



2ND ANNUAL CONFERENCE

16-17.11.2020

PROGRAMME

Programme overview

Monday, 16th November 2020

09:00 – 09:30	Welcome, message from HRH Princess Anne
09:30 – 11:00	Parallel sessions
11:00 – 11:15	Screen break
11:15 – 12:00	Poster presentations Engagement/networking sessions
12:00 – 12:30	Lunch
12:30 – 13:30	Afternoon plenary
13:30 – 15:00	Afternoon parallel sessions
15:00 – 15:15	Screen break
15:15 – 16:15	Closing plenary
16:15 – 16:30	Close

Tuesday, 17th November 2020

09:00 – 10:00	Opening and plenary
10:00 – 10:15	Screen break
10:15 – 11:45	Morning parallel sessions
11:45 – 12:30	Book series launch, ‘Contemporary Issues in Restorative Practices’ (Dr Kerry Clamp & Tom Sutton, Routledge) Poster presentations Engagement/networking sessions
12:30 – 13:00	Lunch
13:00 – 14:00	Afternoon plenary
14:00 – 15:30	Afternoon parallel sessions
15:30 – 15:45	Screen break
15:45 – 16:30	Engagement/networking sessions
16:30 – 16:45	Close

Keynote speakers: Mon 16th November

Dame Vera Baird



Appointed on 24 June 2019 for a three-year term, Dame Vera is responsible for championing the interests of crime victims and witnesses and reviewing the operation of the Victims Code of Practice (the Code). In taking up the role, Dame Vera draws upon a wealth of experience combining political, legal and police expertise. She has a lifelong interest in fighting injustice and passionately believes our criminal justice system can only be considered successful if it delivers justice to both victim and offender.

Mike Cunningham



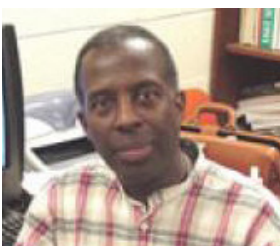
In January 2018 Mike was appointed CEO of the College of Policing. He draws upon a wealth of experience, which started in 1987 when he joined Lancashire Constabulary. In 2009, Mike was appointed Chief Constable of Staffordshire Police and in 2013, he was awarded a Queen's Police Medal in the New Year's Honours list. He has been chair of the ACPO Counter Corruption Advisory Group, a lead for Professional Standards, lead of the National Policing Workforce Development Business Area and is passionate about diversity.

Jim Barton



Jim Barton was appointed Senior Responsible Officer for the Probation Reform Programme in HMPPS in July 2018. He is responsible for the design and implementation of the probation service's future strategy. Jim has worked for the last 8 years in the probation service, initially at Staffordshire & West Midlands Probation Trust (responsible for a proposed pilot of Payment by Results), followed by Transforming Rehabilitation and three years in the National Probation Service senior team.

Dr Ernest Quimby



Dr Ernest Quimby is Professor in the Department of Sociology and Criminology at Howard University, U.S.A. Ernest teaches restorative justice courses. He also worked as Principal Investigator and Director for the Community Technical Assistance Project of community-based participatory action research and service learning. Ernest is the editor of a recent textbook, *Understanding and Applying Restorative Justice: Critical Readings on Why it's Needed and How it's Practiced*.

Keynote speakers: Tue 17th November

Dr David Moore



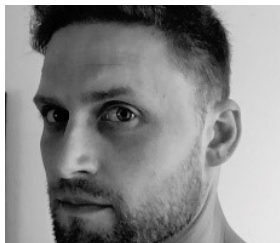
David's work supports individuals and organisations to communicate constructively and change adaptively. Since returning to Melbourne in 2005, David has consulted independently, and been a founding committee member of the Australian Association for Restorative Justice, of which he is currently President. He has also been Principal Consultant to the Defence Abuse Response Taskforce and, more recently, the National Redress Scheme.

Serena Jones



Serena Jones works for Coastal Housing, a provider of social housing in south Wales. Responsible for delivery of core housing services, she brings expertise from a career in supported housing to shape services to be more relational, strengths based, and person centred. She is a reformed target and KPI setter.

