



*Restorative Practices in Three Scottish Councils*

**Final Report of the Evaluation of the first two years of the Pilot  
Projects 2004-2006**

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## **EXECUTIVE SUMMARY**

### **Restorative Practices in Three Scottish Councils A Collaborative Evaluation funded by the Scottish Executive**

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#### **1. Introduction**

In 2004 The Scottish Executive established a 30-month pilot project in Restorative Practices (RP) in three Local Authorities (LAs), each of which was funded for about £45,000 annually. The pilot project was later extended until 2008. This executive summary outlines the findings of the collaborative evaluation of the implementation over the first two years of RP in 18 of the pilot schools: one special, seven primary and ten secondary schools. It describes the wide variety of experiences and approaches associated with RP and discusses the impact of the development of RP across the 18 schools. It highlights general factors which may inhibit or facilitate the development and sustainability of RP in schools.

The evaluation indicates that RP, as they are developing in the pilot LAs and schools, can offer a powerful and effective approach to promoting harmonious relationships in school and to the successful resolution of conflict and harm.

#### **2. What are Restorative Practices?**

RP in an educational context are defined as restoring good relationships when there has been conflict or harm and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising. It is an approach that acknowledges that school education is complex with increasingly wider demands being placed on schools in a diverse and changing world and where the work of teachers and support staff is challenging and stressful.

The underpinning principles of RP emphasise the importance of:

- fostering positive social relationships in a school community of mutual engagement;
- taking responsibility and accountability for one's own actions and their impact on others;
- respecting other people, their views and feelings;
- empathy with the feelings of others affected by own actions;
- fairness;
- commitment to equitable process;
- active involvement of everyone in school with decisions about their own lives;
- issues of conflict and difficulty being retained by the participants, rather than the behaviour pathologised; and
- a willingness to create opportunities for reflective change in pupils and staff.

To deliver its aim of restoring good relationships when there has been conflict and harm and to promote a strong positive ethos in schools, RP employ a variety of strategies or practices<sup>1</sup>. These include:

- restorative ethos building;
- curriculum focus on relationships/conflict prevention;
- restorative language and scripts;
- restorative enquiry;
- restorative conversations;
- mediation, shuttle mediation and peer mediation;
- circles - checking in and problem-solving circles;
- restorative meetings, informal conferences, classroom conferences and mini-conferences; and
- formal conferences.

### **3. About the evaluation**

The overall aim of the pilot projects was to learn more about RP in school settings and to establish whether a restorative approach could support schools to manage conflict in relationships within establishments and thereafter impact on class climate and school ethos. The specific objectives were:

- to identify the training and support which staff feel is required to enable them to implement the initiatives effectively;
- to explore the different situations, contexts and areas of the curriculum where the new approaches are employed;
- to analyse the ways in which different participants (school staff, pupils and parents) respond to the innovative approaches and the conditions which appear to produce beneficial outcomes;
- to identify the characteristics of schools, staff or others which contribute to positive or negative outcomes; and
- to identify the support required from local authorities to promote and support school-level implementation.

The design of this evaluation forged new ground in a number of ways. It involved working with staff in the three LAs to clarify the nature and goals of the pilot initiatives and develop a methodology for the collaborative evaluation, in which participants, as well as researchers, played a critical part. Data collection involved:

- Interviews with a range of LA and school staff
- Interviews, individual and group, with pupils
- School staff survey

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<sup>1</sup> Further information on these strategies/practices can be found within the full evaluation report which is available from [www.scotland.gov.uk](http://www.scotland.gov.uk)

- Pupil survey
- Observation of a range of meetings, activities and lessons
- Documentary analysis of school and LA policies
- Participation in a range of Scottish Executive, LA and school based meetings
- Analysis of national and school statistical data
- Focus group meetings with school and LA staff

Key staff members in each school were interviewed on a number of occasions over the period of the pilot. In summary, across the 18 schools, we interviewed Headteachers (17); members of School Management Team/Principal Teachers (43); class/subject teachers (48); non-teaching support staff (30), other inter-agency staff (12), and educational psychologists (12). About 400 individual interviews took place with staff in schools. We also met directly with 138 primary pupils and 93 secondary pupils, either in groups or in individual interview. We met with 12 parents of primary pupils and 19 parents of secondary pupils. Each school was visited at least 5 times and findings at each stage of the research were fed back and discussed with key staff.

Evidence from the range of data was considered on a school by school basis, in order to build up a broad picture of progress in each school. Schools began from very different starting points, and had quite varied aims and strategies. Conclusions about each school therefore relate to what they had achieved, in terms of their own context, concerns and priorities.

Although the three authorities in the pilot took different approaches to implementation, there were common ideas and some shared training. It is important to emphasise again that there was a variety of practices, with different levels of formality, and that many of the above terms for practice (cf. Section 2 above) are used flexibly in different contexts, as practitioners made the practices real and labeled them in their own context and settings.

In terms of the evaluation exercise the two major themes addressed were:

1. How did RP develop in the pilot schools?
2. Were RP perceived by participants as supportive and positive?

To reflect the distinct differences in the approaches adopted by the educational sectors in the pilot, this evaluation will report separately on the development and impact on primary/special establishments and the secondary schools involved.



#### **4. How did Restorative Practices develop in the pilot schools?**

##### **Primary/special**

The research indicated that the primary schools and the special school had

- a strong focus on ethos and relationships in and out of classrooms and a generally broad view of RP underpinning specific practices;
- strong leadership and positive modelling by head teachers and key staff;
- a major contribution to the developments by class teachers and support staff;
- a focus on promoting restorative language in school interactions, using posters and cards with scripts;
- playground projects involving promoting positive relationships through games and activities supported by trained problem solvers and peer mediators;
- developed restorative conversations and classroom conferences; and
- social skills and cognitive reasoning programmes aimed at developing skills to prevent and resolve conflict.

##### **Commentary**

RP were often seen to be building on developments already started and to be compatible with other current initiatives. Indeed, successful primary schools developed a blended approach to their initiatives and the values and ideas associated with RP provided a 'glue' which was helpful in integrating these into an overall approach. There was strong evidence of cultural change within the primary and special schools - while there still existed a minority of resistant staff. There was strong evidence of restorative language and ethos. The atmosphere in most of the schools became identifiably calmer and pupils generally more positive about their whole school experience; they thought staff were fair and listened to 'both sides of the story'. Most staff were comfortable with the language of RP and identified improvements in staff morale. A small number of schools had raised attainment and in several there was a decrease in exclusions, in-school discipline referrals and out of school referrals, although of course not all of these can be attributed solely to the introduction of RPs. There was clear evidence of children developing conflict resolution skills.

Challenges faced by primary and special schools included:

- continuity of staffing;
- recruiting staff amenable to RP, together with the need to keep the momentum for change going;
- working to bring parents on board and to convince some of the value of the approach;
- developing support structures for the involvement of support staff;
- communication with pupils, staff and parents when a restorative solution has been reached to ensure that the resolution is understood and owned by everyone;
- reassuring all partners that RP are intended to be fair and just for all concerned; and
- developing RP into the area of staff relationships.

As with other school initiatives, key staff were aware that they would need to work at sustaining RP beyond the pilot project. There was also awareness that there could be challenges in sustaining/embedding RP principles to prevent reaction or rejection during episodic ‘down’ points in the school calendar. Some staff still felt that punishment was a necessary part of their task as teachers. This may indicate that there are different understandings and views about whether RP is seen as the over-arching ethos or merely ‘another tool in the tool box’. Senior staff acknowledged that they needed to maintain and develop further training opportunities which allow staff to reflect on the ‘big ideas’ in RP, as well as practising the skills.

## **Secondary**

The research found that

- in several schools staff identified and valued the commitment and modelling of RP by key members of staff, especially managers and those within pupil support teams;
- some staff and some departments were using restorative language and conversations;
- some staff identified significant changes in classroom climate and some subject departments were developing restorative strategies;
- interest in RP was generated by trained staff working with colleagues, especially with subject departments;
- in most secondary schools there was development and use of restorative meetings to address conflict between pupils and between staff and pupils;
- several schools were increasing the involvement of pupils as restorative practitioners through buddying and anti-bullying initiatives; and
- some schools also developed restorative conferencing processes, where key staff met with a pupil and their family to explore a problem or harm, using a script and formal structure, to allow all concerned to express their views and feelings and to generate a restorative solution.

## **Commentary**

The research indicated that secondary schools had more diverse approaches to the development of RP with most beginning with one part of the school or with pupils with more challenging behaviour. The degree of readiness influenced the approaches initially adopted by schools. Schools, where significant numbers of staff might need further convincing, tended to opt for small-scale ‘local’ innovation perhaps involving guidance/behaviour support or particular departments. In other secondary schools, where ethos was regarded as already very positive, aims for RP were broader and intended to underpin and complement existing practices.

Challenges faced by secondary schools included:

- reviewing and revising their disciplinary policies and procedures to facilitate restorative approaches;
- offering staff the opportunity to reflect on values and ethos across the school as well as to learn specific practices and skills;
- key staff having to revise expectations to allow more time for change to become embedded in school;
- senior and key staff remaining committed to RP when change was slow;
- the need for all staff to learn more about, and share more about, their experience of RP;
- the provision of structured opportunities for trained staff to develop the confidence to train others in school;
- the need to continue to promote restorative conversations and the use of restorative language across the school; and
- the need to communicate with staff, pupils and parents about outcomes of restorative interventions and to ensure that RP is seen as equitable and just by all those concerned.

The evaluation pointed to the importance of effective data systems for monitoring and evaluation of RP and other approaches to discipline and pastoral care in all sectors. Equally schools could continue to develop and use their monitoring of discipline referrals in identifying areas of difficulty in the school. There was an awareness of the need to explore with colleagues the role and use of punishment and sanctions. In secondary schools the initial development of RP was more strongly linked to 'dealing with' discipline issues, and therefore challenges deeply held beliefs around notions of discipline and authority. Responding to this has proved no easy matter, and the key personnel in the pilot schools were impressive in their commitment and enthusiasm.

##### **5. Were Restorative Practices perceived by participants as supportive and positive?**

RP was one of a range of multiple, simultaneous innovations/developments in the 18 schools. This means that it was difficult to attribute direct effect to a particular strategy/intervention. However, it seemed important that RP was compatible with other developments and indeed in some cases that the willingness to embrace RP was an indication of an openness to change. Primary schools in particular were able to develop a 'blended', integrated approach to their various developments that improved overall effectiveness but made it more problematic for the research to isolate the impact of RP.

The table offers an indication of the relative progress of the 18 schools participating in the evaluation. The table was compiled from a cumulative picture of each school, drawn on the basis of all data gathered and on the schools' own views of progress. The indicators of achievement were developed by the research team, based on analysis of interviews with key local authority and school staff.

### Achievements of schools by summer 2006

Schools	Primary and Special	Secondary
Significant achievement across school	7	2
Significant achievement in places	1	4
Early stages but evidence of progress	0	3
Other priorities dominate	0	1

#### Indicators:

##### Significant achievement across school

Clear evidence from research of school change.  
 Staff mainly positive views and understandings about RP.  
 Most staff and pupils familiar with key ideas if not the term.  
 Evidence of permeation of practice and of positive outcomes.  
 Evidence of improved relationships within the school.  
 Pupils indicated that they were listened to.  
 Integrated, or working towards integrated, policy framework.  
 Broad focus on values as well as strategies and practices.  
 Staff reflect on practice  
 Clear impact on discipline and school climate

##### Significant achievement in places

Clear evidence of Restorative practices and developments  
 Enthusiasm and understanding by key school staff and in some classrooms and subjects  
 Challenge to still widen across all classrooms or subjects  
 Key staff and some class/subject staff familiar with key ideas and reflect on practice  
 Some visible impact on discipline and school climate

##### Early stages but evidence of progress

Evidence of commitment and enthusiasm by key school staff  
 Some staff trained  
 Some practices developed in particular settings or by particular staff, eg Behaviour support teacher, or subject teacher in own classroom  
 Plans in place for further development  
 Beginning impact on discipline and school climate

##### Other priorities dominate

Other pressures/developments mean that RP not high priority  
 Some staff wish to promote this but lack of overall clear plans

#### 6. Key points from the evaluation:

- Flexibility to do what fits with individual school needs was seen as a strength, as was the balance of support and accountability.
- Effective development of RP could happen using different approaches - both whole-school and more focused strategies. There is no one model of effective implementation.

- Primary schools emphasised whole school, preventative approaches focusing on ethos, language and values in addition to curricular developments and particular practices such as mediation, problem-solving and restorative meetings.
- Secondary schools were more likely to begin with one part of the school or with more challenging pupils and to develop restorative meetings and mediation. However, some were developing wider approaches, spreading to subject departments and classrooms and revising their disciplinary and pastoral care processes along restorative lines.
- Restorative ethos building became increasingly central to schools implementation; there is a developing focus on the wellbeing of all pupils through RP, rather than only on challenging behaviour and disengagement.
- A continuum of RP was evident in most schools.
- Restorative meetings, informal conferences and mini-conferences were common.
- Mediation, shuttle mediation and peer mediation were widely developed.
- Formal conferencing was not widely used.
- Training /staff development was central - opportunities for internal and external training were both equally important.
- The cost of time for training was seen as a particular issue in rural areas with long travelling times and distances. The costs and availability of cover were particular issues noted.
- Visible support and modelling of a restorative approach by senior managers and key pupil support staff was very important; in the small number of schools where this was less apparent progress was less visible.
- Involvement of parents was still quite limited in many schools.
- Most energy has gone into developing pupil-focused restorative approaches.
- Emphasis on RP for conflict resolution among staff is generally at a very early stage.
- A response or strategy seen by staff as restorative may not always be seen as such by others involved, e.g. a pupil.

- Funding through the pilot project was seen as important by the schools to support their developments; however, there was also evidence of no-cost practice.
- There was a clear reduction in the use of disciplinary exclusion in primary schools.
- Some secondary schools reduced their use of exclusion.
- RP were implemented successfully in schools with widely differing catchments, including those with high FME rates

## **7. Conclusions**

Such developments as RP take time and this has been recognised by the Scottish Executive who have extended the period of the pilot projects. Nevertheless, the evaluation shows evidence of substantial change in the schools studied in the period of the evaluation; in half of the schools there was strong evidence of improved relationships within the school community. Clearly, as indicated earlier, this progress has to be seen in the context of the whole range of initiatives, practices and developments in these schools during the evaluation period. Indeed one feature of the successful schools is their willingness to reflect on practice and engage with change.

When introduced in schools with at least a number of receptive staff and when the initiative was supported by commitment, enthusiasm, leadership and significant staff development, there was a clear positive impact on relationships in school. This was identifiable through the views and actions of staff and pupils, as well as evident in measurable reduction in playground incidents, discipline referrals, exclusion and use of external behaviour support.

## List of Abbreviations

CSW	Children's Services Worker
DHT	Depute Head Teacher
FGC	Family Group Conference
FGDM	Family Group Decision Making
FSM(E)	Free School Meals (Entitlement)
HT	Head Teacher
IIRP	International Institute for Restorative Practices
PS(H)E	Personal and Social (and Health) Education
PT	Principal Teacher
RA	Restorative Approaches
RP	Restorative Practices
PATHS	Promoting Alternative Thinking Strategies
PCP	Person Centred Planning
SACRO	Safeguarding Communities, Reducing Offending
SLG	School Liaison Group
SMT	Senior Management Team
VOM	Victim Offender Mediation
VORP	Victim Offender Reconciliation Programme
WFGC	Welfare Family Group Conference

## **1 INTRODUCTION**

In 2004, as part of the 'Better Behaviour, Better Learning' Initiative, funding was provided by the Scottish Executive for a two-year pilot project on Restorative Practices (RP) in 3 Scottish Local Authorities<sup>2</sup>. The idea of RP in education in Scotland had first been introduced in a Scottish Executive Circular on School Exclusion in 2003. A team from the Universities of Edinburgh and Glasgow was commissioned to undertake an evaluation of the pilot project. In recognition of the challenge and time required for school change and of the early benefits of RP, the Scottish Executive has extended the period of the pilot project by a further two years. This evaluation report summarises the strengths and achievements of the implementation of RP in the first two years, 2004-2006.

The report sets the evaluation within the context of developments in Restorative Justice (RJ) and RP in schools, internationally and in the UK. It then offers a short account of the Scottish context for the pilot project, describes the pilot project in detail and the evaluation methods. This is followed by a discussion of the findings from the evaluation and of the themes and issues arising from these findings.

This evaluation was collaborative; the nature of the data gathered and the methods used were negotiated with all stakeholders; with the Scottish Executive, the national Steering Group, with the 3 Local Authorities (LAs) and with the 18 schools. The evaluation involved the collection of quantitative and qualitative data through a range of methods, including interviews, observation, surveys and documentary and school data analysis. At every stage, preliminary findings were discussed and revised in meetings with LA and school staff.

The report offers a broad picture of RP as it has developed in the pilot LAs and schools. We gathered some data that allows us to make comparisons across schools and LAs. Each school, however, had its own aims and planned outcomes for the pilot project and the evaluation focussed largely on how these aims and outcomes were delivered. We can therefore make claims about the strengths and achievements of individual schools and indeed LAs. However, in making comparisons and generalising from school to school, it is important to bear in mind the different local contexts and the ways in which they developed their own approaches. The implementation of Restorative Practices is still at an early stage in some schools and there is general agreement that while we can look at, for example disciplinary referrals and exclusion rates, it is too early to detect an overall measurable and sustained impact.

The RP initiative was only one of a number of policy initiatives designed to meet the agenda of Better Behaviour, Better Learning (2001) in Scottish schools. Therefore, even where an effect might be found, it is not, of course, possible to be certain that Restorative Practices was the only or main influence. Equally the simultaneous development of different (even if compatible) approaches in the same setting means that sometimes they merge into each other. Indeed from a perspective of school

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<sup>2</sup> The three Local Authorities are named in the report but the schools have been given pseudonyms to protect the anonymity of informants.



change and developing ownership this may be viewed as positive; however it means that formal evaluation of individual strands is complex.

This report has attempted to answer those questions inevitably asked about a pilot project. We describe what is meant by RP in Scottish schools, and give examples of how the funding was used and what RP looks like in practice. We ask if RP ‘works’, and if it is a whole school approach or more appropriately used as a focused intervention for pupils with challenging behaviour. This leads to a broader discussion about the relationship of RP with existing discipline and sanction systems. We also explore existing skills that contribute to RP, asking whether it was an entirely new approach and what training was required by staff to deliver it. We discuss different ways in which it can be introduced and what characterised successful schools.

The report concludes that Restorative Practices are not (nor indeed is there ever likely to be) ‘the one right answer’ to issues of discipline and control, given the complex range of pressures on and within education. Nonetheless, the evaluation indicates strong and clear benefits for both staff and pupils.

## 2 RESTORATIVE PRACTICES - A REVIEW

In this chapter we offer a short summary of the origins of Restorative Practices (RP), beginning with an account of Restorative Justice (RJ) internationally and then looking at how the idea and practices have changed when developed as Restorative Practices in education. We finally discuss the Scottish youth justice and educational context for the pilot RP projects<sup>3</sup>.

### 2.1 Restorative Justice - the international context

There has been a major upsurge of interest in Restorative Justice in the last twenty years in Australia, New Zealand, Canada, the USA as well as in Europe and the UK. Some of the interest in Restorative Justice was generated by the significant increase in numbers of adult, youth offenders and children being imprisoned in industrialised countries. The UK, for example, now has the highest prison population in the European Union. At the same time as this international increase in prison populations an increased concern for the victims of crime has emerged (Drewery 2004). A further impetus internationally has been a retreat from welfare, from rehabilitative, needs-based juvenile justice in the face of a strong political critique of its effectiveness (Hallett and Hazel 1998; Walgrave 2005).

#### *What is Restorative Justice?*

Restorative Justice has taken different forms in different countries, depending on existing legal frameworks and contexts, but nearly all of the initiatives address issues in both adult and youth offending (Miers 2001). There is still no definitive theoretical statement on what constitutes Restorative Justice, although, for most writers the basic tenets centre on the importance of repairing harm and restoring relationships. The UN defines Restorative Justice as follows:

A problem solving approach to crime that focuses on restoration or repairing the harm done by the crime and criminal to the extent possible, and involves the victim(s), offender(s) and the community in an active relationship with statutory agencies in developing a resolution. The modes for delivering Restorative Justice include, but are not limited to, restitution of property, restitution to the victim by the offender, reparations...’  
(United Nations 2003: 28).

Conceptually it begins with idea that crime is fundamentally a violation against people and relationships (Zehr 1990). The most accepted working definition agreed among practitioners is perhaps that of Tony Marshall (1998):

Restorative Justice is a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of offence and its implications for the future.

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<sup>3</sup> A more comprehensive discussion of the research and literature relating to RJ and RP can be found in Appendix 1

The desired outcome is to repair the harm done to all who are harmed by offensive behaviour (Schweigert 1999). It:

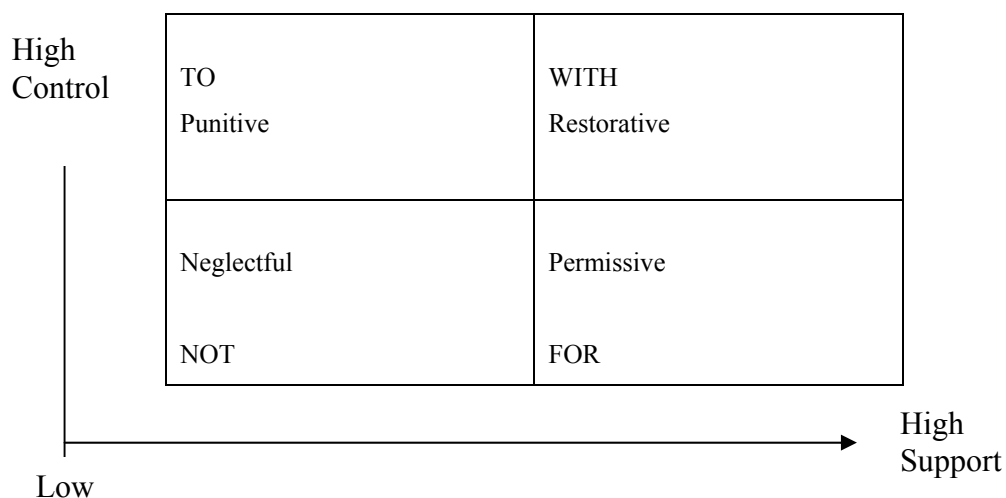
holds the promise of restoring victims' material and emotional loss, safety, damaged relationships, dignity and self-respect (Hoyle 2002: 101).

Marshall (1999) describes the key features as:

- Making room for the personal involvement of those mainly concerned (particularly the offender and the victim, but also their families and communities)
- Seeing crime problems in their social context
- A forward-looking (or preventative) problem-solving orientation
- Flexibility of practice

As it developed in the criminal justice system, Restorative Justice sought to provide, perhaps for the first time, a much clearer framework for restitution, in which offences might still be punished, but within a context where the relationship damaged by the offence was the priority, and based on the premise that this damaged relationship could and should be repaired. The offending individual would be reintegrated for the good of that individual but also for the community as a whole. At the level of practice, Wachtel (2005) has suggested that this relational approach can only be made effective when fair process is observed. He refers to the 'social discipline window' (below) adapted from Glasser (1969), to show the importance of involving individuals in decisions which affect them directly, and the central importance of working *with* them, rather than doing things *to* or *for* them.

**Figure 1**The social discipline window (Wachtel 2005 after Glasser (1969))



In the social discipline window, the vertical axis refers to the use of authority, with high control referring to 'punitive'/authoritarian responses. The horizontal axis refers to support; high support

without control is 'permissive'/neglectful. According to Blood and Thorsborne, 'practice which maintains high standards and boundaries at the same time as being supportive is experienced as firm and fair (the top right hand box; working *with* others)' (2005: 10). This has resonance with ideas and concerns in UK juvenile justice/social work about care and control (Lloyd 2000). Restorative approaches nicely balance these in a model offering both.

### ***Mediation***

Mediation is not universally considered to be an element of Restorative Justice, indeed some within the Scottish mediation movement feel that mediation and RJ are quite different, although compatible approaches. However most key conceptualisations of RJ internationally clearly include mediation (McCold 2003; Walgrave 2003). Indeed Howard Zehr's influential theory developed out of mediation practices focusing on the interaction between victim and offender.

### ***Conferencing***

Conferences have developed in a range of different forms, including family group conferencing, police conferencing and community conferencing. Family conferencing is based on empowerment and is child/offender centred. The key decision makers are the family and the role of the victim is much less significant than in mediation. Police conferencing has often been premised on the view that offenders will be affected by being shamed by those closest to them, as long as the focus is on the behaviour and not the individual offender. Community conferencing, also known as community justice conferencing, has been used to resolve problematic behaviour throughout society, schools, workplaces and neighbourhoods, alongside the criminal justice system.

In many of these different kinds of conference, a 'script' is used by a trained community volunteer, professional facilitator or co-ordinator, using the following or similar questions,

### **Figure 2 Conference Script**

- |  |
|--|
| <ul style="list-style-type: none"><li>• What happened?</li><li>• What were you thinking at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you did?</li><li>• In what way?</li><li>• What do you think you need to do to make things right?</li></ul> |
|--|

These questions are asked of all involved and each participant has the same opportunity to speak. In the UK in general this conference or circle has not taken the place of any punishment imposed by the courts, but sits alongside it, with participants involved voluntarily in the process. However, the Home Office in England has recently piloted its use as diversion from court (Justice Research Consortium 2004).

## **2.2 Critical Issues and Tensions in Restorative Justice**

In this section we discuss some of the tensions and issues that have been identified in Restorative Justice. These will be revisited and discussed later in relation to questions of the relevance of RJ to education.

### ***Retributive vs Restorative Justice***

Retributive justice 'should embrace the concept of punishment as the main activity of the state's response to crime' (Daly 2002:34). However, according to Duff (2002), the retributive response should be combined with the social constructiveness of restorative approaches that acknowledges both the victim's needs and the offender's responsibility. In this view punishment is the means. Restoration is the goal (Walgrave 2004). Clearly the complex relationship between Restorative processes and ideas of punishment will be a recurring issue in this report.

### ***Restorative Justice as practice or as a set of principles?***

Restorative Justice appears to be conceptualised in the literature in two different ways: as a process/practice, or more broadly as deriving from a set of values or principles. The question of how Restorative Justice should be envisioned, in terms of processes, values or goals, is both a critical and crucial issue in contemporary theory and practice (Zehr & Toews 2004). Many writers argue that principles and concepts provide the framework for practice and so it may be critical, particularly when introducing new practices, to be explicit about their aims and objectives, in order for evaluation, but also for the internal integrity of the practice. This, again, will be a recurring issue in this report.

### ***Shaming***

Braithwaite's (1989) distinction between 'stigmatising shaming' and 'reintegrative shaming', and his assertion that the former increases the likelihood of crime while the latter reduces crime, has also been influential. Shame, then, is seen as central to understanding and, importantly, changing undesirable behaviour at a macro and micro level. While Braithwaite's understanding of the more powerful impact of the view and feelings of family or peer groups rather than professionals seems valid, nevertheless this has been translated sometimes into an excessively strong emphasis on shame as central to Restorative Practice. Zehr has recently noted:

There are many concerns about the way we may be misinterpreting and misusing shame...The question is not how do we shame people, but what do we do about the shame that is there already? (Zehr 2005:299).

### ***Individualistic focus***

These concerns about the usefulness of the notion of shame link with a further critique of RJ, one that seems particularly appropriate when we come to look at its relevance for schools. Its development largely within the formal justice system means that it is premised on an *individualistic* model of behaviour and indeed on work with individuals who are already labelled as offending. Much of the

work is located within an essentially psychological model of crime, with little emphasis on sociological understandings of the contexts of crime and the social construction of offending and offenders. This is discussed further in the section on education, where we review the range of research that focusses on the institutional context of pupil behaviour and on preventive strategies.

#### ***When is an intervention restorative?***

One view is that the degree of restorativeness depends on the level of participation in the process. McCold and Wachtel maintain that the very process of interacting is critical to meeting stakeholders' emotional needs; therefore for practices to be most restorative all key stakeholders should be involved (McCold & Wachtel, 2004). However, often they may not all be present and therefore the practice considered by these writers to be only partly restorative.

Another issue is the question of intent versus outcome for participants. Wright (2003) argues that although pain may be inflicted in RJ, it is not punishment: punishment is dependent on the intention of the punisher not the experience of the punished. Other writers have drawn attention to the problematic nature of such a viewpoint; where a process *intended* to be restorative is nonetheless *experienced* as punitive, either by victims or offenders (Walgrave 2005; Blood & Thorsborne 2005).

Overall, Restorative Justice may offer a significant step forward in the search for actions that can be seen as resolution by both the offender and victim. However, it is also clear that there are some important tensions within RJ, to which we will return when we examine its direct transferability to the school setting:

- The competing conceptualisations of RJ as both a process/practice and as a set of values
- The centrality of shame
- The individualistic focus
- Differing views about how to assess the 'restorativeness' of an intervention.

### **2.3 The context for the pilot project - youth Restorative Justice in Scotland**

#### ***Restorative Justice***

Most Local Authorities in Scotland now have Restorative Justice projects that they see as complementary to the Children's Hearing System, but also sometimes as a diversion from formal processing. Practices include:

1. Those involving some level of communication between the person responsible for the offence and those harmed: *Restorative Justice Conferences; Face-to Face Meetings; Shuttle Dialogue; Police Restorative Warnings*
  2. Those involving no communication between the person responsible for the offence and the person harmed: *Support for Persons Harmed; Victim Awareness; Restorative Conversations.*
- (further discussion of these practices: [www.restorativejusticescotland.org.uk/practices.htm](http://www.restorativejusticescotland.org.uk/practices.htm)).

A recent study of Restorative Justice in Glasgow (Dutton & Whyte 2006) identifies this as an additional option available to the Reporter to the Children's Panel, when they decide to take no formal action in relation young people referred. The evaluation considered re-offending rates and participant satisfaction. 71% of young people had not been re-referred to the Reporter on offence grounds within 12 months of a Restorative warning. 59% had not been referred within 12 months of a conference and 57% had not been re-referred within 12 months of completing a programme. However, interestingly 61% of those who failed to attend a programme had not been referred! (Dutton & Whyte 2006). The evaluators argued that while there was as yet no evidence to suggest that restorative interventions were more likely to reduce offending and re-offending than other forms of diversion or non-intervention, there was benefit in the incorporation of the victim perspective. Equally there was value in the high levels of satisfaction by all involved (Dutton & Whyte 2006). In addition, the evaluation revealed an issue of direct relevance to schools; that 21% of the offences had been committed during school hours by young people likely to be excluded or truanting (the remaining taking place outwith the school day).

There has been some debate as to the compatibility of Restorative Justice and the Children's Hearing System. McDiarmid, for example, argues that 'RJ is not overtly punitive but the best interests of the child offender are subordinated to the requirement that the harm caused by the criminal act should be repaired' (2005: 35).

Key concerns from the youth justice and welfare system in Scotland include

- the risk of net-widening, including children who would not have been formally processed, rather than dealing with more serious issues
- dangers of narrow victim-offender definitions in practice
- narrow definitions of RJ that explicitly exclude mediation
- issue of compatibility between youth justice approaches and school based developments.

#### **2.4 From Restorative Justice to Restorative Practices in Education**

The last ten years or so have seen the development of Restorative Justice in educational settings, partly in response to continuing concerns about discipline and violence in schools. Advocates such as Morrison talk about 'justice as a part of our everyday lives, and hence it also belongs in our homes and our schools' (2005: 97). Wachtel (2005) talks about the need to restore 'community in a disconnected world' and that the 'increasingly difficult and violent behaviour among schools students and related punitive school climate are both products of the alienation and loss of community that plagues modern society in general' (2005:1). As disciplinary exclusion levels in schools, both overseas and in the UK, continue to rise (Bouhours 2004; DfES 2005; Scottish Executive 2004) and as staff stress also continues to increase (Kelly & Colquhoun 2005; Munn, Sharp & Johnstone 2004), the calls to tackle bullying, truancy and youth crime become more insistent.

There have been a number of evaluations of different models of Restorative Justice in schools, both in England and overseas (McGrath 2004; Cameron & Thorsborne 1999; Smith & Hennessy 1999; Marsh

& Crowe 1998). These evaluations have employed a range of methodologies and although some of these evaluations have been criticised for being less than rigorous (Miers 2001), there is, nonetheless, quite widespread evidence of success, particularly in terms of participant satisfaction.

The evaluations point to a diversity of practice labelled RJ; in early developments often involving only conferencing, usually with external facilitation sometimes by police or staff from criminal justice. In a smaller number of settings, at least initially, conferencing was combined with wider school based practices.

The largest independent evaluation in the UK to date, commissioned by the Youth Justice Board of England and Wales, has recently reported on a pilot initiative in which youth offending teams worked with 26 schools in England and Wales (Youth Justice Board 2005). The aims of the initiative were to reduce offending, bullying and victimisation and to improve attendance, largely through conferencing. The researchers concluded that Restorative Justice, while 'not a panacea for problems in schools', could 'if implemented correctly...improve the school environment, enhance learning and encourage young people to become more responsible and empathetic' (2005: 13). There is evidence that applying some of the principles and practices of Restorative Justice would seem to be helpful to address issues of discipline in schools. However there was little impact on some outcome measures such as exclusion. Similarly, there was found to be no significant improvement in pupil attitudes except in the small number of schools where a whole school approach had been adopted. Key critical conclusions included the observation that wider government support seemed necessary, that leadership was critical, that there was a lack of clarity as to what was meant by Restorative Conference and that the language of 'justice' did not transfer easily to the school setting. It is notable that the English projects often continued to use the terms 'victim' and 'offender'.

### ***Restorative Conferencing in Schools***

Significantly, in three separate studies in Australia, a focus on conferencing was found to offer high levels of satisfaction for wrongdoers and those harmed but to be difficult to sustain in practice (Blood 2006). Equally important, while the conferencing itself was seen as integral to the process, the successes of conferencing had minimal impact on the school community as a whole. Blood and Thorsborne (2005) argue that conferencing in schools can be seen as a 'restorative stick' at times while Porter (2005) has suggested that the threat of the use of Restorative Justice questions may in itself act as a deterrent. Although schools may try to 'focus on the thing that has gone wrong, rather than the person' (Porter 2005: 2), it is also important to note Drewery's finding from work in New Zealand, that 'unless they are used carefully [conferences] can be used to provide an audience for public retribution almost as easily as their intended goal of promoting mutual dialogue, understanding and restoration' (2004: 336).

A study by Preston (2002) of initiatives in special and secondary schools in Buckingham and Oxfordshire is one of the few published evaluations of Restorative Practices in schools in the United



Kingdom and was specifically designed to inform practitioners and policy makers about the application of Restorative Practices. She too suggests that schools need to think carefully about RP as working at two levels, preventative and reparative.

## **2.5 From Restorative Justice to Restorative Practices in Education in Scotland**

A number of Executive funded surveys of teachers' views, most recently in session 2005/2006, have concluded that teachers saw the majority of pupils as well behaved (Wilkin et al 2006). However there was a trend in teacher perceptions suggesting an increasing number of teachers encountering a wide range of potentially disruptive behaviour in the classroom and around the school. This was strongest in secondary schools although there was also some evidence of increasing difficulties for primary teachers. Low-level disruption continued to be the most wearing for teachers. Although there was an increase in the numbers of teachers reporting physical aggression by pupils, there is no evidence of a major problem of violence and aggression in Scottish schools. However this should not lead us to underestimate the difficulties faced by teachers in some circumstances. Gender is a constant dimension, with teachers finding boys consistently more challenging (Munn et al 2004; Lloyd 2005).

A major policy initiative was initiated in Scotland in 2002 as a result of the recommendations contained in the report of the Discipline Task Group, *Better Behaviour, Better Learning*. This Task group had been set up as a response to concerns from teachers' trade unions and others about apparently deteriorating standards of behaviour in schools. The report recognised the complexity of the causes of indiscipline and reaffirmed that it was seemingly low level behaviour such as talking out of turn and work avoidance which were the most prevalent and often the most wearisome for teachers. There was a striking similarity to behaviour encountered by School Inspectors in 1877! The report however also recognised that serious behaviour difficulties required more specialist intervention than that provided by the classroom teacher alone.

The report acknowledged a wide range of factors both within and outside school that affects the behaviour of pupils and therefore focussed its recommendations both on ways that schools can improve their overall disciplinary strategies, thereby reducing low level disruption but also on providing more effective support and intervention for pupils whose actions relate to difficulties in their families and neighbourhoods.

The Scottish Executive pilot project on Restorative Practices can be seen as part of this development; other initiatives have included rolling out and piloting of Staged Intervention/Framework for Intervention, Solution Orientated Schools, The Motivated School as well as the provision of large numbers of classroom/behaviour support assistants in classrooms; promotion of better inter-agency working/coordinated assessment; the strengthening of home-school links and the recent establishment of a Positive Behaviour Team to deliver staff development and promote the continued agenda of BBBL. All of these may be seen to be compatible with the projects on Restorative Practices.

## 2.6 Summary

This chapter has reviewed the origins of Restorative Practices by examining the literature on Restorative Justice internationally and how its concepts and practices have been translated into school settings in a number of countries. We then outlined the contexts for the RP pilot in Scottish schools; the youth justice system, the Children's Hearing system and current Scottish educational priorities and concerns.

The history and development of Restorative Justice have offered some key points that seemed to be useful to schools. These include:

- The importance of fair process
- The recognition of the rights, and involvement where possible, of all parties in dispute or conflict resolution
- The notion of restoration or reparation instead of retribution
- The importance of developing empathy for others in preventing and responding to conflict or violence
- The valuing of the views of all parties in open discussion
- The effectiveness of circles for exchanging views, expressing feelings or resolving issues
- The importance of the language (often scripted) used in addressing conflict and resolving disputes

However, many of the issues and tensions within Restorative Justice or Restorative Practice identified earlier have raised questions that are equally, if not more, challenging in educational settings:

- Is Restorative Practice a strategy or a set of values/principles?
- Is it for the whole school or only for pupils in difficulty or with challenging behaviour?
- Is it one tool in the toolbox or an overall approach?
- Is it about changing individuals or changing structures, systems or cultures?
- Does it work best if adopted as a whole school approach or when it can be shown that it works in one part?
- Are there issues about the use of shame - are boundaries between reintegrative and stigmatising shaming difficult to manage in school?
- Can Restorative Practices be developed in schools alongside more traditional sanctions and punishment?
- When is something restorative?
- What is being restored?
- How do we know?

In the life of schools, relationships are central. The structure of school life is based on social interaction, both constructive and destructive. It is complex and multi-layered, often fulfilling a range of purposes, and arising in a range of contexts. Criminal justice, whether it seeks to be restorative or not, can not take full account of the power relationships between people in their everyday lives; in

education, however, there are embedded power relations between teacher and pupil, adult and child, school and home. The experience of schools implementing RJ to date suggests that the notion of '*justice*' is not as useful to schools as it at first sight appears, although the ideas of *fairness and participative process* are clearly important.

As we shall see in the following chapters, the development of Restorative Practices in schools in Scotland (as indeed of Restorative Justice in the community) has drawn on theoretical traditions and understandings which differ from those often cited in the international literature, but it has often identified the same issues and tensions.

### 3 THE PILOT PROJECT AND EVALUATION

#### 3.1 The origins and establishment of the Pilot project

The overall aim for the national pilot project in Restorative Practices was to learn more about RPs in school settings and to look at whether there could be a distinctive Scottish approach, an approach that both *complemented* and offered something *additional* to Scottish practice.

The specific objectives of the pilot project and the evaluation together were:

- To identify the training and support which staff feel is required to enable them to implement the initiatives effectively
- To explore the different situations, contexts and areas of the curriculum where the new approaches are employed
- To analyse the ways in which different participants (teachers, classroom assistants, pupils, parents) respond to the innovative approaches and the conditions which appear to produce beneficial outcomes
- To identify the characteristics of schools, staff or others which contribute to positive or negative outcomes
- To identify the support required from Local Authorities to promote and support school-level implementation
- To develop a website for practitioners to exchange ideas and experiences
- To review the existing research and literature on Restorative Justice and Restorative Practice
- Produce a final report with implications for future developments

The Scottish Executive funded Restorative Practice pilots in the 3 local authority areas (Fife, Highland, and North Lanarkshire). Each area developed their pilots in different ways although underpinned by a broadly common philosophy.

The Executive also commissioned at the same time this evaluation of the pilots by a team from the Universities of Edinburgh and Glasgow. The evaluation was highly collaborative, and the levels of participation allowed the evaluation to be both formative and summative. Each school also identified its own aims and planned outcomes for the pilot project and the evaluation also examined how these aims and outcomes were delivered. The evaluation then, overall, offers some comparisons across schools and LAs but also focussed on assisting individual schools to develop and reflect on their own practice.

In each Local Authority, 6 schools were identified as pilot evaluation schools; these include 10 secondary schools, 7 primary schools and one special school overall. They are situated in urban, suburban and rural areas and in areas of severe economic poverty as well as areas of relative economic wealth; reflecting the diversity of Scottish communities. They also had varied histories in terms of

existing approaches that could be described as restorative and had very varied expectations of the project.

### 3.2 Methods of Evaluation

The evaluation team began by systematically reviewing existing international research and literature on Restorative Justice and Restorative Practices in education. The team then negotiated a range of methods through which to evaluate the aims and outcomes specified for the pilot projects, as these developed in the different LAs and schools. The design of this evaluation forged new ground in a number of ways. It involved working with staff in the three LAs to clarify the nature and goals of the pilot initiatives and develop a methodology for the collaborative evaluation, in which participants, as well as researchers, played a critical part.

The evaluation team also worked throughout with a national Steering Group consisting of key managers from the LAs, schools and educational psychology services within each of the three Local Authorities. There are major advantages *and* disadvantages of working collaboratively and these are discussed further below.

### 3.3 Data Collection in Local Authorities and Schools

Data collection involved:

- Interviews with a range of LA and school staff
- Interviews, individual and group, with pupils
- School staff survey
- Pupil survey
- Observation of a range of meetings, activities and lessons
- Documentary analysis of school and LA policies
- Participation in a range of SEED, LA and school based meetings
- Analysis of national and school statistical data
- Focus group meetings with school and LA staff

**Table 1 Staff, Parents and Pupils (Numbers of interviewees)**

<b>Interviews</b>	<b>FIFE Local Authority</b>	<b>HIGHLAND Local Authority</b>	<b>NORTH LANARKSHIRE Local Authority</b>	<b>Total</b>
<b>Headteachers</b>	6	6	5	17
<b>SMT/PT</b>	12	16	15	43
<b>Educational Psychologist</b>	6	4	2	12
<b>Class/subject support teachers</b>	17	23	8	48
<b>Non teaching support staff</b>	13	8	9	30
<b>Other inter-agency staff</b>	0	4	8	12

<b>Pupils – Primary</b>	89	23	26	138
<b>Pupils – Secondary</b>	44	38	11	93
<b>Parents – Primary</b>	2	7	3	12
<b>Parents – Secondary</b>	0	8	11	19
<b>Observations - playground</b>	4	Around school building 3	0	7
<b>Observations – other</b>	Classroom 6 Meetings 2 Training 1	Classroom 9 Meetings 3 Training 1	Classroom 3 School assemblies 3 S1 Induction 1 Meetings 1 Training 3	33

The Table above shows the numbers of individuals interviewed. Key staff members in each school were interviewed on a number of occasions over the period of the pilot. In summary, across the 18 schools, we interviewed 17 Headteachers; members of School Management Team/Principal Teachers (43); class/subject teachers (48); non-teaching support staff (30), other inter-agency staff (12), and educational psychologists (12). About 400 individual interviews took place with staff in schools. We also met directly with 138 primary pupils and 93 secondary pupils, either in groups or in individual interview. We met with 12 parents of primary pupils and 19 parents of secondary pupils. Each school was visited at least 5 times and findings at each stage of the research were fed back and discussed with key staff.

### *Staff and Pupil Surveys*

Two surveys were carried out, one of school staff and one of pupils. These contributed to our understanding of each school's context and climate, as well as to the process of identification of key variables that might impact on the success of RP in different schools. The surveys were undertaken at Easter 2005 (staff) and September 2005 (pupils). They were not intended to be base-line data to be repeated later, as they represented a snapshot of the schools at very different stages of their journey.

### *Staff Survey*

The survey of all staff (teaching and non-teaching) in the 18 schools was undertaken in 2005. A total of 1397 questionnaires were distributed to the schools. Of these 627 were returned, which represents an overall response rate of 45%. The response rates for the different types of schools differed with primary schools having an overall rate of 56% and secondary schools 42%. There are, of course, limits to any generalisations that can be made on the basis of this data due to the response rate and the fact that the survey was carried out early in the pilot. The findings, discussed in Chapter 6, do however offer a 'snapshot' of staff attitudes to, and understandings of, Restorative Practices.

### *Pupil Survey*

Similarly, a pupil survey of all 18 schools was carried out in 2005, aimed at pupils in P5 and P7 in primary school and S2 and S4 in secondary school. The questionnaire complements the staff

questionnaire and also allows for triangulation with the qualitative data gathered through observation, interviews and focus group meetings. The total number of questionnaires returned was 1163. Again though, there are limits to the generalisations that can be drawn, as the survey was undertaken at an early stage of the implementation of Restorative Practices in some schools. The findings, discussed in Chapter 6 offer an interesting picture of pupils' views.

#### ***Collaborative Evaluation Schools/Local Authorities***

- Schools individually received regular 'visit' reports
- Interim LA Reports (May 2005)
- Staff Questionnaire report (January 2006)
- Individual school staff questionnaire summaries (January 2006)
- Pupil questionnaire report (May 2006)
- Individual school pupil questionnaire summaries (May 2006)
- Individual school reports (May 2006)
- Final LA Reports (June 2006)
- Final School Reports (June 2006)
- Final Focus Group - North Lanarkshire and Fife (August 2006)
- Full Evaluation Report (October 2006)

#### ***Advantages and Disadvantages of Collaborative Working***

The evaluators were seen as helpful to the pilot projects in feeding back their observations and ongoing analysis, thus affecting directly and contributing to the projects. This continuous feedback allowed for honest reflection on the highs and lows of the intervention, and provided opportunities to change and adapt accordingly. The research team also clearly acted at times as 'critical friends', in some cases developing strong relationships with key staff in schools, sharing ideas and sometimes providing an empathetic 'ear' for the release of stressed staff. School staff mainly valued the school visits and some primary school Headteachers in particular, found them supportive. Some felt that it had reminded them to review how things were going:

*It made me check (Headteacher).*

*You had to 'keep up-to-date' because you [evaluation team member]were coming in'(Headteacher).*

*I actually enjoyed J\*\*\*'s monitoring of me! (Support manager)*

*It was absolutely superb. You're so immersed in the doing of it, so to sit down with G\*\*\*\*\* and reflect! (Headteacher).*

While some staff didn't enjoy the tape-recorder they appreciated its usefulness.

*Did I really say that! (Teacher).*

A number of staff from schools commented that they felt that the evaluation process had been a useful spur to the development process. There had been some initial concern that we may have needed a neutral person for appeal if there was conflict or strong disagreement between the research team and

the schools. In the event this was not necessary, relationships remaining positive even though there were inevitable differences of view. Some people valued the different perspective of '*an outsider*'.

Several indicated how useful they had found the post visit reports. One support teacher said that she had felt the process difficult at the beginning but that it had evolved over time. It took her a while to realise that it was a 2-way process, that she could influence what happened, and '*...that giving feedback was OK – and that the evaluation team was prepared to compromise and correct*'. However, being asked for more hard data was sometimes seen as more irritating and could be time-consuming by staff. It was often necessary to re-prompt for such data.

Final focus groups were held in North Lanarkshire and Fife with key staff from LAs and schools (distance and staff cover issues preventing this in Highland). In both there was a view that some continued level of external evaluation, emphasising the 'critical friend' dimension would be helpful.

### **3.4 Summary**

The collaborative research model clearly involves major strengths in its facilitating of access to the sites of investigation and depth of discussion with participants. The relationships created through this process facilitated the collection of high quality authentic data but of course affected both the process of data gathering and our findings. We cannot claim that this has been a neutral and objective exercise – the research team and research participants were engaged reciprocally in the development of both the practice and the evaluation process. However we also gathered some more quantitative data, through the surveys and the statistics and these were used in an overall process of analysis.

The regular feedback of interim findings and discussion with schools meant that the research process and the development process were equally reciprocally influential, again with the advantages and disadvantages that this implies. The members of the research team however did not always share the same views about the value of particular practices or approaches and this led to a healthy debate within the team and with schools, the LAs and the national Steering Group.

There was also throughout an inevitable challenge of evaluating an initiative that was not operating in isolation from other initiatives with rather similar broad aims, particularly those emanating from Better Behaviour Better Learning. This was in some ways made easier, and others more problematic, by a number of the schools whose staff saw RPs as part of a broad approach to school development.

In summary the evaluation aimed to:

- Learn from schools about the different possible ways in which to implement Restorative Practices
- Establish how RP in schools might evolve most effectively within the Scottish educational, historical and cultural context



- Develop a collaborative approach, cognisant of the associated positive and negative implications for the findings

The data collection process was characterised by:

- Both qualitative and quantitative data gathering and analysis
- The gathering of a large bank of interview data
- Two major surveys of staff and pupils -those most directly involved by RP
- Identification of the difficulty of isolating the impact of one initiative in the complexities of daily school life
- Constructive, open and reflective discussion between the evaluation team and key school and LA staff.

In the following chapters, the findings from the evaluation of this pilot are described in detail. In Chapter 4 we report the experiences of the 3 Local Authorities as they implemented Restorative Practices. In Chapter 5, the findings from the implementation of RP in the 18 schools are described; the links with other initiatives, the different aspects of RP and how schools made use of each of these, early attempts to engage parents, and the views of all those involved. In Chapter 6 we look at some common indicators and discuss the overall achievements of the schools. This is followed in Chapter 7 by a discussion of key aspects of successful implementation under five broad themes; readiness, aims and change processes, training, leadership and issues raised by multiple innovation. Chapter 8 outlines the conclusions of the evaluation team.

## **4 RESTORATIVE PRACTICES AT LOCAL AUTHORITY LEVEL**

### **Introduction**

In this chapter we report the experiences of the three Local Authorities as they engaged with and developed their strategic thinking about the main ideas of Restorative Practices. This provides a picture of the various ways in which the initiative was taken forward and also offers a sense of the context for the work that happened in schools. Three Local Authorities (LAs) were selected by the Scottish Executive for participation in the pilot project. The schools were selected in various ways in the 3 LAs. In Fife, LA staff employed an ‘assessment of readiness’ tool in order to identify schools which would benefit from participation in the project. In North Lanarkshire, RP had begun to develop across the Authority prior to the start of the national pilot project and schools here were identified centrally for the evaluation. In Highland, schools were approached individually by LA staff and asked to become involved.

Analysis revealed many similarities in experiences and understandings between the 3 LAs, but also some significant differences reflecting local priorities and contexts. Many existing policy aims and objectives were recognised as linking to, and supportive of, a restorative approach, and this ‘blending’ of programmes and underlying principles was evident in the large number and range of practices in operation across the schools.

### ***Implementation of Restorative Practices in Local Authorities***

All three LAs were keen to emphasise local ownership rather than top-down approaches, although they all presented RP as a support for staff. They each set up varied forms of discussion/consultation with schools and two of the LAs established support networks for the schools in the national evaluation, which meet regularly to offer mutual support. While Highland Council seemed to advocate a ‘hands off’, organic approach to the participating schools, North Lanarkshire Council has offered relatively clear leadership and a much more strategic overall approach. Fife Council has aimed to offer a balance of support and accountability through its focus on the provision and review of school Action Plans. It is clear, then, that these LAs are developing their own approaches and priorities within Restorative Practices, taking into account other current national and local priorities and initiatives.

We have noted that the 3 LAs took a slightly different approach and this was reflected in their choice of terminology. In this report overall, we use the term Restorative Practices. However, in the summary of the implementation in each LA, we use the term adopted by key staff in that LA: in Fife, they talked about Restorative Approaches, in Highland, they spoke of Restorative Interventions, and in North Lanarkshire they referred to Restorative Practices. Equally, as schools made the practices their own they used different terms, sometimes for the same practice. This is accepted as an inevitable feature of the early development of any initiative.

#### **4.1 Implementation of Restorative Approaches at Local Authority level in Fife**

##### ***Background***

Fife has a population of around 350 000 and is a mix of urban, suburban and rural areas, with a long industrial and agricultural history. It includes some areas with significant economic deprivation. It has 19 secondary and 146 primary and 7 special schools. Fife has a proportionately smaller number of secondary schools than Highland and North Lanarkshire, but with larger pupil rolls. Exclusion rates and Free School Meal Entitlement (FSME) are around the national average.

##### ***Funding of Restorative Approaches in Fife***

Funding was set aside to support the development of an LA-wide network group for all schools involved in the pilot, not only those involved in the evaluation. This group invited bids from schools for a range of associated uses: and provided, for example; class cover, training, playground equipment and caps and badges for pupils offering peer support and ICT equipment.

##### ***The Fife approach***

The broad vision of Fife Council is immediately evident in their decision to describe what they do as Restorative Approaches (RA) and not Restorative Practices. They describe RA as:

*Caring, mutually supportive, empathetic, engaging, collegiate, non-threatening but challenging – and within a framework where responsibility and accountability is made clear and confidentiality respected*

(Web update 20/1/06).

This LA places particular emphasis on the differences between RA and Restorative Justice:

**The unfolding educational model eschews the notion of ‘offenders’ who are dealt with by specialist staff ... in essence RA has a school community focus, to which all staff and students can contribute to a greater or lesser degree. (Web update 20/1/06).**

Fife Council encouraged participating schools to develop their own approach; however, they required schools to produce an action plan for each year of the project. These plans have formed the basis for subsequent developments and have promoted a strong sense of engagement, ownership and accountability. This approach has strongly indicated the commitment of Fife Council to the development of RA, and key personnel in the pilot schools have remarked on the value and support of the regular network meetings where they could share experiences and ideas. Fife Council has also encouraged those developing RA in their schools to visit other schools in the LA and attend/present at inset days and conferences. The termly visits to each school by the co-ordinator were also valued by key school personnel interviewed.

There was a strong commitment on the part of the key LA staff to the idea of school 'readiness' for change. There was an equally firm belief that if RA were to be effective then low level interventions (in the classroom, the corridor, the dining hall - the school environment in general) were most likely to effect positive change in individuals and cultural and organisational change within the institution. High tariff interventions, they felt, could be handled within current provision but that an emphasis on such as a driver for RA had significant risks. Nevertheless a few schools did place emphasis initially on RA for 'high tariff' pupils and the development of Restorative Conferencing. The effect of RA being used proactively in all the primary schools, through the use of restorative language, conversations and actions, has helped to illustrate the broader approach, and has resulted in the reactive formal conferencing aspect of RA being increasingly seen as only a small part of a more holistic approach. Secondary schools too have recognised the importance of the early stages of the restorative continuum of approaches.

Many initiatives taking place in Fife schools were recognised as linking to and supportive of a restorative approach, as noted previously. In particular the success of Fife's programme for primary schools for teaching pro-social behaviour is now being developed for secondary schools with this 'roll out' seen as further enhancement RA principles and philosophy. Fife's strategic support designed to improve, through peer support, the effectiveness of a teacher's classroom management skills was also mentioned by several pilot schools as integral to/having an impact on the successful development of initiatives such as RA. The result of this interlinking and relative seamlessness of initiatives has, however made it more difficult to gauge the impact of any individual programme or initiative.

The issues raised below were evident in Fife, but many of these were also evident across the three pilot LAs.

### ***School Change***

Changing the culture/ethos of complex organisations/communities such as schools (especially secondary schools) takes time and requires a systematic and planned approach. One of the most significant determinants of an organisation's culture will be the leadership style of managers at all levels (Thorsborne 2005). The importance of school managers modelling RA is illustrative of this and this was regularly mentioned in interviews with staff and with pupils.

Some particular issues regarding school change that arose during the course of the evaluation are:

- Changes in Headteachers/key personnel. It was noticeable that within the last five years 5 out of the 6 pilot schools had had new Headteachers
- Impact of McCrone implementation
- Impact of HMIE inspections
- Schools involved in revising discipline policies and procedures

### ***Training***

The opportunity for each school to identify their own training needs led to a good mix of internal and external training and a positive response from those who have taken part. Primary schools in general aimed to include all staff from early on, others have started with those who expressed interest and now are widening out. The staff survey and individual interviews revealed that all schools were very aware of the importance of staff development in relation to broad issues of values and interpersonal relationship as well as particular strategies and skills. SACRO training was seen as useful by many interviewees, but some thought not school based enough and perhaps sometimes too justice focussed. Fife developed training for non-teaching support staff which is seen to support RA. This was identified in interviews as important and valuable. Some key staff at LA and school level attended training led by Bob Costello from International Institute for Restorative Practices (IIRP) and two individual training seminars led by Marg Thorsborne from Margaret Thorsborne Associates (Nov 2005) and Peta Blood, from Circlespeak (June 2006).

### ***Strengths and achievements in Fife Primary schools***

A key element in the successful development of RA in the Fife primary schools was the holistic/whole school approach to RA that was evident at the beginning of the pilot. The importance of involving and training pupils and all staff in RA was also recognised and acted upon. The focus on restorative meetings and conversations is also characteristic of the Fife approach to conflict resolution/addressing harm, rather than the formal conferences often associated with restorative practice.

Other strengths and achievements in Fife primary schools included:

- A strong focus on ethos and relationships in and out of classrooms
- A generally broad view of RA underpinning practice
- Strong modelling by Headteachers and key staff
- Highly significant role of non-teaching support staff
- RA building on developments already started
- Real evidence of cultural change - while still a minority of individual resisters
- A range of initiatives linked together with RA as an underpinning philosophy for some of these
- Strong influence of RA language around the school
- Reduction in use of disciplinary exclusion
- Reduction in reporting of disciplinary incidents in school
- Reduction in the use out of school support
- Clear evidence of children developing conflict resolution skills
- Regular and sustained RA training for all staff and pupils

### ***Challenges and needs in Fife primary schools***

- The many changes of staff during the pilot (at all levels in many of the schools) presents a challenge (also in recruiting staff who will be amenable to RA) together with the need to keep the momentum for change going
- All schools need to continue to work to bring parents on board
- To communicate to pupils, staff and parents when a restorative solution has been reached (to avoid ‘nothing been seen to be done’)
- For RA to be seen as fair and just for all concerned
- To sustain/embed RA principles so they are not rejected during episodic ‘down’ points in the school calendar

In secondary schools the initial development of RA was more strongly linked to ‘dealing with’ discipline issues, and therefore challenges deeply held beliefs around notions of discipline and authority (Blood and Thorsborne 2005). This has proved no easy matter, and the key personnel in the pilot schools are to be commended for their commitment and enthusiasm.

### ***Strengths and achievements in Fife secondary schools***

- Commitment and modelling of RA by key members of staff
- Some staff clearly using restorative language and conversations
- Revision of disciplinary policies and procedures to become more restorative
- Development and use of restorative meetings to address conflict between pupils and between staff and pupils
- Some staff identifying significant changes in classroom climate and some departments developing restorative strategies
- Providing internal and external training opportunities for staff
- Giving new and enthusiastic members of staff the opportunity to be trained/train in RA
- Recognising that change in Secondary schools is slow, but ‘hanging on in there’
- Development and distribution of RA literature to parents and staff
- Developing procedures/processes for specific RA interventions

### ***Challenges and needs in Fife secondary schools***

- To continue to work on the broader ideas of RA and promote conversations and language across the school
- To ensure that RA is seen as equitable and just by all those concerned
- To communicate with staff, pupils and parents about outcomes of RA interventions
- To demonstrate to staff how RA can be used effectively for low-level discipline problems in class

- Discipline policies appear ‘ever changing’, complex and sometimes hard for staff and pupils to follow
- To be aware that renaming punishment exercises as, for example ‘a consequence’ may not make it more restorative
- To address the role and use of punishment and sanctions
- To continue to monitor discipline referrals in identifying areas of difficulty in the school
- To broaden out training and staff development to all members of the school community

*Issues in implementation of RA in Fife*

- There was a range of strategies adopted to introduce RA into schools. Recognising some staff already operated in a restorative way and therefore using the ‘label’ RA in relation to some existing or currently developing practices, eg peer support, was helpful both in that RA did not seem like yet another initiative and also that they had some of the adult skills needed.
- Offering early staff development was important both to introduce the range of RA and to allow staff to explore values and underpinning ideas. Continuing discussion has been valuable. This is easier for Primary schools than for Secondary schools with significant pressures/competing demands for staff development time.
- Issue of school readiness. The degree of readiness influenced the approaches initially adopted by schools, for example secondary schools with significant numbers of likely ‘resisters’ opted for small-scale ‘local’ innovation to begin with eg just involving guidance/behaviour support or particular departments. Primary schools have found it easier to embed RA into school policies and culture.
- Having committed, enthusiastic staff to model this approach across the school was very important. Leadership from senior management was predictably important; if knowledge, support and modelling by key senior staff is significant then there are implications for staff development for managers.
- RA was one of a multiple, simultaneous innovations/developments in the 6 schools. This means that it was difficult to attribute direct effect to a particular strategy/intervention. However it seemed important that RA was compatible with other developments and indeed in some cases that the willingness to embrace RA was an indication of an openness to change. Primary schools were able to develop a ‘blended’, integrated approach to their various developments.
- The research identified a substantial challenge for some colleagues trying to implement RA in the face of sometimes significant pressures from school/community and trying to take staff with them. Fife’s strategy of autonomy with accountability and support was valued and Steering Group meetings very useful for sharing information/opinions and mutual support.

- Non-teaching support staff were a key feature of the developments, particularly but not exclusively in Primary schools. They were involved in training and systems for supporting their involvement in RA were established in some schools. Some were very influential in and beyond their school.
- 1 primary and 1 secondary school were in areas of high social/economic disadvantage, both schools with previously high levels of exclusion and behavioural difficulties. There is clearly a particular challenge for such schools in developing RA and in involving parents and the wider community. Both schools demonstrated great commitment and progress in this.
- There is a range of issues about the relationship of RA, as conceptualised and developed by Fife, with punishment and sanctions. Can you move towards RA by ‘less’ punitive methods, i.e. methods that may still be quite punitive but seem to indicate progress towards a more Restorative Approach? Equally, strategies developed as restorative may be experienced as punitive (eg consequence exercises that focus entirely on pupils reflecting on inappropriate behaviour).

Restorative Approaches need to become embedded in school cultures:

*There’s always the risk that when the going gets tough, restorative is an easy target in any school...you’ve got a kind of default setting among teachers saying ‘well that’s all very well but we’re not punitive enough, we’re not scary enough. The kids aren’t frightened of us’ (Staff).*

The evaluators agree with the comment by one key LA figure,

*I suppose this is the main challenge – to change the culture from one where some schools are run on fear to a culture which chimes with the web statement quoted on page 1. And the pilot has given grounds for optimism.... There seems to us to have been very good progress, at different paces, but clear evidence of much commitment, work and successful development of Restorative Approaches.*



## **4.2 Implementation of Restorative Interventions (RI) at Local Authority level in Highland**

### ***Background***

Highland is a largely rural area, with a population of around 200,000 and only one large urban centre. The area has the lowest reported crime rate in Scotland, but also has lower than average weekly earnings rate. It has 29 secondary schools and 184 primary and 6 special schools. Many of the schools are smaller than in other LA areas. Attainment has traditionally been above the national average while exclusions and FSME rates are below the national average. Although during the period of the pilot no pupils were excluded without agreement to re-admit.

### ***Funding Restorative Interventions in Highland***

The LA seconded a senior educational psychologist, who was the training co-ordinator for psychological services, on a half-time basis to promote, monitor and evaluate the implementation of RP across the area. In addition, each of the 11 schools involved in the Highland Local Authority pilot received £1000 pa as a contribution towards costs.

### ***The Highland approach***

At LA level, understanding of the aims for the pilot were summarised as follows:

*we are interested in this from a whole range of different directions and we want you to try a number of different practices, in a number of different settings and tell us what works and what doesn't in the school setting.*

The broad aims of RI fit with Highland Council's own aims for children, outlined in their Children's Services Plan 2005-2008, 'All of Highland's children have the best possible start in life; enjoy being young; and are supported to develop as confident, capable and resilient, to fully maximise their potential' and with Education, Culture, Sport Service Plan objective of 'Participation and Inclusion' to, 'Review policies for management of pupil care, welfare and discipline, reducing exclusions, promoting positive behaviour, anti-bullying and anti-racism and pilot approaches to staged intervention' and to, 'Develop the curriculum to promote participation and inclusion'.

The approach of the LA and its relationship with schools in the LA reflects in some ways this broad view. There was no requirement for Highland LA schools to produce or submit an action plan for each year of the project, although some schools did this for their own purposes. All schools also included RI in their own school or departmental development plans, though often this was deeply embedded within general aims about behaviour policy. A number of schools were revising their behaviour management policy during the evaluation.

The geographical distances and distinctive identities of the different schools in the evaluation were always a feature of any discussions about progress on RI. Perhaps this was one reason why Highland Steering Group meetings were occasional rather than regular. However, the central role of school

management was recognised by staff in each school from the beginning. Within the schools, staff often preferred the term Restorative Interventions, and although different schools interpreted this term in different ways, it does suggest that RI was viewed, at least initially as ‘part of the jigsaw’ rather than an over-arching philosophy. The terms ‘*organic*’ and ‘*local ownership*’ were also sometimes used by staff at Local Authority and school level to describe they felt about the best ways to make progress within this initiative. LA support was appreciated by schools but it was also clear that schools felt that they had the required understanding of local needs and contexts. The RI co-ordinator at LA level supported this approach.

Schools were already engaged with other broader initiatives such as the move towards integrated community schools and also with initiatives specifically focused on personal and social development and behaviour, such as Discipline for Learning and Staged Intervention (Framework for Intervention FFI), buddying, circle time, peer mediation and the development of pupil Local Authorities. There has been debate in some schools about the compatibility of assertive discipline approaches and RI. Some schools which were also introducing staged intervention had differing views about the possible relationship between this and RI. One school suggested that staged intervention may at times be an alternative to RI.

Although the LA was keen to encourage a broad and flexible approach to RI, some schools initially placed emphasis on its use for more troubled or disruptive pupils. One early attempt at full conferencing took place and was subsequently felt to have been counter-productive. Over time some schools began to explore the possibilities of more pro-active, preventative approaches within the RI framework. There have been some early moves towards the use of restorative language with some individual pupils. Inter-agency working was felt to be problematic in some schools but a real strength in others.

### ***School Change***

Some particular issues regarding school change that arose during the course of the evaluation were:

- Changes in Headteachers/key personnel. Within the last five years, 4 out of the 6 schools had had changes at senior management level
- Impact of McCrone implementation
- Impact of HMIE inspections
- Impact of rurality and distances between schools and distance from central Scotland and its opportunities for networking and training
- Impact of other priorities/initiatives

### ***Training***

Trainers from 'Inclusive Solutions' provided a day's training as a launch for RI in Highland LA and this focused on mini-conferencing and development of conferencing. At this early stage it was felt that conferencing would be the final aim for schools. SACRO also offered training to guidance, learning support and support staff in one secondary school before the pilot began. SACRO later offered one day's training to each of the schools involved in the pilot. The training organisation 'Transforming Conflict' also offered 2 tranches of 4 day training to key staff in all pilot schools. The staff survey revealed that most staff still felt that they would like more training. The time for training was seen as a part of the rurality issue noted earlier. Some LA and school staff also visited the IIRP in Bethlehem, Pennsylvania. The RI Co-ordinator for Highland organised a LA-wide training day looking at a number of different aspects of behaviour management including RI and this was very well supported despite taking place on a Saturday. Some key staff at LA and school level also attended two individual training seminars led by Marg Thorsborne (Nov 2005) and Peta Blood, Circlespeak (June 2006).

### ***Monitoring progress on RI***

The LA was keenly aware of the need to avoid crude measures of improvement, such as exclusion rates. Instead they wanted to schools to think about ethos, using the national indicators in *How Good is our School?* The extent to which schools have developed their own approaches to monitoring and evaluation is not however clear.

### ***Strengths and achievements in Highland primary schools***

- Early awareness of the need to consider how best to communicate with parents about RI
- Strong modelling by senior staff
- A broad and flexible view of RI
- Development of children's skills of conflict resolution
- Recognition of the possible impact of RI on staff relationships as well as pupil relationships
- Involvement in training opportunities and seminars
- Newsletter to parents about RI
- Children are positive about RI

### ***Challenges and needs in Highland primary schools***

- Communication between schools about how others are getting on

### ***Strengths and achievements in Highland secondary schools***

- Identified existing and potential links between peer mediation and RI
- Involvement in training opportunities and seminars
- Strong modelling by some key staff
- Modelling by subject departments as well as guidance staff
- Identification of need for secondary and primary schools to work more closely together

### ***Challenges and needs in Highland secondary schools***

- Tension between traditional thinking about punishment and RI
- Communication between schools about how others are getting on
- The relationship between RI and structures such as school liaison groups is still to be fully explored
- Need to recognise that some strategies developed by staff to be restorative may be experienced by pupils as punitive

### ***Issues in implementation of RI in Highland schools***

- Having enough committed, enthusiastic staff to model this approach across the school
- Evidence of change has been harder to identify in an authority with a low exclusion rate overall
- Development of locally-based and in-house training has been met with great enthusiasm and it will be important to keep the impetus
- Issues of rurality and geographical distance impact on opportunities for networking
- Changes at senior management level in some schools had a significant effect on the implementation of RI
- Supportive and responsive ways for schools to monitor their own progress now need to be developed.

## **4.3 Implementation of Restorative Practices at Local Authority level in North Lanarkshire**

### ***Background***

North Lanarkshire has a population of around 325,000, and has a high number of large urban centres and suburban areas, with a smaller number of rural pockets. It has the highest Local Authority-rented sector of any LA in Scotland. The total pupil population is similar to Fife and three times higher than in Highland. It has 131 primary schools, 26 secondary schools and 11 special schools. School exclusions and FSME are slightly above the national average. The number of denominational schools is higher in North Lanarkshire than in the other two LAs in the evaluation.

### ***Funding of RP in North Lanarkshire***

In North Lanarkshire, the funding was held centrally by the LA Steering Group and used to provide extensive training for staff in primary, secondary and special schools. Schools did not have a RP budget but senior managers in schools were able to call on the LA to fund cover to enable staff to take up training opportunities.

### ***The North Lanarkshire Approach***

North Lanarkshire Council's involvement with the national pilot built on an interest which they had already begun to develop quite extensively. An inclusion support base had been set up at authority level as a '*mechanism, a more coherent way to look at a number of initiatives*' (Steering Group

member) and they had already invested in some training. Early on, the LA Steering Group placed particular emphasis on the differences between RP and Restorative Justice and rejected the idea that conferencing was central. It was suggested by one LA member of staff that:

*it is about looking at relationships. It is about looking at ways in which staff can be helped to relate to young people and indeed to each other in such a way that you either minimise the likelihood of conflict exploding or where conflict does exist and does build up... you have a variety of approaches; from information to conflict resolution between the parties involved all the way through to what might be formal mediation. What we think is important is the underlying philosophy and approach.*

The aims for RP in North Lanarkshire Council centred on embedding this philosophy in everyday practice so that it would impact on teaching and learning and ultimately help raise achievement for all. It was seen as essential to give teachers the skills to take responsibility for *all* the pupils in their class, and reduce the number of occasions when staff felt that pupils needed ‘specialist’ help. The use of external facilitators was not, then, seen as helpful.

North Lanarkshire Council wished to encourage schools to develop their own approaches within these aims. They offered a large number of training opportunities in a phased way. Schools were already engaged with other broader initiatives such as the move towards integrated community schools and also with initiatives specifically focused on pupils’ personal and social development and behaviour, or buddying, circle time, peer mediation and the development of pupil councils. It was often noted in interviews at LA and school level that many of these initiatives were compatible, especially the widely used packages focused on pupils’ personal and social development and behaviour and peer mediation. The result of this interlinking of initiatives has made it, again, more difficult to gauge the impact of any individual programme or initiative.

Although the LA was keen to encourage a broad and flexible approach to RP, there was wide variation in how schools responded to this. Some schools, particularly secondary schools, initially placed emphasis on its use for more troubled or disruptive pupils. The primary and special schools were interested from the start in exploring the possibilities of more pro-active, preventative approaches within the RP framework. Two of the primaries talked about wanting to be a ‘restorative school’. In these schools, there was evidence of use of restorative language being used with pupils.

There was no requirement for schools to produce or submit an action plan for each year of the project, although some schools did this for their own purposes or for the purposes of the national evaluation. There was no requirement for schools to include RP in their own school or departmental development plans, though, again, some schools chose to do this. A number of schools were also revising their behaviour management policies during the evaluation.

The general issues raised below were evident in North Lanarkshire Council, but, again, many were present across authorities. It is also noted that there were significant staff changes at authority level in North Lanarkshire Council as the evaluation came to an end, including the retirement of one member of the informal Steering Group, and promotion and move to another LA of another.

### ***School Change***

Some issues regarding school change that arose during the course of the evaluation were:

- Changes in Headteachers/key personnel. Within the last five years, 5 out of the 6 schools involved in the evaluation had experienced changes at senior management level
- Impact of McCrone implementation
- Impact of HMIE inspections
- Schools involved in revising discipline policies and procedures
- Major school refurbishment and new build programme

### ***Training***

North Lanarkshire Council had a very clear view about effective approaches to training in this area. Members of the Steering Group visited the IIRP in Bethlehem, Pennsylvania before the evaluation began. Different approaches were seen to be appropriate for the primary and secondary sectors. Training was offered by 'Transforming Conflict' for primary staff and the secondary training was offered by authority staff. Each staff member was given a copy of, *Just Schools; A Whole School Approach to Restorative Justice* (Hopkins 2003). In each of the 6 schools, at least 2 members of staff, including at least one member of senior management, had either 4 or 8 days training in RP. In the 2 primary schools the Headteacher and Depute Headteachers were trained. In the special school, the head, depute and acting Principal Teacher, Behaviour Support were all trained. The longer training included 'training for trainers' sessions, enabling these senior staff to then train staff in their own settings.

The ways in which this training was cascaded differed widely between the schools. In the special school, the Headteacher and Principal Teacher, Behaviour Support, offered 10 after school sessions for primary staff, with an almost 100% take up. This was followed by a similar approach with secondary staff the following year and again take up was good. Other schools took a different approach, for example, an awareness- raising session was offered to staff in 5 schools and led by trained Headteachers from 2 of the schools in the evaluation. In another area, two Depute Headteachers offered in-house session for colleagues in their schools and associated primary schools. These opportunities for staff were voluntary but were well-attended. The school evaluated this in-service and the responses were made available to the evaluation team. Staff in a number of schools had subsequently also been invited to talk about RP in other fora, such as LA and national conferences.

Twilight sessions and in-service day inputs in school were also offered to all schools by North Lanarkshire Council. North Lanarkshire also provided 1 day RP training by 'Transforming Conflict' for non-teaching support staff. The peer mediation training to pupils offered by the inclusion support base staff developed a more restorative approach during the period of the evaluation. In addition, Bob Costello from the IIRP came to North Lanarkshire Council and offered a series of one day seminars for staff. Some key LA staff and staff from each school also attended one day seminars led by Marg Thorsborne of Margaret Thorsborne and Associates (Nov 2005) and Peta Blood, RP Consultant (June 2006) from Australia.

It was clear from interviews with primary staff that the training offered by 'Transforming Conflict' was felt to be very good. Staff also felt that the authority and in-school 'recall days' offered a good level of support and helped sustain and develop their skills and confidence. The staff survey revealed that most staff in both primary and secondary schools felt that they would like more training; including opportunities to observe and practise restorative ways of working.

Monitoring progress in RP was not undertaken in a systematic way by the authority and this seemed to be partly a recognition of the very broad aims for RP in North Lanarkshire Council, and the large number of complementary initiatives.

#### ***Communication with Home***

The authority developed and distributed three different information leaflets – one for parents, and 2 for pupils at different reading stages. The pupil leaflets avoided the use of the terms 'primary' and 'secondary' and were described as 'for pupils-version 1' and 'for pupils-version 2'.

#### ***Strengths and achievements in North Lanarkshire Council primary schools/special school***

- A key element in the successful development of RP in North Lanarkshire Council primary schools and the special school was the holistic/whole school approach to RP that was evident at the beginning of the evaluation. The importance of involving and training pupils and all staff was also recognised and acted upon in a systematic and supportive way
- A strong focus on ethos and relationships in and out of classrooms
- A generally broad view of RP underpinning practice
- Strong modelling by Headteachers and key staff
- Recognition by key staff of the significant role of non-teaching support staff
- RP building on developments already started
- A range of initiatives linked together with RP as an underpinning philosophy for some of these
- Real evidence of cultural change in some schools- while still a minority of individual resisters
- Using and adapting restorative language around the school
- Reduction in reporting of disciplinary incidents in school; a 'calmer' school
- Clear evidence of children developing and using conflict resolution skills
- Regular and sustained training for all staff and pupils

- Early awareness of the need to communicate with parents about RP
- Children's view that school is 'more fun' and teachers don't shout as much

***Challenges and needs in North Lanarkshire primary schools/special school***

- Identifying how to maintain momentum in view of the number of significant staff changes
- All schools need to continue to work to bring parents on board
- To communicate to pupils, staff and parents when a restorative solution has been reached (to avoid 'nothing been seen to be done')
- To sustain/embed restorative principles so they are not rejected during episodic 'down' points in the school calendar
- Maintain and develop further training opportunities which allow staff to reflect on the 'big ideas' in RP as well as practising the skills
- Devise opportunities for senior and key staff to consider the possible and most appropriate relationships between RP and other initiatives such as personal and social development, peer mediation and circle time
- Some staff felt that punishment was still a necessary part of their task as teachers. This may indicate that there are different understandings and views about whether RP are seen as the over-arching ethos or merely 'another tool in the tool box'. Staff need time to consider this important issue

***Strengths and achievements in North Lanarkshire secondary schools***

In North Lanarkshire, as in the other LAs, in secondary schools the initial development of RP was more strongly linked to 'dealing with' discipline issues, and therefore challenged deeply held beliefs around notions of discipline and authority (Blood and Thorsborne 2005). This has proved no easy matter, and the key personnel in schools are to be commended for their commitment and enthusiasm. These schools now feel in a position to widen restorative practice out across the whole school through the use of restorative meetings, language and conversations. The focus on restorative meetings and conversations is also characteristic of the North Lanarkshire approach to conflict resolution/addressing harm, rather than the formal conferences often associated with restorative practice.

***Strengths and achievements in North Lanarkshire secondary schools include:***

- Commitment and modelling of RP by key members of staff, especially within pupil support teams
- Some staff using restorative language and conversations
- Development and improved co-ordination of a multi-disciplinary behaviour support team in one school
- The establishment of systems to monitor the use and impact of behaviour support in one school
- Interest in RP generated by trained staff among other staff and especially subject areas
- Development and use of restorative meetings to address conflict between pupils and between staff and pupils



- Some staff identifying significant changes in classroom climate and some departments developing restorative strategies
- Recognising that change in secondary schools is slow, but ‘hanging on in there’
- The involvement of pupils as restorative practitioners through buddying and anti-bullying initiatives
- Development of Restorative Conferencing processes
- In one school, RPs linked to and built on existing initiatives to maintain a positive school ethos.

#### ***Challenges and needs in North Lanarkshire secondary schools***

- The provision of further opportunities for all staff to learn more about, and share more about their experience of RP
- Structured opportunities for trained staff to develop the confidence to train others in school
- Maintain and develop further training opportunities which allow staff to reflect on the ‘big ideas’ in RP as well as practising the skills
- Extend understanding and use of RP into subject departments
- Develop systems for monitoring and evaluation RP
- Continue to promote conversations and use of restorative language across the school
- To ensure that RP is seen as equitable and just by all those concerned
- To communicate with staff, pupils and parents about outcomes of restorative interventions
- To address the role and use of punishment and sanctions
- To continue to monitor discipline referrals in identifying areas of difficulty in the school.

#### ***Issues in implementation of RP in North Lanarkshire***

- Impact of changes at senior management level within the LA RP steering group in particular and in the LA children and families team in general, recognizing that these changes may be unsettling for school managers
- Impact of changes at senior management level in schools
- Recognising that some staff already operate in a restorative way and that what they may require is support of senior management rather than further training
- The impact of new Headteachers who are already familiar with and committed to RP
- Assessing effectiveness of using different approaches to training for primary and secondary schools
- Having committed, enthusiastic staff to model this approach across the school
- Issue of school readiness for change
- Reviewing how developments in RP may be helpful in responding to critical HMIE reports in some schools
- McCrone and HMIE (‘depression’/low staff morale) sometimes increasing resistance to change

- Individual pressures on colleagues who are trying to implement RP in the face of sometimes significant pressures from school/community and trying to take staff with them
- Significance of non-teaching support staff and training/supporting their involvement in RP
- Importance of critical mass of those already working restoratively
- Effects of multiple innovation and the difficulties for staff and pupils in coping with these
- Questions about whether or not schools can move towards being more restorative while continuing to use punitive methods
- Pressures on ‘successful’ schools to provide training and restorative interventions to the wider community needs to be supported by LA.

#### **4.4 Summary: Restorative Practices at Local Authority Level**

At LA level, the three areas all developed their own thinking and approaches to RP. There were some external events which impacted on RP, but over which RP had no control. The significant amount of change at senior management level in schools in each authority was, for example, part of a larger issue about school change and is discussed more fully later. The impact of HMIE inspections and reports, likewise, influenced the direction of RP in a small number of schools. However, the implementation of RP was also clearly influenced by a number of other factors and, perhaps most importantly, the early emergence of a rejection of the centrality of formal conferencing in each of the three LAs. The support for low-key restorative interventions of various kinds gathered momentum quite rapidly and gave a distinctive ‘Scottish’ shape to the RP initiative.

Many of the strengths and achievements identified above were common to each LA. The challenges that have been identified form a basis to the plans for development that are now emerging from these LAs. Differences also emerged between authorities. Each approached the question of training needs and provision differently. The findings suggest that these differences were not seen as problematic in themselves; school staff in each area generally felt that they had benefited from the training offered, although according to the staff survey still felt they needed more. Each authority took a different view about how best to monitor progress on RP; Fife had regular meetings for schools; Highland schools were encouraged to forge their own path, while North Lanarkshire used its comprehensive training programme progress to both monitor and support schools.

The relationship between the Scottish Executive and the LAs was seen as very positive by key staff in each of the 3 areas. There was a clear understanding on the part of these key LA staff that they were being asked to *‘try a number of different practices, in a number of different settings and tell us what works and what doesn’t’* (Highland Steering Group member). This flexibility was valued by the different LAs as giving a kind of ‘growing space’, not always associated with new initiatives.

## **5 THE IMPLEMENTATION OF RESTORATIVE PRACTICES IN SCHOOLS**

### **Introduction**

As LAs encouraged schools to develop their own approaches to RP, it was expected that there would be different understandings of the underpinning ideas, and how these might best be adapted to meet local needs and priorities. Although key school staff shared a commitment to, and enthusiasm for RP, there were differences in the ways in which they understood what RP had to offer. It was clear that these different understandings changed and developed over time, as approaches were tried and reflected upon as new training was undertaken, as staff moved on and as new staff came in to post.

The following chapter describes the various Restorative Practices found in schools during the two year period of the evaluation. It draws on the very substantial body of qualitative data gathered, giving a detailed and rich account of RPs, as they developed in the schools.

Recognising that the context and starting point for each school relates at least in part to their existing priorities, we begin with an account of the initiatives, approaches and strategies already in use in schools under the ‘umbrella’ of Better Behaviour, Better Learning. This is followed by a detailed account of the findings, highlighting both the strengths and challenges. Reference is made throughout to interviews, observations and to the staff and pupil surveys. Where possible the views of parents were sought and are also included. Finally, the achievements of schools are examined in detail.

### **5.1 Links with other initiatives and approaches in schools**

Many schools already offered a range of supportive practices including some of the following, that were either compatible with, or became part of their restorative initiative:

- Classroom management initiatives
- Buddy/teacher support schemes
- Circle time
- Mediation/peer mediation
- Playground friendship projects
- Solution focused interventions
- Counselling skills work/circles
- Social skills programmes
- Anger/conflict management
- Staged intervention/staff support schemes
- Emotional literacy/empathy development
- Person centred planning
- Pupil participation and involvement

Not all of these were to be found in every school. There was, for example, a considerable variation in the degree and character of student support between schools and between LAs. Sometimes the

introduction of RP raised questions for staff about existing practices and there was keen debate in more than one school about the compatibility of RP and Discipline is for Learning. However some key practices, such as peer support, were commonly seen as linking closely with Restorative Practices.

## 5.2 The continuum of Restorative Practices in schools

Practices seen in the pilot schools ranged on a continuum from whole school approaches to those used in more challenging situations or with individual students. They included:

- Restorative ethos building
- Curriculum focus on relationship building/conflict prevention
- Restorative language and scripts
- Restorative enquiry
- Restorative conversations
- Mediation, shuttle mediation and peer mediation
- Circles – checking in and problem-solving circles
- Restorative meetings, informal conferences, classroom conferences and mini-conferences
- Formal conferences

It quickly became clear to the evaluation team that, in practice, the boundaries between, and definitions of, different aspects of RP were somewhat blurred and, as we noted earlier, terms are used interchangeably. It seemed useful to try and clarify some of the terms/practices as they are used most commonly in the literature and in educational practice, although as will be seen in the following discussion they are used differently by different participants on the project who have taken ideas from training, from the literature and have made the practices, however labelled their own (for a fuller discussion of definitions of different Restorative processes and skills please see Appendix 4).

In Table 2 below we list the range of different Restorative Practices that schools introduced, developed and began to refine for their own purposes over the two year pilot. The broad range and number of different approaches found by the evaluation team demonstrates the strength of schools’ engagement with RP.

**Table 2 Schools - Use of the continuum of Restorative Practice**

School	Informal restorative interventions	Restorative meetings	Restorative Conferences
Primary Schools	Arkle Askival Benvane	Arkle Askival Benvane	
Secondary schools	Canisp Culardoch Merrick	Canisp Culardoch	Merrick
Primary Schools	Craignaw Fiarach	Craignaw Fiarach	Craignaw
Secondary schools	Marsco Millfore	Marsco Morven	Crofthead

	Morven Crofthead	Crofthead	
Primary Schools and special school	Braeriach Conival Creise	Braeriach Conival Creise	Conival Creise
Secondary schools	Mayar Slioch Tolmount	Tolmount	Tolmount

**Key:**

**Informal Restorative Interventions** included, for example, use of restorative language, restorative enquiry, restorative conversations, checking-in circles.

**Restorative Meetings** included, for example, ‘corridor conferences’, mediation, shuttle mediation, problem solving circles, ‘healing’ or therapeutic circles/groups, case reviews, personal learning planning meetings, meetings to arrange re-admission after exclusion.

**Restorative Conferences** included, for example, classroom conferences, mini-conferences and full formal conferences. These conferences are distinguished from Restorative Meetings by having most or all of the features of a formal conference, i.e. a formal structure and script with all relevant personnel and supporters present.

The description of the findings begins with an examination of the ways in which these schools most commonly explored and implemented RP, that is, as a permeating and underpinning set of values; addressing issues related to positive school ethos, climate and language. From there we move on to describe how these values translated into specific practices, processes and skills that staff, pupils and in one case, parents, were able to implement, review and develop over the two year period. We examine how some of these practices built on existing approaches while other aspects were felt to be ‘new’ and sometimes more challenging. The use of restorative scripts is reviewed and reflections of staff and pupils on restorative ‘scripts’ and restorative language in general are discussed. Finally, we examine the place of conferencing and where and when it was found to be useful in a school setting. Although conferencing has been central to RJ and RP in schools in previous research, it was not found to be a central or essential part of RP in the Scottish schools pilot. It became clear from early on that in Scottish schools there was a much broader vision of what restorative approaches might involve and what conferencing might mean within this.

### 5.2.1 Restorative ethos building

*Definition:* Staff and pupils discuss and work on improving school ethos, culture and climate. Features of a restorative ethos include:

- All participants in the school understand the importance of preventing harm to others and of resolving harm and conflict in helpful, supportive and restorative ways
- Respect between staff and pupils and among pupils
- Pupils and staff feel included and treated equitably

- All feel that school processes are carried out with fairness and justice
- Pupils and staff feel safe and happy.

Different schools laid emphasis on different aspects of creating or further developing a restorative ethos, but for all schools, it was a touchstone of success.

***Restorative ethos: views of staff***

Staff in primary schools strongly emphasised the importance of a restorative ethos:

*you know behaviour was always a problem and it will always be a problem in the next twenty years, but you should be able to come to your work thinking right OK, it's a challenge but ...we'll work through it. We want [teachers] who are explorers, talking about getting a team together... open.*

In one secondary school, this was understood in the following way by the Headteacher:

*you always negotiate...in decisions about children...with pupils....with parents...I kept referring to SMT and guidance but the other point is to make it a whole school issue...even in their teaching being more restorative and listening and receptive to two sides. And possibly prevent issues escalating and making children more responsible young adults...having the ability to take part in every aspect in the school life. And that's one of the issues we want to build on so that they have a voice and can be seen to be heard.*

In another secondary, a restorative ethos was introduced in its behaviour support unit with the aim for it to develop from there to the whole school over time. The staff in the support unit reported a decrease in return rates of pupils after one year and attributed this to the success of RP. In a number of secondary schools, senior management decided to focus efforts on pupils in the early stages, and on S1 in particular. In a third secondary, the Headteacher was keen to '*show that it works rather than involve all staff from the beginning*'. The original aims for RP in this school involved piloting a formal scheme in S1 to provide an alternative response to the challenging behaviour of pupils at risk of exclusion and a formal scheme in the school's special education department that explored the usefulness of RP in dealing with classroom interactions and department referrals. The scope of this aim was widened quite quickly to roll out the initiative to both S1 and S2, and to involve some identified class teachers in departments likely to be sympathetic and to be using approaches that were compatible with the ideas of RP.

In a number of secondary schools, developing a restorative ethos included a keen awareness of the links between the school and its local community. Some senior staff and classroom staff in primary schools expressed a concern about the dangers of setting up positive relationships with pupils when pupils may later encounter a more punitive approach typical of secondary school. However, there was

also evidence from 3 secondary schools of very active engagement with associated primaries, with involvement in joint training on RP in one of these.

In one school the depute head talked about the potential of RP to build a strong local community. She had already begun to build on inter-agency links and saw an important part of this as primary and secondary staff working more closely together:

*because a lot of the training that the primaries do for peer mediation, we do in first year...and the sixth year do buddying so we reckon if we just do the training [together with primary staff]... and in three or four years time we should have pupils from primary pupils through to S6 who have only known the restorative approach.*

### ***Restorative ethos: views of pupils and parents***

Schools which were felt to be ‘good schools’ were often described by parents as ‘happy’ and ‘safe’; where bullying was ‘dealt with’ and where the Headteacher and staff were welcoming and made themselves available. Parents valued opportunities to raise questions and concerns as informally as possible, and felt this helped to avoid situations becoming more serious. Although few parents interviewed talked about Restorative Practices per se, they often made assessments about school based on the values associated with RP. Pupils were also unlikely to use the term RP but they were equally clear about the importance of a positive ethos to them. In the primary schools and special school they were pleased that the introduction of RP had led to teachers ‘not shouting’, and ‘listening to both sides’.

In a number of primary schools, in addition to these changes, there was considerable playground development or reorganisation which had focused on facilitating more positive pupil relationships. Much of the funding for this was fortuitously becoming available as RP was introduced and staff took the opportunity to examine how the general physical environment of the school could be used to promote a restorative ethos. In a primary school, key staff had identified the need for a neutral and comfortable space within the playground where pupils might go to talk through problems either with the help of other pupils or with staff. A gazebo has now been built for this purpose, though it is still too early to assess its use. Pupils were often very positive about the changes to their play areas and often reported that they felt that they had been involved with any purchases, such as a traversing wall or with other changes, such as new play zones for different year groups.

A restorative ethos, then, was found to encompass a broad range of changes. Again, not all of these were to be found in every school, and there was variation in the degree and character of these changes. A restorative ethos was seen as a central aim for most schools in the pilot, some initially and some more so as time passed, and in using this term, they were referring to the continuum of RP outlined earlier; and to the cumulative effect of adopting and developing practices along this continuum. Ethos building was most often focussed on issues with pupils and improving their behaviour and confidence in conflict resolution. Less often overall, key staff talked about using RP to resolve inter-staff

difficulties but it was also clear that for a minority this was an avenue they felt would be worth further exploration.

### **5.2.2 Restorative Ethos and Behaviour Management policy**

Often the need for a restorative approach was linked by class teachers and subject staff to concerns about discipline. In one secondary, there was increasing interest in RP from subject staff because of concern about indiscipline:

*...any avenue which would help us deal with indiscipline. Because the things that happen in school on the whole are not major. There is a lot of low-level stuff which builds up and up. If we can get something – a culture where the low-level stuff disappears, that would help us immensely (staff member)*

Within the staff survey and in individual interviews, staff often referred to their present discipline or behaviour management policy and their understanding of its perceived coherence with RP. Views about the ease with which RP could be integrated differed from school to school and also within schools; *‘I think we are not there yet... we are struggling to get over the whole, “I don’t have time to do it” barrier with staff...traditionally as a school, the staff have never dealt with these things before’*, said one deputy Headteacher. She was aware that it had traditionally been seen as the remit of senior management to ‘deal with discipline’ and so RP raised a broader challenge about how the school staff worked together. This was not the case in every school however, and it was clear that some schools already had a ‘team’ approach to behaviour management.

It was expected that one indicator of the impact of RP on ethos would be its inclusion in behaviour management policy in schools. Discussion with key staff, however, revealed that most schools were in the process of revising these policies and that this was necessarily a lengthy process. If it was felt to be too soon to talk about rewriting policy, there were, however, key areas of behaviour management which senior staff in a number of schools chose to target, including dealing with disruptive behaviour in class. In Braeriach primary school, for example, the Headteacher had introduced a ‘restorative enquiry’ sheet for use by staff with pupils. Pupils referred to this in interview as ‘writing it down’. Although this clearly has limitations in its use with some pupils, the Headteacher felt that for others it could offer a useful time for reflection, a time for pupils to calm down if there had been an incident. She then often used the completed ‘restorative enquiry’ sheet as a basis for follow-up. A similar approach was used in another primary school with the aim of helping pupils understand why they had lost ‘Golden Time’. The importance of time; allowing time, giving time, taking the time, was noted again and again in primary and secondary schools, and is an issue to which we return later.

### ***Restorative Practices and Exclusion Policy***

While exclusion can be an indicator of behaviour management, it is not always a clear and direct indicator and can be difficult to isolate. Very often, RP sat alongside traditional punitive responses rather than being used as an alternative to those approaches. While most Headteachers stressed the



necessity of maintaining the option of disciplinary exclusion, they also envisaged that the use of RP would forestall further conflict and thus would have a positive impact on the amount of punishment used in the school. A number of Headteachers in primary and secondary schools emphasised that they were still prepared to exclude pupils and that they saw certain kinds of behaviour, for example, violence, as meriting an immediate exclusion. Two secondary school senior managers, however, advocated abandoning punishment altogether, although the staff survey suggested that not all staff in these schools agreed with them.

In North Lanarkshire Authority, new guidelines on exclusion advise Headteachers that a restorative meeting should be sought before deciding to use the official exclusion procedures. Alongside this, in a small number of secondary schools, senior management also expressed a commitment to focus the use of RP in a proactive way to prevent exclusions and also in post-exclusion re-admission meetings. Where behaviour was a concern, referrals to year heads could trigger a restorative intervention to try to prevent repetition of the problem. In one Secondary school, referrals to the Principal Teacher Behaviour Support could be made *'at the request of a member of staff who has identified an area of conflict and a need to restore a good relationship'*.

Another school exemplified the tension between traditional responses to indiscipline and a restorative approach. This school's Behaviour Policy (2004) included, amongst other sanctions, the use of restorative approaches, formal isolation and temporary exclusion. The key member of staff promoting RP within the school subsequently identified a model of restorative isolation that could be offered as an alternative to, or on readmission from, exclusion. This was seen as an important departure from the process of 'formal isolation' then in use, which had included traditional punishment exercise:

*...you wouldn't necessarily, you wouldn't use it for a very serious incident, no. But you would use it with people that, you know, had done something that they could be excluded for but you wanted to try and avoid that (Staff).*

In the new model, young people removed from a class where their behaviour had been challenging, were supported to become involved in activities designed to promote Restorative reflection.

In summary, some aspects of behaviour management seemed to adapt to restorative approach quite readily in schools. The impact on written policies, perhaps unsurprisingly, was still at an early stage and confined to a small number of schools and often to some specific areas or departments within school. In terms of overall ethos, it was clear from our visits to school that many schools were beginning to think not only about RP in terms of discipline or behaviour management issues but to consider very carefully how RP could change or improve overall ethos and school climate.

### **5.2.3 Curriculum focus on relationship building/conflict resolution**

*Definition:* This involves either particular programmes, or a permeative approach to Personal and Social Education, that aim to promote social skills that avoid conflict and harm and enable pupils (and

staff) to learn restorative strategies.

All of the schools involved in the evaluation already had a focus on positive relationship building and conflict resolution within their personal and social development (PSD) programmes. The particular approaches varied from LA to LA and from school to school, and as noted earlier, also related to local priorities and circumstances. In Highland a privately funded resource and support centre was spoken of very enthusiastically by school staff or pupils who had visited it. In Fife one primary school using teacher preparation cover imaginatively to deliver a conflict prevention programme across the whole school.

A number of schools, both in the primary and secondary sectors, introduced the ideas of RP into the curriculum, based on a view that it had much to offer all pupils, not only those with more serious difficulties. As noted earlier, the Fife primary schools used RP together with its own PSD package to build positive pupil relations. This has been very widely accepted in each of the Fife schools in the evaluation and is very popular with pupils. A similar package is now being introduced into the early years of local secondary schools. Alongside this, peer mediation and training in conflict resolution for pupils has been developed in some primaries.

In one secondary school RP was also introduced into the PSD curriculum for S2/S3, with a series of prepared lessons which asked pupils to consider serious issues, for example, with regard to repairing harm in situations of criminal conflict; learning how to mediate disputes in school, and responding to racism in the actions of the police, with reference to the Stephen Lawrence Inquiry. As this was a relatively recent introduction no pupil or parent views were available on these changes. No other school has done this as formally, although staff in one Secondary planned to introduce RP into its S1 and S2 Personal Social and Health Education programme.

#### **5.2.4 Restorative Language and Scripts**

*Definition:* Early work on Restorative Justice emphasised the use of restorative scripts (see chapter 2). They derived from a particular theoretical perspective on psychotherapy, explaining how we make sense of our histories and organise our emotional lives (Tomkins 1991) but have come to be used a broader way. Such scripts were often used by a conference co-ordinator, using the following or similar questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you did?
- In what way?
- What do you think you need to do to make things right?

Such scripts were intended to ensure the restorative approach, to make the process clear and standard, to enable participants to experience a feeling of responsibility. Participants would be familiar with the script before the conference. In some schools such scripts are used quite formally in Restorative Conferences (see below). In others they are posted on classroom walls and produced as a pocket-sized guide for staff and sometimes also for children. They are also used as an easy resource for reference in case of need and used in a range of both formal and informal settings, for example in the playground. The use of a script can reinforce knowledge and awareness as well as practice, according to the principle of using language to shape cognition and values. It can also be very helpful, in an emotionally charged situation with a high potential for conflict amplification, to have a set of ready, calm words practised and available.

*Restorative language* is broader than the idea of a script and involves staff reflecting generally on their use of language in school, and promoting effective listening, open-ended questioning, empathy and using non-judgemental words. It involves incorporating a restorative approach into the daily language of school interaction. 'People's identities are created through the ways they are spoken about by others, and in the ways they learn to speak about themselves' (RP team Waikato 2003). Most staff in Scottish schools in the pilot reported that they found the structure provided by the formal scripts very useful although they also often commented that the language used was not 'Scottish' enough. Some made adaptations so that the language was more familiar; others expanded the questions:

### **One Primary School Script**

What happened? What were you thinking of at the time? What have you thought about since? Who do you think has been affected by what you did? In what way?  What do need to do to make things right? How can we make sure this doesn't happen again? What can I do to help you?  What did you think when it happened? What have you thought about since? How has it affected you? What's been the worst part? What's needed to make things right?  How can we make sure this doesn't happen again?  Was it the right thing or the wrong thing to do? Was it fair or unfair? What exactly are you sorry for?  What's happened? Who has been affected? How can we move forward? How can we do things differently in future?
---

Much of the other RP training has raised awareness overall of the positive use of language in staff-pupil interactions; and both teachers and support staff referred to using ‘restorative language’. Staff previously trained in active listening seemed to be most confident about developing their use of restorative language, but for most, there was a growing recognition that the use of different language leads to different behaviour and expectations.

### ***Restorative language and scripts: views of staff***

In one school, the Headteacher described how more informal use of restorative language and approaches have had an effect around the school.

*You can see it in the dialogue and in the ways that pupils are quite willing to listen to each other.*

She had noticed an accompanying shift in ethos and talking about the playground she noted that there had been a move away from ‘blaming the person’ to focussing on the incident and moving on,

*Now it’s okay to be seen [by other staff] to be talking things through – it’s not necessary to be seen to punish.*

For a teacher in one Secondary school, it was also a significant change; ‘*I think it’s calmed me down. I feel more confident*’. Another primary deputy Headteacher regarded it as a strength that children liked it. She said that as a result of using restorative language, she shouts much less and wishes she had found out about it a long time ago. This teacher had 28 years experience in the same school. She noted in particular its capacity to delve into problems and really get to the bottom of what may seem like a one-off incident.

### ***Restorative Language and Scripts: views of pupils***

Pupils sometimes talked about the usefulness of scripts, especially with regard to peer mediation, but they often also talked about the effects of staff adopting restorative language, which structured active, impartial listening. The effects of using restorative language seem to be linked to this growing feeling of ‘calm’; a term that was increasingly used to describe a positive change in schools associated with RP. They also agreed with staff who felt that using restorative language helped engender a feeling of fairness; ‘*Well, I like the way that teachers make everyone feel equal*’, commented one. A secondary school pupil reminded us again how important a sense of fairness is for pupils, and how often staff are judged on the basis of whether they are seen to be fair or not:

*There are some teachers in school who should listen to the pupils more often. There’s some teachers who are really good and they give you a fair hearing, but then there are some who just jump to conclusions*

One primary pupil noted the links between different aspects of Restorative Practices. When talking about her Headteacher, she said:

*But she's kind of like, if somebody got in trouble or if there was too many people making fun of somebody, she's kind of like a mediator.*

### **5.2.5 Restorative Enquiry**

*Definition:* Restorative enquiry is described as the starting point for all Restorative processes involving active non-judgmental listening. It is intended to illuminate the situation or the problem. The process can be used with one person to help them reflect on a situation and find ways for forward for themselves. It is also useful before and during face-to-face meetings (Transforming Conflict 2006).

*Restorative Enquiry involves curiosity: "How do you feel about that?"*

*It can involve actively owning a problem: "I have a problem that I would like to discuss".*

*"Can I tell you what happened from my perspective?"*

*and aims to resolve issues: "Why don't you tell me how you see things. I'll do the same and then we can try and sort this out."*

*Restorative Enquiry also describes a way of listening and responding to other people's points of view. It also involves the use of open body language, listening with empathy and listening for feelings and needs. The listener takes a neutral perspective and aims to help the other person identify what needs to be done in order to put things right or move on. In a school setting this could include a discussion between a teacher and a student following an incident that has caused concern to either person*

*(Highland LA leaflet).*

Restorative conversations or restorative discussion happen when someone uses the skills and language of Restorative language and Enquiry in an informal conversation, for example a teacher with a pupil in a corridor. Skills include expressing and listening for feelings and needs, and understanding why each has acted the way they have (Transforming Conflict 2006).

#### ***Restorative Enquiry: views of staff***

The use of Restorative Enquiry was becoming established in many primary schools in each LA area. Key staff talked about using a script or elements from the script to help them to be active listeners to children. This was found to be very helpful in reducing internal disciplinary referrals to school managers, particularly in primary schools. Although restorative enquiry in classrooms in secondary schools was found to be less common, its use was being developed by staff. Often, these staff were pupil support teachers with a subject remit and who had experience of more formal restorative approaches such as conferences and circles:

*it would open up discussion for the kid [who was disrupting the lesson] and if there were other people involved in the class. We have had a couple of occasions when we have discussed 'Well, why?' .... We just stopped the lesson and we asked everyone else what effect*

*it was having on them. They had a say about his behaviour....and since then he has not had any repeat of that in my class (staff member).*

In a similar way, a Principal Teacher of Business Education in another school used RP in her own department. She found it to be very useful in enabling all pupils in a class to discuss the impact of the disruptive behaviour of one member of their class. Although these teachers were both positive about the effectiveness of restorative approaches, these examples are problematic in the sense that they raise the question of the importance of 'shaming' in Braithwaite's terms.

In another secondary school, a teacher, however, suggests that such an interaction can be productive for pupils and teachers:

*I quite often say to people like that [pupils not behaving] ...try and get them to think about what they are saying and what they are doing and how it makes me feel or the people around them feel. And that can work ...I find it helps me as well because instead of just saying 'stop doing that and be quiet please'. I am actually getting ...to be more truthful (Staff Secondary school).*

Staff other than teachers were also sometimes working restoratively and very effectively in primary and secondary schools. The non-teaching staff were often seen as a '*first port of call*'; for '*something not so serious*' (Primary pupil). In another Secondary school, the head janitor was felt by senior management to play a pivotal role in maintaining positive pupil relations outside the classroom. He said that pupils sometimes preferred to speak to him when they may not readily approach guidance teachers. He felt that he had had to learn that discipline was not about:

*bawling and shouting... it was trying to get them to react the proper way by you reacting the proper way... It doesn't matter what you say to them sometimes, it's how you say it to them.*

He was able to help pupils make reparation in ways that were seen as not demeaning but fair, for example, helping to stack chairs if they had been throwing water bottles in the school canteen. Reflecting on the issues for some of the more troublesome pupils, he commented, '*it's not always the kid's problems that they've got. They've also got the problems of some of the adults in their life*'.

The use of Restorative Enquiry to resolve difficulties between staff was relatively uncommon. However, there were some examples in each area. One secondary Headteacher had used a restorative approach to sort out a conflict between two members of staff and he envisaged that RP would be very useful in future for dealing with a range of conflicts and disagreements. One other Headteacher expressed interest in this area but had not taken the idea forward. However, RP had been used in another secondary school to resolve a difficulty between an inexperienced teacher and a whole class. A principal teacher of pupil support had worked with a class which had been causing particular difficulties for a teacher. He had used the approach to improve the situation between the class and the teacher and envisaged that this use might be repeated elsewhere.

