

**USING A WHOLE SCHOOL RESTORATIVE APPROACH: A REALISTIC  
EVALUATION OF PRACTICE IN A CITY-BASED PRIMARY SCHOOL**

**by**

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**Volume 1 of a thesis submitted to**

The University of Birmingham

toward a degree of

Applied Educational and Child Psychology Doctorate

The School of Education

The University of Birmingham

July 2013

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## **ABSTRACT**

Restorative practice is a behaviour management approach that is underpinned by humanistic psychology and Vygotskian pedagogy. Proponents of restorative practice maintain that its implementation within school settings can increase self-discipline, reduce conflict, and improve the behaviour of pupils. Whilst there is much support for the implementation of discrete restorative processes, there is a paucity of research examining a whole-school model. This study investigates how a whole-school approach to restorative practice has been implemented within a case study school. The study uses Pawson and Tilley's methodological framework, 'Realistic Evaluation', and seeks to understand the contexts and mechanisms that support programme implementation. The methods that are employed to gather this information include a realist synthesis of existing literature, and a qualitative analysis of staff and pupil perspectives on a whole-school restorative approach. The findings that were generated from this study were used to develop a programme specification for whole-school restorative practice delivered within the case study school. Key elements of the programme specification included establishing a 'restorative' school ethos, the capacity of the school to change, training for staff and pupils, the application of restorative skills and attributes, the development of preventative and reactive restorative processes, and formalising the approach within school documentation. It is argued that the programme specification developed as part of this study can be applied to other school settings, and that future research will support the refinement of theory relating to whole-school restorative practice.

## **DEDICATION**

To Anthony

For your support, understanding and tireless positivity...I could not have done it without you.

To Mary

For your unfailing love and belief in me....I know you would have been proud.

## **ACKNOWLEDGEMENTS**

I would like to thank my tutor, Huw Williams, for his advice, direction and support throughout my doctoral training.

The West Midlands Quaker Peace Education Project, in particular Anna, for their commissioning of and interest in the research study.

The staff from the case study school, for their welcome into the school, and for their enthusiasm and interest in my research

My local authority colleagues, especially Deborah, whose support and advice was invaluable.

My colleagues on the Birmingham training course who have shared this journey with me, and whose peer support has been greatly appreciated.

Finally a special thanks to my parents for their relentless patience, tolerance and encouragement.

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## ACRONYMS

BERA	British Educational Research Association
BPS	British Psychological Society
C	Context
CMOC	Context-Mechanism-Outcome Configuration
DfE	Department for Education
DfE-TA	Department for Education - Teaching Agency
EIPP	Evidence Informed Policy and Practice
EP	Educational Psychologist
HCEC	House of Commons Education Committee
LA	Local Authority
M	Mechanism
O	Outcome
RCT	Randomised Control Trial
RE	Realistic Evaluation
RJ	Restorative Justice
RS	Realist Synthesis
SEAL	Social Emotional Aspects of Learning
SEED	Scottish Executive Education Department
TA	Thematic Analysis
TEP	Trainee Educational Psychologist
WMQPEP	West Midlands Quaker Peace Education Project
YJB	Youth Justice Board
YOT	Youth Offending Team
ZPD	Zone of Proximal Development

## **CHAPTER 1: INTRODUCTION**

In my second and third year of the Applied Educational and Child Psychology Doctoral Programme at the University of Birmingham, I have worked as a Trainee Educational Psychologist (TEP) for a large, metropolitan, Midland-based Local Authority (LA). Volume 1 represents the first volume of a two part-thesis, and comprises a substantive empirical study which was jointly commissioned by a third sector organisation, West Midlands Quaker Peace Education Project (WMQPEP), and the LA that I worked for. The study utilised a realistic evaluation methodology, and sought to consider factors influencing whole-school restorative practice in a case study primary school.

### **1.1 VOLUME 1: CHOOSING AN AREA OF INQUIRY**

Whole-school restorative practice was selected as an area of research for two key reasons. Firstly, prior to my training as an Educational Psychologist, I worked as a teacher in a special school that caters for children with moderate learning difficulties, where a proportion (approximately 30%) of the children that I taught had been identified as having additional needs in the area of social, emotional and behavioural development. As a teacher, I sought to promote the importance of learning, self-discipline, attendance and emotional well-being, with a view to equipping the young people that I taught with the skills needed to participate effectively in community life and independent living. Having taught

at a time when the 1997-2010 Labour Government were in power, my practice was heavily influenced by policy relating to the social and emotional aspects of learning (SEAL) and Goleman's (1996) model of emotional intelligence. My interest in emotional intelligence/literacy has persisted, and has been drawn on within my practice as a TEP.

During my fifth year as a teacher I had a more strategic role within the school, which involved contributing to the development of school policies. At this time, I became particularly interested in whole-school approaches to behaviour management, which within the research literature, have been recognised as being more effective at reducing instances of challenging behaviour than isolated practices (Watkins and Wagner, 2000). However, I also became aware of the complexity of school systems, and the varying degree of success with which whole-school approaches may be implemented within an organisation. Consequently, this study sought to research a programme that aimed to develop pro-social behaviour and self-discipline, and to use a methodology that would empower practitioners to develop their own practice in relation to whole-school behaviour management.

The second reason for choosing whole-school restorative practice as an area of inquiry relates to my experience as a TEP. During my second year of training, I was given the opportunity to participate in some strategic work at a Youth Offending Team (YOT), where I was first introduced to restorative justice. The restorative justice practitioner at the YOT talked to me at length about restorative justice, outlining her experiences of the approach and some of the challenges that she had encountered when bringing victims and perpetrators

together to resolve conflict. Having reflected on my conversation with the restorative justice practitioner, I recognised that restorative justice had many parallels with SEAL and I developed an interest in the application of restorative approaches within a school context. This interest formed the basis for my study, and I subsequently approached WMQPEP in order to ascertain whether they would be interested in commissioning a piece of research that evaluated a whole-school restorative approach.

## **1.2 METHODOLOGICAL ORIENTATION**

Research literature suggests that the implementation of restorative practice in schools has grown over recent years, with a 'whole-school approach' promoted as the most effective programme model. Despite the growing popularity of whole school restorative approaches, extant literature has generally focussed on the evaluation and analysis of discrete restorative processes (e.g. mediation, conferencing and circle time).

This small-scale research project sought to develop understanding of restorative practice, by explicating the contexts, mechanisms, and outcomes of a whole-school approach. This was achieved by using Realistic Evaluation (RE) research design and working collaboratively with practitioners and pupils from a case study school. Staff and pupils' experiences of whole-school restorative practice were collated and were used to identify the factors that facilitate effective programme implementation. The overall aim of the research study was to develop theory within the field, and to identify a programme



specification that could inform practice within the case study school.

Underpinning this research study was an orientation towards critical realism and a generative view of causation.

### **1.3 STRUCTURE OF VOLUME 1**

Volume 1 is organised into a number of chapters, as outlined below.

#### **1.3.1 Chapter 2: An Introduction to Realistic Evaluation and Realist Synthesis**

Chapter 2 presents an overview of Realistic Evaluation, and describes the principles and philosophies that led its development. The purpose of this chapter is to orientate the reader to the methodologies used in this research study, and to ensure that Chapter 4, A Realist Synthesis of School-Based Restorative Practice, can be navigated as a systematic literature review that is underpinned by a critical realist perspective.

#### **1.3.2 Chapter 3: Discipline and Management: The Political Agenda to Improve Behaviour in Schools**

Chapter 3 explores the social and political context surrounding behaviour management in schools. Outlined in this chapter is the view that government reforms have focussed too heavily on teacher power and the use of rewards and sanctions to enforce behaviour codes. An argument is developed to suggest that alternative forms of behaviour management, such as restorative

practice, may be needed if pupils are to develop self-discipline and pro-social values.

### **1.3.3 Chapter 4: A Realist Synthesis of School-Based Restorative Practice**

Chapter 4 is a systematic and realist review of literature relating to restorative practice: i.e. literature is appraised and synthesised to support the development of programme theories. The review seeks to define restorative practice, and to identify how restorative programmes can be effectively implemented within school settings. Restorative practice is considered from a psychological perspective and the evidence from extant research studies is critically appraised.

### **1.3.4 Chapter 5: Designing a Realistic Evaluation of Whole-School Restorative Practice**

Chapter 5 describes the research study in more detail, and outlines the research context, aims and questions. The chapter considers my ontological and epistemological position, and provides a rationale for the chosen methodological approach, Realistic Evaluation. Realistic Evaluation is described in relation to the specific research study, and a case study design is delineated. The chapter concludes with an overview of the procedure that was undertaken as part of this research study.

### **1.3.5 Chapter 6: Research Methods**

Chapter 6 describes the specific sampling strategies, research methods and data analysis techniques that were undertaken as part of this research study. Ethical issues and threats to reliability and validity are also considered.

### **1.3.6 Chapter 7: Programme Specification**

Chapter 7 presents an overview of the programme theories that were generated over the course of this research study. The Chapter describes how programme theories were refined and further analysed in order to produce a programme specification for the case study school.

### **1.3.7 Chapter 8: Results and Discussion**

In Chapter 8, key findings are discussed in relation to the research questions and relevant psychological theory. A summary of the findings is also detailed.

### **1.3.8 Chapter 9: limitations and Implications and Future Directions of the Research Study**

This chapter provides a concluding summary of the research study, outlining its limitations and implications for educational practice.

## **CHAPTER 2: AN INTRODUCTION TO REALISTIC EVALUATION AND REALIST SYNTHESIS**

### **2.1 INTRODUCTION**

In the late 1990s Realistic Evaluation (RE) was developed as an alternative approach to traditional outcome-oriented evaluation (Pawson and Tilley, 1997). RE was underpinned by a realist philosophy, and premised on the notion that interventions are often implemented within social settings and are therefore subject to contextual variance (Pawson and Tilley, 1997). Since the initial development of RE, there has been a growing body of evidence to support its efficacy in evaluating social programmes across a number of disciplines, for example, social work, health, and education, (e.g. Kazi, 2003; Byng et al 2005; Thistleton, 2008; Soni, 2010).

In this chapter an overview of RE is presented, which describes the underlying principles and philosophies that led to its development. It is argued that outcome-based evaluation provides a limited analysis of social programmes, and that a systematic process is required to fully understand the contexts and mechanisms that support programme implementation. Included in this discussion is the argument that evidence-based policy cannot be developed by evaluation research alone. The chapter explores the importance of conducting systematic literature reviews before evaluations are undertaken, as this approach can provide research support for new programmes and may assist in the process of developing evidence-based policies. In the final section of this

chapter, realist syntheses (Pawson, 2006) are introduced as a framework for conducting systematic literature reviews, in a way that is consistent with the principles of RE (Pawson and Tilley, 1997).

The overall purpose of this chapter is to provide a rationale for the chosen methodology, and to ensure that Chapter 4, a literature review of restorative practice, can be navigated as a 'realist synthesis'.

## **2.2 REALISTIC EVALUATION**

### **2.2.1 Evaluation**

Evaluation has been defined as:

*“...an attempt to assess the worth or value of some innovation, intervention, service or approach”* (Robson, 2002: p202)

In educational psychology, the importance of evaluation is well recognised (Baxter and Fredrickson, 2005); it enables judgements to be made about the impact of interventions and the efficacy of new practices. Knowledge derived from evaluation research can also contribute to the development of psychological theory and professional practice (Timmins and Miller, 2007).

Robson (2002) distinguishes between two types of evaluation; outcome evaluation and process evaluation. A traditional, outcome evaluation approach is concerned with the outcomes achieved from a specified intervention, programme, service, or policy, and is typically assessed using experimental

methods (Timmins and Miller, 2007). Process evaluation is concerned with identifying how or why a programme works, and involves the systematic study of programme implementation (Robson, 2002). When conducting evaluation research, the research questions selected and the methodology employed will be determined by the evaluation model espoused (Hansen, 2005).

Outcome evaluation is often the preferred approach in the public sector (Pugh, 2008), because (a) *“it provides a common sense way of engaging agencies to work to a common purpose”*, and (b) it enables professionals to *“set objectives and measure progress over time”* (McAuley and Cleaver, 2006; p.5). The government has appealed to individuals to share the outcomes of their work, so that professionals can identify and deliver the services that produce the best outcomes for the people that they serve (McAuley and Cleaver, 2006; Burton et al, 2006; DfE, 2010).

The professional practice of educational psychologists has also been subject to outcome-based accountability (e.g. Baxter and Fredrickson, 2005).

Psychologists are encouraged to adopt a scientific role, whereby evidence is used to inform practice and psychological interventions are empirically evaluated (Shapiro, 2002). This argument has been endorsed by the initial training providers for both educational and clinical psychologists, who use a ‘training’ and ‘education’ model to develop psychologists’ roles as both scientists and practitioners (Shapiro, 2002). The scientist-practitioner role is not a new concept for psychologists; in the late 1960s Monte Shapiro described the scientist-practitioner role as the discipline of psychology itself. Shapiro saw psychology as a profession that had a role and a duty in (a) applying the

findings and methods used in research to develop understanding of psychological needs, and (b) to ensure that public money was being spent in line with research recommendations (Shapiro, 2002). To a large extent these duties have not changed; the evidence base for psychological practice is greater now than it has ever been, and the use of scientific practice will continue to grow as knowledge is advanced and situations change (Shapiro, 2002).

### **2.2.2 Criticisms of Experimentation**

Experimentation may be typically used to collate evidence about programme efficacy, and to develop policy and practice. Experimentation involves using statistical analysis to compare the overall differences in scores obtained by an experimental group and scores obtained by a control group. A programme can be judged effective when the relationship between programme and outcome has been identified as statistically significant, which may result in the programme being applied on broader scale. According to this approach, the impact of the intervention will remain constant, provided that it is implemented for the purpose for which it was designed (Timmins and Miller, 2007).

Pawson and Tilley (1997) criticise the experimental approach that “*prevails in orthodox evaluation circles*” (Tilley, 2000: p2). They argue that experimentation fails to recognise the complexity of social programmes, and fails to understand “*the explanatory export of the social context in which the programme operates*” (Pawson and Tilley, 1997: p47). They argue that the outcomes of any social intervention are not stable, and programme effectiveness will vary depending on the context in which it is delivered and the mechanisms used to support its

delivery. This differential effect will generally be hidden by experimental procedures, and the causal agents that contribute to programme effectiveness will be missed (Timmins and Miller, 2007). Evaluations that complement outcome-oriented approaches are therefore required if researchers are to understand ‘how’ or ‘why’ an intervention is effective, and why it may be differentially effective for individuals or across contexts (Maynard, 2000).

**Table 2.1: Types of evaluation model (taken from Hansen, 2005)**

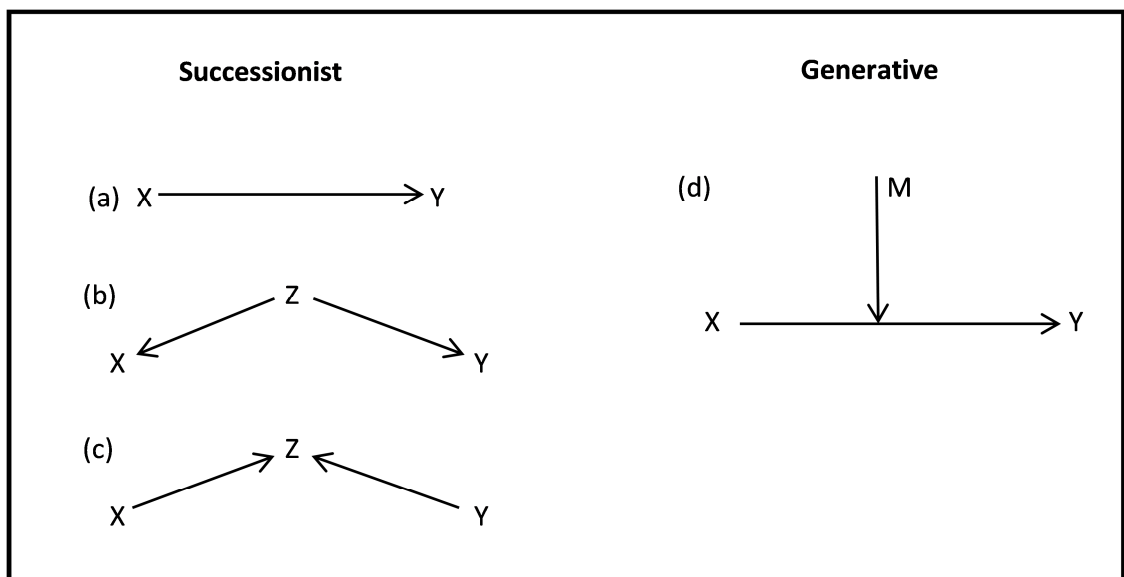
<b>Evaluation Model</b>	<b>Description</b>
Results model	Seeks to identify the outcomes of a given intervention, programme, service or performance.
Explanatory Process Model	Describes a programme or intervention from the initial idea through to implementation and results.
Systems model	Evaluates the effectiveness of a system, in terms of its inputs, outputs, structure and processes.
Economic model	An extension of the systems model, to include an analysis of the cost-efficiency of the system.
Actor model	Evaluation involves gathering the perspectives of the client, stakeholder and peer.
Theory-based model	Evaluation includes an analysis of the theory underpinning the programme or intervention.

Hansen (2005) proposes that there are six different models of evaluation (see **Table 2.1**). According to Hansen (2005), a theory-based model can provide an extension or alternative to traditional outcome evaluation. Theory-based models are concerned not only with concrete outcomes, but also seek to develop programme theory by identifying the underlying components that are needed for a programme to work. RE is a theory-based model, in which causal relationships are understood by identifying outcome patterns, rather than outcome regularities. This concept can be further understood by exploring a generative view of causation (Pawson, 2006).



### 2.2.3 Generative Causation

Harre (1972) distinguishes between 'successionist' and 'generative' causation, although the aim of both theories is to explain the causal relationships that exist between interventions and outcomes. The respective theories differ, however, in how they seek evidence to support knowledge claims. Successionists believe that it is not possible to observe causation directly; rather, causal patterns can be inferred when a consistent relationship between 'X' and 'Y' is identified in a controlled sequence of observations. Conversely, a generative view seeks to identify the mechanisms that explain the association between 'X' and 'Y'. A successionist and generative view of causation are diagrammatically depicted in **Figure 2.1**.



**Figure 2.1: Models of causation (Taken from Pawson and Tilley, 1997: p. 68)**

According to Pawson and Tilley (1997), generative realists challenge the successionist view that an intervention independently produces outcomes

(model (a)). In making this challenge, generative realists are not suggesting the possibility of an additional “*unforeseen event which brings about a spurious relationship between the original variables (model (b))*” (p.68), nor are they suggesting that the relationship between the intervention and outcome is indirect; i.e. operating via an intervening variable (model (c)); rather, that an underlying mechanism causes the relationship to occur (model (d)).

A generative view of causation recognises that there are underlying mechanisms inherent in any social system that may (or may not) affect outcomes; these include individual choice, capacity and capability (Matthews, 2003). Sheppard (2009) adds that mechanisms do not operate in isolation, but are influenced by the context in which they function, e.g. within an interpersonal relationship, the organisation, the wider community, and/or social and legislative frameworks.

Pawson and Tilley’s (1997) Realistic Evaluation is based on a generative view of causation. It offers an evaluative framework for social programmes, in which the central purpose is to identify

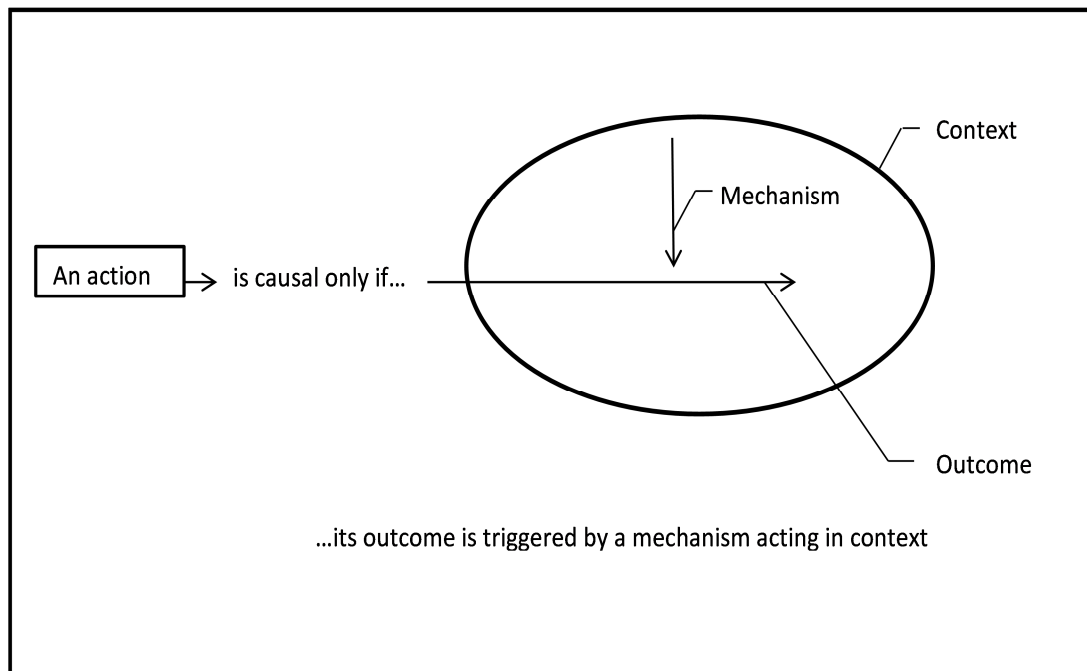
*“what works for whom, in what circumstances”* (Tilley, 2000: p 4).

The approach advocates the explication of the contexts and mechanisms that lead to programme regularities and outcomes. It is a theory-driven approach that aims to develop understanding, by identifying and assessing the theoretical underpinnings on which a programme builds (Hansen, 2005). Pawson and Tilley (2004) assert “*it is not programmes that work, but the resources they offer, to enable subjects to make them work*” (p5). Any given programme is

subject to variance, and as such has the potential to trigger different mechanisms, and to produce multiple outcomes (Pawson and Tilley, 1997). The challenge, when evaluating social programmes, is to identify the optimal context needed for appropriate mechanisms to be triggered, and to promote the intended outcomes (Pawson and Tilley, 1997). Pawson and Tilley (1997) use the following formula to evaluate programme efficacy:

**Context + Mechanism = Outcome** (pg XV)

A diagrammatic representation of this formula is shown in **Figure 2**.



**Figure 2.2: Generative causation (taken from Pawson and Tilley, 1997: p.58)**

## **2.3 RATIONALE FOR USING A REALIST SYNTHESIS**

### **2.3.1 Systematic Reviews: A contribution to evidence-based policy**

Professional practice in the public sector is influenced by government legislation and policy. Thomas (2004) states that conducting evaluation research and the subsequent accumulation of evidence has helped to shape and enhance professional practice. Pawson (2006) further adds:

*“Evaluation has been one of the great successes of modern applied social research” (Pawson, 2006: p.8).*

Contrary to the identified merits of evaluation research, Pawson (2006) argues that evaluation often occurs at the wrong point in the research sequence, and has little direct influence on the development of public policy. According to Pawson (2006), evaluation research is often commissioned after a programme has been designed and implemented, and when policy makers are on the cusp of converting it to policy and practice. The decision to commission research at this point in the process is problematic; researchers could be selected on the basis that they will fulfil the policy-maker's requirements, and there is the potential that the contracted researcher(s) will tailor evidence to meet the requirements of the commissioned evaluation (Pawson, 2006). Inherent in this approach is a limited analysis of available literature and the potential for relevant evidence to be missed or overlooked.

Systematic reviews have been posited as a solution to the development of evidence-based policy. They provide a method for synthesising and appraising

accumulated evidence related to a particular topic or research question (Davies, 2004). Pawson (2006) maintains that evidence would be fragmented without systematic reviews, *“with no one responsible for mortaring the mosaic together”* (Pawson, 2006; p.8).

Systematic reviews should enable researcher(s) to determine factors that are consistent across disparate research studies, and help to identify gaps in the evidence-base (Davies, 2004). They are not a substitute for evaluation research, but provide an evidence-based foundation for the development and implementation of social programmes. Evaluations can build on the evidence-base identified by systematic reviews, by evaluating the efficacy of new policy and programme initiatives – identifying what works, how it works, and where it works. The practice of developing policies and programmes can then be taken forward through an iterative process; i.e. future evaluations may add to the collective evidence and can be used to inform the development of future policies (Pawson, 2006).

### **2.2.2. Systematic literature reviews: A criticism of conventional meta-analysis**

The employment of agreed standards ensures that researchers conducting systematic literature reviews use strict criteria to formulate research questions, systematically search for literature and critically appraise published or unpublished studies (Davies, 2004). In applying these standards, researchers are able systematically to ‘judge’ research literature, and can select the most *“methodologically superior”* studies (Davies, 2004; p.23). In ‘conventional’ meta-

analysis for example, the selection of experimental, quasi-experimental and quantitative methods is favoured (Deeks, et al, 2001). There is the assumption that by aggregating the findings of reputable studies and making statistical inferences, meta-analysis enables researchers to draw credible conclusions about programme efficacy (Glass, 1976).

Meta-analysts view randomised control trials (RCTs) as “the gold standard”, with the highest quality of evidence being obtained through experimentation. The relative value attached to positivist approaches by meta-analysts has contributed to the broader debate surrounding social research. Pawson (2006) criticises this hierarchy of evidence, the general criticism being that “gold standards” devalue the importance of using alternative methodologies to investigate particular research questions.

Usher (1996) argues that empirical-positivist data has little worth, unless it is described and explained. Results abstracted from meta-analysis can be used to describe what has happened, but “the *features that explain how interventions work are eliminated from the reckoning*” (Pawson, 2006; p. 43). In contrast, qualitative data can provide a wealth of information about why a programme has (or has not) been successful (Usher, 1996). The Centre for Evidence Informed Policy and Practice in Education (EIPP-Centre, 2012) recognise that exploring stakeholder perspectives is fundamental to the review process. It enables the researcher to explore contextual factors, and compare the perspectives of individuals delivering a service with those individuals who are receiving a service (EIPP-Centre, 2012).

Pawson (2006) concludes that systematic reviews should provide more than a summary of primary papers. They should improve knowledge and add depth to understanding. *“The point, after all is to support fresh thinking, to revise policy and launch it into new circumstances”.* (Pawson, 2006: p. 74).

### **2.3.2 Realist Synthesis**

In section 2.2, RE was introduced as a research strategy that seeks to understand the conditions needed for programme regularities to occur (Tilley, 2000). Within RE, an iterative process involving theory development, data collection and data analysis is advocated (Pawson, 2006). According to Pawson (2006) the first stage in the RE process may involve a Realist Synthesis (RS), whereby existing research is analysed and synthesised to provide explanatory information that can contribute to theory development.

RS differs from conventional systematic reviews; it recognises that different methodologies that provide diverse information and juxtaposing evidence from diverse research genres will enhance understanding of the conditions affecting the success of a given intervention. Understanding and interpreting opposing claims about the outcome and impact of a programme enables the researcher to develop programme theories, and identify (a) generative mechanisms that influence outcomes, (b) contexts that change the operation of mechanisms, and (c) outcome patterns. Context-Mechanism-Outcome Configurations (CMOCs) can then be tested using the RE research cycle.

## 2.4 CONCLUSION

Timmins and Miller (2007) advocate the use of RE as a framework for evaluating educational programmes. They state that RE enables researchers to “*assess innovation*” and work collaboratively with practitioners (Timmins and Miller, 2007: p9).

In this chapter I have argued that an RE framework can improve evidence-based practice, an aspect of professionalism that has been increasingly promoted within the public sector (Burton et al, 2006). This can be achieved through (a) conducting a realist synthesis when reviewing existing literature and (b) undertaking a realistic evaluation to examine the contexts and mechanisms that promote particular outcomes.

Realist syntheses support the development of programme theories, and provide an evidence-based rationale for the implementation of specific educational programmes (Pawson, 2006). A realist synthesis contributes to the RE framework, which seeks to understand programme efficacy by examining the contextual factors that impact on its success (Pawson and Tilley, 1997).

Timmins and Miller (2007) argue that RE examines aspects of programme efficacy (contexts and mechanisms) that are not often addressed by traditional outcome-evaluation, but are crucial for improving educational practice and programme implementation. Moreover, the RE framework is collaborative and aims to gather information that is relevant to the particular context under investigation (Timmins and Miller, 2007). This can strengthen stakeholders' capacity to apply research skills and investigate problems surrounding social



programmes (Jagosh et al, 2012), which may also improve professional practice and enhance programme sustainability (Cargo and Mercer, 2008).

This study adopts an RE framework to explore the relationship between a whole-school restorative approach (the context) and change relating to staff and pupil behaviour (the outcome), and to identify those factors that promote programme implementation (the mechanism). The first stage of the RE study involves a realist synthesis of existing literature relating to school-based restorative practice, and is discussed in Chapter 4. Before the realist synthesis is outlined, it is important to consider how the research focus sits within the broad social and political context. Thus, the next chapter outlines the political agenda to improve behaviour in school, and provides a rationale for the chosen area of inquiry, 'school-based restorative practice'.

## **CHAPTER 3: DISCIPLINE AND MANAGEMENT: THE POLITICAL AGENDA TO IMPROVE BEHAVIOUR IN SCHOOLS**

### **3.1 INTRODUCTION**

This chapter explores the social and political context surrounding behaviour management in schools. Psychological research is also discussed, in relation to teacher efficacy and behaviour management. Within the limits of this research it was not possible to consider all theoretical perspectives relating to behaviour management; thus, strategies originating from behavioural psychology form the principal focus of discussion, because of their dominance within schools and government policy. Within this chapter, an argument is made that behavioural strategies are useful for ‘controlling’ pupil behaviour, but that additional approaches may be needed to promote self-discipline and social understanding within school settings.

This chapter aims to provide an argument that school-based restorative practice, an approach that aims to improve self-discipline, is a relevant area for inquiry. School-based restorative practice is outlined more fully in Chapter 4, ‘A Realist Synthesis of School-Based Restorative Practice’.

### **3.2 GOVERNMENT POLICY**

*“With thousands of pupils being excluded for persistent disruption and violent or abusive behaviour we remain concerned that weak discipline*

*remains a significant problem for too many schools and classrooms”*

(Gibb, 2011).

The 2010 Coalition Government recognise that there are relatively few serious incidents of violent behaviour in schools (House of Commons Education Committee (HCEC), 2011). Media reporting that focuses on the newsworthy may capture the attention of the masses and influence public opinion (Hart, 2010); however, the Government maintain that public policy should aim to address behaviour in schools at a level that is proportionate to the magnitude of the issue (Parliament, 2010). Despite recognising that poor pupil behaviour has been subject to media sensationalism, the Government remains committed to improving behaviour and discipline in schools (DfE, 2012).

Within public policy, discipline is promoted as a core strategy for improving social and academic outcomes of pupils, reducing bullying, and attracting good teachers into the profession (DfE, 2010). The Coalition Government have advocated that staff working in schools should have greater authority, so that they are able to manage disruptive behaviour more effectively, and can promote a culture of respect and understanding (DfE, 2010). As well as increasing authority, schools have been encouraged to adopt a zero tolerance approach to bullying, utilise pastoral systems and preventative approaches to address problems, and in exceptional cases remove children from the school via formal exclusion (DfE, 2010). Whilst it is acknowledged that effective teachers should be able to prevent situations from escalating, the Government maintains that increasing teachers' power will instil confidence in schools' ability to make difficult decisions regarding behaviour management (Parliament, 2010).

With increased responsibility comes greater accountability; 'Standards in Behaviour and Safety' comprises one of the four key areas that are now assessed by the new Ofsted framework (2012). By raising the profile of behaviour, the Coalition Government has sought to emphasise that behaviour is a whole-school responsibility. Legislation in England states that schools are now required to have a behaviour policy that has been developed by the school leadership team (DfE, 2012). Within the policy, a clear standard of behaviour must be specified, along with mechanisms for ensuring that school rules are followed, e.g. by using a system of rewards and sanctions (DfE, 2012). The HCEC (2011) states that the proposals outlined in the Schools White Paper (DfE, 2010) will ensure that schools adopt a culture of self-evaluation and self-assessment in relation to behaviour and discipline.

### **3.3 TEACHER EFFICACY**

Pupil behaviour in schools is a concern for both educational communities and wider society (Hart, 2010), and it is therefore likely that some people will welcome the increased attention that pupil behaviour and discipline has received from the Coalition Government. Psychological research however, indicates that increasing teacher power may be insufficient for improving pupil behaviour in schools (e.g. Nie and Lau, 2009). For increased teacher authority to be effective, teachers may need to feel better prepared and competent in dealing with problematic behaviour. Recent research into teacher efficacy accords with this view (Gibbs and Powell, 2012).

Teachers' self-efficacy beliefs have been defined as:

*"The strength of the beliefs that teachers hold that they can positively influence aspects of children's educational development".*

(Gibbs and Powell, 2012; p.565).

Teachers with high self-efficacy are more likely to be motivated to manage behaviour and to create an educational environment that is conducive to learning (Tschannen-Moran and Woolfolk Hoy, 2007). Moreover, there appears to be a reciprocal relationship between a teacher's efficacy beliefs, pupil behaviour, learning, and the classroom environment; for example, children's ability to regulate their own behaviour may be enhanced when teachers believe that they have good skills in classroom management and can create a positive learning environment (Bandura et al, 2003). Conversely, teachers with low self-efficacy are less likely to adapt in response to challenging behaviour, and are more likely to seek exclusion as a consequence for disruptive pupils (Jordan and Stanovich, 2003).

There is evidence to suggest that over time teachers have felt less equipped to manage pupil behaviour (Giallo and Little, 2003), and teachers continue to access advice, training and consultation from educational psychologists (EPs) about issues involving behaviour management (Hart, 2010). Therefore, there appears to be a need for schools to adopt an ethos that supports teachers in developing positive beliefs about their professional practice in relation to behaviour management (Gibbs and Powell, 2012).

Ofsted (2005) has emphasised the importance of whole-school factors for achieving high standards of pupil behaviour. Whole school-factors may include professional training for staff that involves social persuasion and vicarious experience (Bandura, 1997), a consistent approach to behaviour management, as well as systems for monitoring behaviour (Ofsted, 2005). Furthermore, there is evidence to suggest that using effective behaviour strategies will promote mastery experience (Bandura, 1977) and will help teachers to develop positive efficacy beliefs about behaviour management (Gibbs and Powell, 2012).

### **3.4 WHOLE SCHOOL BEHAVIOUR MANAGEMENT**

Initial teacher training aims to develop confidence and competence in newly qualified teachers' abilities to manage challenging behaviour. Improving Teacher Training for Behaviour clearly states:

*“the knowledge, skills and understanding that trainees will need in order to manage their pupils’ behaviour”* (DfE-TA, 2012: 1).

Included in this guidance are a number of competencies relating to individual proficiency in the area of behaviour management. However, the guidance also recognises that effective whole-school systems support classroom control and prevent anti-social behaviour. Trainee teachers are therefore encouraged to adapt their individual teaching style to accord with whole-school behaviour policies, so that approaches to behaviour management are consistent throughout the school (DfE-TA, 2012).

Academic research has also supported a whole-school approach to behaviour management. For example, Watkins and Wagner (2000) examined 1,000 secondary schools that had reduced instances of challenging behaviour. A number of common characteristics between the schools were identified, including the establishment of a whole-school approach to behaviour management rather than the use of “*isolated practices to deal with discipline problems*” (Watkins and Wagner, 2000: p.25).

Effective whole-school behaviour management also appears to have a positive impact on teacher efficacy beliefs and practice. Research has identified that when the collective staff are confident in the school’s ability to manage challenging behaviour, individual teachers have higher self-efficacy beliefs (Goddard and Goddard, 2001), and are more motivated to demonstrate good classroom management and create a positive learning environment (Bandura, 1997).

A whole school approach may not only facilitate positive behaviour management, but may also serve as a means for demonstrating a clear behaviour strategy to students, parents, staff, governors, and external inspectors. In the context of greater parental choice and the academisation of schools, there is an increasing need for schools to ‘market’ their organisation. According to Maguire et al (2010) parents are more likely to send their children to schools that provide a secure and safe learning environment. A whole school approach to behaviour management and the circulation of behaviour codes and policies can support the marketing process (Maguire et al, 2010). Furthermore, behaviour policies can provide information to the school community about how

the school intends to safeguard pupils and promote individual welfare, e.g. through managing instances of bullying, pupil misconduct, and discrimination (DfE, 2012).

### **3.5 ESTABLISHING BEHAVIOUR MANAGEMENT SYSTEMS: CONTROL AND DISCIPLINE**

The term behaviour management has been used to describe the tools or systems through which schools impose control and maintain order (Maguire et al, 2010). There is an abundance of research findings within this domain, which has subsequently led to the development of many theoretical and practical approaches that schools can utilise to support behaviour management.

Clarke (1998) argues that the concept of 'behaviour management' is subject to variance, and how organisations choose to conceptualise behaviour management will invariably impact on the behaviour strategies that they choose to employ. Clarke (1998) views behaviour management as a binary issue, and differentiates between 'control' and 'discipline'. According to Clarke (1998: p292), 'control' occurs when pupils are obedient to the requests and wishes of teachers. Through this process, teachers can retain power and learning is able to take place (Maguire et al, 2010). In contrast, a 'discipline' approach seeks to create congruence in the views, beliefs and values held by staff, pupils, and families. For example, in a school setting, pupils may *"observe the internal values of the activity that they are engaged in because they subscribe to them"* (Clarke, 1998: p295).



Current government policy concentrates on Clarke's (1998) 'control' perspective of behaviour management, and advocates that teachers should manipulate rewards and sanctions to enforce behaviour codes (DfE, 2012). This approach to behaviour management appears to be heavily influenced by behavioural psychology, which Clarke (1998) argues also focuses on 'control'.

Behavioural psychology is based on the theory that individuals have been conditioned to behave in certain ways. In schools, behavioural approaches seek systematically to analyse the relationship between a child's behaviour and contextual contingencies, and to provide strategies that lead to behaviour modification. Classroom management, from a behavioural perspective, uses two broad strategies; proactive strategies and reactive strategies (Wilks, 1996).