Tom Proctor-Legg



Tom Proctor-Legg is Head Teacher at Iffley Academy, a special school for children with a wide range of special educational needs and disabilities. His interests are in restorative leadership, how this drives culture and how creativity can become a restorative value. Most recently he has worked on the RESTORE model as part of a collective, exploring how restorative approaches can be used as schools return during COVID-19.

Dr Estelle Moore



Dr Estelle Moore is the Trust-Wide Strategic Lead for Psychological Services, West London Mental Health Trust, and Head of Psychological Services, Broadmoor Hospital in Berkshire, UK. She is a Chartered Scientist and Consultant Clinical and Forensic Psychologist and Associate Professor in Forensic Psychology at Kingston University. Estelle is the Trust Lead for Restorative Justice having recently trained as an associate practitioner.

Charlotte Calkin



A trainer, facilitator and consultant and highly experienced in restorative justice and restorative practice. She recently completed a restorative justice community reintegration project for the British Council in Colombia on and delivered restorative justice workshops at the UN Commission on Crime Prevention and Criminal Justice in Vienna in 2018. Charlotte's specialism is Complex and Sensitive cases.

Plenary programme abstracts: Mon 16th November

12:30-13:30

Lunchtime keynote

Transforming Criminal Justice

(Dame Vera Baird, Mike Cunningham, and Jim Barton)

As the government embarks on an ambitious programme of criminal justice reform, our panel will explore the role of restorative justice in transforming the criminal justice system. Dame Vera Baird, Victims Commissioner for England and Wales, will be joined by Mike Cunningham, Chief Executive Officer of the College of Policing, and Jim Barton, Senior Responsible Officer for the Probation Reform Programme, HMPPS, to discuss the current restorative justice landscape and their views of the potential role restorative justice has in supporting victims, offenders and those working across the criminal justice sector. This will be followed by a question and answer session, providing delegates the opportunity to submit questions to the panel chair.

15:15-16:15

Closing keynote

(Dr Ernest Quimby)

Title: Reflections on “Conversations on Aligning Restorative Justice with Social Justice”

Global demands for equity motivated Ernest Quimby to propose a weekly series of five cross-Atlantic virtual dialogues on whether and how restorative justice/restorative practices and social justice could be aligned. RJC’s Jim Simon and Becky Beard immediately agreed and collaborated in planning and implementing the series. This presentation is an overview of the September 15 - October 13, 2020 Alignment Conversations process and its results. Participants (practitioners, trainers, researchers, clinicians, educators and organizers) were from the US, UK, SA and Nigeria. Weekly thematic sequential topics included meanings of restorative justice, meanings of social justice, meanings of aligning restorative justice with social justice, rationale for aligning restorative justice with social justice and suggestions for aligning restorative justice with social justice. Divergence, not consensus, was expected and encouraged. We emerged with greater clarity and actionable items.

Plenary programme abstracts: Tue 17th November

09:00-10:00

Opening keynote

(Dr David Moore)

Title: Regenerating Restorative Justice

Restorative approaches work well in the justice system, supporting diversion from court, sentencing in court, post-sentence healing and pre-release planning. Restorative practices can help manage relations within any group with a shared interest or goal - including educational-, workplace-, residential-, and faith communities. Yet the current pace of restorative reform is uneven. This is an appropriate time to revisit the co-evolution of restorative principles, programs and the group conference process over the last several decades - and their capacity to restore our broken systems.

David Moore has been involved in restorative reforms for three decades, in Australia, North America and Europe. He will describe how restorative practices, applied across a region, can bridge the gap between primary prevention and tertiary prevention. Region-wide restorative reform can increase safety and address complex issues, use relational approaches to link and strengthen psychological and socio-cultural approaches, and so increase the capacity of service providers to work with citizens and support them to manage risk. In short, coordinated restorative practices can help revitalise local democracy and regenerate social capital.

13:00 - 14:00

Lunchtime keynote

Transforming Institutions

(Serena Jones, Tom Proctor-Legg, Dr Estelle Moore, Charlotte Calkin)

Exploring our institutions through a restorative lens provides us with an opportunity to re-imagine the very fabric of our workplaces. This panel will consider whether restorative practice has the potential to transform our institutions. Representing housing, education, health and social care, our panel members will each outline their restorative journey. They will reflect on how they have embraced restorative practice within their organisation, outlining the challenges and barriers they faced as well as the benefits and impact restorative practice has had in transforming the workplace and workforce. This will be followed by a question and answer session, providing delegates the opportunity to submit questions to the panel chair.

Parallel session programme: Mon 16th November

09:30 - 11:00

Morning parallel sessions

Panel 1.1 Restorative Justice and Hate Crime

1. Responding to anti-LGBTQI Hate Incidents on University Campuses: Benefits and Barriers to Establishing a Restorative Justice Programme

[Dr Mark Walters](#) (Sussex University)

2. Using Restorative Justice with LGBTI Hate Crime

[Linda Millington](#) (WhyMe)

3. Restore DiverCity a restorative approach to dealing with hate crimes

[Alex Hyatt](#) and [Kate Belbin](#) (Sussex Police)

4. Restorative Approaches to Hate Crime

[Marian Liebmann](#) (Resolve West)

Panel 1.2 Discussion panel: Restorative Practice in Schools

1. Restorative Practice in Schools – Are we getting our message across and if not, what can we do?

[Tom Shaw](#) (Carr Manor School) | [Andy Williams](#) (ex-Monmouth Comprehensive) | [Dr Belinda Hopkins](#) (Transforming Conflict) | [Sara Hagel](#) (Peacemakers) | [Gail White](#) (RJWorking) | [Janine Carroll](#) (Restorative Now)

Panel 1.3 Skills workshop: Learning from Restorative Practice

1. Restorative Practice Clinics between Young People and their Significant Adult

[Janine Carroll](#) (Restorative Now)

Parallel session programme: Mon 16th November

13:45 - 15:15

Afternoon parallel sessions

Panel 1.4 Implementing Restorative Justice

1. Restorative Justice Principles: Facilitators and Barriers to Implementation in Schools

[Dr Rhiannon April](#) (University College London)

2. A Critical Look at Restorative Justice Provision in Leicester, Leicestershire, and Rutland

[Dr Anamaria Oprea](#) (nee Szabo) (De Montfort University)

3. Victim-offender mediation and legitimation of the process

[Dr Konstantinos Panagos](#) (National and Kapodistrian University of Athens)

Panel 1.5 Skills workshop: Learning from Restorative Practice

1. Introducing Restorative Practice into Large Organisations

[Charlotte Calkin and Julie Potts](#) (Restorative Engagement Forum Aster)

Parallel session programme: Tue 17th November

10:15 - 11:45

Morning parallel sessions

Panel 2.1 Restorative Justice in Organisations

1. Sustaining Restorative Approaches: Understanding Organisations as Complex Systems

[Luke Roberts](#) (Resolve Consultants Limited and Cambridge University)

2. Peer led restorative systems change and challenges – exploring accessibility, empowerment and social justice within our own organisations and delivery models

[Julia Houlston Clark](#) (Wales Restorative Approaches Partnership)

3. Just an ‘optional extra’ in the ‘victim toolkit’?: the culture, mechanisms and approaches of criminal justice organisations delivering restorative justice in England and Wales

[Rebecca Banwell-Moore](#) (The University of Sheffield)

Panel 2.2 Skills workshop: Learning from Restorative Practice

1. Restorative circles: Tools and techniques

[Arti Mohan](#) (Counsel to Secure Justice)

Panel 2.3 Skills Workshop: Learning from Restorative Practice

1. The potential for restorative justice to address climate change adaptation needs in deglaciating environments

[Tanya Jones](#) (University of Dundee)

Parallel session programme: Tue 17th November

14:15 - 15:45

Afternoon parallel sessions

Panel 2.4 Restorative Cities

1. The Rise of Restorative Cities

[Marian Liebmann](#) (Resolve West)

2. Leuven Restorative City: Towards a more just society?

[Ivo Aertsen](#) (KU Leuven)

3. Restorative Justice to Restorative Cities: a community's perspective

[Gian Luigi Lepri](#) (University of Sassari) | [Grazia Mannozi](#) (University of Como) | [Patrizia Patrizi](#) (University of Sassari)