In summary, Restorative Enquiry was seen as a highly effective and helpful starting point for discussions about incidents in school by both staff and pupils. Its use was being developed in a range of situations as the basis for a range of restorative processes explored in more detail below.

### **5.2.6 Mediation**

*Definition:* This is particularly useful when two or more people believe the other person(s) may be the cause of the problem or has caused harm. The mediator should remain impartial, and helps both sides to consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators.

*Mediation is a process in which people in conflict are supported by a neutral third party to hear each other's viewpoints and to find a mutually acceptable way forward. It gives people the opportunity to appreciate the impact of their behaviour on other people – whether this was willful or inadvertent. Peer Mediation is the term given to this process when the mediators are young people working with other youngsters. A key principle of mediation is that the people with the conflict are in the best position to find ways to resolve it*

(Highland LA leaflet)

Shuttle mediation can happen when someone is unwilling, unable or frightened to face the other person or people involved. In this case the mediator moves between the parties, for example between pupil and teacher when pupil has been in trouble in class.

In the pilot, in nearly all the primary schools some kind of mediation was in use. The approaches varied but were often used by staff to resolve difficulties among pupils. The central role of support staff was very noticeable; for example, in the playground, in the corridor and lunch queue; where support staff offer informal support to pupils. The Home/School Partnership Officer in one area organised a buddy/restorative workshop for all S1 pupils.

#### ***Peer Mediation***

The main arena for restorative peer mediation in schools has been the playground, particularly in primary schools. In many instances some peer mediation/support initiatives were already being introduced when the pilot commenced, but were expanded and further developed under the umbrella of RP in ways which were often seen by senior management to have had a direct impact on school ethos and especially the culture of the playground.

Some schools, again more often the primary schools, felt that the aims of RP and the aims of peer mediation were particularly compatible, and in one authority (North Lanarkshire) the training materials developed by the authority for peer mediation were reviewed to provide a clear restorative basis and to

introduce restorative language to senior primary pupils which they, in turn, would be able to use in their interactions with younger pupils.

***Peer mediation: views of staff***

In two primaries, where the development of peer mediation in playgrounds was new, senior staff reported ‘calmer’ playtimes. The Headteacher of one school talked of a noticeable positive impact on the understandings of pupils towards RP during the two years, and mentioned in particular the impact of positive peer pressure. She noted that the first cohort of pupils had responded well to the training in restorative conflict resolution, but she described them as a ‘good group’. She had been less confident about how the next year group to be trained would respond, as they were not such a settled group, and there were more pupils with behaviour difficulties. However, she was delighted with them; they had responded well and proved themselves more than able to engage with the issues raised by the training. They had, according to the Headteacher, benefited from the positive role modelling of the first pupil cohort.

A number of schools have a system for logging playground incidents and in two primary schools the Headteachers reported that both the rate and the severity of the incidents decreased over the two year period. It was also noted in a third that there were fewer calls on the first aid box and also that post-break discipline referrals had decreased.

To date, restorative mediation to resolve difficulties among staff has been rare, although there were reports that this had happened on one occasion each in Creise and Slioch HS.

***Peer mediation: views of pupils***

When asked about their role as peer mediators, ‘problem solvers’, ‘playground pals’ or ‘buddies’, one P7 pupil (Craignaw Primary) said,

*We had to do this ... it was about resolving conflict. Then, like, we are not allowed to take sides, [we’re] there to help to sort out their problems ... we are just helping them sort it out.*

Previous research has revealed that many pupils have an acute sense of the importance of fairness. ‘Not taking sides’ was often seen as the most valuable feature of RP among pupils.

Most pupils interviewed valued the role played by peer mediators. In some Highland and North Lanarkshire primary schools this was led by only the oldest pupils. In Fife primary schools there were mediators aged around 8 years who supported the youngest pupils and other mediators aged around 11 who supported the older pupils. This seemed to work well and pupils felt that the mediators were able to make appropriate decisions about whether or not a problem needed to be handed on to an adult. Of course, also sometime pupils wanted to play and it was important to have a balance between responsibility and fun. The only reservation was expressed by some P7 pupils in Benvane Primary



who had concerns about their peers helping them sort out problems. Their reservations draw attention to the way in which the term ‘peer’ is often used in this context. In schools, it does not usually refer pupils of the same age. It might be argued that it is a misnomer because it is usually a much older pupil offering support to a younger one.

In secondary schools, the introduction of mediation or peer support was generally at an earlier stage than in the primary schools, though seen as very worthwhile. S6 pupils interviewed in Marsco Secondary, for example, spoke very positively about being mediators for S1. They felt that they had a valuable role to play in supporting younger pupils and providing a bridge between them and teachers. However, the extent to which RP had altered approaches to buddying or mediation was not as clear as in some of the primary schools. These senior pupils did not talk about a ‘process’ or about using restorative language. However, it may be that as peer mediation continues to develop in secondary schools these questions can be considered more fully.

### ***Shuttle mediation: views of staff***

There were many examples of key staff employing RP when conflict had arisen between a pupil and staff, and occasionally initiated by pupils in several of the primaries and some of the secondaries. The role of school support staff, including playground supervisors and janitors, as well as the pupils themselves, has been central to the success of shuttle mediation, ‘*calming the waters*’, ‘*making suggestions*’ (Benvane Primary staff). When asked who would be the first person to help out of class, the assistants were often mentioned. A classroom assistant with responsibility for break supervision in a primary playground gave the following example:

*Two boys had been in the lunch queue and one had pulled the other’s nose and just held on really tight. I knew the wee boy who had done it, there had been something that had caused it and I left him, because he was a person that just needed to calm down on his own, and I had to go to the other boy because he would have got himself more and more wound up. I used restorative questions with him, and that was the way he could divert himself from getting more and more angry... and because I went through it like a process... it was like he took a deeper breath...[the boys] needed different things before coming together [to say sorry].*

(Classroom assistant, Cragshaw Primary).

This classroom assistant talked about how useful she found the framework offered by restorative questioning, and by the ‘process’.

### ***Shuttle mediation: views of pupils***

Responses from pupils about shuttle mediation were often very positive. In one school some pupils from a particular class approached the Headteacher to say that they felt concerned and the Headteacher then set up a meeting with the class and then with the teacher to discuss the climate in the classroom.

One P7 pupil from Braeriach Primary explained how a classroom assistant helped her:

*I was getting, well, not bullied really, but I was called names in the playground and I sat down and Mrs [name] helped me... I was sitting outside and she talked to them and heard their side of the story, and then I went back and she said, "how do you think we should solve this?" And basically then we sat down and heard what they had to say...They admitted they had been calling me names and stuff...I think Mrs [name] did a good job on that.*

In summary, then, restorative mediation of various kinds was developing in schools, and particularly strongly in the primary schools involved in the evaluation. Its use in conflict resolution among pupils and by staff with pupils formed the main focus of this part of the initiative. Overall it seemed that where buddying and peer mediation were established, they formed a secure basis on which senior primary pupils were able to develop the initiative; a means to develop personal and social skills and extend the opportunities for pupils to use them. Restorative mediation was highly valued by pupils, parents and staff.

For secondary pupils, the opportunities to engage in mediation were much more limited. Most experienced this, if at all, only in PSD and not all schools placed the same emphasis on the importance, of PSD. 'Buddying' and mediation are still relatively recent introductions in most secondary schools and tended to be limited to senior pupils supporting first year pupils, although most of those involved spoke very positively about their involvement. Perhaps over time and with an increased emphasis on mediation this will develop further in secondary schools.

### **5.2.7 Circles: checking in and problem-solving circles**

*Definition:* The term 'circle' is used in a number of different ways, although there may be common ideas and practices. Also, confusingly, the terms conference and circle are sometimes used interchangeably. The latter sometimes simply refers to the style of organisation of a meeting or conference; for example Thorsborne and Vinegrad say that 'meetings/conferences are conducted in a circle' (2004: 12). In this context the term circle means that people sit round in a physical circle, there are some ground rules about listening and not interrupting and the coordinator acts in a facilitative rather than directive manner, often using a talking piece and a script.

In some classrooms staff operate 'checking-in' and 'checking-out' circles, to start or finish the day or lesson, to set an open climate, to ensure good communication, or to establish what the class thought of a lesson. Such circles can also be used then reactively to deal with a problematic incident in class (Wachtel 2004).

Problem-solving circles differ, in most views, from meetings or conferences in that they tend not to have such a formal structure - they may be used in a classroom or with a small group and may focus on a general difficulty as well as than a particular incident. They may not use a formal script but make a

general democratic invitation to members to address the issue or difficulty facilitated in the style discussed above. They are more informal than meetings or conferences.

More 'healing' or therapeutic circles/groups or social skills small groups also happen in schools, focussing on particular difficulties experienced or presented by pupils. Their structure and facilitative style have much in common with restorative circles.

In Scotland many primary teachers will be familiar with Circle time (Campbell & Dominy 1997), which is aimed at whole classes and has a general aim of promoting good relations within the classroom, fostering self-esteem, respect and developing communication skills. Circle time is intended to happen in a positive, warm and confidential context, often using strategies like a talking piece or games and exercises. Circle time is not mainly about solving particular issues or discipline problems.

For many primary pupils across the pilot schools, experiences of Circle time were common and seen by staff as one of the most important building blocks for RP; a means to develop personal and social skills and extend the opportunities for pupils to use these skills. For secondary pupils, the opportunities to engage in circle activities were much more limited. Most experienced this, if at all, only in PSD and not all schools placed the same emphasis on the importance of PSD. Crofthead Secondary staff had used a problem-solving circle approach on one occasion and recognised that it would be worthwhile developing the use of circle time more generally. There seemed to be many situations in which the use of circles could be further developed and opportunities to discuss issues and concerns more clearly structured in the future. Where such circles were used in primary and secondary schools, staff and pupils felt that they had been very effective.

#### **5.2.8 Restorative meetings, informal conferences, classroom conferences and mini-conferences**

*Definition:* Restorative meetings often involve taking a Restorative approach or introducing Restorative Practices to meetings that already happen in schools, for example, School Liaison Groups, Person Centred Planning meetings, case reviews, meetings with parents, reintegration after exclusion meetings and pupil councils. These meetings are conducted using Restorative principles and language, although they may have wider purposes than addressing conflict or harm.

Informal conferences, sometimes called 'corridor conferences' occur when a group of people gather to address an issue, using methods of Restorative Enquiry, perhaps using a script, to discuss and resolve an issue. For example if there has been difficulty among a group of pupils in class a teacher might ask them to come out of the classroom and hold an informal conference.

Classroom conferences occur in response to issues in a whole class, for example a 'disruptive' class. This is prepared for and in many ways structured like a conference, but includes all the class members, who are willing to participate.

*Classroom conferences offer '... the opportunity to make young people accountable to each other, to develop awareness about what ongoing harm is being done to individuals and relationships, to understand their obligations to their classroom community and to participate in a democratic process to make things right. A real benefit of the restorative classroom conference includes its potential to address the behaviour of all the students at the same time within the class...'*

(Thorsborne & Vinegrad 2004).

Mini-Conferences have some of the same features of conferences, for example a formal structure and script, however they are not on the same scale as a full Conference and may not include all relevant personnel or supporters.

*Mini-conferences involve a group of people working together with a neutral facilitator to resolve conflict, repair relationships and move forward. It follows a structured, scripted framework, within which everyone has the opportunity to express their thoughts and feelings about the issue being discussed and the impact it had on them. A mini-conference can conclude with an agreement that is written up and signed by everyone involved.*

(Highland LA, our emphasis)

Conferences involve those who may have been involved in conflict or caused harm or distress, meeting formally in a pre-arranged conference with those affected and ideally with key others involved, such as peers and or families. The purpose of such conferences is to allow all parties to be heard, to find ways to restore and repair relationships and prevent future harm.

*Where a serious incident has occurred a highly structured, scripted process occurs. The process not only consists of the people directly involved in an incident, but also their parents/supporters. Key school personnel may also be invited. The Conference takes place in a room where everyone can sit in a circle where thought is given to who should sit where. The Conference facilitator will have spoken with everyone involved prior to the meeting to prepare them for the process, answering questions and queries. It is important that everyone present has volunteered to attend and feels safe. The Conference is intended to be a positive experience from which people can benefit.*

(Highland LA leaflet, our emphasis).

### ***Restorative meetings, informal conferences, classroom conferences and mini-conferences: Views of staff***

Staff across all the schools in the evaluation talked about the usefulness of restorative meetings, informal conferences and mini-conferences. Restorative meetings were often used to respond to issues of behaviour management such as name-calling or pupils falling out with each other in the playground. There were reports from staff that suggested that restorative meetings were effective in improving

behaviour but also in terms of improving staff-pupil relations. In addition, conferences that built on existing school processes were also being developed. Marsco Secondary, for example, had developed the use of RP within an existing school structure: school liaison group (SLG) meetings; the regular inter-agency meetings to support vulnerable pupils and those at risk of exclusion. In order to let staff see RP in action, they had issued an invitation to all staff to attend the SLG. They felt that RP built very effectively on their existing commitment to solution-focussed approaches. One other secondary school noted an interest in exploring the potential of the SLG as a forum for restorative enquiry. In some of the Fife schools, a restorative approach to the development of person centred planning was seen as productive for all those involved and elsewhere review meetings to discuss individual education plans and case conferences were also seen as potentially compatible.

When one pupil took chemicals from a school lab and put them in a classmate's school bag, staff dealt with it through a Restorative Meeting:

*The pupil involved stops and talks to me in the corridor now. He thought it was a joke, but after going through the process he certainly didn't think it was a joke... and the parents of the pupil who had [it] in his bag actually commented to the member of staff how grateful they were for the way that was handled (staff member Crofthead Secondary).*

In another secondary school, a teacher gave another example; there had been ongoing trouble between a group of girls, and one Friday morning this spilled over into school after a Thursday night disco at the local community centre. The guidance teacher separated the two 'ringleaders' from the rest. She said:

*I took the two and gave them a room, tea and chocolate biscuits and said, "I don't want to be peeling one of you off the ceiling, give me a call if you need me".*

She then left the girls to sort it out, returning once they asked her back. The informality of this arrangement was reinforced by the language used by the teacher, the support by 'give me a call if you need it' and the trust by the girls being left on their own, but the 'tea and chocolate biscuits' also offered would be recognised immediately by Maori restorative practitioners, not as a sign of informality but of trust and respect (Drewery 2004). The teacher felt this worked really well and the girls responded positively to being treated with respect. She felt that they managed to use the time and space to move forward. The teacher was pleased as she had previously expended a large amount of time and energy trying to help these girls sort out their difficulties.

The use of informal conferences was clearly seen by staff in schools to offer a helpful approach to a wide range of issues; dealing with troubled and troublesome behaviour and what might lie behind such behaviour. The framework and language offered by RP were seen to be particularly helpful in responding to pupils with difficult personal or family issues as well as probing beyond disruptive behaviour to understand and help pupils move forward.

One PT Pupil Support recounted how she had worked closely with the school's children's services worker (CSW) in a situation where they became aware that a vulnerable pupil was afraid to go home at the end of the school day:

*Teacher I was aware that something funny was going on...I was aware by the afternoon that she was not planning to go home. They live out of town... They are very isolated...Dad has got a bit of a temper. She's only 12. She told us... there was a man who was twenty sevenr who she was chatting away to, and was found in a car with. And dad hauled her out, I think, by the hair.*

*CSW We actually spent most of the afternoon talking to her. We got hold of her older brother[who was living away from home because there were too many rows at home]. There was a lot of outpouring...so I went and phoned mum and everybody in tears, mum was actually not far away from the school as luck would have it. She came in.*

*Teacher And eventually, you know, we got to what would make things better for you.*

Reflecting on this informal conference, both said that they felt that a restorative approach and especially the language offered by RP were helpful in this very volatile situation; *'I thought the questions were brilliant. Because I quite often, you know, start at the wrong angle. And it was really useful to have them'*. They both liked the structure it gave, and it seemed to allow this teacher at least the opportunity to reflect on her own previous approaches to dealing with difficult situations. Such examples of more informal conferences were relatively unusual but staff involved seemed very positive about the process and the outcomes.

Other aspects of Restorative Meetings were seen by some staff to be less than satisfactory. Some felt that there was an issue for pupil/teacher relationships when issues were resolved only by the senior management team (SMT), and pupils return 'as though nothing has happened' into class. One teacher felt that this led to class teachers feeling undervalued and that it undermined the strong partnership between class teacher and their pupils.

Similarly, issues of time and resourcing of RP meetings were raised by a number of staff interviewed in schools. Related to the observation made above by the depute Headteacher in Conival primary that RP could facilitate a deeper understanding of what may seem like a one-off incident, staff noted the amount of time this could sometimes take. The observations carried out of teaching sessions in one school supported the view that some staff, especially in the upper primary, found it difficult to implement a restorative approach within the classroom setting. In this school, some classroom staff were resistant to becoming involved in RP. They regarded discipline issues as falling within the remit of senior management and were reluctant to take on what they saw as an additional task. By contrast, in another primary, staff at all levels seemed to have a shared sense of responsibility for behaviour management and the issue of time was not raised in the same way.

However, there was clearly a question about how to make best use of time in primary schools, where class contact is higher than in secondary schools. For class teachers in primary to become involved in resolving pupils' difficulties, there was sometimes a concern about 'where the time would come from'. In Conival Primary, for example, in the first year of the pilot, only the Headteacher and depute Headteacher in most schools were trained and 'on duty' to support teachers in restorative work. In practice, this meant that if an issue arose, they dealt with it on behalf of the class or subject teacher. This seemed to work very well for the pupils (according to pupils interviewed throughout the school) but it seemed to leave some teachers feeling 'out of the loop'. A new system where the Headteacher is available to go in and take the class on a planned basis and allow the class teacher to work restoratively is now being actively considered in one school.

Not all staff agreed that time was an issue. For some staff, RP was regarded as a very economical use of staff time by one school since a group of pupils could simultaneously be involved in reviewing and resolving problems. Pupils commented frequently in individual and group interviews on how much they valued the time that staff took to sort out issues, and often saw this as one of the major strengths of RP. Similarly, for parents, particularly those whose children had difficulty at school, time and the willingness to spend time with them was very highly valued. Though usually raised as a question of time, this issue also relates to school ethos in general.

***Restorative meetings, informal conferences, classroom conferences and mini-conferences: views of pupils***

Pupils were generally very clear about the effectiveness of restorative meetings, where these had been tried. Reflecting on a restorative approach taken by a teacher after an incident, a pupil gave his view as follows:

*I like what Mr [name] does, he just like takes what we say and gets the other to say like what happened and then he would bring us both together and we would speak about it then. It did work when he done it last ... last year.*

A similarly positive comment came from a primary pupil, who had been involved in a restorative meeting, commented:

*That's what happens when you are in fights, she doesn't just call you in and shout at you, she brings the two of you in and try to solve what happened (Conival Primary).*

There was also evidence from pupils who had been involved in a restorative meeting that it had helped reduce conflict. Pupils interviewed were often able to describe the process although they did not use the term 'restorative'. This is shown in the following extract from an interview where two boys (Craignaw Primary) reflect on how well an agreement made at an earlier meeting had worked.

*Interviewer: [You had to come] to some kind of an agreement wasn't it, that you were not going to do it again, am I right?*

*Pupil 1 Yes, we haven't done it since.*

- Interviewer*            *You haven't done it since?*
- Pupil 2*                    *Well we are not friends but we are in between ok and friends.*
- Interviewer*            *Right, so you didn't have to become friends did you, you just had to stop annoying each other, is that right?*
- Pupil 2*                    *Yes*

### **5.2.9 Formal Conferences**

#### ***Formal Conferencing: views of staff***

At the start of the pilot, there was a lot of discussion about formal Restorative Conferences and a number of school managers initially thought that this was the way in which restorative practice would develop. However, very quickly, most Headteachers and key staff began to think more broadly about the possibilities and developed an understanding of the need to concentrate on preventative work. The use of formal conferencing was therefore quite limited.

Some more formal conferences did take place, however, both in primary and secondary schools. One teacher in Crofthead Secondary, for example, was very positive about a Restorative Conference as a means of sorting out a particular incident. In this case she had been the victim of racist abuse by pupils in a class she was covering for another teacher. A conference was arranged which brought her and a supporter together with the 20 pupils and a trained facilitator from the school staff. She found the conference to be very effective in addressing the problem and believed that the pupils responsible and other pupils had come to understand how hurtful the racist remark had been. In this case, the conference had been used instead of traditional disciplinary approaches and the teacher was satisfied with this, although she also said that it was not an easy process:

*[It was] reassuring. It was a good circle. There was no menace. No hostility present...It was difficult. It was difficult for me as an adult. To open yourself up a bit more because you are changing the parameters so it is harder for a younger person too.*

Among staff interviewed, a small number had reservations about the efficacy of restorative conferencing. One PT Pupil Support in a secondary school felt that, whilst it could be very effective in sorting out problems within friendship/peer groups, this depended to some extent on the attitudes and abilities of those involved. Sometimes pupils refused to participate or used the circle as forum in which to continue to pursue the argument:

*I have actually experienced a conference where it was eight girls, you know? It was serious name calling, you know? Some nasty, nasty stuff.*

Another teacher felt that pupils sometimes 'say what you want to hear'. She also felt that they were often articulate and able to manipulate situations in a conference.



Interestingly, it was in the special school that the greatest number of more formal conferences had taken place, and the largest number of families involved. These were felt by staff and parents interviewed to have been very effective. In one instance, community police had also been involved where there was a threat of arson by one pupil against another pupil. The police officer who had participated felt that this had been appropriate and very well-handled by the school. It was noted that one other Restorative Conference had led to a young man changing his behaviour to some extent, but that it had also been very helpful to his parents. They had had a chance to listen to their son's views on an issue of real importance to him and this seemed to offer them a new perspective on future plans for him.

The Headteacher had usually used her room for these meetings but felt, on reflection, that this was not the best setting, and was looking for a less formal room for such meetings in future. The strong home-school relations in this small school seemed to make these meetings less unusual than they might have been elsewhere. A Restorative Conference was clearly not seen as a 'soft option' here and one teacher here noted, *'parents must find it very difficult to listen to the harm/hurt that their children have caused'*.

In another secondary school (Tolmount Secondary), the Headteacher felt that more formal conferencing had worked in some cases but where more people were involved and the issues were more complicated, there had been a mixed response from participants. A key staff member in another school remarked *'it will only work if someone admits blame and that will not always happen'*. An earlier attempt at full conferencing also took place in Highland LA area and was subsequently felt to have been counter-productive and it had attracted widespread local publicity.

Overall, although the use of formal conferencing was limited, it was clear that it had been used for a variety of reasons, some relatively serious, and staff involved felt that there had been some significant success. Staff involved still preferred to avoid the use of the word 'conference' perhaps as a way to keep even these more formal meetings as 'low-key' as possible. It is not clear whether staff involved in the less successful conferences were less well trained, lacked practice in using the skills or perhaps lacked some confidence, but it may be that some of these factors had an influence.

#### ***Formal Conferencing; views of pupils and parents***

Few interviews with pupils who had been involved with a conference took place. However, 4 pupils from different schools commented that they had found it useful. Two parents interviewed had children who had been involved in a Restorative Conference and felt that it had been effective. One mentioned that it has had a major impact on her child and that it had helped him to become more accepted by the other pupils. She also felt that it had helped to make the child take more responsibility for his/her behaviour. Another parent felt that that the conference had had a strong and positive impact on their child.

In summary, a range of approaches to conferencing developed in schools. Informal meetings and conferences of various kinds were increasingly common and felt to be very effective. More formal conferencing was less extensively used in general but individual schools reported some very positive outcomes from its use.

### **5.3 Summary - Restorative Practices in schools**

The findings reveal a breadth and variety of Restorative Practices in these pilot schools. Key school staff often echoed the views of LA key informants that a low-key, preventative approach was preferred where possible, and especially where they could take an existing practice and integrate RP with it. These key staff talked about specific practices such as conferencing or restorative language or mediation but they also often talked about the need for a 'Restorative approach'. There seemed to be a shared basic understanding of the term 'Restorative Practice'; but many different views of how this manifested in practice. The views of staff with any involvement with RP were largely very positive, although there were conflicting views about time as an issue. The views of pupils were very positive overall and their criticisms few. They particularly valued the time spent with them to work restoratively.

In summary:

- There were strong links with a number of other initiatives aimed at 'Better Behaviour, Better Learning'
- There was widespread interest in and support for RP on the part of a range of staff
- In primary schools staff often saw RP as being about ethos and fitting with their own ethos
- Interest in RP in secondary schools often arose initially out of a concern about discipline
- Restorative ethos building became increasingly central to schools' implementation, particularly in primary schools but also increasingly in secondary schools
- A broad range of Restorative Practices developed in schools
- RP was seen as highly effective by most school managers
- There is a developing focus on the wellbeing of all pupils through RP, rather than only on pupil disruption and disengagement
- Many schools made significant progress in permeating their daily interactions with restorative language
- Staff valued the structure offered by restorative questioning and scripts
- Restorative meetings, informal conferences and mini-conferences were common and found to be valuable
- Formal conferencing was little used
- There was a focus on embedding RP within the PSE curriculum
- RP still sat alongside traditional punitive responses in some schools, raising some issues about their compatibility
- Emphasis on RP for conflict resolution among staff is generally at a very early stage
- Most energy has gone into developing pupil-focused restorative approaches

- Conflict resolution by staff in relation to both pupil /pupil and staff/pupil conflict is common
- Restorative enquiry was seen as effective by staff and pupils
- Pupils valued the time taken to explore difficulties
- Pupils felt it 'got things sorted'
- Pupil peer support was seen to link closely with RP
- Pupil peer support and mediation were used extensively and were largely seen as helpful by both staff and pupils.
- Several schools indicated a clear reduction in their internal disciplinary referrals.

## **6 ACHIEVEMENTS IN THE 18 SCHOOLS**

In this chapter we discuss some of the quantitative data gathered in the evaluation, including the staff and pupils surveys and school statistical information on disadvantage (Free School Meals Entitlement: FME) and disciplinary exclusion. We then synthesise this data with the qualitative findings outlined in Chapter 5 in order to develop a clear, summative view of overall achievements. We offer a set of indicators against which ‘achievements’ in this context can be measured and give an assessment of how each school has progressed.

### **6.1 Staff and pupil surveys**

The description of the findings thus far has included reference to individual and group interviews, observations and some brief mention of the pupil and staff surveys. These surveys contributed to our understanding of each school’s context and climate, as well as to the process of identification of key variables that might impact on the success of RP in different schools. The surveys were undertaken at Easter 2005 (staff) and September 2005 (pupils). They were not intended to be base-line data to be repeated later, as they represented a snapshot of the schools at very different stages of their development of Restorative Practices. The main findings from the staff and pupils surveys are now summarised below (for further detail see Appendices 2 and 3).

#### *Staff survey*

As outlined in Chapter 3, 627 completed questionnaires were returned, which represents an overall response rate of 45%. The response rates for the different types of schools differed with primary schools having an overall rate of 56% and secondary schools 42%. The survey was carried out about eight months into the project, so some schools, particularly secondary schools, were still at a very early stage.

A large majority of staff respondents across schools felt that:

- their school was inclusive of all pupils
- pupils were expected to work hard
- the school recognised a range of achievements
- new pupils were helped to settle in
- parents/carers were welcomed in the school.

These features are indicative of a positive school ethos and known to assist the likelihood of Restorative Practices becoming successfully embedded in school culture.

However, it was also found that:

- more primary staff than secondary staff were likely to agree strongly with the statements above
- most staff felt that punishment was sometimes necessary
- male staff were more likely to state that punishment was sometimes necessary
- questions about the extent of bullying and use of exclusion produced very wide variations in

response.

In relation to questions directly related to RP, a far greater proportion of primary staff indicated that they understood what was meant by the term, had been offered training and that they used RP effectively. However, staff across all sectors indicated that they would like further training.

### ***Pupil survey***

This was aimed at pupils in P5 and P7 in primary school and S2 and S4 in secondary school. The total number of questionnaires returned was 1163. Again the survey was undertaken at a relatively early stage of the implementation of Restorative Practices in some schools, although others, particularly primary schools were further ahead.

In the pupil survey, a majority of respondents said that they:

- liked coming to school
- had friends in school
- had people to call on when problems arose
- that problems were resolved
- were expected to work hard

Overall, they were generally very positive about their school experience. However, there were also clear differences between primary and secondary pupils with regard to some questions:

- Secondary pupils were more likely than primary pupils to state that there were discipline problems
- Secondary pupils were more likely than primary pupils to state that there were attendance issues

In relation to other questions directly related to RP, nearly half of secondary pupils felt that too many pupils were excluded (many primary pupils did not respond to this question). Like staff, most pupils agreed that punishment was sometimes necessary. A large proportion of pupils also stated that bullying was a problem in their school. Clearly such a statement must be treated with caution: it may reflect an increased awareness of issues around bullying rather than an increase in bullying incidents in school. However, it should also be noted that twice as many comments were made about bullying than any other single topic.

## **6.2 Common Indicators and Restorative Practices**

While there are common indicators across LAs and schools such as attendance and exclusion rates, and FME, such statistics cannot fully convey the complexity of the relationships between these different factors in schools. However it was felt that by the end of the extended pilot project (2008) such figures might indicate in general terms whether, and in what ways, the RP pilot had had an impact. At this stage, as we shall show, they have a complex and unclear relationship with other indicators of success in the schools.

At the start of the RP pilot the use of common indicators was much discussed at LA and school level. Some schools were keen to focus on more qualitative indicators and felt that using levels of common indicators such as exclusion rates could only offer a partial picture at best. They pointed out that one pupil or a small group of pupils can ‘skew’ the figures for a school quite markedly. However, other schools were interested to see how RP might affect the use of exclusion in their setting. We did not set out to gather data on pupil attainment; however in a small number of primary schools there was evidence of improved pupil attainment over the period of the study. We cannot claim that this was as a direct consequence of the implementation of RPs.

The school roll in the primary schools ranged from just over 200 to just below 500. In the secondary schools there was an even wider range with the smallest secondary school having a roll of just over 400 and the largest around 1750. The numbers of pupils excluded (see Table 4) were considerably lower in primary schools than in secondary schools, as would be expected. In this group of schools size of roll also seemed to be of importance in relation to exclusion levels; the schools with the higher rolls also excluding more pupils. The largest primary school had the highest number of pupils excluded but, interestingly, did not have the highest FME rate (see Table 3). The primary school with the highest FME rate reduced its exclusions from 6 pupils (3% of school roll) to none in 2005-2006. The primary school with the largest increase in exclusions was experiencing other changes including the secondment of its Headteacher during this time. Other schools saw an increase in numbers of exclusions from 2003-2004 to the following year but then a decrease.

**Table 3 Free School Meal Entitlement**

<b>School</b>	<b>Roll</b>	<b>FME Pupils entitled to FSM as a percentage of school roll 2004</b>	<b>FME Pupils entitled to FSM as a percentage of school roll 2005</b>	<b>FME Pupils entitled to FSM as a percentage of school roll 2006</b>
Arkle PS	230	17%	17%	17%
Askival PS	212	68%	60%	54%
Benvane PS	220	18%	13%	14%
Canisp HS	1270	14%	15%	14%
Culardoch HS	1215	33%	30%	27%
Merrick HS	1748	13%	9%	8%
Craignaw PS	255	6%	8%	3%
Fiarach PS	380	13%	11%	13%
Marsco HS	402	21%	20%	19%
Millfore HS	458	32%	32%	32%
Morven HS	789	8%	8%	10%
Crofthead HS	651	15%	14%	13%
Braeriach PS	468	28%	36%	28%
Coinival PS	300	11%	8%	9%
Mayar HS	1107	18%	17%	18%
Slioch HS	832	21%	21%	19%
Tolmount HS	881	16%	13%	11%
Creise School	198	Not available		

[www.scotland.gov.uk/topics/statistics/16412/schoolmealsfeb2006](http://www.scotland.gov.uk/topics/statistics/16412/schoolmealsfeb2006)  
[www.scotland.gov.uk/stats/meals2005school.xls](http://www.scotland.gov.uk/stats/meals2005school.xls)  
[www.scotland.gov.uk/stats/schoolmeals04.xls](http://www.scotland.gov.uk/stats/schoolmeals04.xls)

In terms of FME, it was not expected that there would be a significant change during the period of the pilot. Overall, the schools in the pilot were slightly more likely to have a more prosperous catchment than the national average of around 18%. However, it is also clear from Table 3 that each authority had at least one pilot school with a high FME rate, suggesting that the study did include schools in areas of significant socio-economic deprivation. The levels of FME for the secondary schools were lower than the primary schools, again as expected. However, the secondary school with the highest FME rate in the pilot was in a LA area with the lowest national FME rate overall. This school also had the highest rate of pupil exclusion in its area. In the other 3 secondary schools in this area, there was an increase from 2003-2004 to the following year and then a considerable decrease. The school with this relatively high exclusion and FME rate still had generally lower exclusion rate than in the other 2 LA areas.

**Table 4 School Exclusions - Numbers of pupils excluded (on one or more occasions)**

School	Roll	Exclusions (Number of pupils excluded) 2003-2004	Exclusions (Number of pupils excluded) 2004-2005	Exclusions (Number of pupils excluded) 2005-2006
Arkle PS	230	1	4	2
Askival PS	212	6	0	0
Benvane PS	220	1	1	1
Canisp HS	1270	46	87	73
Culardoch HS	1215	138	104	79
Merrick HS	1748	100	87	109
Craignaw PS	255	0	0	0
Fiarach PS	380	2	1	0
Marsco HS	402	5	7	6
Millfore HS	458	53	25	26
Morven HS	789	38	40	18
Crofthead HS	651	22	44	20
Braeriach PS	468	2	3	11
Conival PS	300	1	4	1
Mayar HS	1107	82	82	120
Slioch HS	832	48	24	79
Tolmount HS	881	35	68	34
Creise School	198			4

Scottish Executive Exclusions from Schools, 2004-2005, Statistics Publication Notice 1 Feb 2006  
[www.newSchoolLevelExclusionsDisChcked1dp.xls](http://www.newSchoolLevelExclusionsDisChcked1dp.xls)  
[www.Exclusionsfromschool2004-2005-schoolleveldata.xls](http://www.Exclusionsfromschool2004-2005-schoolleveldata.xls)

Exclusions refers to both 'Temporary' and 'Name removed from the register' as per SEED school level data. Over the period referred to above, Fife and Highland had no pupils removed from the register, and North Lanarkshire had a total of 13 pupils.

Table 5, below, matches the exclusion trends of schools to their overall achievement, as outlined subsequently in Table 6.

**Table 5 Achievements of schools in relation to numbers of pupils excluded**

<b>Primary/special School</b>	<b>Roll</b>	<b>Exclusions 2004-2006</b>	<b>Achievements of RP in school by summer 2006</b>
Arkle PS	230	decreasing	Significant achievement across the school
Askival PS	212	Very low and decreasing	Significant achievement across the school
Benvane PS	220	very low	Significant achievement across the school
Braeriach PS	468	increasing	Significant achievement across the school
Conival PS	300	decreasing	Significant achievement across the school
Craignaw PS	255	no exclusions	Significant achievement in places
Creise School	198	Very low	Significant achievement across the school
Fiarach PS	380	Very low and decreasing	Significant achievement across the school
<b>Secondary School</b>	<b>Roll</b>	<b>Exclusions 2004-2006</b>	<b>Achievements of school by summer 2006 Category</b>
Canisp HS	1270	decreasing	Significant achievement in places
Crofthead HS	651	decreasing	Significant achievement across the school
Culardoch HS	1215	decreasing	Significant achievement in places
Marsco HS	402	low	Significant achievement in places
Mayar HS	1107	increasing	Early stages but evidence of progress
Merrick HS	1748	increasing	Early stages but evidence of progress
Millfore HS	458	stable	Other priorities dominate
Morven HS	789	decreasing	Early stages but evidence of progress
Slioch HS	832	increasing	Significant achievement in places
Tolmount HS	881	decreasing	Significant achievement across the school

Overall, it seems that primary schools made progress irrespective of the level of FME and exclusions, although we note that numbers of pupils excluded are generally lower across the board in primary schools. Two of the 3 schools with the highest FME in the study were also felt by the evaluation team to be among the 7 schools to have made the most significant achievement in implementing RP across the school by summer 2006 (Table 6). In secondary schools, of the two that made the most progress both had lower than average FME and both saw a decrease in exclusions.



Over the two years of the pilot project (2004-2006), 6 of the primary/special schools considered to have made significant achievements overall in terms of RP had no or low exclusions, although one did have increased numbers of exclusions. There were 2 secondary schools considered to have made significant progress; both had decreasing numbers of pupils excluded. The secondary schools with progress in places had a more complex picture, one with a low rate, two decreasing and the last increasing. Of the secondary schools viewed as making progress but in the early stages, two showed numbers of exclusions reducing and the third showed an increase in numbers of exclusions. In the final school, where other developments had overtaken RP, numbers excluded were stable.

So the relationship between change, common indicators and RP is complex. It is clear that there is a relationship but perhaps too early to be confident about how to define it.

### 6.3 Summative achievements of the schools

Table 6 below offers a summary of the extent of schools' progress in implementing Restorative Practices over the two-year pilot. The table was constructed on the basis of a school by school analysis of all qualitative and quantitative findings, which was then matched against a set of indicators of success. The key below provides the indicators of achievement. The indicators of achievement were developed by the research team, based on analysis of interviews with key Local Authority and school staff. The table offers an indication of the relative progress of the 18 schools participating in the evaluation.

**Table 6 Achievements of schools by summer 2006**

Schools	Primary and Special	Secondary
Significant achievement across school	7	2
Significant achievement in places	1	4
Early stages but evidence of progress	0	3
Other priorities dominate	0	1

#### Key for Table 6 Indicators of Achievement

**Indicators:**

**Significant achievement across school**

Clear evidence of school change  
 Staff mainly positive views and understandings about RP  
 Most staff and pupils familiar with key ideas, if not the term  
 Evidence of permeation of practice and of positive outcomes  
 Evidence of improved relationships within the school  
 Pupils indicated that they were listened to  
 Integrated, or working towards integrated, policy framework  
 Broad focus on values as well as strategies and practices  
 Staff reflect on practice

Clear impact on discipline and school climate

**Significant achievement in places**

Clear evidence of Restorative Practices and developments

Enthusiasm and understanding by key school staff and in some classrooms and subjects

Challenge to still widen across all classrooms or subjects

Key staff and some class/subject staff familiar with key ideas and reflect on practice

Some visible impact on discipline and school climate

**Early stages but evidence of progress**

Evidence of commitment and enthusiasm by key school staff

Some staff trained

Some practices developed in particular settings or by particular staff, eg Behaviour support teacher, or subject teacher in own classroom

Plans in place for further development

Beginning impact on discipline and school climate

**Other priorities dominate**

Other pressures/developments mean that RP not high priority

Some staff wish to promote this but lack of overall clear plans

#### **6.4 Summary**

The summative findings of the evaluation are very positive. As can be seen, 14 of the 18 schools made some significant achievements, either across the school or in some parts of the school. In a further 3 schools, for a range of reasons, progress was slower, but there was real evidence of progress. In only one school, due to other pressures, was there very little progress. The pilot projects were slow to begin in several schools and so sometimes the impact of change was only beginning to show by the end of the two years. Nonetheless, on the basis of analysis of the qualitative and quantitative data gathered and discussed in this and the previous chapter, there was strong evidence of real and sustained engagement with the project overall and substantial gains made in many of the schools.

## **7 WHAT MADE FOR SUCCESSFUL IMPLEMENTATION?**

### **Introduction**

The eighteen pilot schools had different expectations of their involvement in the RPs pilot. They also had different experiences of implementing RPs and varying degrees of success. What made for successful implementation? This section will discuss differences between the pilot schools and will relate those differences to successful implementation. School experiences of implementation are compared and contrasted under five broad themes: readiness; aims and change processes; training; leadership; and, multiple innovation.

The evaluation indicated that greatest success was achieved where schools had the overall aim of improving school ethos by creating and sustaining positive relationships throughout the school community. However, there was also evidence of significant progress in schools where more limited aims were achieved.

### **7.1 Readiness for Restorative Practices**

What conditions should be present if a school is to successfully implement RPs? The 18 schools, as was evident in earlier chapters, were very varied in terms of their locality, population and their readiness to develop RPs. The LAs had taken different approaches to this, so some schools were included because key LA staff thought that their existing ethos and practices were already compatible with RPs, others because they were not well developed or indeed that they were seen to be in need of significant change.

Some schools in the pilot group had in fact already embarked upon Restorative projects and had been selected by the LA for that very reason. For those schools, most but not all of them primary schools, RPs offered a chance to extend and enhance existing development work. For example, in several primary schools there had been considerable involvement in peer mediation and personal, social and cognitive skills development as a means of improving relationships across the school. So the opportunity to become one of the RPs pilot schools in 2004 was represented as a way of building on foundations already laid.

Most secondary schools wished to 'start small' but had clear ideas about how they wanted to 'grow'. All Headteachers were acutely sensitive to staff stress and innovation fatigue and most stressed the links to existing initiatives as a way of encouraging staff.

Further contributing to schools' readiness for the RPs pilot was the enthusiasm of senior staff, particularly, although not exclusively, of the Headteacher. Many Headteachers had been recently appointed (see Table 7). Ethos building was an all-embracing approach to implementation and required huge amounts of energy and commitment. The appointment of a new Headteacher often provided an injection of both of these, but also enabled existing staff to take a new tack, allowing them

to acknowledge that things could and should be better. In one school the ethos changed significantly following on the appointment of a new Headteacher. It served an area described by LA staff as ‘really challenging’ with a transient population and high levels of unemployment. The school had the highest free school entitlement in the LA and, prior to the new Headteacher taking up post, had more exclusions than any other primary school in the LA. The relationship between school and community had been problematic. There had been a culture of ‘hitting back’:

*I see the problem as being the parents and changing the culture of the parents and the neighbourhood because children will come into school and say ‘but my mum says I’ve to batter him’ (staff member).*

The Headteacher had been in post for eighteen months when the pilot began and there had also been five additional staff changes, as well as a new educational psychologist. In that time, the school ethos had started to change so that in 2004/05, the first year of the RPs pilot, the school had no exclusions and no pupils in behaviour support for the first time since it opened in 1991.

A crucial part of the school's readiness for change was not just recognition that things could be better, but their sense that they had the capacity to make them better. Staff morale was therefore very important. In schools that were successful in implementing RPs, there came from staff and pupils a sense that things were on an upward swing:

*The reputation of the school was very negative before I came... I feel that has changed quite dramatically (staff member).*

*We have got more and more children choosing to come in the last year and a half...our Primary One intake was the biggest it has been for seven years...we get positive reports from the children who have moved here from elsewhere (staff member).*

By contrast, in some schools where less progress was made, the impetus for change was external, for example, the need to comply with HMIE recommendations. In some schools critical reports from HMIE, associated with management changes, had created an impetus for positive culture change; in other schools, where morale was already quite low in some staff, such critical reports seemed to discourage staff.

