate improved resilience: being able to take care of self to take care of others. ● greater strategic thinking and enhanced leadership development ● Suggestions of benefits to the individual, the school, the pupils, and the profession.

Further Resources

- Professor Michael West, *The key components of effective team working during the COVID-19 Crisis* film
- Mersey Care 'Just Culture' film

The Restorative Lab would like to thank the Restorative Practices team at Gloucestershire County Council for their support with this work. We continue to be inspired by their progressive leadership in this area and creative thinking when it comes to supporting RP in education. For more information on GCC's RP offer, please visit Restorative Practice in Gloucestershire
Or email the team at: RPEducation@Gloucestershire.gov.uk

The Restorative Lab works with organisations to help them transform conflict into opportunities for growth and innovation. Dr Terence Bevington is a restorative practitioner registered with the Restorative Justice Council with 14 years' experience of restorative facilitation, training, and consultation. Anna Gregory is a restorative practitioner registered with the Restorative Justice Council with 10 years' experience of restorative facilitation, training, and consultation. Tom Mellor is a restorative practitioner with 15 years' experience of restorative facilitation, training, and consultation. The Restorative Lab is currently working with a national restorative charity and a Local Authority to embed more relational and restorative practices in the internal workings of the organisations.

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