Panel 2.5 Skills Workshop: Learning from Restorative Practice

1. Corporate Harm

[Tony Walker](#) (Restorative Solutions CIC)

Parallel session abstracts

Panel 1.1 Restorative Justice and Hate Crime

**Presentation 1:
Responding to
anti-LGBTQI Hate
Incidents on University
Campuses: Benefits and
Barriers to Establishing
a Restorative Justice
Programme**

*Mark Walters, Sussex
University*

This paper draws on qualitative data collated over a one-year period, during the design and establishment of a restorative programme entitled ‘Restore Respect’ at two UK universities. I will highlight examples of students’ experiences of anti-LGBTQI prejudice and hate across the two universities, and outline some of the key barriers to reporting such incidents associated with conventional university responses. While early-stage evaluation revealed certain cultural and institutional barriers and limitations to the establishment and operation of the programme, the majority of staff and students viewed it as an effective way of addressing hate-based conduct that would provide greater opportunity for more positive interventions and outcomes. I will conclude that a renewed effort is now required across the university sector to move beyond standard institutional responses to disciplinary matters towards a more restorative and needs-centred approach to understanding the harms of hate and prejudice commonly experienced by LGBTQI students.

**Presentation 2: Using
Restorative Justice with
LGBTI Hate Crime**

Linda Millington, Why Me?

Why Me?’s London LGBTI hate crime project has looked at how Restorative Justice can work with such cases. Our project has achieved significant learning in how to work with partner agencies and the factors that restorative services and practitioners should take into consideration when working with people from the LGBTI community. Based on our case work, this presentation will provide practical guidance to show how the LGBTI can take part in Restorative Justice.

**Presentation 3: Restore
DiverCity: a restorative
approach to dealing with
hate crimes**

*Alex Hyatt and Kate Belbin,
Sussex Police*

This session explores the restorative aspect (thoughts/feelings/harm) of both the harmed and the harmer.

The 2nd part of the sessions explores the law and implications of hate crime offences, the final part of the session explores the long term effects of hate crime on the community group which the offence relates to.

The session has been designed as a result of hearing the voices of victims who do not wish to support a “court” prosecution but who are keen for the harmer to understand the harm, and the effect of their language, with many harmed persons stating they want the harmed not to repeat their actions.

Panel 1.1 Restorative Justice and Hate Crime (cont.)

Presentation 4: Restorative Approaches to Hate Crime

*Marian Liebmann, Resolve
West*

This work will be vital in helping to defuse the rising incidence of divisive and hateful behaviour caused by current difficulties. This presentation will summarise research by Mark Walters on the use of restorative justice with hate crime, and then outline the Hate Crime Project in Bristol, involving a multi-agency partnership including Resolve West (formerly Bristol Mediation). The cases referred can come via two routes – via the police as hate crimes, or via the community or city council as hate incidents. They are handled by two volunteer mediators/ facilitators. Examples will be given of cases successfully resolved, and recommendations for good practice. Some European Initiatives on hate speech will be included.

Panel 1.2 Skills workshop: Learning from Restorative Justice Practice

Presentation 1: Restorative Practice in Schools – Are we getting our message across and if not, what can we do?

*Tom Shaw, Carr Manor
School*

*Andy Williams, ex-
Monmouth Comprehensive*

*Dr Belinda Hopkins,
Transforming Conflict*

Sara Hagel, Peacemakers

Gail White, RJWorking

*Janine Carroll, Restorative
Now*

According to a recent survey of over 6,000 teachers in the UK done by teachertapp.co.uk 50% of respondents think that restorative justice approaches (sic) are effective in keeping schools and lessons reasonably free of disruption, 18% think they are not particularly effective and 5% believe they are not effective at all. Only 38% believe that restorative practice promotes better relationships between pupils and teachers. The survey revealed a gender bias – male teachers are less likely to support restorative practice. These findings raise lots of questions for those of us keen to encourage the development of Restorative Practice in schools. It sharpens the discussion around the need for consistent standards that clarify what good RP looks like in schools and how we engage with schools. A panel of school leaders, and others with expertise implementing whole school restorative approaches will discuss the survey and what we can learn from it.

