

Restorative Justice: Practitioner Case Studies

This collection of case studies, which were compiled by the Children and Young People's Centre for Justice (CYCJ), focus on successful Restorative Justice (RJ) approaches and interventions taken across educational establishments, youth services and councils in Scotland. These best practice examples include benefits and impacts, challenges and barriers and what has been learnt by all parties involved. Access further RJ resources [here](#).

September 2020

Contents

1. Inverclyde Psychological Services	2
2. North Ayrshire Education Staff and Campus Cops	4
3. Sacro Youth Services	7
4. Restorative Intervention Programme, St Paul's High School, Glasgow City Council	9
5. Restorative Practices and EEI, Glasgow City Council	12
6. Barnardo's Aberdeenshire Youth Initiative	16

1. Inverclyde Psychological Services

October 2019

In line with national policy (better relationships, better learning, better behaviour) and local policy (positive behaviour, positive relationships), a three year plan was put in place to deliver training in restorative approaches to educational establishments across Inverclyde Council.

The model for delivery has changed over the three years, based on ongoing evaluations and individual needs. The models for delivery have included:

1. Training a whole school staff, including support staff
2. Providing a whole school overview followed by twilight training sessions for key staff

Example of Good Practice

The model involved delivering training on a cluster basis over a number of twilight sessions. At the end of these sessions, schools are asked to prepare an action plan to ensure implementation and sustainability in their school. Using the information gathered from the readiness questionnaires, along with discussions with school senior management teams, the team have adapted and responded according to individual school and cluster need. To aid in this, a differential model of implementation has been adopted.

Benefits and Impact

In order to review the impact of the model of delivery, evaluation was drawn from a number of resources including:

- School action plans/improvement plans
- Training evaluations
- Audit of primary and secondary establishments about the use of restorative approaches
- Attitudes questionnaire

This stated that:

- The quality of the training received by staff was rated as high
- Schools were asked to reflect on their readiness through a questionnaire. As the training progressed, the team changed this and adopted a planning dialogue with individual schools about expectations for forming a working group, with responsibility for implementing the approach in their school. School psychologists support these groups.
- Schools were asked to ensure the implementation of the training was on their school improvement plan, ensuring that the initiative was regarded as a priority.

- Establishments have asked for training on a cluster basis for support staff showing a readiness for a deeper understanding
- There can be a sense of calmness and mutual respect by all schools.

What makes this work?

To support the success of restorative approaches the development was prioritised by the local authority and rolled out to everyone so that the language was common to all. This ensured a level of consistency throughout as well as a clear baseline for staff to work from. It also allowed for clear expectations to be set within the authority by senior management.

Challenges and Barriers

Despite clear successes throughout the development there was a number of challenges which are highlighted:

- Through ongoing discussion and planning with their school psychologists and through the recall days, it became apparent that some schools were struggling with ongoing implementation and sustainability of the approach. The training materials were therefore modified, ensuring that the entire last session was on action planning and identifying areas for support.
- The model was rolled out throughout the authority rather than asking people to buy in. This did not ensure that all were ready to become restorative schools, which could have minimized overall impact.
- While much of the restorative approaches are embedded, due to staff turnovers there is great variation in the quality of restorative experience and in some cases it could be argued that it is not restorative. Schools can often have traditional “zero tolerance” charts with a restorative conversation as part of the process, and demerits and exclusions continue to occur.
- Because so much restorative work took place there can be a sense of having “done” restorative. This highlights the need to keep this on the agenda and ensure ongoing training/ development. In addition some staff members also believe that they are being very restorative, whereas practice varies.

How could this be improved further?

- The impact of the training and follow up with children, young people, parents and staff was collated and analysed. Following this there was a redesign of the training with the structure and purpose of the recall days being changed to meet identified needs.
- Early years and additional support need provision were not included in the initial three year plan and this needs to be considered
- Ensuring that it is not regarded as training to be done but a priority which is revisited and fully embedded to ensure that all staff have a consistent and deep understanding of restorative approaches.
Involving parents and children to a greater extent to ensure a more consistent approach

Further information

Follow @Inverclyde_EPS on Twitter.

2. North Ayrshire Education Staff and Campus Cops

Sue Macleod (2019)

Background

North Ayrshire psychological service has been involved in the roll out of Restorative Approaches (RA) across the authority for the past four years which was initially supported by Education Scotland. All establishments within the local authority (50 primary schools, nine secondary school and early years settings) have now had senior leaders involved in professional development and wider staff groups have participated in coaching and professional learning.

In addition to senior leader development, two members of the psychological service team participated in further comprehensive five-day professional development with Tim Chapman which informed and helped adapt the restorative approach and messages given to establishment staff.

The roll out continues for new staff on an ongoing basis and forms part of the authority's Promoting Positive Relationships policy which all staff should adhere to.

RA also helps to inform the Authority's Anti-Bullying policy and the Scottish Government's Included Involved and Engaged Part 2 document setting out responses to exclusion.

Example of Good Practice

Due to the roll out of RA across the authority, all staff have an awareness of using this approach to support children and young people in their care. As a result, informal RA conversations take place regularly in a number of establishments as part of the school day meaning that situations are de-escalated quickly with no requirement for formal proceedings.

In addition, if formal meetings are required there is a mechanism for these to take place within the school by practitioners who have completed the comprehensive training.

Furthermore, the approaches have been used to support conflict between staff members.

Benefits and Impact

In order to assess the impact of the approach feedback was gathered from staff working across the local authority:

“Very useful in resolving conflict among pupils... shown to have a positive impact on relationships and has been used between staff members. Support staff find it useful in the playground”

“Very useful in resolving class conflict in the school environment. Conflicts have been resolved more effectively and minor incidents are less frequent”

“The approach has had a positive impact on the relationships between pupils/staff and has been used between staff members successfully”

“I feel they (restorative approaches) are an excellent way of dealing with conflict in the school, giving all parties a voice and allowing a resolution without children being charged” (Campus Cop)

“I believe restorative approaches are having a positive impact on relationships” (Campus Cop)

“The approaches are having a positive effect on relationships as they allow all involved to assess and process their own behaviours and then discuss them in a positive manner with all involved. It allows the young people concerned to have active involvement in assessing the situation, their own actions and the final outcome”

What makes this work?

There are a number of factors that support the success of this approach across the local authority. Staff commitment has been key to this as well as the buy-in from senior management. Without the staff belief and understanding of how this works in practice it would be difficult for this to be a success. RA fits in well with both Nurturing North Ayrshire ethos as well as the Authority directives.

Challenges and Barriers

One of the main challenges for the approach in North Ayrshire is time. In order to fully support the individuals involved to take part, substantial supportive ground work is required. This can result in individuals not feeling comfortable in taking part and therefore opting out of the approach.

How could this be improved further?

Further coaching and continued training is required to support new staff and ensure the understanding and expertise of current staff is maintained. Furthermore, at this time staff are trained within secondary and primary education establishments but not with a particular focus on the early years. Additional roll out of the approach within early years could have additional benefits to more children.

What has been learnt?

Through training and coaching, staff are changing their language about children's behaviour and are seeing challenging behavior as distress, resulting in them being more likely to respond restoratively. Children's behaviour is often rooted in trauma and can present as lack of self-regulation and distress. RA supports a nurturing approach which is evidence-based.
--

Further information

Contact smacleod@north-ayrshire.gov.uk . Follow @nac_eps on Twitter.
--

3. Sacro Youth Services

Geoff Reid (Sacro)
October 2019

Background

Sacro's Youth Services provides a range of interventions to young people between 8-18 years of age. The service offers supports to these young people with the aim of effectively addressing risk-taking and problematic behaviours. It seeks to challenge and change attitudes which may be contributing to offending behaviour.

Sacro's Youth Services operates Restorative Justice (RJ) and Restorative Practices (RP) as part of the work undertaken. RJ allows open dialogue between the person responsible (PR) for an incident and the person harmed (PH). This allows the PR to explain their behaviour and to hear how the PH has been affected. The process allows the PR to apologise for their behaviour and for both parties (and support people) to create an action plan for the future. This process seeks to empower and value the PH. There are a range of ways this can be administered including Restorative Conferences, Shuttle Dialogue, Face-to-Face meetings and Victim Awareness. In rare cases, the PH often requires support for various reasons and the service can offer this as well.

Sacro's Youth Service is a national service, and as such, has a range of offices throughout Scotland including Falkirk, Kirkcaldy and Dundee, some of which also offer restorative justice intervention.

Example of Good Practice

Sacro has a range of policies and procedures which underpin their work. Staff must be non-judgmental towards all parties they come into contact with, from professionals to service users. Staff must also be non-discriminatory at all times as the positive reputation of the organisation must be upheld.