Proactive strategies have been conceptualised as a positive approach, which aim to prevent unwanted behaviours (Clunies-Ross et al, 2008). A proactive strategy may focus on changing the conditions of the setting (stimulus) that triggers the unwanted behaviour (response), creating conditions which can maximise opportunities for positive reinforcement. Positive reinforcement aims to increase the repetition of desirable behaviour, until that behaviour eventually becomes overlearned and automatic. Examples of proactive strategies include establishing rules and boundaries, and praising appropriate behaviour (Little et al, 2002, Williams, 2012). In contrast, reactive strategies describe the teacher's response to the unwanted behaviour; i.e. the teacher uses punishment (providing an appropriate consequence) or extinction (withdrawing reinforcement through planned ignoring or time out) to decrease undesirable behaviour (Little et al, 2002; Safran & Oswald, 2003).

Proactive behavioural strategies have received considerable research support (Clunies-Ross, Little, & Kienhuis, 2008). Research has documented the efficacy of using proactive behavioural strategies to improve the learning environment, enhance pupils learning, and increase on-task pupil behaviour (e.g. Porter, 1996; Arthur et al, 2003; Hayes et al, 2007). The substantial evidence-base for proactive behavioural strategies has also led to their widespread use within the field of educational psychology (Hart, 2010). For example, Fredrickson and Cline (2002) surveyed Educational Psychologists (EPs) working in one local authority, and found that over the course of one half term more than 50% of EPs had suggested behavioural strategies for pupils with emotional, social and behavioural difficulties. Fredrickson and Cline (2002) further reported that EPs were more likely to recommend behavioural strategies than cognitive or systemic interventions.

Despite their popularity, behavioural approaches have been subject to scrutiny. A key criticism of behaviourism is that rewards and punishments are used to 'control', and the notion that children must conform to adult behaviours is promoted (e.g. Bailey, 1997; Lake, 2004). Macready (2009) has illustrated this point:

*“When an individual contravenes a rule or a convention by adversely affecting other people, there has been an expectation that someone, representing “authority”, will make a judgement and impose a sanction or punishment.”*

(Macready, 2009: p211).

Evidence further suggests that rewards and sanctions have little impact in terms of decreasing school exclusion rates or reducing the number of pupils entering the criminal justice system (YJB, 2003). According to Emler and Reicher (2005) school settings provide children with their first experience of institutional authority, and the attitudes that children form during their school experiences will be generalised to other institutions. Adolescents who fail to accept and comply with institutional rules and norms may experience a “*sustained sense of exclusion from authorities*” (Sanches et al, 2012), leading to social alienation and engagement in delinquent acts (Emler & Reicher, 2005).

Some researchers have proposed that rather than focussing on ‘control’, schools should make a concerted effort to focus on ‘discipline’ and seek to develop pro-social behaviours (Lake, 2004). For example, Maguire et al (2010) advocate a broad educational approach that fosters self-discipline and addresses questions about how to develop individual autonomy whilst maintaining group identity. Macready (2009) further argues that there is a need for schools to promote more socially responsible attitudes, e.g. by encouraging pupils to foster the values of respect and understanding (Braithwaite, 1989). These researchers imply similar goals to those identified in a behaviourist approach, i.e. the learning of new and more socially appropriate behaviours. However, the psychological mechanism for change is different and reflects a more cognitive and humanistic underpinning.

Chapter 4 will discuss the application of restorative practice, as an alternative approach to whole-school behaviour management. School-based restorative practices are grounded in the premise that individuals thrive in contexts that

promote positive relationships and social engagement (Morrison, 2011). Thus schools that utilise restorative practices aim to:

- (1) *“Respond to actions that are hurtful or harmful for individuals and for relationships”.*
- (2) *Create a school climate where there is a good sense of social connectedness combined with respect for individuals”.*

(Macready, 2009: p.212).

## CHAPTER 4: A REALIST SYNTHESIS OF SCHOOL-BASED RESTORATIVE PRACTICE

### 4.1 INTRODUCTION

A realist synthesis (introduced in Chapter 2) follows a 'heterogeneous and iterative' process (Pawson et al, 2004). The process is rigorous and should be made transparent to the reader, so that the reader is able to understand how decisions were made, how evidence was selected, and how research was synthesised and appraised (Pawson et al, 2004).

Pawson et al (2004) advocate that a RS is not a linear process; however, they do propose that it consists of a number of stages. These stages are depicted in **Table 4.1**, and provide an outline of the process undertaken for this RS of school-based restorative practice.

**Table 4.1: The realist synthesis process (adapted from Pawson et al, 2004)**

<b>Stage 1:</b> Define the scope of the review	Identify the aim of the review	<ul style="list-style-type: none"><li>• What is the nature and content of the intervention?</li><li>• What are the circumstances or context for its use?</li><li>• What are the policy intentions or objectives?</li><li>• What are the nature and form of its outcomes or impacts?</li></ul>
	Clarify the Review questions	<ul style="list-style-type: none"><li>• Theory integrity – does the intervention work as predicted?</li><li>• Theory adjudication – which theories about the intervention seem to fit best?</li><li>• Comparison – how does the intervention work in different settings,</li></ul>

		for different groups? <ul style="list-style-type: none"> <li>• Reality testing – how does the policy intent of the intervention translate into practice?</li> </ul>
	Find and articulate the programme theories	<ul style="list-style-type: none"> <li>• Search for relevant theories in the literature</li> <li>• Draw up 'long list' of programme theories</li> <li>• Group, categorise or synthesise theories</li> <li>• Design a theoretically based evaluative framework to be populated' with evidence</li> </ul>
<b>Stage 2:</b> Search for and appraise the evidence	Search for the Evidence	<ul style="list-style-type: none"> <li>• Decide and define purposive sampling strategy</li> <li>• Define search sources, terms and methods to be used(including cited reference searching)</li> <li>• Set the thresholds for stopping searching at saturation</li> </ul>
	Appraise the Evidence	<ul style="list-style-type: none"> <li>• Test relevance – does the research address the theory under test?</li> <li>• Test rigour – does the research support the conclusions drawn from it by the researchers or the reviewers?</li> </ul>
<b>Stage 3:</b> Extract and synthesise findings	Extract the Results	<ul style="list-style-type: none"> <li>• Develop data extraction forms or templates</li> <li>• Extract data to populate the evaluative framework with evidence</li> </ul>
	Synthesise Findings	<ul style="list-style-type: none"> <li>• Compare and contrast findings from different studies</li> <li>• Use findings from studies to address purpose(s) of review</li> <li>• Seek both confirmatory and contradictory findings</li> <li>• Refine programme theories in the light of evidence</li> </ul>
<b>Stage 4:</b> Draw conclusions and make recommendations		<ul style="list-style-type: none"> <li>• Involve commissioners/decision makers in review of findings</li> <li>• Draft and test out recommendations and conclusions based on findings with key stakeholders</li> <li>• Disseminate review with findings, conclusions and recommendations</li> </ul>

It should be noted that Stage 4, 'draw conclusions and make recommendations', is not discussed during this chapter. Stakeholders reviewed the findings from the RS during a focus group activity, which formed part of the broader realistic evaluation. Conclusions and recommendations drawn from the RS are discussed in more detail in Chapter 8, 'Results and Discussion', and Chapter 9, 'Conclusions and Recommendations'.

## **4.2 STAGE 1: DEFINING THE SCOPE OF THE REVIEW**

### **4.2.1 The Aim of the Review**

Chapter 3 outlined the political context surrounding behaviour management in schools, and provided a rationale for the implementation of programmes that promote pro-social behaviour and self-discipline. This realist synthesis aims to explore the emergence and utility of restorative practice, in terms of its use as a school-based intervention for improving behaviour and promoting pro-social values. The synthesis aims to consider critically the existing theory and research relating to restorative practice, which will be articulated using a realist framework: i.e. through the identification of applicable contexts, mechanisms and outcomes configurations (CMOCs).

### **4.2.2 The Review Questions**

The realist synthesis sought to answer the following review questions:

1. What is restorative practice?
2. How is restorative practice implemented in schools?

3. What are the psychological theories underpinning school-based restorative practice?
4. What empirical evidence exists and what does it say about restorative practice?

I generated a programme theory relating to each research question by reading existing literature and extracting the relevant contexts, mechanisms, and outcomes. Six programme theories were generated. These are labelled A - F and are displayed in tables comprising contexts, mechanisms and outcomes.

#### **4.2.3 What is Restorative Practice?**

School-based restorative practice originated from restorative justice (RJ), an approach that is used widely within the field of criminology (Kane et al, 2009). The construct of RJ is most commonly understood as any process that:

*“brings those harmed by conflict or crime, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward”*

(RJC (2012) **What is Restorative Justice?**[online] Available at: <http://www.restorativejustice.org.uk> [Accessed 19 November 2012]).

The fundamental premise of RJ is that crime is not only a violation of law, but also involves a violation of human rights, which can cause physical, emotional and financial harm to those involved in the criminal act (Latimer et al; 2005). RJ focuses on ‘healing’ rather than ‘hurting’; i.e. restoring the values of respect and



trust in others, and encouraging parties to reconcile their differences (Braithwaite and Strang, 2001). The idea that perpetrators should be punished for a crime is rejected; rather, the offender is urged to recompense through reparation and habilitation (Van Ness & Strong, 1997). In contrast to adversarial legal systems, RJ utilises a collaborative and conciliatory approach that seeks to balance the needs of all parties: e.g. the perpetrator, the victim, and the local community (Snow and Sanger, 2011). This process of 'coming together' to restore relationships, aims to support the reintegration of both victims and offenders into the local community (Wright, 1991).

School-based restorative practice is different from RJ, in that RJ refers exclusively to work with individuals who have committed a crime (McCluskey et al, 2008b). In school-based restorative practice any member of the school community can be involved in the approach; including pupils, staff, parents, and governors (Hopkins, 2004). The principles of school-based restorative practice are similar to those underpinning RJ: conflict is considered by exploring what has happened, ascertaining who has been affected, and identifying a way to repair the harm caused (Zehr, 2002). It contrasts with more punitive approaches to discipline, as the overall focus is on conflict resolution and reparation rather than punishment.

#### **4.2.3.1 Generated Programme Theory**

I used the existing literature relating to school-based restorative practice and restorative justice, to generate a broad definition of restorative practice. This definition forms the first programme theory, Theory A, and is displayed below.

### Theory A: Definition of restorative practice

<b>Context</b>	A conflict is experienced by members of the community (school). The conflict has resulted in physical, emotional, or financial harm.
<b>Mechanism</b>	The individuals involved in the conflict are brought into communication, and are encouraged to engage in a collaborative problem-solving process. Questions are asked about the conflict situation, but the overall focus is on repairing the harm that has been caused.
<b>Outcome</b>	Conflicts are resolved, harm is repaired, respect is restored, and parties are reconciled and reintegrated back into the community (school).

#### 4.2.4 How is Restorative Practice Implemented in Schools?

RJ has been conceived in two ways: as a set of *values* and as a set of *processes* (Braithwaite and Strang, 2001):

- **Restorative values** refer to the underlying emphasis on “*healing rather than hurting, moral learning, community participation and community caring, respectful dialogue, forgiveness, apology, and making amends*” (Nicholl, 1998: p.7).
- **Restorative processes** refer to the collaborative approach in which those involved in a crime are brought together to discuss what has happened, and to agree on what should be done to right any wrongs suffered (Braithwaite and Strang, 2001).

Both concepts (values and processes) are broad and operate along a continuum: i.e. there can be variable amounts of restoration, and processes may range from formal courtrooms to whole-community circles (Braithwaite and Strang, 2001).

Early implementation of school-based restorative practice typically involved the use of restorative processes (see **Table 4.2**), and generally reflected a reactive strategy for managing incidents involving conflict. The central purpose of restorative practice was reparation and the reintegration of individuals following an ‘offending behaviour’ (Kane et al, 2009). Over time school-based restorative practice has evolved, and a preventative approach is now advocated as an addition to more traditional, reactive processes (Bitel, 2004).

**Table 4.2: An overview of restorative processes used in schools.**

Process	Definition
Mediation	<p>Mediation is generally understood as:</p> <p><i>“The process by which parties, together with the assistance of a neutral person or persons, systematically isolate disputed issues in order to develop options, consider alternatives and reach a consensual settlement that will accommodate their needs.”</i></p> <p>(Fohlberg and Taylor, 1984: p.7)</p> <p>Peer mediation has been used in schools as a form of restorative practice (Varnham, 2005). In peer mediation programmes, a selected pupil is given a role as mediation facilitator and has the responsibility of delivering mediation to their peers (Morrison and Vaandering, 2012). Peer mediation seeks to empower individuals to resolve their own conflicts, rather than relying on school-based behaviour management systems and staff interventions (Nairn and Smith, 2002).</p>

Circles	<p>Circles are based on indigenous peace-making rituals that originate from North America (Raye and Warner-Roberts, 2007). The primary purpose of circles is to create a safe space in which individuals can share stories, and develop an understanding of self and others (Pranis, 2005). All individuals participating in the circle are given uninterrupted time in which they can make comments relating to the purpose of the circle (Raye and Warner-Roberts, 2007). Circles are the most recent development in restorative practice, but are arguably also the most inclusive (Raye and Warner-Roberts, 2007).</p> <p>Circle time is used in many primary schools and secondary schools throughout the UK (Hopkins, 2004). Circle time is used for a variety of purposes including morning meetings, lessons, developing emotional literacy, problem-solving, and conflict resolution (Boyes-Watson and Pranis, 2011). However, for circles to be fully restorative, they must be underpinned by the same value base as all other restorative practice (Hopkins, 2004). Morrison and Vaandering (2012) argue that the use of circles can shift the focus of restorative practice from a reactive process to a preventative process.</p>
Conferencing	<p>Conferencing refers to a process whereby all people involved in a conflict meet to discuss what has happened, and to identify solutions to the conflict (Morrison and Vaandering, 2012). Conferencing differs from mediation in that it includes supporters of the victim and the offender in the meeting (Raye and Warner-Roberts, 2007).</p> <p>Restorative conferencing has been used across the world, as an approach for schools to address a wide range of behaviours; e.g. drug use, disruptive behaviour, bullying, and vandalism (Morrison, 2007).</p>
Restorative Enquiry	<p>Restorative enquiry refers to a process in which the listener draws out the speaker's story through a structured and systematic enquiry. The listener encourages the speaker to reflect on the past, then the present, and finally the future. The listener provides limited input, to ensure that they do not impose their own beliefs on the speaker.</p> <p>In the process of restorative enquiry behaviour, thoughts, feelings, and needs are given equal consideration by the speaker (Hopkins, 2004).</p>

A preventative approach describes a positive school ethos (Kane et al, 2009), in which the values of restorative practice are integrated into daily teaching and school routines: for example, via teacher and pupil interactions, the embedding of restorative language, and adopting the principles of a 'listening school' (e.g. Bitel, 2004; Hopkins, 2004; and Mahaffey & Newton, 2008). Kane et al (2009) have found that whilst formal restorative processes may have a dramatic impact on conflict resolution, it is the embedding of restorative values within the school culture that can prevent conflicts from occurring. A commitment to both restorative values and restorative processes is therefore advocated; however, it is recognised that the approaches used will vary depending on the nature of the incident and the individuals involved (Braithwaite and Strang, 2001).

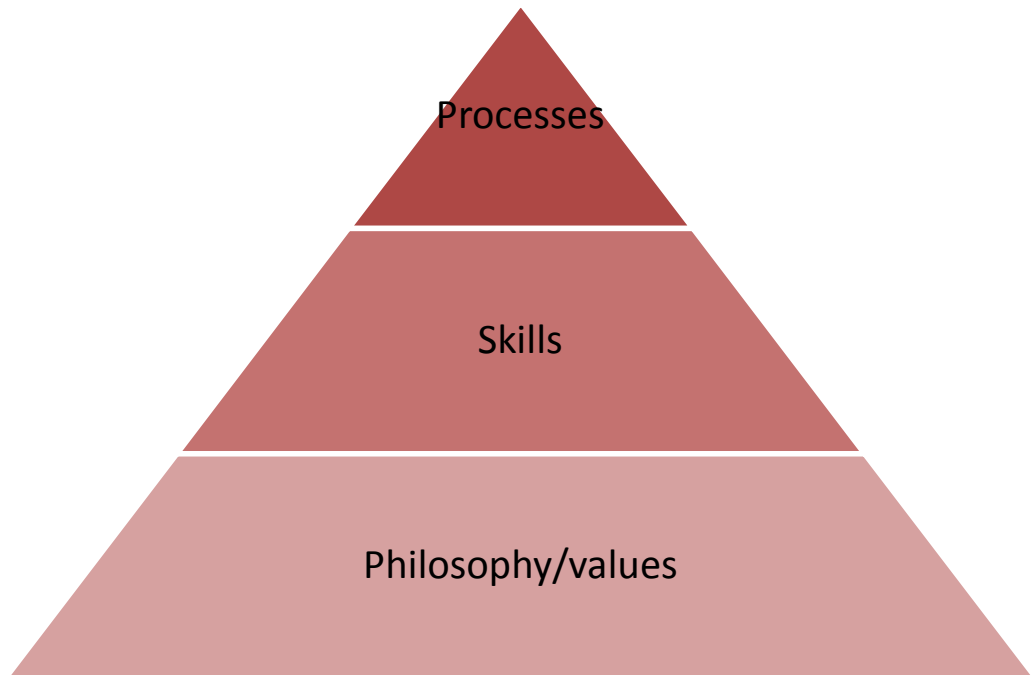
#### **4.2.4.1 A Whole School Approach.**

A whole school approach to restorative practice has been used to describe an approach that uses both preventative and reactive strategies (Kane et al, 2009), or an approach that fully integrates restorative practice into all aspects of school life (Hopkins, 2004). A whole school approach is targeted at three levels; primary, secondary, and tertiary (Morrison and Vaandering, 2012):

- **Primary:** those practices that are delivered at a universal level, and involve the whole school community. Primary practice may include establishing a restorative school ethos, and the consistent use of restorative language. The purpose of practice at a primary level is to reaffirm relationships, and to promote an ethos of social connectedness. Circle time is an example of a restorative process that can be delivered at a primary level.

- **Secondary:** those practices that are targeted at a particular individual or group of individuals. The purpose of practice at a secondary level is to repair relationships through social support. Secondary practice may include restorative processes such as mediation or restorative enquiry.
- **Tertiary:** those practices that respond to the most serious or complicated conflicts. The purpose of practice at a tertiary level is to rebuild relationships through an intensive process involving a broad network of people. Tertiary practice includes restorative processes that involve a face-to-face meeting between all those affected, including professionals, family members, other students, and members of the community. Conferencing is the most common form of restorative process used at this level.

Implementing a whole-school restorative approach requires change at an organisational level and can shift the focus of an institution from being rule-based to relationship-based (Elliott, 2011). According to Hopkins (2002), it requires a commitment to restorative practice at three distinct tiers, which can be structured in a hierarchical pyramid (see **Figure 4.1**):



**Figure 4.1: The restorative pyramid (taken from Hopkins, 2002: p. 144).**

- **A set of processes and approaches:** Specific interventions are used to resolve a conflict, or a situation which involves someone or something being 'harmed'. The participants involved, including the victim and the perpetrator, volunteer to take part in the intervention.
- **A set of skills:** The capacity of a facilitator or mediator to lead a restorative process effectively. Skills may include remaining impartial and non-judgemental, using empathetic listening, and respecting all parties involved in the process.
- **A distinctive philosophy and value base:** A school ethos that provides a foundation for the development of restorative skills and processes. The school ethos may encompass the values of respect, empowerment, tolerance, integrity, and congruence.

Mahaffey and Newton (2008) maintain that implementing a whole-school approach may require the school to make a cultural shift, and will take time to embed. School culture is shaped by individual and collective histories, prevailing values and attitudes, and the context of the organisation (Stoll, 1999). A cultural shift should therefore be a gradual process, rather than an organisational revolution (Mahaffey and Newton, 2008). Mahaffey and Newton (2008) have outlined the stages involved in creating a whole-school restorative culture, which is summarised in **Table 4.3**.

**Table 4.3: The process of organisational change (Adapted from Mahaffey and Newton, 2008)**

<b>The Process of Organisational Change Involved in Developing a Whole School Model of Restorative Practice (Taken from Mahaffey and Newton, 2008)</b>	
<b>Phase</b>	<b>Description</b>
<b>1. Leadership</b>	<ul style="list-style-type: none"> <li>• The Head Teacher should be committed to the development of a whole school approach to restorative practice. He/she will be instrumental in co-ordinating any initial training needed, and will begin the process of strategic planning.</li> <li>• It may also be useful to establish a working party, which can take responsibility for promoting effective practice, extending ideas, and reviewing progress.</li> </ul>
<b>2. Creating a Shared Vision</b>	<ul style="list-style-type: none"> <li>• The vision is not grounded in reality, but reflects the schools 'ideal'. It is at this point that the school ethos is considered, taking account of the different stakeholders involved, the underpinning value base of the school, and the change required.</li> </ul>
<b>3. Taking the community with you</b>	<ul style="list-style-type: none"> <li>• The school identify the key stakeholders involved in the restorative process</li> <li>• The school identify the communication mechanisms needed for the change to occur.</li> <li>• The school raise awareness of restorative</li> </ul>



	<p>practices, e.g. through continuing professional development, meetings with school governors, and awareness training for pupils.</p> <ul style="list-style-type: none"> <li>• Parents are made aware of restorative practices, e.g. through emails and newsletters.</li> <li>• Community links are identified.</li> </ul>
<b>4. Implementation and Action</b>	<ul style="list-style-type: none"> <li>• Systems will be put in place to ensure that restorative processes can be implemented effectively, and are integrated into behaviour management policies.</li> <li>• Staff will be given further training in the core skills and processes of restorative work.</li> <li>• Facilitators will be identified and will be made available to implement restorative processes.</li> <li>• Supervision will be offered to staff delivering restorative processes.</li> <li>• The whole school approach will be monitored, evaluated and reviewed.</li> </ul>

Hopkins (2004) used the restorative pyramid to demonstrate the elements needed for a whole-school restorative approach, and Mahaffey and Newton (2008) elaborated on this by describing the process that may be required for organisational change. These explanations have built on the original ideas of restorative justice, and have developed understanding about what it means to be restorative in a school setting.

#### **4.2.4.2 Generated Programme Theory**

I used existing literature relating to restorative practice, to generate a programme theory about how restorative practice is most effectively implemented within a school setting. This programme theory draws on literature relating to how the approach should be introduced, which aspects of

the school system should contribute to programme implementation, and the form the programme should take. This programme theory is termed Theory B and is detailed below.

### **Theory B: Implementation**

<b>Context</b>	<p>The school is committed to a whole-school restorative approach, which embeds restorative practice within the school culture.</p> <p>The movement towards a whole school approach has been gradual, and reflects a cultural shift within the school.</p> <p>The school ethos is underpinned by a restorative philosophy, e.g. a commitment to the values of respect, empowerment and congruence.</p>
<b>Mechanism</b>	<p>The school uses preventative restorative approaches to develop relationships within the school. Reactive restorative processes are also embedded to manage conflicts when they arise.</p> <p>Restorative values are permeated through general school activities. All staff are familiar with the use of restorative values and restorative language, and apply these restorative underpinnings in their daily practice.</p> <p>Reactive restorative processes bring those affected by a conflict together, and are used to respond to incidents that have caused harm. The type of restorative process used is dependent on the severity of the conflict.</p>
<b>Outcome</b>	<p>Conflict is prevented and relationships are reaffirmed.</p> <p>Conflict is resolved, relationships are repaired and individuals are reintegrated into the school community.</p>

## 4.2.5 What is the Psychological Theory Underpinning School-Based Restorative Practice?

### 4.2.5.1 A Relational Ecology

The emergence of RJ within the criminal justice system required the *“reconceptualisation of justice, human nature, and behaviour”* (Morrison & Vaandering, 2012). Early proponents of RJ redefined rules and boundaries, describing them as tools for supporting relationships and promoting relational cultures (e.g. Zehr, 2002). This view contrasts with more traditional conceptualisations, which advocate the importance of law and rules for maintaining order and creating socially desirable behaviour (Morrison & Vaandering, 2012). From an RJ perspective, humans are viewed as individuals who are valued, rather than objects to be controlled (Freire, 2005). Therefore, RJ challenges the idea that justice is a mechanism for exerting social control, e.g. through retribution. Instead, a restorative justice system is advocated; justice is *“made effectual”* by repairing the harm caused and by restoring damaged relationships (Bianchi, 1994: p.26).

The practice of RJ was largely driven by human rights and moral values, which resulted in practice preceding theory (Morrison, 2001). Over time a diverse range of practices was grouped under the term RJ, leading to questions about the reasons for its success (Roche, 2006). Morrison and Vaandering (2012; p.146) propose that *“a relational ecology has emerged as the normative theoretical framework for understanding and practising restorative justice”*. A number of explanatory theories underpin this normative theoretical framework;

however, no one single theory fully explains how restorative practices are intended to work (Morrison & Vaandering, 2012).

#### **4.2.5.2 Applying Vygotsky's Theories: Learning Social Responsibility**

According to Macready (2009), restorative practices are a scaffolding process, in which individuals work collaboratively to form new connections and to enhance the way that they think about social situations. Macready (2009) has used the work of Vygotsky to explain this scaffolding process, and to explore the reasons why restorative practices may provide a useful form of behaviour management within school settings.

A cultural assumption that prevailed for most of the 20<sup>th</sup> Century was that learning should be viewed as an autonomous and individual process.

According to this view, humans learn because of their individual intelligence, motivation, emotion, cognitive skill, and conditioning (Gross, 1992). Lev Vygotsky (1978), a seminal thinker in the field of developmental and child psychology, challenged this position. He proposed that learning cannot be understood without reference to the social and cultural context within which it is embedded.

Vygotsky (1978) proposed a “zone of proximal development” (ZPD), which was used to describe:

*“the distance between the actual developmental level as determined by independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”*

(Vygotsky, 1978, p. 86)

‘Scaffolding’ is a well-known term used by educational professionals to describe the provision for moving an individual through their ZPD (Wood, Bruner & Ross, 1976). Although Vygotsky did not coin the term scaffolding he proposed a very similar principle; that the language used within a social context provides the means for learning new concepts (relating to any domain). Once concepts have been learned they can be applied: for example, to regulate behaviour and to problem solve (Vygotsky, 1978).

A second aspect of Vygotsky’s ZPD refers to the type of interaction (between the learner and the more competent other) that facilitates learning. Vygotsky (1986) proposed that it is the:

*“progressive and incremental distancing from the known and familiar, and from the immediacy of one’s experience that makes it possible for individuals to develop ‘chains of association’ that establish bonds and relations...”*

(White, 2007, p. 272).

Feurstein (1980) expanded on this idea, explaining that mediated learning involves the assimilation of different viewpoints. It is through this process that thinking is challenged and learning is facilitated (White, 2007).

Macready (2009) has applied Vygotsky’s (1978) theory of incremental distancing to the questioning style used in restorative practice (see **Table 4.4**); i.e. moving from questions about the facts of a situation to questions about

feelings and reflections. This process also represents a movement from low to higher order thinking skills (Bloom, 1956).

**Table 4.4: Organising questions according to their distance (taken from Macready, 2009; p.214)**

Distance Level	Examples of Question
Low-level distance questions	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> </ul>
Medium-level distance questions	<ul style="list-style-type: none"> <li>• Who has been affected by your actions?</li> <li>• How have they been affected?</li> </ul>
High-Level distance questions	<ul style="list-style-type: none"> <li>• What are you thinking now about what you said?</li> <li>• What needs to happen to put things right?</li> </ul>

The language that is used during restorative practice provides a mechanism for integrating information and developing new concepts (Macready, 2009).

Moreover, restorative practices promote dialogue in a social context, enabling individuals to assimilate the perspectives of others and reflect on the implications of their behaviour. This process is considered to provide individuals with new ways of '*seeing*' the world, and empower them with '*a sense of agency in decision making*' (Macready, 2009: 214). Macready's (2009) analysis and application of Vygotskian theory suggests that:

- (a) the social aspect of restorative practice enables individuals to assimilate different viewpoints, which promotes social understanding, empathy, and social responsibility; and

- (b) the dialogue used in restorative practice promotes pro-social behaviour; i.e. language supports concept development and cognitive awareness, which can inform behaviour change.

Vygotsky viewed individual development as a function of social interaction and the learning environment. This notion substantiates the ‘restorative view’ that using social support within an optimal learning context can develop pro-social behaviours. This is contrary to more punitive approaches that provide a set of rules or principles that individuals must follow (Morrison and Vaandering, 2012).

#### **4.2.5.3 The Importance of Relationships**

The principles of humanistic psychology that are used in person-centred counselling can provide insights into creating an optimal restorative environment. Rogers (1955; 1965) proposed that clients have solutions to their own interpersonal problems, and these solutions are surfaced when clients are supported in a genuine, warm and empathetic relationship (Rogers, 1955; 1965). The relationship that Roger’s describes has many parallels with the facilitator/participant relationship advocated in restorative practice: facilitators are skilled in empathetic listening and recognise the importance of remaining non-judgemental and respectful to the participants with whom they are involved (Hopkins, 2002).

A principal characteristic of person-centred counselling is the “*eschewing of power and expertise*” (Wilkins, 2003: p.23). Person-centred counselling subscribes to principles of existentialism and a belief in self-determination (Freeth, 2007): humans are regarded as having free will and choice in the

actions that they take (Freeth, 2007). The process of person-centred counselling aims to support 'self-actualisation', and move the client away from introspecting negatively about their personal circumstances towards a desire to behave constructively (Freeth, 2007). From a person-centred counselling perspective, it is the relationship between the client and the therapist that provides the catalyst for change (Sanders, 2004). According to Rogers (1959), the optimal therapeutic relationship consists of six conditions, of which congruence, unconditional positive regard, and empathy are considered core.

Braithwaite's (1989) reintegrative shaming theory, a criminological perspective on restorative practice, has a number of parallels with person centred-counselling. A core overlap between person-centred counselling and reintegrative shaming theory is the recognition that relationships are fundamental to behaviour change. Braithwaite's (1989) reintegrative shaming theory proposes that pro-social behaviour results from the individual's desire to belong to a group, and avoid resentment from those persons to whom they are affiliated: for example, friends, family, peers, or community members.

Conversely, anti-social behaviour develops when individuals are reprimanded by 'unimportant others' and are subsequently distanced from existing social relationships. When this occurs, solace may be sought from those with similar experiences, attitudes and beliefs, leading to a perpetuating cycle of socially irresponsible behaviour endorsed by the "out group" (Braithwaite, 1989). The task therefore, is for schools to provide an environment that supports reintegration following a wrongdoing. Braithwaite argues that this can be achieved by:



- (1) identifying the behaviour that has caused the harm or that does not meet the behavioural expectations of the organisation; and
- (2) treating the wrong-doer with respect, whilst not condoning the behaviour.

Braithwaite's reintegrative shaming theory aims to highlight the importance of social support for empowering individuals to (a) restore relationships, (b) understand the consequences of socially-irresponsible behaviour, and (c) effectively reintegrate individuals into the local community. Implicit in this approach is a recognition that individuals have control and power to self-direct, and are driven by relationships with others - ideas that parallel with those central to person-centred counselling.

Braithwaite's reintegrative shaming theory also has parallels with narrative therapy, which recognises the importance of separating problems from the individual. White (1989) explains how individuals can internalise problems, which can compromise the therapeutic process. Once the individual and the problem are recognised as separate entities, the individual is given a sense of agency in their social conduct and relationships with others (Carr, 2005).

Consistent with the principles of narrative therapy, Mahaffey and Newton (2008) advocate that restorative practice should avoid the use of deficit talk as it implies deficiency or disorder; for example, "why?" questions may be viewed by the receiver as a precursor to blame or judgement. It is argued that when problems are discussed in terms of the facts, and as problems rather than attitudes of people, individuals can engage in a reflexive and open process of problem-solving (Macready, 2009).

#### 4.2.5.4 Generated Programme Theories

The theoretical framework underpinning restorative practice was identified during this section (4.2.5), and a broad theory of 'relational ecology' emerged within the existing literature. This broad theory was then divided into contexts, mechanisms and outcomes, and considered in relation to psychology. Three psychological frameworks were identified both implicitly and explicitly within the research literature: Vygotskian pedagogy, person-centred counselling, and narrative therapy. Using this information, I developed two programme theories; Theory C: A Vygotskian perspective, and Theory D: The importance of relationships (which incorporates aspects of person-centred counselling and narrative therapy). These programme theories are displayed below.

Theory C: A Vygotskian Perspective	
<b>Context</b>	A group of individuals are brought together in a social learning context.
<b>Mechanism</b>	Language is used to scaffold the learning process. This includes the use of an incremental distancing style of questioning; moving from questions about facts to questions about feelings and reflections.  Social dialogue provides individuals with different perspectives of the situation.
<b>Outcome</b>	Individual thinking is enhanced and new concepts are developed.  Individuals are empowered to reflect on and change their behaviour.  Individuals have a greater cognitive awareness and are able to assimilate the viewpoints of others.

### **Theory D: The importance of relationships**

<b>Context</b>	Schools provide a supportive environment, where relationships are a fundamental aspect of the school ethos.  The school recognises when a problem behaviour has occurred, but the problem behaviour is separated from the individual/individuals involved.
<b>Mechanism</b>	Facilitators of restorative practices are skilled in empathetic listening, remaining non-judgemental, and respectful to participants.  Deficit talk is avoided; i.e. problem behaviour is described as fact rather than something that is intrinsic to the individual.
<b>Outcome</b>	Individuals understand the implications of socially irresponsible behaviour, and recognise that they are responsible for controlling their own behaviour.  Individuals engage in problem-solving processes and are reintegrated back into the school community.

## **4.3 STAGE 2: APPRAISAL OF THE RESEARCH EVIDENCE**

In Stage 1 of the RS, I searched for relevant theories within the existing literature, and synthesised this information to generate programme theories about the implementation of school-based restorative practice. The programme theories that I generated included:

- **Theory A** (p.36): A definition of restorative practice.
- **Theory B** (p.44): Implementation of restorative practice
- **Theory C** (p.52): A Vygotskian perspective of restorative practice
- **Theory D** (p.53): The importance of relationships within restorative practice

Stage 2 of the RS involved searching for and appraising research evidence relating to school-based restorative practice. I extracted findings from the research evidence, and in-line with a realist approach, used these findings to construct further programme theories comprising contexts, mechanisms and outcome configurations (Theories E-F).

A systematic search strategy was used to identify relevant research evidence. Three databases were used: the British Education Index (BMI), Australian Education Index, and Information Center (ERIC). In addition, the FindIT@Bham service, a search engine that examines the full range of interfaces available to the University of Birmingham, was used to search for books and other publications relevant to the appraisal. All searches were restricted to contemporary literature published between 2003 and 2013, in order to ensure that the research identified was applicable to current education systems. The search terms used to identify research evidence were: whole-school restorative practice, school-based restorative practice, and restorative processes. Further searches could have been carried out using search terms relating to specific restorative processes, e.g. mediation, conferencing, and restorative enquiry. However, this was not considered relevant to the particular area of inquiry or the programme theories that were generated in earlier sections.

#### **4.3.1 Evaluations of School-Based Restorative Practice: The Evidence Base**

To date, there is anecdotal evidence to suggest that a whole-school model is the preferred approach when delivering restorative practice (e.g. Blood, 2005);

however, there is currently a paucity of empirical research that explores the impact of the approach for staff and pupils: the search strategy that I employed (see Section 4.3) identified only 2 empirical studies of a whole school restorative approach. I will now summarise the evidence from these studies that were conducted in the United Kingdom, and which provide emerging support for whole-school restorative approaches and the implementation of preventative restorative strategies.

#### **4.3.1.1 A UK Evaluation**

The first large scale, UK-based evaluation of school-based restorative practice was commissioned by the Youth Justice Board (YJB) for England and Wales (2004). This evaluation investigated a pilot initiative, in which Youth Offending Teams implemented restorative projects in twenty secondary schools and six primary schools. A range of restorative interventions was implemented in the schools, but interventions were generally formal and reactive in nature, and less than half of schools had a fully integrated approach to restorative practice.

YJB (2004) identified conferencing as a particularly useful tool for resolving conflict. 92% of conferences resulted in successful agreement between the parties involved, including those instances where conflict reflected a longer-term dispute. Furthermore, agreements made during conferences appeared to have a sustained impact, as only 4% of agreements had been broken following a period of three months.

YJB (2004) used findings from pupil and staff surveys to identify whether the introduction of restorative processes had permeated the school culture and

impacted on the learning environment. YJB (2004) obtained the following findings:

- Overall, there was no statistical difference between levels of reported victimisation in the programme schools and non-programme schools.
- There was a significant improvement in the behaviour of pupils in programme schools.
- There was no significant change in the attitudes staff had towards exclusion, in both programme and non-programme schools.

These results suggest that whilst restorative practice may improve pupil behaviour, it "*is not a panacea for problems in school*" (YJB, 2004: p.65). However, it is difficult to draw any firm conclusions from the qualitative data collected by YJB, as there was considerable variability in how restorative practice was delivered in each of the programme schools. Each school had been implementing restorative practice for different periods time, and some schools were implementing the approach in 'chaotic' organisational environments, e.g. when a school had been put into special measures, and when senior leadership was undergoing significant change. Furthermore, 43% of staff in the programme schools reported that they knew little or nothing at all about restorative practice, indicating that schools had not implemented a whole-school approach.

#### 4.3.1.1.1 Generated Programme Theory

I used the information gathered from YJB (2004) to generate a programme theory about restorative practice. It was not possible to abstract information relating to whole-school practice, as there was variation in how restorative practice was implemented in each of the participating schools. Moreover, whole-school implementation did not appear to follow a coherent framework and did not align with the recommendations made within the RJ literature (see Section 4.2.4). In light of this, I abstracted information relating to formal restorative practice, in order to generate Programme Theory E, which is displayed below.