Panel 1.3 Skills workshop: Learning from Restorative Justice Practice

Presentation 1: Restorative Practice Clinics between Young People and their Significant Adult

*Janine Carroll, Restorative
Now*

Historically, Restorative Justice, especially within the criminal jurisdiction, has been profiled as an opportunity for an individual who has caused harm, to take responsibility, atone and make amends. This narrow interpretation is now being challenged across a number of settings, and none more so, than areas of work which focus upon the needs of children. This Restorative Practice Clinic project is being undertaken within Youth Offending Services and represents a broadening of the concept of Restorative practice application. These Clinics create a safe space for open conversations between the caregiver and child, to discuss the impact of recent events upon their relationship and the emotional impact upon each of them. Key skills in the Art of Engagement are utilised. This approach of curiosity and healing dialogue is applicable more broadly within families, schools, statutory agencies and the wider community. Evaluative data evidences significant sustainable gains across a number of outcomes.

Panel 1.4 Implementing Restorative Justice

Presentation 1: Restorative Justice Principles: Facilitators and Barriers to Implementation in Schools

*Dr Rhiannon April,
University College London*

Restorative Justice (RJ) gives victims the opportunity to communicate the harm caused and is increasingly being used within educational settings. This research explores how schools use RJ and highlights the advantages and potential barriers to its implementation. This study explores school use of RJ through the lens of key restorative principles. A case study methodology was used in three London-based schools, with representations from a primary, secondary and special school. Data collected included documentation, in-depth interviews, focus groups and observations. Thematic/content analysis, and pattern matching logic was used to decide whether the propositions developed could be accepted or rejected. The findings suggest that when staff and students discussed RJ, they made a positive reference to the RJ principles, which suggest that the principles have been embedded in the school. Both staff and students identified positives of using RJ, which provide some explanation as to its continued use in these settings.

Presentation 2: A Critical Look at Restorative justice Provision in Leicester, Leicestershire and Rutland

*Anamaria Oprea (nee
Szabo), De Montfort
University*

The landscape of restorative justice provision across the East Midlands region is very diverse. In the Leicester, Leicestershire, and Rutland area alone there are a multitude of restorative justice services that range from statutory providers, such as the police, local councils, and probation services, to independent providers that are delivering commissioned services. Most of these services operate within or alongside the criminal justice system, and are either victim focused, or offender focused. Besides these, we have also identified one pilot restorative justice service that operates within children's social care. After looking at how restorative justice is delivered across all these services we can safely say that the local provision is in alignment with national trends and there is a wealth of good practice, but there is also place for further development – all these will be addressed in the presentation.

Panel 1.4 Implementing Restorative Justice (cont.)

Presentation 3: Victim-offender mediation and legitimation of the process

*Konstantinos Panagos,
National and Kapodistrian
University of Athens*

It is a fact that there is no extensive discussion on the impact of victimology and victims' rights movement on the juvenile justice policy. Judges, prosecutors and probation officers have to focus on offender's best interests and rehabilitation. The application of restorative practices in juvenile courts has to conform with the main principles of the criminal law for juvenile offenders. The presentation will focus on the challenges for the protection of victims' interests in the juvenile justice system in light of restorative justice theory, the Directive 2012/29/EU, and the implications of procedural justice theory for fieldwork. The Greek juvenile justice will be examined as a case-study. Victim-offender mediation belongs to educative/reformative measures imposed on juvenile offenders by judicial authorities (Act 3189/2003). Probation officers perform the role of mediator. Their general tasks are 'offender-focused'; this fact raises concerns regarding the 'legitimation' of mediation process.

Panel 1.5 Skills workshop: Learning from Restorative Justice Practice

Presentation 1: Introducing Restorative Practice into Large Organisations

*Charlotte Calkin and
Julie Potts, Restorative
Engagement Forum Aster*

REF have been working with Aster Social Housing (1600 employees) for almost 2 years. Aster wanted to move away from a sanctions-based response and towards a restorative culture, embedded across the whole organisation. This has had a profound effect on the culture of the organisation and restorative circles are regularly held as well as introducing a restorative option prior to any form of Grievance, Disciplinary or PIP (performance improvement plan). Charlotte would like to present the session with Julie Potts, the Head of HR who brought her into the organisation. The session will be to explore the impact of introducing RP, how it worked and the strategy to embed RP in a meaningful way across all departments. It has created a culture with much higher expectations of each other and better conversations particularly around the capacity to challenge effectively.

Panel 2.1 Restorative Justice in Organisations

Presentation 1: Sustaining Restorative Approaches: Understanding Organisations as Complex Systems

*Luke Roberts, Resolve
Consultants Limited and
Cambridge University*

This paper explores the themes that have emerged since my involvement in the Youth Justice Board Evaluation of Restorative Justice in Schools in 2005. An overarching concern as a practitioner, trainer and consultant has been; what happens to restorative approaches in organisations post-implementation? My Masters and subsequent PhD have sought to address this substantial gap in the literature. My PhD has drawn on Systems Thinking and Complexity Theory to understand how schools (as well as other settings) have sought sustain restorative approaches. My finding suggests that by understanding organisations as complex adaptive systems, staff in schools can provide new forms of innovation in their local eco-system. However, there are concerns raised on the fragility of restorative approaches in the long term. This includes recognizing that the change management of leaders needs to transform from implementation to system awareness if the benefits of restorative approaches are to be maintained in communities.

Presentation 2: Peer led restorative systems change and challenges – exploring accessibility, empowerment and social justice within our own organisations and delivery models

*Julia Houlston Clark, Wales
Restorative Approaches
Partnership*

A major challenge when striving to be restorative is applying the restorative principles to ourselves; our core values, the way we relate and work with others, and across our own organisational structures and habits. Who do we choose to listen to and how within communities, especially in strategic conversations about systems change? How socially just and accessible are our services, training delivery models and content? Are people with lived experience always central in driving and co-delivering our work, and not tokenistic? Who is excluded because of our biases, delivery content and language? Do we distribute genuine decision-making power across our own leadership business structures? Julia explores the ongoing joys and many pains in trying to ensure social justice is at the core of WRAP's business model and practices as a co-operative, and through co-producing restorative peer led projects in prisons, hostels, hate crime prevention projects, family groups and PRU's.

Panel 2.1 Restorative Justice in Organisations (cont.)

Presentation 3: Sustaining Restorative Approaches: Understanding Organisations as Complex Systems

*Rebecca Banwell-Moore,
The University of Sheffield*

Despite policy and guidance stating that all victims of crime should have ‘equal access’ to restorative justice (RJ) in England and Wales, victim participation remains low. Here, the ways in which criminal justice agents – responsible for providing victim services, including RJ - offer RJ to victims is explored. Drawing upon empirical data collected from 89 criminal justice professionals across 13 criminal justice organisations in 2 police force areas, this paper outlines what factors lie behind the inconsistencies found across police forces in terms of structure and delivery of RJ. The study found that work pressures, differing views and lack of systematic guidance that underpins the work culture of criminal justice organisations impacts on whether or not victims are offered the opportunity to participate in a RJ intervention. This paper concludes with recommendations for embedding a culture of RJ within criminal justice organisations based upon the principles of inclusivity and engagement.

Panel 2.2 Skills workshop: Learning from Restorative Justice Practice

Presentation 1: Restorative circles: Tools and techniques

*Arti Mohan, Counsel to
Secure Justice*

Restorative circles can be used in a wide variety of contexts and to address a range of needs. Circles are based on the premise that sharing a challenging experience helps reduce its adverse impact and the emotional connection with others promotes wellbeing. This skill-sharing session is based on the presenter's experience of holding circles in different spaces – within the legal system, at professional development events, while teaching at university, at the workplace, and for friends and community. The presenter will share tools that can foster psychological safety during a circle; including ways to operationalize trauma-informed practice. The presenter will share ways to enhance connection and engagement while holding circles through choosing fitting prompts and using restorative games and activities. Finally, the presenter will focus on ways to improve participant wellbeing by incorporating mindfulness and coping tools in circles.

Panel 2.3 Skills workshop: Learning from Restorative Justice Practice

Presentation 1: The potential for restorative justice to address climate change and adaptation needs in deglaciating environments

*Tanya Jones, University of
Dundee*

Climate justice is central to tackling the dual crises of climate change and inequality, but political and legal strategies are limited. Both distributive and corrective justice traditions are based upon anachronistic concepts of proximity, whereas climate change places all global actors, from nations to individuals, in unprecedented relationship with one another. Restorative justice, focusing on building healthy and fair relationships, offers a potential path forward, filling in some of the gaps between political agreement, liability in law and development aid. Analysis of the central principles of restorative justice suggests a potential framework for practical restorative climate justice initiatives. These could involve states, institutions, corporations or community organizations, creating relationships with communities in the majority world and addressing adaptation and other needs. A case study is proposed to research the applicability of this framework to an Andean community for which glacier shrinkage presents cultural, social, water resource and geohazard challenges.

Panel 2.4 Restorative Cities

Presentation 1: The Rise of Restorative Cities

Marian Liebmann, Resolve West

This session will focus on the increasing interest in building a restorative city, one where there is dialogue between all those affected by wrongdoing or conflict; and those responsible for the harm are encouraged to take responsibility for putting right the wrong. It will draw on examples from the UK (in particular Bristol) and several countries around the world. Restorative cities aim to:

- Identify common underlying principles of restorative process;
- Bring people together to be inspired by what everyone is doing;
- Create an ongoing Restorative Justice forum for the city;
- Identify a common vision and find more ways to work together collaboratively;
- Work out how to make the city truly a ‘Restorative City’.

Examples of different restorative processes will be shared from across communities.

Presentation 2: Leuven Restorative City: Towards a more just society?

Ivo Aertsen, KU Leuven

‘Leuven Restorative City’ started in Spring 2017 as an action-research project in a partnership between the university, city council, mediation and other restorative justice programmes, and educational and social services. The general aim of the project is to build support for restorative approaches in society and to develop dialogue oriented attitudes and skills in dealing with conflict and tension at the interpersonal, institutional and societal level. This presentation will briefly discuss the main structure and activities undertaken so far, but will then focus on the process of developing a broad partnership: what are facilitating and impeding factors, and how can achievements be evaluated?

Presentation 3: Restorative Justice to Restorative Cities: a community’s perspective

Gian Luigi Lepri, University of Sassari,

Grazia Mannozi, University of Como,

Patrizia Patrizi, University of Sassari

The presentation is imagined as a real dialogue on the theme of “restorative cities” between Patrizia Patrizi, Grazia Mannozi and Gian Luigi Lepri, concerning two of the major Italian experiences on that topic: Tempio Pausania and Como. The conversation focuses on: a) the conceptual transition from restorative justice theory to the elaboration of the idea and experience of “restorative cities”; b) the “restorative cities” issue, given that it has become a pivotal theme in the action of the EFRJ and has led to the foundation of a specific Working Group (which since its inception has brought together experts from different disciplines and realities involved in the experience of “restorative cities”). After presenting the main theoretical background of the 2 experiences, the speaker will try to apply the SWOT Analysis to the 2 “restorative cities” experiences, evaluating their Strengths, Weaknesses, Opportunities and Threats.

Panel 2.5 Skills workshop: Learning from Restorative Justice Practice

Presentation 1: Corporate Harm

*Tony Walker, Restorative
Solutions CIC*

A significant arena for the use of restorative practice is in the world of corporate/public sector fault. Groups and individuals harmed by neglect of duty and or policy are usually either embroiled in litigation against a faceless causer of harm or ignored through the inability of a primary 'offender' to be identified and thereby held accountable for the harm that has been caused. In the case of Hillsborough for example it could be argued that a scapegoat person of responsibility was identified but the victims of that event were primarily unable to express their harm on any real identifiable harmer. Grenfell victims/ survivors are not able to meet with those responsible. It is possible in my experience to very successfully facilitate restorative processes between those who are harmed by corporate or public sector neglect through face to face meetings with representatives of those agencies / bodies bringing closure for victims