



Crime, Conflict and Restorative Approaches in Further Education

This symposium will explore crime, conflicts and other behavioural challenges faced by institutions in Further Education (FE) and how Restorative Approaches are understood, implemented and experienced in this sector. The symposium will also draw upon research from other disciplines to provide a holistic insight into Restorative Approaches.

Friday 28 June 2019

09:30 – 17:00

The Boardroom C219-20

PROGRAMME

<i>Time</i>	<i>Activity</i>
9:30 – 10:00	TEA AND COFFEE
10:00 – 10:15	WELCOME
10:15 – 10:45	The Tragedy of Restoring the Future Professor Vincenzo Ruggiero <i>Middlesex University, London (UK)</i>
10:45 – 11:15	Reflections on the use of restorative justice in youth justice settings Dr David Porteous <i>Middlesex University, London (UK)</i>
11:15 – 11:30	SHORT BREAK
11:30 – 12:00	Restorative approaches and a new positive behavior policy. Katie Sinfield <i>Barnet and Southgate College</i>
12:00 – 12:30	Being consistent is not always easy but is always worth it. Louise Jones & Joanne Sutton <i>Re:New Education</i>
12:30 – 13:30	LUNCH
13:30 – 14:00	Restoring order through shaming: perspectives from the Nigeria Police Force Dr Paul Famosaya <i>Middlesex University, London (UK)</i>
14:00 – 14:30	School exclusion: the wax and wane of a folk devil. Dr Isabelle Brodie <i>University of Bedfordshire</i>
14:30 – 15:00	Understanding, Implementation and Experiences of Restorative Approaches in Further Education Abu Zaman <i>Middlesex University, London (UK)</i>
15:00 – 15:30	Restorative approaches and education: implementation and impact. Dr Kelly J. Stockdale <i>York St. John University</i>
Cancelled	Education and restorative justice – thinking about student’s experiences of the criminology curriculum. Dr Kelly J. Stockdale & Rowan Sweeney <i>York St. John University</i>
15:30 – 16:30	CLOSING OF SYMPOSIUM TEA, COFFEE AND NETWORKING

ABSTRACTS

The Tragedy of Restoring the Future

Professor Vincenzo Ruggiero

Middlesex University, London (UK)

The analysis of restorative justice presented in this paper addresses three types of contexts. First, contexts in which whole communities or ethnic or political groups are involved. Second, the arena of the criminal justice system, where individuals, institutions and professionals are involved. Third, the realm of education, where those involved are social and, crucially, generational groups of people.

Mainly post-facto interventions, restorative measures in the first type of contexts aim at the unveiling of truth and reconciliation, as in the experience of South Africa. Here, the encounter between the conflicting factions of the apartheid years led those involved to rediscover the *Ubuntu* philosophy, which defines the essence of being human as the awareness of our interconnectedness. When adopted within the criminal justice system, reconciliatory measures are often faced with situations of profound social inequality. But can restorative justice restore equality? In such situations, rather than ‘restoring’ the aim should be that of ‘transforming’: that is to say, fighting the forces that support and exacerbate inequality. I would call this strategy as *repairing the future*, and in this sense restorative justice, ultimately, coincides with the right to participate in social conflicts for equality.

After some considerations around restorative justice in education, the paper refers to Louk Hulsman and his idea that we should deal with crime as we try to deal with natural disaster, when all social and civil forces are marshaled to respond to events affecting all. In the concluding part, this idea is associated to a notion of restorative justice as tragedy, namely an attempt to reconcile ourselves with the other and share the misfortune that befalls us. Tragedy tells us how we collude, perhaps unknowingly, with the calamity that has occurred.