Sacro is a unique organisation in that it has an objective to operate from a victim's perspective and thus is not punitive. Youth Services empower the PH and support them to explore their thoughts and feelings around what has happened to them.

With regard to PRs, good practice is to seek to understand the causes of their actions and to encourage them, as proportionately as possible, to explore the consequences of their behaviour if it continues. The worker must also be respectful towards the PR and support them as much as possible.

Sacro's policy is to be flexible in delivering the relevant service and to be available to parties where possible. This can include home visits or the worker can make appointments to meet in schools.

<p>Benefits and Impact</p> <p>Sacro's Youth Service actively operates an inclusive and highly regarded service in the local area. Many partners and stakeholders are aware of the high quality of the service. In some cases, agencies contact us for advice and information rather than to make an official referral. This demonstrates the positive relationship Sacro has among other services.</p>
<p>What makes this work?</p> <p>Engagement with Youth Services is wholly voluntary and the flexible and dynamic approach from Sacro staff helps to engage young people. The team is motivated to facilitate change and the service has a positive reputation from partners and stakeholders in the area and is held in high regard. As a result, referrals are regular. In addition, the Falkirk team is trained in a variety of areas which allows them to be indispensable in delivering programmes to young people with a focus on reducing (re)offending.</p>
<p>Challenges and Barriers</p> <p>Recently, the Falkirk team faced a significant barrier with the introduction of GDPR. This meant that information sharing needed to be tightened up and as such, no EEI meetings took place for a period of time. This caused a notable drop in referrals until protocols were reviewed in line with the change in the law. This has also caused considerable reductions in PH details as we cannot now contact them unless they have consented for their details to be passed on (unless the PH is a corporate body). Since the team operates an RJ process, not accessing PH details can create significant concerns regarding the statistics of the number of PHs who can be involved.</p>
<p>How could this be improved further?</p> <p>Improvements have been made and the EEI meetings are back up and running; however, if consent is not given, the service cannot operate an active RJ meeting between PR and PH.</p>
<p>What has been learnt?</p> <p>The information sharing process is ongoing. The agencies who refer to Sacro are aware of Sacro's operation and actively encourage engagement, and this is all we ask.</p>
<p>Further information</p> <p>Click here to visit the relevant website. Follow @sacro_national and @sacroFV on Twitter.</p>

4. Restorative Intervention Programme, St Paul's High School, Glasgow City Council

Pauline Donovan (St Paul's High School, Glasgow City Council)
January 2020

Background

A trained restorative justice practitioner was recruited to be based within St Paul's High School in Glasgow. This was following the presence of restorative interventions across various schools in the area since 2004.

The Head Teacher from St Paul's recognised the impact of the work being carried out and used public equity fund money (money provided by the Scottish Government to close the poverty related attainment gap to be spent at the discretion of teachers and school leaders) to secure an intervention worker for two days per week. The role was focused on embedding restorative practices within the school, addressing conflict, avoiding exclusion and providing tailored support to children experiencing difficulties and the wider school community.

Example of Good Practice (Case Study)

Two first year boys, Aidan and Josh, who had known each other for several years, were referred to the school's restorative intervention programme following an altercation within the school.

Prior to the incident there were ongoing issues, including name calling between the boys. The situation had escalated into an argument about playing an online computer game, resulting in Aidan losing his temper and assaulting Josh. This was witnessed by a staff member who promptly intervened.

Despite the school policy being to exclude for pupils for fighting, the Head Teacher made the decision to instead refer the children to the restorative intervention programme which both boys agreed to participate in.

The facilitator met with both boys individually and allowed them space to talk about what had happened, how it made them feel, and how they were feeling now.

She explained what a Restorative Intervention was about and the options that were open to them.

Initially both boys agreed to take part in Shuttle Mediation as they didn't want to be in the same room. This was initiated but as the process developed both boys discovered that they were looking for the same thing - to stop fighting and arguing

and be able to move forward. Both boys then decided to come to together for a meeting and an agreement was made.

They agreed:

- Not to fight, argue or name call
- To put the incident behind them
- For Aidan to apologise to Josh.

Benefits and Impact

The benefit of the restorative intervention programme is that it allows all parties the opportunity to say how they feel. Often children state that they feel nobody listens to them so it allows for this to be achieved very early on in the process.

