



***Supporting the implementation of Restorative
Approaches within Schools.***

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Disclaimer

This thesis is being submitted for the award of Doctorate in Applied Educational Psychology. I confirm this work has not been previously submitted or assessed for any other qualification at either Newcastle University or other universities. The work completed is solely my own and, to the best of my knowledge, does not contain material previously authored by another person unless where referenced.

Dedications

I dedicate this thesis to my Dad, James, and my Mum, Gillian. This work, along with other accomplishments in my life, is testament to the strength, resilience and unconditional love that you have instilled in me.

Mum; thank you for teaching me to appreciate the seemingly unremarkable and finer details in life, easily missed should we not seek them out, revealing a world eager to be discovered. I am forever grateful for the oasis for the mind and soul it has brought me.

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Overarching Abstract

According to the Department for Education national statistics the overall trend in permanent and fixed-term exclusions has increased in recent years. Persistent and disruptive behaviour has consistently been the single most common reason, accounting for more than double the next common reason (Other), and almost triple the third (physical assault against a pupil). The prevalence of mental health concerns for children and young people has also increased in recent years. Restorative Justice has been applied within education over the past couple of decades, which evidence suggests can result in measurable reductions in exclusions, ultimately promoting an inclusive and positive learning environment. Following a number of national pilot studies and reviews in recent years Restorative Approaches (RA) have gathered momentum within UK educational settings and is one emerging response to the rise in challenging behaviour, exclusions and social, emotional and mental health concerns. Despite this growth there is a general lack of research within this field. Implementation of school wide approaches can be tricky in the complex organisational context of schools. Therefore, this review seeks to explore what significant factors may promote successful implementation of RA.

Chapter 1

The first chapter of this thesis takes on the form of a systematic literature review. A qualitative approach was taken to explore the facilitating factors to the implementation of RA within the school context. A meta-ethnography was conducted in order to synthesise the findings from five papers. Eight themes were identified: values & philosophy, aims, school management, ownership, resources, policy & pedagogy, staff development and readiness. Implications of this literature review include: the call for critical development and review of school policy, the need for further research particularly within the secondary sector, research around what can be done to further encourage the involvement of school staff, pupils, parents and other members of the school community in the implementation and maintenance of RA in schools.

Chapter 2

The second chapter is a bridging document which describes the journey from the systematic literature review (chapter 1) to the empirical research (chapter 3). Within this, the focus of my empirical research and how this evolved will be discussed, reflecting upon the decisions made throughout the research process. Consideration is also given to how my own research philosophy impacted upon elements of the empirical research.

Chapter 3

The final chapter presents empirical research involving 15 pastoral staff members in a secondary school adopting a collaborative action research approach and uses a person-centred tool (an adopted PATH) to support the implementation of RA within their school. The research seeks to explore how the role of Educational Psychologists might support the implementation of RA within a secondary school setting. Thematic analysis of the resulting visual graphic, audio transcriptions and researcher notes identified three overarching themes (keeping the momentum going, pedagogy and engagement) and four driving values (mutual respect, honesty, autonomy and competence). The findings also provide support for the use of person-centred planning as a means for supporting organisational change, specifically an adapted PATH. The findings are then discussed in relation to four areas of psychology: Andragogy, Challenge, Dialogue and Self Determination Theory (SDT).

The discussion highlights possible aspects of EP practice which may further support the implementation of RA within schools. It considers the use of a person-centred approach as a tool to assist organisational change by critically evaluating data gathered through reflective journals. In conclusion, implications for how EPs may support the implementation of RA within schools are discussed.

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Chapter 1. A Systematic Literature Review:

How can Restorative Approaches be successfully implemented within Schools?

1.0 Abstract

The application of Restorative Justice (RJ) within the education system is a growing area of research in educational psychology. This systematic literature review seeks to synthesise some of the literature in this area, with a particular focus on supportive factors within the implementation stages of Restorative Approaches (RA). It is guided by the research question 'How can Restorative Approaches be successfully implemented within schools?' Systematic searches of relevant journals identified five qualitative papers. Therefore, it was appropriate to take a qualitative approach to synthesis, namely Meta-ethnography. This led to the identification of a range of factors relating to eight overarching themes: aims, ownership, policy & pedagogy, school management, staff development, readiness, resources and values & philosophy. It is suggested that educational professionals may use this as an exploratory tool in order to support the planning and maintenance of RA. Furthermore, the review highlights a number of implications for future practice and research including; the need for critical development and review of existing school policy, more research within secondary schools in particular, promoting engagement of a wider range of community members and finally, how the role of EPs can help schools in the implementation and development of RA.

1.1 Introduction

1.1.1 What is a Restorative Approach?

Restorative practice (RP) in schools has been seen as an alternative way of responding constructively to conflict which aims to improve positive school behaviours, limit negative school behaviours and prevent future conflict (Gonzalez, 2012). This has been evidenced widely by increased attendance, higher academic achievement, less cases of bullying, fewer instances resulting in detentions and decreased exclusions. Some authors describe RP as a collection of tools used to establish positive relationships between students and others (Kline, 2016). However RP is more than a behaviour management tool as it also reflects a richer philosophical approach, fostering a positive life philosophy with others (Morrison & Vaandering, 2012).

Restorative practice gives primacy to social relationships. Rather than support monologues of knowing, the aim of restorative practice is to create contexts for learning in which the voice of the other may be heard, and where dialogue and reflective enquiry prompt learning that is inclusive and socially informed. This focus reflects Vygotsky's contention that our learning is built from the outside in, through our relations with others (Maccready, 2009, p. 218).

The above illustrates the main premise of RP, which aims to engage people in making, maintaining and restoring relationships, particularly in response to relationship/discipline difficulties. Within education therefore, RP can create and promote learning opportunities instead of seeking to manage and control behaviour.

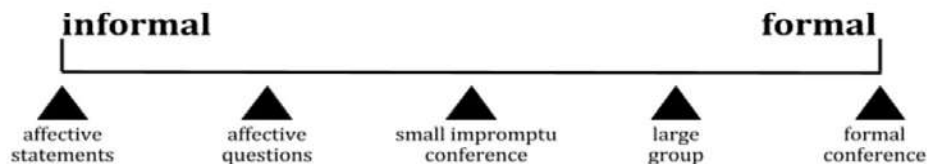
Although there are many different definitions of RP, reflecting a general lack of consensus, MacCready's definition is generally accepted. Throughout the literature it is clear that different authors label RP in different ways, sometimes using terms interchangeably within one piece of writing, such as restorative practice, restorative approach, restorative discipline, restorative justice and restorative intervention. However, much of the literature seems to reflect two functions of restorative practices: retribution and rehabilitation, echoing the views of Bazemore and Schiff (2005).

McCold and Wachtel (2001) position RP as a continuum from informal to formal processes (see Figure 1). Therefore, not only is there ambiguity within the terminology used but there are also multiple practices these terms could be referring to. Will now explain my own definition within this paper. I use the term Restorative Approach(es) (RA) to describe any form of practice identified within the restorative continuum (see figure 1). The word 'approach' has a much softer connotation than some other terms such as discipline or intervention.

Furthermore, Hayden (2014) found that schools and other child focused settings preferred the term 'approaches' rather than 'justice', which has a harsher

connotation linked to crime and the criminal justice arena. I interpret terms such as restorative justice in schools, restorative discipline, restorative practices and restorative approaches as interchangeable and all reflective of practices described within Figure 1. This continuum will be referred to as a frame of reference when considering the use of restorative approaches within the papers identified within this systematic literature review.

Figure 1. *Restorative Continuum*



McCold & Wachtel, 2001

1.1.2 Roots in Restorative Justice

Traditionally crime is interpreted as a violation of the law. A primary purpose of the criminal justice system is to determine blame and enforce punishment in order to carry out justice. The presumption of innocence until proven guilty and the protection of innocent citizens are potential strengths of such a system however there has been an ongoing need to recognise its limits (Immarigeon & Daly, 1997). For example, victims have often felt ignored and neglected by uncompassionate procedures that not only fail to support reintegration but can also add burden and weight to already damaging societal perspectives (Zehr, 2002).

Restorative justice (RJ) on the other hand reflects a different perspective of wrongdoing and justice. It is commonly based on the indigenous justice practices of the aboriginal inhabitants of North America and South Pacific (O'Reilly, 2017). From this perspective, justice is understood more in terms of relationships and interconnectedness of humanity than in judging right from wrong (Breton & Lehman, 2001; Zehr, 2005). Therefore RJ is not used as a label or intervention but an approach that permeates all aspects of life (Wonshe', 2004). For example, Māori custom and law focuses on collective responsibility rather than individual responsibility (Vieille, 2012). The aim is to restore the victim's emotional, mental, physical and spiritual well-being. Both victim and offender experience is listened to and both are encouraged to engage in a negotiation of reparation in order to restore personal and communal harmony. A combination of retribution (the concept of punishment) with a restorative approach acknowledges both the victim's needs as well as the offender's responsibility (Duff, 2002). Research suggests RJ has contributed to declining rates of reoffending (Restorative Justice Consortium, 2006; Robinson & Shapland, 2008)

It could be argued that there are similarities between how behaviour has been managed traditionally within the justice system and within the school community (Sellman, Cremin, & McCluskey, 2013). Both are traditionally based on the belief that some kind of punishment will act as a deterrent to repeating the same behaviour again. In addition, the use of shame is evident in both the justice system and within the school community. Harris and Maruna (2008) provide an analysis of shame that may be useful in reflecting how shame is utilised within these settings. The authors propose three concepts of shame: social disapproval; personal failure; ethical failure. Social disapproval focusses on the damage between people, specifically the adverse impact upon the relations with others. Personal failure exists when comparing behaviour against personal standards and expectations. Ethical failure occurs when combining both internal and external elements of shame. Behaviour management policies within educational settings have been said to be mainly influenced by behaviourism (Cameron, 1998). Behaviourism is a world view that positions a learner as a passive being, responding to stimuli and therefore behaviour can be shaped through reinforcement and punishment, both positive or negative and is influenced by the work of Watson (1913), Thorndike (1932), Pavlov (1927) and Skinner (1938).

From a behaviourist perspective shame might be viewed as a punishment used to decrease the likelihood that the undesirable behaviour will reoccur. A punishment could be positive (the application of a stimulus) or negative (withholding a stimulus).

1.1.3 Focus of this Review

According to data published recently the overall rate of permanent exclusions has increased in recent years (Department for Education, 2015, 2016, 2017, 2018, 2019). As illustrated in Table 1.1 secondary schools account for this overall trend when compared to primary and special, as it is the only setting that shows consistent increase.

Table 1.1: Rates of Permanent Exclusions (England)

| <u>Rates of Permanent exclusions</u> | | | | |
|---|--------------------|--------------------|--------------------|--------------------|
| | 2012/13 to 2013/14 | 2013/14 to 2014/15 | 2014/15 to 2015/16 | 2015/16 to 2016/17 |
| Secondary | Increased | Increased | Increased | Increased |
| Primary | Same | Same | Same | Increased |
| Special | Same | Increased | Decreased | Decreased |

Unsurprisingly, behaviour in school is a topic debated by educational professionals, government and the media. Behaviour remains a high priority for many professionals, including teaching staff and Educational Psychologists (EPs).

As discussed earlier, reinforcement and punishment continues to be a principal characteristic of school behaviour policies (McCluskey et al., 2011). Such strategies aim to modify behaviour using external rewards and sanctions rather than other factors such as the environment and the actions of others. This approach arguably fails to create important learning opportunities in order to teach children skills such as self-monitoring and self-regulation, rather an emphasis is placed upon compliance and obedience (Morrison, 2007). In addition, an assumption is made that the cause of behaviour which is interpreted as challenging is within child, which reflects a prevailing discourse of individual responsibility (Parsons, 1999). Such a discourse often ultimately results in exclusion from school, a triumph of pathology and “individual responsibility wins out over human dignity” (Parsons, 2005, p. 203).

Persistent disruptive behaviour is the singular most common reason for exclusions, accounting for between a third and a quarter of all exclusions (Department for Education, 2017). The Department for Children Schools and Families (2008) indicate that children excluded for a fixed term of anything more than 2 days can develop difficulty reintegrating into school life. Vincent, Harris, Thomson, and Toalster (2007) report instances in some schools where pupils achieved full attendance prior to exclusion but as low as 10% attendance following a period of exclusion. While not in school children are missing social and educational experiences which has a significant detrimental impact on their academic success (Michail, 2011; The Prince's Trust, 2002) and potentially increases anti-social behaviour, ultimately engaging in criminal activity (Hemphill, Toumbourou, Herrenkohl, McMorris, & Catalano, 2006). In fact, the Prison Reform Trust (2016) report 42% of the prison population have been permanently excluded at some time and 86% of children in young offender's institutes said they had experienced exclusion from school.

Kane et al. (2007) conducted a two-year evaluation of a national pilot to introduce RA in Scottish schools. Their research suggests that RA have resulted in measurable reductions in playground incidents, discipline referrals, school exclusions and the use of external behaviour support. The review also highlighted the need for local authorities (LA) to consider how they can support schools in developing effective RA. Since then, the use of restorative approaches within education has grown in popularity, especially within the UK. Therefore, the focus of this review is to explore significant factors that make RA a successfully implemented school intervention.

1.2 Method

I identify school staff, parental and child insight as key in exploring the focus of the review. Therefore the review focuses on qualitative research, which is predominantly concerned with how people interpret their social world (Atkins et al., 2008). Britten et al. (2002) highlight the importance that the method of synthesis be appropriate to the research being synthesized and suggest meta-ethnography as a well-developed method of qualitative synthesis. Therefore I have adopted a meta-ethnographic approach to synthesis as described by Noblit and Hare (1988). In order to provide the reader with as rich an understanding of the stages as possible it was decided to collate comments for each stage from a variety of different authors (see Table 1.2). The remainder of this Method section will be structured using these seven steps.

Table 1.2: Noblit & Hare's 7 Phases of a Meta-Ethnography approach.

| <u>Phase</u> | <u>Description</u> |
|--|--|
| 1. Getting started. | <ul style="list-style-type: none"> Identifying an interest that qualitative research might inform. This interest may change throughout the meta-ethnography approach. |
| 2. Deciding what is relevant. | <ul style="list-style-type: none"> Not necessarily an exhaustive search. It should also address the audience's interest as well as the researcher's. |
| 3. Reading the studies. | <ul style="list-style-type: none"> Dynamic process rather than separate step Should involve reading and re-reading of papers while noting interpretative metaphors. |
| 4. Determining how the studies are related. | <ul style="list-style-type: none"> Determining relationships between studies. Identify a list of key metaphors, phrases, ideas and/or concepts used in each account and an initial comparison can be made. |
| 5. Translating the studies into one another. | <ul style="list-style-type: none"> How metaphors/concepts and their interactions in one account compare to those in other papers. |
| 6. Synthesizing translations. | <ul style="list-style-type: none"> Making a whole into something greater than the sum of all the parts alone imply. Higher order interpretations - imply "line of argument" synthesis (Atkins 2008) |
| 7. Expressing the synthesis. | <ul style="list-style-type: none"> Expressed in a form that is useful and understood by the intended audience. Understand the audience's culture in the same way as we understand the studies to be synthesized. This could be written and/or other forms (Patton 1980) |

1.3 Phase 1: Getting started: A Review Question

'How can Restorative Approaches be successfully implemented within schools?'

1.4 Phase 2: Deciding What is Relevant to the Initial Interest

While it is acknowledged that Noblit and Hare (1988) suggest an exhaustive search of the literature is unnecessary for meta-ethnography a systematic search was implemented in order to provide a comprehensive population of studies from which the final papers could be identified. (Atkins et al., 2008).

1.4.1 Search Terms

The search was carried out between October 2017 and March 2018 using the following databases: ERIC, BEI, TRC & PsycInfo. The final search terms are presented in Table 1.3. The initial search, combining all 3 search terms produced 334 results. After applying stage 1 inclusion criteria (see Table 1.4) 190 results remained. Duplicates were then removed, leaving 158 papers. The title and abstract of each paper was then used against the inclusion criteria outlined in stage 2. During this process notes were taken in order to identify the main focus of each paper.

Table 1.3: Search Terms

| Search Term 1 | Search Term 2 | Search Term 3 |
|---------------|------------------|---------------|
| Restorative | Approach* or | School or |
| | Discipline* or | Education |
| | Intervention* or | |
| | Practice* | |
| | Programme* or | |



1.4.2 Inclusion Criteria

The inclusion criteria used for the review is contained in Table 1.4. There are three stages, reflecting the search process undertaken. The inclusion criteria evolved during the searching process. Reading articles of interest during the search phase enabled me to critically reflect upon the inclusion criteria. The abstracts of 158 articles were read to establish their suitability to the inclusion criteria. During this process each paper was grouped under one of the following headings: 'Suitable', 'unsuitable', 'of interest' or 'unknown'. These headings and the grouping process evolved during reading. Some papers were grouped based on the content within the abstract; other papers were read in full before a final decision was made. The reading and re-reading of papers resulted in a number of themes being identified across papers. This led to some papers in the 'unknown' category being regrouped within the 'of interest' under emerging themes. Bates (1989) proposed the 'berrypicking' model for information retrieval which allows for a more iterative and dynamic literature search than more traditional models. This reflects my experience of the systematic literature review process well: as I was finding information related to my overarching question I was also discovering new ideas which led me in many directions, creating new potential opportunities.

Table 1.4: Inclusion Criteria used for the Literature Search

| Inclusion Criteria | Reasoning |
|--|---|
| Stage 1 | |
| Written in English. | Accessibility. |
| Published in 2004 or later. | Following significant government published research (Kane et al. 2007). |
| Stage 2 | |
| Reflective of RA as described in the introduction section. | Relevance to the research question |
| Explicit reference made to the implementation and maintenance of RA. | Relevance to the research question |
| Stage 3 | |
| Conducted in Western countries (Socio-politically) | Similarity of cultural settings for comparison. |

At the end of the search process five papers were identified (See Table 1.5). These papers formed the focus of the next phase of the meta-ethnography. This review is written from an interpretative, social constructionist paradigm which recognises that individuals construct their own realities and truths through interactions with others (Burr, 2003). Therefore the synthesis of these papers offer a new and unique interpretation based on other people’s experiences.

Table 1.5: Papers selected for Review

| Author and year | Title |
|---------------------------------------|---|
| McCluskey, Lloyd, Kane, et al. (2008) | Can restorative practices in schools make a difference? |
| Bevington (2015) | Appreciative evaluation of restorative approaches in schools. |
| Reimer (2011) | An exploration of the implementation of Restorative Justice in an Ontario public school. |
| Vaandering (2014) | Implementing restorative justice practice in schools: what pedagogy reveals. |
| Kane et al. (2009) | Generating an inclusive ethos? Exploring the impact of restorative practices in Scottish schools. |

1.5 Phase 3: Reading the Studies

The five papers identified through the search process were read in detail, several times over a number of months. Each read had a specific focus and relevant information was recorded at the time to maximise the breadth and depth of information gathered. As Noblit and Hare (1988) acknowledge, this phase is less clear than earlier phases. I understood the purpose of this phase to become as familiar as possible with the content of the included studies and to begin to identify emerging themes. To begin with I collated demographic and methodological data from each paper (see Appendix A) which provided me with sufficient contextual information to make comparisons between the papers, as illustrated by Britten et al. (2002). I then noted any facilitating factors or barriers relating to the research question, as identified by the authors (see 2nd order constructs Appendix B). Using Schutz’s conceptualisation of first-, second- and third-order constructs I refer to these as second order constructs. Accessing first-order constructs within the context of a meta-ethnography can be problematic (Atkins et al., 2008). Sometimes it was difficult to identify whether a view was a first-order (made by participants) or second-order (the authors’ interpretation).

Little interpretation was needed at times when clear questions were asked by the authors and answered directly and succinctly by participants. However, I decided to interpret them as second-order concepts also, as arguably participant views presented were in some way interpreted by the authors.

Finally, I gathered information regarding how RA was defined and understood within each paper (see definition Appendix C). Collating this information in this way facilitated a structured framework in which the papers were read several times.

1.6 Phase 4: Determining how the studies are related

In this phase reciprocal translation of the themes identified in Appendix B was conducted in order to determine the relationships between the studies (Noblit & Hare, 1988, p. 28). This resulted in eight common and recurring themes being identified across the five papers (See Table 1.6). As suggested by Britten et al. (2002) the theme labels were chosen using language present within the original papers. Alternative and associated key words and phrases used within the papers can be found within Table 1.7, as identified by the use of an asterisk (*).

Table 1.6: Determining how the studies are related

| | Values & Philosophy | Aims | School Management | Ownership | Resources | Policy & Pedagogy | Staff Development | Readiness |
|------------------------|---------------------|------|-------------------|-----------|-----------|-------------------|-------------------|-----------|
| Bevington (2015) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Kane et al (2009) | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| McCluskey et al (2008) | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Reimer (2011) | ✓ | | ✓ | ✓ | | ✓ | | |
| Vaandering (2014) | ✓ | | | | ✓ | ✓ | | |

1.7. Findings

1.7.1 Phase 5: Translating the studies into one another

Once the second order constructs were identified the next phase involved comparing these concepts from one account to another. Table 1.7 demonstrates how each theme (third order constructs) was expressed across the papers

(second order constructs). The evidential data used within the Table are interpretations of the participants' understandings and experiences made by the papers' original authors and therefore could be described as second-order constructs, as referred to by Schutz (1967). Within their interpretations direct quotes from the studies' participants were sometimes used to support the author's claims, this could be understood as first-order constructs.

1.7.2 Phase 6: Synthesising Translations

In the penultimate phase the first and second order constructs were synthesised in order to create a new interpretation, referred to as third-order constructs (Schutz, 1967). As illustrated within Table 1.2, Noblit and Hare (1988, p. 28) describe this phase as 'making a whole into something greater than the sum of all the parts alone imply.'

The eight overarching themes within Table 1.7 provide structure to this synthesis and are considered to be third order constructs as they have evolved through my own interpretations. Each theme will be discussed in more detail within the context of wider research in the Discussion section.