Programme Theory E: YJB Pilot	
<b>Context</b>	Restorative practices implemented in the UK by Youth Offending Teams. Restorative practices adopted a mostly reactive approach.
<b>Mechanism</b>	Reactive processes include restorative enquiry, circle time, mediation/peer mediation, conferencing
<b>Outcome</b>	Conferencing supports conflict resolution, including instances of long term conflict. Conflict agreements are sustained over a period of 3 months.

#### 4.3.1.2 A Scottish Pilot Study

In 2004 the Scottish Executive Education Department (SEED) established a two year pilot of restorative practices in Scottish schools. The pilot involved three different Local Authorities and utilised a range of restorative approaches. McCluskey et al (2008a, 2008b) were commissioned by SEED to evaluate the implementation of the pilot scheme in eighteen schools (six schools from each

Local Authority). The evaluation used a range of methods, including observations, interviews, focus groups, documentary analysis, and staff and pupil surveys. From the information gathered, McCluskey et al (2008a) identified that the implementation of restorative practice has a clear impact on the values, skills, and practices used in school settings. However, primary and special schools displayed a greater degree of organisational change than secondary schools. Successful implementation appeared to correspond to a readiness for change, strong school-based leadership, and clarity in the aims and approaches that were used (McCluskey et al, 2008b). These results provide corroborating evidence to the evaluation commissioned by YJB (2004). YJB (2004) identified school leadership as one of the most important factors for the successful implementation of restorative practice, recognising the role the Head Teacher plays in developing organisational vision about how restorative practice can contribute to the general school ethos.

In the Scottish schools sampled, a broad definition of restorative practice was accepted, with schools utilising a range of different approaches (McCluskey et al, 2008a). These approaches can be viewed as operating along a continuum from preventative, aimed at developing skills and language for all staff and pupils, to reactive, where the focus is on conflict resolution and restoring relationships (Osler and Starkey, 2005). Alongside the broad definition of restorative practice, McCluskey et al (2008a) recognised a number of features that were common to all schools: in all schools there was an intention to repair the harm caused by conflict, with a specific focus on repairing damaged relationships. McCluskey et al (2008a) further identified that many schools



were adopting a broader whole-school approach, which aimed to promote the building of positive relationships and the prevention of conflict. It was concluded that school-based restorative practice describes an approach:

- *“where staff and pupils act towards each other in a helpful and non-judgemental way;*
- *where they work to understand the impact of their actions on others;*
- *where there are fair processes that allow everyone to learn from any harm that may have been done; and*
- *where responses to difficult behaviour have outcomes for everyone.”*

(McCluskey et al, 2008a: p211).

Restorative practice was viewed as building on some of the processes already established in school settings; for example, peer mediation training, groups aimed at developing social skills, and cognitive reasoning programmes (McCluskey et al, 2008b). McCluskey et al (2008b) argue that a whole school approach provided a mechanism for integrating such practices into a cohesive restorative framework, and supported change at an organisational level. In addition to organisational changes, a number of other positive outcomes were identified. These included increases in attainment, decreases in exclusions, and decreases in in-school and out-of-school referrals relating to behaviour. Children also displayed a greater knowledge and understanding about how to resolve conflict.

Kane et al (2009) expanded on McCluskey et al's (2008a, 2008b) evaluation of the Scottish school pilot, by using an action research approach to evaluate the

success of the piloted restorative scheme. Kane et al (2009) found that restorative practice had the greatest success when a whole-school approach was adopted: i.e. an overall school aim was to create a positive school ethos, which promoted positive relationships throughout the school community. When a whole-school approach was adopted, schools had less need to use reactive restorative practices, especially formal conferencing which responds to the most serious forms of conflict (Kane et al, 2009).

#### **4.3.1.2.1 Generated Programme Theory**

The Scottish pilot study provides a comprehensive account of school-based restorative practice, detailing criteria for its successful implementation and providing information about how the approach can impact on the school community. I abstracted information from the Scottish pilot, in order to generate a programme theory about school-based restorative practice. This is termed Programme Theory F, and is detailed below.

### Programme Theory F: Scottish Pilot

<b>Context</b>	The school is committed to a whole-school approach. The school are ready to implement a new approach and are open to change. The school is particularly focused on the importance of relationships, and may be implementing approaches consistent with restorative practice before a whole-school approach is adopted. This may be easier to achieve in Primary and special schools.
<b>Mechanism</b>	<p>The Head Teacher leads the process and has vision about how restorative practice can contribute to the broad school ethos. A cohesive framework that integrates a range of practices is used to structure the approach.</p> <p>Staff and pupils behave in a non-judgemental way towards each other, and recognise how their behaviour can impact on others.</p> <p>Fair processes are used to understand, explore and learn from conflict.</p>
<b>Outcome</b>	<p>Change occurs at an organisational level.</p> <p>Exclusions are decreased, along with in-school and out-of school behavioural referrals.</p> <p>Pupil attainment is increased.</p> <p>There is less need for reactive processes to be utilised, especially those relating to serious conflicts, as pupils have a better understanding of conflict resolution.</p>

## 4.4 STAGE 3: A SYNTHESIS OF THE FINDINGS

The original introduction of restorative practice into schools focussed on the use of formal restorative justice: i.e. processes that brought the victim and the perpetrator together, and used problem-solving approaches to generate solutions (Wearmouth et al, 2007). Restorative practice in this form has been

used across the world; for example, in the UK, Europe, New Zealand, Australia, and North America (Wearmouth et al, 2007).

Research evidence suggests that formal restorative justice is useful for resolving serious issues, and is an approach that results in high levels of satisfaction for those involved (Blood, 2005). However, it is also noted that formal restorative justice is difficult to sustain for long periods of time, and is insufficient in producing a range of positive outcomes for pupils (e.g. YJB, 2004; Blood, 2005).

Kane et al's (2009) study provides evidence that school-based restorative practice is distinct from restorative justice; i.e. in school-based restorative practice, restoration should occur at a primary level to reduce the need for formal conflict resolution. In line with these results, a whole-school approach is advocated, as it enables restorative values and principles to permeate throughout the school. This is important not only to ensure a consistent approach, but also to prevent conflicts from arising.

Research evidence suggests that when a whole-school approach is applied, pupils' behaviours are improved and higher levels of attainment can be achieved (e.g. McCluskey et al, 2008b). These outcomes are consistent with some of the psychological theories relating to restorative practice: i.e. that genuine and empathetic relationships can improve moral development and lead to behaviour change, and that learning in a social context supports concept development (e.g. Braithwaite, 1989; Macready, 2009).

Despite the support for a whole-school model of restorative practice, there has been limited research conducted to evaluate its use. This may be for two reasons:

- (1) A whole-school restorative approach is a relatively new concept.
- (2) A whole-school approach may be difficult to implement, as it requires organisational change and the permeation of restorative values throughout the school.

The current research study aims to address some of the gaps in the research literature, and to develop the theory relating to whole-school restorative practice.

## **CHAPTER 5: DESIGNING A REALISTIC EVALUATION OF WHOLE SCHOOL RESTORATIVE PRACTICE**

### **5.1 INTRODUCTION**

Chapter 5 develops the discussions that were outlined in Chapter 2, An Introduction to Realistic Evaluation (RE) and Realist Synthesis, and provides a rationale for the chosen methodological approach, RE. The chapter begins with an outline of the research context, aims, and questions. This is followed by an overview of my underlying philosophical position, and a critical realist view of social science is delineated. In the latter part of this chapter the research design is detailed, and consideration is given as to how a case study design was used within an RE framework.

### **5.2 RESEARCH CONTEXT**

I was invited by a third sector organisation, West Midlands Quaker Peace Education Project (WMQPEP), to conduct an evaluation of a 'whole-school restorative approach' that was being piloted in three primary schools across the city. I adopted a collaborative approach, which focussed on the needs of WMQPEP in the development of the research aims and questions that would form the focus of the evaluation.

During the initial meeting, WMQPEP reported that positive outcomes were being achieved by the schools that were using a whole-school restorative

approach; however, different outcomes and successes were being achieved by different schools. WMQPEP's reports were based on informal observations and discussions with school staff, and formal evaluations of the 'whole-school restorative approach' had not been conducted at this point in the pilot. Consequently, WMQPEP were keen to identify the outcomes of the whole-school restorative approach, and the factors that were facilitating practice. It was agreed with WMQPEP that a single school would form the focus of the evaluation. Full details of the rationale for selecting the focus school are detailed in Section 6.2.1.

Existing research into school-based restorative practice had also focussed on the outcomes of the approach, and there was very little information available that explained 'how' and 'why' restorative practices work. The aim of this research was to develop the theory relating to the implementation of school-based restorative practice, and to understand the contexts, resources and approaches that lead to specific outcomes. It was intended that the research process should also help practitioners to refine their own school-based restorative practice, by developing their understanding of the factors that facilitate effective programme delivery and outcomes.

In order to meet the objectives outlined by WMQPEP an 'illuminative' realistic evaluation was conducted (Timmins and Miller, 2007), i.e. evaluation focussed *"on qualitative methods, inductive analysis and naturalistic inquiry"* (Robson, 1993; p.176). Preece and Timmins (2007; p.27) suggest that illuminative evaluations are *"useful when managers are curious about the initial impact and*

*effects and wish to gather information on broad fronts to inform the development of an intervention or initiative”.*

It was anticipated that in the future, further research would be undertaken to provide cumulative evidence for this research inquiry, and support the refinement of programme theory relating to whole-school restorative practice.

### **5.3 RESEARCH QUESTIONS**

#### **5.3.1 Main Research Question**

- What are the contexts, mechanisms and outcomes of ‘whole-school restorative practice’?

#### **5.3.2 Sub-questions**

- How has whole-school restorative practice been embedded across the school?
- What are the aspects of the school’s culture and ethos that enable the restorative approach to be delivered?
- What skills and attitudes do staff and pupils have, which facilitate the delivery of a whole-school restorative approach?
- What are the outcomes of a whole-school restorative approach for staff, pupils and the school as a whole?



## 5.4 RESEARCH PHILOSOPHY

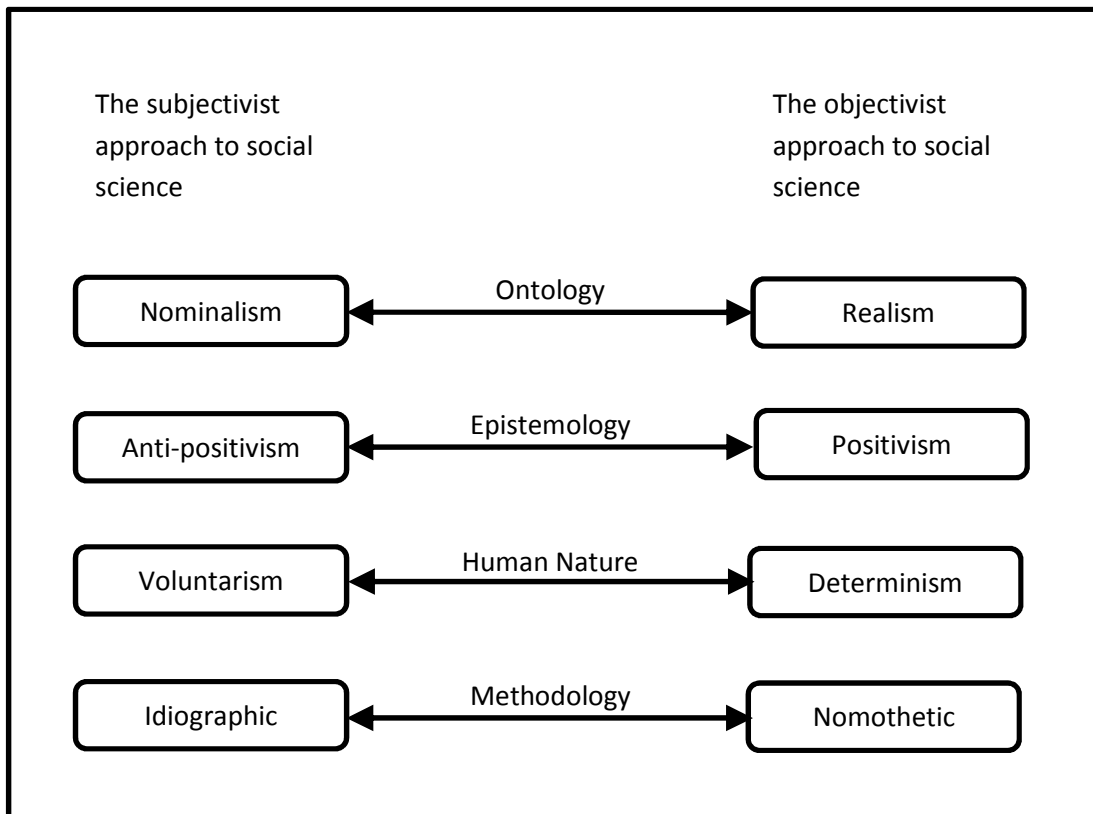
What is considered 'truth' within research has been conceptualised differently by different researchers, and when attention is focussed on the 'doing' and application of research, the researcher's underlying research philosophy can be concealed (Scott and Usher, 1999). Cohen et al (2004) suggest that educational research operates along a continuum, from a traditional '**objectivist**' view to a more recent '**subjectivist**' view of social science. Each view is subject to explicit and implicit assumptions, and these can be grouped into four categories (Burrell and Morgan, 1979):

- **Ontology:** Ontology is the philosophical study of 'being'. Ontological assumptions are concerned with understanding the nature of what is real. Reality can be understood as having an independent existence, external to human consciousness or it may be viewed as a product of the human mind.
- **Epistemology:** The word 'epistemology' is derived from the Ancient Greek words *episteme* meaning 'knowledge' and *logo* meaning 'account' (Cardinal et al, 2004). It has traditionally been concerned with what distinguishes different knowledge claims, specifically what constitutes legitimate knowledge and what is merely opinion or belief (Scott and Usher, 1999).
- **Human Nature:** Human nature considers how human beings interact with their environment. Assumptions are made about whether human

beings are responsible for their own actions, or whether they respond mechanically to environmental conditions (Cohen et al, 2004).

- **Methodology:** The research aims and research methods selected by the researcher will be influenced by the three preceding assumptions. A researcher that seeks to find generalizable laws may use methods involving surveys or experimentation, whilst those wishing to find out about individual perspectives or histories may select methods such as participant observation (Cohen et al, 2004).

Burrell and Morgan (1979) have analysed objectivist and subjectivist views of the social world, identifying their position according to the groups of assumptions that are detailed above; ontology, epistemology, human nature, and methodology (See **Figure 5.1**).



**Figure 5.1: A scheme for analysing the assumptions about the nature of social science (taken from Cohen et al, 2004: p.7; adapted from Burrell and Morgan, 1979).**

Burrell and Morgan's (1979) analysis outlines two conceptions of the social world, subjectivism and objectivism. However, all research is unique and thus each assumption should be viewed as a continuum rather than a dichotomy (Wiersma, 1991).

## 5.5 CRITICAL REALISM AND REALISTIC EVALUATION

Critical Realism is a philosophical approach that originates from the writings of Bhaskar (1975), and is positioned between objectivism and subjectivism.

Critical realism underpins Realistic Evaluation; its goal being to answer ‘how’ and ‘why’ questions within real-life contexts rather than controlled experimental conditions (Robson, 2002).

### **5.5.1 Ontology and Epistemology**

Researchers adopting a realist ontology assume that the object being investigated is totally objective and that its existence is independent of the researcher’s cognition. In contrast, nominalists assume that the researcher and research subject will try to make sense of the situation together, pertaining to the notion that existence is ultimately based on individual ideas.

Critical realists reject both realist and nominalist positions, arguing that they do not adequately account for the complexity of the social world (Clegg, 2005). Instead, they distinguish between two domains of knowledge; intransitive and transitive. The intransitive domain refers to the physical world, whilst the transitive domain represents scientific discovery through theoretical knowledge (Sayer, 2000). According to critical realists, the intransitive domain will remain constant, but the transitive domain will change when scientific knowledge advances (Clegg, 2005). Thistleton (2008, p.50) illustrates this point:

*“when scientists changed their view (the transitive dimension) and decided that the sun was the centre of the planetary system and not the earth, then the nature of the solar system (the intransitive dimension) did not change, only our understanding of it.”*

This ontological assumption aligns with RE. The iterative cycle (see section 5.6) advocated in RE is theory-driven, and supports progression in terms of the researcher's and stakeholders' understanding (transitive domain) of the social programme (intransitive domain). According to critical realism, understanding is developed through the application of generative principles (discussed more fully in Section 2.2.3), which form the epistemological position of RE and this research (Pawson and Tilley, 1997).

### **5.5.2 Human Nature**

Contrasting research philosophies also understand human behaviour differently (Cohen et al, 2004). Objectivists assume that human nature is deterministic and seeks to identify patterns of cause and effect relationships (Cohen et al, 2004). In contrast, subjectivists view human behaviour as an individual choice, and thus researchers may seek to gather personal perspectives of a specified phenomenon or situation (Cohen et al, 2004). Critical realists provide a third approach, and argue that human behaviour is influenced by two elements; human agency and structural factors (Clarke, 2008).

Bhaskar (1979) maintains that the social world is comprised of open systems, and is susceptible to human influence. Some individuals may wish to change aspects of the 'open system' but will be constrained from doing so by the resources that they have, and by the context that they find themselves within. Social programmes can support change in the 'open system' by the introduction of new ideas and new ways of working; however, pre-existing structures (individual resources, individual reasoning, and social contexts) within the

system will influence the degree of change that can be achieved by the social programme. Realistic Evaluation, in line with critical realism, seeks to take into account human agency and structural factors in order to find out “*how programme outcomes are generated by specific mechanisms and contexts*” (Pawson and Tilley, 1997; p.220).

### **5.5.3 Mixed Methods Approach**

The testing of hypotheses, framed in RE terms as “*what might work, for whom, in what circumstances*” requires researchers to adopt a pluralist approach (Pawson and Tilley, 1997; p.220). Pluralism does not discriminate against different types of research methods, and thus methods traditionally associated with both positivist and anti-positivist research are embraced and utilised. Pawson and Tilley (1997; p.85) provide a caveat however, arguing that researchers should not be “*pluralists for pluralism’s sake*”, rather method selection should be “*carefully tailored*” to the hypotheses that are being tested and the object under investigation. Furthermore, implicit in RE’s commitment to theory-driven research is an assumption that the RE researcher will interpret the data collected in line with the epistemological and ontological assumptions of critical realism.

## **5.6 RESEARCH DESIGN**

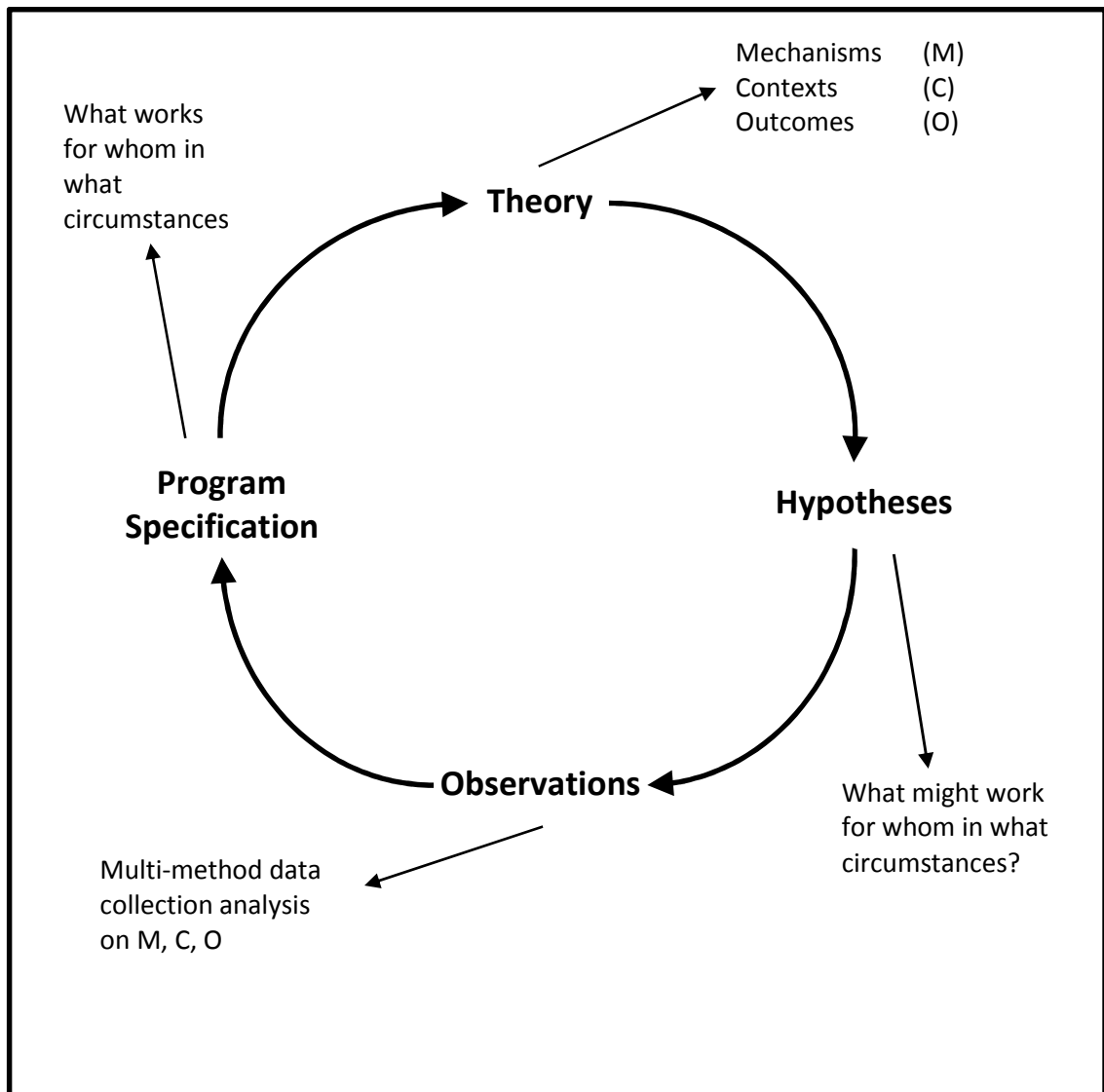
Two methodological frameworks were used to inform the research design of this study: RE and case study design. Realistic Evaluation was selected for its

focus on theory development, which can improve stakeholder knowledge and practice (Timmins and Miller, 2007). A case study design was used because it investigates a “*contemporary phenomenon, in depth and within its real-life context*” (Yin, 2008; p.18). These methodological frameworks will now be discussed in more detail.

### **5.6.1 The Realistic Evaluation Cycle**

RE follows an abridged ‘wheel of science’ (Wallace, 1971); it uses a research design which is underpinned by the same ‘logic of inquiry’ as that used in other areas of social science research and natural science research (Pawson and Tilley, 1997: p.84). Pawson and Tilley (1997; p.84) explain that the difference between an RE cycle (depicted in **Figure 5.2**) and other forms of research is “*a matter of content rather than form*”. The main difference lies in the way in which **theory** is conceptualised: i.e. RE frames theory in terms of contexts,

mechanisms and outcomes (Pawson and Tilley, 1997: p85).



**Figure 5.2: The realistic evaluation cycle (taken from Pawson and Tilley, 1997; p.85)**

According to RE, theories are produced when the researcher reviews existing literature or research, and deconstructs the programme to form hypotheses. Hypotheses are generated using three key questions:



- *“What is it about the [programme]/measure which might produce change?”*
- *Which individuals, subgroups and locations might benefit most readily from the programme?*
- *Which social and cultural resources are necessary to sustain the changes?”*

(Pawson and Tilley, 1997: p.85).

In contrast to Scriven's (1991: p360) view that *“theories are a luxury for the evaluator”*, Pawson and Tilley (1997) assert that programme evaluation is dependent on the theory that underpins it. Theory development is the first stage in the RE process and forms the basis for the entire inquiry.

A variety of research methods can be used during observation to test the identified hypotheses and programme theories. At this stage, hypotheses may be confirmed or refuted, and the information gathered will be used to refine the programme theories and produce a programme specification (Pawson and Tilley, 1997). Pawson and Tilley (1997) recognise that programme specifications will need to be constantly refined as new information becomes available, and therefore an iterative research process is suggested.

### **5.6.2 A Case Study Approach**

A case study is not a research method, but an in-depth investigation into a given area of enquiry: for example, a group, an organisation, an event, or a process (Thomas, 2011). Case study design shares a number of characteristics with RE and can be a useful research approach when

conducting a realistic evaluation (Soni, 2010). A case study was the chosen approach for this research; it was used to answer research questions and test programme theories (see Chapter 4).

Case studies seek to provide an holistic understanding of the phenomenon under investigation (Yin, 2008). They are underpinned by a Gestalt view that *“certain phenomena are more than a sum of their parts and have to be understood as a whole, rather than a set of interrelating variables”* (Thomas, 2011; p.46). Within case study design, context is considered an important element of ‘wholeness’: i.e. understanding the context is an integral part of studying the given case (Thomas, 2011). The emphasis placed on ‘context’ is an area of strength within case study design (Cohen et al, 2004), as it clearly recognises the importance of real-life situations (Nisbet and Watt, 1984). Proponents of RE also recognise the importance of context. In RE terms, it is the mutual interactions that occur between contexts and mechanisms that lead to programme outcomes (Pawson and Tilley, 1997); therefore a programme cannot be fully understood without considering the context in which it occurs.

There are several different types of case study design; the type of design that is used will depend on the overall purpose of the research. Stake (2005) suggests that case studies may have intrinsic or instrumental purposes:

- **Intrinsic:** A case is studied out of the researcher’s own interest.
- **Instrumental:** The case is a tool and serves a particular purpose.

The case study used in this research was instrumental, because the purpose was to advance theory relating to ‘whole-school restorative practice’. This was achieved by explaining the contexts and mechanisms that are inherent in programme delivery, and which can facilitate the likelihood of outcomes being achieved. This type of ‘explanatory’ case study is common, because it enables the researcher to understand the interrelatedness of individual elements of the case (Thomas, 2011). In the analysis of ‘the case’, the researcher can explain the causal relationships that exist when the phenomenon is embedded within a particular context (Harder, 2010).

Case study approaches have been criticised, mainly on the basis that they fail to produce generalizable results (Nisbet and Watt, 1984). However, Thomas (2011) argues that the purpose of a case study is not to generalise, but to provide rich and contextual information about a particular phenomenon. Yin (2008) adds that inferences can be drawn from a case study, which can support the development of generalizable theory. Thus, whilst case study research does not identify programme regularities that are generalizable to a whole population, it can enhance our understanding about a phenomenon and produce theory which has relevance beyond a particular case.

### **5.6.3 Rationale for Using a Case Study Design within a Realistic Evaluation Framework**

My aim of this ‘*illuminative evaluation*’ was to generate a programme specification relating to the ‘whole-school restorative practice’ that was being delivered in the case study school, so that the stakeholders (school staff and

members of WMQPEP) were better informed about that the factors that facilitate the implementation of whole-school restorative practice and lead to positive outcomes. RE's theory-driven approach was therefore useful, because it involved the development of programme specifications and sought to uncover the optimal context needed to fire mechanisms and produce intended outcomes (Pawson and Tilley, 1997).

As a researcher, I recognise that social programmes, in this case 'whole-school restorative practice', are complex and operate within open social systems. The study therefore, required me to adopt a generative view of causation, which sought to identify the mechanisms that reside in individual/group reasoning and resources, interpersonal relationships, and organisational structures. I used a case study approach, because it enabled me to gather rich and contextual information that would help to inform my explanations.

RE further recognises that researcher and stakeholder knowledge will change, as open systems change and new information becomes available (Pawson and Tilley, 1997). The iterative process advocated by RE enabled me to work with stakeholders to refine and analyse the theories that underpin programme implementation. This iterative process was considered particularly useful, given that whole-school restorative practice was still a relatively new initiative for the case study school. The case study school could, if its members so wished, take the research process forward and continue to refine the programme theories that were developed during this research.

## 5.7 PROCEDURE

The procedure that was undertaken during this study is detailed in **Figure 5.3**. The figure shows how I developed, tested and refined my programme theories in collaboration with the stakeholders of the study. The process that I used to gather staff perspectives and pupil perspectives was similar; however, pupils were not asked to generate context, mechanism, outcome configurations (CMOCs). The time constraints of the study meant that it was not possible for staff and pupils to generate CMOCs; therefore only staff were selected to undertake this process. This was due to the fact that staff have a broader involvement with the whole school restorative approach, and would be able to comment on the development of the approach as well as its implementation.

Chapter 5 has provided a rationale for the chosen methodological approach: a case study design within a RE framework. Detailed in Section 5.7 is an outline of the procedure that was undertaken during this research study. This procedure will be considered in greater detail in the next chapter (Chapter 6), where the specific sampling procedures, research methods and data analysis techniques will be discussed.

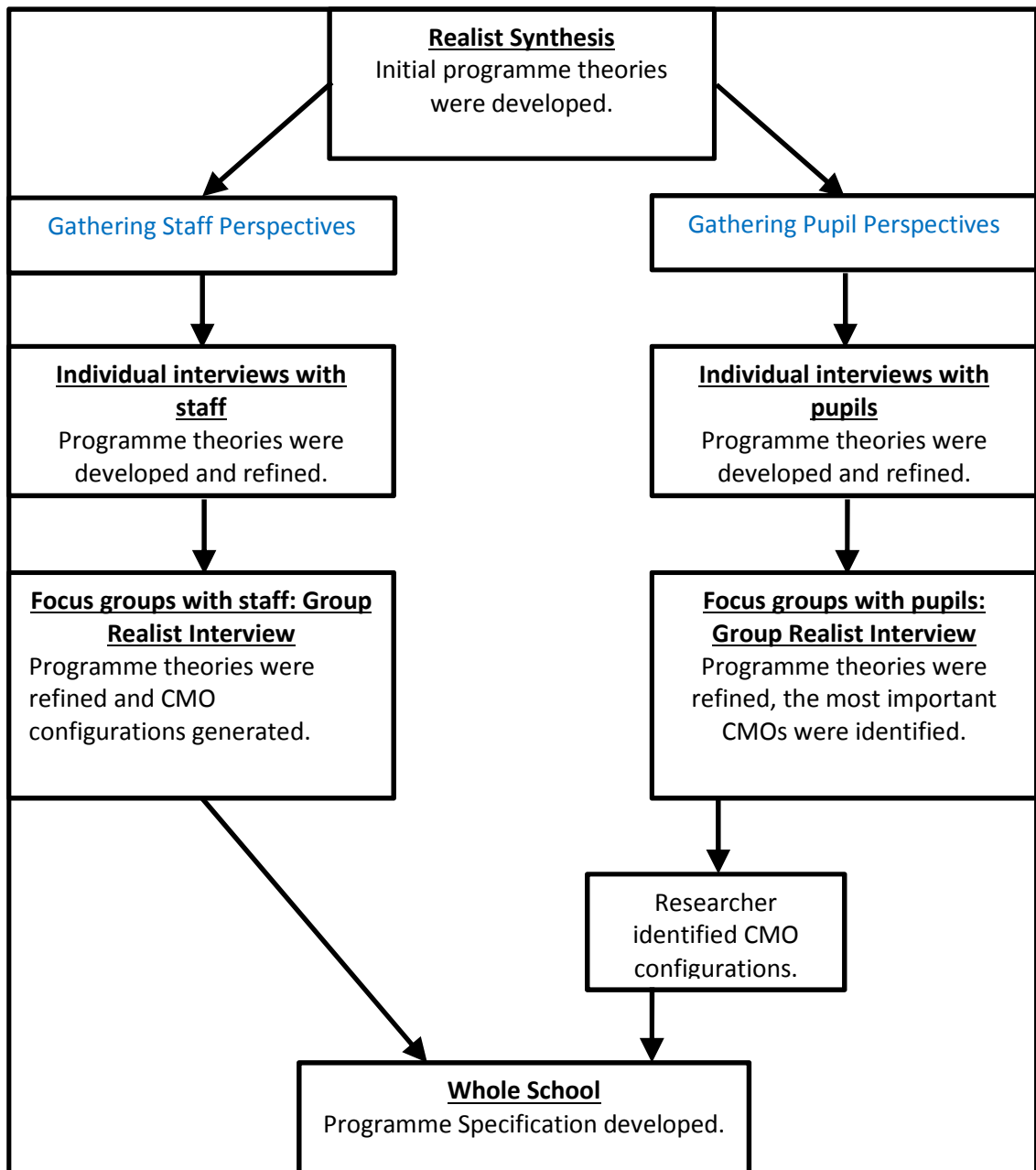


Figure 5.3: Research procedure undertaken in the case study school.

## **CHAPTER 6: RESEARCH METHODS**

### **6.1 INTRODUCTION**

In this chapter, the study is considered in relation to the specific sampling strategies, research methods and data analysis techniques undertaken. Ethical considerations and the trustworthiness of the research are also considered.

### **6.2 IDENTIFYING A SAMPLE**

#### **6.2.1 Identifying the Case Study School**

WMQPEP deliver restorative projects (e.g. peer mediation programmes, peacemaking circles, conflict resolution) to a number of primary, secondary and special schools across the region, and are currently piloting a whole-school restorative approach in three city-based primary schools. Prior to selecting the case study school for this research inquiry, I collaborated with WMQPEP and we agreed on a set of criteria for the case study selection process. The following criteria were used to select a school as the case study for the inquiry:

- WMQPEP were piloting their 'Whole School Restorative Approach' in the case study school, and a whole school restorative lead from WMQPEP had been assigned to the school for a period of two years.
- WMQPEP had a long standing relationship with the case study school and had been working collaboratively with them to implement restorative

approaches for a period of at least 5 years: i.e. circle time, conflict resolution and peer mediation.

- Restorative practice in the case study school was being delivered in a whole school manner.
- WMQPEP reported that restorative practice was being delivered effectively within the school; i.e. in accordance with the WMQPEP policy and planning materials.
- WMQPEP reported that positive outcomes of restorative practice had been identified from focus groups, meetings and questionnaires administered to staff and pupils.
- There had been no recent changes to the staffing of the senior leadership team.

Only one of three schools in which WMQPEP were delivering a whole school approach met this set of criteria, and thus this school was subsequently selected as the case study. The case study school is a two-form entry, larger than the average-sized primary school. Most pupils are White British, and the proportion of pupils from minority ethnic groups is average. There are average proportions of disabled pupils and those who have special educational needs and of those who are known to be eligible for free school meals (Ofsted report, 2012).

The case study school was identified by WMQPEP as a school that demonstrated 'good whole-school restorative practice'. In a recent Ofsted inspection the case study school was graded 'good' for the 'behaviour and safety of pupils'. The Ofsted report referenced the success of the school's peer



mediation programme, a restorative process which was developed in collaboration with WMQPEP, as contributing to this grading (Ofsted, 2012).

Information collated from WMQPEP, the recent Ofsted report, and my research proposal were presented to the school's educational psychologist and the area senior educational psychologist. The Educational Psychology Service subsequently agreed to my request to undertake the research study in the case study school.

WMQPEP initially contacted the case study school to discuss the willingness of staff to participate in the inquiry. I then met with the head teacher and the restorative lead from WMQPEP to introduce RE methodology, to negotiate the research process, and to establish a timetable for data collection. The head teacher explained that she was happy for the school to participate in the study, and agreed to the proposed research activity (outlined in **Table 6.1**).

**Table 6.1: Timetable of research activity.**

<b>Date</b>	<b>Research Activity</b>
August 2012	<ul style="list-style-type: none"><li>• Initial meeting with Restorative Lead from WMQPEP</li></ul>
September 2012	<ul style="list-style-type: none"><li>• Meeting with Head Teacher and Restorative Lead.</li><li>• Information sheets and consent forms sent out to prospective participants</li></ul>
October 2012	<ul style="list-style-type: none"><li>• Realist Synthesis conducted</li><li>• Participants were selected (see Section 6.2.2)</li></ul>
November 2012	<ul style="list-style-type: none"><li>• Individual interviews with staff.</li><li>• Individual interviews with pupils</li></ul>
February 2013	<ul style="list-style-type: none"><li>• Focus group with pupils</li></ul>
March 2013	<ul style="list-style-type: none"><li>• Group realist interview with staff</li></ul>
September 2013	<ul style="list-style-type: none"><li>• Findings and programme specification presented to all stakeholders.</li></ul>

### **6.2.2 Selecting Participants**

In accordance with Yin's (2008) principles of case study design, the study sought to obtain evidence from multiple sources by interviewing participants who had different roles within the school. The EIPP-Centre (2012) maintain that gathering individual perspectives on a social programme enables the researcher to (a) explore contextual factors relevant to practice and (b) compare the views of different stakeholders: e.g. those people involved in delivering the programme and those people who receive the programme. The usefulness of drawing upon the views of children when reviewing the efficacy of an educational provision is also well documented (e.g. Hobbs et al, 2000).

It was agreed with the case study school that staff and pupils would participate in individual interviews (see Sections 6.3.1.1 and 6.3.2.1) and in follow-up focus group activities (see Sections 6.3.1.2 and 6.3.2.2). In discussion with the head teacher of the case study school and WMQPEP, it was decided that parents should be omitted from the inquiry (other than to obtain informed consent for their child's participation in the study), in light of the following considerations:

- (a) The case study school had started to brief parents about restorative practice; however, parents' experience of the whole school restorative approach was reportedly very limited.
- (b) WMQPEP had not received funding to work directly with parents, and therefore work of a restorative nature had not been undertaken with parents by WMQPEP.

It was recognised that the absence of parent participation was a gap in the study. The case study school thus agreed that parents' views could be collected by school staff once parents were more familiar with the whole-school restorative approach, and fed into the iterative realistic evaluation process at later date.

#### **6.2.2.1 Sampling Staff Participants**

A letter was sent out to all staff from the case study school (see Appendix B), inviting them to participate in the study (individual interview and follow-up focus group activity). Participants with a minimum of 1.5 years' experience of whole school restorative practice were sought, in order to ensure that staff could draw on their own experiences of restorative practice, reflect on how the approach

was initially established and subsequently sustained in the school, and identify the changes that had occurred in the school since the introduction of a whole-school restorative approach.

I was interested in gaining the perspectives of staff members who each had different professional roles and duties within the case study school. A dimensional sampling strategy was used in order to select staff participants and enhance the representativeness of the sample (Cohen et al, 2004). The range of job roles undertaken by staff in the school was identified and a participant from each 'job' category was selected. **Figure 6.1** provides an overview of the staff participants who were selected to take part in the study.

Pilot Interview	<ul style="list-style-type: none"> <li>•Key Stage 2 Teacher (Year 4)</li> </ul>
WMQPEP	<ul style="list-style-type: none"> <li>•Whole-School Restorative Lead for the Case Study School</li> </ul>
Senior Leadership	<ul style="list-style-type: none"> <li>•Head Teacher</li> <li>•Deputy Head Teacher</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>•Key Stage 2 Teacher (Year 5)</li> <li>•Key Stage 1 Teacher (Year 2)</li> </ul>
Non-Teaching Staff	<ul style="list-style-type: none"> <li>•Teaching Assistant (Year 4)</li> <li>•Lunch Time Supervisor (Key Stage 1 Playground)</li> </ul>

**Figure 6.1: Members of staff selected to participate in the individual interviews and follow-up focus group activity.**

#### 6.2.2.2 Sampling for Pupil Participants

I considered the demands of focus groups and individual interviews before identifying a sample from the pupil population. Vaughn et al (1996) recommend

that focus groups should only be conducted with pupils over the age of 6 years, to ensure that pupils have the expressive and receptive language skills required to fully participate in the focus group process: e.g. pupils are able to articulate their own views without being overly influenced by intermediaries. Furthermore, focus groups should have a maximum duration of 45 minutes when participants are under the age of 10 years old, and participants should be of a similar age; i.e. within a 2 year age range (Vaughn et al, 1996).

I planned for pupils to participate in a focus group activity that explored the themes derived from the preceding individual interviews, and the focus group was expected to last for approximately 1 hour. In line with Vaughn et al's (1996) recommendations, I recognised that pupils from Years 5 and 6 who were aged 10-11 years would be the most appropriate participants for the study.

Prior to identifying the final sample for the study, I discussed the sampling process with the head teacher of the case study school. The head teacher explained that Year 6 pupils had a good working knowledge of the restorative work being undertaken within the school; Year 6 pupils had received peer mediation training, had previously participated in a conflict resolution programme, engaged in regular circle time, as well receiving exposure to more general 'whole-school' restorative approaches. Year 5 pupils had experienced some of these approaches, but had not been trained in peer mediation. The head teacher and I therefore agreed that pupil participants should be sought from Year 6.

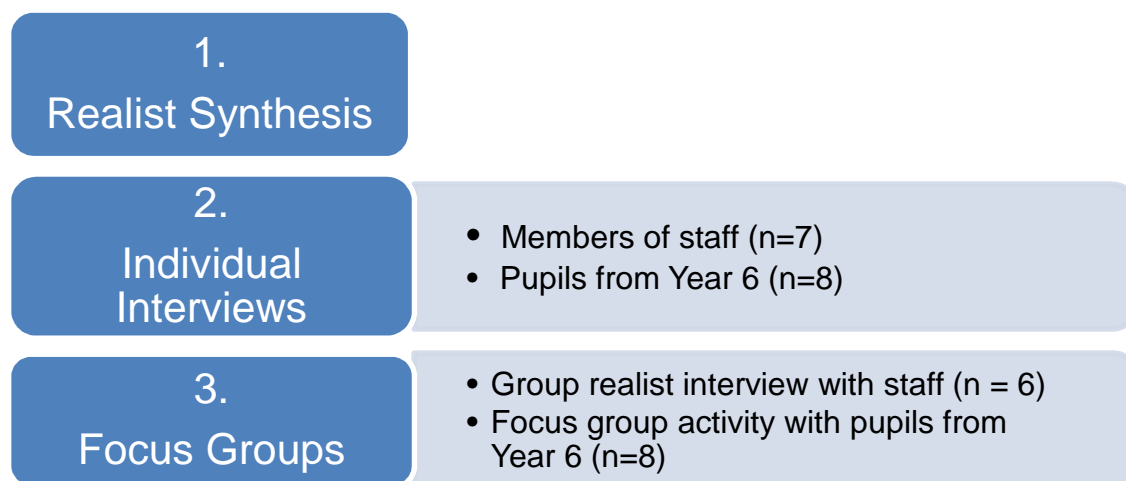
Information sheets including consent forms were sent out to all Year 6 pupils (see Appendix C) and their parents (see Appendix D), and a total of 17 consent forms were returned to the school. A purposive sampling strategy was used to select the final 8 participants for the study. A purposive sampling strategy is defined by Cohen et al (2004, p.103) as involving a process where:

*“researchers hand pick the cases to be included in the sample on the basis of their typicality”.*

Purposive sampling was completed in collaboration with the head teacher from the case study school in order to ensure that the sample was representative of the school population. The variables used were exposure to the restorative approach (e.g. peer mediators and pupils who were not peer mediators), ethnicity and gender.

### **6.3 INSTRUMENTS**

Section 5.5.3 explained that RE advocates a pluralist approach to research methods. Inherent in this approach is a flexibility that allows the researcher to select the methods that are judged most appropriate for the research inquiry. In this study, data were collected using three research methods:



**Figure 6.2: Data collection procedures**

Chapter 4 described the realist synthesis that was undertaken during this inquiry. The purpose of the realist synthesis was to generate programme theories from the existing literature on restorative practice. The remainder of this section discusses the methods used (a) to abstract theories from school stakeholders, and (b) to work collaboratively with stakeholders to refine the programme theories generated from preceding phases of the research.

### **6.3.1 Gathering Staff Perspectives**

#### **6.3.1.1 Phase 1: Interviews**

Semi-structured interviews were used to gather staff perspectives on restorative practice delivered in the case study school. Seven members of staff, including two senior leaders, two class teachers, a teaching assistant, a lunch time supervisor, and a member of staff from WMQPEP were interviewed. The strategy used for selecting the participants is detailed in Section 6.2.2.1. Interviews lasted between fifty minutes and one hour and fifty minutes. All

interviews were audio-recorded and took place in a quiet room in the case study school.

Robson's (2002; p.277) 'commonly used sequence of questions' was used to provide an initial framework for the staff interview. This consists of the following elements:

- **Introduction:** I introduced myself and the purpose of the study.  
Participants were reminded of their right to withdraw from the interview and were assured that their answers would remain confidential.  
Participants were asked if they would give permission for the interview to be audio recorded.
- **Warm-up:** Rapport-building questions were used to 'ease' participants into the interview process.
- **Main body:** Questions sought to find answers to the main purpose of the interview. I did consider a logical progression of questions, but there was flexibility for me to change the order of questions depending on the answers that participants gave. In line with Robson's (2002) recommendations long, leading, double-barrelled and biased questions were avoided.
- **Cool off:** A number of straightforward questions were asked at the end of the interview to ensure that any built-up tension was defused.
- **Closure:** Participants were thanked for completing the interview and were asked if there was anything else they wished to comment on.



The initial interview schedule was piloted with a Key Stage 2 teacher from the case study school, and was used to support the development of the final interview schedule (see Appendix E). The final interview schedule conformed to a semi-structured format, which has been defined as an interview style that:

*“has predetermined questions, but the order can be modified based on the interviewer’s perception of what seems most appropriate. Question wording can be changed and explanations given; particular questions which seem inappropriate with a particular interviewee can be omitted, or additional ones included”.*

(Robson, 2002: p.270)

A semi-structured interview was used because it enabled me to construct an interview schedule with care, which was aligned with a Realistic Evaluation approach: i.e. questions sought to inform understanding of the contexts, mechanisms, and outcomes that were pertinent to school-based restorative practice delivered in the case study school. Open questions were used throughout the interview schedule, to ensure that there was an in-depth exploration of the subject area, and that participants’ answers were not constrained by the questions being asked (Robson, 2002). The interview schedule included prompts, to support participants in their thinking and to ensure that questions were answered fully (see Appendix E). The semi-structured approach ensured that there was enough structure to gather the information relevant to the research questions; however, it also gave me flexibility to change the order and wording of the questions depending on the needs of each participant. This was particularly useful given that interviewees

had disparate roles within the school, and the time and attention given to particular topics varied accordingly.

#### **6.3.1.2 Phase 2: Group Realist Interview**

Following the initial individual interviews, staff were asked to participate in a follow-up focus group activity. From the seven participants who took part in the individual interviews, six participated in the follow-up focus group. One participant withdrew from the study, due to her leaving the school and beginning employment in another organisation. The participant who withdrew from the study explained that she was happy for the data collected during her interview to be used in this inquiry.

The focus group was technically a 'group realist interview' (Pawson and Tilley, 1997), but the term 'focus group' was more familiar to staff and accurately denoted what could be expected from the group process. Focus groups are group interviews, which involve an open-ended discussion that is facilitated by the researcher (Robson, 2002). They are considered to have a number of advantages: they provide a highly efficient means for gathering qualitative data; participants often find the experience enjoyable; the group format supports the extraction of the most relevant points, and individual views can be checked against the views of the whole group (Robson, 2002).

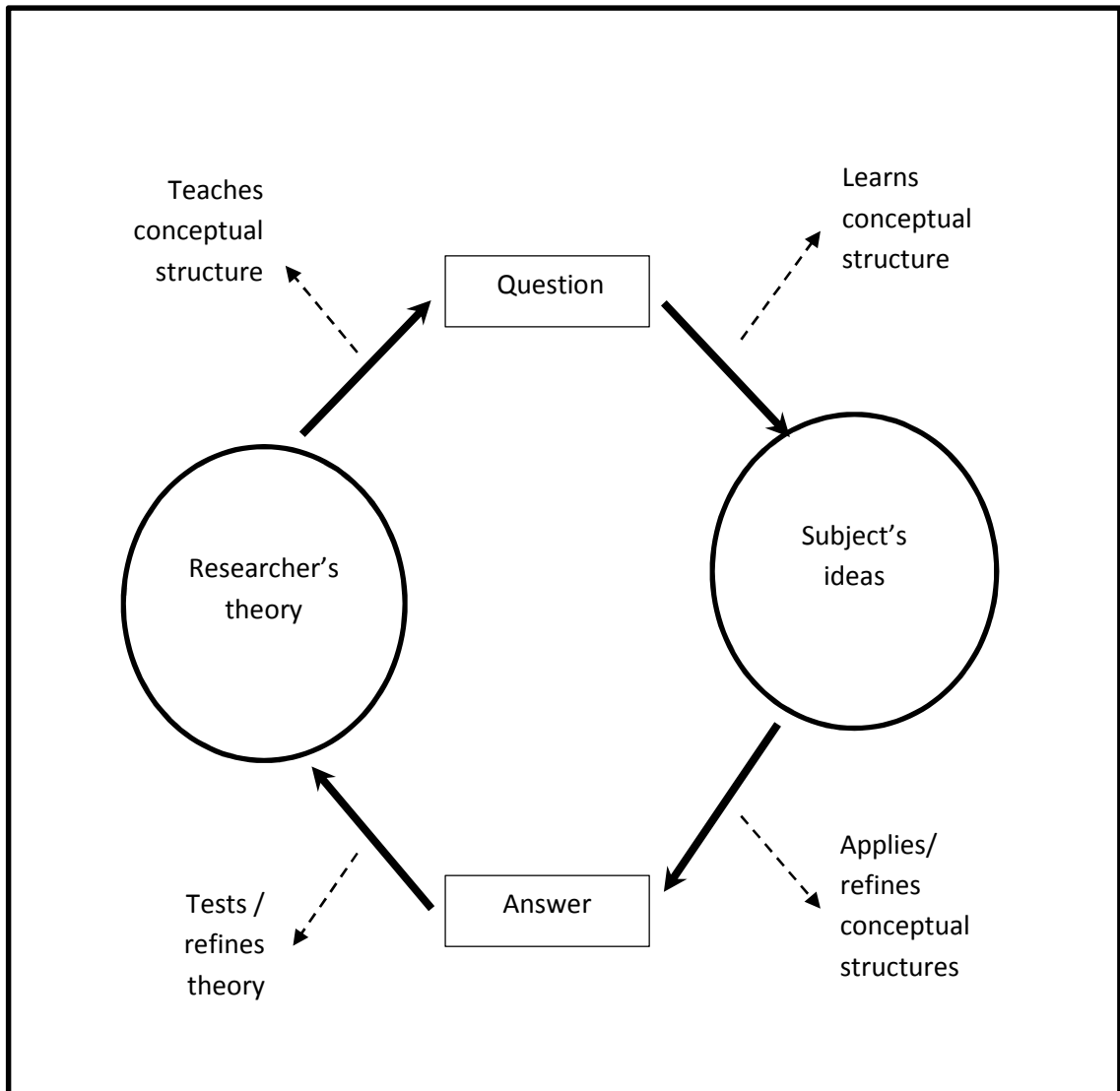
Bloor et al (2001) explain that focus groups are a useful method for gathering collective constructs, but are less useful for identifying individual views. Moreover, through the focus group process the researcher may facilitate the construction of new ideas and group norms (Bloor et al, 2001), but the

information presented may be biased (Robson, 2002); i.e. atypical or deviant experiences may be silenced and the views of more dominant group members may be over-represented (Bloor et al, 2001; Robson, 2002). Bloor et al (2001) suggest that in order to maximise the strengths and minimise the disadvantages, focus groups should have an ancillary role and should be used to complement other research methods. When used as an ancillary method, focus groups can support the research process in three discrete ways:

- 1) *“In pre-pilot work, to provide a contextual basis for survey design.*
- 2) *As a contemporary extension of survey and other methods, to provide an interpretive aid to survey findings.*
- 3) *As a method of communicating research findings to research subjects, to provide a means of discharging fieldwork obligations whilst simultaneously generating new insights on the early findings.”*

(Bloor et al, 2002; p.8-9)

In this study, focus groups were used as an ancillary method to assist the interpretation of findings generated from the individual interviews and realist synthesis. A realist interview (Pawson and Tilley, 1998) was used to structure the focus group and provide participants with an opportunity to contribute to the development of programme theories. A realist interview structure is outlined in **Figure 6.3.**



**Figure 6.3: Basic structure of the realist interview (taken from Pawson and Tilley, 1997: p.165)**

A realist interview differs from orthodox interviews, namely in the focus on “(i) *the teacher-learner function and (ii) the conceptual refinement process*” (Pawson and Tilley, 1997; 165). “*The teacher-learner function*” refers to the role the researcher plays in actively teaching the conceptual structure of the inquiry to participants. At this stage, the researcher’s theory about the programme is conveyed in terms of “*what bit of a programme works best for which subjects in what circumstances*” (Pawson and Tilley, 1997). “*The*

*teacher-learner function*” is followed by “*the conceptual refinement process*”. It is at this stage that the participants are provided with an opportunity to give their views about the researcher’s theories, and to explain and clarify their thinking. Pawson and Tilley (1997) maintain that a realist interview enables participants to make informed and critical contributions to the development of programme theories. The realist interview structure is summarised in **Table 6.2**, alongside the specific processes undertaken for this inquiry.

**Table 6.2: The realist interview process (adapted from Pawson and Tilley, 1997; p.218)**

<b>Processes involved in a realist interview</b>	<b>Process used in this inquiry</b>
1. Learning the programme theories	<ul style="list-style-type: none"> <li>• A realist synthesis was conducted in order to abstract programme theories from the existing literature on restorative practice.</li> <li>• Staff were interviewed individually in Phase 1 in order to abstract stakeholder theories about restorative practice.</li> </ul>
2. Formalising the programme theories	<ul style="list-style-type: none"> <li>• The information gathered whilst ‘learning the programme theories’ was analysed using thematic analysis and grouped into contexts mechanisms and outcomes.</li> </ul>
3. Teaching the stakeholders the formalised theories.	<ul style="list-style-type: none"> <li>• The Realistic Evaluation process was orally explained to participants and augmented with a hand-out (see Appendix G).</li> <li>• Participants were presented with an overview of the contexts mechanisms and outcomes that I had abstracted from the data.</li> </ul>
4. Providing opportunities for the stakeholders to comment upon, clarify, and refine the key ideas.	<ul style="list-style-type: none"> <li>• A card sort activity (taken from Davies, 2011) was used to facilitate discussion and refine programme theories. A full description of the card sort activity is detailed in Appendix G</li> </ul>
<b><i>The realist interview was recorded and transcribed.</i></b>	

## **6.3.2 Gathering Pupil Perspectives**

### **6.3.2.1 Phase 1: Interviews**

Semi-structured interviews were used to gather pupil perspectives of restorative practice delivered in the case study school. Eight Year 6 pupils were interviewed and all interviews were recorded. The strategy used for selecting participants is detailed in full in Section 6.2.2.2. Interviews lasted between twenty-five and fifty minutes, and all interviews took place in a quiet room in the case study school.

The development of the interview schedule was informed by established conventions of semi-structured interviews (e.g. Robson, 2002), which are outlined in Section 6.3.1.1. The interview schedule was piloted with a Year 6 pupil from the case study school, and amendments were made accordingly. This process resulted in the development of the final interview schedule that was used in the study (see Appendix F).

The interview schedule had a number of pre-determined questions that sought to identify the contexts, mechanisms, and outcomes of school-based restorative practice delivered in the case study school. The questions were open-ended, aiming to facilitate the elicitation of participants' experiences of restorative practice and school life. In recognition of the age of the participants, subsidiary prompts and visual aids were used to augment the interview process, and assist participants to provide full and detailed answers (see Interview Schedule in Appendix F). The interview schedule was used flexibly and I was guided by

participants' answers in terms of the order in which the questions were asked and the time dedicated to each question.

#### **6.3.2.2 Phase 2: Focus Group**

Following the individual interviews, pupils were asked to participate in a follow-up focus group activity; all (eight) participants who took part in the individual interviews agreed to participate in the focus group. The purpose of the follow-up focus group was two-fold: it enabled me to 'check' my interpretations of the findings gathered from the Phase 1 interviews, and it checked the level of consensual agreement in terms of the key themes that had been identified (Vaughn et al, 1996).

Vaughn et al (1996) recommend that focus groups involving primary-aged pupils are augmented with concrete activities, illustrations, and higher levels of environmental stimulation and interaction than is typically used in focus groups involving adult participants. The use of concrete activities is suggested to increase pupils' attention and engagement with the focus group process (Vaughn et al, 1996). Vaughn et al's (1996) recommendations were taken into consideration when devising the focus group session; pupils were provided with visual aids and were asked to participate in a group exercise that involved writing and drawing (A full plan of the focus activity is detailed in Appendix H).

The researcher sought to adopt a focus group approach that was consistent with the principles of a realist interview; thus the '*teacher-learner function*' and '*conceptual refinement process*' (summarised in Section 6.3.1.2) were integral parts of the pupil focus group activity:

- **Teacher-learner function:** The contexts, mechanisms, and outcomes that were generated from Phase 1 interviews were presented to participants in the form of a mind-map and were explained in detail.
- **Conceptual refinement process:** The participants ‘voted’ on whether they agreed with the themes generated, and placed ticks next to the themes with which they agreed and crosses next to the themes with which they disagreed. Pupils were then asked to rank their top five contexts, mechanisms and outcomes. In accordance with Vaughn et al’s (1996) recommendations, a concrete activity was used to augment this process: i.e. using the themes generated from the Phase 1 interviews participants were asked to create a “recipe” for a restorative school. This activity involved pupils sharing ideas through discussion, drawing, and writing.

#### 6.4 ETHICAL CONSIDERATIONS

Ethical considerations should be inherent in any social research involving human participants and social institutions (Zeni, 2001). Throughout the study I adhered to the British Psychological Society’s (BPS) Code of Ethics and Conduct (2011), the University of Birmingham’s Code of Practice for Research (2012), and the Data Protection Act (2003). Ethical approval was sought before commencing the study, which paid due attention to ethical issues involving consent, participant feedback, participant withdrawal, confidentiality, risk to participants, and the storage, access and disposal of data (see Appendix A). A



full account of the ethical issues that were considered as part of this study is detailed in **Table 6.3**.

**Table 6.3: Ethical considerations**

Ethical Consideration	Process Undertaken
Obtaining informed consent from participants	<ul style="list-style-type: none"> <li>All participants that took part in the study were volunteers and were not put under duress at any point during the research process (BERA Ethical Guidelines, 2004).</li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>Prior to recruitment, all staff were given a brief oral summary of the research study. Staff who expressed an interest in participating in the study were given a further more detailed summary of the research.</li> <li>All participants gave consent to participate in the study and agreed to the terms of the research.</li> </ul> <p><u>Pupils</u></p> <ul style="list-style-type: none"> <li>Parents were provided with an information sheet, which included details of the study and a parental consent form. Consent forms were signed by parents and returned to the school.</li> <li>Pupils were given an explanation of study and were invited to ask any questions that they had about the research process. Those pupils that requested to participate in the study were given further information about the research via an information sheet.</li> <li>All pupils signed a consent form before participating in the study (see Appendix C).</li> </ul>

Ethical Consideration	Process Undertaken
<p>The right to withdraw from the study at any point during the research process</p>	<ul style="list-style-type: none"> <li>• Participants were informed via oral and written means that they had the right to withdraw from the research project at any time. This information was detailed in writing in the participant information sheets and consent forms. Oral reminders were given during the individual interview and focus group activity.</li> <li>• The participant that decided to withdraw from the study was not asked to provide a reason for his/her withdrawal. There was no attempt to coerce or persuade the individual to continue, and the request to withdraw was accepted without question (in line with BERA Ethical Guidelines, 2011).</li> <li>• Participants were informed that should they withdraw from the study the data collected during the individual interviews would be destroyed, but that focus group data could not be deleted post hoc, since it is likely to be difficult to ascertain reliably who said what.</li> </ul>
<p>Maintaining the confidentiality and anonymity of participants.</p>	<ul style="list-style-type: none"> <li>• Participants were informed that they are entitled to confidentiality of information that is gathered during the course of the research project. Any data published or distributed in relation to this project was therefore anonymised.</li> <li>• Participants were informed that I would only breach confidentiality would in exceptional circumstances; where there is a concern regarding the safety of a participant, or in relation to child protection or safeguarding matters.</li> <li>• Confidentiality of information discussed in the focus group could not be guaranteed, as participants are not bound by ethical guidelines surrounding research. This was made clear to all participants at the start of the study; however, I discussed the benefits of confidentiality. Participants were asked to sign a confidentiality agreement prior to the commencement of each focus group.</li> </ul>

Ethical Consideration	Process Undertaken
The storage, access and disposal of data.	<ul style="list-style-type: none"> <li>• Data were kept and stored in accordance with the Data Protection Act (2003).</li> <li>• Data were collected on a dictaphone and transcribed. Once all the data had been transcribed, it was deleted from the Dictaphone. Transcribed data were stored on the secure University system and will remain there for 10 years (in accordance with University Guidelines and guidance from the UK Research Councils). After 10 years the data will be destroyed.</li> </ul>
Information will be fed back to participants following participation in the study.	<ul style="list-style-type: none"> <li>• RE is an iterative process leading to theory development. It recognises that participants play an integral part in developing programme theory (Pawson and Tilley, 1997). In line with the RE approach, theory development was discussed with participants throughout the research process; i.e. during individual interviews, during focus groups, after final data analysis.</li> <li>• At the end of the research project staff will be provided with a presentation and written report outlining the research findings recommendations.</li> <li>• The research findings will be discussed with pupils who participated in the study. This will be done via a 20 minute group discussion, and pupils will also have the opportunity to ask questions. The group discussion will be augmented with visual resources and written handouts.</li> </ul>

Ethical Consideration	Process Undertaken
Minimising risks to participants.	<p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• Risks should have been minimised by participants giving informed consent and understanding that they have the right to withdraw from the study at any point.</li> <li>• Confidentiality should have ensured that there are no risks to the reputation or status of participants that engaged in the study.</li> </ul> <p><u>Pupils</u></p> <ul style="list-style-type: none"> <li>• The study required the participants to discuss issues which may have been emotive or sensitive (i.e. a situation where conflict has arisen). The training that participants had received in restorative justice practices should have minimised these risks; i.e. all young people participating in the research had previously engaged in a 6 week training session involving restorative practices and conflict resolution.</li> <li>• In order to further reduce potential risks, the research questions were clearly defined, to ensure the boundaries of discussion were clearly communicated.</li> <li>• Pupils had access to support from the school counsellor, should this be required.</li> </ul>

#### 6.4.1 Ethical Considerations in Practitioner Research.

Collaborative research, such as action research or realistic evaluation, is subject to ethical requirements that are distinct from other forms of qualitative research (Zeni, 2001). Mohr (1996) argues that individuals who have a dual researcher-practitioner role cannot use statistical objectivity or sociological anonymity as the basis for ethical decision-making; instead there is a reliance on responsibility and accountability. Zeni (2001) suggests that practitioner-researchers should consider five checkpoints when designing and conducting ethical research: *location, relationships, interpretation/definition, publication,*

*and institutionalisation.* An overview of how I adhered to Zeni's guidelines for practitioner research is detailed in **Table 6.4.**

**Table 6.4: Checkpoints for practitioner researchers (Taken from Zeni, 2001: p. xvii)**

<b>Checkpoint</b>	<b>Definition</b>	<b>Ethical question</b>	<b>Zeni's (2001) checkpoints applied to this inquiry.</b>
Location	What the researcher brings to the inquiry – gender, race, class, roles, status in the institution.	How do these aspects of culture connect or divide the researcher from the participants?	<p>Professional and personal experiences may shape the perspectives of the researcher (Zeni, 2001). Chapter 1 explores my identity as a researcher and its implications for the research study.</p> <p>Throughout the inquiry, I located myself in the research, adopting a critical and reflexive stance.</p>
Relationships	The human dynamics, friendships, and professional responsibilities that may be threatened or enhanced by the research.	To whom is the researcher accountable?	<p>Prior to the inquiry I was not responsible for delivering psychological services to the school. However, as a representative from the Local Authority and the University of Birmingham, it was essential that I developed a good rapport with the case study school.</p> <p>I was aware that there are time implications inherent in any research study. Thus, I negotiated the research process with representatives from the case study school and WMQPEP. The benefits of participating in a realistic evaluation were also made clear to the representatives; for example, stakeholders were informed that realistic evaluation seeks to empower participants and deepen their thinking about the topic under inquiry (Pawson and Tilley, 1997). The collaborative nature of realistic evaluation arguably strengthens relationships between the researcher and the participants, as both parties are working towards a common set of goals (Zeni, 2001).</p>

<b>Checkpoint</b>	<b>Definition</b>	<b>Ethical question</b>	<b>Zeni's (2001) checkpoints applied to this inquiry.</b>
Interpretation/ Definition	How the researcher represents the subjective experiences of others to consider multiple perspectives.	How do various participants define the issue?	During the realistic evaluation cycle, I developed programme theories, which were based on academic literature and individual interviews with participants. These theories were presented back to participants, and participants were asked for their perspectives on each theory. The purpose of this process was to ensure that I accurately represented the views of others, and that there was a consensus about the theories that were derived.
Publication	Texts, forms, and voices that bring the research to a wider public.	How does the researcher tell a complex story truthfully and respectfully to varied audiences?	<p>A full report detailing the results of the study will be presented to the University, the case study school, WMQPEP, and the Educational Psychology Service. I will ensure that the anonymity of participants is maintained when presenting information to the stakeholders and to the wider public.</p> <p>It is hoped that the contents of this report will be considered for publication in an academic journal, for example Educational Psychology in Practice.</p>
Institutionalis ation	Legal and procedural expectations in the University, school or other setting.	What guidelines apply when research involves more than one institutional culture?	<p>The case study school were informed that I must adhere to the British Psychological Society's Code of Ethics and Conduct (2011), the University of Birmingham's Code of Practice for Research (2012), and the Data Act (1998). They were also informed that confidentiality can only be breached when there is a concern relating to child protection/safeguarding matters, in which case, the Local Authority Guidelines would be followed.</p> <p>Where possible, I followed the case study school's policies and procedures; i.e. when they did not conflict with the ethical guidelines by which I was bound.</p>

## 6.5 RELIABILITY AND VALIDITY

### 6.5.1 Reliability

Cohen et al (2004) define reliability as:

*“consistency and replicability over time, over instruments and over groups of respondents” (p.117).*

Thomas (2011 ) suggests that reliability is not a principal concern when conducting case study research, because case studies do not aim to generalise. In contrast, Yin (2009) advocates the importance of reliability in all research, arguing that reliability seeks to reduce bias and minimise error. Yin (2008) suggests that case study researchers can enhance the reliability of their study by operationalizing the research steps involved, thus making these more accessible to auditors wishing to repeat the case study and arrive at the same results.

In this chapter, I have provided a detailed account of the research process, so that it could be repeated at a later date or by another researcher. However, qualitative research is inherently subjective and therefore the replication of results cannot be assumed.



### 6.5.2 Validity

Thomas (2011) defines validity as:

*“the extent to which a piece of research is finding out what the researcher intends it to find out” (p.63)*

Ensuring that research has validity is more difficult in case study research, because it does not utilise random sampling methods and the researcher may not have clear expectations about what the research will find (Thomas, 2011). Nevertheless, Yin (2008) maintains that the construct of validity is used to assess the worth or value of all empirical social research and it therefore remains an important element of case study design.

Yin (2008) explains that case study researchers should test their study for three types of validity: construct validity, internal validity, and external validity. An overview of how threats to validity were controlled for in this research is presented in **Table 6.5**.

**Table 6.5: Case study measures to control for threats to validity.**

<b>Type of Validity</b> (adapted from Cohen et al, 2004)	<b>Control Measure Taken</b> (developed according to Yin's 2008 recommendations)	<b>Phase of Research</b>
<b>Construct Validity</b> Constructs are clearly stated and there is an agreement about how constructs will be used in the research.	<ul style="list-style-type: none"> <li>• Multiple sources of evidence were collected. I did not rely on a single view.</li> <li>• A chain of evidence was established, showing how explanations were derived.</li> <li>• Explanations derived from the study were reviewed by participants and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data collection</li> <li>• Data analysis</li> </ul>
<b>Internal Validity</b> The data collected accurately describes the phenomenon being investigated.	<ul style="list-style-type: none"> <li>• The process of explanation building was operationalized.</li> <li>• I worked collaboratively with participants to refine explanations derived from the research.</li> </ul>	<ul style="list-style-type: none"> <li>• Realist synthesis</li> <li>• Data collection.</li> <li>• Data analysis</li> </ul>
<b>External Validity</b> The results derived from the study can be generalised to the wider population.	<ul style="list-style-type: none"> <li>• Programme theories were generated through RE, a rigorous and systematic process involving the extraction of contexts, mechanisms, and outcomes from the existing literature on restorative practice.</li> <li>• I was aware of my research identity and regularly checked the data for researcher bias to ensure that multiple perspectives were represented. I discussed the data analysis and interpretation process with my tutor.</li> <li>• A clear research process was outlined, so that the study could be repeated.</li> </ul>	<ul style="list-style-type: none"> <li>• Realist synthesis</li> <li>• Data analysis and interpretation.</li> <li>• Write-up/ presentation of research.</li> </ul>

## 6.6 DATA ANALYSIS

Data analysis describes any process in which the researcher ‘makes sense’ of their data in order to answer their research questions (Merriam, 2009). This typically involves the consolidation, reduction and interpretation of the information that has been gathered during data collection. According to Merriam (2009), when qualitative research methods have been employed, induction and comparison will be the primary form of data analysis. However, researchers will be required to use *‘induction and deduction’*, *‘concrete bits of data and abstract concepts’* and *‘description and interpretation’* if they wish to gain a rich insight into their data, and display their findings in a useful and meaningful way (Merriam, 2009; p176).

A conceptual framework can provide an aid to data analysis and prevent the researcher from becoming ‘overloaded’ by information (Miles and Huberman, 1994). Miles and Huberman (1994, p.10) propose a data analysis procedure that comprises three components; *“data reduction, data display, and conclusion drawing and verification”*. Each of these components will now be discussed in relation to the data analysis procedure undertaken as part of this research inquiry.

### 6.6.1 Data Reduction

Miles and Huberman (1994; p.10) describe data reduction as *“the process of selecting, simplifying, abstracting and transforming the data”*. Data reduction

begins when the researcher starts the research process; the identification and appraisal of existing literature, and the formulation of research aims and questions, requires the researcher to be selective and focussed in their approach.

#### **6.6.1.1 Realist Synthesis**

In this study, a realist synthesis was used to analyse and synthesise existing research, in a way that supported the development of theory relating to school-based restorative practice. Chapter 4 outlined the procedure that was undertaken during this realist synthesis, and identified how programme theories were generated through the abstraction of contexts, mechanisms, and outcomes.

#### **6.6.1.2 Thematic Analysis**

Thematic analysis (Braun and Clarke, 2006) was used to analyse the data that were obtained from the individual interviews and focus groups with staff and pupils. Thematic analysis was chosen because it supports the researcher to identify themes and patterns across the whole data corpus, and can be used to interpret elements of the topic under investigation (Boyatzis, 1998).

Thematic analysis does not subscribe to a particular theoretical framework, and can be used differently depending on the epistemological position of the researcher (Braun and Clarke, 2006). According to Miles and Huberman (1994; p.56), when the researcher is analysing data, s/he must remain “*mindful of the purposes of the study*” and look at the data through a “*conceptual lens*”. In thematic analysis, this process must be made transparent to the reader, so that

a theoretical position can be deduced (Braun and Clarke, 2006). In this study, my conceptual lens was underpinned by critical realism and the methodological framework, realistic evaluation.

A 'contextualist' method of thematic analysis was applied in this study, because it aligns with critical realism (Braun and Clarke, 2006). Inherent is this method, is an acknowledgement that individuals assign meaning to events, but that these meanings will be influenced by the wider social context, and the mechanisms that operate within it. Thus, I used templates, (contexts, mechanisms, and outcomes) to organise the data codes that were extracted from interview transcripts. Codes were further grouped according to the organisational process to which they referred (e.g. training, circle time, peer mediation). This was to ensure that the data were manageable during the latter stages of data analysis.

Data codes are defined as:

*"the most basic segment or element, of raw data or information that can be assessed in a meaningful way regarding the phenomenon"*

(Boyatzis, 1998; p.63)

Coding in this study was generally conducted at a semantic level, i.e. the codes were generated using the surface meaning of the data. This contrasts with latent coding, where interpretation is used to look beyond what has been explicitly stated (Braun and Clarke, 2006). Semantic coding is consistent with a realist approach, because it assumes that there is a unidirectional relationship between meaning, experience and language.

As the data analysis procedure progressed and I became more familiar with the data, a deeper level of interpretation was involved. I moved from describing the data using codes, to identifying patterns within the data and organising these patterns into themes. Braun and Clarke (2006) explain that:

*“A theme captures something important about the data in relation to the research question, and represents some kind of patterned response or meaning within the data set” (p.88).*

Themes can be driven by the ‘conceptual lens’ of the researcher, and the research questions that are under investigation. Thus, the number of times a code appears within the data does not necessarily reflect its importance within the data corpus.

An outline of thematic analysis (Braun and Clarke, 2006) and how it was applied to this research study is shown in **Table 6.6**.

**Table 6.6: Phases of thematic analysis adapted from Braun and Clarke (2006)**

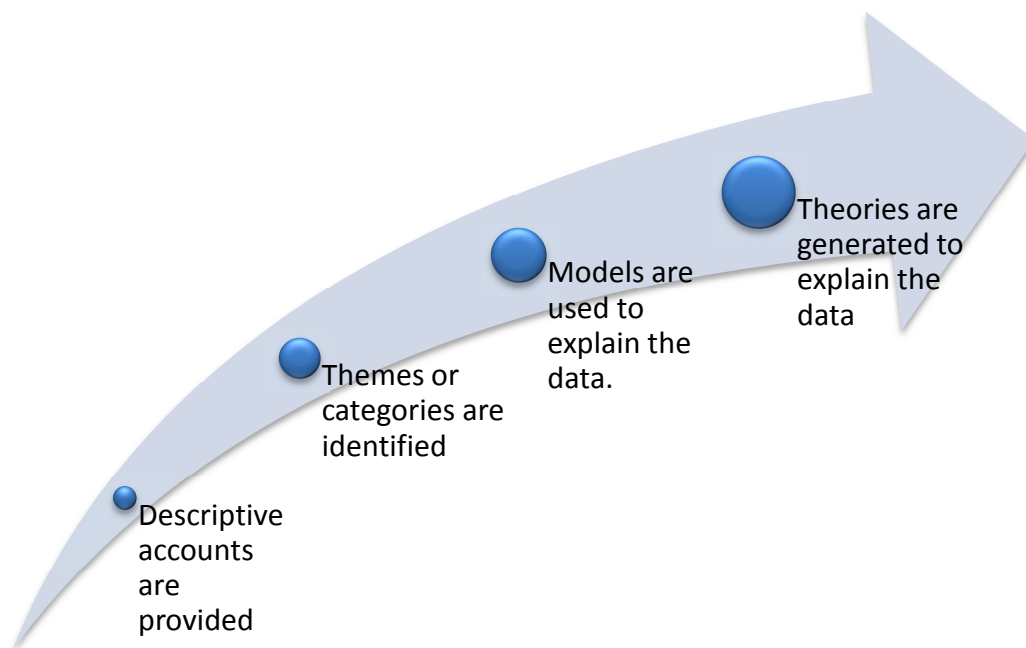
Phase	Process Undertaken
1. Familiarising yourself with the data.	<ul style="list-style-type: none"> <li>• All interviews were recorded and transcribed verbatim.</li> <li>• The transcribed data were read twice, to gain an overview of the information that had been gathered.</li> <li>• Relevant contexts, mechanisms and outcomes that appeared in each transcript were highlighted (see Appendix I for an example).</li> </ul>
2. Generating initial codes	<ul style="list-style-type: none"> <li>• The highlighted contexts, mechanisms and outcomes were given a code.</li> <li>• Codes were placed into a table under the respective column headings: context, mechanism, and outcome. A separate table was compiled for each individual interview.</li> </ul>

	<ul style="list-style-type: none"> <li>• Data codes were further grouped according to the organisational process to which they referred (e.g. peer mediation, circle time, training). Organisational processes were separated into rows along the table</li> <li>• Data from each table was reviewed and rationalised.</li> <li>• Staff data were amalgamated to form a single table, and repeated codes were removed (see Appendix J).</li> <li>• Pupil data were amalgamated to form a single table, and repeated codes were removed.</li> <li>• I presented the initial codes to staff and pupils, to check that the codes accurately represented stakeholder views.</li> <li>• Staff and pupil codes were amalgamated and repeated codes were removed.</li> </ul>
3. Searching for themes	<ul style="list-style-type: none"> <li>• Staff were presented with codes for each organisational process. Codes were colour-coded to show whether they were a context, mechanism, or outcome.</li> <li>• Staff arranged the codes into context, mechanism, and outcome configurations (CMOC). Each CMOC was defined (see Appendix K).</li> </ul>
4. Reviewing themes.	<ul style="list-style-type: none"> <li>• CMOCs were checked against the original data (transcribed interviews).</li> <li>• All staff were asked whether they agreed with the CMOCs that were generated, and consensus was achieved.</li> <li>• I reviewed the CMOCs in relation to the data set as a whole (realist synthesis, pupil perspectives and staff perspectives) and the research questions under consideration.</li> <li>• CMOCs were revised/redefined to accurately reflect meanings or themes evident within the whole data set.</li> </ul>
5. Defining and naming themes.	<ul style="list-style-type: none"> <li>• Revised themes were grouped using a thematic map (see Appendix L)</li> <li>• I defined each superordinate theme.</li> </ul>
6. Producing a report.	<ul style="list-style-type: none"> <li>• Data were presented diagrammatically: an overview of programme theories generated (Figure 7.1) and programme specification (Figure 7.2).</li> <li>• Data were explained in relation to the research questions (see Chapter 8, Results and Discussion)</li> </ul>

### 6.6.2 Data Display

Data display refers to “an organised, compressed assembly of information that permits conclusion drawing and action” (Miles and Huberman, 1994; p.11). The type of data display used, will reflect the level of abstraction and analysis that has been undertaken by the researcher (Merriam, 2009).