Pastoral care staff at St Paul's High School report that they are not afforded the time and often do not have the relevant training to carry out restorative interventions. They are therefore greatly appreciative of the service and report several positive outcomes, including:

- Less exclusions
- Parental appreciation for the time taken with their child
- Young people feeling empowered at taking ownership of their issues
- Young people coming to an agreement that suits them and is achievable

What makes this work?

It is vital that children are properly prepared to take part in a restorative intervention and this is undoubtedly the key to this programme's success. In the above case study both boys met with the intervention worker several times, allowing them space to "tell their story" in a safe environment and allowing the intervention worker time to fully explain the process and possible outcomes.

The restorative intervention works because it is a very fair process. There is no hierarchal judgement and children are empowered to take ownership of their thoughts and actions. Children appreciate the opportunity to be heard, and to listen.

Remarkably children who have gone through the process have reported that they are able to use the technique in conflicts with peers and family members.

Challenges and Barriers

Undoubtedly the process can be challenging for children, in particular listening to someone who has been affected by their actions/words.

In the above case study Josh had initially stated that he felt resentful because he did not get a chance to retaliate before the staff member intervened. However, as

they proceeded through the restorative process he realised that retaliation would not have helped and was grateful for the staff member being there.

How could this be improved further?

The restorative process in St Paul's High School could be improved by training the wider staff team to adopt the restorative ethos in day-to-day dealings with children. This could range from initiating restorative conversations, to being trained and given the time and space to facilitate a restorative conference.

What has been learnt?

In the above case study Josh and Aidan were guided through a process that taught them to listen, show empathy and make amends.

Both boys reported that they were very glad of the experience and noted that if they had been excluded, they would still feel the same when they came back. Having taken part in the restorative intervention they now feel they have closure on the matter and no further incidents have taken place.

Further information

Contact Pauline.Donovan@glasgow.gov.uk.

5. Restorative Practices and EEI, Glasgow City Council

Lorraine Gardiner (Glasgow City Council)
February 2020

Background

Within an area of Glasgow, the police identified a group of children aged 14-16 who were causing persistent antisocial behaviour. In order to address this behaviour an intervention worker designed an initial eight week programme, involving local development trust and a local problem solving police team, with the aim of changing attitudes and addressing behaviour. The program had restorative practice threaded throughout with sessions on victim awareness and impact. The intervention worker designed the programme to look at the specific impact the group's behaviour was having on individuals and the wider community.

Two police officers were identified as the most appropriate to co-facilitate all sessions. This allowed on the spot conversations and a policing perspective as well as the development and improvement of children and police relationships.

Several restorative techniques and process were used throughout the programme, allowing the children to see the impact of their behaviour from the people they had harmed and having a means to do something to make amends.

Example of Good Practice

An ambulance depot was being attacked on a daily basis by members of the group. Behaviours included scratching parked cars around the depot, knocking off mirrors from cars, throwing bricks at staff (including paramedics), vandalising CCTV and wire fencing and congregating on the roof of the building.

An intervention worker and police representative met with staff at the ambulance depot to gain their views on what they would like to happen next. The ambulance staff and the children were then asked if they would like to be involved in restorative work. Two team leaders agreed to come along and discuss with the group the impact of what they were doing on others. This allowed both the people harmed and those who had caused the harm to enter into safe dialogue and discuss the behaviour.

Prior to meeting with the ambulance staff, preparatory sessions were conducted with the group looking at victim perspectives, the ripple effect of behaviours and respect. Previous sessions had also included first aid and input from medics against violence to emphasise the important work of the ambulance service.

Part of learning about the impact of their behaviour and changing this involved the use of restorative language and approaches throughout. It was also required to

address behaviours that took place within the group throughout the programme. The police were vital in providing timely reporting of anything the group were involved in.

During the eight week programme another incident occurred, involving graffiti on a local pizza chain who were providing free pizzas to the group. Understandably, the manager was not happy that his premises had been vandalised. After discussion between the manager of the pizza chain and an intervention worker, and in agreement from the children involved, it was arranged for the graffiti removal team within Glasgow City Council to accompany the children and provide protective clothing for them to paint over the damage they had caused. Despite several of the group not being involved in the damage the whole group helped to remove the graffiti. A year later the walls are still graffiti free.

Benefits and Impact

The ambulance staff discussed how they had been affected as individuals, including how they could no longer take their cars to work, and what the financial and emotional impact had been on them. A statement by a trainee paramedic who had been hit on the head by a brick by a group member was read out which detailed their wish to change their career as they felt unsafe. Information was also shared that an ambulance had to be taken off the road to be repaired following damage, preventing it from being available to potentially save lives. This highlighted to the group the ripple effects of their behaviour. Throughout the session the group remained silent and respectful and they were witnessed to listen intently to the impact their behaviour had on others and the wider community.

The ambulance staff asked that rather than an apology from the group, as a result of the restorative intervention, what they would like was for them to stop their behaviour and stay away from the ambulance depot. A follow up discussion between the intervention worker and ambulance staff a week later highlighted that there had not been a single incident at the ambulance depot since their input and they could not believe the impact that this had. They stated that staff were able to drive to work again and felt their vehicles were now safe. A further follow up a year later concluded there were still no further incidents, with ambulance staff expressing their amazement and gratitude.

All the sessions with a restorative approach allowed the children to see the negative impact of their behaviour on individuals and communities. It allowed this to be conveyed to them by the person or people harmed by their behaviour and benefitted all parties involved.

What makes this work?

Having the time and space to prepare both those who had caused the harm as well as those harmed supported the success of the programme. It allowed for barriers to be overcome, and attitudes to be tested and challenged in a safe environment. A restorative approach was embedded into the programme, dealing with incidents and behaviors when they happened and allowing it to be adaptable and responsive.

Intervention workers being able to establish strong working relationships with the children, including mutual respect, was vital for the success of the programme. This provided clear expectations from everyone involved and allowed for honest and open discussions throughout.

Challenges and Barriers

The nature of the group meant that there was often behaviour challenges that needed to be addressed in every session both individually and collectively. The different personalities and needs of group members had to be met and managed, ensuring their wellbeing was the priority throughout. An ongoing challenge was the significant length of time taken to carry out the preparatory work with both the person/people who had caused harmed and those who had been harmed.

Additional challenges came from the attitudes of some police staff towards children involved in offending behaviour and in encouraging them to think restoratively. Work had to take place to support some police staff in how they interact with young people and have an understanding of the barriers the children face and the reasons behind behaviours. Many police officers changed their attitude to children in conflict with the law throughout the programme.

How could this be improved further?

Extending the programme to further groups of children across the local authority area would allow more children to benefit from restorative approaches and potentially reduce offending behaviour. Furthermore, expansion of the project could ensure that more people harmed have a voice in the justice process and feel safer in their community.

What has been learnt?

It is clear that the restorative approach to the work allowed for those who had been harmed to have their voices heard and views taken into consideration. This has resulted in improvement to situations following the harm for individuals and communities.

The programme has evidenced that focused intervention has the ability to not only benefit the person/people who have caused harm by reducing reoffending and offering support, but to also support those who have been harmed and the wider community.

Furthermore, the programme has highlighted that in order to carry out effective intervention, there is a requirement for time and space to complete preparatory work with all parties involved.

Further information

This intervention worker and the police officers involved were awarded the Divisional Commander's Award from Greater Glasgow Division in respect of the 'Making a Difference' Category for the work carried out in this programme. This highlighted the great work that can be achieved in changing attitudes when a partnership approach is adopted.

[Click here](#) to visit the related website. Follow @GlasgowCC on Twitter.

6. Barnardo's Aberdeenshire Youth Initiative

BAYI
September 2020

<p>Background</p> <p>Barnardo's Aberdeenshire Youth Initiative (BAYI) is a youth justice service commissioned by Aberdeenshire Council. We receive most of our referrals from the Youth Justice Management Unit and offer a service for young people living across Aberdeenshire. We also work alongside Social Work to assist assessment and offer specific early interventions for young people as part of the Whole System Approach (WSA).</p>
<p>Example of Good Practice</p> <p>A 14 year old boy was charged with a number of offences including theft and vandalism at a local primary school and referred by the Youth Justice Management Unit.</p> <p>The case was approached using the Restorative Justice Principles of:</p> <p>FACTS: what happened/incident details CONSEQUENCES: who/what was affected by the incident FUTURE: what can be done to repair any harm caused</p> <p>Firstly a START-AV assessment was completed where the worker met with the child weekly within school. He engaged well and took full responsibility for his actions in the incident. He was also very insightful about how his actions had impacted on the school that was damaged. At this stage the worker explored with the boy the possibility of meeting with the primary school and allowing him to apologise directly for his actions. The boy was nervous about this, but keen to progress this route.</p> <p>The worker made contact with the head teacher of the school and although she had not been in post at the time of the incident, there were staff in school that were present and recalled the impact of this. The head teacher was supportive of a Restorative Justice meeting taking place once information about the process was given and the purpose was explained. An appointment was made to attend a preparation session with school staff.</p> <p>A face-to-face preparation session was carried out with the head teacher and deputy head teacher and this was followed up by two further sessions over the phone.</p>