Table 1.7: Second and third order constructs

| <u>Staff Development</u> | |
|---|--|
| *Key words: staff development, training. | |
| Bevington (2015) | <ul style="list-style-type: none"> • A focus on emotional intelligence within staff development. |
| Kane et al (2009) | <ul style="list-style-type: none"> • Formal staff development treated as a high priority. |
| McCluskey et al (2008) | <ul style="list-style-type: none"> • Strong commitment to staff development from School management team. |
| <u>Readiness</u> | |
| *Key words: Readiness, need for change. | |
| Kane et al (2009) | <ul style="list-style-type: none"> • Staff recognising that things could be better and that they have the capacity to make them better. • Staff energy and commitment, often present following appointment of new Head teacher |
| McCluskey et al (2008) | <ul style="list-style-type: none"> • Identifying a need to change. • A readiness to change. |
| <u>Values & Philosophy</u> | |
| *Key words: Values, ethos, philosophy, principles, theories. | |
| Bevington (2015) | <ul style="list-style-type: none"> • School values and ethos in alignment with restorative values and ethos. Congruence connecting school values and behaviours. |
| Kane et al (2009) | <ul style="list-style-type: none"> • Where RA were implemented in a way that identified school's values and driven by principles and not just outcomes. • Where other school initiatives shared the same value base, including RA. |
| McCluskey et al (2008) | <ul style="list-style-type: none"> • When RA builds on existing initiatives and practices. • Values and ideas associated with restorative provided a "glue" for other initiatives |
| Reimer (2011) | <ul style="list-style-type: none"> • Strong fit between RA and schools philosophy and values. • RA fits with staff's past theories, formalizes past theories and provides a more substantial framework. |
| Vaandering (2014) | <ul style="list-style-type: none"> • Broader conceptualization of RA that clearly defines underlying philosophy and principles. |

| <u>School Management</u> | |
|---|--|
| <p><i>*Key words: support, school management, leadership.</i></p> <p>Bevington (2015)</p> | <ul style="list-style-type: none"> • Support and encouragement from school management team. • Staff modelling: A congruence between how school management staff treated staff and how staff treated children. “Democratic aspiration: what the staff want for their pupils they also want for themselves.” pg. 114. Staff reported that SMT did not disregard, judge or blame staff when there was a difficulty that they needed support with and so the staff didn’t dismiss, judge or blame the children when there was conflict or behaviour difficulty that they needed support with. |
| <p>Reimer (2011)</p> | <ul style="list-style-type: none"> • Members of School management were seen to be influential on the actions of teachers and therefore upon the life of RA. Pg. 26. <i>“Your administrator drives your school and if your administrator values something else, then that’s where the emphasis will be.”</i> |
| <p>McCluskey et al (2008)</p> | <ul style="list-style-type: none"> • Modelling of RA by school management team. |
| <p>Kane et al (2009)</p> | <ul style="list-style-type: none"> • School Management team that are supportive of RA. • School Management team that model RA in their own practice with pupils, parents and staff. |

| <u>Aims</u> | |
|--|--|
| <p><i>*Key words: Goals, aims, outcomes.</i></p> <p>McCluskey et al (2008)</p> | <ul style="list-style-type: none"> • Clarity and flexibility about identification of aims. • Commitment to developing positive relationships throughout the school community. |
| <p>Kane et al (2009)</p> | <ul style="list-style-type: none"> • Specific and clear goals for RA as well as broad aims. • When the aim of implementation is to improve school ethos by creating and sustaining positive relationships. |
| <p>Bevington (2015)</p> | <ul style="list-style-type: none"> • Where staff reported the same outcomes for themselves as for children, including emotional, affective and behavioural goals. E.g. Both adults and children to be more thoughtful and reflective about their behaviour, recognising that feelings are real and transient. |

Ownership

| <u>Ownership</u> | |
|--|--|
| <i>*Key words: ownership, agency, collaboration, responsibility, participation, leadership roles, commitment</i> | |
| Kane et al (2009) | <ul style="list-style-type: none"> • Leadership roles amongst others are encouraged e.g. professional leadership roles and RA champions. • Pupil participation. Pupils are positioned as active subjects and capable of fulfilling leadership roles. • Opportunities for learning through collaboration between pupils, parents and school staff. |
| Bevington (2015) | <ul style="list-style-type: none"> • High expectation of responsibility of both pupils and staff. • Professional judgement in applying interventions and systems in schools. |
| McCluskey et al (2008) | <ul style="list-style-type: none"> • Staff having a sense of agency; the capacity to affect positive change. |
| Reimer (2011) | <ul style="list-style-type: none"> • Personal commitment from staff, incorporating RJ into their own personal practice theories. For some this overcame barriers such as time. |

Resources

| <u>Resources</u> | |
|---|---|
| <i>*Key words: resources, support, barriers, lack of...</i> | |
| Vaandering (2014) | <ul style="list-style-type: none"> • A call for more comprehensive resources to allow for and encourage support within schools, beyond implementation and into sustaining stages. |
| Bevington (2015) | <ul style="list-style-type: none"> • Staff identified the need to develop a shared bank of resources and ideas for how to support children to develop restorative skills. • Highly skilled staff on call for support. |
| Reimer (2011) | <ul style="list-style-type: none"> • Lack of funding • The time spent implementing restorative practice impacted upon instruction time and resulted in staff anxiety. |

| <u>Policy & Pedagogy</u> | |
|---|--|
| *Key words: Policy, pedagogy, restorative training | |
| Kane et al (2009) | <ul style="list-style-type: none"> • Barrier: Conflict with pre-existing punitive sanctions and behaviour policies. Particularly within secondary schooling. • Barrier: External impetus for implementation e.g. HMIE could undermine the 'can do' factor evident in successful implementation. |
| Reimer (2011) | <ul style="list-style-type: none"> • Barrier: Systems and policies not updated to reflect/acknowledge existence of RA • Barrier: Existing retributive culture |
| Vaandering (2014) | <ul style="list-style-type: none"> • Critical examination of RA training and espoused theory to identify reinforcement of power relations leading to punitive practice. • Development of pedagogy that prioritizes learning, not control, by: <ul style="list-style-type: none"> ▪ Engaging with students to become 'fully human' ▪ Identifying how policy and practices may be causing students harm or alienating them • Critical reflection by policymakers and educators on personal values, and how do they align with RA principles. |
| Bevington (2015) | <ul style="list-style-type: none"> • Staff encouraged to be open and honest when RA might not work or feel that they are unable to intervene with a restorative approach. |
| McCluskey et al (2008) | <ul style="list-style-type: none"> • Challenge: Relationship between RP and other approaches to discipline and control in schools. |

1.7.3 Phase 7: Expressing the Synthesis

As discussed earlier in this review, the phases of meta-ethnography seem to overlap. Table 1.7 contributes to the emerging reciprocal synthesis (Noblit & Hare, 1988). Figure 2 expresses this synthesis in a visual form in order to be more easily and readily utilised. The themes that have been developed through the meta-ethnography process will now be critically discussed in the discussion section, in light of the review question: “*How can restorative approaches be successfully implemented within schools?*”

Figure 2: Factors for successful RA implementation



1.8 Discussion of Themes

1.8.1 Aims

McCluskey, Lloyd, Kane, et al. (2008) and Kane et al. (2009) found that implementation was most successful in schools which had aims of improving positive relationships throughout the school community. (Drewery, 2016) suggests that such a relational focus calls for a significant shift in the positioning of professionals within educational practice, specifically highlighting the issue of power relationships within western education. However schools with more limited aims also experienced significant progress (McCluskey, Lloyd, Kane, et al., 2008). Kane et al. (2009) identified schools that had clear and specific goals as well as broad aims for RA experienced the most effective implementation. Timescales, targets and milestones were set within the planning process so that progress could be monitored. Bevington (2015) found that staff hopes, aims and outcomes of RA were not only for children but for staff themselves. For example, the hope that children would communicate more honestly and openly extended to staff desires for this themselves. Also, just as children become more reflective and thoughtful about their behaviour during conflict, so did staff.

1.8.2 Ownership

Leadership and responsibility were a common theme promoting successful implementation across four papers (Bevington, 2015; Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008). These themes extended across both staff and pupils. For example, the positioning of pupils as active subjects contributed to successful implementation (Kane et al., 2009) such as opportunities to engage in leadership roles and collaborative tasks with both parents and staff. Although the idea of including pupil voice within decision making process in schools is widely accepted as good practice, there is relatively little evidence on what this could or should look like within an educational setting (Coombes, Appleton, Allen, & Yerrell, 2013; Fleming, 2013). Fletcher, Fitzgerald-Yau, Wiggins, Viner, and Bonell (2015) explored the process of involving pupils with staff in school action groups across four British secondary schools. The action groups were designed as an intervention intended to promote RA and to consider how children could be involved in school change. Through these pupils were able to contribute to change regarding school policy and practice. The involvement of members of school management in the action groups was recognised as crucial in affecting change. Additionally, Fletcher et al (2015) promote the use of such student and staff action groups as a means to support inclusive, student-led, school-level change. Another emerging sub-theme was that of staff agency and capacity to make positive change (McCluskey, Lloyd, Kane, et al., 2008). Teachers' belief in their capacity to bring about desired change correlates to their behaviour within the classroom (Tschannen-Moran & Hoy, 2001). Studies suggest that when teachers collectively believe they can address external influences, punitive sanctions such as exclusions are used less (Gibbs & Elliott, 2015). However there is still much that is unknown about the sources of efficacy beliefs therefore there is a call for criticality and further research within this area (Klassen, Tze, Betts, & Gordon, 2011).

1.8.3 Policy & Pedagogy

The relationship between RA and pre-existing approaches and practice relating to discipline was discussed in all five papers (Bevington, 2015; Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008; Reimer, 2011; Vaandering, 2014). Implementation was most successful in schools where practices were seen to complement RA and shared similar philosophical underpinnings. However, many pre-existing school discipline approaches as described in these papers were punitive in nature, reflecting a retributive and behaviourist approach. Such approaches of behaviour management can be seen as a barrier to the inclusive, discursive and psychosocial underpinnings of RA (Gavrielides, 2015). There is much discussion in wider literature about the positive implications RA offers as an alternative to retributive sanctions whilst providing preventative measures (Kline, 2016; Knight & Wadhwa, 2014; Lustick, 2017; Mullet, 2014). However, Hawkes (2011) argues that

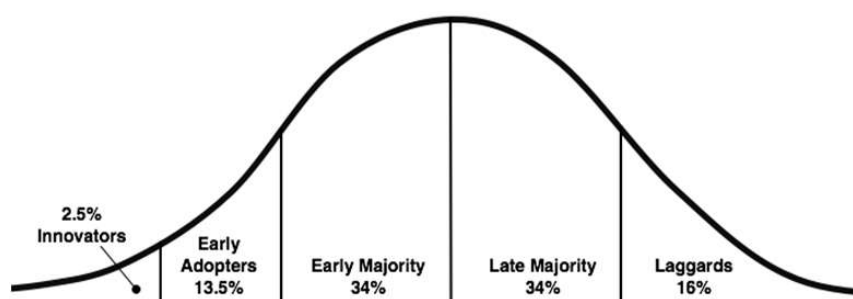
there is a place for punitive practices such as detention and exclusion within a restorative process. Whilst acknowledging this should always be a last resort, he suggests that removal from class, or school, initiates a process which involves reintegration and reflection, with an opportunity for staff to better understand the young person in order to best support the process of repair and reconciliation. For this to be meaningful Hawkes emphasises the importance of nurturing trust with the young person and their family throughout the exclusion period.

Vaandering (2014) proposes a call for the development of behavioural pedagogy which focuses on developing qualities of humanity whilst protecting children from alienation. Reimer (2011) also highlights the importance of schools to reflect upon existing systems and practice post implementation in order to highlight any areas which may be in contest with RA values and principles. For example, behaviour recording practices updated in order to continue to gather, track and evidence important data reflecting the use of RA rather than only retributive processes. The implications of this go beyond educational settings including wider policy issues at both a national and local government level (Parsons, 2005).

1.8.4 Readiness

Readiness for change was mentioned in two of the five papers (Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008). Key features associated with successful implementation included not only the recognition of the need for things to change but also that staff felt that they had the capacity and means to improve things. High levels of staff commitment and energy was required in implementing RA (Kane et al., 2009). Kane et al. (2009) found that the appointment of a new headteacher could help provide a boost of both commitment and energy. Alternatively, Thorsborne and Blood (2013) discuss Rogers' Diffusion Model of Innovation (E. Rogers, 2003) as a means of understanding the needs of different groups of people during a process of change (see Figure 3). They argue that developing an understanding of this is important in being able to capture staff commitment as each group adopt change at different rates, have separate characteristics and therefore require different ways of working in order to promote effective change (Thorsborne & Blood, 2013).

Figure 3: Rogers (2003) Diffusion Model on innovation



In order to maintain successful implementation of RA it is crucial to understand RA as not just another *tool in the tool box* to be used to deal with behaviour but rather a culture which “permeates all aspects of school organization and relationships within the school as well as relationships between the school and its community” (Meyer & Evans, 2012, p. 5). Therefore, developing aims around nurturing positive relationships and school ethos, as discussed within the Aims theme, acts as a readiness indicator.

1.8.5 Resources

In response to identified barriers school staff developed a range of resources to support children to develop restorative skills (Bevington, 2015; Vaandering, 2014) as well as developing a core group of highly skilled staff to provide support (Bevington, 2015). Such resources were seen to support successful implementation in order to help support maintenance of RA.

1.8.6 School Management

The importance of support from school management and leadership upon the successful implementation of RA was found across four of the five papers. Support was described in a number of ways. Firstly, a more generalised account of support which included encouragement where management teams held high expectations that staff supported implementation (Bevington, 2015). Also, the acceptance and belief in RA from school management was seen as important in ensuring an emphasis in developing RA school wide (Reimer, 2011). Finally, support in terms of modelling RA by members of management themselves (Bevington, 2015; Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008). This was reflected in the way leadership interacted with not only pupils but with parents and staff also. Bevington highlights the congruence between how the management team treated staff and how staff treated the children. For example, as staff were treated with respect and supported in resolving issues and taking risks in their teaching without judgement so

did the staff with children in their behaviour and learning. However, Reimer (2011) provides caution that without the expectation that all staff share responsibility of implementing RA practices can inadvertently (and sometimes intentionally) become attributed to specific people and roles within school which can hinder the development of RA as a more informal approach.

1.8.7 Staff Development

Opportunities for staff development was identified by three papers. For some staff a commitment from the school management team to ongoing training was paramount in establishing successful RA (Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008). Further to this, additional time reserved for reflection was also seen as important (McCluskey, Lloyd, Kane, et al., 2008). Such opportunities enthused and motivated staff. Training opportunities described within a Scottish context were seen to be responsive and tailored to individual schools needs rather than a blanket training session across local authorities (Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008). Some staff development sessions were developed and delivered by school staff, in turn contributing to the identification of delegated leadership opportunities. Finally, in order to address the difficulty some staff had in engaging with RA it was suggested that perhaps a focus on emotional intelligence within staff development may enhance staff's own confidence and competence in using RA (Bevington, 2015).

1.8.8 Values & Philosophy

Aspects of values and philosophy was the most common theme, discussed in all papers, made up of different sub-themes. Implementation was found most successful where schools adopted a broad conceptualisation of RA reflecting its underlying philosophy and principles (as discussed in the introduction). This may help promote implementation of RA in such a way that school's values and ethos are identified and/or developed, which Kane et al. (2009) identify as an important contributive factor to successful implementation, in contrast to an outcome driven implementation of RA such as reduction of exclusion and/or attendance data. Also, congruence of school' values and ethos with restorative values and ethos were necessary in order to create reciprocal relationships between school ethos and RA (Bevington et al, 2015). This strong fit between RA and school values and ethos is an indicator for successful implementation as it connects values with behaviours. However, this also applies on an individual basis. Staff successfully implementing RA found the approach to fit well with their own values and experience of behaviour management strategies, giving them warrant and a more recognised framework to practice within (Reimer, 2011). The final sub-theme concerns existing and additional

initiatives. It was found that RA often developed existing practices such as social skills intervention, peer mediation and cognitive reasoning programmes (Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008). In fact it was seen that the very values and philosophy of RA bound multiple initiatives together forming the school's unique experience of RA (McCluskey, Lloyd, Kane, et al., 2008).

1.9 Limitations

Conclusions made in this review may be limited due to only having one reviewer as this may increase the likelihood of data extraction bias (Kahneman, Slovic, & Tversky, 1982). However, following the systematic and transparent process detailed in the Method section (page 6) whilst being consciously aware of this potential bias I believe the likelihood of bias was minimised.

Another potential limitation may be the lack of information on the training of RA in schools. Very little information about the RA training received by schools identified within the papers were made available. I feel that the issue around effective RA training is beyond the scope of this literature review and deserves research in its own right. Therefore an assumption was made that suitable training and implementation framework was used, within each setting's context.

1.10 Implications

In light of on-going challenges faced by the education community, the worrying prevalence of mental health concerns of children and young people and the increase of fixed term and permanent exclusions, the findings of this review have a number of implications for future practice and research. First, they contribute to the somewhat limited body of research around what is found to promote the successful implementation of RA in order to promote and develop positive relationships across all community members.

Both of the common themes found across all papers in this review (Policy & Pedagogy and Values & Philosophy) are aspects commonly reflected in school policy. Therefore as schools implement RA the need for critical development and review of policy may be beneficial in addressing potential barriers that may arise in the dichotomy from *what was* to *what is* and the preferred *what may be*.

Most of the evidence sourced within these reviews came from the primary sector, with the exception of Kane et al. (2009) and McCluskey, Lloyd, Kane, et al. (2008). Therefore the need for further research within the secondary sector is apparent.

Ownership was identified as a factor for successful implementation. Some general references in how this may look were found within some of the papers reviewed.

Most remarks concerned the involvement of staff, with some reflection upon pupil involvement. This felt consistent with my reading of wider literature. Future research is needed around what can be done to further encourage the active involvement of school staff and pupils as well as parents and other members of the school community in the implementation and development of RA.

Finally, these findings have implications for EPs, who are well placed to support the development of RA. Incidentally, there is a lack of reference made to the role of the EP within the literature. The themes proposed in these findings could be used in a multitude of ways which may prove helpful for schools at various stages within their restorative voyage. As an explorative tool it could be used as a framework for reflection as part of a readiness indicator, during implementation or in order to maintain RA.

1.11 Summary

This systematic literature review set out to explore the question: “How can Restorative Approaches be successfully implemented within schools?” Evidence suggests that factors such as staff development, readiness, values & philosophy, school management, aims, ownership, resources and policy & pedagogy can support successful implementation of RA. The following paragraphs will provide a summary of the main findings discussed above.

A broad conceptualization of restorative approaches which reflects its underlying values and philosophy seems crucial in the successful implementation of RA. This likely prevents RA from dwindling into a suite of activities and exercises used as a behaviour management tool, neglecting the contextual understanding and emotive drivers necessary for developing and maintaining RA’s underlying principles.

There is also a need for schools to reflect upon existing systems and practice post implementation in order to highlight any areas which may be in contest with RA values and principles whilst also drawing attention to those which are in congruence, thus strengthening implementation. This may include, but not limited to, school discipline approaches.

It is apparent that opportunities for all members of the school community to be collaboratively involved in the development of RA is an important factor, as evidenced by creative and tailored activities and practices. However, from the papers reviewed within this literature review it seems there may be a lack of involvement of school community members, other than staff and pupils, in the implementation of RA.

The support and encouragement from school management team was also seen as an important factor. Not only in the sense that time and direction was given in order

to keep RA present and thriving but also by modelling RA in their own practice across members of the school community, including staff-to-staff interactions.

Findings also highlight the importance for ongoing formal and informal staff development opportunities both specific to RA and more generally around emotional intelligence. RA were most successfully implemented in schools which were seen to adopt a sense of readiness, recognising the need for change and where staff believed they had the capacity to make a difference. In some schools creative use of resources, such as time and staffing, helped alleviate perceived barriers.

Finally, successful implementation of RA was found in schools which identified clear and specific aims and which reflected the importance of developing positive relationships throughout the school community rather than focusing on other aspects such as reduction in number of exclusions, albeit this may be a hoped for consequence. As RA focuses on the relational aspect of education and treats all community members as equals it seems fitting that some school staff reported the same goals regarding interactions and behaviours between colleagues as did children amongst their peers.

Chapter 2. Bridging Document

2.1 Introduction

This document serves a number of functions. First, it explores some of the reasons for my interest in this research area. It explores how my own personal and professional values have guided this research. It also provides an overview of my Doctoral research journey, connecting the systematic literature review (chapter 1) with research (chapter 3). Finally, epistemological considerations are discussed as well as the impact of being a reflexive practitioner and how this shaped the way I conducted the research.

2.2 Rationale

2.2.1 Inclusion

I am driven, both personally and professionally, by values of inclusion and equality. For me, inclusion represents the very essence of humanity; it accepts differences, acknowledges diversity, and recognises similarities. It is not synonymous with diversity in that a focus on diversity alone may further create barriers itself to inclusion (Gaudio, 2019). My upbringing and personal experiences throughout my childhood and adolescence have had significant impact upon the passion I have developed for rights of equality and inclusion. Had it not been for the inclusive acts of a few teachers and professionals along the way I do not feel that I would have had the opportunities that otherwise would have seemed out of my grasp. Inclusion opened a door into a world I never knew existed, giving me a privileged perspective which has been a driving force behind my commitment to a career in education in order to ensure all children and young people feel respected, valued and able to reach their full potential.

Inclusion is a term frequently used by professionals in education. It is all too easy to assume a shared understanding exists. However, experience tells me otherwise. On occasion, I have heard paradoxes such as “We are an inclusive school, but we cannot be seen to treat children differently”, illustrating tensions and misconceptions between concepts of equality and equity (Mann, 2013). Furthermore, the concept of inclusion is often linked to different types of Special Education Needs (SEN) rather than broader issues (DCSF, 2009), resulting in yet more narrowing of the conceptualisation of inclusion. Such a narrowed definition carries the potential danger of acting as a gatekeeper for practice and provision. For example, schools which reserve services and strategies for children with identified SEN rather than any child who may benefit in order to overcome barriers. It is important therefore to explore understandings of inclusion across different settings, groups and individuals in order to ensure consistency, before discussions begin. Slee (2001) advocates that to achieve this we must first deconstruct inclusion.

In order to deconstruct the term 'inclusion' it is important to reflect upon social and political origins. The early twentieth century saw the evolution of social Darwinism, a new way of thinking which applied biological concepts of natural selection and survival of the fittest to sociology and politics ultimately leading, for some, to eugenics and segregation (Thomas & Loxley, 2007). This became apparent in many sectors of society concerning gender, sexuality, class and race and remained relatively uncriticised and accepted as the natural order of things for period of time. An extreme example of the impact of such philosophies can be found in the history of the World Wars and the unfolding of the Holocaust. The consequential political, social and economic impact provided the impetus for change and the demand for an end to discrimination and a shift towards greater equality for all. Over time, and with legislative modifications, changes began to arise within the educational arena. For example, the Warnock Report (1978) attempted to provide an alternative to the deficit labelling system. However, terms such as 'educationally sub normal' were replaced with the now familiar term SEN, replacing one discriminating label with another and therefore contributing to the defining and maintaining of otherness and difference (Foucault, 1991).

Moving forward to the late twentieth century brings international celebration to the right of all children to access to mainstream education via the Salamanca statement (UNESCO, 1994). A key element was the desire to encourage 'schools for all', which would support all children and tailor education to individual needs. An important theme throughout the Salamanca statement was that all children have the right to learn together. Inclusion later became a political process for the New Labour government (Allan, 2007) which formed an important part of government planning (Corbett, 2001). This would indicate a focus on how all learners' needs are met within a mainstream setting and reflects a social democratic ideology (Arduin, 2015). However, the standards agenda, also brought about by the New Labour government, pushed for improved attainment (Ainscow, Booth, & Dyson, 2006) leading to a performativity culture (Glazzard, 2014) based on normative tests (Lloyd, 2008). The accountability of schools for all children to achieve these targets has led to students who do not conform to classroom behavioural norms becoming 'unattractive' to many schools within the English quasi-market arena of education (Ainscow et al., 2006).

The National Curriculum (Department for Education, 2014) describes inclusion as identifying individual needs in order to remove barriers for all pupils to achieve success, while maintaining high expectations. Amalgamating the perspectives of the Salamanca statement with national curricular guidance creates an overarching definition of inclusion which enables all children to have full access to the national curriculum within a school of their choice, reflecting parental preference embedded within the 1980 education act.

In summary, I identify inclusion as a multifaceted concept best understood as an ongoing process which seeks solutions to barriers arising from diversity, and relates to the presence, participation, acceptance, belonging and achievement of children (Ainscow, 2005) in order to enable all children and young people similar access to opportunities. Consequently, I consider school exclusion as the ultimate barrier to education and inclusion. I taught within the Scottish education system where the local authority (LA) makes the decision to exclude. However, in the English system this is bestowed upon the Head teacher. This perhaps contributes to significantly lower rates of exclusion (see Table 2.1). According to the Department of Education (Department for Education, 2018) the rate of fixed term exclusions in England for the 2016/17 period was over 2000 per day, in Scotland the equivalent was 97 per day. The rate of permanent exclusion was 40 per day in England, compared to 1 every 38 days in Scotland. School exclusion rates have been falling year on year in Scotland since 2006/7. English state-funded schools have been on the rise since 2012 (Department for Education, 2019). In fact, permanent exclusions increased by 56% between 2013/14 and 2016/17 (Department for Education, 2018). While such promising statistics have been linked to reduction of wider issues such as knife crime within Scotland (Rutherford, 2019), others suggest that they may simply mask an ongoing problem with behaviour and inclusion in schools (Green, 2019).

As a TEP, I was not prepared for the prevalence of exclusions. In almost every primary and secondary school I work in, I have had discussions regarding children and young people who have been excluded, or at risk of being excluded. Often, these are cases of repeat exclusions. This has both shocked and perplexed me.

Table 2.1: Comparison of English & Scottish exclusion data

| | England | | | Scotland | | |
|----------------------|----------|---------|----------------|----------|---------|------------|
| | 2014/15* | 2016/17 | Comparison | 2014/15 | 2016/17 | Comparison |
| Fixed Term Exclusion | 339,360 | 381,865 | ↑42,505 (11%) | 18,425 | 18,376 | ↓49 (0.3%) |
| Permanent Exclusion | 6,685 | 7,720 | ↑1,035 (13.4%) | 5 | 5 | Same |
| Total exclusions | 389,585 | | | 18,381 | | |

* Comparative data from 2014/15 is used as data is collected every second year in Scotland.

Many schools' behaviour policies are rooted in a punitive behavioural paradigm and can negatively impact the lives of those at its mercy. In response to this, Harris (2016) advocates participatory practices and empowerment as essential to reduce and prevent social exclusion. Therefore, my area of interest primarily considers an

alternative to such punitive behavioural approaches to behaviour management which I believe can make a positive change to the lives of many.

I believe the value of inclusion is demonstrated throughout this research. For example, working at an organisation level I believe has the potential to affect change to a larger extent than if I had interviewed only a few individual participants. By positioning all as equal, focussing on developing respectful relationships and creating inclusive structures, RA has the potential to nurture inclusive perspectives that ripple throughout entire communities. Also, I believe the research can help engage and empower all children and young people, giving them a voice, regardless of labels society may have ascribed to them. Finally, the research allows for dialogue around problem solving in order to develop and maintain positive and respectful relationships, an essential cornerstone of inclusion. I hope that this generates a reframing of individual and group identities while rejecting narratives that separates and excludes.

2.2.2 Restorative Approaches

My interest in restorative approaches began as a primary school teacher where Restorative Practice (RP) pilots had been funded by Scottish government (Kane et al., 2007). I distinctly remember one instance where my mobile phone was stolen by a 10 year old pupil. A few days later, my phone was returned and the child responsible was identified. I was given the chance to explain to her how the experience had made me feel and the repercussions this would have had for me. We discussed that as tempting as it might be to take something for personal gain, there are always consequences for our actions. Despite the awkwardness of the situation I remember thinking I was glad we had that chat because I genuinely felt she had understood the consequences of her actions, learned from her mistake and gave a genuine apology. Similar to Hawkes (2011), I found the child's sincerity gave some closure and hope for the future. In some schools this would result in an automatic fixed term exclusion and in others, permanent exclusion. If she had automatically received an exclusion she may not have had that learning experience and therefore future behaviour may not have changed.

Since that time, the use of RA within education has grown in popularity, especially within the UK (Lohmeyer, 2017). Several aspects of RA are reflected within the literature including; an exploration of what restorative justice in schools might look like (Hopkins, 2002; Karp & Breslin, 2001; McCluskey, Lloyd, Stead, et al., 2008) , a focus on the underpinning philosophy of RA (McCold & Wachtel, 2003; Vaandering, 2010) and the impact within schools (Kane et al., 2009; Short, Case, & McKenzie, 2018; Standing, Fearon, & Dee, 2012).

However, there is little evidence about what has contributed to successful implementation of RA within schools. The SLR therefore set out to collate information available in order to provide a synthesis of findings. Alongside this interest I have found myself increasingly engaging with person centred planning

(PCP) to support complex planning and transition work. Recent literature has reflected upon the use of PCP in order to support organisational change (Morgan 2016 & Hughes et al 2018). Considering the implementation of RA as organisational change I wondered whether this may be a useful approach in developing the implementation of RA, whilst also adding to the wider literature.

2.2.3 Positionality

I believe that my positionality has shaped this research in a number of ways, which will be discussed in the following paragraphs. As a former primary school teacher I have first-hand experienced of the potential positive impact RA can bring to a school community including staff, pupils, parents and wider community members. I also believe that zero tolerance behaviour policies which advocate punitive sanctions such as detentions, isolation and school exclusion create a barrier to meeting learners' needs and are in direct conflict with the concept of inclusion. That being said, I acknowledge that there are several barriers for the successful implementation of RA and that there will be those who may have unsuccessful and perhaps negative experiences of RA. I also acknowledge that for those who have a different world view from my own, for example an objectivist perspective, will perceive RA very differently. However, the intention of my research is to support those who also value RA and wish to pursue successful implementation into their school community.

From my own experience, I have found working collaboratively with colleagues in order to reach a shared goal inspiring and motivating. Furthermore, professional reflection has played a key role in my career over the last decade, particularly evidenced within marked professional portfolios as part of my doctoral training. This has led me to draw a conscious awareness to the values and principles that drive my practice: empowering others, solution orientated, collaborative working, genuine curiosity, promoting inclusive practice and a desire to be helpful. It is clear to me that these values also guided my actions as a researcher, maintaining congruency. Therefore, this research also reflects my professional role as an applied psychologist supporting the inclusion of children and young people within education.

2.3 From SLR to Empirical Research

2.3.1 Gaps in literature

Through the SLR process a number of issues became evident to me. These issues create gaps in the literature and therefore, potential opportunities for future research. These are presented within Table 2.2. I felt it was an impossible task to attempt to address all gaps in the literature thus providing an opportunity to design research in collaboration with school staff. However, I identified three criteria in order to first identify potential schools to approach. First, as most of the literature reflected

primary school experiences I decided to focus my research within the secondary sector (see point 1). Furthermore, 83% of permanent exclusions occur in secondary schools. The rate of both permanent and exclusion in secondary is around 7 times than that of primary (Department for Education, 2019). Second, ideally RA should be fairly well embedded and beyond the initial implementation stage (see point 5), which may take between 2 and 4 years (Fixsen & Ogden, 2014; Metz & Albers, 2014). Finally, as a trainee EP I feel in a privileged position to draw attention to the specific role EPs can play within supporting schools in a restorative journey (see point 4)

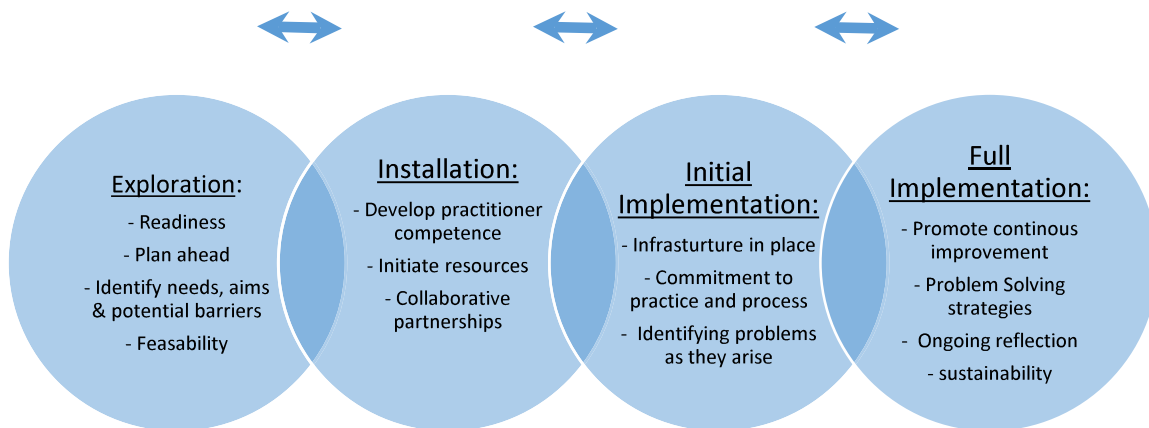
Table 2.2: Gaps in the literature as identified through the SLR

| |
|--|
| <i>1. A lack of research within the secondary sector.</i> |
| <i>2. The need for critical development and review of policy in order to address potential barriers.</i> |
| <i>3. The need for research in exploring how school staff, pupils, parents and other members of the school community can be encouraged to be more actively involved and empowered in the implementation of RA.</i> |
| <i>4. To my knowledge, there is no mention in the literature specifically about the potential role of the EP in implementing RA.</i> |
| <i>5. A lack of research exploring the experiences of schools who are maintaining RA over a number of years.</i> |
| <i>6. There is little research into how RA might be adapted for children example with social communication difficulties,</i> |

Initially, I worked with a school fitting both criteria to create a research opportunity however the school withdrew their participation before data was gathered. Further details including visuals developed for use within focus groups can be found in Appendix D.

Due to the collaborative approach adopted within my research, the empirical research changed dramatically as the research proposal was co-constructed from scratch with a second school. Using a stage-based approach to implementation (State Implementation & Scaling-up of Evidence-Based Practices Project, 2012) (Figure 4), the school may be described as being within the initial implementation stages, eager to create a whole school plan for moving forward into full implementation. Therefore, the focus on maintenance was dropped from the research focus at this point. In summary, the final research proposal focussed on the role of the EP in supporting RA within the secondary school context and is discussed in more detail within chapter 3.

Figure 4: Staged approach to Implementation



2.5 Research Philosophy

2.5.1 Ontology and Epistemology

Moore (2005, p. 106) defines ontology as '*related to questions about the nature of being and the form of reality*' and epistemology as '*the exploratory principles that underpin particular bodies of knowledge and the nature of the relationship between the knower and what can be known*'. I will now address my own positioning while considering the implications of this upon the research.

Regarding my own ontological stance, I believe there is an independent reality that is knowable if we have the ability to capture it, reflecting a realist view of the world (Scott, 2005). Reflecting upon my epistemological stance, I believe objects of reality are not easily described nor explained, suggesting a constructivist position (Scott, 2005). Therefore, I would say that I have approached this thesis from a critical realist position, fully acknowledging the transient nature of knowledge and recognition that my attempts to measure this reality are fallible and open to interpretation (Maxwell, 2012; Scott, 2005). I cannot free myself from my worldview (Braun & Clarke, 2006) and therefore, whilst my analysis was undoubtedly grounded within the data, I acknowledge that my professional and personal experiences, theoretical biases and prejudices, values and beliefs (particularly those relating to RA) will have affected the interpretations I have made throughout this thesis.

2.5.2 Insider V Outsider Researcher

The positioning of the researcher as either an insider or outsider has been theorised throughout the history of social research (Milligan, 2016). The point is not that one position is favoured or that one may likely lead to 'better' research, but rather that there are issues and implications raised for both (Dwyer & Buckle, 2009). It is argued that researchers may slide along the continuum of insider to outsider throughout the research process and calls for reflexivity to what this might mean for the research (Hellowell, 2006).

I believe I adopted a dialectical position of insider-outsider (Dwyer & Buckle, 2009). Although I was not involved with the school prior to the research, I believe in some ways I shared identities with participants. For example, my own lived experience of being a teacher in a school developing RA and my enthusiasm for identifying a way forward through implementation. In addition, the staff themselves were very warm and welcoming and I felt we were embarking upon a journey of discovery together. It was important to me that I built a positive rapport with the staff in order to encourage participation and involvement of all: at the start of each session we had informal chats about a range of topics over homemade baking. Yet, there were differences in our identities that meant I was also part outsider. Unlike the others, I was neither a school employee nor a participant in the research. While there were complexities in occupying this "space between" (Dwyer & Buckle, 2009, p. 61) I believe this also allowed me to adopt both empathetic and distanced positions as the research required (van der Riet, 2008). However, my positioning as insider-outsider may have implications for my research (Hellowell, 2006).

I took on the role of facilitator of the research tool (PATH as described in chapter 3) which enabled me to share my knowledge of psychology in order for staff to utilise again in the future, should they wish, without the support of the EP. For example, during the sessions I explicitly used solution oriented conversations and consultation techniques in order to support staff to recognise their own strengths and develop their own ideas, solutions and reflections thus increasing the likelihood of successful solutions and commitment to moving things forward (Miller & de Shazer, 2000).

Furthermore, Miller and de Shazer (2000) suggest that adopting the role of facilitator allows change to occur through the activity of someone else but is prompted by the activity of the facilitator. As an educational psychologist, I have knowledge and experiences of RA, research, teaching and learning, the curriculum, theories etc. that I often draw upon when supporting school staff. However, as a researcher I was consciously aware that explicitly using this knowledge may influence the direction and content of discussions and ultimately pollute the findings. Therefore, I made the decision to only share at the request of the staff and in the form of illustration and example rather than absolute or prescriptive.

I was also conscious that my role as facilitator and researcher may have created a shift in power dynamics and therefore restricted my input as much as possible to that of a facilitative role, for example adopting the use of Socratic questions (Paul & Elder, 2007) and being explicit that their knowledge and expertise was invaluable.

2.6 Summary

This bridging document provides a number of personal thoughts and reflections upon this research. This includes my motivations behind the research, my philosophical positioning and provides a link between the findings of the SLR and the consequent undertaken research.

I have enjoyed the experience this research has provided me with. It has challenged my research skills by extending my knowledge and understanding, which I feel has and will continue to influence my professional practice as a practicing educational psychologist.

Chapter 3. Empirical Research

3.0 Abstract

Over the last decade, pupil exclusion rates in England have steadily increased year on year, particularly within the secondary school sector. This has attracted much attention across the media and within educational research, reflecting increasing concern regarding pupil behaviour and school discipline practices. Similarly, interest in the role of RA as a remedial factor within schools has also increased. The systematic literature review highlighted gaps in the literature, creating potential areas for future research with regards to supporting the implementation of RA. This empirical research draws upon these areas by conducting research within a secondary school setting, while exploring how EPs might support the implementation of RA. This is reflected in the research question: *How might EPs support the implementation of Restorative Approaches within schools?*

A collaborative action research approach was adopted as a research design in order to promote the engagement of 15 pastoral staff members within the development of RA in their setting. A person-centred planning tool (PATH) was adapted to suit the specific needs of the participating school at the time, as well as taking into consideration suggestions made within recent research. Thematic analysis of the resulting visual graphic, audio transcriptions, participant reflective logs and researcher notes identified three overarching themes (keeping the momentum going, pedagogy and engagement) and four driving values (mutual respect, honesty, autonomy and competence). The findings also provide support for the use of person-centred planning as a means for supporting organisational change. The findings are then discussed in relation to four areas of psychology: andragogy, challenge, dialogue and Self Determination Theory (SDT) while highlighting possible aspects of EP practice which may further support the implementation of RA within schools. Finally, implications of the empirical research include EPs being well placed to support schools in implementing and developing RA. The positive contributions EPs could make in this area are acknowledged with their distinct psychological knowledge, skills and practice experiences.

3.1 Introduction

This paper describes research which explores a secondary school's shared vision regarding restorative approaches (RAs), in order to consider how EPs may support RA implementation. The research draws upon person centred planning (PCP) using an adapted PATH (Planning Alternative Tomorrows with Hope).

3.1.1 Restorative Approaches

Interest in the role of RAs within educational settings has been increasing over the last couple of decades (Hopkins, 2002, 2006; Karp & Breslin, 2001; McCluskey, Lloyd, Kane, et al., 2008). While the last decade has seen an increase in pupil exclusions with persistent disruptive behaviour, verbal abuse, physical assault and threatening behaviour as the most prevalent reasons. Though this research does not seek to explore the impact of RA it nonetheless plays a significant part of implementation. Initially, RA was introduced to schools with the aim to reduce pupil exclusions (Drewery, 2016; Hopkins, 2011); in some cases addressing specific aspects such as bullying (Rigby, 2014). However, more recently RAs have been increasingly implemented by schools with a wider goal to improve school culture and ethos by promoting inclusion, community, self-efficacy and self-worth, encompassing both a preventative and reactive element (Kline, 2016). This is in stark contrast to the more traditional culture of schooling, particularly within England since the development of quasi-market elements through educational reforms from the late 1980s (Institute for Government, 2012), which has created competition between educational providers. This competition has led to high value being placed on securing impressive statistics reflecting academic attainment and behaviour. The dichotomy between both cultures and their underlying philosophies leads to significant challenges faced by those seeking to implement RA within schools.

Staff's lack of confidence regarding discipline is well documented within the wider literature when RAs appear to conflict with existing school behaviour policies and initiatives (James & Freeze, 2006; Kane et al., 2009; McCluskey, Lloyd, Kane, et al., 2008; Reimer, 2011; Vaandering, 2014). A large national study undertaken in Scotland found this to be the case particularly within secondary schools (Kane et al., 2009). School discipline seeks to promote positive behaviours and enable pupils to make better decisions. However, in practice punitive based sanctions such as detentions, isolation and exclusion espouse a sense of powerlessness and injustice that may perpetuate a cycle of harm and neglects an ethic of care (Mullet, 2014). Although in the short-term problematic behaviours may be reduced, the likelihood of long-term change is slim. RA, on the other hand, is underpinned by a foundation of mindfulness, responsibility, empowerment and inclusion (Claassen & Claassen, 2008), seeking to mend relationships in order to create a compassionate and just community (Mullet, 2007). In this sense RA can be constructed as a philosophy

rather than an educational tool or method (Zehr, 2002). As a result, RA will undoubtedly look differently across settings, finding its own unique roots in the school's bedrock and creating change as it grows within the school community. Therefore, it is imperative that school communities use time to reflect on values, principles, hopes and desires in order to guide RA implementation towards their preferred future. As a trainee Educational Psychologist I believe EPs can play an important part in this process.

3.1.2 Role of the EP

The role of the EP is diverse. Several core functions of the EP role are outlined such as consultation, assessment, intervention, training and research which can be conducted at multiple levels, including at the individual, group, whole school and LA level (Currie, 2002; DECP, 2002; Farrell et al., 2006; Kelly & Gray, 2000). As applied psychologists it is imperative that we provide justification for methods and approaches employed in our practice (Mackay, 2002). Systemic practice is understood to be a more effective and preventative way of working than the more traditional individual casework approach (Dessent, 1992). Systemic practice draws upon bio-ecological systems theory (Bronfenbrenner & Morris, 2006) and aims to affect long lasting change within educational settings (Greenhouse, 2013). Although individual casework remains an important and necessary role within EP practice the resulting impact may be less profound and far reaching as that of systemic practice (Dessent, 1992). Therefore it could be argued that adopting a more systemic model of working practice may provide greater benefit, not only for CYP but for wider stakeholders.

Fox (2009) argues that EPs are currently within a 'Fourth Phase' of systemic practice, bringing new opportunities to work at a multi-agency level. There is a lack of clarity as to what is meant by 'systemic practice' and therefore it is necessary for authors to clarify their use of the term (Fox, 2009). In this paper systemic practice refers to the facilitation of a systematic process which aims to create change for a group of people within, and/or across, settings. There is a wealth of evidence which suggests EPs are able to support educational settings systemically through the application of psychological theory and practice (Balchin, Randall, & Turner, 2006; Norwich, 2005; Stobie, Gemmell, Moran, & Randall, 2002). The term 'well-placed' is a phrase commonly used to describe the advantageous or useful positioning of EPs across a variety of contexts. Therefore, it may be argued that EPs are 'well-placed' to engage in systemic change due to the very nature of the role as discussed.

In summary, the overall aim for this research was to learn more about how EPs might support the implementation of RA within school settings. It is hoped the research may provide further contributions to inform and support successful implementation for RA in schools with specific consideration made to the role of the EP.

3.2 Methodology

3.2.1 School Context

The research was carried out in a Secondary School in the North East of England. The school converted to a single academy in its own trust more than 5 years ago. RA implementation began 18 months ago. The approach was led by a Deputy Head Teacher who had previous training and experience of RA. It was initially an approach SMT (School Management Team) used with individual pupils through informal restorative conversations. Later, the entire pastoral team received RA training and are actively involved with RA.

3.2.2 Participants

Participants were identified through an initial consultation with a Deputy Head Teacher and 2 Heads of year (Y9 and Y10). Pastoral staff met fortnightly with an agreed to focus on RA. Fifteen members of staff were involved with a range of experience spanning 3 to 31 years, including a wide variety of teaching, non-teaching and management roles.

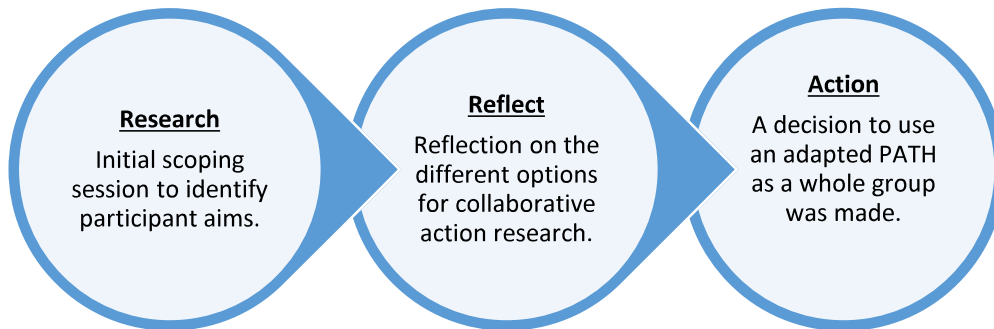
3.2.3 Collaborative Action Research and Person-centred Planning

A qualitative approach was taken to generate a rich understanding of participants' experience in order to support organisational change within the setting. This research adopted a collaborative action research methodology which seeks to actively involve participants in a process of enquiry (Burbank & Kauchak, 2003), as well as contributing to the research community. These aims represent an important key feature of AR: practical problem solving and the contribution to a wider knowledge base (Hult & Lennung, 1980; Kock & Lau, 2001; Rapoport, 1970). As a researcher, I brought a research framework and knowledge relating to psychological theory and RA, while the staff I collaborated with brought extensive knowledge of their own context (Burns, 1994). Collaboration between the researcher(s) and those involved in the research is another key feature of AR (Checkland, 1991; Hult & Lennung, 1980). As discussed within chapter two, I collaborated with participants by drawing upon solution oriented conversations and consultation techniques in order to support staff to recognise their own strengths and develop their ideas, solutions and reflections. The collaborative nature of this research project is also reflected in the autonomy given to the participants throughout the research. This reflects the principle of "non-hierarchical collaboration and partnership" promoted by (Locke, Alcorn, & O'Neill, 2013, p. 112). Therefore, I positioned the participants as having knowledge and skills relating to their context that was equal to my own relating to psychological theory and RA.

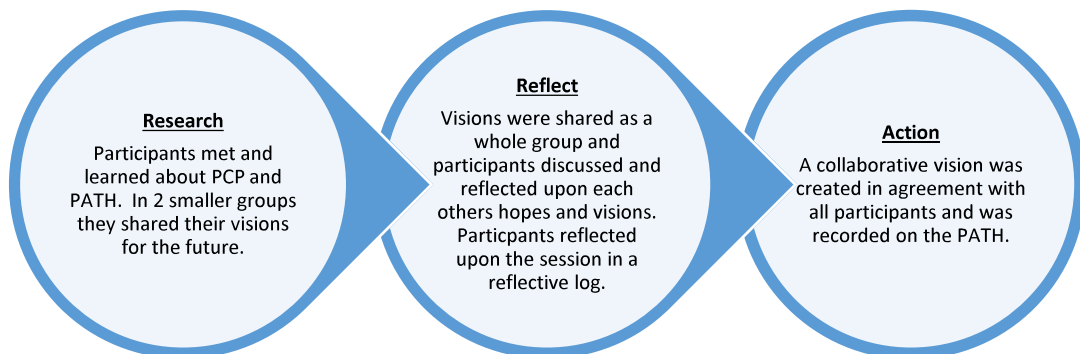
Kemmis, McTaggart, and Nixon (2014) suggest that action research is often enacted through distinct phases of research, reflection and action. Figure 5 presents a visual representation of the research sessions in relation to these phases.

Figure 5: Visual representation of the collaborative action research process

Cycle 1



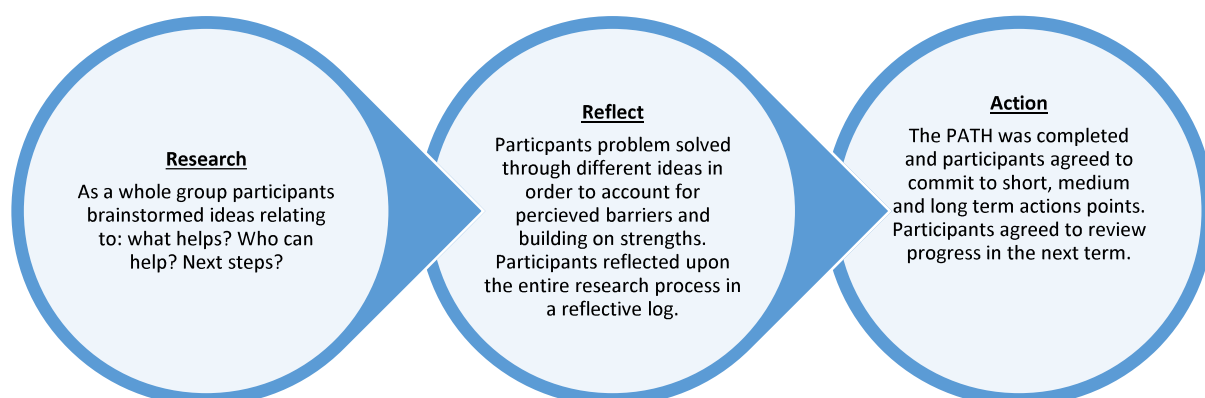
Cycle 2



Cycle 3



Cycle 4



A person-centred planning (PCP) tool was used to support the research process. More specifically, an adapted PATH (Pearpoint, O'Brien, & Forest, 1993) was used to support implementation of RA. It is a process which helps create a positive future, adopting a solution-focussed approach (O'Brien & O'Brien, 2000; Pearpoint, O'Brien,

& Forest, 1995). Therefore, it is concerned with needs, opposed to deficits (Wilson, 2013). A PCP approach adopts a humanistic perspective promoting choice, growth and constructive fulfilment (C. R. Rogers, 1951, 1980), underpinned by principles of equality, empowerment and collaboration (Sanderson, 2000). This fits well with AR characteristics (Cook, 2009) and therefore I feel complements the overall research methodology adopted.

Although commonly used to support individuals, it can be used with whole organisations. There is limited research into the use of PCP approaches within educational contexts (Hughes, Maclean, & Stringer, 2018). However, recent literature demonstrates how PATH can be used as a facilitative tool to promote organisational change within an educational context (Hughes et al., 2018; Morgan, 2016). PATH allows staff to take ownership of their school's development (Morgan, 2016), which evidence suggests increases the likelihood of achieving lasting change (Balchin et al., 2006).

Childre and Chambers (2005) highlighted the importance of adapting PCP approaches to suit individual needs. Therefore, I worked with participants to tailor aspects of the PATH such as setting time frames for reflection and when to work in smaller groups or one large group.

In their case study, Hughes et al. (2018) suggested a number of considerations concerning the use of PATH for future research and EP practice. In consideration of these points a number of adaptations were made in this research, as illustrated in Table 3.1.

Table 3.1: Adaptions made to the PATH

| Hughes et al.'s suggestions | Adaptions made |
|---|---|
| 1. To include staff from a wider range of roles, beyond the senior leadership team. | A larger group size (15) with a wider variety of teaching and non-teaching staff were recruited. |
| 2. To explain the theoretical and psychological underpinnings of the PATH process. | I prepared a power-point presentation in order to provide a general introduction to PCP and then, more specifically, the PATH process, including an explanation for the order of the steps and the underpinning theoretical and psychological principles. |
| 3. To provide a rationale for the order of steps in the PATH process in order to avoid confusion and frustration. | |
| 4. To be clear on timings. | I arranged a 10 minute 'cupcake chat' at the beginning of each session which encouraged participants to arrive promptly to enjoy some home baking and a chat with colleagues before beginning sharply as planned. I regularly checked in with staff throughout the PATH process in order to negotiated timings and ensure timings were kept to as much as possible. |
| 5. To carefully consider where to hold the PATH in order to provide a welcoming and productive environment. | Staff decided upon a modern office space within a newly built 6th form campus on site, a space few staff had visited before. It was perceived as a novelty and a number of staff commented on the bright open space during the first session. |
| 6. To ensure an appropriate method of participant feedback on the PATH in order to evaluate effectively. | I created a reflective journal for participants to complete at the end of each session drawing upon strategies designed to evaluate community engagement and participation (Scottish Health Council, 2014). |

3.2.4 Materials

Each participant was provided with a pack containing:

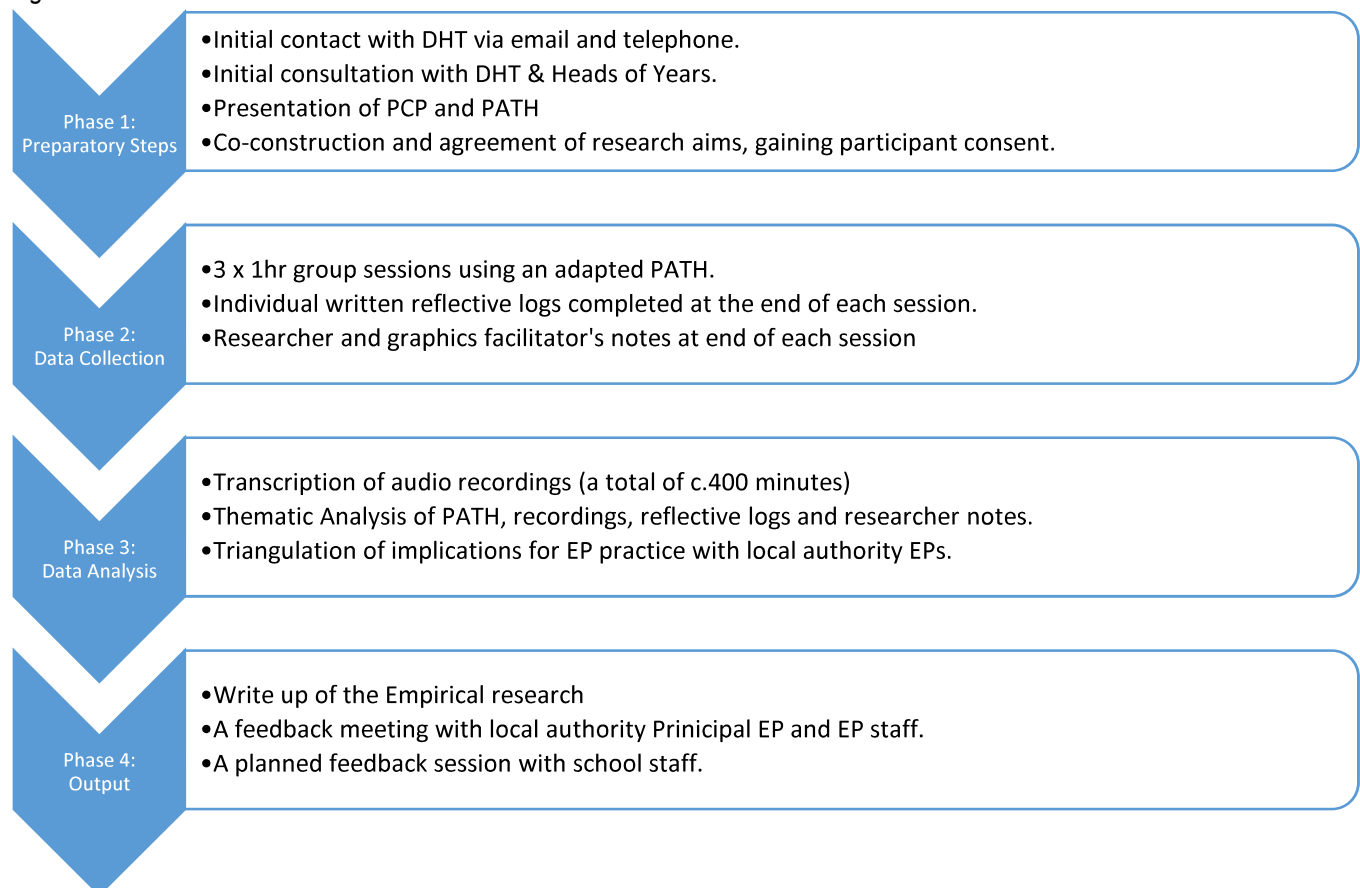
- a consent form (Appendix E)
- a participant demographic questionnaire (Appendix F)
- a participant reflective log for the end of each session (Appendix G)
- a debrief information sheet (Appendix H)

In order to record the PATH a large roll of paper was used (Appendix I) and will be referred to as the PATH graphic. A range of art media recorded information and created graphics. An electronic version of the adapted PATH was created so that each section could be printed on A3 paper allowing staff to capture ideas and thoughts throughout the sessions.

3.2.5 Process & Data Collection

Figure 6 provides a graphical representation of the research process. This is followed by a more detailed description of each stage of the process.

Figure 6: Research Process



Phase 1: Preparatory Steps

The first phase involved creating research goals in collaboration with a Deputy Head Teacher (DHT) and two Heads of Year. A range of appropriate methods were discussed including; Appreciative Inquiry (AI), focus groups and PCP approaches including Planning Alternative Tomorrows with Hope (PATH) (see Table 3.2 for brief descriptions).

Table 3.2: Description of possible methods

| Method | Description |
|---------------------------|---|
| Appreciative Inquiry (AI) | A strength based approach to organisational change and is developed from the idea that problem focused/solving based inquiry seeks to amplify what is inadequate or not good enough which makes it difficult to promote change or build on strength and lacks empowerment and sustainable change (Cooperrider & Srivastva, 1987). |
| Focus Groups | A type of relatively informal group interview where people are encouraged to discuss topics chosen by the researcher to explore underlying norms, beliefs, values etc. (Parker & Titter, 2006) |
| Person centred planning | "Person centred planning is a process of continual listening, and learning; focussing on what is important to someone now, and for the future; and acting upon this in alliance with their family and friends." (Sanderson, 2000, p. 2) |

A Person Centred Planning (PCP) approach was used in order to guide the next phase of implementation. The pastoral team were involved in developing RA and were identified as potential participants. The consultation concluded by clarifying the purpose and aims for both staff and myself as researcher, leading to the identification of the research question:

How might EPs support the implementation of Restorative Approaches within schools?

In order to ensure informed consent, I designed a presentation which explored in the concept of PCP, introduced PATH as a planning tool and stated my own research aims as well as confirming theirs (see Table 3.3). Only after this were staff invited to participate in the research and asked to sign a consent form.

Table 3.3: Research Aims

| | Aims |
|---------------------|--|
| Participants | <ul style="list-style-type: none"> • To create a shared vision amongst staff for developing Restorative Approaches. • To develop a sense of commitment to invest in moving towards a preferred future. • To be empowered by a sense of how this might be achieved through realistic and actionable targets. • To consider a Person Centred Planning approach as a tool to support organisational change. |
| Researcher | <ul style="list-style-type: none"> • To explore how EPs might support schools implement and develop RA. • To reflect upon the use of a Person Centred Planning approach as a tool to support organisational change. |

Phase 2: Data Collection

Data was collected through participants’ engagement in the PATH process over three separate occasions. I and a colleague acted as facilitators. I facilitated the Path process while my colleague facilitated the graphics recording. During the first 3 steps the group was divided into 2 smaller groups, each facilitated by either my colleague or me. Both groups were audio recorded separately. The remaining three steps were conducted as a whole group. Post it notes were made available and participants were encouraged to use these to record questions or comments.

Due to time constraints it would not have been possible to carry out separate interviews/focus group to reflect upon the use of person-centred planning, therefore I created reflective logs for participants to use at the end of each session (Appendix G). Kolb’s experiential learning (Kolb, 1984) and The Participation Toolkit (Scottish Health Council, 2014) helped shape the design and content of these logs. Also included in the data corpus are the facilitators’ personal reflections, recorded throughout each session as well as notes made by facilitators after them. After each session the facilitators discussed how the session went, including what went well, things which could be improved upon and ideas and themes which seemed to be emerging. Notes of these discussions were recorded and added to my reflective log. The data corpus is illustrated in Table 3.4.

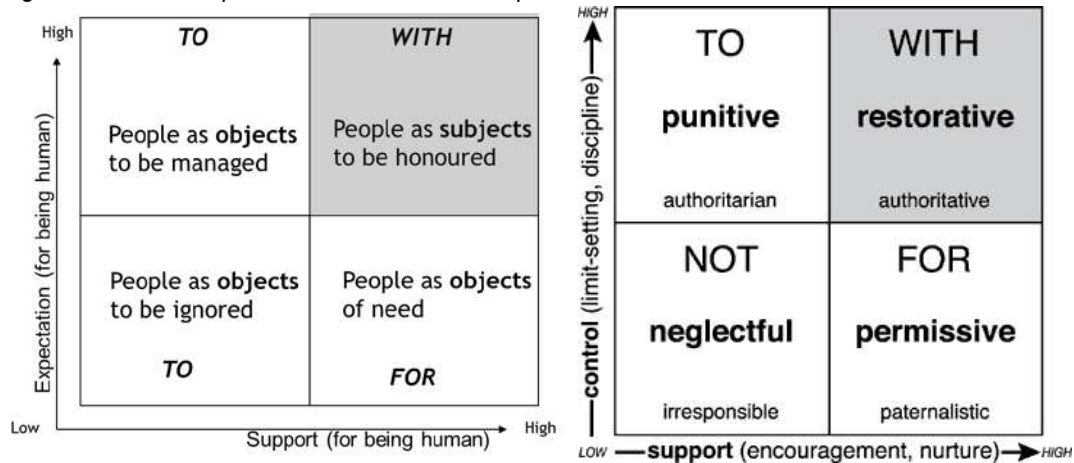
Table 3.4: Data Corpus

| |
|---|
| <ul style="list-style-type: none"> • The final PATH graphic |
| <ul style="list-style-type: none"> • Audio recordings and transcriptions |
| <ul style="list-style-type: none"> • Facilitators’ notes and reflections |
| <ul style="list-style-type: none"> • Participants’ reflective logs |

3.3.1 A Restorative Approach to Research

The empirical research adopts a flexible design, reflective of real world research (Robson, 2016). The collaborative approach taken reflects my developing practice as an EP. As an applied psychologist my practice is shaped and influenced by theory and personal and professional values. McCold and Wachtel (2003) offer a conceptual theory of RJ (Social Discipline Window) which Vaandering (2013) later reworked drawing upon the application of RJ within an educational context and places further consideration to the impact of power dynamics, resulting in a theoretical framework (Relationships Window) (see Figure 7). Both support the opinion that people are likely to make positive change when authority figures engage *with* them, and not *to* or *for* them (Vaandering, 2013). This has contributed to my own reflection upon my practice throughout my training as an EP. For example, I have used the Relationship Window to reflect upon my actions and practice while supporting schools develop awareness, identification and support of SEN. By endeavouring to work '*with*' others I ensured their perspectives were respected, shared and explored while working in a collaborative way thus promoting positive change and avoiding problematic power struggles. Therefore, the implications of RA are far reaching for me personally as it continues to guide how I think and act with others both in a professional and personal context.

Figure 7: Relationships Window and Social Discipline Window



3.3 Ethical considerations

This research was subject to Newcastle University's ethical approval process and throughout my research the HCPC and British Psychological Society Guidelines relating to ethical research were considered (British Psychological Society, 2018; Health and Care Professions Council, 2012). Before participating in the research all participants were given an introduction to Person Centred Plans and the PATH tool by way of a power point presentation. Participants were then given the opportunity to ask questions before obtaining written consent (Appendix E). A debrief form was provided at the end of the final session and time was given for staff to ask questions and raise any concerns (see Appendix H). One member of staff pointed out that although the consent form indicated that all information used would be anonymous participants were asked to sign the form, providing their name, and were also asked to keep all forms, including reflective logs and demographic questionnaire, in a plastic wallet with their name on it. I took this opportunity to clarify to all participants that although it was important to keep their information together in order for me to analysis and reflect upon changes occurring throughout the process (by way of individual reflective logs) their identity would be anonymised within any published work and that information would be destroyed in line with university guidelines.

A further ethical dilemma emerged in relation to the recruitment of participants. Although it was made clear in my initial negotiation of the research that participation in the research was voluntary, I was aware that some staff may have been pressured to participate as the time was allocated as part of their working time agreement. I therefore reinforced the message that participating in the research was voluntary and they could withdraw at any time.

3.4 Analysis

Due to the exploratory nature of this research, inductive Thematic Analysis (TA) was chosen as the method of analysis in order to capture the experiences of participants in a manner which is driven by, and therefore reflective of, their individual context (Braun & Clarke, 2013; Holloway & Todres, 2003). TA is widely considered a flexible method to make sense of qualitative data and is congruent with my own philosophical stance. Also, due to the large data produced by this research I felt TA would be able to generate a coherent summary whilst preserving its richness (Braun & Clarke, 2013). The data was analysed utilising NVivo 12, a software package designed specifically for qualitative analysis and initial codes (open coding) were created (Appendix J).

I adopted Braun & Clarke's (2006) six-phase guide for analysis as a framework to support my interpretations and is explained in the context of this research in Table 3.5. I followed Neuman's (2011) three-stage method of coding data in order to make

sense of the gathered data; open coding, axial coding and selective coding which is subsumed into Table 3.5. Themes were generated and refined within an iterative process between the data and coding process (Appendix K). This led to ongoing changes including modification, merging and discarding of codes along the way.

Table 3.5: Framework of Analysis

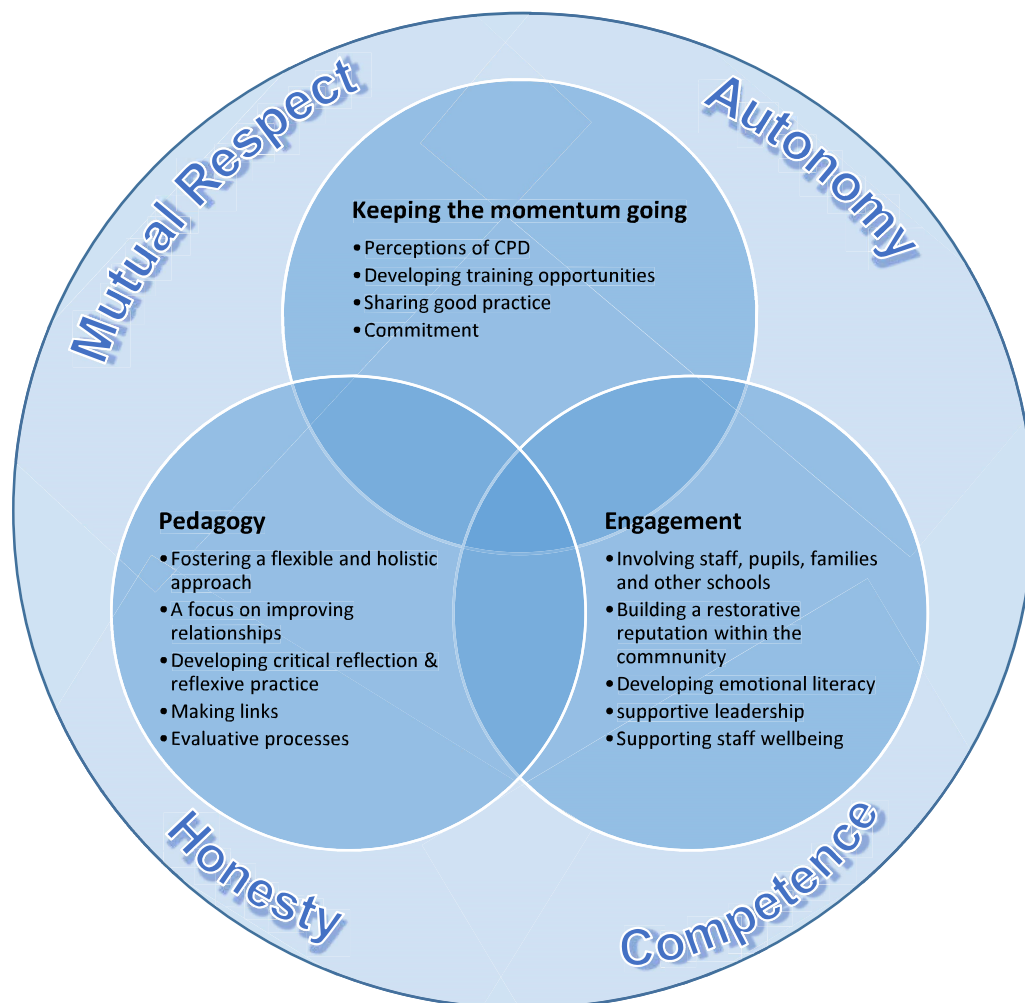
| | Phase | Description | Action |
|--------------------------|----------------|---|--|
| Iterative Process | Phase 1 | Familiarisation with data | Reading and re-reading the PATH, reflective logs and researcher notes. Transcribing audio recordings. Noting down any areas for development, barriers, things that might help/have helped in the past. |
| | Phase 2 | Generating initial codes (Open Coding) | Nvivo 12 was used for the thematic analysis of transcriptions. Manual coding was used across non-digital media such as PATH, reflective logs and researcher notes. This phase concentrated on coding interesting features of the data across the entire data set, collating data relevant to each code. Some outliers were removed during this phase. The focus in this phase was on trying to describe what was of interest, rather than trying to interpret its meaning. |
| | Phase 3 | Searching for themes | This phase of analysis went beyond the initial descriptive coding of open coding. During this stage I compared initial codes with each other and reflected upon their meaning, ultimately creating broader key themes. <ul style="list-style-type: none"> • Axial coding • Selective coding <ul style="list-style-type: none"> • Creating higher order codes by identifying relationships and connections between the open codes. • Collating axial coding into potential overarching themes, gathering all the data relevant to each theme. |
| | Phase 4 | Reviewing themes | Checking if the overarching themes work in relation to the coded extracts and the entire data set. |
| | Phase 5 | Defining and naming themes | On-going analysis to refine the specifics of each theme, generating clear definitions and names for each theme. Continually referring to open coding for accuracy and context. As part of this phase I developed a visual representation of the themes in order to communicate findings clearly and accessibly. |
| | | Phase 6 | Producing the report |

3.5 Findings

Research Question: How might EPs support the implementation of Restorative Approaches within schools?