Reflections on the use of restorative justice in youth justice settings

Dr David Porteous

Middlesex University, London (UK)

Over the past twenty or so years, restorative justice has become firmly established within the youth justice system in England and Wales, a situation mirrored around the world. It has been increasingly used to divert young offenders before they enter the formal system, whilst young people appearing in the youth court for the first time are routinely referred to youth offender panels involving volunteers from the local community. Despite the growing willingness of governments and international bodies such as the Council of Europe to embrace restorative justice in youth and criminal justice settings, evidence of its effectiveness remains at best inconclusive and some critics argue that flaws in both the philosophy and practice of restorative justice mean that it should be used more sparingly than is currently the case, at least whilst it remains concentrated in the lower reaches of an otherwise still punitive system overall. In short, this paper reviews the arguments for and against the use of restorative justice in youth justice settings.

Restorative approaches and a new positive behavior policy.

Katie Sinfield

Barnet and Southgate College

This academic year we introduced a new behavior policy with restorative approaches at its centre. This represented a cultural change which has met with strong resistance and not always been consistently applied. A year in we are reviewing what needs to change and how to better evidence impact. This short presentation briefly outlines our journey so far.

Being consistent is not always easy but is always worth it.

Louise Jones & Joanne Sutton

Re:New Education

The experience of introducing a positive culture of respect and high expectations within a large college. An honest summary of how the language and practice of restorative action was implemented by those responsible for CPD. How we went about training the whole organisation in a new code of conduct, how the message went out to students and staff and the obstacles we faced along the way. In short, our successes, our setbacks and why we're not there yet.

Restoring order through shaming: perspectives from the Nigeria Police Force

Dr Paul Famosaya

Middlesex University, London (UK)

The practice of humiliation and shaming by police officers as an alternative to restore moral and social order in Nigeria is redefining the criminal justice transformation processes. These processes are not only causing violations against their own official principles and philosophies – but also the human rights of innocent citizens. Drawn from an ethnographic ride-along with patrol officers in Nigeria, this paper explores the various acts of police brutality, the techniques of engaging with citizens, and how shaming is considered as an important tool for police officers in restoring social order on the streets. From the wanton shaming of prostitutes who are considered as capable of transmitting negative affect in the society – to the daily humiliation of homosexuals who are perceived as filthy and dirty in the society – and to the street punishment prescribed to individuals with tattoos and dreadlocks who are perceived as outright criminals – this paper argues that the goal of restorative justice as reflected in the Nigerian Police Force are no longer those of the criminal justice transformation – rather those redefining the scope of inequality, indiscipline and injustice. Through detailed and rigorous case studies into the everyday street encounters, violence and police brutality in Nigeria, this paper offers important insights into the negative effects of shaming as well as how institutions beyond the police institution may reconsider the practice of shaming as a form of restorative justice.

School exclusion: the wax and wane of a folk devil.

Dr Isabelle Brodie

University of Bedfordshire

This paper focuses on the ways in which school exclusion has evolved as a social problem, and how the discourse of school exclusion interacts with a range of social issues. It is suggested that it is best viewed as a 'folk devil', onto which a range of social anxieties can be imposed, and that the contradictory nature of the associated discourse(s) are rarely examined. Within this the narratives of young people, families and professionals are given limited attention, and exclusion often reduced to an event rather than a process with history and longer term consequences.

Understanding, Implementation and Experiences of Restorative Approaches in Further Education

Abu Zaman

Middlesex University, London (UK)

In education, researchers have observed that institutions regularly deal with crime and conflicts, where students are victims as well as perpetrators of violence, anti-social behaviour and bullying. To create a safer environment and assist the perpetrator to reflect on the impact of their behaviour, Restorative Approaches (RA) are adopted in some institutions to attempt to better manage and deal with such issues. In the UK, research focus on RA is predominantly in Primary and Secondary Schools; however, research is limited and underdeveloped in the Further Education (FE) sector.