In **Figure 6.4** different types of data display are presented along an arrow, where the arrow represents an upward progression from lower to higher level data analysis and abstraction.



**Figure 6.4: Organisation of findings in relation to the level of analysis undertaken by the researcher (informed by Merriam, 2009).**

The aim of this research study was to advance theory relating to whole-school restorative practice, and to identify a programme specification that could be



used by the case study school. In order to achieve this aim, I used a variety of data displays which encompassed elements of low to high level data analysis and abstraction. The data display used in this study is outlined in **Table 6.7**.

**Table 6.7: Data display**

<b>Type of data display</b>	<b>Definition</b>	<b>Process undertaken in this study</b>	<b>Location of data display</b>
Descriptive accounts are provided	<i>“making complicated things understandable by reducing them to their component parts”</i> (Miles and Huberman, 1994; p.90)	Data were coded and organised under the templates, contexts, mechanisms, and outcomes.  Codes were grouped according to the organisational process to which they referred	Appendix J
Themes or categories are identified	Trends are identified and codes are grouped together to form themes (Miles and Huberman, 1994)	Codes were arranged into context, mechanism, and outcome configurations. These were termed programme theories  An overview of the programme theories that were generated was displayed in a coherent diagram.	Appendix K  Section 7.2
Models are used to explain the data	Themes are organised within a conceptual framework (Merriam, 2009)	A programme specification relating to whole-school restorative practice was displayed in a hierarchical pyramid.	Section 7.4
Theories are generated to explain the data	The process of discovering categories and identifying relationships within them (LeCompte et al, 1993)	Each element/tier of the programme specification was explained.  The data were explained in relation to existing research and literature.	Section 7.3  Chapter 8.

### 6.6.3 Conclusion Drawing and Verification

According to Miles and Huberman (1994, p.11) conclusion drawing occurs when the researcher begins *“to decide what things mean – noting regularities, patterns, explanations, possible configurations, causal flows, and prepositions”*.

In this study, the process of conclusion drawing started with the realist synthesis; I identified patterns within the existing literature (related to school-based restorative practice) and explicitly stated the patterns using C, M, O configurations (see Chapter 4). Final conclusions, however, were not drawn until data collection had been completed and the data analysed. A full description of the conclusions that were drawn from this study is outlined in Chapter 8.

## **CHAPTER 7: PROGRAMME SPECIFICATION**

### **7.1 INTRODUCTION**

The purpose of this research was to develop theory relating to whole-school restorative practice, by explaining the outcomes of the programme in terms of mechanisms acting in context. The information that was generated during this inquiry was integrated and aggregated to form a programme specification of whole-school restorative practice. The programme specification provides a summation of the data collected, and is intended to guide future practice in the case study school. It is recognised that the study was 'illuminative', and that the programme specification may need further refinement as restorative practices evolve and new information becomes available.

### **7.2 PROGRAMME THEORIES**

During the course of this inquiry, I generated programme theories about whole-school restorative practice. The programme theories were reviewed and refined in collaboration with school stakeholders, and eventually led to the development of a programme specification. The programme theories that were generated are displayed below.

### **7.2.1 Programme Theories Abstracted from the Realist Synthesis**

I conducted an RS of extant literature in order to generate programme theories relating to school-based restorative practice. A total of 6 programme theories were generated:

- **Theory A** (p.36): A definition of restorative practice.
- **Theory B** (p.44): Implementation of restorative practice
- **Theory C** (p.52): A Vygotskian perspective of restorative practice
- **Theory D** (p.53): The importance of relationships within restorative practice.
- **Theory E** (p.57): YJB Pilot
- **Theory F** (p.61): Scottish Pilot

A full description of each of these programme theories can be found in Chapter 4, A Realist Synthesis of School-Based Restorative Practice.

### **7.2.2 Programme Theories Generated from the Perspectives of Stakeholders**

Over the course of the inquiry, the original programme theories (generated from the RS) were developed and refined. Theory refinement was informed by the data gathered during individual interviews, and was conducted in collaboration with staff and pupil participants in two separate focus groups. Four stages of data analysis were used to produce the programme theories; these stages are explained below:

**Stage 1:** I familiarised myself with the data by reading each transcript twice, and highlighting relevant C, M, and Os in a particular colour: yellow = context, green = mechanism and pink = outcome. A relevant code was given to each of the highlighted Cs, Ms and Os (see appendix I for an example)

**Stage 2:** Codes for each interview transcript were placed into a table under the column headings: context, mechanism and outcome. Once a table for each interview had been created, they were amalgamated into two separate tables: pupil codes and staff codes. Duplicate codes were identified and removed from the tables. Due to the large number of codes, codes were arranged into rows according to the organisational process to which they referred: developing a whole school approach, getting staff on board, initial training, on-going training, planning and preparation, circle time, staff-pupil interactions, peer mediation, policies and procedures.

**Stage 3:** Pupils were shown the codes generated from the pupil interviews and staff were shown the codes generated from the staff interviews. Pupils and staff were asked to check that the codes accurately represented their views. Once the codes had been agreed by staff and pupils, codes were amalgamated into a single table (see Appendix J).

**Stage 4:** Each code was copied onto a coloured piece of card: yellow = context, green = mechanism and pink = outcome. Staff worked with me to arrange the cards into context mechanism and outcome configurations, in order to produce programme theories. A total of 41 programme theories were generated, which

were grouped according to superordinate themes (Appendix K). An overview detailing the headings for each programme theory is depicted in **Figure 7.1**.

Whole School Restorative Approach	1. Developing a whole-school restorative approach	Inception	Identifying a need	Matching the whole school with the organisation (WMQPEP)		
		Commitment to a whole-school restorative approach		Initial planning for implementation.		
	2. Getting Staff On-board	Engaging staff	Commitment to the approach			
		Developing understanding				
	3. Initial staff training	Training from an 'external expert'	Practical training	Objectivity	Extending existing skills and knowledge.	
	4. On-going training	Long-term commitment to a whole-school restorative approach.		Working collaboratively with WMQPEP		Teamwork
	5. Planning and Preparation	Protected time for staff	Physical environment	Work with external	Developing expertise within the school	
		Differentiation	A systematic approach	Sharing planning and resources		
	6. Circle time	The mechanics of circle time.	Building relationships	Improving skills in conflict resolution.		Staff development
7. Staff/Pupil Interactions	Questioning style: Use of restorative enquiry	Staff self-awareness	Listening skills	Personal characteristics		
		Reparation		Communication		
8. Peer Mediation	Training	Interpersonal Skills		Conflict Resolution		
	Peer Mediators have Ownership of the Process		Respecting Pupil Voice	Collaborative Problem-Solving		
9. Policies and Procedures	Behaviour Management Procedures		Monitoring		Sharing Information with Parents	

**Figure 7.1: An overview of programme theories generated**

### **7.3 IMPLEMENTING A WHOLE-SCHOOL RESTORATIVE APPROACH: A SIX STAGE PROGRAMME SPECIFICATION**

The programme theories that were previously generated were reviewed in relation to the research questions and the data corpus: the realist synthesis, staff perspectives and pupil perspectives. A thematic map (see Appendix L) was used to revise and condense the themes, which were distilled into six superordinate themes: *ethos, capacity to change, training, skills, processes, and formalisation*. These superordinate themes were used to produce a programme specification (see **Figure 7.2**). Each superordinate theme is summarised below and presented as a context (C), mechanism (M), outcome (O) configuration.

#### **7.3.1 Ethos**

The case study school is a school where staff value the social and emotional aspects of learning, as well as academic achievement (C). The school's ethos aligns with the principles of restorative practice, which has supported staff to promote restorative values, e.g. respect and understanding (M). Through this school ethos, staff have continued to show respect for pupil voice and remain committed to a whole-school restorative approach (O).

#### **7.3.2 Capacity to Change**

Prior to implementing a whole-school restorative approach, senior leadership sought support from an outside organisation and prioritised the development of the approach within the school (C). This process enabled implementation to be



carefully planned; i.e. planning included creating appropriate physical environments, budgeting for the approach, establishing clear communication systems, disseminating information, and timetabling training (M). Careful planning ensured that a shared understanding of a whole-school restorative approach was developed, and that staff were enthusiastic and committed to its implementation (O).

### **7.3.3 Training**

The Senior Leadership Team arranged for staff and pupils to be trained in restorative practice by an external expert: i.e. a restorative lead from WMQPEP. Training was initially delivered prior to implementation, but on-going training/advice was also provided (C). Training included practical activities, objective advice and opportunities to consult/collaborate with external experts and colleagues (M). The training sought to empower participants, and to extend their existing knowledge/skill base (O).

### **7.3.4 Skills**

Previous and on-going training/experience as educational professionals and as facilitators of restorative practice (C), has enabled staff and pupils to develop the skills needed to lead restorative processes. Restorative skills include using a specific questioning style, engaging in empathetic and active listening, having the ability to appropriately differentiate restorative processes to the individual needs of pupils, being self-aware and reflexive, communicating clearly, and being assertive (M). The application of these skills supports conflict resolution, and the development of mutually trusting and supportive relationships (O).

### 7.3.5 Processes

The school are committed to supporting the development of pro-social behaviour (C). Preventative restorative processes, such as circle time, are used alongside reactive restorative processes, e.g. peer mediation and restorative enquiry (M), in order to build relationships, reduce conflict and support reparation (O).

### 7.3.6 Formalisation

A champion group has been established within the school (C), to ensure that the whole-school approach is systematic, carefully planned, and regularly monitored (M). The school aim to formalise the approach within policy documents, and to share this strategy (relating to restorative practice) with the whole school community, e.g. staff, pupils, parents, and governors (O).

## 7.4 WHOLE SCHOOL RESTORATIVE PRACTICE: A REVISED MODEL OF IMPLEMENTATION

The results from this study provide supporting evidence for the three tiers of whole-school restorative practice that were outlined by Hopkins (2004); *ethos, skills, and processes*. However, a further three themes were identified within the data; *capacity to change, training, and formalisation*. All six themes were found to be considered fundamental to the effective implementation of restorative practice in the case study school, and are featured within the programme specification. **Figure 7.2.** depicts a diagrammatic representation of

the programme specification. The position of a theme within the diagram represents how it is supported by other themes, with ethos being the foundational theme on which all others are based.



Figure 7.2: Programme Specification for a whole school restorative approach

## **CHAPTER 8: RESULTS AND DISCUSSION**

### **8.1 INTRODUCTION**

The overall aim of the research study was to identify the contexts, mechanisms and outcomes of whole-school restorative practice. The study sought to meet this aim by considering the following research questions:

- What are the aspects of the school's culture and ethos that enable the restorative approach to be delivered?
- How has whole-school restorative practice been embedded across the school?
- What skills and attitudes do staff and pupils have, which facilitate the delivery of a whole-school restorative approach?
- What has been the impact of a whole-school restorative approach for members of the school community?

The findings from this case study will be discussed in relation to the research questions. Consideration will be given to the broad literature relating to the implementation of social programmes in educational settings, and more specifically, to research relating to school-based restorative practice.

## 8.2 WHAT ARE THE ASPECTS OF THE SCHOOL'S CULTURE AND ETHOS THAT ENABLE THE RESTORATIVE APPROACH TO BE DELIVERED?

### 8.2.1 A Restorative Ethos

Evidence from staff and pupil interviews revealed that the case study school were committed to supporting social, emotional and behavioural development, in a culture where staff adopted a broad view of education; its purpose being, to assist pupils to develop 'life skills' as well as to facilitate academic achievement. This evidence reflects the school's stated aim (taken from school prospectus):

*"Our aim is that the children in our care will be happy, well balanced and enthusiastic, working in a stimulating atmosphere which will allow them to develop to their full potential in every aspect of their school life"*

The school's declared aim has guided educational practice and restorative approaches used within the school. Thus, 'school ethos' was identified as a core aspect within the generated programme specification (see Chapter 7, Programme Specification), and should be considered a foundational element of restorative practice within the case study school.

**Member of Staff:** *"we want to enable children to be well rounded children, not just on the academic side... we've got to give them the skill set that's going to enable them to have fulfilling and happy lives...so they can deal with situations".*

**Member of Staff:** *"We have been quite lucky that although the government are placing less emphasis on emotional wellbeing, our senior management haven't got the same values. Our training could have been on numeracy or literacy, but they chose a different and more interesting angle".*

From the results of the staff interviews, I identified a number of key values that were held by school staff. A core staff belief (abstracted from individual interviews and group realist interview) was that people have needs (emotional, behavioural and learning) and that these needs are best met in supportive relationships or environments: i.e. in a school where there is mutual respect and trust, where individuals are non-judgemental, and where people are given a voice. These values are broadly congruent with the existing literature and research in the field (e.g. Braithwaite and Strang, 2001; Hopkins, 2004), and reflect the humanistic underpinnings of restorative practice.

**Member of Staff:** "there's an understanding of human beings, and their emotions etc. as well".

**Member of Staff:** "on a really fundamental human level the needs of people can only be met by the needs of other people".

**Member of Staff:** *"In a sense that's the kind of relationship you want between children as people, children as learners and teachers. That non possessive warmth."*

**Member of Staff:** "It's that ...I value you as a person... I might not like that behaviour, but we're building that relationship"

### 8.2.2 An Ethos Compatible with Restorative Practice

The data collected revealed that the senior leadership team (comprising a head teacher and two deputy head teachers) considered the underlying values, attitudes and knowledge inherent in the school system, before deciding to implement a whole-school restorative approach. The purpose of this was to ensure that new ways of working aligned with the ethos of the school, and “fitted” with programmes that were already being delivered. Staff participants reported that the “*considered choice*” to implement a whole-school restorative approach was fundamental to its embedding within the school system.

**Member of Staff:** *“this kind of current work that we’re doing has actually come out of a number of different things that were being done...peer mediation, peacemakers...”.*

**Member of Staff:** *“there’s that kind of strategic leadership, and decision, and discussion about this is the culture, this is what’s right for our school, our children”.*

**Member of Staff:** *“it comes down to personal philosophy, as well, and this aligned with first of all the senior leadership team’s personal approach to relationships”.*

**Member of Staff:** *“I think it’s grown out of the culture and the ethos of the school”.*

These findings are supported by literature relating to change management. Senge et al (2000) maintain that understanding the culture, relationships, and



mental models that reside in an organisation can facilitate the embedding and sustaining of change; organisational change is more likely when individuals can see the benefits of change, and can recognise that the organisation has the tools and expertise to manage change effectively (Cameron and Green, 2004). Schein (1992) further proposes that implementing an approach that builds on the practice and value-base of an organisation can increase staff motivation to change, support staff to identify the benefits of change, and limit the anxiety that is typically associated with learning something new. The successful implementation of a whole-school restorative approach was closely linked to a compatible school ethos, where the school community can see the benefits of change because they subscribe to the values underpinning restorative practice.

### **8.3 HOW HAS WHOLE-SCHOOL RESTORATIVE PRACTICE BEEN EMBEDDED ACROSS THE SCHOOL?**

#### **8.3.1 Commitment to a Whole-School Approach**

The data collected revealed that the school adopted a holistic approach to restorative practice, and that staff were committed to the application of both restorative values and restorative processes. Inherent in this 'whole-school' approach is the recognition that restorative practice has both preventative and remedial purposes (e.g. McCluskey et al, 2008).

Staff and pupils explained that the school had been using restorative practice as a strategy for resolving conflict for a number of years, namely through peer

mediation and 'peacemaking' circles. The staff referenced how these processes had adopted a collaborative approach, where the focus for intervention was on repairing harm rather than issuing sanctions or blame. The utility of restorative practice as a reactive strategy for managing conflict was widely noted: both staff and pupils described restorative practice as a useful approach for managing specific incidents and for supporting pupils to learn about conflict resolution.

**Member of Staff:** *"It's made me think about how I approach situations of conflict with children and with adults... it's made me think about handing over more control to the people involved in finding a solution for themselves rather than wanting to fix it and put it right."*

**Member of Staff:** *"I think we're starting to change that expectation of punishment, when I used to do the behaviour questionnaires, the children were very much: "If they've done that, they should be expelled"... they were very much about the severity of the punishment, and in some ways I think that we developed a system that reflected that because that was also an adult perception, and I think now I'm much more in tune, it doesn't have to be that noticeable punishment...It is more about putting it right, and children feeling comfortable and confident again".*

**Pupil:** *"When you have a conflict you have to try and sort it out but then you've got to end with an agreement, but it's not like what one person wants but the other person doesn't want it's like what they both agree with together"*

**Pupil:** *Well in peer mediation we have children come up to us and they have problems... we help people to work together, to try to think how to solve it and how to get along".*

The notion that restorative practice has utility beyond conflict resolution was also widely posited within the data: for example, staff reported that a restorative value system had helped to inform their own classroom practice. Staff claimed that this assisted pupils to form respectful relationships and to develop pro-social behaviours; however, to date there is no quantitative evidence to confirm these claims. The restorative value-system was also identified as an important element for more formal preventative processes, e.g. weekly circle time.

The findings indicate that both reactive and preventative restorative processes can mediate behavioural outcomes; however, in a whole school model these processes should not be viewed as discrete. Indeed, staff and pupils recognised the reciprocal relationship between preventative and reactive restorative practices: the skills and knowledge that individuals acquired from preventative restorative practice supported them to resolve conflict effectively, and the lessons learned from reactive practice served to validate the restorative values that underpin preventative work.

**Pupil:** *"I think I've kept up my mediation skills by doing circle time every Wednesday morning"*

**Member of Staff:** *"we spend quite a lot of time working on that bottom tier of building the relationships, first of all. If you can imagine a Wedding cake, and then we look at how we can maintain them, through circle time, and through check-in, check-out, that type of thing. And then working with the more formal interventions that's when we can look at how the reparation part of it comes in, as well".*

**Member of Staff:** *"it's come from the criminal justice system... and that's*

*filtered down I think more into education into what's known as a restorative approach; it's more of an ethos, or a culture, or way of doing things that is about the building, the maintaining, the repairing of the relationship.*

**Member of Staff:** *"You need to practice the skill in a range of contexts, so that the speaking and listening becomes a culture for them. If you were to suddenly start asking questions, they wouldn't know how to answer".*

**Member of Staff:** *"I suppose there is the risk that there will be people that will be never be involved it, because they will never have a drama, so they never get the opportunity to take part in the process or discuss the drama, which in some cases could be quite sad".*

The observed reciprocity between preventative and reactive restorative approaches has helped restorative practice to be permeated throughout the school system (e.g. consistent use of restorative language), and supported the development of more general classroom practice. These findings are consistent with Hopkins (2004) model of whole-school restorative practice; it is noted that a commitment to a whole school restorative approach requires the use of restorative processes, as well as a restorative school ethos. When schools have delivered restorative processes in isolation, i.e. without considering how they 'fit' within the general school culture, restorative values have failed to permeate the school system and a limited number of positive outcomes have been identified (e.g. YJB, 2004; Blood, 2005; Kane et al, 2009).

### 8.3.2 Leadership

The data from staff interviews revealed that the ‘whole-school restorative approach’ was led by the school’s senior leadership team (SLT), and that they were instrumental in ensuring that the approach was developed and sustained within the school.

**Member of Staff:** *“I think fundamentally, it has worked well because of the drive of the leadership team”.*

**Member of Staff:** *“It’s important for the staff to see that the head teacher is supporting this”.*

The role that senior leadership can play in promoting restorative practice and effecting organisational change has been discussed in other studies and literature; for example, The Youth Justice Board (2004) found that school leadership was one of the most important factors when implementing a restorative approach, and Mahaffey and Newton (2008) propose that the head teacher has a fundamental role in planning for the approach and in co-ordinating training.

The data also showed (in both individual interviews and the group realist interview) that the SLT used a systematic approach when implementing a ‘whole-school restorative model’. This systematic implementation was reported to be a significant factor for embedding restorative practice within the school. Examples of the implementation process included *“identifying a need”*, *“ring-fencing money”*, *“commissioning WMQPEP”*, *“engaging staff”*, *“developing*

*understanding”, “arranging training”, and “implementing new skills and knowledge”.* Systematic implementation also appeared to positively impact on staff attitudes: participants reported that school staff were enthusiastic about the whole-school restorative approach, and could see the benefits of implementing the approach within the school.

**Member of Staff:** *“I think for staff it is a different approach...it’s interesting”.*

**Member of Staff:** *“everyone’s willing to respond, and willing to have a go”*

According to Cameron and Green (2004) change at an organisational level is dependent on individual and group propensity for change. Schein (1992) proposes that a ‘model of transformative change’ can support the change process. The model consists of three stages, (1) unfreezing: creating the motivation for change, (2) learning new concepts and new meanings from old concepts and (3) internalising new concepts and meanings. These stages appear to align closely with the systematic approach (to implementation) that was reportedly adopted in the case study school: i.e. motivation for the approach was developed before staff were expected to learn new concepts and skills, and staff had many and varied opportunities to practice ‘new learning’ before it was incorporated into their daily practice.

### **8.3.3 School as a Learning Organisation**

According to staff participants, it was the senior leadership team’s active commitment to continuous improvement and new and innovative ways of working that supported the inception of a whole-school restorative approach.

This suggests that the case study school may have some of the basic elements of a learning organisation. Senge (1990; p.14) states that at the most basic and fundamental level, a learning organisation seeks to *“continually expand its capacity to create its future”*.

**Member of Staff:** *“They’re a forward thinking school...I don’t believe that they stand still and think that they’re in a good place...they’re always looking for the next thing”*.

Improving a school system or implementing change within a system, requires a commitment from all of the individuals involved (Senge et al, 2000). Schools with a ‘learning orientation’ recognise that school stakeholders, including internal staff and individuals that are external to the school system, need to share common goals and visions. Through collaborative work and the sharing of ideas, stakeholders can learn from one another and increase capacity and capability within the school (Senge et al, 2000).

In the case study school, all stakeholders were included in the training relating to a whole-school restorative approach: i.e. teaching and non-teaching staff, senior leadership, governors, and pupils. This was reported to be fundamental to the embedding of the approach, because it assisted the school to create a shared vision and implement restorative practice in a consistent manner throughout the school.

**Member of Staff:** *“we work as a whole school unit... we were all involved in the training, the games, the principles, the fun of it.”*

**Member of Staff:** *“We’ve embedded the approach through whole staff training...everyone’s involved from the beginning”*

The quality of the training that was received by school stakeholders was widely referenced in the data (pupil and staff interviews) as being good. Training was delivered by an external expert, a restorative lead from WMQPEP, who had undergone extensive training in restorative practice and was working towards accreditation from the Restorative Justice Council. The restorative lead was identified as having a number of qualities and skills that supported learning. Staff referenced that the ‘restorative lead’s’ expertise in restorative practice was useful for engaging staff and extending knowledge. Furthermore, her teaching style resonated with staff and pupil’s approach to learning. In particular, staff identified the balance between practical and theoretical components of training, didactic and collaborative teaching, and intensive training and on-going consultation. Staff and pupils reported that following the training they were confident in their application of restorative practice, but the on-going support from the restorative lead enabled them to keep their knowledge fresh and up-to-date. These findings appear to describe characteristics of an effective training model within a learning organisation; for example Joyner (2000) outlines that training *“should not be one-shot events that are disconnected from the core work of schooling”*, but *“should be conducted by individuals who have studied the work context and who are willing to transfer their knowledge and skill”*.

**Member of Staff:** *“I mean \*\*\*\*’s [restorative lead] just great because she’s such a personality that everyone’s willing to respond, and willing to have a*



*go...I think just because she's got a wealth of experience and shares it, and emails activities... if you say "Help, I need it." She'll be there with an idea for you. She's someone who's got a lot of experience..."*

**Member of Staff:** *"I don't think we would have got as far without having the experts come in, and they wouldn't say they were experts, but they've got a lot more experience than we have... I honestly think that had we tried to do it ourselves it would have been really difficult... I think it's a real catalyst to get you going. Clearly, \*\*\*\*\* [restorative lead] can't move in, we're not going to have WMQPEP forever and a day, we have to be self-sustaining."*

**Pupil:** *"The lady from Quaker's was really helpful... basically they taught us in parts and then they tried to put it altogether...it was fun and we learned a lot."*

## **8.4 WHAT SKILLS AND ATTITUDES DO STAFF AND PUPILS HAVE, WHICH FACILITATE THE DEIVERY OF A WHOLE-SCHOOL RESTORATIVE APPROACH?**

### **8.4.1 Interpersonal Skills**

Staff and pupils were asked to identify the key skills and attributes of an effective 'restorative practitioner'. There was considerable overlap between the responses that pupils and staff gave, with many participants referring to key ideas and values of humanistic psychology. Staff participants appeared to adopt a holistic rather than reductionist perspective of human beings: i.e. pupils were valued as a whole, rather than reduced to their constituent parts. An emphasis was placed on human individuality, and staff tried to encourage pupils to celebrate diversity within the school.

**Member of Staff:** *“those conversations happen in private, they’re professional, and it’s about you as a person, you know, “I still respect you as a person but actually, what’s happening in terms of your work at the moment is not meeting where you want to be. It’s about offering support or help to guide that person and move them forward”.*

**Member of Staff:** *“We did a global week where everybody did story telling. The stories were from around the world, and we focussed on the issues that came out of those stories... a focus on things like feelings, what’s the same, what’s different, you know what’s good about me, what contribution can I make.”*

**Member of Staff:** *“They love magic carpet, and trying to think about each other in different ways, and nice ways, and celebrating each other.”*

Many of the skills and attitudes that were identified by staff and pupils aligned with perspectives from person-centred counselling (Rogers, 1955; 1965). The importance of supportive and empathetic relationships was widely recognised as an aid to learning, which participants sought to achieve through showing mutual respect, trust, and active listening. The overall emphasis of restorative practice was on empowerment: the recognition that pupils have the ability to self-direct, and that the facilitator’s role is to support rather than to instruct.

**Member of Staff:** *“I think you’ve got to be, well, experienced as a facilitator, so to trust... Well first of all to invite trust from the other people, that you can carry this process for them but also that you’re not going to lead it, or get involved, it’s theirs, and they can own it.”*

**Pupil:** *“You have to listen when you are doing the mediation to what the person is saying, and you have to clarify what they are saying so you*

*understand what they mean...our role is to help them learn and solve the problem”.*

#### **8.4.2 Questioning Style**

According to participants, a key skill of a restorative practitioner is their effective use of questioning. Participants identified that the purpose of questioning is to support pupils to move forward, rather than to assign blame. The questioning style used in the case study school corresponded to Vygotsky’s (1978) theory of incremental distancing: i.e. questions moved from the known to the unknown and from immediate events to distant situations. In practice, staff and pupils recognised the importance of asking what has happened first, before establishing how the situation could be put right.

**Pupil:** *“we try to find out what happened from both of their points of view... then we ask what you are feeling and what they think the other person is feeling, and we then try to work out...solve the problem by asking what they think they should do.”*

**Member of Staff:** *“the understanding of the vocabulary of a restorative approach around the school, so a confidence I suppose to, sort of, ask questions and enquire, rather than assign blame.”*

Staff also identified how questions needed to be differentiated for younger pupils, and pupils with special educational needs; for example, staff reported using concrete materials and role play to make questions more concrete for pupils diagnosed with Autism.

**Member of Staff:** *“Lower down the school you get “happy or sad”, but higher up the school you get more detailed answers. You ask the question what has happened to make you feel happy or sad, to get them to explain.”*

**Member of Staff:** *“the younger children, they just come up with the same “Happy”, “Sad” and can’t explain beyond that...so its about teaching them ...giving opportunities to explore different situations and explore feelings using puppets”*

Another key principle of effective restorative questioning was the avoidance of ‘why?’ Staff explained that ‘why?’ could be viewed as a precursor to blame or judgement and did not align with the values and philosophies of restorative practice. Furthermore, ‘why’ questions were identified as being more difficult to answer, because individuals were not always clear about the reasons for their own behaviour. Overall, ‘why’ questions did not appear congruent with the purpose of restorative questioning; that is, to mediate learning and to assist pupils to behave in a pro-social way.

**Member of Staff:** *“One of the big things is, that I’ve noticed, is that people don’t ask “Why have you done that?”, “Why?”*

**Member of Staff:** *“that recognition of where children are ...asking a young child why they have done something...they don’t know why they did it, but they can give you the facts”.*

**Member of Staff:** *“I think it’s the questioning, not asking “Why’s this happened?”, talking about what’s happened before, so you’re getting the bigger picture and not assigning blame.”*

**Member of Staff:** *“so teachers saying “What, what, what?” rather than “Why?” and dinner staff saying “What?” rather than “Why?” I think that is quite a significant change.”*

## **8.5 WHAT ARE THE OUTCOMES OF A WHOLE SCHOOL RESTORATIVE APPROACH FOR STAFF, PUPILS AND THE SCHOOL AS A WHOLE?**

### **8.5.1 Outcomes for Staff**

In general the school staff presented a positive image of whole-school restorative practice. Staff explained that a whole-school approach had enabled them to build on the skills and knowledge that they had previously acquired in implementing discrete restorative processes, e.g. delivering circle time and co-ordinating a peer mediation programme. Within a ‘whole-school’ approach these processes appeared to have a clearer focus: staff reported that a whole-school approach integrated policies, procedures and practice into a coherent framework, and supported the consistent delivery of restorative practice throughout the school.

**Member of Staff:** *“it was an approach that seemed, well, it made sense because it’s building on what we’ve done before... so in some ways it’s kind of grown organically from what we’ve been doing in any case.”*

**Member of Staff:** *2It’s a focussed way of operating, really.”*

**Member of Staff:** *“I think it is being consistent in how you deal with problems*

*or dramas, be it in your class or a colleague's class – you follow that same kind of script (I think that's the best way to describe it), and I have the same expectation that my colleagues follow the same script with their class. So, whoever is dealing with the issue, wherever and whenever it takes place, the children are having the same treatment, so it sets a culture of what is expected".*

**Member of Staff:** *"To be instilling it into children of all ages throughout the school, you know, and using the same vocabulary of asking about feelings, etc., is quite exciting really."*

Across staff interviews, a link was identified between the implementation of whole-school restorative practice and the creation of positive learning environments. Staff reported a shift in their teaching style, which appeared to reflect a movement from didactic teaching methods to experiential teaching methods: i.e. pupils were encouraged to actively participate in their learning, share or communicate their understanding, and relate their learning to other real-life situations; rather than merely assimilate information presented by the teacher.

**Member of Staff:** *"It is the questioning, rather than asking them to recall and remember stuff and assimilate information."*

**Member of Staff:** *"Staff are now saying to pupils "please have go and try it", almost "please make those mistakes", and let us know what works and what doesn't work, and we can pull it back together".*

**Member of Staff:** *"they do like doing the actions, and freeze frame, and*

*thinking, those sort of skills are different to how I would have done circle time before. And just exploring how they feel.”*

**Member of Staff:** *“And actually, when you’re thinking about modelling and demonstrating, and supporting them in gaining the skills that they need to deal with the situations that come along ...it’s all about that development which is going to support them in not just their school years but what happens, you know, will permeate every aspect of their life, whether it’s work or personal, or whatever”.*

**Pupil:** *“I think they have changed because they have seen what we can do and how confident we actually are”*

This change in general teaching practice appears to have emerged from staff's perception and management of conflict. Staff reported that the whole-school restorative approach explicitly outlines the principles and philosophies of restorative practice; identifying the role of staff as mediators that facilitate conflict resolution, rather than authoritarian figures that impose sanctions. Staff reported that through this learning they have become more reflective, empathetic and less punitive in their approach. Staff recognised that they have a role not just in imparting knowledge, but also in assisting pupils to learn for themselves. These results are consistent with Morrison and Vaandering's (2012; p.151) assertion that schools that use restorative practices adopt a distinct form of pedagogy, *“one that moves away from education as training to one that is much closer to the Latin root of education – educere (to lead out).*

**Member of Staff:** *“it does change your focus slightly because I think previously both, probably, the staff and the children, felt that there needed to be some kind of punishment, that, you know, children need to know that they’ve done wrong, and there was a sanction and a consequence and it was more punishment led. I think we’re moving a little bit away from that to, you know, the consequence, the sanction is actually being able to talk, and sort it out yourself.”*

**Member of Staff:** *“there’s neutrality in terms of problem solving, rather than a more traditional interventionist approach which assumes blame, assumes that wrong doing has happened, and that there is a punishment attached to it.”*

**Member of Staff:** *“for the people that traditionally may have been in trouble in the past, this is a way of trying to reflect, move them forward, promote that discussion that can be taken home.”*

All of the staff who were interviewed reported that the implementation of a whole-school restorative approach had resulted in positive outcomes for individual pupils and the school as a whole. The positive impact of ‘a whole-school approach’ appeared to strengthen staff’s commitment to restorative practice. Some staff even reported using restorative approaches at home and in their personal lives. The reported positive outcomes were identified from the data abstracted in individual staff interviews; however, further data would need to be gathered in order to investigate the validity of these reports.

**Member of Staff:** *“it’s not just how I’m dealing with children at school, I’m taking it home and having a go with my own 2 children.”*

**Member of Staff:** *“I think we have all learnt how to talk differently, you know*



*the way that I talk to people at home. The way that I talk to my friends when there is a drama, is less aggressive possibly”.*

### **8.5.2 Outcomes for Pupils**

Staff and pupils reported that a whole-school restorative approach had resulted in a number of positive outcomes for pupils. These reported outcomes can be grouped into two main areas: metacognition and moral learning.

Metacognition at a basic level refers to the cognitive processes that enable learning, and has been associated with intelligence (e.g. Nelson, 1999; Sternberg, 2002). Feuerstein (2003) proposes a learner has a finite number of cognitive processes, which are open to modification. These processes come into effect at three phases:

- *“Input, where information is gathered. Examples of cognitive functions at this stage are searching systematically or using all the senses to gather complete information;*
- *Elaboration, where the information is used in problem solving. Examples of cognitive functions at this stage are planning behaviour and hypothetical thinking; and*
- *Output, where the learner shows what has been learned. Examples of cognitive functions at this stage are overcoming trial and error behaviour and overcoming egocentric communication”.*

(Yeomans, 2008; p.106)

The outcomes of restorative practice for pupils were identified at the input, elaboration and output phases. For example staff and pupils reported that:

**Input:** pupils were communicating more effectively, and were using questions to gather information. This was particularly evident with the peer mediators, who reported facilitating conflict resolution by asking questions to gather facts, identify who had been hurt, and find out about the feelings of those involved.

**Elaboration:** pupils were able to work collaboratively with one another in order to find a solution. Collaborative problem-solving involved identifying what had gone wrong, and how it could be put right. Pupils also referenced the importance of compromise, and the need for all parties to agree on what had been decided.

**Output:** pupils were able to apply what they had learnt from restorative practice (e.g. circle time, peer mediation, conflict resolution) to general school life. There was a sense that pupils had developed skills in self-regulation and monitoring, which supported the maintenance of relationships and the development of pro-social behaviours.

**Member of Staff:** *"I am seeing students, pupils, inspired and empowered to problem solve for themselves."*

**Pupil:** *"we try to find out what happened from both of their points of view what happened and then try and feel what you are feeling and what they think the other person is feeling and we then try to work out, solve the problem by asking what they think they should do."*

**Pupil:** *"We have learned about compromising and sorting out conflicts and how to control anger and to see how people feel about a problem. We also learned about like seeing how we build friendships and cooperation."*

**Member of Staff:** *“I would say it has had a positive impact for pupils... less dramas within the classroom, people considering more the feelings and the consequences, not the consequences but the outcomes of their actions... greater awareness of how other people feel... being given the opportunity to ask questions develops empathy throughout the school.”*

**Member of Staff:** *“As far as my class goes, I can’t speak for all classes, I am having to manage less incidents and the ones that I am managing I am seeing positive reactions out of them... I am seeing them physically thinking, then kind of, if you are asking someone to try and relate a time when they felt unhappy and can think about it and then they can see how someone else is feeling, that is a positive, and they can start to manage the incidents more on their own, rather than it just being closed and dealt with. It is definitely a positive.”*

In terms of moral learning, staff and pupils reported that a whole-school restorative approach had supported pupils to develop tolerance and empathy towards others. Staff reported that pupils had a greater respect for diversity within the school, and pupils reported interaction with a wider variety of peers. Pupils also appeared less egocentric as a result of restorative practice: they explained that through learning about restorative values and approaches, they had become more aware of the feelings of others. This awareness impacted on the decisions that pupils made: i.e. pupils considered how their behaviour may affect others in the class and sought to behave in ways that would alleviate feelings of discontent.

**Pupil:** *“It has made me think differently about how people feel and the way I need to approach them.”*

**Pupil:** *“the pupils have been a lot more generous and they’ve been a lot kinder to the other children.”*

**Member of Staff:** *“I’ve seen a bit more thinking about how the other person’s feeling, and trying to think “Oh, it’s not just me who’s hurt here” or whatever, you can start seeing some children making connections of ‘Oh, that’s done something to somebody else, and it’s not just a few people that are affected.”*

### 8.5.3 Outcomes for the School

Staff and pupils had confidence in a whole-school restorative approach, as an intervention for improving behaviour in schools. The visible commitment and enthusiasm of staff and pupils, to the approach, appeared to have resulted in a constructive learning environment. The outcomes of the approach were reported as improved pupil behaviour, and calmer, less punitive staff.

**Pupil:** *“The school is a lot happier place; there’s not many arguments and there’s not a lot of fighting and everybody is friends.”*

**Pupil:** *“It makes parents more happy about the choice that they had made about where the children go to school... they think, I don’t need to worry, they will be happy.”*

**Member of Staff:** *“Just giving them the time and taking a step back to try and help them resolve it whereas before I think we were very much “Go and do this.” Or “Go and find someone else to play with.” But now it’s “Who would you...and how can we do this?” and “What can you do?” so really trying to help the children take responsibility for themselves.”*

**Pupil:** *“We’ve had less fights this year. Last year I think there might have*

*been about 9 or 10 fights, but this year there have not been any fights that I have seen.”*

The study found that the implementation of restorative practice increased pro-social behaviour, and reduced instances of conflict throughout the school.

Where conflict did arise, it was reported to be easier to resolve and less likely to impact on other areas of the school. Furthermore, pupils increased independence in resolving conflict, gave staff more time to strengthen their relationships with pupils; for example, through engaging in conversations about mutual interests, and initiating games on the playground.

**Member of Staff:** *“I think it has helped with the little ones, they don’t seem to have as many problems and it does stop the children from discussing problems on the playground.”*

**Member of Staff:** *“If something has happened on the playground it doesn’t escalate in class. Things happen all the time, but if they can deal with it from the start, it stops it from going on and on.”*

**Member of Staff:** *“It isn’t always about solving a problem, it’s about getting on with each other and building those relationships.”*

**Member of Staff:** *“I think children feel they can go and talk to their teachers or an adult... every child is known very well by at least one adult in the school, and more often, more than one adult... I think children feel that they can go and talk to everybody and anybody.”*

**Pupil:** *“The dinner ladies can make sure the whole playground is safe, they*

*make sure children are happy... they talk and play with them."*

It should be noted that this study is 'illuminative' and therefore has limitations as a conclusive evaluation. Further research is required to provide corroborating evidence for the results detailed in this report, and to control for other variables that may influence the identified outcomes.

## **8.6 DISCUSSION**

The Realist Synthesis that was conducted as part of this study highlighted some of the complexities of school-based restorative practice. The theoretical literature and research evidence suggested that the multi-faceted nature of restorative practice had led to poor programme specificity and considerable variation in its delivery across educational settings (YJB, 2004). The research literature had indicated that a whole-school approach was most efficacious in achieving positive outcomes for pupils (Hopkins, 2004, Kane et al, 2009); however, programme parameters for a whole-school model were only loosely defined, and little consideration had been given to the practical implications involved in taking restorative practice 'whole-school'. This study sought to build on the existing literature, and adopted a theory-driven approach that aimed to 'illuminate' the aspects of restorative practice that worked, for whom, and in what context (Pawson and Tilley, 1997).

### **8.6.1 The Implementation of Restorative Practice**

In line with the existing research literature (e.g. Hopkins, 2004; Kane et al, 2009), the case study school adopted a whole-school model of restorative practice. It incorporated both preventative and reactive restorative approaches, which were targeted at the primary and secondary levels (but not the tertiary level) described in section 4.2.4 (Morrison and Vaandering, 2012). Primary practice in the case study school focussed on relationship building and developing pupils' understanding about how their behaviour can impact on others. This was achieved through the consistent use of restorative language and weekly circle time meetings, which sought to develop emotional literacy, and improve pupils' skills in the areas of problem-solving and conflict resolution (Boyce-Watson and Pranis, 2011). Consistent with Kane et al's (2009) findings, this research study revealed that embedding primary restorative practices can reduce the likelihood of conflicts arising and promote the development of pro-social behaviour.

In the case study school, the need for secondary restorative practice reportedly decreased following the implementation of a whole-school restorative approach, which again is consistent with findings from previous studies (e.g. Kane et al, 2009). That said, staff and pupils reported that secondary restorative practice was important for managing behaviour and dealing with harm (physical or emotional). In the case study school, secondary restorative practice was delivered through a peer mediation programme and restorative enquiry. Both approaches utilised a very specific questioning style that focussed on the needs of all parties involved, with a view to ascertaining what had happened, who had

been harmed, and what could be done to repair the harm caused. This approach reflected a paradigm shift from traditional punitive approaches (Zehr, 1990): i.e. inquiry did not focus on prescribing blame and allocating consequences; rather, collaborative problem-solving was used to resolve the conflict and restore damaged relationships.

Primary and secondary restorative practices were clearly embedded in the case study school; however, at the time of the evaluation tertiary practice was not being used. Staff reported that, to date, tertiary practice had not been necessary; conflicts arising in the school were not serious or complicated, and did not require intensive restorative support. This may be due to the underlying values that were guiding restorative practice: i.e. the school recognised the importance of relationships, the social and emotional aspects of learning, mutual respect and tolerance. These values are congruent with the restorative values identified by Nicholl (1998), and may reflect the school's commitment to discipline rather than control (Clarke, 1998). Clarke (1998) explains that discipline occurs when pupils subscribe to the values underpinning educational practice. This was observed in the case study school, where pupil participants described values that were consistent with the values of restorative practice (e.g. Nicholl, 1998, Braithwaite and Strang, 2001, Hopkins, 2004). These values, which were consolidated by restorative processes, appeared to assist in the development of an internal locus of control, e.g. pupils were reportedly better at regulating their own behaviour, resolving conflicts, and seeking support for specific problems.



### **8.6.2 Strengths of Restorative Practice**

The study indicates that when restorative practice encompasses both preventative and reactive restorative strategies, pupils are given opportunities to learn about human worth and can develop the skills needed to form, sustain and rebuild interpersonal relationships. Through the application of a whole-school restorative approach, the case study school has assisted pupils to develop:

- Moral understanding: e.g. understanding the consequences of individual actions, and the need for fairness and equality.
- Self-regulation and emotional literacy.
- Understanding about how to work co-operatively and collaboratively with others.
- General problem-solving skills that can be applied and generalised to a variety of social and academic contexts.

These findings provide support for previous research conducted within the field of restorative practice (e.g. McCluskey et al, 2008a; Kane et al, 2009) and suggest that a whole-school restorative approach may provide an efficacious tool for promoting pro-social behaviour within educational settings. Restorative practice also responds to some of the criticisms of behavioural psychology and current government reform (e.g. DfE, 2012), which focuses on enforcing behaviour codes through the manipulation of rewards and sanctions. These approaches have been criticised on the grounds that they aim to control pupils (e.g. Bailey, 1997; Lake, 2004) and do not address the contextual factors that

may be contributing to undesirable behaviour (Blood, 2005). In contrast, restorative practice adopts a person-centred approach (Rogers 1955, 1965) that works with pupils, so that they develop intrinsic motivation and are empowered to develop solutions to their own interpersonal problems (Freeth, 2007).

### **8.6.3 Organisational Factors**

Throughout the study, the case study school exhibited a clear commitment to a whole-school restorative approach, which was evident in stakeholders' discourse surrounding the approach and the organisational change that had resulted from its implementation. The results revealed that a whole-school approach takes time to embed, and that implementation may be more successful when:

- The leadership team work with outside experts (e.g. WMQPEP) to build capacity within the school team.
- Staff have a sound understanding of the values, pedagogies, and theories that underpin restorative practice.
- All staff are provided with on-going training and vicarious experiences, in order to develop mastery and ensure that a consistent approach is applied throughout the school.

These results align closely with research into teachers self-efficacy beliefs, which state that whole school-factors such as professional training (Bandura, 1997), and a consistent approach to behaviour management (Ofsted, 2005) can support staff to feel prepared and confident in managing pupil behaviour. The results also suggest that prior to implementing a whole-school restorative

approach, schools may need to prioritise time, resources, money and training in order to ensure that the approach can be effectively implemented and staff are motivated to change.

#### **8.6.4 The Research: Providing an Original Contribution to the Field of Educational Psychology**

The research that I designed and undertook endeavoured to (a) explore restorative practice from a psychological perspective, and (b) using realistic evaluation, identify the contexts, mechanisms and outcomes of whole-school restorative practice. These two specific foci form the original contribution of my research to the field of educational psychology and school-based restorative practice.

Contemporary researchers have had a penchant for focussing on the outcomes of discrete restorative processes, yet have not generally sought to elucidate the underlying mechanisms and contexts that support effective programme implementation. The present study led to the formulation of a programme specification, which comprises six programme theories that are argued to underpin effective restorative practice. It is therefore argued, that the overall programme specification offers evidence-based guidance to the implementation of restorative practice within the case study school, where a whole-school model of restorative practice was found to be efficacious: implementing preventative and reactive restorative processes led to the development of pro-social behaviours and effective conflict resolution.

This study also responded to some of the gaps within the existing literature relating to school-based restorative practice. Originating from restorative justice, restorative practice has generally been driven by theoretical perspectives from the field of criminology. Drawing on the work of seminal thinkers from the field of psychology, Vygotsky and Roger's, this study has explained the utility of restorative practice from a psychological perspective. Furthermore, recognising that educational contexts are fundamentally different to criminological contexts, this study develops theory about how restorative practice should be implemented within school settings.

#### **8.6.5 Future Research**

This research study has provided support for the growing popularity of school-based restorative practice, reporting positive outcomes for staff and pupils alike. The application of restorative practice to educational settings is still relatively new, and further research is needed to assess whether the approach has longevity, both in terms of its use as a framework for intervention and in assisting pupils to develop positive interpersonal relationships. Further research is also needed to rigorously measure the outcomes of restorative practice. Ideally, this would be achieved by measuring changes over time, from pre-intervention to post-intervention.

This study has highlighted the utility of a whole-school model, however, it would be interesting to observe how restorative practice could be extended to the wider school community, to include work with parents and community partners

(e.g. cluster schools, youth offending teams, special schools and pupil referral units).

## CHAPTER 9: LIMITATIONS, IMPLICATIONS AND FUTURE DIRECTIONS OF THE RESEARCH STUDY

### 9.1 CRITIQUE OF THE RESEARCH

This study combined an RE framework with a case study design, in order to explore the use of ‘a whole school restorative approach’ in a city-based primary school. A number of limitations are inherent in the RE framework and the other methodological approaches employed in this study. These limitations will now be discussed, and should be considered in relation to the research findings and conclusions.

#### 9.1.1 A Realistic Evaluation Framework

A strength of RE is its explication of the contexts and mechanisms that lead to programme regularities and outcomes. Pawson and Tilley’s (1997) account of RE outlined this strength; they demonstrated how RE could be used to develop understanding about crime prevention initiatives, e.g. CCTV cameras and police-managed property-marking schemes. Pawson and Tilley’s abstraction of C’s, M’s and O’s in relation to these programmes appeared relatively straightforward; mechanisms were “*easily defined*” and outcomes were “*tangible*” (Timmins and Miller, 2007; p.15). Timmins and Miller (2007) propose that when programmes reside in complex and fluid school systems the abstraction process can be more problematic, pertaining to difficulties identifying and distinguishing between C’s, M’s and O’s. The difficulty in

defining C's, M's and O's was encountered in this research study; many of the identified programme theories were interconnected, and further complicated when an outcome of one programme theory could be a mechanism or a context for another. For example, the data code "staff are enthusiastic about a whole school restorative approach" was identified as an outcome in the programme theory 'engaging staff', but as a context in the programme theory 'staff self-awareness' (see Appendix K). The difficulty defining C's, M's and O's was further compounded by the subjectivity inherent in an RE approach, abstraction process, and the development of programme theory. This raises questions about the internal validity of the findings; i.e. the extent to which they accurately describe the phenomenon (whole-school restorative practice) that is being investigated (Cohen et al, 2004).

Timmins and Miller (2007; p.12) propose that the validity of RE is dependent on the "*quality of literature*" selected, and the skills and knowledge of the researcher that support him/her to abstract and synthesise information. RE seeks to control for these threats by triangulating findings from multiple sources, and engaging stakeholders in a process of theory refinement (Pawson and Tilley, 1997). Furthermore, the iterative process inherent in RE enables programme specifications to be reformulated as new evidence emerges (Timmins and Miller, 1997). A full explanation of how threats to validity were controlled for in this study was detailed in section 6.5.2.

### 9.1.2 A Case Study Design

This inquiry followed recommendations outlined by Yin (2008) to ensure that measures were taken to control for threats to reliability and validity (see section 6.5.2). However, Thomas (2011) argues that external validity is a moot point for case study design, because random sampling strategies are not employed and findings cannot be generalised to the wider population. The poor potential for generalisation has resulted in case studies being viewed as an inferior approach to social science research, with many other approaches seeking to “*calibrate and enable generalisation*” (Thomas, 2011; p.210). MacIntyre (1985) contests this notion, stating that generalisations derived from any form of social science research can at best be ‘probabilistic’. He maintains that social settings are variable, and that researchers cannot determine “*under what conditions they [generalisations] hold*” (MacIntyre, 1985; p.91). These views have many parallels with realistic evaluation and critical realism; i.e. it is assumed that outcomes of a programme will vary depending on the context that they are implemented in and the mechanisms used to support their implementation.

Unlike deductive approaches, case studies assist in the “*development of an explanatory or theoretical idea*” (Hammersley, 2005; p.5). This is achieved through abductive reasoning and the close examination of the phenomenon in context. Abductive reasoning refers to the process of using inference to explain a phenomenon; unlike deductive reasoning the premises do not guarantee the conclusion. In this study, a case study design was used to identify the descriptive particulars of a ‘whole school restorative approach’, which was presented as a programme specification. However, the programme



specification should only be viewed as 'tentative', since explanations generated from a case study design are fallible and provisional (Thomas, 2011; 212).

The failure to produce "*watertight guarantees*" could be viewed as a limitation of a case study design (Thomas, 2011); however, Thomas (2011; 215) proposes that this is actually a strength, and argues that case studies produce explanations that "*are malleable and interpretable*" and can be adjusted as circumstances change. Pawson and Tilley (1997) support this view, and propose an iterative research cycle, in which theory is refined to reflect advances in knowledge. Thus, although the results produced in this study are not generalizable, they offer a 'tentative' theory that can be transferred and adapted to the particulars of new and alternative contexts.

### **9.1.3 Thematic Analysis**

Braun and Clarke (2006) advise that thematic analysis (TA) should consist of an analytic narrative that interprets the data content and explains its meaning. This process is inherently subjective, as the researcher's values, experiences, and methodological orientation will undoubtedly affect the way in which the data is interpreted. Qualitative data analysis can be made more rigorous by employing strict criteria for selecting and appraising core information within the data corpus (Braun and Clarke, 2006). In this study, this was achieved by the application of Braun and Clarke's (2006) system of six phase TA. Rigour within the data analysis could have been further improved by cross-referencing the themes generated with a co-researcher. This was not feasible in the present research study, but in order to mitigate the limitations associated with not having a co-

worker, participants were asked to assist with the data analysis process (see Table 6.6 – phases 3 and 4). Involving the participants enabled me to obtain consensus on the key themes relating to whole-school restorative practice delivered in the case study school.

TA is a flexible method of data analysis that allows for different analytical options, and the researcher may experience difficulty when selecting aspects of the data to focus on (Braun and Clarke, 2006). This flexibility therefore places an onus on the researcher to explicitly select, state and demonstrate the TA procedure undertaken, in order to ensure that the rigour of the approach can be defended. The assumptions used to guide data analysis must be congruent with the underlying philosophical stance of the research, for the overall conceptualisation of the subject matter to be rigorous (Reicher & Taylor, 2005). In this research study a ‘contextualist’ method of TA was applied which aligns with critical realism, the ontological and epistemological assumption underpinning the inquiry (Braun and Clarke, 2006).

Further limitations of TA emerge when the approach is considered alongside other methods of data analysis. For example, unlike narrative approaches, TA does not ascertain continuity or contradiction within a given account from a single participant, although the revelation of continuities and contradictions may be significant. There are strengths and limitations of all forms of data analysis, and the researcher must always select the approach that best fits with the broad research aims and questions (Braun and Clarke, 2006). In this case, TA was chosen because of its flexibility and compatibility with a critical realist epistemology.

## 9.2 IMPLICATIONS FOR THE CASE STUDY SCHOOL: IMPROVING EVIDENCE-BASED PRACTICE

It has been well documented that evidence is important for shaping, improving and developing educational practice (Thomas, 2004). This research study sought to produce evidence by obtaining tacit knowledge from educational practitioners, and melding it with the views of pupils from the case study school and theories generated from existing literature. The usefulness of tacit knowledge has been recognised by proponents of evidence-based practice; however, concern has been raised about its veracity and application in educational settings (Thomas, 2004). Thomas (2004) proposes that tacit knowledge can contribute to evidence-based practice when a three-stage process is used to obtain corroborative evidence and determine veracity (see **Table 9.1**)

**Table 9.1: Criteria for judging evidence (taken from Thomas, 2004: p.5)**

Criterion	Enabled by
1. Relevance	Establishing that the information constitutes information for (or against) some proposition.
2. Sufficiency	Corroborating with other instances of the same kind of evidence or other kinds of evidence.
3. Veracity	Establishing that the process of gathering evidence has been free from distortion and as far as possible uncontaminated by vested interest.

The RE cycle used in this study was consistent with Thomas's criteria for judging evidence; it sought to gather tacit knowledge, obtain corroborative

evidence from multiple sources and synthesise findings in order to develop programme theories. Through this process, the study supported practitioners to explicate their knowledge and determine its evidence-base for practice within the case study school. Thus, RE may have had utility not only in developing theory relating to whole-school restorative practice, but also in terms of improving practitioners' understanding of the programme.

Within the study, practitioners played an active role in reviewing and refining programme theory. The participatory nature of the research study ensured that practitioners were provided with opportunities to develop their own research skills; practitioners learnt the research philosophy underpinning RE, and reflected on how an iterative process of theory development and theory refinement can improve a programme's evidence-base. This may be particularly important given the 'illuminative' nature of the research study. The study identified the initial impacts and effects of the programme, in order to inform its future development; however, inherent in this 'illumination' was a recognition that the whole-school restorative approach was still in its infancy and that the programme specification would need further refinement. Indeed, the 'restorative lead' from WMQPEP and practitioners from the case study school anticipate that the whole-school restorative approach will evolve over time; for example, practice may be extended to include work with parents, and the approach may be actively promoted in order to raise awareness at a community level. This research study has strengthened practitioners' capacity to use RE to investigate the future developments of restorative practice, and to ensure that practice in the case study school remains evidence-based.

## **9.3 IMPLICATIONS FOR EDUCATIONAL PSYCHOLOGY PRACTICE**

### **9.3.1 Promoting Realistic Evaluation**

This study has contributed to the wider debate surrounding educational research, and provides support for using realistic evaluation to assess the worth or value of educational programmes. Increasingly, Educational Psychologists (EPs) are expected to demonstrate the impact of proffered interventions, as well as identify their own unique contributions to pupil development (Turner et al, 2010). This study has highlighted the complexity of social programmes and the issues surrounding evaluation research. Realistic evaluation, positioned between positivism and interpretivism, has sought to balance the need for knowledge acquisition with the goal to develop practice, and has therefore addressed some of the limitations associated with specific models of evaluation. It may be argued, that realistic evaluation is useful not only in assisting the development of evidence-based programmes, but also for aiding the professional practice of EPs. For example:

- By contributing to the design of intervention plans and psychological case formulation: i.e. EPs may better understand how outcomes are achieved through particular contexts and mechanisms. This may lead to a deeper understanding of presented problems, and ensure that interventions are successfully implemented.
- By creating a sense of collegiality and partnership with stakeholders, through supporting them to develop understanding and share

responsibility for the learning and development of children and young people.

- By providing a coherent framework for organisational development (Timmins and Miller, 2007; Thistleton, 2008; Sheppard, 2009): i.e. applying research skills in order to synthesise tacit knowledge with relevant research evidence, and promote evidence-based practice within unique organisational settings.
- By providing a framework through which EPs can evaluate their own work, enabling theory to be developed about the aspects of professional practice that work well and the areas that need further refinement.

### **9.3.2 Evidence-Based Restorative Practice**

As external consultants who are often asked to provide evidence-based advice about behaviour management, EPs should be fully aware of the most recent and relevant approaches for promoting pro-social behaviour. This thesis provides EPs with salient information pertaining to the way in which whole-school restorative practice can be implemented within educational organisations. The programme specification defined within the thesis has already been shared with staff and pupils from the case study school and the restorative lead from WMQPEP. In order to promote successful outcomes for pupils and other members of the school community, the six programme theories were shared with staff from the case study school. This enabled me to explicitly outline the contexts and mechanisms that were assisting school staff to implement whole-school restorative practice effectively.

As previously explained, the programme specification generated by this study has utility beyond the case study school. The programme specification was therefore shared with colleagues from the Local Authority that I work in, so that other EPs could disseminate the key findings from this study and promote whole-school restorative practice as an evidence-based approach for managing pupil behaviour; for example, during planning meetings and at a LA level when invited to contribute to policy development.

More recently, the Educational Psychology Service have started a development group that focuses on the application of educational psychology to forensic areas of practice. Within the development group, restorative practice has been identified as a priority area for development. I am thus in the process of working with WMQPEP to develop a training package that can be delivered across the LA to a variety of settings, for example school, colleges, alternative providers, youth offending teams, pupil referral units and third sector organisations. This work clearly highlights the scope of whole-school restorative practice and the application of theory generated from this thesis. I therefore hope to share my findings with other professionals working in the field of education by publishing this study in a peer reviewed journal, e.g. Educational Psychology in Practice or Pastoral Care.

## **9.4 CONCLUSION**

Restorative practice and this research study have relevance to public policy relating to whole-school behaviour management. It appears that the case study

school have developed a successful model for working preventatively and reactively with pupils, in order to promote pro-social behaviour. RE has contributed to this work by providing a programme specification that identifies the contexts and mechanisms that enable outcomes to be achieved. Moreover, it appears that RE has scope to promote evidence-based practice within the school, because it advocates an iterative process of theory refinement. Whole-school restorative practice is still in its infancy, but this study provides a modest beginning for its use as an evidence-based disciplinary system that builds on some of the criticisms of other behaviour management techniques.



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## APPENDICES

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## Appendix B. Letter Requesting Staff Participation and Consent Form

**REQUEST FOR PARTICIPATION: Restorative Justice Research – seeking staff’ (with 1 or more years’ experience of restorative justice practice) perspectives regarding what makes an effective programme.**

### **1. What is the purpose and aim of this study?**

Senior Leaders and Governors from \*\*\*\*\* Primary School, as well as representatives from Quaker Peace Education project have agreed for me to undertake an evaluation of whole-school restorative approaches. The evaluation project aims to investigate the aspects of the school that support or inhibit the delivery of a whole-school restorative approach. The information gathered through the research process will be carefully considered by the school, the Quaker Peace Education Project (who run the programme), and Birmingham Educational Psychology Team. This information will be used to further develop and improve a whole-school restorative approach to conflict resolution.

I am seeking your informed consent to participate in the research project. I am interested in finding out what works, for whom and in what context. I believe that an effective way of finding this information out is to canvas the views of:

- a) Staff working in school settings;
- b) Pupils that have received training in restorative approaches.

I will share the anonymised information gathered during the research process with you, school staff, staff from the Quaker Peace Education Project who run the programme, and my University tutor. It is hoped that the information gathered from the research will be used to support the development of whole-school restorative approaches within the Birmingham area.

Participation in this study is entirely voluntary. Details of the study are discussed below. It is important that you understand this information, so that you can make an informed choice about whether you wish to participate in this research.

## **2. What would participation in the study involve?**

I am using a research methodology called Realistic Evaluation. The nature of this research requires that participants are actively engaged in the research process. The research would involve:

- a) Individual interviews in order to collect your perspectives – lasting a maximum of 60 minutes. Interviews will take place in October/November 2012
- b) A group discussion with other school staff. This would involve sharing theories derived from the individual interviews, formalising theories, and reporting them back to you as a reliability check – lasting a maximum of 45 minutes. Group discussions will take place in January 2013.
- c) A final group discussion, in order to share the final findings (including information gathered from pupils) – lasting a maximum of 45 minutes and taking place in June 2013

The research is an iterative process, i.e. findings are achieved through a repeated cycle of information gathering. It is therefore hoped that once my data has been collected, the school will continue to evaluate the programme and make refinements where appropriate.

## **3. Feedback**

Feedback is an integral part of this research, and during individual interviews and group meetings I will inform you my hypotheses/conclusions. At each feedback point you will be given the opportunity to agree with or dispute the information presented. Your views at each stage will be used to further develop theories surrounding the whole-school restorative approach.

Research findings will be presented in written form at the end of the research

## **4. Confidentiality**

Every effort will be taken to protect your identity in this study. Participants' names and the name of the organisation you work for will not be disclosed in any publication of this study. Information gathered from the individual interviews will remain anonymous. To prevent data being linked with a specific participant I will assign individual ID codes, this will ensure that names of respondents are not recorded or stored.

During the group discussions, other members of the group will hear the views given. Whilst the researcher will keep participants' data confidential, it is not possible to guarantee that other members of the group will maintain confidentiality in this way. During the recording of group data, the researcher will endeavour to prevent data being linked with a specific participant, by again assigning individual ID codes and ensuring that names of respondents are not recorded or stored.



Interviews and discussions will be recorded and then transcribed. Once recorded interviews have been transcribed they will be kept on a secure University computer system for 10 years, after which they will be destroyed (in accordance with University guidelines). Data will also briefly be stored on an encrypted memory stick to allow transfer of data.

I will have access to the data, and will share only anonymised data with my University supervisor and the research sponsor, Birmingham City Council. Any data reported will be anonymised and will not impact on participants' relationships with members of the school community.

## **5. Participant Withdrawal**

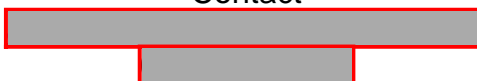
Participation in this study is entirely voluntary, and you are free to withdraw from the study at any point, including before the interview/focus group, during the interview/focus group immediately after the interview/focus group, or up to 3 months after all data has been collected. There are no consequences for withdrawing from the study and all your responses will be treated as confidential. If you choose to withdraw, all your data will be discarded.

## **6. Use of the research findings**

The research forms part of my thesis requirements, which are part of my professional training as an educational psychologist. I hope you will benefit from giving your views and being actively involved in the research process, and from participating in group work with other members of school staff. It is hoped that the research will form one of the first realistic evaluations of whole-school restorative approaches, and that the findings can be used to develop theory and practice about whole-school restorative approaches. All findings will be written in a research report and presented to the school.

I would like to thank you for taking the time to consider this request. Please do not hesitate to contact me if you have any further questions prior to accepting or declining participation.

Joanne Crowley  
Trainee Educational Psychologist  
University of Birmingham  
Contact



**i. CONSENT FORM**

Please read the statements and tick the boxes

I have read and understood the attached information and I agree to give my consent to participate in the study.	
I understand that my participation in this study is entirely voluntary and that I can withdraw from the study at any point.	
I give my consent for any information I give to be written up for research purposes. I understand that my the views and information I give will remain anonymous	
I agree to the researcher potentially quoting me in the results, and understand that my responses will be kept anonymous, so that I cannot be identified within the research	

\_\_\_\_\_  
(Please Print Your Full Name)

\_\_\_\_\_  
(Please Sign Your Name)

\_\_\_\_\_  
(Date)

## Appendix C. Pupil Information Sheet and Consent Form

### LOOKING FOR VOLUNTEERS!



Would you like to take part in a research study?

#### Who am I?

I am Jo Crowley, a trainee educational psychologist. I am interested in how children think, learn and behave. As part of this research I would like to learn more about restorative approaches.

#### What will you have to do?

If you agree to be in this study, you will take part in an individual discussion with me and a group discussion with other pupils from your school. These discussions will be recorded and will last about 45 minutes each. The discussions will take place at school in October and November 2012.

#### Why you?

You are someone who has completed restorative training, and as such I believe your views are important. You can help me to understand more about a whole-school restorative approach.

#### Will others know what you have said?

Everything that is said will be confidential. This means that although others outside of the group will hear about the views given, no one, other than group members will know who said what in the sessions.

#### Do you have to take part?

Taking part is entirely your choice. No one will be upset if you don't want to take part, or if you change your mind and want to withdraw later on. If you don't want to answer a question, you can say "I don't want to answer that question" and we will move onto the next question.

#### What if you want to take part?

If you want to take part, please complete the attached form and hand it to your teacher.

### A whole-school restorative approach: your views count!






- Talk about your experiences.
- Give your views.
- Take part in a group discussion.



Thank you for reading!

**i. CONSENT FORM**

Please read the statements and tick the boxes if you agree with them

	I have read and understood the information sheet	
	I have had time to think about the information	
	I understand that I am volunteering to be involved and can leave the study at any time without giving a reason	
	I understand that the information I give may be shared with others, but that no-one other than the researcher and others in the focus group will know what I have said.	
	I agree to take part in the study.	

---

(Please Print Your Full Name)

---

(Please Sign Your Name)

---

(Date)

## **Parent Information Sheet**

### **Title of the research**

Whole-School Restorative Approaches: A Realistic Evaluation of Practice in a City Primary School.

### **Focus of the research**

As you may know, over the last year \*\*\*\*\* primary school have been running a whole-school restorative approach. Restorative approaches are an inclusive approach to conflict resolution; engaging perpetrators, their victims and significant others in the school community into a communication and problem-solving process. In contrast to more punitive approaches to discipline (e.g. punishment or reprimand), restorative justice places a greater emphasis on pupils to resolve the conflict and build a stronger sense of community. Where restorative approaches have been implemented in schools a number of positive outcomes have been identified; reduced exclusions, improved peer and adult relationships, improved self-esteem, reduced incidences of bullying, reduced behavioural instances.

Senior Leaders and Governors from \*\*\*\* primary school, as well as representatives from Quaker Peace Education project have agreed for me to undertake an evaluation of whole-school restorative approaches. The evaluation project aims to investigate the aspects of the school that support or inhibit the delivery of a whole-school restorative approach. The information gathered through the research process will be carefully considered by the school, the Quaker Peace Education Project (who run the programme), and Birmingham Educational Psychology Team. This information will be used to further develop and improve a whole-school restorative approach to conflict resolution.

### **Why has my child been invited to take part in the study?**

To gain information about the whole-school restorative approach, I believe it is important to hear the views of staff working within \*\*\*\*\* primary school and pupils that have taken part in the approach. All Year 5 and 6 pupils that have had training in whole-school restorative approaches and are involved in the delivery of the programme have been asked to participate in the project.

### **What does the study involve?**

On \_\_\_\_\_, your child will be given information about the project and will be asked if they would like to participate in it. Participation will involve an individual interview and a follow-up group discussion. If your child agrees to participate in the project, then they will be asked to sign a consent form.

During the individual interview, your child will be asked questions by me, about the whole-school restorative approach used in \*\*\*\*\* primary school. The interview is likely to last for approximately 45 minutes. If during the interview, your child becomes tired or does not want to proceed, then he/she is free to leave at any point. In such an instance, it will be possible to complete the interview at a later date, should he/she wish to. Any information given during the interview will remain confidential and will not impact on your child's relationship with school staff in any way.

A follow-up group discussion will take place once all individual interviews have been completed and the data has been analysed. The follow-up discussion will be with other pupils from Years 5 and 6 and will last approximately 45 minutes. The purpose of the group discussion is to check that pupils are happy that the results gained from the individual interviews are correct. It will also give pupils the opportunity to add any other comments that they have. Your child's comments will be recorded for research purposes, but only the research team will have access to this information (researcher and researcher's supervisor). Whilst the researcher will keep participant's data confidential, it is not possible to guarantee that other focus group members will maintain confidentiality in this way.

Once all data has been collected, a research report will be written up. Your child will be given a report summarising the research findings.

### **Does my child have to take part in the study?**

No, participation in the study is voluntary. It is entirely up to you and your child to decide whether he/she takes part in the study.

### **What will happen after the study?**

All information gathered during the research project will be stored at University of Birmingham for 10 years. The research forms part of my doctoral thesis, which is part of my professional training as an educational psychologist. The results will be written up into a research report, which will be sent to staff at \*\*\*\*\* primary school. I will also send you and your child a summary of the results of the study, when they are ready. Personal details will not be documented in the report, so your child will not be recognised from it.

### **What if there is a problem?**

The topic of restorative justice may be sensitive for some young people. If your child shows any discomfort during the research process, the interview/discussion will be terminated. Your child is also free to leave the interview or focus group at any time.

If there is a problem arising from the study, the researcher can be contacted on  (Monday – Friday between 9am and 5pm)

### **What if I change my mind?**

Your child can be withdrawn from the study at any point and without reason. This includes before the interview/focus group, during the interview/focus group immediately after the interview/focus group, or up to 3 months after all data has been collected.

### **What do I do now?**

If you would like your child to participate in the study please complete the attached consent form. If you would like further details please contact me, Joanne Crowley (the researcher).



**i. Parent Consent Form**

Joanne Crowley

Trainee Educational Psychologist

Dear Parent/ guardian,

As part of my professional training as an educational psychologist, I will be evaluating \*\*\*\*\* primary school's whole-school restorative approach to conflict resolution. The evaluation project aims to find out what makes an effective whole-school restorative programme, that can improve outcomes for pupils and the school community.

As part of this project, I will be seeking Year 5 and 6 pupils' experiences of and views about the whole-school restorative approach. Pupil participation in the project will involve an individual interview (lasting approximately 45 minutes) and a follow-up group discussion with 5 other pupils (lasting approximately 1 hour). Please see attached for further details about the study.

If you are happy for your child to take part in this research, please complete the form below and return it to school by October 12<sup>th</sup>.

Please feel free to contact me, if you have any further questions or queries about the project.

Yours faithfully

Joanne Crowley

(Trainee Educational Psychologist)

---

I have read and understood the attached information and I agree to give my consent for my child to participate in the study.	
I understand that my child's participation in this study is entirely voluntary and that I can withdraw my child/ my child can withdraw from the study at any point.	
I give my consent for any information my child gives to be written up for research purposes, subject to her/his own agreement. I understand that my views and information my child gives will remain anonymous	
I agree to the researcher potentially quoting my child in the results, and understand that my child's responses will be kept anonymous, so that he/she cannot be identified within the research	

\_\_\_\_\_ (sign)

\_\_\_\_\_ (print)

## Appendix E. **Interview Schedule – Staff**

My name is Joanne Crowley and I am a Trainee Educational Psychologist. For my doctoral thesis at Birmingham University I am completing a research project that aims to evaluate a whole-school restorative approach. In doing so I will be seeking staff and pupil perspectives about the whole-school restorative approach that is delivered in \*\*\*\*\* primary school. The research project is commissioned by Birmingham Local Authority and it is hoped that the findings will be used to refine practice within the area of whole-school restorative approaches.

If you have any further questions you can contact me via email:

[Redacted email address]

---

Thank you for agreeing to participate in the study. You have already read the information sheet and signed the consent form, but before we start I would like to remind you that:

- Your participation in the study is entirely voluntary.
- You are free to refuse to answer any question.
- You can withdraw from the study at any point.

This interview will be kept strictly confidential and will only be available to me and my supervisor (Huw Williams, University of Birmingham). The interview will be recorded and transcribed and I may use direct quotations within my research report; however, your name will not be used within the research report. In accordance with University guidelines, the data gathered during the research process will need to be securely stored for 10 years. During this process all personal information will be removed and data sources will not be identifiable.

### **Interview questions**

#### **Rapport Building Questions**

1. What is your role within the school?
2. What drew you into this line of work?
3. What was your previous experience prior to working within the school?

## **Meaning of Restorative Approaches**

4. What is your understanding of restorative approaches personally? And if different professionally?
5. How is a restorative approach different from other behavioural interventions used within schools?
6. How are you involved in promoting restorative approaches? (expand by asking participant to consider activities used, approaches used, professional practice).
7. How is a restorative approach organised within the school? (expand by asking participants to consider consistency within the school, communication mechanisms, frameworks for delivery, collaboration, timetabling).
8. What has been the involvement of outside agencies?
9. How is a restorative approach delivered within the school?
10. Why is a whole-school restorative approach used within the school?

## **Outcomes**

11. What do you consider to be the desired outcomes of a whole school restorative approach for the pupils, staff, parents that are involved in the programme?
12. What has been the impact of the whole school restorative approach for pupil, staff and parents?
13. What impact has the whole-school restorative approach had on you?
14. Which aspects of a whole school restorative approach are particularly instrumental in ensuring pupils, staff and parents achieve positive outcomes (ask participants to be explicit about the outcomes that are being promoted)?
15. What aspects of a whole school restorative approach do you feel inhibit pupils from achieving positive outcomes (ask participants to be explicit about the outcomes that are being inhibited)?

## **Skills of Key people**

16. What do you consider are the attributes that characterise effective whole-school restorative approach practitioners?
17. What kind of knowledge, expertise or skills do you think whole school restorative approach practitioners should have?
18. What kind of factors do you think hinder effective a whole school restorative approach?

19. What skills do you think young people need to participate in a whole school restorative approach? (expand by asking participants to consider academic skills, personal qualities, and previous experience).
20. What kind of factors do you think help young people to engage in a whole school restorative approach? What factors hinder engagement? (expand by asking participants to consider their skills, attitudes, personal circumstances).

### **Organisational factors**

21. What factors within the organisation help to support an effective whole school restorative approach? (expand by asking participants to consider the ethos of the organisation, training of other staff members, practical issues).
22. What has been the impact on involving outside agencies in the implementation of whole-school restorative approach?
23. What factors within the organisation hinder a whole school restorative approach? (expand by asking participants to consider the ethos of the organisation, training of other staff members, practical issues).
24. Could the organisation do anything else to support a whole school restorative approach?

### **Conclusion**

Finish the interview by summarising the information gathered.

25. Is there anything else you would like to add or comment on?



Thank participant for their time!

## Appendix F. Interview Schedule - Pupil


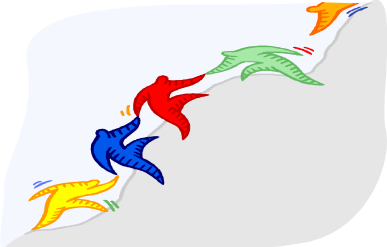
### Evaluating Restorative-Approaches in School

Hillcroft School (imaginary school) are thinking about starting a restorative approach. They have heard that the \*\*\*\*\* Primary School already have a restorative approach and would like to find out more about it. Please could you help them by answering the following questions.

1. Explain what a restorative approach is (include details about conflict resolution, mediation, circle time).
2. What happens during a restorative approach? Use the following questions to help you

<p>What would we see?</p> 	<p>What would we hear?</p> 
---	--

3. How did you learn to use a restorative approach (include details about conflict resolution, mediation, circle time)?

<p>Who helped you?</p> 	<p>What did they do to help you?</p> 
--	---


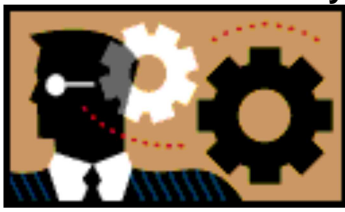

4. Was there anything about the facilitator (substitute with people identified in question 3) that made learning about restorative approaches easy /hard?

Things about the facilitator that helped me to learn?	Things about the facilitator that stopped me from learning?

5. Was there anything about the training (substitute with people identified in question 3) that made learning about restorative approaches easy /hard?


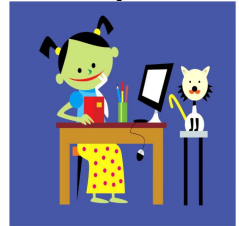


Things about the training that helped me to learn?	Things about the training that stopped me from learning?

6. How has the restorative training changed you?

Things I have learnt	How I think differently	How I behave differently
		

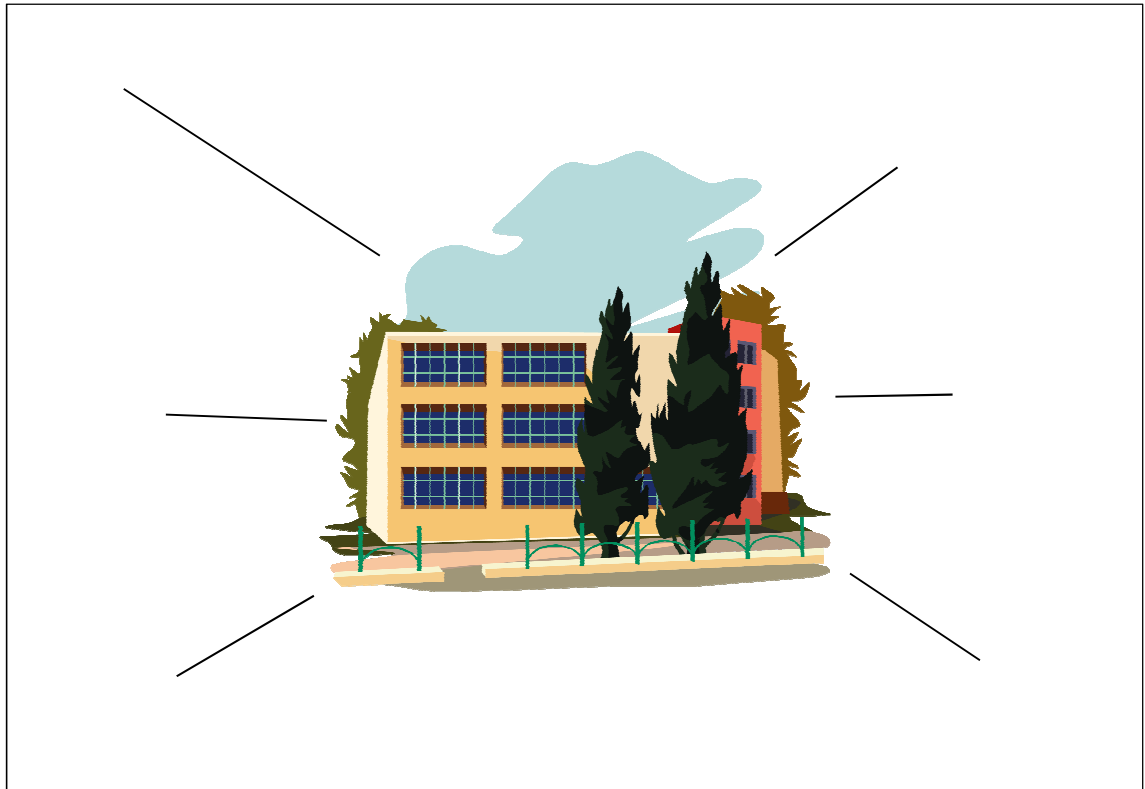
7. Are there any activities that you do in school that are linked to a whole-school restorative approach (things in class, assembly, playtime, at home)? Can you draw them below?


8. How have other people changed now that the school is using a whole school restorative approach?

Teachers	Pupils	Parents	Dinner staff
			



**9. How has the school changed since the whole-school restorative approach?**



**10. What do you like/not like about the restorative approach?**

Things I like best	Things I like least

**11. Is there anything else you would like to say?**

## Appendix G. **Group Realist Interview – Staff Handout**

### **Purpose of the Focus Group**

- To support participants to learn about the research data that has been generated thus far.
- To provide participants with an opportunity to respond, as a group, to a range of factors extracted from the individual interviews and the extant literature relating to school-based restorative practice.
- To enable the researcher to work with participants to generate programme theories relating to whole-school restorative practice delivered in the case study school.

### **What is Realistic Evaluation?**

- Realistic evaluation differs from traditional outcome-based evaluation.
- It seeks to identify the contexts and mechanisms that enable outcomes to be achieved, and uses the formula **context + mechanism = outcome**

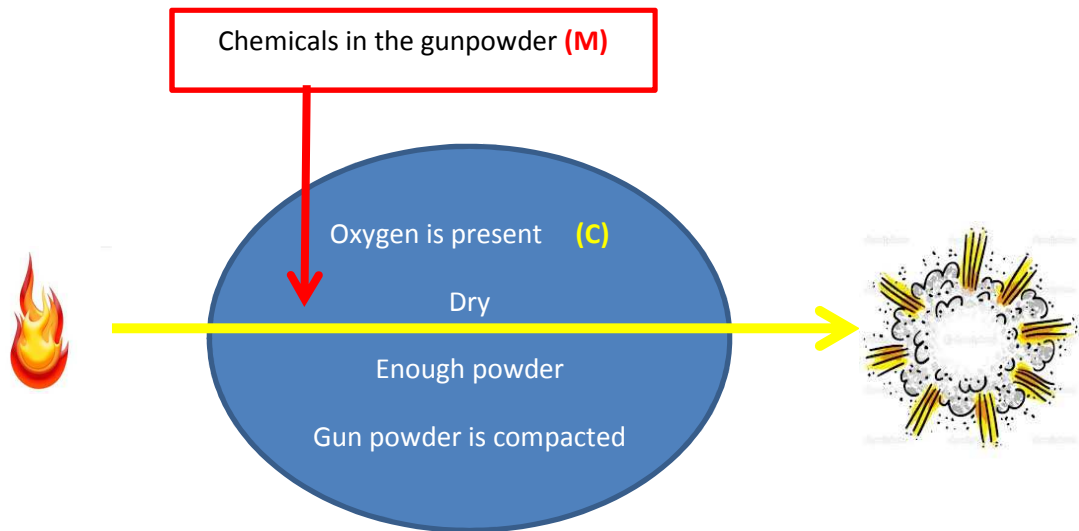
**Mechanism:** The structures of the programme and the way in which resources are used to generate outcomes. The features of participants are also considered mechanisms.

**Context:** The conditions under which these mechanisms are triggered and the programme rendered effective.

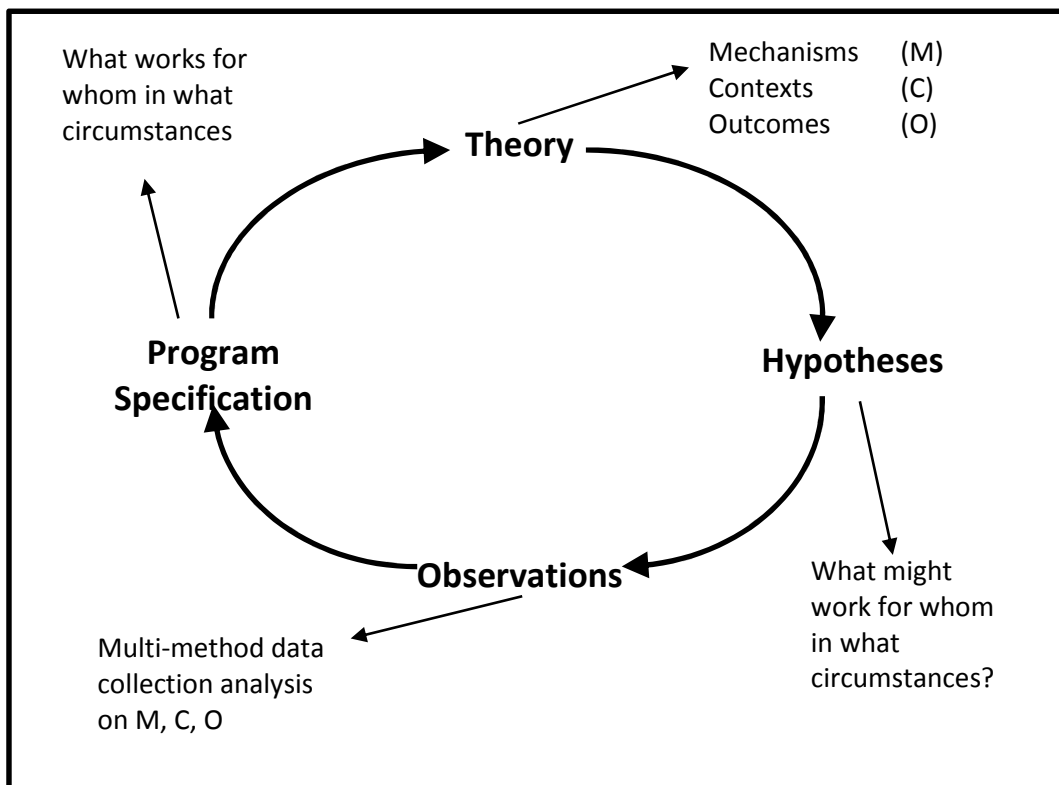
**Outcome:** What happens as a result of mechanisms and contexts being in place.

- Illustrated example of context + mechanism = outcome:

For gunpowder to cause an explosion, certain factors need to be in place.



### The Realistic Evaluation Cycle



- Realistic Evaluation is an iterative process, which supports theories to be generated and refined.
- The researcher has used observation (realist synthesis of literature, interviews with staff and pupils, focus group with pupils) to support the abstraction of contexts, mechanisms and outcomes.
- Today those theories will be refined, to support the production of a programme specification.

### **The Task Today: Card Sort**

- The researcher will present the data codes to you. Each data code will be presented on a separate card.
- Cards comprise of 3 colours:  
Yellow = context.  
Green = Mechanism  
Pink = Outcome.
- The cards have been grouped into categories ( and placed in envelopes) relating to specific processes undertaken in the school, e.g. training, circle time, and peer mediation.
- You will be asked to work as a group to arrange the cards together to produce a programme theory; i.e. find the contexts, mechanisms, and outcomes that link together.
- We will then discuss your groupings and define the theory that has been generated.

- If you do not agree with any of the wording or data presented on the cards we will discuss this as a group and make any necessary amendments.

## Appendix H. Pupil Focus Group - Plan

<b>Objectives of Focus Group</b>	<ol style="list-style-type: none"> <li>1) To share the themes generated from the initial interviews conducted with pupils.</li> <li>2) To check that there is consensus between the researcher's interpretation of interview data and pupil views.</li> </ol>
<b>Introduction</b>	<ol style="list-style-type: none"> <li>1) Introduce pupils to the aims and the purposes of the focus group activity: Explain that this is a follow up to the individual interviews conducted before Christmas, and will enable to the researcher to check that the information generated is accurate and reflects pupils views. This will help the researcher to understand how restorative practice works in their school and will help other schools with restorative practice. The focus group session will involve some discussion and art-based activities.</li> <li>2) Establish ground rules for the focus group session, including: <ul style="list-style-type: none"> <li>• Ensuring anonymity (unless child protection or safeguarding concerns arise): Keeping private information about who said what during the session. In the event that a pupil reveals information that could put themselves or others at risk, this concern and pupil names will be passed onto another adult in the school.</li> <li>• The right to withdraw: Pupils have the right to leave the session at any point and without giving a reason. Pupils will be expected to tell an adult if they choose to withdraw.</li> <li>• Taking turns to speak.</li> <li>• Listening to others when they are talking.</li> <li>• Respecting the views of others.</li> </ul> </li> <li>3) Clarification of key terms – e.g. what do pupils understand by there terms restorative practice, mediation, and circle time.</li> </ol>
<b>Main Activity</b>	<ol style="list-style-type: none"> <li>1) Teaching the conceptual structure of the investigation to pupils: <ul style="list-style-type: none"> <li>• Explain to pupils that information was gathered about restorative practice from three sources – previous research, interviews with staff, and interviews with pupils. This information was looked at by the researcher to find out what it is about restorative practice in your school that works, who it works well for, and how it works.</li> <li>• Share themes abstracted from pupil interviews with pupils. These will be presented visually as mind-map. Invite pupils to ask questions during this process.</li> </ul> </li> </ol>

	<p>2) Allowing pupils to comment on the ideas generated:</p> <ul style="list-style-type: none"> <li>• Ask pupils to work as a group and place a tick next to the themes that they agree with and a cross next to the themes that they disagree with. Invite pupils to comment on their decisions.</li> <li>• Provide pupils with an opportunity to review the data more thoroughly by asking them to identify the top 5 contexts, mechanisms and outcomes. Pupils to create a recipe for a restorative school using this information; i.e. what ingredients are needed in a restorative school? how are the ingredients used? what is the end result?</li> <li>• Researcher to make notes during pupil activity</li> </ul>
<b>Plenary</b>	<p>Researcher to review the main discussion points from the focus group in order to check there is a consensus about the themes generated and the refinements needed.</p>

## Appendix I. Transcript exemplar

**So, I suppose, bringing it back to now, what's been the impact so far, of the restorative approach, for those people?**

I think at the moment it's, kind of, a lifting. They're going through their learning; the staff are going through their learning process in terms of their practice. So, through training and practice of circle time, they're going "Oh right, I've never done it like that, and actually I'm getting development to go quicker, and it's more successful, and it's less of a battle." [training includes new ideas/concepts] What was the question again?

**What's been the impact so far?**

Ok, so I'm seeing staff recognise changes in their teaching and in their relationships with their students, I'm seeing students, pupils, inspired and empowered to problem solve for themselves. [pupils are empowered and are more independent when problem solving]. Relationships strengthened, and understanding between class, between pupils in classes. [relationships strengthened]. So where there might have been a split or a division, friendship breakdown, you know, wrong shoes type thing... Through the circle time, through the Peace Makers, a breakdown in those barriers, and strengthening of those pupil, child to child relationships, definitely. [opportunities to develop/strengthen relationships]

Yeah, an increase in the understanding of the vocabulary of a restorative approach around the school, so a confidence I suppose [staff have increased confidence in/ knowledge of restorative practice] to, sort of, ask questions and enquire, rather than assign blame [staff ask a range of questions], or, kind of, go down the old route. And, I suppose I'm seeing more a reflective attitude, in the staff room in particular [staff are more reflective], so staff are saying, or observing stuff like "You know what, and I've got this kid in my class, he really, really finds circle hard"

And I'm like "What? How do you know he finds it hard?"

"Oh, his body language does this, and he never really looks, duh, duh, duh duh...What do you think I should do?"

And, obviously I'll say "Oh, what would you like to do? What would you like to happen?" And, you know, regardless of what the outcome of that conversation is, I see staff more reflective of their practice and their dealing with children, really. Yeah.



**Ok. Great. What's been the impact on you?**

Oh my God...Well, it's really hard without sounding completely evangelical...(laughs). I totally love it because it chimes with my personal philosophies...[a school where staff are committed to a whole school restorative approach]

**Yeah...**

...so much. It's, kind of, the easiest job in the world because whenever someone comes up with a question, or a barrier, or is frustrated, or is resistant to it, I may not know the answer but I'm confident to help them find the answer. So, and I believe in it [a school that believe in a whole school restorative approach], so it's never...I think when I was teaching drama, for example, I'd have to know the play, I'd have to know the playwright, I'd have to know the cultural context in which it was, you know, the facts and figures as well as, you know, supporting creativity and all that kind of thing. And I felt, because I was younger when I was teaching, as well, if I didn't know the answer that I wasn't doing a good job, and that my role as the adult was to be information provider, and to give that across. Whereas now, you know, and this is about me developing as a facilitator, as a practitioner, I'm so confident not knowing the answers...because we're people and we're human beings, and we can find it out together [a school that recognises that human needs can be met in positive and supportive relationships]. And if we can't we'll come up with a solution that can get us there. So that's just been massive for me personally, to recognise that I've developed in that way both personally and professionally.

\*\*\*\*\* is quite forward thinking, fast moving school [a school that is forward thinking], so, you know, they're not starting from the bottom, in terms of creating a circle, or getting a circle together [a school that has staff who are familiar with restorative practices] ...ahh, I didn't talk about restorative circles in what other stuff we've done...So...remind me to mention that...

Data were highlighted yellow (context), green (mechanism), or pink (outcome).

The highlighted data were extracted, combined and organised to create context, mechanism outcome configurations detailed in Appendix K.

Data codes are coloured red.

## Appendix J. Initial Codes – An Illustrative Example from all Interview Data

Theme	Context	Mechanism	Outcome
On-going training	<ul style="list-style-type: none"> <li>The whole school have received training from WMQPEP; i.e. teachers, senior leadership, teaching assistants, lunch time supervisors, governors, and pupils.</li> <li>Staff work together as a team.</li> <li>Staff are aware of the areas strength and weakness within the team.</li> <li>Senior leadership are committed to keeping the momentum going for the approach.</li> <li>Senior leadership regularly meet with the restorative lead from the WMQPEP.</li> <li>The restorative lead from WMQPEP has been commissioned to provide on-going support within the case study school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff draw on the expertise of their colleagues.</li> <li>Staff access objective advice from the restorative lead.</li> <li>Senior leadership model restorative processes to staff; e.g. solution circles.</li> <li>There are staff meetings/training days dedicated to whole-school restorative practice.</li> <li>School staff and the restorative lead from WMQPEP work together collaboratively, to share ideas and identify next steps.</li> <li>The restorative lead supports staff in class; e.g. modelling, facilitating, supporting, and observing circle time.</li> <li>Staff share good practice formally and informally.</li> <li>Senior leadership give staff time to reflect on the approach and their practice.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have become more skilled in using restorative language and restorative enquiry.</li> <li>Staff have a bank of activities and resources that they can use in circle time.</li> <li>Staff have up-to-date and fresh ideas for implementing the approach.</li> <li>Staff are more confident delivering the approach.</li> <li>Staff are using restorative processes with colleagues, parents and children – formally and informally.</li> <li>Staff are more aware of how they communicate verbally and non-verbally.</li> <li>Staff are more reflective.</li> <li>The whole-school approach has evolved and will continue</li> </ul>

	<ul style="list-style-type: none"> <li>• The case study school have prioritised a whole-school restorative approach and have a long term commitment to its implementation.</li> <li>• WMQPEP and the case study school have mutual respect for each other.</li> <li>• Staff have a good relationship p with the restorative lead from WMQPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff observe the practice of their colleagues.</li> <li>• Staff access email support from the restorative lead.</li> <li>• The restorative lead empowers staff to develop their own thinking and skills in relation to restorative practice.</li> <li>• Staff to voice ideas, concerns and future directions relating to the approach to the restorative lead and senior leadership.</li> <li>• Staff have the time and resources to master restorative language and skills.</li> </ul>	<p>to evolve over time.</p> <ul style="list-style-type: none"> <li>• Staff are keen to continue using the whole-school restorative approach.</li> <li>• Staff have ownership over the whole-school approach.</li> <li>• Staff are keen to continue developing the approach.</li> <li>• Programme fidelity is maintained.</li> <li>• Staff are competent in delivering the approach.</li> <li>• Restorative practice remains fresh and exciting.</li> <li>• Staff are confident that they are delivering the approach correctly.</li> <li>• Staff are less punitive.</li> </ul>
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This table provides an illustrative example of the collated contexts, mechanisms and outcomes abstracted from individual interviews with staff. The table provides examples of codes that relate to on-going training.

## Appendix K. Context, Mechanism and Outcome Configurations

Superordinate Theme 1: Developing a whole-school restorative approach			
Programme Theory	School context	Mechanisms in operation	Outcomes
Inception	<ul style="list-style-type: none"> <li>A school that is forward thinking.</li> <li>A school that aims to constantly improve and develop the educational environment.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Leadership Team (SLT) seek new and exciting ways of working.</li> </ul>	<ul style="list-style-type: none"> <li>Time and money are set aside by SLT, so that new approaches can be developed.</li> </ul>
Identifying a need	<ul style="list-style-type: none"> <li>A school that has an ethos that places relationships at its core.</li> <li>A school that aims to promote values such as respect and understanding.</li> <li>A school that recognises that human needs can be met in a positive and supportive relationship.</li> </ul>	<ul style="list-style-type: none"> <li>SLT identify gaps in current school/staff practice.</li> </ul>	<ul style="list-style-type: none"> <li>Different projects/approaches are researched by SLT.</li> <li>An approach is selected that (a) fits with the school ethos, and (b) bridges the gaps that exist within school/staff practice.</li> </ul>
Matching the school with the organisation (WMQPEP)	<ul style="list-style-type: none"> <li>A school that has a longstanding, positive and trusting relationship with WMQPEP.</li> <li>A school that has previously commissioned WMQPEP to deliver restorative processes in school, e.g. a peer mediation programme.</li> <li>A school that has previously had positive experiences of restorative practice.</li> </ul>	<ul style="list-style-type: none"> <li>WMQPEP develop an understanding of the schools ethos and systems.</li> <li>WMQPEP build positive relationships with school staff.</li> <li>SLT and WMQPEP work together to find out how a restorative approach could be developed within the school.</li> </ul>	<ul style="list-style-type: none"> <li>SLT decide that a whole-school restorative approach should be embedded within the school.</li> <li>WMQPEP are commissioned to run a two year whole-school restorative pilot within the school.</li> <li>A restorative lead from WMQPEP is assigned to the school</li> </ul>

Commitment to a whole-school restorative approach	<ul style="list-style-type: none"> <li>• A school that has a strong sense of community both within and outside of the school.</li> <li>• A school that values pastoral support.</li> <li>• A school that has SLT representation on the pastoral team.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT seek support and advice from WMQPEP about a whole-school restorative approach.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT have a long-term commitment to a whole-school restorative approach.</li> <li>• SLT recognise that an approach that is underpinned by restorative values will take time to embed.</li> </ul>
Initial planning for implementation.	<ul style="list-style-type: none"> <li>• A school that has staff who are familiar with some of the principles of restorative practice.</li> <li>• A school that uses approaches that will complement whole-school restorative practice, e.g. curriculum activities that aim to support moral development.</li> <li>• A school that has a SLT who recognise the importance of taking a restorative approach 'whole-school'.</li> </ul>	<ul style="list-style-type: none"> <li>• The movement towards a whole-school restorative approach is organic.</li> <li>• SLT collaborate with WMQPEP to discuss ways to develop the whole-school approach.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT are confident in the whole-school restorative approach.</li> <li>• SLT are willing to promote a whole-school restorative approach.</li> <li>• Training for staff is arranged.</li> </ul>

Superordinate Theme 2: Getting staff on board			
Programme Theory	School context	Mechanisms in operation	Outcomes
Engaging staff	<ul style="list-style-type: none"> <li>• A school that has staff who are open to new ideas and new ways of working.</li> <li>• A school that has staff who recognise their responsibility in supporting social/emotional development, as well as academic development.</li> <li>• A school that has staff who are familiar with aspects of restorative work, and are positive about its use within school settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are briefed about a whole-school restorative approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are enthusiastic about implementing a whole-school restorative approach.</li> <li>• Staff recognise that a whole-school restorative approach fits within the general school ethos.</li> <li>• Staff can see the long-term benefits of developing a whole-school restorative approach.</li> </ul>
Developing understanding	<ul style="list-style-type: none"> <li>• A school that has a SLT who are committed to a whole-school restorative approach and who are instrumental in driving the approach forward.</li> <li>• A school that has in place a strategic plan (developed by SLT and WMQPEP) relating to the initial training of whole school restorative practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are made aware of how the whole-school restorative approach is likely to evolve.</li> <li>• SLT and WMQPEP share their enthusiasm for a whole-school restorative approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are enthusiastic about implementing a whole-school restorative approach.</li> <li>• Staff recognise that a whole-school restorative approach fits within the general school ethos.</li> <li>• Staff recognise that a whole-school approach requires the embedding of restorative practice across the school, i.e. it is not a discrete lesson delivered at a particular time.</li> <li>• Staff can see the long-term benefits of developing a whole-school restorative approach.</li> </ul>

<p>Commitment to the approach</p>	<ul style="list-style-type: none"> <li>• A school that has staff who are open to new ideas and new ways of working.</li> <li>• A school that has staff who are familiar with aspects of restorative work, and are positive about its use within school settings.</li> <li>• A school where some staff are already using discrete restorative processes (e.g. peer mediation) and have started to acquire restorative skills.</li> <li>• A school where restorative practice complements the overall ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are made aware of how the whole-school restorative approach is likely to evolve.</li> <li>• SLT and WMQPEP share their enthusiasm for a whole-school restorative approach.</li> <li>• Staff already using restorative practices (e.g. peer mediation, peacemakers) share their experiences with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are enthusiastic about implementing a whole-school restorative approach.</li> <li>• Staff recognise that a whole-school restorative approach fits within the general school ethos.</li> <li>• Staff recognise that a whole-school approach requires the embedding of restorative practice across the school, i.e. it is not a discrete lesson.</li> <li>• Staff can see the long-term benefits of developing a whole-school restorative approach.</li> <li>• Staff recognise that it will take time to learn and embed a whole-school restorative approach.</li> <li>• Staff are keen to participate in training in a whole-school restorative approach.</li> </ul>
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Superordinate Theme 3: Initial staff training			
Programme Theory	School context	Mechanisms in operation	Outcomes
Training from and 'external expert'	<ul style="list-style-type: none"> <li>A school that has been assigned a restorative lead from WMQPEP. The restorative lead has expertise in restorative practices.</li> <li>A school that uses a restorative lead from WMQPEP to deliver training to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Fun, practical and interactive training is delivered to staff.</li> <li>Training includes new, fresh and exciting ideas/concepts.</li> <li>Restorative enquiry is modelled to staff by the restorative lead.</li> </ul>	<ul style="list-style-type: none"> <li>The whole-school is familiar with a whole-school restorative approach.</li> <li>All staff have received the same training.</li> <li>Staff are aware of the principles underpinning restorative practice.</li> <li>Staff are familiar with some of the principles of effective circle time.</li> <li>Staff are motivated to apply the skills that they have acquired from training.</li> <li>Staff are more effective at delivering circle time.</li> </ul>
Practical training	<ul style="list-style-type: none"> <li>A school where staff work together as a team.</li> <li>A school that works with WMQPEP, who are dedicated to and enthusiastic about a whole-school restorative approach.</li> <li>A school that has a SLT who are committed to developing expertise across the whole-school.</li> </ul>	<ul style="list-style-type: none"> <li>Training is delivered to all staff; i.e. SLT, teachers, teaching-assistants, lunch time supervisors, governors.</li> <li>Training includes new, fresh and exciting ideas/concepts.</li> <li>Staff are given training in the use of restorative language and restorative enquiry.</li> <li>Fun, practical and interactive training is delivered to staff.</li> <li>Staff are given opportunities to facilitate and participate in restorative approaches.</li> <li>Staff are given opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>The whole-school is familiar with a whole-school restorative approach.</li> <li>All staff have received the same training.</li> <li>Staff are aware of the principles underpinning restorative practice.</li> <li>Staff are aware of some of the principles of effective circle time practice.</li> <li>Staff are enthused about the approach and keen to implement it.</li> <li>Staff are more effective at delivering circle time.</li> <li>Staff are motivated to use the skills that they have acquired from</li> </ul>



		<p>role play using restorative enquiry.</p> <ul style="list-style-type: none"> <li>• Staff are given opportunities to role-play a range of different scenarios.</li> <li>• Staff are given constructive criticism during training,</li> </ul>	<p>training.</p> <ul style="list-style-type: none"> <li>• There is greater consistency within the school, in terms of how staff interact/work with pupils, and how challenging behaviour/ conflicts are managed.</li> <li>• Staff have a more focussed approach for developing pro-social behaviour and managing conflict.</li> <li>• Staff have the skills to reduce conflict and confrontation with pupils or colleagues.</li> <li>• Staff feel valued.</li> <li>• Some staff are calmer.</li> </ul>
Objectivity	<ul style="list-style-type: none"> <li>• A school that has commissioned a restorative lead from an outside organisation, and who is objective to the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are given constructive criticism by the restorative lead.</li> <li>• Fun, practical and interactive training is delivered to staff.</li> <li>• Training includes new, fresh and exciting ideas/concepts.</li> <li>• Restorative enquiry is modelled to staff by the restorative lead</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have received the same training.</li> <li>• There is greater consistency within the school, in terms of how staff interact/work with pupils, and how challenging behaviour/ conflicts are managed.</li> <li>• Staff are motivated to apply the skills that they have acquired from training.</li> <li>• Staff are more reflective about their practice and the pupils that they work with.</li> </ul>
Extending existing skills and knowledge.	<ul style="list-style-type: none"> <li>• A school where staff have started to acquire and use restorative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are given opportunities to role-play different scenarios.</li> <li>• Staff are given opportunities to learn how to use restorative</li> </ul>	<ul style="list-style-type: none"> <li>• All staff contribute to a whole-school restorative approach.</li> <li>• Staff have the skills to reduce conflict and confrontation with</li> </ul>

		<p>enquiry.</p> <ul style="list-style-type: none"> <li>• Staff are given opportunities to practice using restorative enquiry.</li> <li>• Training is delivered to all staff; i.e. SLT, teachers, teaching-assistants, lunch time supervisors, governors.</li> <li>• Training is conducted in a systematic way – moving from proactive strategies to more formal interventions.</li> </ul>	<p>pupils or colleagues.</p> <ul style="list-style-type: none"> <li>• Staff have a more focussed approach for developing pro-social behaviour and managing conflict.</li> <li>• There is greater consistency within the school, in terms of how staff interact/work with pupils, and how challenging behaviour/ conflicts are managed.</li> <li>• Staff are more confident in their ability to manage conflict.</li> <li>• Staff are more reflective about their practice and the pupils that they work with.</li> <li>• Staff are using proactive and reactive restorative processes with colleagues, parents, and pupils.</li> <li>• Staff are using a restorative questioning style; i.e. asking for the facts and not asking 'why?'</li> <li>• Staff are recognising that all parties involved will be affected by an incident/conflict.</li> <li>• Staff are more empathetic.</li> <li>• Staff are more confident in pupils' abilities to solve problems independently.</li> </ul>
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Superordinate Theme 4: On-going training			
Programme Theory	School context	Mechanisms in operation	Outcomes
Long-term commitment to a whole-school restorative approach.	<ul style="list-style-type: none"> <li>A school have a long-term commitment to a whole-school restorative approach.</li> <li>A school where SLT are committed to maintaining momentum in the whole-school approach.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are given opportunities to participate in staff meeting/training days related to a whole-school restorative approach.</li> <li>Staff are given time to reflect on whole-school practice.</li> <li>Staff are given time and resources to assist them with the mastery of restorative practice.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are keen to continue developing a whole-school restorative approach.</li> <li>A champion group for the approach has been identified.</li> <li>The whole-school restorative approach has evolved over time.</li> <li>Staff hope that the whole-school restorative approach will continue to evolve.</li> </ul>
Working collaboratively with WMQPEP	<ul style="list-style-type: none"> <li>A school that has a positive relationship with the restorative lead from WMQPEP.</li> <li>A school where there is mutual respect between the school and WMQPEP.</li> <li>A school where the restorative lead from WMQPEP is available to provide support to staff.</li> <li>A school where SLT regularly meet with the restorative lead from WMQPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have access to objective advice from the restorative lead.</li> <li>The restorative lead from WMQPEP empowers school staff to develop their own thinking and practice in relation to a whole-school restorative approach.</li> <li>Staff can ask for help from colleagues or the restorative lead.</li> <li>School staff and the restorative lead from WMQPEP work collaboratively to share ideas and identify next steps.</li> <li>School staff have access to email support from the restorative lead from WMQPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Programme fidelity is maintained.</li> <li>Staff have up-to-date and fresh ideas for implementing the approach.</li> <li>The whole-school restorative approach has evolved over time.</li> <li>Staff hope that the whole-school restorative approach will continue to evolve.</li> <li>Restorative practice remains new and exciting for school staff.</li> <li>Staff have a bank of ideas and resources that they can use.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>A school where staff work</li> </ul>	<ul style="list-style-type: none"> <li>Staff are given opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>Staff are keen to continue</li> </ul>

	<p>together as a team.</p> <ul style="list-style-type: none"> <li>• A school where staff are aware of the strengths and weaknesses of the school team.</li> <li>• A school where all staff are committed to a whole-school restorative approach.</li> <li>• A school where all staff have received the same initial training on whole-school restorative practice.</li> </ul>	<p>participate in staff meeting/training days related to a whole-school restorative approach.</p> <ul style="list-style-type: none"> <li>• Staff are given time to reflect on whole-school practice.</li> <li>• Staff are given time and resources to assist them with the mastery of restorative practice.</li> <li>• Staff are given opportunities to observe colleagues.</li> <li>• Staff can draw on the expertise of their colleagues.</li> <li>• Staff are given opportunities to voice their ideas, concerns and future directions for a whole-school restorative approach.</li> <li>• Staff are given opportunities to share good practice, both formally and informally.</li> <li>• SLT provide modelling opportunities for staff, e.g. SLT model circle time in a real-life classroom environment.</li> <li>• The restorative lead provides 'in class support', e.g. modelling, facilitating and observing circle time.</li> </ul>	<p>developing a whole-school restorative approach.</p> <ul style="list-style-type: none"> <li>• Staff are less punitive in their approach to behaviour management.</li> <li>• Staff are more reflective.</li> <li>• Staff are more aware of their verbal and non-verbal communication.</li> <li>• Staff are more confident in their own restorative practice.</li> <li>• Staff have a sense of ownership in relation to a whole-school restorative approach.</li> <li>• Staff have greater confidence in a whole-school restorative approach.</li> <li>• Staff are becoming more skilled in their use of restorative language and restorative enquiry.</li> <li>• Staff are applying restorative skills in a range of contexts, e.g. with parents and in their personal lives.</li> <li>• Staff are competent in delivering a whole-school restorative approach.</li> <li>• Staff are using proactive and reactive restorative processes with colleagues, parents and pupils.</li> </ul>
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## Superordinate Theme 5: Planning and preparation

Programme Theory	School context	Mechanisms in operation	Outcomes
Protected time for staff	<ul style="list-style-type: none"> <li>A school that are forward thinking and are keen to improve their practice.</li> <li>A school where staff are aware of the importance of reactive and preventative restorative practice.</li> <li>A school where SLT are committed to a whole-school restorative approach.</li> <li>A school where there is a long-term commitment to a whole-school restorative approach.</li> <li>A school that has staff who are enthusiastic about restorative practice.</li> <li>A school where SLT welcome feedback from the staff.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are given time during staff meetings to discuss a whole-school restorative approach – what works/what doesn't work.</li> <li>Time is protected each week, so that staff can deliver circle time.</li> <li>Staff have time to reflect.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have become more adept at creating a learning environment that empowers pupils.</li> <li>Restorative processes are introduced gradually and systematically, e.g. peer mediation training follows a circle time programme that explores conflict resolution.</li> <li>The approach has been embedded throughout the whole school.</li> <li>Staff have developed games/activities that can be used to develop friendships and improve empathy.</li> <li>Changes have been made to adapt the classroom environment, groups and timetable to support the delivery of the approach.</li> <li>Circle time is delivered once a week on a Wednesday and in every class.</li> <li>All teachers are using restorative</li> </ul>

			approaches with their classes.
Physical environment	<ul style="list-style-type: none"> <li>A staff where SLT has had opportunities to see how the approach can be organised within the school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have appropriate physical space to deliver the whole-school restorative approach, e.g. large classrooms and the hall are used for circle time.</li> <li>A room in the school, which has a calm environment and appropriate seating, is dedicated to peer mediation.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have become more adept at creating a learning environment that empowers pupils.</li> <li>Changes have been made to adapt the classroom environment, groups and timetable to support the delivery of the approach.</li> <li>Circle time is delivered once a week on a Wednesday and in every class.</li> </ul>
Work with external organisations	<ul style="list-style-type: none"> <li>A school where SLT clearly communicate their expectations of whole-school restorative practice to staff.</li> <li>A school that are forward thinking and are keen to improve their practice.</li> <li>A school that is underpinned by a belief that education should focus on both academic development and social/emotional development.</li> <li>A school that commissions a restorative lead from WMQPEP, who has had intensive training in restorative approaches and delivers restorative programmes in other schools.</li> </ul>	<ul style="list-style-type: none"> <li>School staff work collaboratively with WMQPEP</li> <li>WMQPEP provide planning and resources for the school.</li> <li>The restorative lead from WMQPEP gives objective advice to school staff.</li> <li>The restorative lead from WMQPEP has a good understanding of the type of activities that work well in the school.</li> </ul>	<ul style="list-style-type: none"> <li>Programme integrity is maintained.</li> <li>Staff have become more adept at creating a learning environment that empowers pupils.</li> <li>Changes have been made to adapt the classroom environment, groups and timetable to support the delivery of the approach.</li> <li>Restorative approaches are used consistently throughout the school.</li> <li>Whole school behaviour management has shifted from being punishment led to solution led.</li> </ul>

	<ul style="list-style-type: none"> <li>• A school that has a good relationship with the WMQPEP.</li> <li>• A school where SLT are committed to a whole-school restorative approach.</li> <li>• A school where there is a long-term commitment to a whole-school restorative approach.</li> </ul>		<ul style="list-style-type: none"> <li>• Restorative approaches are applicable to all aspects of the school day.</li> <li>• Staff plan for a variety of pupils within the class and differentiate activities for pupils with specific needs.</li> <li>• All teachers are using restorative approaches with their classes.</li> </ul>
Differentiation	<ul style="list-style-type: none"> <li>• A staff where SLT has had opportunities to see how the approach can be organised within the school.</li> <li>• A school where SLT clearly communicate their expectations of whole-school restorative practice to staff.</li> <li>• A school that are forward thinking and are keen to improve their practice.</li> <li>• A school where differentiating to pupils needs is promoted.</li> <li>• A school where there is a long-term commitment to a whole-school restorative approach.</li> <li>• A school where staff are aware of the different needs within the school, including learning, emotional and behavioural needs.</li> </ul>	<ul style="list-style-type: none"> <li>• The restorative lead from WMQPEP gives objective advice to school staff.</li> <li>• Staff have time to reflect.</li> <li>• Staff are interested in the process of restorative practice and are less concerned with pupil producing written work.</li> <li>• The restorative lead from WMQPEP has a good understanding of the type of activities that work well in the school.</li> <li>• Staff are provided with opportunities to share ideas and resources.</li> <li>• Staff are given time during staff meetings to discuss a whole-school restorative approach – what works/what doesn't work.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to prime pupils diagnosed with ASD have been planned for.</li> <li>• Pupils are learning approach from an early age.</li> <li>• Restorative approaches are applicable to all aspects of the school day.</li> <li>• Staff plan for a variety of pupils within the class and differentiate activities for pupils with specific needs.</li> <li>• Staff have become more adept at creating a learning environment that empowers pupils.</li> <li>• The approach has been embedded throughout the whole school.</li> </ul>
A systematic approach	<ul style="list-style-type: none"> <li>• A school where SLT clearly communicate their expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Staff plan the restorative approach into all areas of the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils move from solving hypothetical problems using</li> </ul>



	<p>of whole-school restorative practice to staff.</p> <ul style="list-style-type: none"> <li>• A school that are forward thinking and are keen to improve their practice.</li> <li>• A school where staff have an understanding of the principles underpinning whole-school restorative practice.</li> <li>• A school where staff are aware of the importance of reactive and preventative restorative practice.</li> <li>• A school where SLT are committed to a whole-school restorative approach.</li> <li>• A school where there is a long-term commitment to a whole-school restorative approach.</li> <li>• A school where SLT welcome feedback from the staff.</li> <li>• A school that commissions a restorative lead from WMQPEP, who has had intensive training in restorative approaches and delivers restorative programmes in other schools.</li> </ul>	<p>curriculum.</p> <ul style="list-style-type: none"> <li>• School staff work collaboratively with WMQPEP</li> <li>• The restorative lead from WMQPEP gives objective advice to school staff.</li> <li>• Circle time planning and resources are saved on the shared drive, which all staff have access to.</li> <li>• A champion group has been identified. The champion group will be responsible for moving the restorative approach forward.</li> <li>• Staff with expertise act as restorative leads within the school.</li> <li>• Staff are given time during staff meetings to discuss a whole-school restorative approach – what works/what doesn't work.</li> <li>• Staff are interested in the process of restorative practice and are less concerned with pupil producing written work.</li> <li>• Staff are able to voice ideas, concerns and future directions, during staff circle time that is led by the WMQPEP restorative lead.</li> <li>• Staff are provided with opportunities to share ideas and</li> </ul>	<p>resources (e.g. puppets) to solving real-life problems.</p> <ul style="list-style-type: none"> <li>• Programme integrity is maintained.</li> <li>• Staff have become more adept at creating a learning environment that empowers pupils.</li> <li>• Restorative processes are introduced gradually and systematically, e.g. peer mediation training follows a circle time programme that explores conflict resolution.</li> <li>• The approach has been embedded throughout the whole school.</li> <li>• Staff have developed games/activities that can be used to develop friendships and improve empathy.</li> <li>• A systematic approach to implementation is being developed: Staff teach theory/skills before pupils are expected to apply approach (e.g. understand feelings and emotions, and restorative language).</li> <li>• Restorative approaches are used consistently throughout the school.</li> </ul>
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		resources.	<ul style="list-style-type: none"> <li>• Pupils are learning approach from an early age.</li> <li>• All teachers are using restorative approaches with their classes.</li> <li>• Group work activities are planned into curriculum activities.</li> </ul>
Sharing planning and resources	<ul style="list-style-type: none"> <li>• A school where SLT clearly communicate their expectations of whole-school restorative practice to staff.</li> <li>• A school where staff have an understanding of the principles underpinning whole-school restorative practice.</li> </ul>	<ul style="list-style-type: none"> <li>• WMQPEP provide planning and resources for the school.</li> <li>• Circle time planning and resources are saved on the shared drive, which all staff have access to.</li> <li>• The restorative lead from WMQPEP has a good understanding of the type of activities that work well in the school.</li> <li>• Staff are provided with opportunities to share ideas and resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff have developed games/activities that can be used to develop friendships and improve empathy.</li> <li>• Staff have become more adept at creating a learning environment that empowers pupils.</li> <li>• Programme integrity is maintained.</li> <li>• Restorative approaches are used consistently throughout the school.</li> <li>• Staff are using a variety of activities and resources in their use of restorative approaches.</li> <li>• All teachers are using restorative approaches with their classes.</li> <li>• Group work activities are planned into curriculum activities.</li> </ul>
Developing expertise within the school	<ul style="list-style-type: none"> <li>• A school where SLT are committed to a whole-school restorative approach.</li> <li>• A school where restorative practice complements the overall ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• School staff work collaboratively with WMQPEP</li> <li>• The restorative lead from WMQPEP gives objective advice to school staff.</li> <li>• A champion group has been</li> </ul>	<ul style="list-style-type: none"> <li>• There are a range of people that pupils can access for support, e.g. peer mediators are available to pupils every lunch time.</li> </ul>

	<ul style="list-style-type: none"> <li>• A school that commissions a restorative lead from WMQPEP, who has had intensive training in restorative approaches.</li> <li>• A school that has a long-term commitment to a whole-school restorative approach.</li> <li>• A school that are forward thinking and are keen to improve their practice.</li> <li>• A school where some members of staff have had experience of restorative practice, before the approach is taken 'whole-school'.</li> <li>• A school where staff have an understanding of the principles underpinning whole-school restorative practice.</li> <li>• A school where staff are confident with whole-school restorative practice before they are expected to use it in school.</li> <li>• A school where SLT clearly communicate their expectations of whole-school restorative practice to staff.</li> <li>• A school where SLT welcome feedback from the staff.</li> <li>• A school that has staff who are enthusiastic about restorative practice.</li> <li>• A school that has a good</li> </ul>	<p>identified. The champion group will be responsible for moving the restorative approach forward.</p> <ul style="list-style-type: none"> <li>• Staff with expertise act as restorative leads within the school.</li> <li>• Staff are able to voice ideas, concerns and future directions, during staff circle time that is led by the WMQPEP restorative lead.</li> </ul>	
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	relationship with the WMQPEP.		
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## Superordinate Theme 6: Circle time

Programme Theory	School context	Mechanisms in operation	Outcomes
The mechanics of circle time.	<ul style="list-style-type: none"> <li>A school where staff have received training in circle time.</li> <li>A school where staff are skilled at including pupils with a variety of needs.</li> <li>A school that trusts a whole-school restorative approach.</li> <li>A school where staff are enthusiastic about a whole-school restorative approach.</li> <li>A school that has a bank of resources that can be used in circle time.</li> <li>A school where staff are confident to deliver circle time.</li> <li>A school that is inclusive.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are given opportunities to develop their conflict resolution skills.</li> <li>Circle time activities are fun.</li> <li>Circle time is completed once a week.</li> <li>Circle time is delivered consistently across classes.</li> <li>Circle time is fresh and exciting for pupils.</li> <li>Circle time activities are short and focussed.</li> <li>Circle time is used as part of proactive and reactive restorative practice.</li> <li>Activities are differentiated.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are able to problem-solve independent of adult intervention.</li> <li>Pupils have greater self-awareness.</li> <li>Pupils are empowered.</li> <li>Pupils speaking and listening skills have improved.</li> <li>Pupils have a voice within the school.</li> <li>Pupils are behaving more maturely.</li> <li>Pupils are enthused about a restorative approach.</li> <li>Pupils have developed important life-skills, e.g. the skills needed to get along with others.</li> </ul>
Building relationships	<ul style="list-style-type: none"> <li>A school where staff understand that human needs are best met in supportive relationships.</li> <li>A school where staff are empathetic and non-judgemental.</li> <li>A school where pupil voice is respected.</li> <li>A school ethos that puts relationships at its core.</li> <li>A school that believes education</li> </ul>	<ul style="list-style-type: none"> <li>Through circle time activities, pupils are given opportunities to develop friendships/relationships.</li> <li>Pupils are taught the elements of a good relationship, e.g. respect and empathy.</li> <li>Learning is a two-way process between the teacher and pupils.</li> <li>Staff actively listen to pupil contributions.</li> <li>Pupils are taught to be assertive.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are learning from pupils.</li> <li>Staff/pupil relationships have been strengthened.</li> <li>Staff are more empathetic towards pupils.</li> <li>Pupils have greater empathy.</li> <li>Pupils talk more about feelings and emotions.</li> <li>Pupils are behaving more maturely.</li> <li>Pupils have a voice within the</li> </ul>

	<p>support emotional and social development.</p> <ul style="list-style-type: none"> <li>• A school where staff have positive relationships with pupils.</li> <li>• A school where staff work together as a team and support one another.</li> <li>• A school that supports staff to develop their practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given opportunities to take part in discussion activities and collaborative work with their peers.</li> <li>• Staff focus on improving pupils learning, rather than identifying mistakes.</li> <li>• Incidents are considered in terms of a relationship that has been affected, rather than a rule that has been broken.</li> <li>• Pupils are given opportunities to discuss their thoughts, feelings and ideas.</li> <li>• Staff converse with pupils about pro-social behaviour and the positive impact it has on others.</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>• Pupils relationships with their peers have been strengthened.</li> <li>• Pupils speaking and listening skills have improved.</li> <li>• Pupils have greater resilience.</li> <li>• Pupils are more willing to compromise.</li> <li>• Pupils have greater self-awareness.</li> <li>• Pupils are more confident.</li> <li>• Pupils are empowered.</li> <li>• Pupils recognise the importance of relationships.</li> <li>• Pupils are able to make positive affirmations about their peers.</li> <li>• Pupils have developed important life-skills, e.g. the skills needed to get along with others.</li> <li>• Pupils are making links between their own experiences and other pupils' experiences.</li> <li>• Pupils have a better understanding of their own behaviour and how it affects others.</li> </ul>
Improving skills in conflict resolution.	<ul style="list-style-type: none"> <li>• A school where the head teacher models practice to staff, e.g. circle time.</li> <li>• A school where staff know how to access support.</li> <li>• A school where staff have been</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given opportunities to practice their conflict resolution skills, e.g. through role-play.</li> <li>• Pupils are taught about active listening and good body language.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have developed important life-skills, e.g. the skills needed to get along with others.</li> <li>• Pupils are able to problem-solve independent of adult intervention.</li> </ul>

	<p>given time to use restorative practice.</p> <ul style="list-style-type: none"> <li>• A school where staff are predominately responsible for one particular class.</li> <li>• A school where restorative practice has been permeated throughout the school.</li> <li>• A school where staff recognise that all parties involved in an incident will be affected.</li> <li>• A school that promotes the values of respect and understanding.</li> <li>• A school where behaviour management has shifted from being punishment led to solution led.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are presented with hypothetical scenarios and asked to identify solutions.</li> <li>• Staff use restorative language when working with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can identify solutions to hypothetical problems.</li> <li>• Pupils understand that they control their own behaviour.</li> <li>• Pupils have a voice within the school.</li> <li>• Pupils speaking and listening skills have improved.</li> <li>• Pupils have greater confidence.</li> <li>• Pupils are more willing to compromise.</li> <li>• Pupils are more reflective.</li> <li>• Pupils have greater resilience.</li> <li>• Pupils are better at managing difficult situations.</li> <li>• Pupils have a better understanding of their own behaviour and how it affects others.</li> <li>• Pupils are empowered.</li> <li>• Pupils are more confident at solving problems.</li> <li>• Pupils are behaving more maturely.</li> <li>• Pupils have a good understanding of fairness.</li> </ul>
Staff development	<ul style="list-style-type: none"> <li>• A school where SLT are committed to a whole-school restorative approach.</li> <li>• A school that values discussion.</li> <li>• A school where all staff have been trained in a whole-school</li> </ul>	<ul style="list-style-type: none"> <li>• SLT have delivered and observed circle time.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are learning from pupils.</li> <li>• Staff are more confident in allowing pupils to solve problems on their own.</li> <li>• Staff are more empathetic towards pupils.</li> </ul>

	<p>restorative approach.</p> <ul style="list-style-type: none"> <li>• A school where the head teacher models practice to staff, e.g. circle time.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff/pupil relationships have been strengthened.</li> </ul>
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## Superordinate Theme 7: Staff/Pupil Interactions

Programme Theory	School context	Mechanisms in operation	Outcomes
Questioning style: Use of restorative enquiry	<ul style="list-style-type: none"> <li>A school where staff have had opportunities to practice the approach and ask questions about it.</li> <li>A school where the restorative approach has been embedded across the whole school.</li> <li>A school where staff understand the principles of restorative practice.</li> <li>A school where all staff have received training in the approach.</li> <li>A school where the staff are enthusiastic about the approach and keen to make it work.</li> <li>A school where all staff have received training on restorative language and restorative enquiry.</li> <li>A school where staff trust the approach.</li> <li>A school where the whole school behaviour management focus has shifted from being punishment led to solution led.</li> </ul>	<ul style="list-style-type: none"> <li>Staff do not deviate from restorative enquiry.</li> <li>The language that staff use throughout the school is consistent with the restorative approach.</li> <li>Staff use 'what' questions rather than 'why' questions.</li> <li>Conflict is dealt with thoroughly; i.e. staff ask a range of questions to get the whole story/stories.</li> <li>Staff focus on the facts of the situation when trying to resolve conflict.</li> <li>Staff discuss incidents with pupils calmly and quietly.</li> <li>The approach is delivered consistently.</li> <li>Staff use questions related to emotions and feelings in their general classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are given the opportunities to fully express themselves.</li> <li>Pupils have a voice within the school.</li> <li>Pupils are making links between their own experiences and other pupil's experiences.</li> <li>Pupils have a better understanding of their behaviour and how it impacts on others.</li> <li>Pupils have greater self-awareness.</li> <li>Pupils are more reflective.</li> <li>Staff have become more confident and competent at using restorative language.</li> <li>Pupils understand that they are in control of their own behaviour.</li> <li>Staff are more empathetic towards pupils.</li> <li>Relationships are repaired and restored.</li> <li>Pupils feel listened to.</li> <li>Pupils talk about feelings and emotions.</li> </ul>
Staff self-awareness	<ul style="list-style-type: none"> <li>A school where the staff are enthusiastic about the approach and keen to make it work.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are aware of their non-verbal skills.</li> <li>Staff are responsive to the</li> </ul>	<ul style="list-style-type: none"> <li>Staff/pupil relationships have been strengthened.</li> <li>Staff have become more</li> </ul>



	<ul style="list-style-type: none"> <li>• A school where staff trust the approach.</li> <li>• A school that is underpinned by a belief that education includes emotional and social development.</li> <li>• A school where staff are aware of how to seek support and where to seek support from.</li> <li>• A school where staff recognise that both parties will be affected by a given incident.</li> <li>• A school where staff understand the principles of restorative practice.</li> <li>• A school that has a good team spirit, and where staff support one another.</li> </ul>	<ul style="list-style-type: none"> <li>• individual needs of pupils.</li> <li>• Staff are reflective.</li> </ul>	<ul style="list-style-type: none"> <li>• confident and competent at using restorative language.</li> <li>• Staff are more empathetic towards pupils.</li> </ul>
Listening skills	<ul style="list-style-type: none"> <li>• A school that respects pupil voice.</li> <li>• A school where staff are interested in the needs of all pupils, e.g. victims and perpetrators.</li> <li>• A school where staff recognise that both parties will be affected by a given incident.</li> <li>• A school that promotes values such as respect, difference and empathy.</li> <li>• A school where staff have positive relationships with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff manage conflict in a firm but fair way.</li> <li>• All people have their stories heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given the opportunities to fully express themselves.</li> <li>• Pupils have a voice within the school.</li> <li>• Pupils talk about feelings and emotions.</li> <li>• Pupils' needs are met.</li> <li>• Pupils feel listened to.</li> <li>• Pupils' speaking and listening skills have improved.</li> <li>• Staff/pupil relationships have been strengthened.</li> <li>• Staff are more empathetic towards pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• A school where staff are skilled at including pupils with a variety of needs.</li> <li>• A school where the staff understand that human needs are best met when individuals are part of a supportive relationship.</li> <li>• A school where staff have had opportunities to practice the approach and ask questions about it.</li> <li>• A school where all staff have received training in the approach.</li> <li>• A school where the staff are enthusiastic about the approach and keen to make it work.</li> <li>• A school where all staff have received training on restorative language and restorative enquiry.</li> </ul>		
Personal characteristics	<ul style="list-style-type: none"> <li>• A school where the restorative approach has been embedded across the whole school.</li> <li>• A school that is underpinned by a belief that education includes emotional and social development.</li> <li>• A school where all staff have received training in the approach.</li> <li>• A school that promotes values such as respect, difference and</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are assertive.</li> <li>• Staff are empathetic.</li> <li>• When a conflict has occurred staff remain neutral, showing respect to both parties.</li> <li>• Staff are objective and do not generally get emotionally involved in incidents.</li> <li>• Staff are reflective.</li> <li>• Staff don't expect pupils to be right every time and demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are more empathetic towards pupils.</li> <li>• Staff/pupil relationships have been strengthened.</li> <li>• Pupils are empowered.</li> <li>• Pupils have a voice within the school.</li> <li>• Pupils understand that they are in control of their own behaviour.</li> <li>• Pupils' needs are met.</li> <li>• Pupils feel listened to.</li> </ul>

	<p>empathy.</p> <ul style="list-style-type: none"> <li>• A school where staff have positive relationships with pupils.</li> <li>• A school that has a good team spirit, and where staff support one another.</li> <li>• A school where staff are skilled at including pupils with a variety of needs.</li> <li>• A school where the staff understand that human needs are best met when individuals are part of a supportive relationship.</li> <li>• A school where staff are interested in the needs of all pupils, e.g. victims and perpetrators.</li> <li>• A school where the staff are enthusiastic about the approach and keen to make it work.</li> </ul>	<p>how learning can occur when mistakes are made.</p>	<ul style="list-style-type: none"> <li>• Generalisation: Staff are using a variety of approaches within a variety of settings, e.g. at home, with parents.</li> </ul>
Reparation	<ul style="list-style-type: none"> <li>• A school where the staff are enthusiastic about the approach and keen to make it work.</li> <li>• A school where all staff have received training in the approach.</li> <li>• A school where all staff have received training on restorative language and restorative enquiry.</li> <li>• A school where staff have had opportunities to practice the</li> </ul>	<ul style="list-style-type: none"> <li>• Every individual that is involved in the conflict is involved in the resolution.</li> <li>• The victim and the perpetrator are brought together.</li> <li>• Incidents are viewed in terms of a relationship that has been affected, rather than a rule that has been broken.</li> <li>• Conflict is dealt with restoratively – done with pupils rather than to</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are more confident.</li> <li>• Conflict is resolved.</li> <li>• Pupils are empowered.</li> <li>• Pupils are better at managing difficult situations.</li> <li>• Pupils have greater empathy.</li> <li>• Pupils' needs are met.</li> <li>• Pupils are making links between their own experiences and other pupil's experiences.</li> <li>• Pupils have a better</li> </ul>

	<p>approach and ask questions about it.</p> <ul style="list-style-type: none"> <li>• A school where staff are skilled at including pupils with a variety of needs.</li> <li>• A school that promotes values such as respect, difference and empathy.</li> <li>• A school where staff have positive relationships with pupils.</li> <li>• A school that is underpinned by a belief that education includes emotional and social development.</li> <li>• A school where staff recognise that both parties will be affected by a given incident.</li> <li>• A school where staff understand the principles of restorative practice.</li> <li>• A school where staff trust the approach.</li> <li>• A school where staff are interested in the needs of all pupils, e.g. victims and perpetrators.</li> <li>• A school where the whole school behaviour management focus has shifted from being punishment led to solution led.</li> </ul>	<p>pupils.</p> <ul style="list-style-type: none"> <li>• Behaviour is separated from the person; i.e. I like you as a person but I don't like the way that you behaved.</li> <li>• Staff manage conflict in a firm but fair way.</li> <li>• Restorative approaches are voluntary and can be completed at a time that is right for the child.</li> <li>• Staff will differentiate according to the pupils' needs.</li> </ul>	<p>understanding of their behaviour and how it impacts on others.</p> <ul style="list-style-type: none"> <li>• Pupils have greater self-awareness.</li> <li>• Pupils are more reflective.</li> <li>• Pupils' speaking and listening skills have improved.</li> <li>• Pupils understand that they are in control of their own behaviour.</li> <li>• Pupils are more willing to compromise.</li> <li>• Relationships are repaired and restored.</li> <li>• Pupils have a good understanding of fairness.</li> <li>• Pupils feel listened to.</li> <li>• Staff/pupil relationships have been strengthened.</li> <li>• Pupils talk about feelings and emotions.</li> <li>• Pupils are given the opportunities to fully express themselves.</li> <li>• Pupils feel safe and secure.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• A school where the restorative approach has been embedded</li> </ul>	<ul style="list-style-type: none"> <li>• Staff converse with pupils about pro-social behaviour and the</li> </ul>	<ul style="list-style-type: none"> <li>• Staff/pupil relationships have been strengthened.</li> </ul>

	<p>across the whole school.</p> <ul style="list-style-type: none"> <li>• A school that promotes values such as respect, difference and empathy.</li> <li>• A school where staff understand that human needs are best met when individuals are part of a supportive relationship.</li> <li>• A school that is keen to develop speaking skills from an early age (KS1).</li> </ul>	<p>positive impact it has on others.</p> <ul style="list-style-type: none"> <li>• Values of the approach (e.g. being listened to) are communicated to pupils throughout the school day.</li> <li>• Restorative terms are embedded in general school discourse.</li> <li>• The approach has been clearly communicated to pupils, e.g. via assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour in the school is good.</li> <li>• Pupils are able to problem solve independent of adult intervention.</li> </ul>
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## Superordinate Theme 8: Peer Mediation

Programme Theory	School context	Mechanisms in operation	Outcomes
Training	<ul style="list-style-type: none"> <li>A school where the whole of Year 6 have received peacemaker training in conflict resolution.</li> <li>A school where peer mediators were trained by an external professional over a period of 2 whole days.</li> <li>A school in which peer mediators volunteered, and were then voted for by class members.</li> <li>A school that commissions a peer mediator trainer from WMQPEP, who uses restorative skills, e.g. not getting angry, listening to everyone, explaining things in a new way.</li> <li>A school where peer mediation was prioritised by staff.</li> <li>A school where training is viewed as important and is on-going.</li> </ul>	<ul style="list-style-type: none"> <li>Peer mediators practised delivering and receiving mediation in a role play scenario and were given constructive criticism.</li> <li>Peer mediators were given opportunities to reflect on mock mediations.</li> <li>Peer mediators had the opportunity to observe mediations.</li> <li>Mediation was modelled, and broken down into manageable chunks and then put together to form a whole.</li> <li>Peer mediators were given scripts to use.</li> <li>Pupils practised speaking and listening skills, e.g. using assertive language.</li> <li>Pupils were given examples of the types of problems that may be brought to mediation.</li> <li>Pupils were given strategies for managing difficult situations.</li> <li>Mediators were briefed about what to expect from their role.</li> <li>Peer mediators taught the key</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are confident and skilled when resolving conflicts involving a range of issues.</li> <li>Pupils retained information.</li> <li>Peer mediators have learned to be assertive.</li> <li>Peer mediators are able to pick up on cues such as body language.</li> <li>Peer mediators were able to facilitate a mediation.</li> <li>Peer mediators are able to actively listen to others.</li> <li>Peer mediators understand the important information that should be communicated to pupils taking part in a mediation.</li> <li>Pupils were confident in knowing when to refer a problem to a teacher.</li> <li>Peer mediators felt well-prepared before facilitating real-life mediations..</li> <li>Pupils trust each other and the peer mediation process.</li> <li>Programme integrity is maintained.</li> <li>Peer mediators understand the</li> </ul>

		<p>principles of restorative approach – e.g. importance of consent.</p> <ul style="list-style-type: none"> <li>Peer mediator trainee from WMQPEP was enthusiastic and approachable.</li> </ul>	<p>importance of confidentiality, and use it in their practice.</p> <ul style="list-style-type: none"> <li>Peer mediators' skills have been applied to other contexts, e.g. home.</li> </ul>
Interpersonal Skills (Supportive Relationships)	<ul style="list-style-type: none"> <li>A school where circle time approaches have developed pupils' emotional literacy and conflict resolution skills.</li> <li>A school that has Year 6 trained peer mediators.</li> <li>A school that promotes values such as respect, difference and empathy.</li> <li>A school that respects pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>When a conflict has occurred mediators remain neutral, showing respect to both parties.</li> <li>Conflict is dealt with restoratively – done with pupils rather than to pupils.</li> <li>Peer mediators are assertive but approachable.</li> <li>Pupils have good language skills – general (expressive/receptive) language skills and restorative language skills.</li> <li>Peer mediators can talk to pupils on their level, e.g. using 'peer vocabulary'.</li> <li>Peer mediators listen to the views of both parties, and seek clarification to fully understand the current conflict.</li> <li>Peer mediators can talk to pupils on their level, e.g. using 'peer vocabulary'.</li> <li>Pupils trust peer mediators and are responsive to them.</li> <li>Maintaining appropriate eye-contact.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' needs are met.</li> <li>Pupils have greater self-awareness.</li> <li>Pupils' speaking and listening skills have improved.</li> <li>Pupils are communicating more.</li> <li>Pupils are more reflective.</li> <li>Pupils have a voice within the school.</li> <li>Pupils are more willing to compromise.</li> <li>Pupils are more independent.</li> <li>Pupils are more confident in solving problems.</li> <li>Pupils have a better understanding of their behaviour and how it impacts on others.</li> <li>Pupils have a good understanding of fairness.</li> <li>Pupils feel listened to.</li> <li>Pupils are more confident.</li> <li>Pupils are mixing with more peers from other classes.</li> <li>Pupils are given opportunities to fully express themselves.</li> <li>Pupils are happier.</li> </ul>

			<ul style="list-style-type: none"> <li>• There are fewer incidents on the playground.</li> <li>• Pupils are empowered.</li> <li>• Pupils understand that they are in control of their own behaviour.</li> <li>• Pupils have greater resilience.</li> </ul>
Conflict Resolution Process.	<ul style="list-style-type: none"> <li>• A school where circle time approaches have developed pupils' emotional literacy and conflict resolution skills.</li> <li>• A school that has Year 6 trained peer mediators.</li> <li>• A school where the restorative approach has been embedded across the whole school.</li> <li>• A school where the whole school behaviour management focus has shifted from being punishment led to solution led.</li> <li>• A school where staff are available to peer mediators, if they need support.</li> </ul>	<ul style="list-style-type: none"> <li>• Approach is delivered consistently.</li> <li>• Peer mediators are assertive.</li> <li>• When a conflict has occurred mediators remain neutral, showing respect to both parties.</li> <li>• Conflict is dealt with restoratively – done with pupils rather than to pupils.</li> <li>• Peer mediators facilitate agreement by all parties.</li> <li>• Staff have given pupils opportunities to solve their own problems and find solutions.</li> <li>• Pupils have good language skills – general (expressive/receptive) language skills and restorative language skills.</li> <li>• Peer mediations discuss incidents with pupils in private.</li> <li>• Peer mediators listen to the views of both parties, using restorative enquiry.</li> <li>• When conflicts have occurred, peer mediators bring pupils together to hear each other's</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' speaking and listening skills have improved.</li> <li>• Pupils are communicating more.</li> <li>• Pupils' needs are met.</li> <li>• Peer mediators are able to problem solve and negotiate about issues relating to mediation.</li> <li>• Younger pupils learn from older pupils.</li> <li>• Pupils have greater self-awareness.</li> <li>• Pupils are more reflective.</li> <li>• Pupils have a voice within the school.</li> <li>• Pupils are more willing to accept responsibility and compromise.</li> <li>• Pupils are more independent.</li> <li>• Relationships are restored and repaired.</li> <li>• Any type of harm caused by the conflict is repaired – emotional, physical, etc.</li> <li>• Problems are resolved, and are less likely to reoccur.</li> </ul>



		<p>story.</p> <ul style="list-style-type: none"> <li>• Staff empower pupils to manage their own behaviour.</li> <li>• When necessary visual resources are used to augment the mediation process.</li> <li>• Peer mediators are flexible; they will check back with pupils following a mediation, and will offer multiple mediations when the conflict has not been fully resolved.</li> <li>• The rules of peer mediation are stated before any conflict resolution takes place; there is a warning system to enforce the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are more confident in solving problems.</li> <li>• Pupils have a better understanding of their behaviour and how it impacts on others.</li> <li>• Pupils have a good understanding of fairness.</li> <li>• Conflicts are contained; i.e. problems do not move into other areas of school life.</li> <li>• Pupils are less likely to 'tell tales'.</li> <li>• Pupils are more confident.</li> <li>• Pupils are able to problem solve independent of adult intervention.</li> <li>• Pupils feel listened to.</li> <li>• Pupils engage with the process.</li> <li>• Pupils are given opportunities to fully express themselves.</li> <li>• Pupils are happier.</li> <li>• Pupils are empowered.</li> <li>• Pupils' needs are met.</li> <li>• There are fewer incidents on the playground.</li> <li>• Pupils understand that they are in control of their own behaviour.</li> <li>• Lunch time supervisors have more time to play with pupils.</li> <li>• Pupils have greater resilience.</li> </ul>
Peer Mediators have Ownership	<ul style="list-style-type: none"> <li>• A school where staff trust pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Peer mediators are clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Peer mediators are able to</li> </ul>

of the Process	<p>to be responsible.</p> <ul style="list-style-type: none"> <li>• A school where staff are enthusiastic about the approach and keen to make it work.</li> <li>• A school that has given peer mediators a designated room for mediations.</li> <li>• A school where staff are available to peer mediators, if they need support.</li> <li>• A school that has Year 6 trained peer mediators.</li> </ul>	<p>recognisable by the clothes that they wear.</p> <ul style="list-style-type: none"> <li>• Staff give pupils responsibility within the school.</li> <li>• Peer mediators have opportunities to organise their own rotas etc.</li> <li>• Peer mediators monitor mediations by filling in a log book.</li> <li>• Peer mediations discuss incidents with pupils in private.</li> <li>• Staff have given pupils opportunities to solve their own problems and find solutions.</li> </ul>	<p>problem solve and negotiate about issues relating to mediation.</p> <ul style="list-style-type: none"> <li>• Pupils have greater self-awareness.</li> <li>• Pupils are more reflective.</li> <li>• Pupils have a voice within the school.</li> <li>• Pupils are more independent.</li> <li>• Pupils are more confident in solving problems.</li> <li>• Pupils have a good understanding of fairness.</li> <li>• On-going conflicts are identified and reported to identified members of staff.</li> <li>• Pupils are more confident.</li> <li>• Pupils are able to problem solve independent of adult intervention.</li> <li>• Pupils feel listened to.</li> <li>• Pupils engage with the process.</li> <li>• Pupils are given opportunities to fully express themselves.</li> <li>• Pupils are empowered.</li> <li>• Pupils understand that they are in control of their own behaviour.</li> <li>• Lunch time supervisors have more time to play with pupils.</li> <li>• Peer mediators are able to organise themselves and feedback to staff.</li> </ul>
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Respecting Pupil Voice	<ul style="list-style-type: none"> <li>• A school that respects pupil voice.</li> <li>• A school where the restorative approach has been embedded across the whole school.</li> <li>• A school that promotes values such as respect, difference and empathy.</li> <li>• A school where the whole school behaviour management focus has shifted from being punishment led to solution led.</li> </ul>	<ul style="list-style-type: none"> <li>• Mediation is voluntary.</li> <li>• Peer mediators listen to the views of both parties.</li> <li>• When a conflict has occurred mediators remain neutral, showing respect to both parties.</li> <li>• Conflict is dealt with restoratively – done with pupils rather than to pupils.</li> <li>• Every individual that is involved in the conflict is involved in the resolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are communicating more.</li> <li>• Pupils' speaking and listening skills have improved.</li> <li>• Pupils have greater self-awareness.</li> <li>• Pupils have a voice within the school.</li> <li>• Pupils are more independent.</li> <li>• Any type of harm caused by the conflict is repaired – emotional, physical, etc.</li> <li>• Problems are resolved.</li> <li>• Conflicts are contained; i.e. problems do not move into other areas of school life.</li> <li>• Pupils are less likely to 'tell tales'.</li> <li>• Pupils are more confident.</li> <li>• Pupils are able to problem solve independent of adult intervention.</li> <li>• Pupils feel listened to.</li> <li>• Pupils engage with the process.</li> <li>• Pupils are given opportunities to fully express themselves.</li> <li>• Pupils are happier.</li> <li>• Pupils are empowered.</li> <li>• Pupils' needs are met.</li> </ul>
Collaborative Problem-Solving	<ul style="list-style-type: none"> <li>• A school where staff trust pupils to be responsible.</li> <li>• A school that has given peer</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict is dealt with restoratively – done with pupils rather than to pupils e.g. peer mediators do not</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are communicating more.</li> <li>• Pupils' speaking and listening skills have improved.</li> </ul>

	<p>mediators a designated room for mediations.</p> <ul style="list-style-type: none"> <li>• A school that promotes values such as respect, difference and empathy.</li> <li>• A school where the whole school behaviour management focus has shifted from being punishment led to solution led.</li> <li>• A school that has Year 6 trained peer mediators.</li> <li>• A school where the restorative approach has been embedded across the whole school.</li> <li>• A school where circle time approaches have developed pupils' emotional literacy and conflict resolution skills.</li> </ul>	<p>tell the pupils in conflict how the problem should be resolved.</p> <ul style="list-style-type: none"> <li>• Peer mediators listen to the views of both parties.</li> <li>• Every individual that is involved in the conflict is involved in the resolution.</li> <li>• Peer mediators facilitate agreement by all parties.</li> <li>• When conflicts have occurred, peer mediators bring pupils together to hear each other's story.</li> <li>• The victim and the perpetrator brought together.</li> <li>• Peer mediators can talk to pupils on their level, e.g. using 'peer vocabulary'.</li> <li>• Staff have given pupils opportunities to solve their own problems and find solutions.</li> <li>• Peer mediations discuss incidents with pupils in private.</li> <li>• Staff give pupils responsibility within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer mediators are able to problem solve and negotiate about issues relating to mediation.</li> <li>• Younger pupils learn from older pupils.</li> <li>• Pupils have greater self-awareness.</li> <li>• Pupils are more reflective.</li> <li>• Pupils have a voice within the school.</li> <li>• Pupils are more willing to compromise.</li> <li>• Pupils are more independent.</li> <li>• Relationships are restored and repaired.</li> <li>• Any type of harm caused by the conflict is repaired – emotional, physical, etc.</li> <li>• Pupils are more confident in solving problems.</li> <li>• Problems are resolved.</li> <li>• Pupils have a better understanding of their behaviour and how it impacts on others.</li> <li>• Pupils have a good understanding of fairness.</li> <li>• Pupils are more confident.</li> <li>• Pupils are able to problem solve independent of adult intervention.</li> <li>• Pupils feel listened to.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Pupils engage with the process.</li> <li>• Pupils are mixing with more peers from other classes.</li> <li>• Pupils are given opportunities to fully express themselves.</li> <li>• Pupils are happier.</li> <li>• Pupils are empowered.</li> <li>• Pupils' needs are met.</li> <li>• There are fewer incidents on the playground.</li> <li>• Pupils understand that they are in control of their own behaviour.</li> <li>• Lunch time supervisors have more time to play with pupils.</li> <li>• Pupils have greater resilience.</li> </ul>
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Superordinate theme 9: Policies and Procedures			
Programme Theory	School context	Mechanisms in operation	Outcomes
Behaviour Management Procedures	<ul style="list-style-type: none"> <li>A school where behaviour management has shifted from being punishment led to solution led.</li> </ul>	<ul style="list-style-type: none"> <li>There is a hierarchy of behaviour management procedures that both staff and pupils are aware of.</li> <li>Pupils complete a put it right sheet when an incident has occurred.</li> <li>Staff keep a behaviour log in classroom files.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour in the school is good.</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>A school that aims to constantly improve and develop the educational environment.</li> </ul>	<ul style="list-style-type: none"> <li>Friendship questionnaires are completed by pupils each year.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have a voice within the school.</li> </ul>
Sharing Information with Parents	<ul style="list-style-type: none"> <li>A school where SLT are confident in the approach, and willing to promote it.</li> <li>A school that has strong links with the community.</li> </ul>	<ul style="list-style-type: none"> <li>Restorative approaches have been shared with parents via the school website/ stall at parents evening.</li> </ul>	<ul style="list-style-type: none"> <li>Parents have an understanding of the approach.</li> <li>Parents are proud of peer mediators abilities to solve problems.</li> </ul>

## Appendix L. Thematic Map