Through TA 144 open codes were identified across all data sets. These codes were reviewed and refined to create 14 basic themes, and through further analysis, were subsumed into 3 overarching themes: Keeping the momentum going, Pedagogy and Engagement. The main purpose of developing overarching themes is to organise and present the findings in a more accessible and manageable form. Further analytical interpretations will be applied to these findings within the discussion. Four meta-themes were identified relating to promoting values within the school ethos/climate: mutual respect, honesty, autonomy and competence. These collectively are referred to as the driving values. A visual representation can be found in Figure 8. Although identified as separate themes these concepts overlap and interact in a complex and dynamic way. These findings will now be explored in more detail.

Figure 8: Empirical Findings



3.5.1 Keeping the momentum going

A main theme throughout the research was the importance of ‘keeping the momentum going’. This theme pertains to factors which contributed to the preservation of implementation. It is discussed using three subthemes: perceptions of CPD, sharing good practice and developing training opportunities.

Perceptions of CPD

“CPD on a Tuesday and things like that, half the staff see it as a waste of time.”

Session 1.1, line 158

One aspect concerned staff engagement within Continuing Professional Development (CPD) opportunities. CPD was seen as an important factor with regards implementing RA as it contributed to developing staff competence. Most of the staff involved in the research talked positively about CPD opportunities for themselves. However, a number of barriers were raised when reflecting upon the perceptions of other staff. For example, concerns were raised that some perceived school organised CPD opportunities as a waste of time. It was also suggested that CPD may be used as a form of accountability. One participant described CPD as a ‘bogey word’, something staff may have become worried or anxious about and therefore find it challenging to engage.

Sharing good practice

Participants spoke passionately about creating opportunities for sharing good practice in order to develop their own competence and to develop CPD opportunities more widely. This was also raised as a key strategy in order to engage staff who were reluctant to engage with RA, for some triggered by unsuccessful or negative experiences.

Developing Training Opportunities

Another way in which participants discussed the development of CPD opportunities related to more formal timetabled training and development sessions. Training opportunities for new staff were discussed in parallel to ongoing planned CPD in order to ensure newly appointed staff were able to integrate RA into their role from an early stage. Participants also discussed how it could be tricky to keep the momentum going for new whole school initiatives. One participant felt that keeping RA relatively simple by referring back to key principles, RA had endured longer than most other new approaches and initiatives before being replaced with a new agenda or initiative.

3.5.2 Pedagogy

This theme describes elements relating to the method and practice of implementing RA as identified by participants. Four subthemes are identified: fostering a flexible and holistic approach, a focus on improving relationships, critical reflection and reflexive practice and evaluation processes.

Fostering a flexible and holistic approach

“This is not just numbers game, it’s about people’s feelings.”

Session 1, Group 2, line 193

“Everything should be underpinned by a RA.”

Session 3, Whole group, line 363

Throughout the PATH, particularly during the *Action Plan* and *4 Years from Now* sections, participants demonstrated the need for a flexible and holistic approach in order to address issues as they arise. Some main issues are addressed in the other themes relating to CPD and engagement. In addition, children with social communication difficulties may also benefit from such an approach in order to best engage with RA. However, despite a flexible approach consistency remained an important element of successful implementation.

The holistic element relates to the relevance and transference of restorative skills and values throughout all aspects of school and the totality of pupil’s experiences. It also specifically relates to developing a sense of being human.

A focus on improving relationships

“we have taken the time to foster these relationships and not be like, ok shut up get on with your work. It’s much more powerful.”

Session 3, Whole group, line 312-313

Participants spoke about implementing RA with a focus to improve relationships. This included relationships between students, teachers and parents. Staff found this to be a powerful impetus for implementation.

In addition, RA provided opportunities for staff and pupils to share moments of vulnerability together (both staff-staff, peer-peer and staff-peer). For example, one participant recounted a time where she had openly admitted to the pupil that she

could have handled the situation better and recognised that her actions may have further escalated the situation. Such experiences helped nurture more positive reciprocal relationships.

A perceived barrier to this was the notion that some teachers felt more in charge and secure by issuing punitive consequences rather than adopting RA. Participants who were members of the leadership team identified approaches which could be interpreted as critical friendship, in order to be more engaged within the change process. For some teachers, their perception of their professional role identity may be challenged by RA.

“...they have always been the person in charge that was punitive, the person who tells them what to do.”

Session 3, whole group, line 133-134

Critical reflection and reflexive practice

“So having the freedom to think about the restorative approach over time it’s become so much more powerful.”

Session 3, whole group, line 315-316

Participants also highlighted the importance of reflection and reflexivity. The space and time given to dialogue between staff seemed to be an important and valued aspect of implementation. This was enhanced by the positive relationships between those involved in the group which allowed them to be open and honest about areas of difficulty and respectfully challenge one another. The findings also suggest that staff sought reassurance from one another and frequently offered feedback. Conversations between staff offered opportunities for joint problem solving including shared reflection on practice. Staff valued ongoing opportunities to reflect throughout the year. Reflection was also helpful to identify a more thorough understanding of RA and its impact. At times elements of reflexive practice were identified. For example reflecting upon their actions and asking why they behaved in a particular way and how things might be done differently. This allowed staff to act flexibly yet maintaining consistency, allowing professional judgements to be made in the application of RA which Bevington (2015) found to be an important factor for successful implementation.

The PATH itself created a space for reflection and helped staff to identify links from pre-existing practices and RA. This enabled them to build on what works, for

example the use of dedicated ‘circle time’ in order to promote and model RA with pupils. It also allowed for debate upon pre-existing practices which staff thought were in conflict with restorative values, for example detentions, exclusion and the use of isolation rooms. This approach to implementation allowed staff to “join the dots” while moving forwards.

Evaluative processes

“We can only really measure it through attendance and attainment.”

Session 2, group 1, line 32

A final aspect of pedagogy identified was that of evaluation. RA Implementation was at the early stages and evaluative processes were seen, particularly by members of leadership, as informative indicators throughout implementation. However, examples of evaluation processes seemed limited to statistics regarding attendance and behaviour records. Although staff observations and informal feedback from both staff and pupils were discussed within the research, they were not identified or linked specifically when discussing evaluative processes. This may present an opportunity for joint work between EPs and schools as will be discussed within the discussion.

3.5.3 Engagement

This theme refers to the importance of engagement between all members of the school community. Three subthemes are identified and discussed: building a restorative reputation, involving community members and supportive leadership, emotional literacy and promoting positive well-being.

Building a restorative reputation

“Students forge the way with Restorative Justice in schools”

Sessions 2, group 1, line 48.

One aspect of this theme concerns engagement with the wider community. In particular, staff were eager to develop a reputation as a restorative school within the community. Community members were identified as staff who work within the school, pupils, families, residents of the local area, other schools within the LA and other professionals such as police and community warden officers. A key part of moving forward included promoting the involvement of all community members whilst strengthening and improving communication in order to continue to build a sense of community.

Involving community members

This involved liaising with primary schools in order to develop a restorative transition. Participants hoped that this would help children and staff become more familiar with RA from an earlier stage. It would also mean a larger potential support network which could be capitalised upon within the next stages of implementation.

A hope for pupil involvement was for them to be able to model and facilitate informal restorative chats with each other.

Staff acknowledged the difficulty some pupils may have when adopting RA and identified benefits from directly involving parents.

Supportive Leadership, emotional literacy & promoting positive well-being

A barrier identified was the lack of engagement for some staff. It was felt that they may find it tricky to talk about their feelings openly. In order to overcome this, participants identified three main areas for development: supportive leadership including the use of challenge as a supportive mechanism, supporting staff well-being and a need to develop emotional literacy, including awareness and recognition of their own and pupils' feelings.

3.5.4 Driving Values

The driving values relate to meta-values that emerged throughout the study which seemed to permeate all other themes. They are: honesty, mutual respect, autonomy and competence.

“Frankly if you have mutual respect amongst staff and students, also between students, bullying rates go down, it’s basically about respect isn’t it.”

Session 3, whole group, lines 141-142

The importance placed upon developing mutual respect was evident between all community members including staff, pupils and parents. Developing staff competence was a central aspect in promoting staff involvement and engagement, as well as training and reflective practice. Participants valued open and honest reflection upon RA experiences, particularly when things had not gone to plan. This enabled both pupils and staff to appreciate the normality of the premise of mistakes and promotes the understanding of being human.

It would appear that reciprocal relationships exist between some values. For example, being honest was seen to cultivate respect: the more respect between people the more likely they may be to talk openly and honestly. Likewise, acting

autonomously affected staff confidence and competence: the more competent participants felt the more likely they felt they were able to act autonomously.

3.5.5 Evaluation

The written evaluation logs were analysed using inductive thematic analysis, as outlined by Braun (Braun & Clarke, 2006). Five themes were identified and are presented visually with quotes in Appendix L.

All staff reported that they would recommend using the PATH approach to other schools. They found the experience to be positive and focussed in “moving towards a common goal”. One staff member explained that she felt it was “a good way to get to grips with a big issue”. Staff also appreciated the time to reflect upon where they were in relation to their goal as it was thought that they wouldn’t normally have this time. It also helped some staff feel their vision was more achievable than initially thought. Upon completion of the PATH the group agreed that “working back from the vision is important” as they felt “it helped to start embedding concrete ideas on how to implement the vision”. Another theme was related to honesty and openness. Staff found the process created a safe space in which they felt “ok to admit to getting things wrong”. For some, this had a transformational affect in terms of changing their use of language and behaviour which in turn helped forge more positive relationships with colleagues and pupils. Lastly, staff said that the PATH framework created a collaborative space share their beliefs and ideas which ultimately contributed to the group feeling empowered to implement the actions necessary in order to make their vision a reality.

3.6 Discussion

In order to answer the research question, ‘How can EPs support the implementation of RA within the school context?’ In order to bring together and create links between the overarching themes I will discuss the findings in relation to four areas of focus: andragogy, challenge, dialogue and Self Determination Theory (SDT) (Deci & Ryan, 2000, 2002). I believe that this will help capture elements which would be difficult to achieve by discussing separately. An explanation as to how each area of focus links to the findings is provided below.

The area relating to andragogy links to the themes of ‘keeping the momentum going’ and ‘engagement’ as well as the driving values of autonomy and competence, as outlined in my results. Challenge as a stimulus for change represents a perceived barrier of resistance identified by participants across all three overarching themes and seeks to reframe this in order to promote the implementation of RA by maximising engagement. Aspects of reflective practice was a key thread across all

three overarching themes and is discussed in relation to dialogue. Finally, the discussion relating to Self Determination Theory explores how human motivation may be implicated across my findings, particularly relating to the engagement and the four driving values. I believe the four areas of focus suggested in this discussion can be used in order to further support and develop the implementation of RA, in light of the findings of this research. The overarching themes are referenced throughout the rest of this discussion and are discussed in light of theory and literature.

I acknowledge that this is my own interpretation and that there are alternative ways to interpret these findings. My own ontology and values which underpin my practice as an Educational Psychologist have influenced the theories I have been drawn to and the understandings which I put forward (see chapter two).

3.6.1 Andragogy

An identified barrier was the lack of value, commitment and motivation placed upon CPD. However, staff enthused over the idea of overhauling the CPD system. Training opportunities as described by participants fit with the Cascade model and the Training model of CPD as suggested by Kennedy (2014). The drawback of these models is that it is predominantly skills-focussed, often delivered in a decontextualised setting and rarely focuses on values (Solomon & Tresman, 1999). This can result in a failure to impact upon practice in any significant way. They often position staff in a passive role as recipients of specific knowledge (Kennedy, 2014). Therefore a shift in focus from the 'what' and 'how' to also consider 'why' is necessary (Nieto, 2003).

Andragogy refers to the theory of adult learning and can be conceptualised by 6 key assumptions (Knowles, 1984, see table 3.6). Loeng (2017) draws awareness to the ambiguity of the concept of andragogy by exploring various definitions. It is my interpretation that within the findings Andragogy is seen to be about helping adults with the learning process (Hanselmann, 1951). It involves reflexivity, action and dialogue (Nottingham Andragogy Group, 1981). Further, McCluskey, Lloyd, Kane, et al. (2008) found that key features of successful RA implementation were often associated with good quality training. Although Knowles's conceptualisation of andragogy is widely accepted some critics argue that it is centred on an individualistic orientation and disregards central elements such as experience and dialogue as captured by his predecessors of the inter-war period (Loeng, 2017). The findings also show that experiences of working collaboratively created positive impact upon participants' practice and wider implementation of RA. Teacher collaboration is a crucial element of effective teaching (Goddard, Goddard, Sook Kim, & Miller, 2015; Goddard, Goddard, & Tschannen-Moran, 2007). Therefore, the application of andragogic principles may be helpful in order to promote staff motivation and engagement.

Table 3.6: Knowles assumptions of adult learning

| <u>Assumption</u> | <u>Description</u> |
|-------------------|---|
| 1. | Adults have a self-directed self-concept. |
| 2. | Adults bring a wealth of experience to the learning process. |
| 3. | People are more likely to engage in the learning process if there is immediate relevance to their everyday jobs or lives. |
| 4. | Adults learning changes from focusing on gathering knowledge to practically applying knowledge and are therefore more problem centred than subject centred. |
| 5. | Adults are more motivated to learn by internal incentives such as need for self-esteem, curiosity, desire to achieve, and satisfaction of accomplishment. |
| 6. | Adults need to know why they need to learn something new and the relevance of such learning. |

Furthermore, EPs are skilled in the ability to present complex ideas in a clear, effective and accessible way to a variety of audiences (see Table 3.7). This would support school staff in keeping 'big thinking' grounded, accessible and simple which was identified as an important role in RAs longevity.

Table 3.7: EP Proficiencies

| Proficiency Code: | Registrant practitioner psychologists must: |
|-------------------|--|
| 8.9 | be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences. |
| 8.11 | be able to summarise and present complex ideas in an appropriate form. |
| 8.13 | recognise the need to use interpersonal skills to encourage the active participation of service users. |

3.6.2 Challenge

Participants were motivated and committed to the implementation of RA as whole school change. A key aspect of moving forward with RA was the engagement of all staff. However, resistance was identified as a potential threat. Schein (2016) suggests that change can produce learning anxiety which creates resistance to change. He further outlines a variety of ways which may lead to learning anxiety. The participants described the need for some teachers to remain 'in charge' of pupils and felt secure in the traditional hierarchy of power within the existing school system. For some teachers the implementation of RA may be perceived as threatening, resulting

in a “fear of loss of power or position” (Schein 2016, p.326). For others, the “fear of temporary incompetence“ (Schein 2016, p.326) may have led to the narrative that it is just another fad which will be replaced with another agenda and therefore not worth the time and effort involved. Challenge was suggested as a resolution. This was described in different ways by different participants. For some challenge was identified as providing critical feedback, sharing good practice, opportunities to discuss and problem solve together. I interpret this as reflective of critical friendship. Within the literature critical friendship has been defined as a supportive and positive professional relationship allowing challenging, questioning and critique (Costa & Kallick, 1993; Schuck & Russell, 2005). However, for others a more direct and authoritative approach was promoted, for example in the guise of ultimata. Although survival anxiety or guilt must be higher than learner anxiety in order to create the optimum environment for motivation towards change, Schein warns that simply increasing survival anxiety or guilt runs the risk of increasing the levels of resistance and may invoke an unpredictable fight or flight reaction. Instead, he argues the need for psychological safety in order to overcome learning anxiety. He suggests that learning anxiety is reduced in order to allow positive engagement and change to take place. This can be achieved by increasing a sense of psychological safety and reducing barriers to change (see Table 3.8). Therefore, developing positive yet critical relationships may help provide this sense of safety which is necessary in promoting engagement with challenge. Developing such relationships within the school community seemed important to participants. This complements the findings of Kane et al. (2009); McCluskey, Lloyd, Kane, et al. (2008) which indicates the greatest success of RA implementation was achieved in schools that were committed to creating and sustaining positive relationships throughout the school community.

Table 3.8: Elements in Creating Psychological Safety

| Elements in Creating Psychological Safety | |
|--|--|
| Provide a compelling positive vision | Provide resources |
| Provide formal training | Provide positive Role models |
| Involve the learner | Provide support groups in which learning problems can be aired and discussed |
| Train relevant “family” groups and teams | Remove barriers and build new supporting systems and structures |

3.6.3 Dialogue

The findings indicate the importance of reflection both on general aspects of implementation but also personal reflection upon staff's own restorative understanding, practise and personal feelings. This reflection and sharing of information helped shape the way in which participants constructed the pupils, their colleagues and other community members including parents. This likely influenced the action plan co-constructed by participants throughout the research process. This ran as a thread across all themes. Reflective practice is an important characteristic of educational practice (Feucht, Lunn Brownlee, & Schraw, 2017; Schön, 2016). Reflective practice can be activated when something does not go to plan or where there is a sense of uncertainty and ambiguity (Hofer, 2017). Schön (1983) describes how this leads to the development of a critical lens on our own pedagogy and our ability to change or practice using a process of reflection.

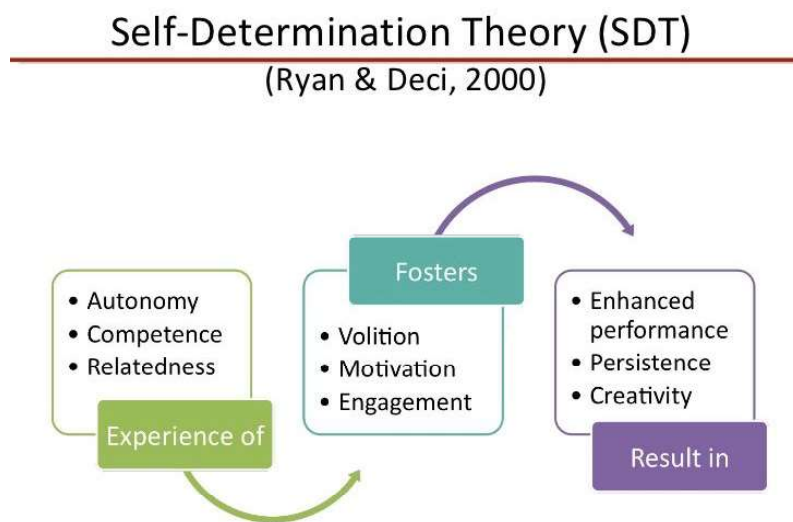
Dialogue can be a key component of such reflection and a vital role within the evolution of teacher practice (ibid). Penlington (2008) postulates that dialogue can enable people to take into consideration other perspectives which in turn shapes their behaviour. It is suggested that dialogue can further engage people with a position of otherness which helps us to see things from alternative perspectives (Wegerif, 2011). This is known as practical reasoning and can be an unconscious process as much as it can be a more intended process promoted through individual reflections, enhanced through dialogue with others, or internally as 'inner speech' (Penlington, 2008; Vygotsky, 1987). However, internal dialogue is limited in its capacity to foster otherness as we only have access to the perspectives we have are aware of through previous social interaction (Penlington, 2008). Therefore, as Penlington argues, dialogue between two or more people is important in order to embrace and engage with the process of change. It appears likely therefore, that supervision may provide a safe environment for staff to explore and develop restorative practice. It has long been suggested for psychologists to provide teachers with supervisory support (Halit & Maggs, 2015).

3.6.4 Self Determination Theory (SDT)

Motivation is a multifaceted complex concept. Many theorists' work are applicable when considering motivation; Self Determination Theory (Deci & Ryan, 2000, 2002), goal theorists (Austin & Vancouver, 1996), solution focussed positive psychologists (Seligman & Csikszentmihalyi, 2000) and psychodynamic approaches (Hanko, 2002). During the analysis stage of this research I became particularly aware of the connections between SDT and features within the findings.

SDT is a theory of human motivation, development and wellness (Deci & Ryan, 2000). Ryan & Deci's theory suggests that environments which support three Basic Psychological Needs (BPNs) of autonomy, relatedness and competence is essential in order to facilitate optimal functioning and psychological growth (Deci & Ryan, 1985, 2000, 2002). They further argue that SDT is important for people who aim to motivate others in a way that generates commitment, effort and high quality performance (see Figure 9). It is hoped that increased engagement and motivation can be achieved by promoting experiences of autonomy, competence and relatedness. Each BPN will now be discussed in the context of the current research.

Figure 9: Self-Determination Theory



Autonomy

For Deci & Ryan (2000) autonomy refers to the need to feel in control of one's behaviour. However, this should not be reduced to a generalised sense of independence. Rather, it refers to the congruence between a person's actions and their beliefs and values. Participants shared a belief that RA can improve experiences and relationships throughout the school community. There was a sense of pride as a restorative school. They also shared values of mutual respect and honesty. For example, it was important for participants to have opportunities to discuss incidences where they felt they had not acted restoratively. Participants felt this enabled them to continue to develop their own restorative practice, developing a professional resilience towards challenging circumstances. Some participants used objectifying language when talking about RA, for example 'the restorative' or 'doing a restorative'. This may reflect a lack of awareness of the underpinning values of RA,

making it difficult to develop a sense of autonomy. Therefore, as implementation continues it will be important to continue to draw upon theoretical underpinnings of RA in order to promote autonomy.

Competence

Deci & Ryan use competence to refer to an individual's need to feel effective in their interactions with their environment and therefore, in this sense, a perceived confidence in ability. Their definition reflects White's (1959) suggestion that we have an inner psychological energy which aims to create a positive effect on the environment and help reach goals and aims. When considering how competence may play a role within the findings of this research all three themes (Keeping the momentum going, Pedagogy and Engagement) may be relevant. Participants identified CPD and ongoing training opportunities as an important aspect of moving forward, suggesting the need to develop skills, promoting competence. Participants also spoke at length about the importance of providing feedback in a way which is well received in order to continue to improve practice and engagement. From an EP perspective this also provides an opportunity to develop competence. The PATH process itself also allowed participants to self-reflect and by doing so identified areas for development. When staff feel more competent in new skills they are more likely to engage in developing such skills.

Relatedness

Deci and Ryan (2008) describe relatedness as the need to feel connected to others. The role of critical friendship within the theme of pedagogy reflected the need for positive and supportive relationships. Within wider literature this is acknowledged as an important aspect of providing effective professional challenge (Costa & Kallick, 1993; Schuck & Russell, 2005). It could be argued that the PATH itself acted as a vehicle for relatedness as it brought staff closer together by identifying a common goal. The feedback from participants indicates that they felt their goals were more achievable than they had initially thought and valued the opportunity for open and honest reflection. Interestingly, as a result of adopting RA staff reported a higher sense of relatedness with both peers and pupils. Having open and honest conversations staff learned more about their colleagues and pupils, often developing understanding, empathy and discovering similarities between themselves and others.

3.7 Limitations and Future Considerations for Future Research

This research had a number of limitations. Firstly, it included staff members only within one school. Future research that includes the experiences and perspectives of parents, pupils and other community members could support the construction of a broader understanding. Secondly, within the research the construction of themes was my interpretation of the data. I openly recognise the implications of my values and experiences in interpreting this. Due to time constraints it was not possible to engage in further dialogue with the participants involved in this research to triangulate and further develop these themes. Finally, in answering the research question much of the data relating to other aspects of implementation, such as impact and difficulties engaging pupils with social communication difficulties, were left out of the findings. I hope to use these findings in a separate paper, in order to add to what is known about the impact of RA specifically within English Secondary schools.

Suggestions for future research might also consider methods such as focus groups or semi-structured interviews with a range of representatives from the school community. This would allow for a more proportionate sample and for opportunities to elaborate upon participant's responses. Including data of the collaboration between a range of EPs and staff may enhance understanding of how EPs can play a supportive role within the implementation of RA. Thus potentially creating an added depth to participant's perceptions related to the EP role in supporting this, and the facilitative and encumbering factors.

Nevertheless, it is recognised that no method of analysis could possibly represent the richness and complexity of all the experiences of the participant's views. Instead, the findings should be seen as a useful framework from which to consider the EP role in this area.

3.8 Implications for Practice

This research was designed to support a secondary school to implement an action plan for the next stages of implementation of RA and asked: How can EPs support the implementation of RA within the school system? A discussion of the findings suggests that EPs distinct psychological knowledge, skills and practice experiences can help schools through implementation and beyond.

It is commonly accepted that EP practice exists across three levels as demonstrated within the Currie Matrix (SEED, 2002): the level of the individual child or family, the level of the school or establishment, and the level of the LA. I argue that this provides EPs the versatility necessary to provide support with and across all community members.

In addition to the three levels of EP practice, five core functions are identified as part of the EP role: consultation, assessment, intervention, research and training (SEED,

2002). EPs are also bound by professional proficiencies outlined by the BPS (British Psychological Society, 2017) and HCPC (Health and Care Professions Council, 2015). For example, proficiency standard 9.1 and 9.2 specifically refer to the development of training and learning (see Table 3.9). EPs are well placed to develop bespoke CPD opportunities for both individual and clusters of schools while drawing upon principles of andragogy to develop effective and transformative professional learning experiences. EPs can also support and develop RA by ongoing CPD throughout implementation phases as opposed to short one off training sessions such as twilights and workshops. Many alternative, although spanning up to several days training, are often hundreds of pounds per head and therefore it is more common for a small number of staff to attend and then disseminate training themselves. Training may also be generic in terms lacking the ability to meet individual school needs or contexts. EPs can offer a more tailored and holistic approach in-situ.

Table 3.9: EP Proficiencies

| Proficiency Code: | Registrant practitioner psychologists must: |
|-------------------|--|
| 9.1 | be able to plan, design and deliver teaching and training which takes into account the needs and goals of participants. |
| 9.2 | be able to support the learning of others in the application of psychological skills, knowledge, practices and procedures. |

In terms of intervention, EPs are well placed in supporting others develop reflective practice and skills. For example the use of video based intervention such as Video Enhanced Reflective Practice (VERP) and group supervision. It has long been suggested for psychologists to provide teachers with supervisory support (Halit & Maggs, 2015).

Research also plays an important part for the implications for EP practice. EPs have access to current psychoeducational research including RA and the application of Restorative Justice within educational settings. EPs can work collaboratively with school staff using and sharing their knowledge and experience of supporting children and young people with social communication difficulties in order to best support accessibility with RA. Finally, EPs are skilled applied psychologists familiar with research and can support in designing and carrying out their own research whether that be for evaluation, planning next steps or enquiry.

A reflection on the research findings resulted in the creation of potential EP roles to support schools with the implementation of RA (Table 3.10). This complements the discussion section which discussed some aspects of implications. The findings from

the SLR and the empirical research could be used in order to support school staff to reflect upon the implementation process but also for EPs to collaboratively identify next steps in supporting the school moving forward.

Table 3.10: Framework of potential EP roles to support schools develop RA

| How can Educational Psychologists support schools implement/maintain RA? | | |
|---|---|--|
| Opportunities for EP practice | Supportive Evidence & Additional Information | |
| Dialogue | <p>Ongoing support through dialogue:</p> <ul style="list-style-type: none"> • Supervision • Restorative 'drop ins' adopting a consultation approach • Coaching approach • Reflective discussions • Solution Orientated practices • Promoting Critical Friend skills | <p>Participants appreciated time and space to be able to reflect. In particular, they valued talking about times when things didn't go as expected or when they felt they had gone wrong. Participants talked about the benefits for both staff and pupils as this normalises mistakes and promotes the idea that harm can be repaired. Examples were given of when this had improved relationships between pupils and staff.</p> |
| Pedagogy | <p>Planning and development of RA implementation drawing upon underpinning psychology.</p> <ul style="list-style-type: none"> • The use of Appreciative Inquiry • 'Joining the dots': supporting staff to reflect on existing school initiatives and practices in order to identify those which build upon restorative values and philosophy and those which are not. • Making changes to pre-existing practices which may challenge RA principles. • Encourage a variety of RA throughout the RA continuum. | <p>The use of Appreciative Inquiry</p> <p>'Joining the dots': supporting staff to reflect on existing school initiatives and practices in order to identify those which build upon restorative values and philosophy and those which are not.</p> <p>Making changes to pre-existing practices which may challenge RA principles.</p> <p>Encourage a variety of RA throughout the RA continuum.</p> |
| Keeping the Momentum going | <p>Providing training for staff related to the psychological principles and implementation of RA at an individual, group and whole school level.</p> <ul style="list-style-type: none"> • Individually tailored CPD event(s) (beyond simply <i>what is RA</i>) <ul style="list-style-type: none"> ○ Induction for new staff ○ Yearly Inset training • RA working party. • Support schools in understanding what makes for good implementation. <p>Training and modelling of solution orientated skills e.g. solution circles.</p> <p>Emotional Intelligence training.</p> <p>Draw upon Schein (1997) reasons for resisting change.</p> <p>Ongoing support to develop evaluation and monitoring of RA.</p> | <p>Opportunities for professional development seemed an important and recurrent theme. One identified next step was to develop yearly refresh training opportunities. An aim might be to develop a clear sense of what RA looks like and means for each individual school. RA training and professional development should be tailored to specific schools needs which may include:</p> <ul style="list-style-type: none"> • The values and philosophical underpinnings of RA. • Current research within education • Opportunities to share good practice • Broadening understanding of RA • Reflection on current situation and targets and opportunities to set new goals and aims. |
| | <p>Staff talked about the importance of not giving up. Some staff struggled to 'buy in' due to negative or unsuccessful past experiences with RA. Staff also touched upon the personal and sometimes tricky nature of opening up about feelings in front of others, suggesting the need for emotional intelligence training for staff in order to normalise the talking about emotions as well as providing language and structure to do so. Wider research (Bevington 2015) suggests a focus upon emotional intelligence with school CPD & training.</p> <p>Assessing what might need to be adapted to ensure the successful implementation of RA would be helpful. Supporting the development and implementation of systems to monitor and evaluate the impact of RA. This may likely include direct and indirect support and facilitation of evaluation in order to ensure quality implementation.</p> | |

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| Community Involvement | <p>Working collaboratively with community members and stakeholders including other professionals, pupils and parents. E.g.</p> <ul style="list-style-type: none"> • Setting up of a RA Interest group across local authority. • Develop Online forums • Joint facilitation of workshops | <p>Staff hoped for better communication with feeder primary schools, some of which may already be using RA. Some staff reported that children were familiar with the language used from their experiences at primary school. One positive outcome for working alongside feeder schools was that year 7 pupils would already be familiar with RA and would also alleviate some anxiety associated with transition. There also could be an opportunity to build positive relationship with other RA schools across a wider geographic area.</p> <p>A key motivator for community involvement for staff was to develop their reputation and presence.</p> |
| Creative Problem Solving | <ul style="list-style-type: none"> • Develop RA Social Stories, Comic Strips etc. • To consider how RA might look different for different children. • Action research | <p>Some children find it difficult to engage with RA. Particularly those with identified needs such as social communication and interaction difficulties. Staff were unsure how to support such children engage with RA. Action research could play an important part of this.</p> |
| Policy | <ul style="list-style-type: none"> • Support to develop school policy that reflects restorative practices and principles. | <p>Staff eager to revamp the school's behaviour management policy in order to reflect RA philosophy and values e.g. no isolation room, how 'detention' should be spent etc. EPs could provide strategic and systemic level support at a whole schools, LA and national level. For example, tailoring school structures; adapting and rewriting school policies; the curriculum; behaviour systems; mission statements; shared school visions; conducting and disseminating research etc.</p> |

3.9 Conclusion

This research set out to explore how EPs might support school staff implement RA. This was highlighted as an important area of research given the lack of contextually relevant research available at the time. Through a collaborative approach an adapted PATH was used in order to meet both the needs of the participants and my own, as researcher. The findings from this research make several contributions to the current literature and are consistent with the findings within the meta-ethnography. The insights gained may be of assistance to EPs and other professionals in supporting the implementation of RA within schools.

The SLR critically discussed evidence within the target studies in order to identify key factors of successful implementation of RA such as staff development, readiness, values & philosophy, school management, aims, ownership, resources and policy & pedagogy. These findings may be useful in supporting schools in the preparation, implementation and evaluation of RA.

The findings of the empirical research proposes a number of ways in which EPs can help support the successful implementation and maximise the longevity of RA. For example, their distinct psychological knowledge, skills and experience which include, but not limited to: dialogue, SDT, challenge and Andragogy. Also, relating directly to the role of the EP a number of roles are identified to support RA implementation, in particular, training, supervision and research. Therefore, it is important that EPs provide opportunities of support for schools implementing, and maintaining RA. EPs, as part of a wider network of support systems, have a responsibility to support schools to maximise the success of implementation and the subsequent positive impact.

The evaluation of a person-centred approach additionally provides some tentative suggestions that such an approach can be useful in supporting the implementation of RA, and organisation change in general. Participants found the research a good opportunity to come together as a group to plan strategic steps forward in order to meet future goals, in line with their preferred future.

In conclusion, these findings are my interpretations and are open to further interpretation. I hope other EPs who share an interest in supporting the implementation of RA find these findings useful and can use them to support schools in their own practice. I encourage this and welcome fellow EPs and other professionals to use and experiment with the suggested visuals (e.g. Figure 2, Appendix D and G) in ways that meet their own and others' personal and professional needs.

In order to move forward, I suggest a better understanding of the maintenance of RA needs to be developed as an essential next step in shedding light on the experience of implementing RA within the complex and every changing socio-political school environment.

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Appendices

Appendix A: SLR Demographic and Methodological Data

| Study | Sample | Setting | Research Deign/Method | Restorative Training |
|--|--|--|--|---|
| Vaandering (2014) | 27 educators across 2 different school sites | Canada 2 schools: 1 rural & 1 urban Doesn't specify whether primary or secondary. | Semi-structured interviews: 45 minutes each. 2 participants volunteered to participate in a further 3 interviews and regular observations of their practice over a 6-week period. | No information provided |
| Reimer (2011) | 14 questionnaires 5 interviews: 4 teachers & 1 principal. 3 female, 2 male. Caucasian. 3 classroom teachers and 1 support teacher. Teaching experience ranging 6-15 years. 3 received training within 2 years, one longer than 2 years at a different school. | Primary school (Kindergarten – grade six) | Questionnaires, document analysis and semi-interviews. | 2/3 day workshop offered through school board. |
| McCluskey et al (2008) | Pulling on data from government funded 2 year pilot project (2004-2006) to investigate developing RP within school settings: 138 primary pupils, 93 secondary pupils. Over 400 staff interviews | Scotland 18 pilot schools: 10 primary, 7 secondary & 1 special covering a mix of urban, suburban and rural. | <ul style="list-style-type: none"> Individual and group interviews with pupils, parents & staff. Pupil & School staff survey Observations of activities, meetings & lessons Document analysis of school & LA policies Focus group with school & LA staff. Analysis of national and school statistical data | Varied due to amount of schools involved across different councils. |
| Kane et al (2009) Same data set & authors as McCluskey et al. | Pulling on data from government funded 2 year pilot project (2004-2006) to investigate developing RP within school settings: 138 primary pupils, 93 secondary pupils. Over 400 staff interviews | Scotland 18 pilot schools: 10 primary, 7 secondary & 1 special covering a mix of urban, suburban and rural. | Action research | Varied due to amount of schools involved across different councils. |
| Bevington (2015) | 6 staff: 2 teaching assistants, 2 teachers & 2 members of management. (5 female, 1 male) | Inner-London primary school. | Case study: Appreciative Inquiry. | No information provided |

Appendix B: Second Order Constructs

| Bevington (2015) | |
|---|---|
| Congruence in values: | <ul style="list-style-type: none"> • School values & ethos in alignment with RA values and ethos. |
| Congruence in practice: | <ul style="list-style-type: none"> • Staff modelling • High expectation of responsibility of both pupils & staff • Support & encouragement from SMT |
| Congruence in outcomes: | <ul style="list-style-type: none"> • Staff reported same outcomes for themselves as children: emotional, affective & behavioural. E.g. more thoughtful and reflective about their behaviour, recognise feelings are real and transient. • Not relating to statistical outcomes e.g. exclusion & detention data. |
| Flexible consistency | <ul style="list-style-type: none"> • Professional judgement in applying interventions and systems in schools. |
| Resource sharing: | <ul style="list-style-type: none"> • To develop a shared bank of resources and ideas for how to support children to develop restorative skills. • Professional collaboration |
| Continued Professional Development | <ul style="list-style-type: none"> • A focus on emotional intelligence within staff development. |
| Support from skilled staff. | |
| Being open and honest when RA might not work. | |

Readiness:

- When aim of implementation is to improve school ethos by creating & sustaining positive relationships.
- Huge amounts of energy & commitment, often present following appointment of new HT.
- Staff recognising that things could be better and that they have the capacity to make them better. (Staff efficacy?)

Change Process:

- Opportunities for learning through **collaboration** between pupils, parents, school staff.
- Formal staff development treated as a high priority.
 - Described as responsive, flexible and provided by school staff.
- Specific and clear goals for RA as well as broad aims.

Leadership

- School management team that are supportive and model RA in their own practice with pupils, parents and staff.
- Leadership roles amongst others are encouraged e.g. RA champions, professional learning communities etc.
- Pupil participation. Pupils are positioned as active subjects and capable of fulfilling leadership roles also.

Multiple Innovation

- When different initiatives share same value base and connect to each other.
- RA implemented in a way that identified school's values & expressed/driven by principles and not just outcomes.

Barriers

- Secondary schools as a complex organisation presented barrier to spreading/developing/sharing good RA practice. Compartmentalized school structures for example limiting use of RA to Pupil Support.
- Conflict with pre-existing punitive sanctions and behaviour policies, particularly within secondary schooling.
- External impetus for implementation for example HMI/E, could undermine the 'can do' factor evident in successful implementation.

| |
|--|
| McCluskey et al (2008) |
| When RA builds on existing initiatives and practices. |
| Use of restorative language. |
| Modelling of RA by school management team. |
| School Management team commitment to training and CPD. |
| Readiness to change. |
| Staff agency and capacity to make change. |
| Clarity and flexibility about identification of aims. |
| Identifying need for change. |
| Evidence of commitment to developing positive relationships with school community. |

| |
|--|
| Reimer (2011) |
| Personal commitment from staff. For some this overcame some barriers such as time. |
| RA fits with staff's past theories, formalizes past theories and provides a more substantial framework. |
| Strong fit between RA and schools philosophy & values. |
| Barriers: <ul style="list-style-type: none"> • The time spent implementing restorative practice impacted upon instruction time and resulted in staff anxiety. • Existing retributive culture. • Systems & policies not updated to reflect/acknowledge existence of RA. • Inconsistent support such as funding, encouragement and structures from gatekeepers, for example SMT, school boards and local authority. • Lack of teacher ownership, opportunities to develop sense of autonomy/ownership. • Lack of distributed leadership. • Staffing. When supportive individuals leave their positions, their support goes with them. • Lack of funding. |

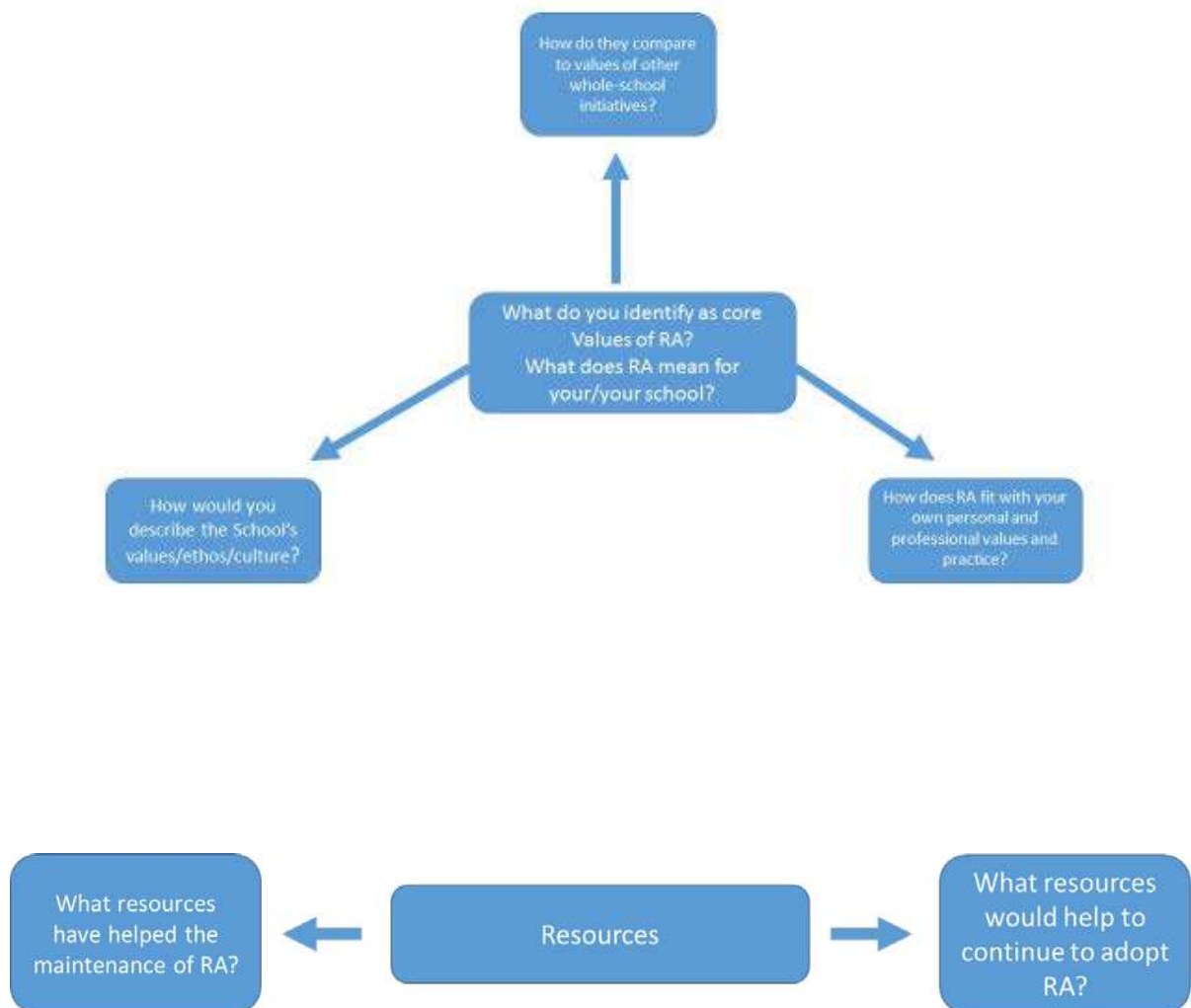
| |
|---|
| Vaandering (2014) |
| Broader conceptualization of RA that clearly defines underlying philosophy & principles. |
| Critical reflection by policymakers & educators on personal values, and how do they align with RA principles. |
| Critical examination of RA training and espoused theory to identify reinforcement of power relations leading to punitive practice. |
| A call for more comprehensive resources to allow for and encourage support within schools, beyond implementation and into sustaining stages. |
| Development of pedagogy that prioritizes learning NOT control by: <ul style="list-style-type: none"> • Engaging with students to become 'fully human'. • Identifying how they are causing students harm or alienating them. |

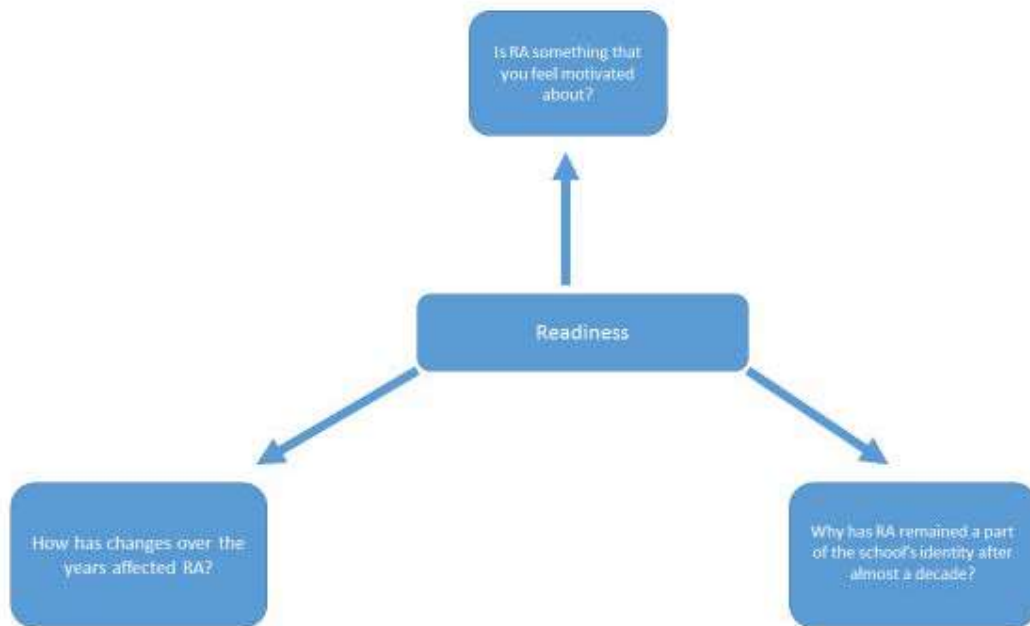
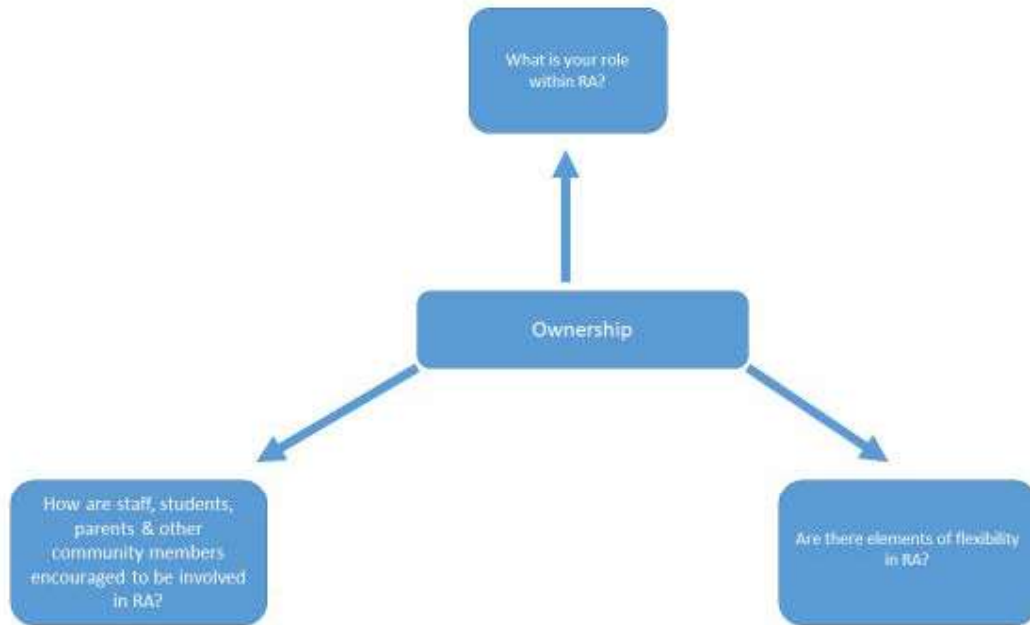
Appendix C: Restorative terminology and definitions within the SLR papers

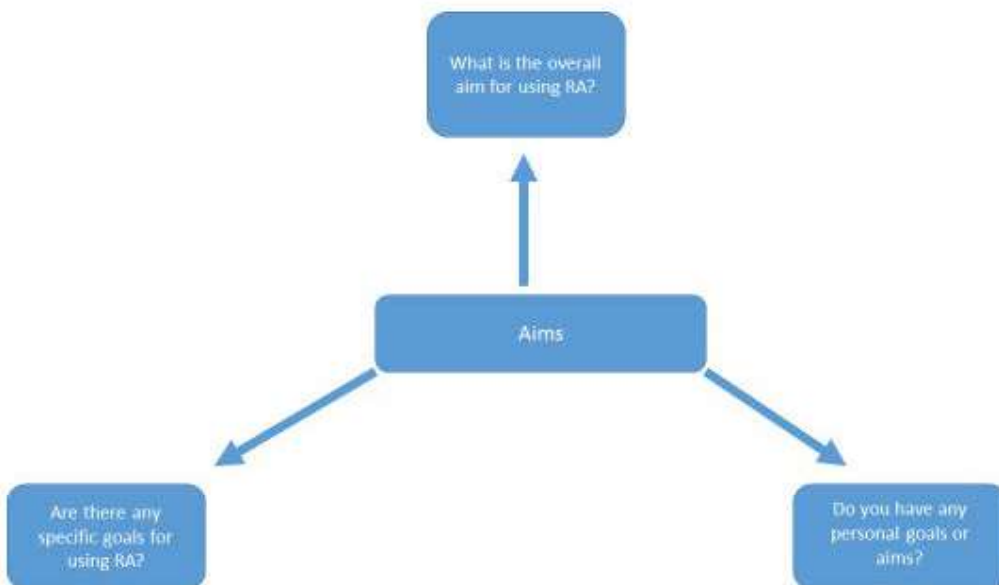
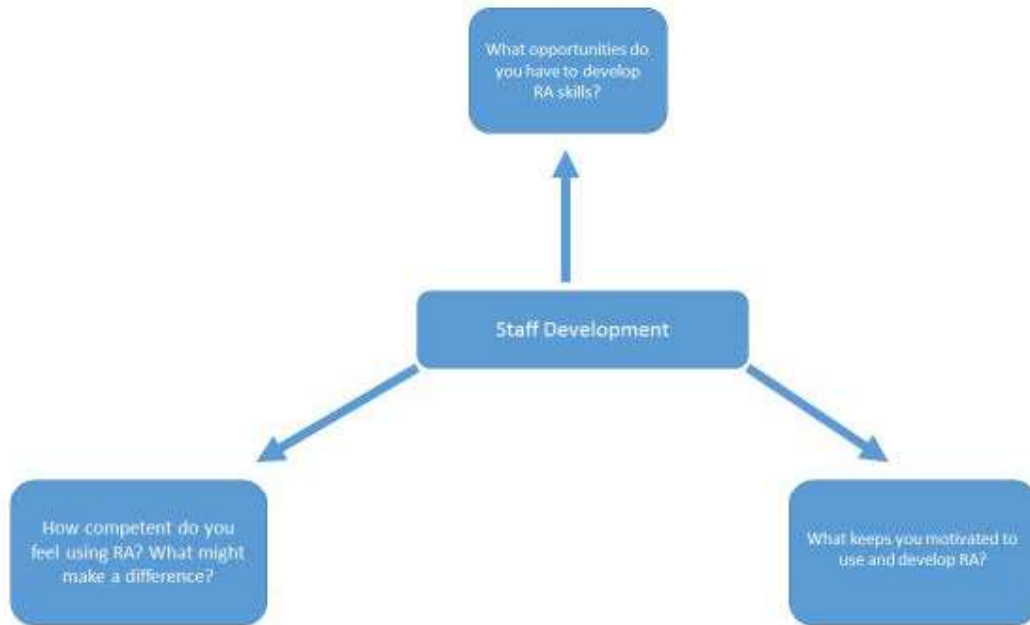
| Paper | Terminology used | Description |
|------------------------|---|--|
| McCluskey et al (2008) | Restorative Practices (RP) | <p>The pilot project defined RP as a principles based approached to address issues to indiscipline. The project spanned 18 schools and therefore was implemented and constructed slightly differently in each context. reflecting individualised aims and adopted strategies. RP is seen as both reactive and proactive and the authors adopt McCold and Wachtel (2001) notion of a restorative continuum. They report schools implementing the following RP(p.410):</p> <ul style="list-style-type: none"> • Restorative ethos building • Curriculum focus on relationships/conflict prevention • Restorative language and scripts • Restorative enquiry • Restorative conversations • Mediation, shuttle mediation and peer mediation • Restorative circle – checking-in and problem-solving circles • Restorative meetings, informal conferences, classroom conference and mini-conferences • Formal conferences |
| Bevington (2015) | Restorative Approach | <p>The author draws upon the definition provided by New Zealand Ministry of Education (2014) which captures a holistic approach, focuses on relational aspects and is guided by values of equality, dignity and supporting others to achieve their potential. The paper identifies RA as both formal and informal practices. For example informal restorative day-to-day dialogue in the classroom/corridor/playground or the more formal practices of restorative conferencing and peer mediation.</p> |
| Reimer (2011) | Restorative Justice in schools (RJ) | <p>The author identifies underpinning values of interconnectedness, respect, inclusion, responsibility, humility, honesty, mutual care and non-domination (p.5). Reimer positions RJ in schools as an alternative to traditional discipline and focuses instead on empowering community members to create a safe environment. They further describe RJ as a framework which encourages restorative values and processes. They also recognise some RJ practices act as preventative measures whilst others are reactive.</p> |
| Vaandering (1014) | Restorative Justice practices in school | <p>An approach built on a philosophical foundation which celebrates human worth and well-being (p.64) in order to create safe and caring school cultures. The author situates RJ as a replacement of punitive behaviour management approaches, which seeks to build and repair relationships through a relationship-based, dialogic framework.</p> |
| Kane et al (2009) | Restorative Practices (RP) | <p>This paper draws upon the same data was McCluskey et al (2008) and is written by the same authors (plus one more). Therefore, this paper reflects the same conceptualisation at McCluskey et al (2008).</p> |

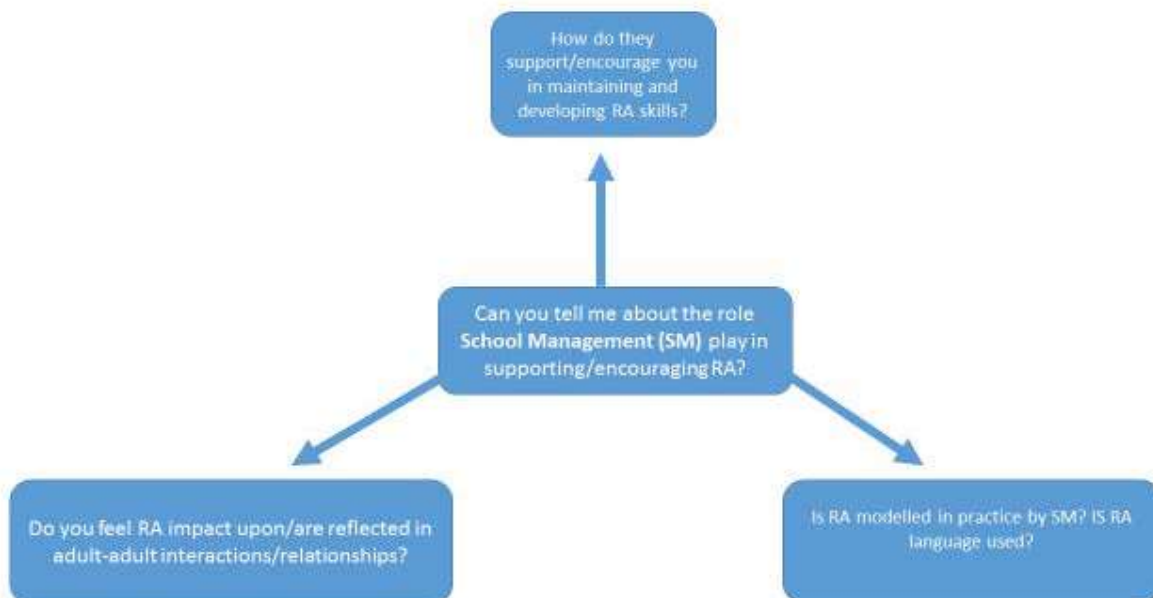
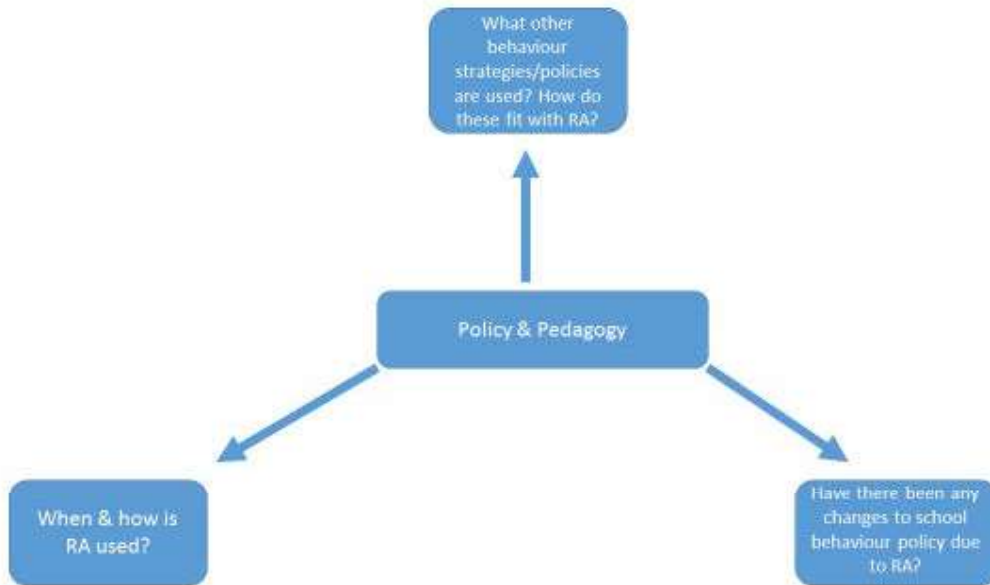
Appendix D: Plan A & Focus Group Visual Aids

The initial research school had over 10 years' experience of RA and were maintaining rather than implementing. Therefore, I decided to explore the school's experiences from implementation to maintenance, using the themes identified within the SLR as a framework. This would enable me to compare and reflect upon similarities and differences between implementation and maintenance, whilst also enabling school staff to build upon what works well and identify areas for development and change. I used the SLR findings to develop visual resources to generate discussion within focus groups (see below). However, unfortunately the school withdrew their participation in January 2019 due to lack of staff availability. In hindsight, I feel partially responsible for this. Staff were very busy and although interested in the research opportunity, this was not a school priority. Perhaps if I had insisted upon setting dates during the initial meeting there could have been time for staff carved out from the onset.









Appendix E: Participant Consent Form

Supporting Restorative Approaches within a School Setting

I give my consent to participate in a PATH in order to create a shared vision for the future of restorative approaches within my school setting. I understand that I am participating on a voluntary basis and I am free to withdraw at any time, without giving a reason. This research is part of the researcher's qualification as an Educational Psychologist and therefore I understand that it may be published and shared within a wider audience.

I understand that all information provided is anonymous therefore my identity will be fully protected and I will remain unidentifiable. I also understand that the PATH session(s) will be audio-recorded and later transcribed. Only the researcher and his research supervisor will hear the audio-recordings.

I understand that the findings will be analysed and presented in the research report produced. Extracts from the PATH may be quoted in other publications and presentations. I understand that the PATH should last approximately 1-1 ½ hours. At the end of the session I will be given the opportunity to reflect on my involvement, the process itself, and will be provided with a debrief information sheet.

Name:

Signature:

Date:

If you have any questions about this research, please contact:

Researcher Name: Craig Hay

Contact Details: c.j.hay2@newcastle.ac.uk

Appendix F: Demographic questionnaire

| 1. Please tick the most applicable: | Under 30 | Between 30-50 | Above 50 |
|--|----------|---------------|----------|
| | | | |
| 2. What is your current professional role? | | | |
| 3. How many years have you worked in this role? | | | |
| 4. How many years have you worked in this school? | | | |
| 5. How many years have you worked within education? | | | |
| 6. Have you worked in any other role that you feel is relevant to your current role? | | | |

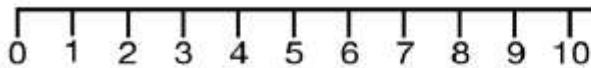
Appendix G: Participants' Reflective Journal

Developing Restorative Approaches : Reflective Record, Session 1

Initial evaluation

Using the scale below please indicate where you think your school currently is on their restorative journey.

(0 = Non Restorative, 10 = Fully Restorative)



Now, again using the scale above, please indicate where you think your school could be in _____ years time.

Person Centred Planning

What are your initial thoughts about using a Person Centred Planning approach?

Personal Goals

What do you hope to get from participating in this process?

Something else...?

Do you have any questions, comments, suggestions etc?

What are the main take-aways for you from today's session?

Developing Restorative Approaches : Session 2

Timings

How did you feel about the timings in today's session?

What was it like to start the session after 2 weeks since you last met as a team?

Did you find today useful? If so, in what way?

What did you enjoy most about today's session?

Were there any tricky parts? Is there anything you would change?

Something else...?

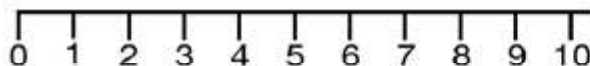
Do you have any questions, comments, suggestions etc?

What are the main take-aways for you from today's session?

Developing Restorative Approaches : Session 3

Final evaluation

Using the scale below please indicate where you think your school currently is on their restorative journey.



Now, again using the scale above, please indicate where you think your school could be in 1 years time.

What do you feel you have learned from creating a PATH?

What have you felt or experienced from being part of the PATH?

What will you be taking away with you from this experience? What has or might change?

Is there anything you would change, do differently or that was not so good about the experience?

The rating system below uses a five-point scale: 1 = "poor" and 5 = "excellent." Please provide additional comments in the spaces provided.

| | | | | | | |
|---|---|---|---|---|---|--|
| Clarity of speaking style? | 1 | 2 | 3 | 4 | 5 | |
| Facilitation & effective use of visual & graphic recording? | 1 | 2 | 3 | 4 | 5 | |
| Rapport with the audience? | 1 | 2 | 3 | 4 | 5 | |
| Timing and pace? | 1 | 2 | 3 | 4 | 5 | |
| Organization and facilitation of the PATH? | 1 | 2 | 3 | 4 | 5 | |

Would you recommend using a PATH to other schools? (Please circle) Yes No

Please explain why:

Appendix H: Participant Debrief information Sheet

Thank you for your participation in this research study. Your participation is greatly appreciated. The aim of this research is to help identify how Educational Psychologists can support schools to implement and maintain Restorative Approaches (RA). It also seeks to explore the experience of school staff in using a Person Centred Planning approach in order to support organisational change. I hope that this will help identify ways in which school staff, Educational Psychologists and other professionals can support RA within schools.

I would like to reiterate that all information collected will be anonymised so that you will not be identifiable in any form of publication resulting from this research. Once transcribed, the audio recordings will be deleted along with all questionnaires and record sheets.

In addition, if you are interested in finding out about the results of this research, I would be more than happy to share this if requested. If you have any further questions or queries please feel free to contact me with the details provided.

Researcher name: Craig Hay

Contact details: c.j.hay2@newcastle.ac.uk

Research Supervisor: Billy Peters

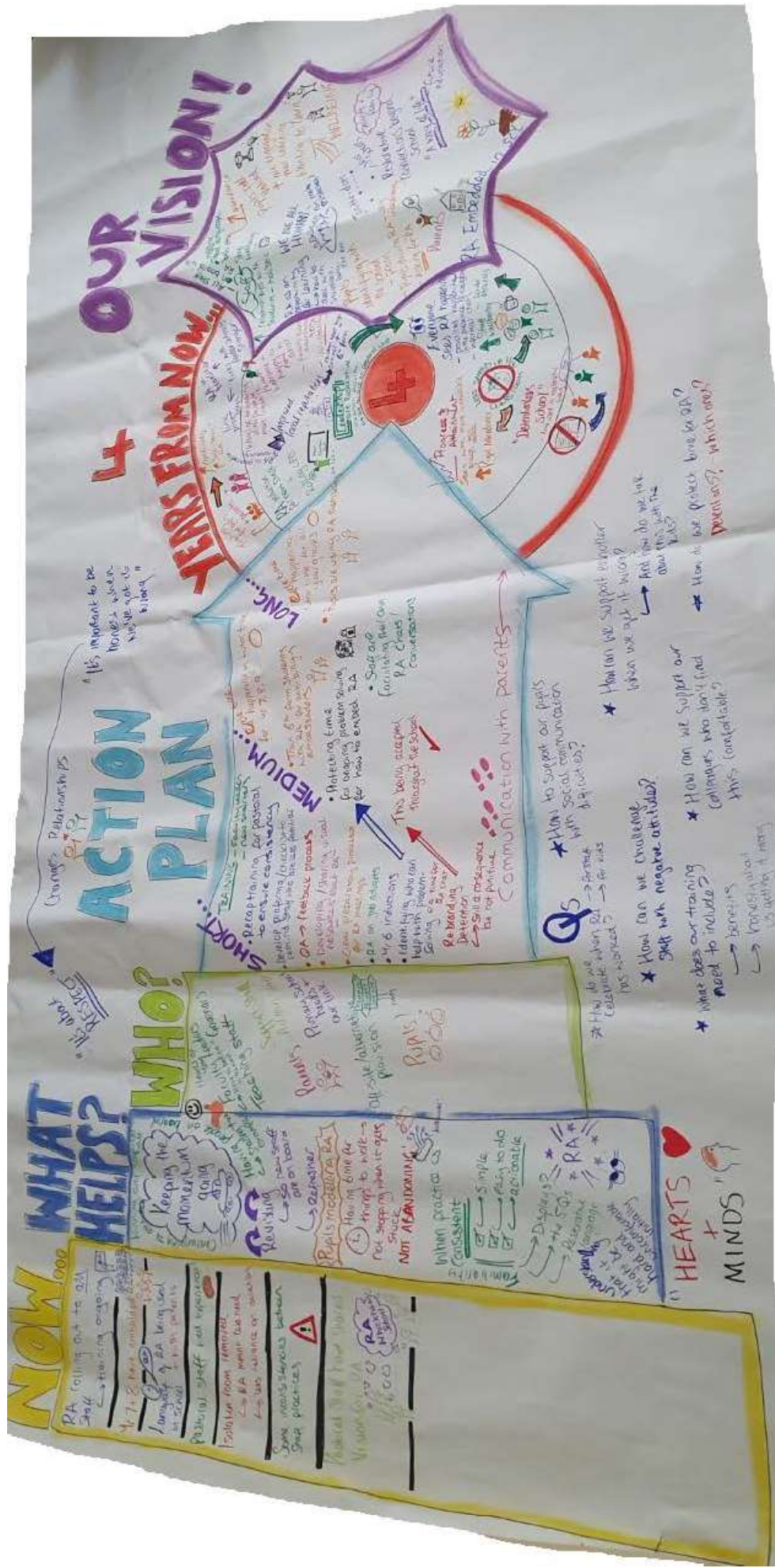
Contact Details: billy.peters@newcastle.ac.uk

Thank you, once again, for your participation in this study.

