



Relational +  
Restorative  
Thinking

# RELATIONSHIPS FOR CHANGE

Online course for leaders, managers and  
staff in health and social care

Applying relational and  
restorative practice to your role



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**Relational and restorative practice requires everyone working in health and social care to really consider their part in creating healthy, open, inclusive cultures.**

**Relational and restorative practice on-demand online course components**

- Access to the online course for 6-12 months.
- Monthly webinars to explore key course themes.
- Supervision sessions via teams to help apply learning to role.

# Relationships for Change

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**Relational and restorative practice can be applied to every role in every setting.**

Before starting to explore the content of this course, you may find it useful to consider how, where and when you want relational and restorative practice to work for you/your team/your organisation. Are there particular relationships and/or problems that need attention?



On the following pages you can read about some of the ways we are working with colleagues in health and social care to apply relational and restorative practice to specific roles and pinch points.

If your role/area isn't included here, please get in touch and we'll talk through how best to begin and plan.

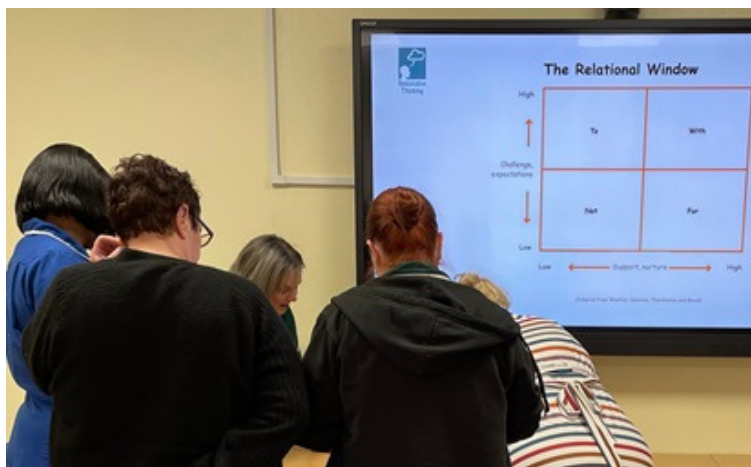


# Relationships for Change

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## Health and Social Care - Teamwork

The Relational and Restorative Thinking team work *with* NHS Trusts and Local Authorities to strengthen workplace cultures, to build stronger connections between team members, so that everyone feels confident to speak up, hold each other to account, ask questions and raise concerns respectfully, irrespective of their role.



We do this by helping teams to:

- build circle processes into meetings to foster better equality of voice;
- use restorative enquiry to talk through issues together and better understand everyone's perspectives;
- use the relational window to talk about roles and responsibilities and to jointly problem-solve;
- better understand behavioural science and developmental psychology to help build trust, understanding and more effective connections.

All of the above are enablers of psychological safety. If all members of a team have access to relational and restorative practice training and resources, it is easier to foster psychological safety, and to maintain it.

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### NHS Patient Safety

Relational and restorative practice is an important enabler of Patient Safety.

It gives everyone the knowledge, understanding and practical skills to communicate better with everyone around us, including asking for clarification and holding each other to account.

Here are some of the ways we invite colleagues to draw on relational and restorative practice to help improve patient safety:



- build circle processes into meetings to foster better equality of voice;
- use the relational window to collaborate with both colleagues, patients and families, to identify strengths and needs and to find ways to plan ahead and resolve problems;
- use restorative enquiry to explore what's happened when things don't go to plan or when harm is caused;
- draw on circle processes and restorative enquiry to communicate better with patients and their families, to include and consider patient/family voice;
- better understand behavioural science and developmental psychology to help build trust, understanding and more effective connections.

Relational and restorative practice can be threaded through your Patient Safety Incident Response Framework (PSIRF), policies and plans. Our team has experience of this and can help if needed.

Please contact Lesley in the first instance: [lesley@restorativethinking.co.uk](mailto:lesley@restorativethinking.co.uk)



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## NHS Professional Nurse and Midwifery Advocates

We collaborate with PNAs and PMAs to help develop confidence in practical skills for restorative supervisions and wider roles.



How we help to change the conversation:

- the relational window, which can be used to plan, deliver and follow-up supervision sessions;
- circles, to deliberately invite equality of voice throughout a group supervision session;
- restorative enquiry, to structure dialogue that helps colleagues work through a problem or issue and identify possible solutions;
- behavioural science and developmental psychology to help PNAs build trust, understanding and effective connections;
- strategies for self-care;
- identifying peer support to maintain positive mental health.

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## **Social Care: Early Help, Children in Care, Fostering and Adoption, Family Hubs, Mental Health Services**

We work alongside Children's Services and Adult Services to:

- introduce and embed relational and restorative practice as part of the practice model;
- develop use of the relational window as a planning and problem-solving tool with teams and departments;
- identify family strengths and needs at the start of a new plan, using the relational window, and use this as an enabler for conversations and progress with families;
- improve equality of voice within and between teams, by drawing on circle processes throughout meetings;
- find the right times to use restorative enquiry to help others process an incident or problem;
- encourage and support teams to find their own innovative ways of drawing on relational and restorative practice. Examples include:
  - restorative allocation meetings in Early Help teams;
  - quarterly restorative 'obsessions' in social care;
  - relational problem-solving tools developed with the volunteer sector;
  - relational window as a planning tool for community midwives and new parents;
  - drawing on developmental psychology to engage better with patients around discharge plans;
  - introduction of 'thought partners' at senior levels.

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**Relational and restorative practice can be applied to every role in every setting.**

Please be mindful that over time, with consistent effort and persistent practice, restorative and relational practice will underpin all of your relationships at work, socially and at home (eg. as a partner, parent).



Please visit this course regularly and practice as much as you can.

Our team is here to guide and support your learning and practice so please don't hesitate to reach out and ask; all questions are valid and important and we look forward to hearing from you.

Webinar dates and themes will be shared via e-mail.

Your first point of contact is Lesley: [lesley@restorativethinking.co.uk](mailto:lesley@restorativethinking.co.uk)