The aim of this research was to explore staff and students understanding and experiences of RA; and, its constraints, limitations and opportunities of successful implementation. An interpretivist exploratory case study design framework and mixed qualitative methods were adopted. The data collection process consisted of 4 stages. *Stage 1* comprised of 20 semi-structured interviews with staff members from a Pupil Referral Unit, a Special Sixth-Form School and 5 FE Colleges. Also, 60 FE Colleges behaviour policies were analysed. The interpretivist exploratory case study of a FE College, in England, also incorporated mixed qualitative methods, which included: analysis of documents and RA cases, 10 semi-structured interviews with staff members, 3 focus groups with students, and un-structured observations of meetings and trainings concerning RA. Purposive sampling technique was used to identify participants for semi-structured interviews and focus groups. A constant comparative method was utilised to analyse all data. Data collection for this case study was split into 3 stages (2, 3 & 4). *Stage 2* explored staff and students initial understanding, experiences and implementation of RA. *Stage 3* involved re-interviewing participants from stage 2 later in the academic year to follow how their understanding, experiences and implementation had developed; to examine this development, as part of *stage 4*, findings from stage 2 and 3 were compared.

This research found differences in how staff understood RA, barriers to successful implementation, and factors that supported effective implementation. Findings indicate that RA policy is interrupted and/or reversed due to mergers or change in Senior Management Teams; both top-down and bottom-up approach to implementation is pivotal; teaching staff feel that a surge of violence in the country has brought a sense of insecurity within the College community, in effect, teachers feel that they are unskilled or ill-equipped to deal with or manage crime, conflict and other challenging behaviour; further, a lack of regular training and professional development programmes on RA impacts staff understanding and delivery of the concept. This study provides an insight into how RA is understood, implemented and experienced in FE, thus, findings from this research will be relevant to FE institutions, their staff, and the Department for Education (DfE).

Restorative approaches and education: implementation and impact.

Dr Kelly J. Stockdale
York St. John University

This talk will focus on the implementation of restorative approaches and the potential impact a restorative culture can bring if successfully implemented across Further Education. Sharing lessons learned from policing it will discuss some of the practical perils and pitfalls, as well as the potential opportunities for change when implementing restorative approaches across an organisation. It is important to recognise that the transformative potential of restorative approaches do not manifest from singular policies or singular responses to crime, conflict, and criminal/‘challenging’ behaviour(s). I therefore argue for a whole systems approach: that key principles and values of restorative justice should be embedded within each school, college, and sixth form – not only in policies and procedures in response to conflict, but in the way subjects are taught: from each interaction between staff and students, to engagement with curriculum content. The wider benefits of adopting restorative approaches across Further Education settings – for the students, the educational establishment, and for society more broadly will be discussed.

Education and restorative justice – thinking about student’s experiences of the criminology curriculum.

Dr Kelly J. Stockdale & Rowan Sweeney
York St. John University

This talk will draw upon two research projects designed to inspire those of us who teach and design content in Further and Higher Education to consider both what we teach and how we teach it. The first project ‘Exploring the criminology curriculum – a critical reflection of the subject content adopted when designing and building new criminology degree programs’ presents initial findings from detailed analysis of criminology course materials and reflects on how western approaches to discussing criminology and criminal justice perpetuates particular tropes. Through analysis of the voices represented across the criminology canon it seeks to highlight how certain voices have been marginalised and explores what the role of adopting a restorative approach to teaching criminology might mean. The second ‘Justice in Criminology? Critically examining the production, and exclusion, of knowledge(s) of justice within undergraduate criminology curricula in England and Wales’ seeks to explore student’s understandings and knowledge(s) of justice within criminology curricula. This PhD project aims to critically examine the extent of knowledge production relating to justice, the ways in which knowledge(s) of justice are produced, and the conditions which cause certain justice knowledge(s) to exist while other are not considered or are excluded, and how certain justice knowledge(s) to be categorised in particular hierarchical ways. By presenting these two projects we are exploring restorative approaches need to be applied across the curriculum and the potential benefits of doing so.

What part of the symposium was most valuable to you?

Did the symposium cover material that will be useful to you? Please Explain.

What topics would you like to be covered in any future symposium/conference?

Additional Comments: