

What impact has the Educational Psychology Service had on the implementation of restorative approaches activities within schools across a Scottish Local Authority?

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Aim: Educational Psychology Services (EPS) have played a key role, alongside our partners, in the training and implementation support of restorative approaches (RA). This article aims to investigate the impact EPS has had on the implementation of RA activities across North Ayrshire Council (NAC) schools.

Rationale: The rationale for this study was to measure the influence that the training in RA, and supporting activities provided by the EPS and our partners, had on the day-to-day practice within NAC schools.

Methods: From October 2015 until January 2017 a total of 50 primary schools and nine secondary schools had senior school management representation on a two-day RA 'Training for Trainers' and a half-day follow-up recall session aimed at supporting the creation of individualised and context-based implementation plans. Subsequently, schools were offered opportunities for follow-up implementation support; these have been employed in a variety of different contextually appropriate ways.

Findings: Primary instrumentation using questionnaires based on Thorsbourne's (2013) model of implementation revealed quantitative data suggesting that schools have achieved levels of implementation to varying degrees (78 per cent first order change, 55 per cent second order change, 40 per cent third order change). Triangulation with three other secondary data sources is indicative of an increased number of staff having restorative conversations, and of ongoing embedding of RA in schools.

Conclusions: The benefits of partnership work, authority strategic support and flexibility of within-school implementation planning are recognised. Challenges to implementation, next steps and the unique role of the educational psychologist are also discussed.

Keywords: Restorative; positive relationships; school systems; implementation.

Introduction

RESTORATIVE JUSTICE is founded on the values of reparation and relationships, and the separation of the deed from the wrongdoer. It developed as an alternative to criminal justice systems, aiming to reduce reoffending and focus on the needs and rights of victims. Within the UK, restorative justice has been positively evaluated: data suggests it is conducive to reducing offences, is cost-effective and has more satisfactory

outcomes for victims than non-restorative approaches (Shapland et al., 2007, 2008).

There are many definitions of restorative approaches, yet most emphasise the inclusion of all parties involved in the process and the restoration of positive relationships. For example, Education Scotland cite the following definition (2015):

'Restorative Practice is an approach to offending and inappropriate behaviour

which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment' (Wright, 2008).

Within the school context, restorative approaches (sometimes referred to as restorative practices) are emerging in some schools as an alternative to punitive approaches. Many of the presumed benefits of punitive or zero tolerance approaches have been disputed, with other more relational or restorative approaches offering a more robust evidence base in enabling positive long-term outcomes (American Psychological Association Zero Tolerance Task Force, 2008; Payne & Welch, 2015). Indeed, research indicates that restorative approaches in schools create peaceful environments conducive to learning, and can have positive and sustainable benefits, both in the UK (Bevington, 2015; Bitel, 2004; Hull Centre for Restorative Practices, 2008; RJC, 2011; Skinns et al., 2009; Transforming Conflict 2009) and in Scotland (Kane et al., 2007, Lloyd & McCluskey, 2008). Furthermore, RA improve the relationships within schools (between staff and pupils), reduce truancy and exclusions, and improve school discipline (Kane et al., 2007). Indeed, generally, children within schools that value RA report feeling greater connectedness to their schools (Wachtel & McCold, 2004). However, how RA are implemented within schools has an impact on outcomes (Fixsen et al., 2007). The outcomes are best when RA are embedded throughout the whole school, all the time, rather than reserving the approach only for situations which have gone wrong or where only a limited number of pastoral care staff are working restoratively in isolation (McCluskey et al., 2011). It can therefore be argued that a whole-school approach to RA is preferable, and that careful consideration should be given to this to ensure effective implementation (RJC, 2011).

Consistent with national priorities (Scottish Government, 2008, 2013), the directive from NAC Education endorsed the restorative approach, as part of a drive to promote positive relationships in all schools across the authority. In August 2015, a two-day training programme was offered by Education Scotland¹ to senior managers and educational psychologists across the Ayrshires. Following on from this, NAC EPS coordinated and quality controlled an initiative aimed to implement RA throughout all authority primary, secondary and special schools.

The restorative approach that was to be disseminated was based on the principle outlined by the European Forum for Restorative Justice. It is an inclusive approach, consisting of addressing harm or the risk of harm through engaging all those affected in coming to a common understanding and agreement on how the harm or wrongdoing can be repaired, relationships maintained and justice achieved.

Psychological services were deemed to be best placed to offer training alongside Education Scotland and to support RA ongoing implementation. While EPS took the lead in the development of restorative approaches activities to ensure effective implementation, working in partnership with schools has the greatest impact (RJC, 2011). Therefore, cognisant of implementation science, a robust implementation plan was adopted (Kelly & Perkins, 2012). One implementation framework which has successfully been adopted into Scottish educational psychology circles is the Conceptual Implementation Components Framework (Fixsen et al., 2009). This highlights key aspects or drivers that are necessary for successful implementation as they underpin mechanisms that enable sustainability. Each of these drivers informs how interventions should be designed and evaluated. Table 1 outlines each key driver and its function (as defined by Fixsen et al., 2009), and shows how NAC EPS incorporated the component into the current projects implementation plan.

¹ Education Scotland is a Scottish Government executive agency which aims to support the quality and improvement of Scottish education. They offered strategic support to local authorities to develop restorative approaches within schools.

Table 1: Key implementation drivers and their link to implementation plan

Key implementation driver	Function	Link to implementation plan
Staff selection	Those selected for training should be in a position of leadership: able to take systemic change forward within their school.	Participants had responsibility for lead roles within their schools. Therefore they had influence in devising the schools' improvement plans and were most likely to effect change within their school systems.
Pre-service/ INSET Training	To ensure consistency of understanding of the values, knowledge and skills underpinning restorative practices, and to allow practice.	All schools' SMT invited to two-day training.
Consultation and coaching	To allow ongoing professional development; also critical in ensuring effective change.	Half-day recall session and bespoke follow-up activities.
Staff performance evaluation	To offer opportunities for staff involved in the change process to benefit from the opportunity to discuss progress and reflect on their practice with their peers.	Half-day recall session discussions and bespoke follow-up activities.
Decision support data systems	Implementation is rigorously monitored to ensure sustainability.	Immediate post-training questionnaire and six-month post-training survey.
Facilitative administrative support	Where the leadership team is driving change forward, sends a clear message to staff about the importance of the procedures.	Multi-agency focus group discussion.
Systems interventions	Where successful implementation relies on new practices being in line with wider policies and priorities.	Multi-agency focus group discussion Next steps to ensure consistency with policies.

In summary, the rationale for this study was to measure the influence that the training in restorative approaches, and supporting activities provided by the EPS and our partners, had on the day-to-day practice within NAC schools. The aim was to ensure alignment with local and national priorities that focus on developing positive relationships (Scottish Government, 2008, 2013). The intended impact was the sustainability and embeddedness of restorative practice within schools at an authority level; this was measured using implementation criteria. EPS was concerned with authority-level implementation, based on the Conceptual

Implementation Components Framework (Fixsen et al., 2009), and with supporting schools to develop contextually appropriate implementation plans.

Methodology

The current research aimed to answer the following research question:

What impact has the Educational Psychology Service had on the implementation of restorative approaches activities within schools across a Scottish Local Authority?

Design

The study adopted a non-experimental design: this model is appropriate for field and exploratory research (Robson, 2011). It was considered unethical to prevent schools from taking part in the study, given the need for all schools to adopt restorative approaches to meet local and national priorities (Scottish Government, 2008, 2013); therefore this study could not take a controlled experimental approach. Four sources of data were collated to increase validity of findings by triangulation: six-month post-training feedback (the primary tool of instrumentation), immediate post-training feedback, recall session discussion, and multi-agency focus groups.

Methods

Participants and recruitment

Non-probability sampling, taking a purposive sampling approach, identified participants in collaboration with the schools' head teachers. The rationale for this sampling approach was to ensure all participants had responsibility for lead roles within their schools, and therefore had influence on devising the school's improvement plan and were most likely to affect change within their school systems (RJC, 2011). In larger schools, a number of pastoral staff and support staff also attended the training to ensure effective implementation (Kelly & Perkins, 2012).

An invitation was sent to all NAC schools by EPS, welcoming their attendance to one of six two-day 'Training for Trainers' courses on RA, plus a half-day recall session. Ninety-five teachers took part in the two days of training and were requested to take a leadership role in the implementation of RA within their school. Attendees represented each of NAC's 50 primary, nine secondary and four special schools.

Materials

Pre-course information, training materials and recall training materials had been produced and piloted by Education Scotland (2015). Pre-course information was disseminated

a week before each training session. All participants had full access to training materials after the training sessions.

Measures

Immediate post-training questionnaire

These were in the standard NAC EPS format and included qualitative questions to prompt the participant to plan how they would implement the training and how they would measure its impact. The purpose of this was to measure participant readiness in employing RA (Kelly & Perkins, 2012).

Recall session qualitative discussions

All participants were required to attend a half-day recall session approximately six weeks after their initial two-day training facilitated by EPS. The purpose of these sessions was to identify and share good practice, explore challenges and barriers to implementation, and to gauge participants' resolve to implement change. Responses were recorded informally on flip-chart sheets.

Six-month post-training feedback on implementation questionnaire

This was the primary measure of implementation. The questionnaire asked what activities had been undertaken by the school to embed RA. This is based on Thorsbourne's (2013) model of implementation, which defines three stages of change:

- Stage 1: Getting ready for change. This is first order change, for which there are 12 indicators.
- Stage 2: Overcoming inertia and getting started. This is second order change, for which there are 11 indicators.
- Stage 3: Implementing and embedding change. This is third order change, for which there are 12 indicators.

For full information on the indicators for each stage of change, please see Appendix 1. Questions linked to each of these indicators were circulated in online survey format and yes/no responses required to find out about patterns of implementation.

Multiagency focus group

Partners from a variety of different services (including Education Scotland, social workers, police, and other-authority EPSs) and attendees of the training took part in an activity aiming to answer the following questions:

- What is working well regarding follow-up implementation? How could the EPS continue to support the implementation of restorative practice?
- How can restorative approaches best fit with other North Ayrshire relationships-based initiatives? Does the training make the links between RA explicit enough, or how could this be improved?
- Has the involvement of educational psychologists in RA training/implementation activities made a difference? If so, what? Could the same outcome have been achieved without educational psychologists' involvement?

The purpose of the focus group was to more fully evaluate the training process and inform future practice, and to identify how EPS can better support implementation with consideration of influences outwith NAC schools. This acknowledgement of macro systems should better ensure sustainability of change (Fixsen et al., 2009).

Procedure

Pre-training

Pre-training information was distributed electronically by EPS prior to each participant's first training session (Education Scotland, 2015). This offered participants contextual information around exclusion and attendance within Scotland, and some self-reflective questions designed to generate thinking around making a case for change towards more restorative systems.

Main two-day training

Within each training session there was a maximum of 20 participants. Six cohorts attended throughout the school year. The two-day training ran over consecutive

days and was delivered by two educational psychologists and one representative from Education Scotland who had extensive experience in co-facilitating restorative sessions.

The training was designed to engage participants in understanding the values, knowledge and skills underpinning restorative practices, to encourage them in a critical enquiry into restorative practices, and to embed what they found valuable in their daily practice. Participants received training in the rationale for formal restorative processes, including restorative conversations and conversation practice. The training also acknowledged that restorative principles and practices can be used in informal conversations and daily interactions to strengthen relationships and build a culture of respect within schools. The aim of these conversations and interactions was to ensure that justice was experienced by all parties; that the needs of participants were met, enabling them to move on through recovery or reintegration; and to ensure social outcomes, including supporting a culture based on respect, social inclusion and cohesion, in which effective socialisation is realised.

The format of the training followed that previously used by Education Scotland, and covered the significant proponents of RA (Education Scotland, 2015). Themes explored were:

- paradigms of justice (punishment vs discipline) (Thorsborne & Associates, 2014);
- the social discipline window (relational vs punitive, neglectful and permissive leadership styles; plus pressure and accountability, support, nurture and caring in relation to parenting styles (Watchel, 1999; Coloroso, 2003);
- the concept of 'shame' and the relationship between this affect and behaviour using Tomkins' Theory of Affect (Tomkins, 1962)
- key elements of active, empathic listening skills; the importance of body language; and the use of reframing as a tool for acknowledging and summarising statements;

- restorative enquiry questioning and the conversation process, and scenario practice.

The training was designed to be interactive, with opportunities for discussion and reflection. The use of restorative circles and restorative meetings was demonstrated and practised. Activities within the training were used to gauge levels of participant involvement and understanding and were used to differentiate the training as necessary. Participants were asked to share their understandings of RA with their colleagues and to facilitate restorative conversations.

Post-training questionnaires were completed immediately after participating in two full days of training.

Recall half-day training follow-up session

Approximately six weeks later, the same groups were invited to attend a half-day recall session alongside their original cohort, facilitated by the EPS. Participants discussed the restorative activities they had undertaken since their two days training. Check-in circles were used to facilitate discussions around implementation, specific challenges, and positive examples of RA in practice. In addition, there was an opportunity to review any necessary elements of the theory/skills/process in response to the circle discussions. The participants were given opportunities to plan strategically how to develop a whole-school restorative approach within their school improvement planning. Participants identified school-specific goals and tasks. Where necessary, additional RA implementation support to schools was negotiated and agreed with EPS.

Follow-up activities including bespoke support and assessment

Within the recall sessions, some schools identified the need for further whole-school RA sessions: these were offered awareness-raising training co-delivered by the EPS and the school RA lead. This was an abridged version of the original training, covering its signif-

icant components. To encourage school ownership, prior to these support sessions, senior managers in schools were asked to complete a training contract setting out how they intended to use the psychologist's time, what their plan for follow-up discussion was going to be, and how they were going to evaluate progress within their setting. This approach acknowledged that each school prioritised different implementation activities based on their context; therefore evaluation had to be linked to the individual school's activity. For example, some schools prioritised parental buy-in; others prioritised staff buy-in or peer conversations. Therefore a standardised school evaluation plan would not have been appropriate. Furthermore, schools investing time in their school-specific evaluation plan increased their level of ownership and therefore implementation effectiveness (Kelly & Perkins, 2012).

Post-training evaluation

To evaluate the training process more fully, inform future practice, and identify how EPS can better support implementation at an authority level, the multiagency focus group was convened to gather richer qualitative data. Eighteen partners from a variety of settings – including health, police, social work and other EPSs – were invited to take part in a carousel-format activity facilitated by EPS. Consideration was given to the type of analysis that would be undertaken for the qualitative information. Two main approaches were identified: thematic analysis (TA; Braun & Clarke, 2006) and interpretative phenomenological analysis (IPA; Gill, 2014). However, it was deemed preferable to use thematic analysis as this would allow for a broader understanding of the intervention than could be provided by the teacher's personal experience, and could also develop an understanding of implementation facilitators and barriers. Furthermore, this approach does not rely on any specific philosophical or epistemological assumptions (Braun & Clarke, 2006). The six-month post-training feedback and implementation

Table 2: The most beneficial aspects of restorative training

Responses in order of importance	
1	Background of Restorative Approaches
2	Shared language
3	Links with Nurture, Rights Respecting Schools and GIRFEC
4	Learning about the theory behind Restorative Approaches, including theory of affect and shame
5	All of it was beneficial
6	Practical aspects, e.g. role playing, five questions, conversation scripts
7	Practising Restorative conversations with colleagues/Role play (increases confidence)

survey was sent electronically to all attendees of the programme.

Results

Triangulation from the four sources of data was undertaken to ensure the validity of the research and capture different dimensions of the same phenomenon.

Six-month post-training feedback on implementation questionnaire

The primary measure of impact of the EPS on the implementation of restorative approaches activities at an authority level was the six-month post-training feedback survey. Out of the 95 teachers who took part in the

training, there were 48 responses representing 33 schools. An analysis of the survey responses was undertaken.

Themes relating to the most beneficial aspects of the training are given in Table 2 above.

On the question ‘On a scale of 1–10 (with 1 being not useful and 10 being very useful) how useful was this training in developing your knowledge and understanding of RA?’ (thereby having an impact on RA activities within schools and increasing implementation effectiveness (Kelly & Perkins, 2012)), the $M = 8.60$, $SD = 1.22$. The responses can be seen in Figure 1.

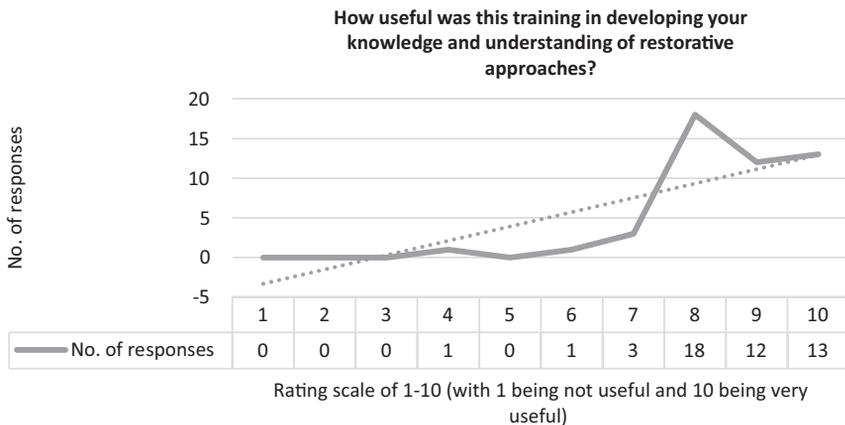


Figure 1: Usefulness of training in developing knowledge and understanding of restorative approaches

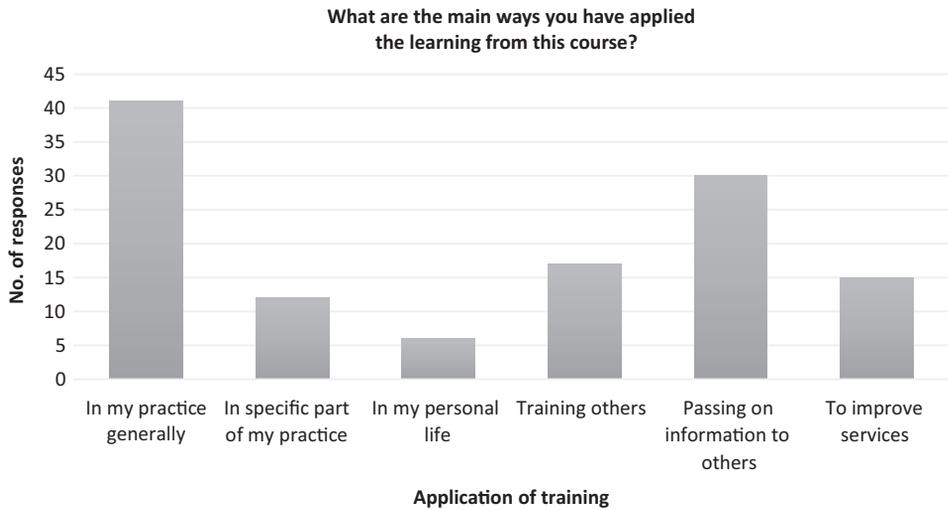


Figure 2: The main applications of the learning from the course

When participants were asked how they had applied their knowledge and understanding of the training, 85 per cent said they had done so within their general practice and 63 per cent had shared the information with colleagues. These and other applications are seen in Figure 2 above.