Craig Hay

Trainee Educational Psychologist

Appendix I: The PATH



Appendix J: Nvivo exert of initial codes (Open Coding)

improved staff wellbeing
 RA training for new staff
 pupils driving RA
 opportunity to reflect
 community of inquiry
 a move away from punitive methods
 difficult to measure
 pupils training pupils
 promoting staff and pupil wellbeing
 strengthening communication
 improving parent relationships
 emotional literacy
 pupil voice
 RA beginning in Primary
 changes in language
 building relationships with primary schools
 appreciate the PATH approach to school planning
 develop school reputation
 positive impact
 supportive leadership
 restorative detentions
 Restorative Justice

Improved parental engagement

transparent approach
 Coding Density

Name: Files\1\session 2.1 transcription

Description: 4years from Now & Now

- 1: So we are imagining we have time travelled to 2023 and reflecting back over the last four years?
- 2: Would it be like headlines too? Detentions.
- 3: Teaching has improved, because behaviour has improved and parents trust the school more.
- 4: Parental engagement as well.
- 5: Attainment figures.
- 6: 95+% attendance at parental school evenings.
- 7: That's quite a good measure actually.
- 8: A new style parental engagement meetings prove very popular. Rather than having ridiculous parent evenings which we do now, that's just my opinion, having done lots of them. Erm, where you have 60 kids in 20 places for a parents evening because you teach several classes that you have 5 minutes to talk about a kid and then right off you go, to the point you are encouraged to put an egg timer on the table. So parents get the message right, start talking faster. So a new style parental engagement proves a success.
- 9: We shouldn't get to the point where a parent comes to parents evening and can't book an appointment to see a teacher.
- 10: Yeah, but because the teacher has more pupils that there are appointments. So they should be ongoing. Personally I think we should have parents evenings when they are necessary.
- 11: With a RA parents should be more in touch with what's happening in school anyway so there wouldn't be the pressing urgency for 4 or 5 minutes with teacher because you will have had that conversation throughout the year.
- 12: You would do it within a certain time frame, more like an appraisal system than a parent's evening.
- 13: Right, so what's the headline?
- 14: New parental meetings/engagement system prove a success.
- 15: Kids can get on better with parents because they are not able to talk about how they are feeling.
- 16: Happier Kids?
- 17: Yeah, happier teenagers love coming to school.
- 18: Happy teenagers starting to feel that school is supportive of them.
- 19: All teenagers feel happier in school, engaged.

- 130: How do we measure that? What makes that happiness? Maybe it's that they are more emotionally literate.
- 131: Feel more connected and emotional literate.
- 132: We can only really measure it through attendance and attainment.
- 133: Do you have much pupil voice in your school?
- 134: Yeah. Loads.
- 135: So could you use those avenues to explore? Is there a way that could happen?
- 136: I think you're probably right because some of the voice that we do face with a kid and tell me what do you think about this and another time is sit in front of a computer and answer the following 10 questions or something. And I think sometimes it's the same kids that are getting pulled for pupil voice all the time because you actually want a certain skew of results. So I think we need a wider pupil voice.
- 137: More teenagers feel happy to give their opinion?
- 138: That would be great, I'd like that.
- 139: Can we say something like do they self-regulate their behaviour?
- 140: You got to have something like say 90% of school pupils engaged in extra curriculum activity.
- 141: There are not differences in attendance between advantaged and disadvantaged children.
- 142: Lower staff sickness.
- 143: Students restorative chat, pupil group, something like that.
- 144: Students forge the way with Restorative justice in schools?
- 145: Lower staff turn-over and absence, lower sickness.
- 146: What has actually put in place to achieve all of this?
- 147: Significantly or comparatively?
- 148: Lower supply? Need for supply teachers has dropped.
- 149: So why will staff absence have dropped? What has made the difference?
- 150: Well we don't currently know what it is. It's not a figure that we are aware of. All we know are the name everyday of staff that haven't come in and then it becomes apparent as to, well they're never in. I would be interested to see what the current cover bill is for this year alone.
- 151: We would feel more able to talk.
- 152: To each other?
- 153: To each other and to the students and families. It's strengthening the communication.
- 154: It's about the stress in the classroom. Less stress in the room, less illness.
- 155: Student attendance about 98% as well as parents evening.

| | |
|---|--------------------------|
| RA training for new staff | improved staff wellbeing |
| opportunity to reflect | pupils driving RA |
| community of Inquiry | |
| a move away from punitive methods | |
| difficult to measure | |
| pupils training pupils | |
| promoting staff and pupil wellbeing | strengthening commu |
| improving parent relationships | |
| emotional literacy | |
| RA beginning in Primary | pupil voice |
| change in language | |
| building relationships with primary schools | |
| appreciate the PATH approach to school planning | |
| develop school reputation | |
| positive impact | |
| supportive leadership | |
| restorative detentions | Restorative Justice |
| Improved parental engagement | |
| transparent approach | |
| Coding Density | |

- 146: Some great conversations about what that vision might look like. What changes have you made in 4 years?
- 147: I think the main thing is like your headline figures. You've got to look at progress and attainment at the end of the day. And they would be positive figures that you would see, and positive progress.
- 148: Ok. So a raise in attainment, great. Anything to add to that or a new strand?
- 149: We've been quite specific. So 95% plus attendance at parents evening, so more parents feeling welcome and happy to come to school and as a result students feeling happy to come to school.
- 150: So families feeling more comfortable and happy to come into school.
- 151: Yes, and these are the things we can measure it by really.
- 152: Do we know what the current attendance rate is?
- 153: 85%. Yup.
- 154: I think if we could put that as voluntarily. You know, we have had to basically encourage folks to come in. You are ringing up, and making it, not difficult to attend, but obviously you are chasing them so you know, 95% voluntarily.
- 155: To open that up, how do you feel if that's a goal in 4 years to have a 95%, currently we are at 85%, does this feel achievable? Does it feel realistic?
- 156: I think this is a high figure.
- 157: I think that could be a long-long-term target. It we can get anywhere 90.
- 158: I think the problem we have with that is because we have a lot of children that come from a long way out and a lot of parents, specifically the free school meal parents, don't necessarily have transport to come into school at nights. We are not the easiest school to get to either by direct buses.
- 159: This group were talking about reforming how you engage with parents, like not the standard parents evening.
- 160: Thinking about it in 4 years time, the changes that will be in social media and communications generally, you could be skipping people, there could be all sorts of different ways to engage directly with parents without them having to be physically in the room.
- 161: So looking at different creative and technological advantages...
- 162: Yeah, technological advances will be rapid in the next 4 years I would imagine.
- 163: We need to reach our primary schools. Primary schools are all very different, they all have very different expectations of parents. And we don't really do much to engage parents other than parents evenings. So until we get that infamous we're in a bit of a rut really anyway.
- 164: So something about communication without feeder schools as well. That can take lots of different forms but in 4 years looking back there will be more of a connection and link there.
- 165: We've got one here: less stress in the classroom leads to fewer staff and student absences and that's a significant factor.

improved staff wellbeing
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 promoting staff and pupil wellbeing
 strengthening communication

Improving parent relationships

emotional literacy
 pupil voice
 RA beginning in Primary
 change in language

building relationships with primary scho

appreciate the PATH approach to school planning
 develop school reputation
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 supportive leadership
 restorative detentions
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Improved parental engagement

transparent approach
 Coding Density

- ¶66: That's a great point. Because how many kids have a day off and get a detention on a daily basis.
- ¶67: Yeah, yeah, yeah.
- ¶68: We went further than that, we looked at a detentionless school. Which presumably RJ is basically the way forward isn't it. Alright. Parents complaining about teaching and staff at an all time low.
- ¶69: 17.45 I see people's faces and brains spinning there! That's very much a debate at the moment, can detentions be enforced or arrived at in a restorative manner.
- ¶70: It is a pipe dream.
- ¶71: I agree with that statement. I think detentions should be done restoratively. You've got the coursework catch ups and homework catch-ups and things like that. But if there a behaviour issue in the classroom they shouldn't be sat with a detention it should a RA, I believe.
- ¶72: So using the time but in a different way, giving it some purpose. Thinking why we are doing what we are doing.
- ¶73: Sit down and copy that out or resolve this restoratively. That's the way I'd like to see things.
- ¶74: Absolutely.
- ¶75: My vision would for that to be in place by next year.
- ¶76: A couple of ideas have been mentioned so far. Any more? CPD was discussed over here.
- ¶77: Yes, RA would be part of the induction for new staff.
- ¶78: Something about a system for new staff coming in. there was also a proactive measure ongoing and rolling CPD which we had planned over the four years, so we know what the CPD will look like, we've had some good CPD throughout this time which has been organised and thought through and that has added to the success of where we want to be.
- ¶79: It's already on our job description so anyone coming to apply for a post here should be aware of it.
- ¶80: That's something we will record in the next part as our NOW.
- ¶81: It's actually been picked up in the application forms where we can see candidates are putting those words in.
- ¶82: Training in primary school as well so that when they come into school they are used to it. And then that can be made as part of the transition, making sure it is embedded as they come in.
- ¶83: Students actually forging the way.
- ¶84: SO looking back at training over this 4 year period it sounds like it might actually involve parents, involving, in terms of training. Looking at our training in a holistic approach which can tap into having parents and pupils involved. There's something about it not just for staff, it's not just you.
- ¶85: Yeah. 6th formers who can hold restorative chats with other pupils.

improved staff wellbeing

pupils driving RA
opportunity to reflect
community of inquiry

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difficult to measure
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promoting staff and pupil wellbeing
strengthening communication
improving parent relationships
emotional literacy
pupil voice

change in language
building relationships with primary schools
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supportive leadership

Restorative Justice
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restorative detentions

RA training for new staff

RA beginning in Primary

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186: In Durham we did a whole load of stuff on peer mediators training up year 6 and year 5 children to be peer mediators in the playground.

187: If we could align inset days of feeder schools with ours, first day back in September, we could train people with the primary schools then.

188: Actually, everyone go out to a primary school on the first day of September.

189: I think that's a great idea!

190: I'm thinking ahead, it might be helpful, there's post-its on your table, a lot of what I am hearing which is exciting, is about what we can do next. We mentioned earlier about jumping around the place, so write them down, don't lose them because we need to capture that. For now let's focus on the vision and looking back over the 4 years. I heard something about leadership, leading by example and something about embedding routines. Would anyone like to chat about that?

191: 23:21: I just think if we expect pupils to do it, and we are expect staff to do it then leadership should be very restorative. Faculty leaders being able to deal with things restoratively within their faculty without relying on pastoral staff to come in and seen to be, you know, everybody, it can be at every level work with children.

192: I think that has to be very visual as well, it needs to be very obvious to the staff because then if the faculty leader or the head of year is taking someone away to do it then staff on the ground are not seeing it, they need to see it happen. So like at the door of the classroom, that kind of visible. So everyone sees what it entails, because if we take everybody away it is still a bit of a mystery to people in the classroom. What did you do when you were out there to calm this kid down, so he can come back in, if they are still part of the process, just a little bit like at the door.

193: So what might that look like? Thinking about 4 years in the future. What might we see?

194: Where RA are being taken at the door with leadership or a faculty leader but like I say, in the presence (of the teacher), discreetly at the door of the classroom. So everybody will know it's not a 'oh, I've been taken away' it's like this will happen; the kid gets to talk to someone else. You can always do a very quick mini restorative chat that even the kids are seeing it happen so even they will learn well if you talk nicely you can come back in.

195: So are we saying informal restorative practices as well as formal?

196: An informal one first, yeah, but in view of...

197: Sometimes the best restoratives you do are the ones when you walk around the school with people, where you are not actually not formally sitting.

198: I guess walking around might feel less confrontational.

199: I support we might be talking about different things that actually complement each other being flexible and tailored and in terms of being different but not always looking the same, but it's consistent and embedded. Which is tricky but makes sense from a restorative point of view. There lots on there (PATH) that we've talked about that is 4 years from now, based on our values and vision, things we'd like to see after 4 years of work towards our vision. Those are things we are looking forward to seeing. Is there anything you want to add before moving on to the Now? Anything that you feel is missing?

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- ¶100: Do you think that something to do with, in regards to RA could be in-line with say progress with underachieving boys?
- ¶101: So yeah we looked at that and the gap between PP and FSM and non-PP and FSM.
- ¶102: Ah, so we have that already, sorry.
- ¶103: It's under attainment but not as specific groups.
- ¶104: So when it comes to attainment that's an example of how you might like to break it down. Actually, we know that a particular focus and that can come into our action plan. In 2 weeks time we will look at that and decide on your timelines and what you want to see when and go into these in more detail.
- ¶105: One of things from my point of view would be that we become a school of choice in our local area because at the minute we lose a lot of pupils to erm, colleges, private schools etc etc and that's down to our reputation and we need to do something about that.
- ¶106: So, in 4 years we want to see an increase in enrolment?
- ¶107: Don't get us wrong, we are full. But we use a lot of high end pupils compared to other schools.
- ¶108: Is that to do with..
- ¶109: Community perceptions.
- ¶110: So a positive reputation within the community.
- ¶111: I think that also covers 6th form as well because we don't get, some of the kids don't get 6th form, they choose to other schools or they choose to go to colleges erm, and we actually want our kids striving to be in our 6th form.
- ¶112: We want students to become self-solving by 4 years and just more confident with doing it.
- ¶113: *unclear comments (@28:30) something about building a restorative presence within the community. This was picked up clearer by the recording of another device, see transcription 2.2.
- ¶114: I suppose it's being restorative within the community isn't it.
- ¶115: Great. So now we will think about the Now. Which we have already tapped into at points. It's also a nice opportunity to think about what has actually changed since beginning your restorative journey. Have a think about how it feels to be where you are now, it's also quite easy to become focussed on one thing, or we don't know what we don't now sort of thing. So here are some ideas about what you might reflect upon. For example one of the more common ones might be our practice, what is it that we do. There's other ones there, for example Ownership, what do you as individual staff, what accountability and ownership do you have. What vehicles and opportunities have to get involved with RA? Where are we right now with all these different things, policy, training etc. Try to think of some headlines of where we are now.
- ¶116: --split back into two groups
- ¶117: We went from bad behaviour in the classroom, then there'd be a restorative chat, you'd go to the restorative conference room you'd sit there for a chat with others involved. Thinking in terms of detentions, it was almost you were like from nowhere to pastoral detention straight away. I think little bits of RA taking into classroom, outside the classroom. I think break & lunch and detentions

are decreasing because they are taking over that role (pastoral staff) and things are resolved, even if it is a detention like come on let's have a chat and get yourselves away. So they're happening less. So I think where we are now, it seems to me, detentions are decreasing because of pastoral approach, the RA, making less need for detentions.

¶118: It would be interesting to measure, how much restorative chats are happening against are detentions decreasing.

¶119: (name) has all restorative training been done now for faculties?

¶120: We've done 3 faculties

¶121: So who have been completed so far?

¶122: Maths, Science and PE. But we have whole school training next Tuesday.

¶123: It's been rolled out, that's true because we've done the full school attendance so it's been rolled out but it hasn't actually been, we've not been fully trained yet.

¶124: *2 conversations going on at the group making it difficult to transcribe the following 10 lines and what they are in response to.

¶125: Y7 are more probably a little more advanced in terms of RA than other year groups.

¶126: Yeah, because they are still developing and so are more responsive.

¶127: It's embedded.

¶128: It's about a community of inquiry.

¶129: Check in and check out.

¶130: Cut down the amount of swearing. Roll that out into the community.

¶131: Home visits.

¶132: I also agree with that with any sort of parental contact, whether it's via phone or parents coming into school as well.

¶133: It does work, and you see a marked improvement when they go back in classroom.

¶134: I have to be honest less people knock on my door through the week because when I first started here people were knocking on my door four, five times an hour and it's definitely less now.

¶135: We have a little more time to discuss where you are or are you at the point where you would like to share as a whole group?

¶136: Will we just go over what we have got so far.

¶137: So pastoral staff are trained in it. Isolation room has been removed. Pastoral staff reasonably experienced now, some to a lesser or greater extent. Training ongoing for the rest of staff. Y7 Y8 Restorative Justice embedded, circle time has been put in amongst other things. Attendance, home visits, general communication with parents have all change, the change of language has happened with pastoral staff in terms of how we speak about what is going on.

¶138: Are we at the point where we want to share?

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Improved parental engagement
 transparent approach

Coding Density

Restorative Justice

Appendix K: Empirical Analysis

| Initial Codes (Open Coding) | Key Themes (Axial coding) | Overarching Themes (Selective coding) |
|---|-------------------------------|--|
| for teachers to engage in RA more | Promoting autonomy | Autonomy |
| opportunity to problem solve | Promoting Autonomy | Autonomy |
| providing staff with helpful feedback | Staff Competence | Competence |
| Prior roles | Staff Competence | Competence |
| building relationships with primary schools (*relational) | Building Community | Engagement |
| RA beginning in Primary (*relational) | Building Community | Engagement |
| RA throughout the borough (*relational) | Building Community | Engagement |
| develop school reputation | Building Community | Engagement |
| challenge staff's thinking | Being a Critical Friend | Engagement |
| belief that RA works | Belief in RA | Engagement |
| bringing staff together | Shared Aspirations | Engagement |
| Staff are committed | Commitment | Engagement |
| not treating staff like kids | Supporting Staff | Engagement |
| staff's own emotional literacy | Developing emotional literacy | Engagement |
| empowering staff to engage with RA | Empowering staff | Engagement |
| Communication with home | Involving Families | Engagement |
| impact of home life | Involving Families | Engagement |
| Improved parental engagement | Involving Families | Engagement |
| involving family | Involving Families | Engagement |

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| keeping parents in the loop | Involving Families | Engagement |
| improving parent relationships | Involving Families | Engagement |
| pupil voice | Involving Pupils | Engagement |
| pupils asking for restorative chats | Involving Pupils | Engagement |
| pupils training pupils | Involving Pupils | Engagement |
| staff understanding of individual circumstances | Involving Pupils | Engagement |
| teaching pupils RA beliefs | Involving pupils | Engagement |
| want pupils to be engaged in learning | Involving Pupils | Engagement |
| want pupils to engage more in wider school life | Involving pupils | Engagement |
| pupils driving RA (*Pupil autonomy) | Involving Pupils | Engagement |
| pupils can find RA tricky when not used to talking about how they feel (*Pupil Confidence) | Involving Pupils | Engagement |
| giving pupils more responsibility | Involving pupils | Engagement |
| impact of staff role | Involving Staff | Engagement |
| staff can find RA scary | Involving staff | Engagement |
| teaching and non-teaching staff divide | Involving Staff | Engagement |
| staff need to be emotionally prepared for RA | Supporting Staff | Engagement |
| need more confidence | Promote staff Confidence | Engagement |
| improved staff wellbeing | Staff Wellbeing | Engagement |
| need to support staff more | Staff Wellbeing | Engagement |
| Strengthening communication between staff, pupils and families. | Strengthening Communication/ Involving pupils/home/staff | Engagement |
| promoting staff and pupil wellbeing | Wellbeing | Engagement |
| want to improve pupil wellbeing | Wellbeing | Engagement |

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| RA can take you out of your comfort zone (*competence) | Wellbeing | Engagement |
| 6th formers to run restorative chats | Involving Pupils | Engagement |
| shows staff's human side | Being Honest | Honesty |
| being honest | Honesty | Honesty |
| RA needs commitment | Commitment | Keeping the momentum going |
| RA needs commitment over time | Commitment | Keeping the momentum going |
| RA needs consistent revisiting | Commitment | Keeping the momentum going |
| shared goals | Commitment | Keeping the momentum going |
| shared responsibility | Commitment | Keeping the momentum going |
| trying to make it work | Commitment | Keeping the momentum going |
| takes pupils time to get used to RA | Commitment | Keeping the momentum going |
| The CPD bogey | CPD | Keeping the momentum going |
| RA training for new staff | CPD | Keeping the momentum going |
| training for faculty leaders (*supervision) | CPD | Keeping the momentum going |
| not all staff trained yet | CPD | Keeping the momentum going |
| Keeping RA simple | Keeping the momentum going | Keeping the momentum going |
| need for longevity | Keeping the momentum going | Keeping the momentum going |
| Persistence | Keeping the momentum going | Keeping the momentum going |
| initiatives tend to dwindle over time | Keeping the momentum going | Keeping the momentum going |
| supportive leadership | Supportive Leadership | Keeping the momentum going |
| need to change in CPD | Revamp of CPD | Keeping the momentum going |
| staff sharing when they have got it wrong | Sharing Experience | Keeping the momentum going |

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| sharing good practice | Sharing Good practice | Keeping the momentum going |
| positive staff modelling | Sharing Good practice | Keeping the momentum going |
| positive experience | Sharing good practice | Keeping the momentum going |
| Transparent approach | Sharing Good Practice | Keeping the momentum going |
| RA builds mutual respect | Improving Relationships | Mutual Respect |
| Consistency | Consistency | Pedagogy |
| inconsistencies within the application of RA | Consistency | Pedagogy |
| Staff have to accept RA feedback | Consistency | Pedagogy |
| creating a safe space to try RA | Creating a safe and supportive environment | Pedagogy |
| emotional literacy (of pupils) | Developing emotional literacy | Pedagogy |
| emotional resilience | Developing resilience | Pedagogy |
| appreciate the PATH approach to school planning | Flexible Approach | Pedagogy |
| Holistic approach | Holistic Approach | Pedagogy |
| community of inquiry | Inquiring together | Pedagogy |
| difficult to measure | RA Evaluation | Pedagogy |
| quality assurance | RA evaluation | Pedagogy |
| staff reflecting on personal broader life experience | Reflective and Reflexive practice | Pedagogy |
| Reflecting upon practice | Reflective and reflexive practice | Pedagogy |
| Having time throughout the year to reflect (*opportunities to reflect) | Reflective Practice | Pedagogy |
| not all kids 'buy into it' | Reflective Practice | Pedagogy |
| not all staff 'buy in' | Reflective Practice | Pedagogy |
| opportunity to reflect | Reflective Practice | Pedagogy |

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| restorative chats can free up time for pupils and staff | Reflective Practice | Pedagogy |
| why RA might not work | Reflective practice | Pedagogy |
| being vulnerable together changes relationships | Improving relationships | Pedagogy |
| the need for a flexible approach | Flexible approach | Pedagogy |
| Pupils with ASD can find RA tricky | Flexible approach | Pedagogy |
| more than an approach | Holistic Approach | Pedagogy |
| RA as a way of life | Holistic Approach | Pedagogy |
| RA as good life skill | Holistic Approach | Pedagogy |
| The importance of relationship building | Improving relationships | Pedagogy |
| growth mind-set | Making links | Pedagogy |
| linking RA with circle time | Making Links | Pedagogy |
| sanctions | Punitive Approach | Pedagogy |
| a move away from punitive methods | Punitive Approach | Pedagogy |
| some staff gravitate towards punitive behaviour management | Punitive Approach | Pedagogy |
| building on existing practice | Reflection upon existing practice | Pedagogy |
| physical inclusion | Reflection upon existing practice | Pedagogy |
| positive alternative to detention | Reflection upon existing practice | Pedagogy |
| RA rather than punitive | Reflection upon existing practice | Pedagogy |
| restorative detentions | Reflection upon existing practices | Pedagogy |

Appendix L: Participant's quotes for PATH Evaluation

