



Thriving futures: Innovations to help reshape Student Services for the long-term

Breakout Session C



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Thriving futures: Innovations to help reshape Student Services for the long-term

Meet our speakers



Dr Angela Kennedy
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Trauma Informed Approaches



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Trauma informed approaches

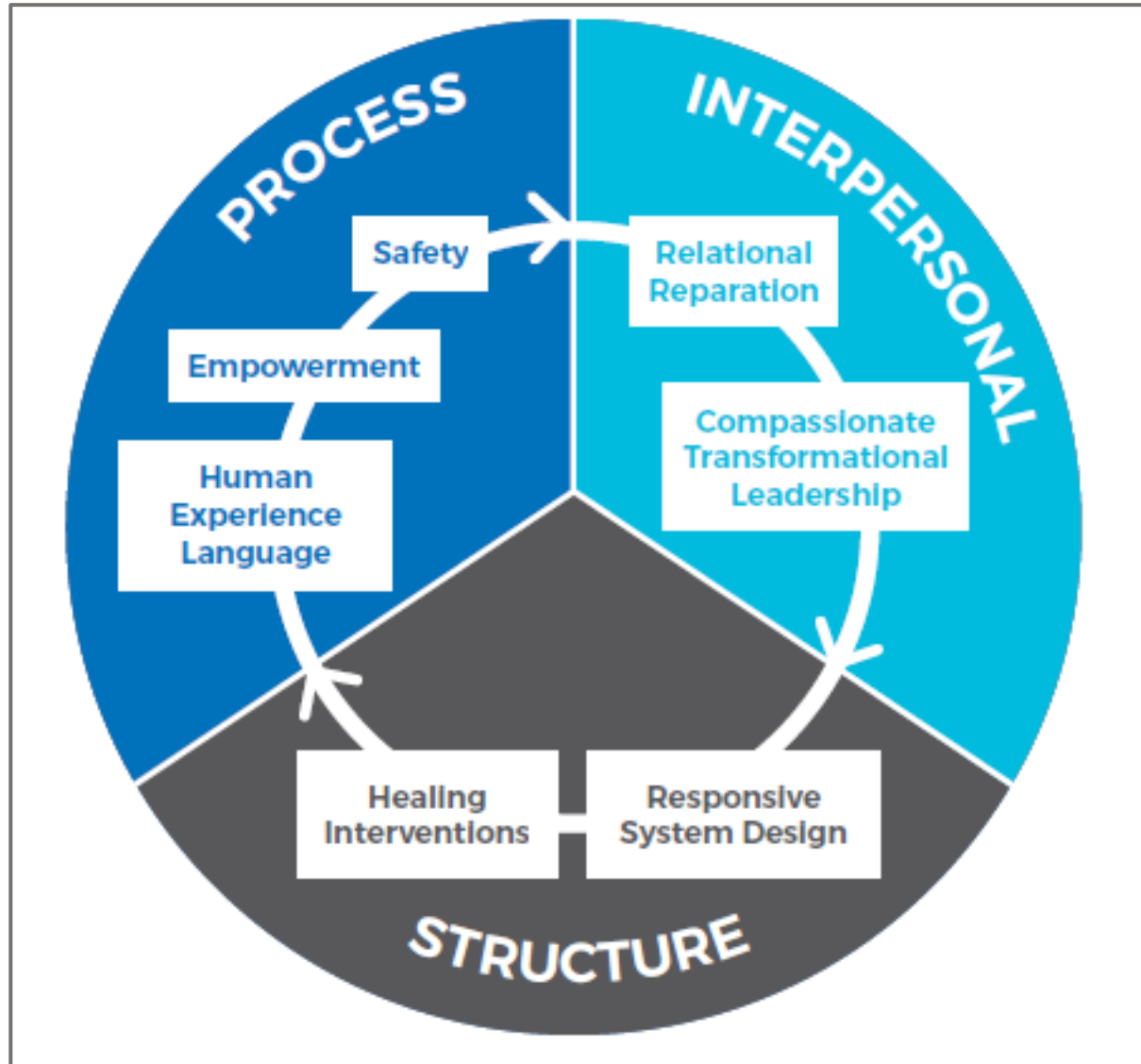


“They are based on a recognition and comprehensive understanding of the widespread prevalence and effects of trauma. This leads to a fundamental paradigm shift from thinking ‘What is wrong with you?’ to considering ‘What happened to you?’