It was decided three teachers would attend the Restorative meeting, but they would have specific roles:

- The head teacher would speak about the financial impact the incident had on the school
- The deputy head would speak about the impact the child's actions had on the school routines
- A member of staff from the nursery would speak about the direct impact on the nursery children - and their difficulty in understanding "why big boys had broken some of their toys"

More in-depth preparation continued with the boy, with focus given to questions he might be asked and possible ways he may be able to make direct amends for his action. This piece of work took place after offence specific interventions had been successfully completed and the child was able to fully reflect on his behaviour. This work included the following themes:

- Attitudes to offending
- Offence analysis and patterns of behaviour linked to offending
- Discussions about emotional and mental wellbeing
- Impact of peer pressure
- Exploration of consequential thinking to promote better decision-making and choices
- Role of empathy, self-awareness and identity as means to increase confidence and resilience
- Understanding of own and family history
- Preventative individual strategies developed to minimise future risk
- Agreement of positive destination and goals

The restorative meeting took place within the primary school after the school day. Introductions were made with the school staff, offering kind words of encouragement to put the boy at ease.

The boy who had caused the harm opened the meeting with an apology for his action and went on to describe his involvement and how he had acted with others in the incident. The teachers then took it in turn to explain the impact on their different observations and roles, the impact on the children and the parents was also covered. Appropriate questions were asked and the boy was given the time and space to answer. The meeting naturally progressed to how amends could be made to the school. An agreement was reached that the boy would help the school move the nursery, later in the year, to a different part of the school to allow maintenance work to be carried out.

Benefits and Impact

Restorative Justice allowed everyone impacted by an incident to be involved. It empowered the boy who wished to take responsibility for his actions, whilst providing a voice for those affected by these actions.

It also enabled parties to be involved in a meaningful dialogue and work towards repairing harm, whilst allowing the person responsible to understand the impact of his actions.

What makes this work?

The voluntary nature of Restorative Justice gives individuals a choice to be involved in a structured process, and everyone involved an opportunity to have their needs met.

Challenges and Barriers

Identifying and contacting the person harmed can be a challenge. On this occasion, it was obvious who was harmed by the incident and already established communication between the schools allowed the worker to contact them and explore the option of a Restorative meeting. Both child and school have been receptive to this approach and followed through consistently with planned conversation. As a result, the meeting was conducted in a calm and respectful manner where all parties remained objective and were able to listen to each other. Emotive responses can divert from intended discussion points and contribute to meetings being less successful. There can also be challenges or barriers in relation to data protection and confidentiality when it is not possible/ inappropriate to make contact with the person harmed, due to circumstances and dynamics of the charge.

How could this be improved further?

The Restorative Justice Process is just one of many interventions adopted by the BAYI Service. The interventions used are led by the needs of the individual child or young person. Access to person harmed details allowing the service to manage a full Restorative process would further improve the service and increase the number of restorative interventions it can offer.

What has been learnt?

The child was given the opportunity to fully understand and appreciate how his actions had impacted on others: the time taken to report the incident, making the area safe after the incident, how many people were affected, how they were affected, the unnoticed damage, cost etc. The meeting made this more real and tangible for the child as opposed to more removed discussions with the worker only. It helped him understand something he believed to be a small action had affected a greater amount of people than he ever thought possible at the time of the incident. It is also believed that meeting school staff and building a relationship has helped the child reflect more on the impact of his actions and is likely to prevent a repeat. Also, being honest about his actions and showing willing to make repairs as a practical and not solely cognitive process is likely to have longer term positive impact on his choices and behaviour.

The practitioner was initially concerned about how one sided the meeting was going to be with its 3:1 school ratio and how this may influence the child in going through with it in regards to a possible perception of power imbalance. The worker therefore was very aware of her own role in both facilitating the meeting and appropriately supporting the young person through the process.