Analysis of survey responses indicated that the impact of RA had been measured according to within-school data on:

- challenging incidents/referrals in school;
- positive relationships;
- a shift in approaches to resolving conflict;
- pupils being able to manage and resolve issues;
- staff modelling RA;
- pupil voices being heard.

Respondents reported that they were continuing to track and monitor within-school trends.

Descriptive data on the number of change indicators are reported in Table 3 below.

Levels of implementation were measured using quantitative accumulative data from all 48 schools which responded. The results showed that 78 per cent of all first order change indicators had been achieved, 55 per cent of second order change indicators had been achieved, and 40 per cent of third order change indicators had been achieved. There was not a statistically significant between-schools difference for either first order change ($t(32) = 29.29, p = .0$), second order change ($t(32) = 12.94, p = .0$) or third order change ($t(32) = 10.78, p = .0$). This indicates that all schools had implemented RA to a similar degree. A box plot graph of the results can be seen in Figure 3 below.

Table 3: Descriptive statistics of change indicators reported by the schools

	Mean school score	SD
Stage 1 scores of first order change: no. of indicators (max = 12)	9.21	1.80
Stage 2 scores of second order change: no. of indicators (max = 11)	5.55	2.47
Stage 3 scores of third order change: no. of indicators (max = 12)	4.36	2.32

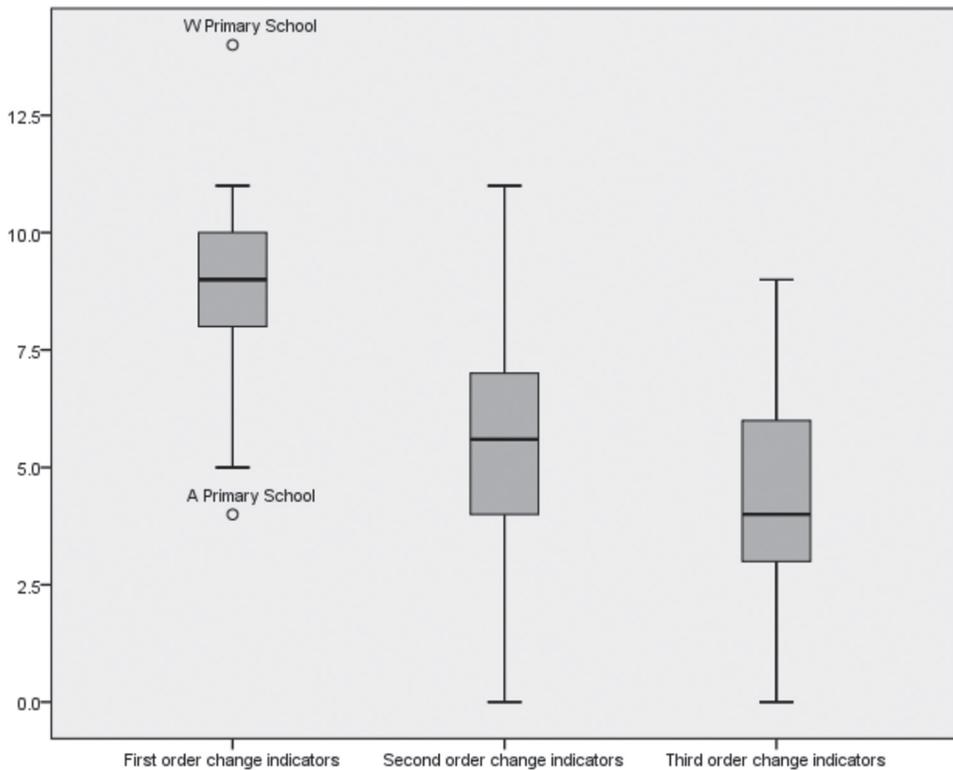


Figure 3: Box plot graph showing change indicators reported by schools

Immediate post-training questionnaire

Secondary quantitative survey data, including post-training evaluations, were also analysed. These suggested that staff had improved their skills and their understanding of all the significant aspects of RA. The main course descriptors were considered to be thought-provoking, interesting, stimulating, helpful and enjoyable. Next steps reported by respondents included:

- discussions with colleagues;
- put on the School Improvement Plan;
- further whole-staff training;
- try out the approaches in a practical way;
- use strategies;
- undertake further professional reading.

Recall session qualitative discussions

All participants were required to attend a recall session. Within these sessions, all participants cited examples of the posi-

tive use of restorative conversations across primary, secondary and special school settings. Situations varied between different dynamics; for example, pupil and teacher, pupil and pupil, pupil and parent, teacher and parent. Although the training had not been specifically designed for the early years setting, some primary schools had nursery classes attached and cited examples of positive application within this setting. Some examples of the use of RA where outcomes were less successful were also discussed.

Multiagency qualitative discussions

Thematic analysis (Braun & Clarke, 2006) of the data from the multiagency focus group indicated the following themes:

1. There were many opportunities to see examples of good practice within NAC.

2. Evidence of impact of implementation of RA (both short and long term) needed to be better shared.
 3. There was within-school evidence of:
 - improved relationships;
 - reduced exclusions/referrals to alternative;
 - use of video to capture evidence.
 4. Training had been of high quality and recall days helpful and supportive in taking RA forward.
 5. Challenges included:
 - gathering data;
 - continuing to ensure quality;
 - parental views on the approach;
 - some NAC staff seeing RA as 'yet another' new initiative.
 6. RA fits with other authority initiatives.
 7. EPS should support schools to ensure academic rigour/quality.
 8. potential next steps included:
 - opening up training to other agencies/parents/pupils;
 - ongoing support for practitioners;
 - EPS role in terms of quality assurance.
- incidents where there had been less success. Olivia Barnes's (2015) research highlights why this might be, suggesting that sometimes a one-size-fits-all approach to restorative meetings can be undertaken to the detriment of individualised responses to unique individuals in distinct and complex situations. Similarly to Bevington (2015), time and confidence to facilitate meetings were often cited as barriers to effective implementation; these pressures may lead to a reduction of the all-important preparation time (Barnes, 2015). Further investigation into these challenges in implementation would be insightful. Other research has indicated that the following may also be barriers to successful implementation (Barnes, 2015):
- lack of preparation;
 - uncertain consent;
 - lack of active support;
 - intimidation (a room full of adults), shaming and coercion on action plan;
 - pressure to apologise;
 - lack of a voice for young people.

Discussion

Triangulation of data indicates that EPS activities have had a largely positive impact on the implementation of restorative approaches throughout the authority. All sources of data indicate that the use of RA has increased within NAC schools. RA clearly links with wider policy and practice (Scottish Government, 2008, 2013), which may underpin the success in implementation (Fixsen et al., 2007). Linking with our Education Scotland partners and school staff to support in the delivery of the training across NAC has in general added quality and value to the initiative (RJC, 2011). Working in collaboration with out-of-authority personnel offered opportunities for support and challenge which, it is believed, both enhanced the quality of the training and informed implementation.

During recall sessions, while many examples of successful restorative meetings were cited by school personnel, they also cited

Consistent with other research, the current study showed that, in addition to the above criteria, school leadership greatly impacted on the levels of implementation that individual schools achieved (Kane et al., 2007; RJC, 2011). Also of critical importance is quality and in-depth training (RJC, 2011). Indeed, some schools would continue to benefit from training opportunities and access to professional discussion to ensure that restorative conversations maintain fidelity to the core values of RA. The level of collegiate support within an organisation will have an impact on the degree to which implementation will be successful (Fixsen et al., 2007), as will the school's ethos and readiness for change (Kane et al., 2009).

Limitations of the study

There was no base-line data to do an experimental study, which would have offered more robust evidence of change. Furthermore, this study used self-reported measures of school implementation; however, reliability of self-reported test/retest results is not stable

over time (Haefel & Howard, 2010). Furthermore, not all trainee attendees completed the six-month post-training feedback; therefore, assumptions regarding the full picture of implementation across the authority can only be tentative. Therefore, this information can be used within descriptive rather than inferential analysis, and interpretive assumptions should be treated with caution. While four different types of data were gathered to triangulate findings and offer multiple perspectives on the same phenomenon, a more robust objective system of gathering pre- and post-test data on school implementation of RA would have been beneficial.

Conclusions and next steps

Working in partnership with schools has added value to this project, as would be expected (RJC, 2011), and EPS would like to continue to work with partners to further embed RA. The authority is developing new anti-bullying guidance; EPS representation will be involved in this partnership to ensure its consistency with RA (Bevington, 2015; Respect Me, 2017; Wong et al., 2011). Similarly, national guidance has been developed on inclusion (Scottish Government, 2017). Its messages are consistent with RA; therefore there is a role for EPS in supporting the development of these policies at a local level.

The role of the EP continues to be one invested in supporting effective implementation and challenging schools to adopt RA consistently throughout school policies, procedures and systems, as this will yield the most effective results (Bevington, 2015; RJC,

2011). The aim is therefore to continue to support RA implementation with partners to develop:

- training materials for parent workshops;
- leaflets and handouts;
- research summaries aimed at staff and accessible online.

A potential challenge will be the still-prevalent belief that RA is a soft approach (McCluskey et al., 2011). This may prevent staff from trying the approach in higher-tariff situations. Therefore, there is the need to continue ensuring that quality and in-depth training and implementation support is accessible until the authentic use of RA is evident consistently throughout NAC and beyond.

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Appendix 1

Based on Thorsbourne's (2013) model of implementation of restorative approaches, first order change was categorised as participants having taken forward the following:

- A member of SMT staff has been on two-and-a-half day training
- SMT have agreed change is necessary
- We have conducted an audit of what is presently happening in school
- We have the financial and people resources to make change happen
- Our SMT are able to fully support the implementation of RA
- The majority of staff are prepared to support the change process
- There are pockets of conflict within the staff that haven't been resolved
- There is an implementation team within the school
- We have RA in our Improvement Plan as part of Promoting Positive Relationships
- We are starting to consider how best to roll out RA across the school
- We have started to consider how to best implement Restorative Conversations'
- We are starting to consider how best to engage parents and YP in the change process

Second order change was categorised as participants having taken forward the following:

- Several members of SMT and other staff have been on two-and-a-half day training
- A member of SMT has presented information to all staff about the programme
- Staff have taken the opportunity to observe RA being used in other schools
- We are using information for our audit to identify where change is necessary
- Opportunities for sharing/observing practice in RA are provided
- There is an area within the school where we display RA information to parents/carers e.g. notice board, leaflet, newsletters
- We are evaluating the impact of RA in our school
- We use support agencies who help us embed RA
- The majority of staff believe in the capacity of a child to change their behaviour
- A plan is in place to start to engage parents and YP in the change process
- Our school has many strengths in this area but we need to improve

Third order change was categorised as participants having taken forward the following:

- Several members of SMT and other staff have been on two-and-a-half day training
- A member of SMT has presented information to all staff about the programme
- Staff have taken the opportunity to observe RA being used in other schools
- Opportunities for sharing/observing practice in RA are provided
- School values are known and practised and they align with relational approaches
- There is an area within the school where we display RA information to parents/carers, for example, notice board, leaflet, newsletters
- Parents and YP are fully aware of the school's commitment to RA and are supportive
- Restorative Conversations are happening throughout the school
- Staff are fully supportive of the school's commitment to RA and are supportive
- Evaluation of the impact of RA is embedded as part of the school's ongoing quality assurance and self-evaluation procedures
- School staff showcase good practice to other schools within the authority and beyond
- Our school is sector leading