Rather than being a specific service or set of rules, trauma-informed approaches are a process of organisational change aiming to create environments and relationships that promote recovery and prevent retraumatisation”

Relationships in trauma-informed mental health services by Angela Sweeney, Beth Filson, Angela Kennedy, Lucie Collinson & Steve Gillard BJ Psych Advances (2018), vol. 24, 319–333 doi: 10.1192/bja.2018.29

A trauma informed framework for change



Review of policy

What we found

Promotion of TI approaches in UK health policy

...but little detail, guidance or funding



National TI strategy in Scotland and Wales

... patchy in England

Diversity in approaches

? not enough collaboration and coordination

Challenges with evaluating interventions



Meta analysis of outcomes

What we found

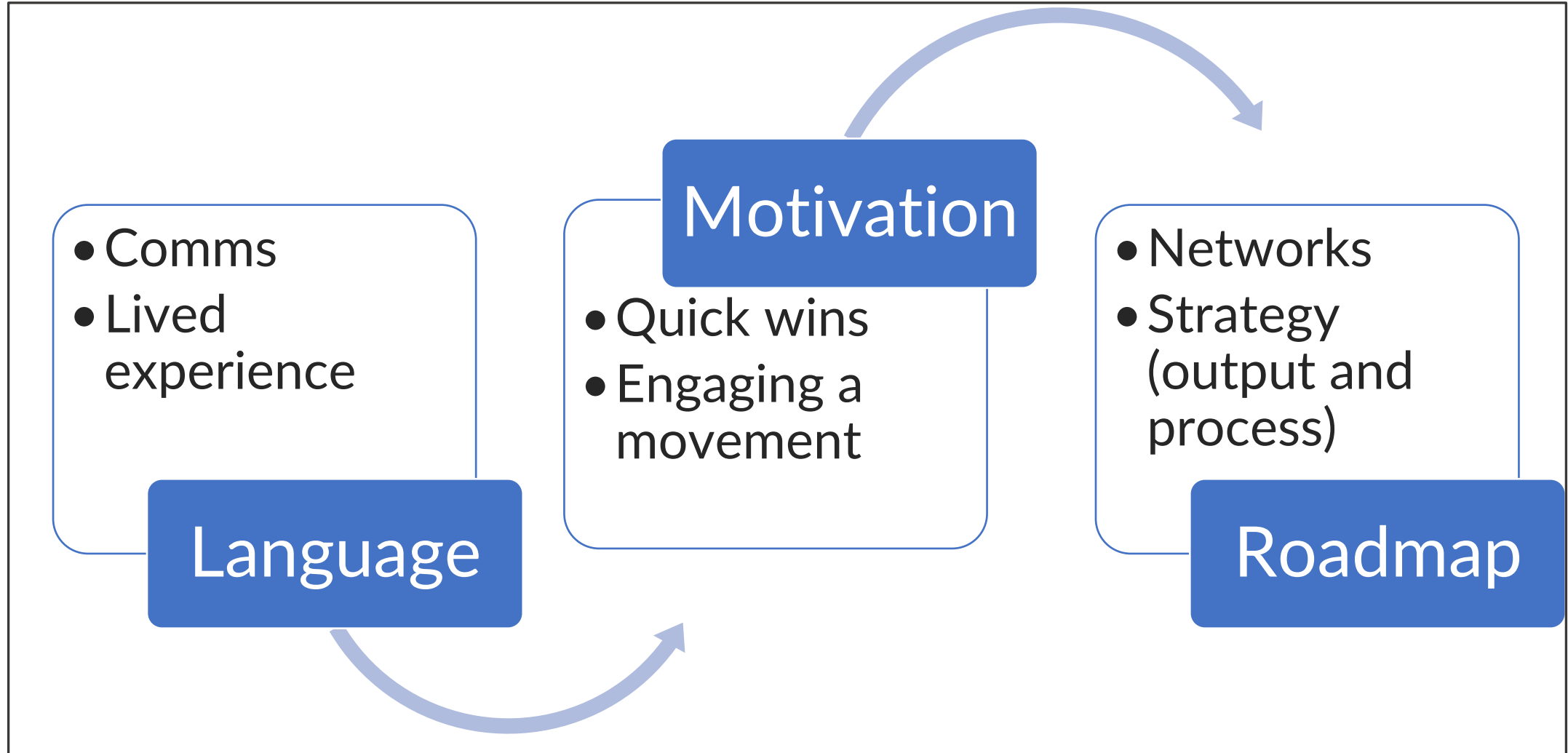


Patient: +self-confidence (n=2), +support (n=2), +safety (n=2), +health management (n=1), +QoL (n=1), -pain (n=1), ±mental health (n=3), +health determinants (n=1), 0 addiction (n=1)

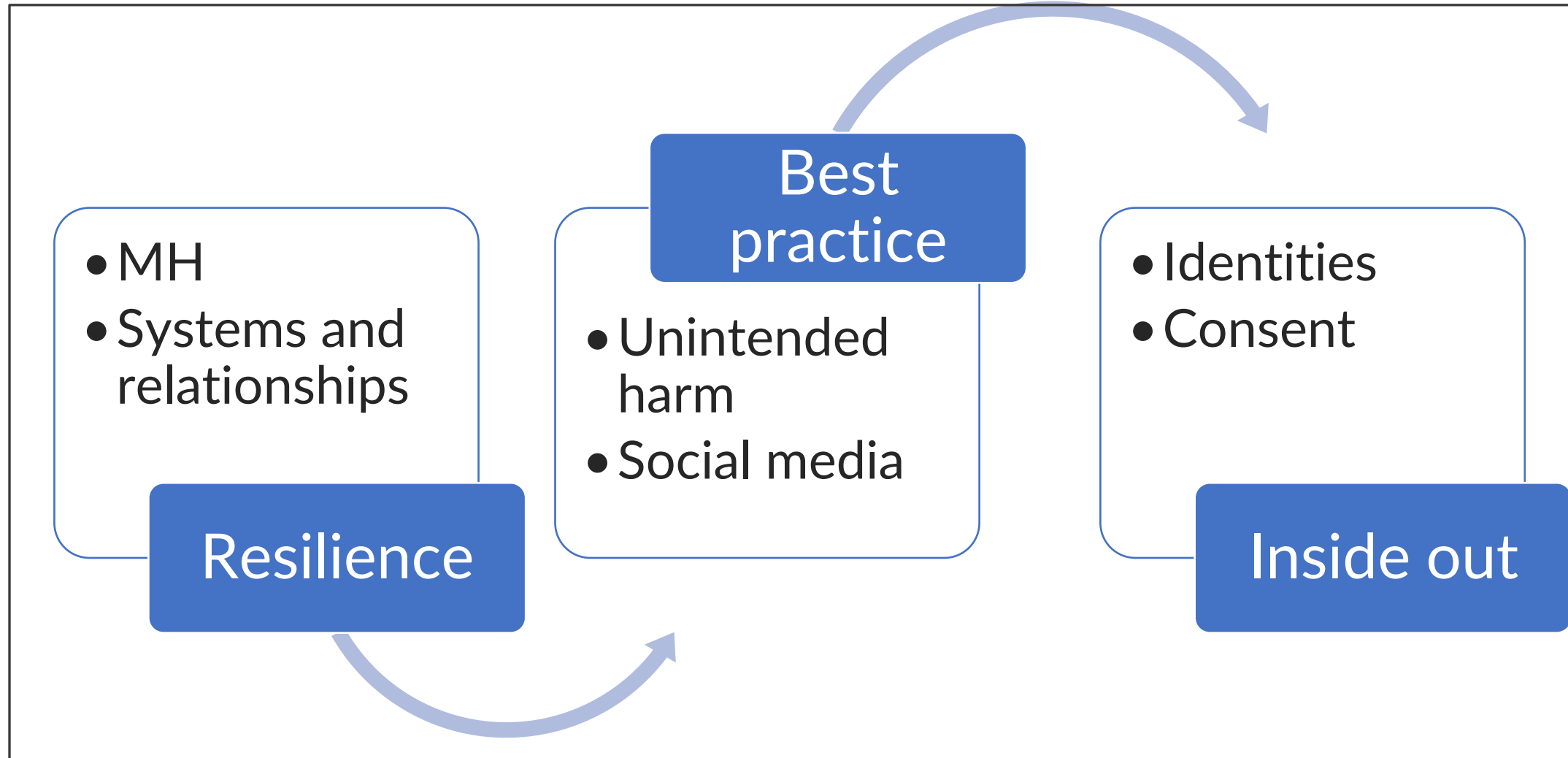
Care team: +staff accepting attitudes (n=3), +patient confidence in care (n=3), +patient feeling in control of treatment (n=2)

Organisation: +staff readiness (n=3), change culture (n=2); +staff safety (n=1), +patient access to care (n=2); +patient satisfaction (n=3), ±staff screening (n=2); ±staff self-care (n=2)

Emergence of TI



Student mental health



Restorative & Educational Practices Within Student Misconduct Processes



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Educational and restorative practices

Introduction



- ❑ Review and development of Student Code of Discipline & associated procedures
- ❑ Context – good practice framework, focus on harassment & sexual misconduct, developments in the sector, increased reporting by students
- ❑ Includes a focus on the development of ‘sanctions’ that are used within student discipline – focus on education and changing behaviours
- ❑ Research study to investigate potential approaches for using educational and restorative practices within student misconduct processes
- ❑ Intended outcomes - increased campus safety, reduction of incidents of misconduct, increased student health, wellbeing and experience, supporting student education & outcomes

Educational and restorative practices

Overview – research framework

Research framework – key themes and lines of enquiry for the study

Context: Practice within the HE sector and beyond

Advantages and benefits (case for) implementing a restorative justice approach and educational practices

Issues and constraints in implementing a restorative justice approach and educational practices

Main stages, models / organisational units and resources needed for implementing approaches

Priorities, opportunities, and options for change at Nottingham and criteria for assessment

Resources (good practice, potential partners)

Educational and restorative practices

Restorative Justice – what is it?



*“Restorative justice is a process to **involve**, to the extent possible, those who have a stake in a specific offense and to **collectively identify and address harms, needs, and obligations**, in order to **heal and put things as right as possible.**”* Howard Zehr (creator of first restorative justice program in US)

- ❑ A shift away from traditional approaches to student discipline, that focus on an assessment of which law/policy/code has been broken, by whom, and how they should be punished/sanctioned.
- ❑ Restorative approaches focus on:
 - ❖ the harm caused (to individual victims, as well as relevant communities);
 - ❖ responsibility and accountability (the person who caused the harm recognises the harm caused and accepts responsibility);
 - ❖ reparation (the process enables all parties to collaborate as to what reparation is needed by the person who caused harm);
 - ❖ reducing the risk of further harmful behaviour, and, reintegration into the community where appropriate and safe.

Educational and restorative practices

Emerging findings – Drivers for change

External factors

Move to a restorative approach after a critical incident has taken place

Internal factors

Educational mission of higher education

Educational and restorative practices

Emerging findings – Scope



- No types of misconduct where it is not appropriate
- Restorative justice approaches may be most relevant for the more serious incidents
- Used for campus life policy violations and cases of sexual misconduct

Educational and restorative practices

Emerging findings – Preconditions of success



- ❑ Senior level support and understanding is vital – need for an understanding of the philosophy of RJ at high levels in the university before moving to practice
- ❑ Importance of raising awareness across the institution from the outset – aim for a range of people in different roles embracing the philosophy
- ❑ Build a community around RJ before implementing
- ❑ Importance of “co-production” working alongside other stakeholders in the institution (and externally), including:
 - ❖ University solicitors
 - ❖ Student Conduct / Student Wellbeing / Student Services
 - ❖ Academics with expertise in RJ
 - ❖ Student Union and groups
 - ❖ RJ organisations
 - ❖ Police

Educational and restorative practices

Emerging findings – What works? Still a work in progress



- No agreed blueprint for implementing a restorative approach
- No agreed structure for RJ offices or Centres
- In practice the set-up and where it sits in the organisational structure largely follows the RJ champion – the person with the knowledge and expertise – but this may not necessarily be the right place
- Do need the right people in place - who understand the philosophy and practice and can communicate
- Communication is central to restorative and educative approaches (including obtaining initial institutional buy-in to take this approach)

Thank you

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