There were some signs that RPs themselves could inspire established senior staff with the energy needed to take things forward. For example, in one secondary school, the deputy Headteacher, after participation in a 4 day training, reported that he had been initially sceptical of the value of the four day course but ‘*came away fully convinced, absolutely fully convinced that this was a very powerful tool*’.

Even training which was highly motivational, however, could have its effects undermined by school cultures that were generally unreceptive of RPs thinking. In some cases, the enthusiasm of one or two trained staff was stifled by wider apathy and even hostility. General insecurity about discipline in some of the pilot schools meant that there was an unwillingness to shift away from traditional retributive approaches and towards RPs. In one school, still in the early stages of developing RP, for example, it was believed by staff that Restorative Practices were being introduced in a difficult environment; many staff thought that children's behaviour in school had deteriorated in recent years. Pupils in this school were seen by some staff as more aggressive and 'lippy' than in other schools, although incidents of serious verbal or physical aggression here were rare. Teachers voiced the view that it was not possible to engage in restorative negotiations in the middle of a busy class session with thirty pupils, and that time constraints were simply too great. One teacher made the comment that *'we'd all like to be more restorative, but there's no time available'*.

Forms of school organisation and communication, as well as culture, could have a curtailing effect on the spread of RPs. In some secondary schools in particular, it was difficult to spread RPs beyond Pupil Support. In one secondary, during the course of the evaluation, those working in Pupil Support advocated that the use of RPs should be extended throughout the school. There were *'pockets of interest'* but there would be no school-wide change unless use was more widespread. There was some resistance in the wider staff group where RPs were seen as challenging to the disciplinary standards of the school and as incompatible with existing sanctions. Thus, particularly, in some secondary schools, readiness was very uneven across the schools with those working in Pupil Support demonstrating interest and even enthusiasm that was lacking elsewhere in the school. A key challenge for those schools was how RPs could be used in a permeating way.

Individual, idiosyncratic features of schools impacted on progress. In every school there were some features that could have undermined progress, for example staff who were resistant or not confident about RPs. However, overall, schools that were successful in implementing or making significant progress in developing RPs were characterised by the following features at the beginning of the process:

- enthusiastic managers (often, but not always, relatively newly appointed)
- staff morale that was positive enough for them to be confident in their ability to change
- a broadly child-centred ethos
- other initiatives that could be incorporated into or were compatible with RPs
- an open culture that supported staff relationships
- significant numbers of staff willing to take part in staff development/ training

## 7.2 Aims and change processes

Schools who were more successful in implementing RPs had clearly articulated aims for the pilot initiative. For example, one primary school had applied and been accepted by the LA as an RPs pilot because of its relatively new Headteacher and also because the school had a specific purpose with regard to RPs. They were to be used in the playground to deal with conflict. The school's web entry illustrated the intention for RPs:

*Arkle Primary School believes in prevention and pre-emption and therefore we included Restorative Approaches in our School Development Plan and began in 2004 to develop mediation to support children in the playground situation (from RP web entry dated Nov 2005).*

The school development plans detailed monitoring strategies and success criteria as well as aims for RPs and other initiatives, all of which were related to the same fundamental aim of increasing participation in the school community and improving relationships. The process of development planning was LA-wide and systems were in place to ensure both accountability and support for school development.

In one less successful secondary, however, RPs were not on the school's development plan at the start of the initiative but it was a rolling plan and it was hoped that the RPs initiative would be included in the new version drawn up during 2004/05. However, towards the end of the evaluation (March 2006), this had not happened. The school felt it was at an early stage in preparing for implementation and at the start of the evaluation indicators of success for RPs were not clearly defined. It was anticipated that there would be some apathy, perhaps even antipathy, from some parents and some staff. However, it had been thought that there would be enough interest and enthusiasm to launch the initiative and that it would gather momentum as it proceeded. There was interest and enthusiasm but some staff felt torn between competing development priorities. Whilst the development of support systems for pupils was seen as very important to the school, RPs were not seen as the main part of this endeavour. The school was trying to develop its 'Discipline is for Learning' policy, and integrate it with the staged intervention approach that the LA was promoting. There was some uncertainty about whether these initiatives were compatible with RPs.

Successful implementation did not require that schools use one formula in establishing RPs. Clarity and specificity of aims, and their synthesis with other development priorities, mattered more than the nature of those aims. Generally, successful primary schools aimed to use RPs in low-key, preventative ways where they could be integrated into existing practices, such as Circle Time, for example. In secondary schools, aims were likely to be more focused on a particular area of the school or a particular aspect of practice. In one secondary, a restorative approach was introduced in its behaviour support unit with the aim that it would develop from there to the whole school over time. The staff in the support unit reported a decrease in return rates of pupils after one year and attributed this to the success of RPs. In a number of secondary schools, senior management decided to focus efforts on pupils in the

early stages, and on S1 in particular. Many would agree with one Headteacher who explained she was keen to *'show that it works rather than involve all staff from the beginning'*.

Schools started with very diverse aims for RPs, some broad some highly specific; however often where progress was made in implementation, RPs had started to permeate other, existing practices, even where this had not been the original aim. Implementation of RPs in the Scottish pilot is in its early stages – too early for claims to be made about sustainability – but indications are that schools can change their culture using permeating approaches. In primary schools where there were notable advances in 're-culturing' the school using RPs, formal conferencing was not a feature. Rather, RPs gave an identity to changing school ethos through its capacity to knit together a range of practices permeating the social network of the school.

Schools that managed the implementation most effectively had clear and specific goals for RPs, as well as broad aims. The development planning process was used well in some schools, allowing them to target changes, to coordinate different initiatives and to use resources in ways that contributed to school aims. Planning processes also allowed schools to set realistic timescales for implementation with targets and milestones so that those involved could detect progress over the whole period needed for change to become embedded. In some schools, the sense of control over the initiative was such that staff could vary from the plan and the timescale for implementation where flexibility was needed to foster success. For example, in Braeriach Primary, the Headteacher articulated her belief in the importance of *'going slowly'* and *'taking children and staff with you'* if change were to be deep and lasting. Thus, although objectives, timescales and success criteria were needed, sensitivity to the values, attitudes and expectations of all those involved in implementation was also a factor in success. This deep approach to school change was particularly important when the focus for change was the ethos of the school.

There was evidence in some of the pilot schools of commitment to collaborative and highly participative approaches to implementation. This included recognition of existing expertise in restorative working and efforts to coordinate those practices towards a common goal. In one secondary the school janitor was an accomplished practitioner of RPs who used his skills regularly in the playground, cafeteria and corridors:

*Well I try and impress upon them that whatever they do at any particular time has always got consequences for not only themselves but for other people* (staff member).

In many schools the commitment and developing skills of classroom assistants, playground workers and janitors were important in promoting RPs.

The central importance of collaboration in effecting change explains the close relationship between individual and school development. School development is linked to the opportunities pupils, parents and staff have for learning new things. Schools that fostered learning for all in the school community were more likely to bring about improvements. There was recognition of the learning achieved through collaboration itself. In schools that implemented RPs successfully, there were multiple opportunities for those involved to learn from each other. Sometimes those opportunities were not planned as such but opportunities for participation and collaboration enabled those involved to develop their skills and their understandings through discussion and observation. There was evidence in some secondary schools that classroom collaboration might offer a way of drawing subject teachers more fully into RPs implementation. It seems that the differences between, for example, a large secondary school and a much smaller special school were felt to require different approaches, and reflected the initial understanding by schools that they were free to develop their approaches in ways which suited their own needs. Size of school was an important factor; there were differences between the experiences of small and large secondary schools. However this was not a straightforward link, as although some larger schools, both in terms of staff and physical size, clearly had difficulties with communication, others had more successfully integrated staff cultures.

Key features included:

- clarity and specificity of aims
- synthesis with other development priorities
- permeative approaches were effective in developing ethos and promoting culture change
- realistic, clear but flexible timetable for change
- recognition of valuable contribution of non-teaching staff
- multiple opportunities for staff development
- opportunities for collaborative working between staff
- acknowledgement of staff members' existing skills
- important contribution of non-teaching staff.



### 7.3 Training

Training was seen by each of the three LAs as a central aspect of effective implementation, and a great deal of thought was put in to finding and developing productive links with national trainers. However each area also developed its own approach to training and had its own priorities within an overall commitment to its importance.

In most schools, the opportunity for each school to identify its own training needs led to a good mix of internal and external training and a positive response from those who took part. Primary schools in general aimed to include all staff from early on, other schools started with those who expressed interest and then widened out to encompass more staff. All schools were very aware of the importance of staff development in relation to broad issues of values and interpersonal relationships as well as particular strategies and skills. In support of broad and permeating approaches to RPs, training was often offered to non-teaching staff. This was identified in interviews as important and valuable.

A range of external providers were employed across the LAs, including local voluntary sector organisations, English and international trainers. Some LA and school staff also visited the International Institute for Restorative Practices in Bethlehem, Pennsylvania and others visited a Barnardo's school conferencing project in Belfast.

Different approaches were sometimes seen to be appropriate for the primary and secondary sectors; primary school focussed training being more broadly rooted in interpersonal skills and relationships. Sometimes early training was focused on managers and pastoral care staff, enabling these senior staff to then train staff in their own settings. The ways in which this training was cascaded differed widely between the schools. Some schools used whole staff group in-service times; others made this voluntary for interested staff. In some primary schools, there were indications that the RPs initiative had shaped the development of professional learning communities where staff, and not just teachers, engaged in collaborative and critical enquiry into school practices with a view to the development of those practices. Staff in a number of schools in the three LAs have subsequently also been invited to talk about RPs in other schools and LAs and at national conferences.

Staff felt that the Authority and in-school 'recall days' offered a good level of support and helped sustain and develop their skills and confidence. Most staff in both primary and secondary schools felt that they would like more training, including further opportunities to observe and practise Restorative ways of working. The time for training was seen as a particular issue in the rural area with such long travelling distances. The costs of providing cover, and of finding staff to provide that cover, were also noted in several schools.

Training was a clear priority for each LA but views about the best balance of internal and external training differed. No one approach to training was viewed as the most effective, although staff commented that some Restorative Justice based training had been insufficiently school-focussed. Most

schools treated formal staff development opportunities as a high priority and staff participation had the effect of providing high levels of motivation and enthusiasm. Sometimes, opportunities were very closely tied to the needs of schools and provision was responsive and flexible, targeting particular groups or aspects of RPs. Where school staff themselves were the providers of staff development for colleagues, this practice had the effect of signalling clear leadership for the RPs initiative from inside the school. It also enabled staff development to be closely tied to the development of RPs in each school.

In summary:

- staff development and training was strongly valued and seen as essential
- Local Authorities provided local and external training
- training opportunities varied from whole school sessions to those aimed at key or interested staff
- purposes of training ranged from broad awareness raising to skills development to a focus on particular school priorities
- no one approach was seen as most effective for all settings
- but training was seen as less effective if not strongly based on educational setting
- many staff members would like continued opportunities for training and support.

#### **7.4 Leadership**

Most Headteachers were engaged with RPs from the beginning, particularly in the primary schools. A smaller number became engaged as the pilot developed. A minority was not involved with the development of RPs in their school at all.

**Table 7 School Change: Senior Management – Restorative Practices**

School	Roll	Changes at SMT level	Other Change
Arkle PS	230	New HT 2002	Playground refurbishment underway 2005/2006
Askival PS	212	New HT 2003	
Benvane PS	250	New HT 2002 New DHT 2003	
Canisp HS	1270	New HT 2006	Full refurbishment underway 2006
Culardoch HS	1215	New HT 2003	Full refurbishment underway 2005- 2006
Merrick HS	1748	New HT 2006	New school opened 2003
Craignaw PS	255	New DHT 2004	
Fiarach PS	380		
Marsco HS	402		
Millfore HS	458	DHT left 2005 Acting DHT appointed 2005	
Morven HS	789	HT retired 2005 New HT 2005 New DHT 2004	
Crofthead HS	651	New HT 2004 DHT retired 2005	
Braeriach PS	468	HT seconded 2006 DHT appointed acting HT 2006	
Conival PS	300	DHT retired 2005 New DHT 2006	School due to move to new build on new site 2007
Mayar HS	1107		School due to move to new build on same site 2006
Slioch HS	832	New DHT 2005	School due to merge with another secondary school in new build near present site 2007
Tolmount HS	881	New HT 2004	
Creise PS	198	HT retired 2005 New HT 2005 DHT seconded 2005	

There was, as is apparent above, considerable change among managers in the 18 schools, with 11 new Headteachers during, or within a couple of years of the start of the pilot project. In some schools it was too soon to see the impact of the new managers. In others it was clear that it had provided a positive impetus for change.

In schools where implementation was more successful, Headteachers and senior managers actively endorsed and publicly modelled RPs in their work with pupils, parents and staff. In Braeriach Primary, for example, the Headteacher had a weekly drop-in session where parents could raise any issues they had. Parents interviewed clearly valued this opportunity and had made use of it.

Effective leadership of the RPs pilot also enabled others to take on leadership roles. Some Headteachers provided the means for colleagues to disseminate RPs throughout the school community. This was done by creating and enabling RPs 'champions' and supporting their work fully throughout the initiative. This distributed leadership was not simply delegation. Headteachers working in this way were themselves still 'hands on' in the initiative. In primary schools that implemented RPs effectively, staff in key positions, related to school goals for RPs, had significant responsibilities for the initiative, for example, classroom assistants. The development of RPs in Arkle Primary stemmed from the commitment of the Headteacher, together with a great deal of devolved responsibility for RPs to 2 key members of staff, one of whom was a classroom assistant. The nature of this leadership and their enthusiasm and commitment both modelled and promoted RPs at all levels within the school:

*And that's something that the pupils pick up on, if we are all very cohesive and there's a positive atmosphere, it sort of trickles down and then they [pupils] are happy and you do see that, its not an obvious thing and there is nothing sort of ... you can't summatively assess it, its just there. And that's something they can't fake, it has to be built up over the years, for me anyway its very positive (staff member).*

Similarly, in another primary, the Headteacher enabled a class teacher and an Additional Support teacher to take significant responsibility for the development of RPs within the school, including working with pupils and support staff to provide training and raise awareness of RPs.

Staff in secondary schools also had considerable responsibility for taking things forward and sometimes had significant success in areas related to Pupil Support. Many of those providing leadership for RPs in secondary schools had prime responsibility in Pupil Support. Their influence here was well-evidenced but they were not necessarily well-placed to spread the initiative across the school. However, there were indications that those staff would be able to influence colleagues given time and opportunity. In some secondary schools subject PTs had taken some responsibility for development, in others subject staff were interested but worried about the time commitment. In this Secondary, two PTs of subject departments indicated their interest in RPs and their desire to us them in their areas of the school:

*I would love to get involved in this. I would love my department to take it on ....but the amount of time that it is going to take....people should allow us to implement something like this in the long term. Sometimes, I feel that with education we try to change things overnight (subject PT).*

In some cases, there were indications that pupils, too, could fulfil a leadership role in school development. In Arkle Primary, for example, involvement in the RPs pilot appeared to have broadened teachers' approach and enabled them proactively to involve pupils:

*It's reinforcing ... getting new ideas, new ways of work ... you are involving the pupils in it and they are taking ownership of it ... its giving them a sense of, I don't know, that they are part of the team, the bigger picture (staff member).*

There was no sense from staff that they saw increased pupil involvement as undermining or diminishing of their own contribution. The positioning of pupils as active subjects in the development, and not just passive recipients of its benefits, was a notable feature of successful implementation. Pupil participation contributed hugely to the creation of a 'critical mass' in some schools in support of the initiative, challenging the notion that the attitudes of all staff need to be addressed directly if change were to be pursued.

In summary:

- visible commitment and modelling by school managers was key
- modelling by SMT characterised successful schools
- other staff and pupils were also highly influential
- in secondary schools, pupil support staff were influential
- major changes at SMT level over the period of the pilot had varying effects on the implementation of RP, some very positive.

## **7.5 Multiple innovation**

All schools in the pilot were involved in multiple initiatives. Why did some schools experience this as helpful and others as impossibly burdensome? The answer was that multiple innovations were not a problem when they were seen to connect to each other and to the same values base. Problems were encountered in the pilot when RPs were experienced as yet another 'add on'.

In one secondary, where the pilot project did not make great progress, members of the senior management team voiced the opinion that quite a lot of conflict situations were caused by the way in which staff interacted with pupils. They were often too confrontational and created problems rather than de-escalating conflict. It was hoped that RPs would help teachers to manage those situations better and prevent them from becoming crises. Thus, the aim for RPs was that they would provide a tool to help teachers improve their behaviour management skills. Some staff commented however that the LA embarked on too many initiatives at the same time without making proper connections between them.

Experience of the RPs initiative as part of an integrated approach to school development was exemplified in Fiarach Primary where there were established very participative ways of working, with a great deal of discussion and negotiation at all levels. RPs were not seen as something new, but as part of the pervasive ethos of the school. There were a number of ongoing initiatives that contributed to the

restorative culture. For example, there was a buddying initiative between P6 pupils and the nursery, with pupils going to the nursery on a regular basis to work with the younger children. This was seen as benefiting younger children but also building the self-esteem of older children, particularly when this was low. Work on RPs also fitted very well with, and further honed, the peer mediation initiative, which the school had been developing for some time.

Part of the appeal of RPs as a focus for effective school development was that they enabled an appraisal of the shared value system of the school. RPs as a vehicle for school development offered more than other initiatives in that the planned change was articulated as more than just desired outcomes; the approaches were expressed as principles to be pursued through processes, values and goals. Thus, RPs provided the 'glue' that enabled multiple innovations to be experienced as a single, encompassing and coherent endeavour.

## **7.6 Summary**

Measures of success always relate to aims and any attempt to make an assessment of the effectiveness of the implementation of RP must take account of this. One of the key features of the implementation of RP was that schools were encouraged to devise their own aims for RP, taking into account their own needs, existing priorities and local context. Successful schools had clear and specific aims.

In this section, we have also drawn attention to other significant factors in the implementation: readiness; aims and change processes; training; leadership and the impact of multiple innovation. These factors reflect the complexity of schooling and the many competing demands on pupils, staff and parents.

The evaluation did identify a number of key features of successful implementation. These include a clear focus on a positive, child-centred ethos and a commitment to building positive relationships based on mutual respect in and out of the classroom. Some schools were ready to participate as they already showed some of these features. However there was also evidence of real culture change in others, especially where there was strong commitment and modelling of RP by senior management. Enthusiastic managers were quite often, but not always, relatively newly appointed.

Good staff development experiences, and a clear structure of continuing support, were often noted by staff in schools that were making significant progress. Staff development and training was strongly valued and seen as essential. Although different approaches to training were liked, no particular approach seemed to be most effective for all settings. However training was seen as less effective if not strongly based on educational settings.

Change was effective when there was a clear but flexible timetable for change. Staff morale affected willingness to change and to be involved in new initiatives. However successful schools balanced the

stimulus of innovation with an approach that linked RPs with existing school developments that could be incorporated into or were compatible with RPs. Multiple innovations were not a problem when they were seen to connect to each other and to the same value base. Although there were different models of effective implementation, problems were encountered when RPs were experienced as yet another ‘add on’.

The significant contribution of non-teaching staff was acknowledged and multiple opportunities for collaborative working and staff development created. While successful schools recognised the need for both value clarification and skill development they also valued staff members' existing skills. Leadership by school managers was key; however other staff and pupils were also highly influential.

Below we offer 4 **composite exemplars** that illustrate differing levels of success in implementation of RPs in the 18 Scottish schools involved in the evaluation.

**Exemplar 1      A primary school where there is a strong establishment of RP.**

This primary school had recently had a new Headteacher, interested in new thinking and in making her school more pupil-centred. The school introduced peer mediation and pupil problem solving. The whole staff, teachers and support staff, were introduced to the ideas of RP at an away-day and key staff, including classroom assistants, were given further staff development, both at LA courses and within the school. The school saw Restorative ideas and practices as compatible with other current policy and practice initiatives, in fact as an overall framework for much of their new development. School staff produced examples of Restorative language that were displayed around the school and a Restorative script on a card that was issued to everyone. Discipline referrals to the Headteacher reduced substantially as staff became confident about using their Restorative skills and there was less need for external behaviour support. Visitors to the school, as well as pupils, commented on the warm and peaceful atmosphere.

**Exemplar 2      A primary school where some progress has been made towards establishing RP**

This primary school is soon to move to a new build on a new site. Staff and parents have concerns about the move. The Headteacher and new Principal Teacher have been trained and are enthusiastic about RP, but the DHT is resistant. The Headteacher and PT have introduced the staff to the ideas as part of an In-service afternoon. This led to a number of class teachers attending training and they are now trying it out in their classrooms. They have said they would like more training but due to lack of cover availability and the school being under-staffed overall, the Headteacher feels unable to release them for follow-up/recall days at present. However, she has offered to assist staff by taking over the class at certain times of the week in order to allow them to work restoratively with individual pupils. A timetable for this is now being set up. Contacts with parents about RP have been on a ‘need to know’ basis and the hope is that, in time, the success of RPs will convince parents, some of whom have a punitive approach.

**Exemplar 3 A secondary school where there is a strong establishment of RP**

This secondary school saw RPs as helping to develop further a very positive ethos across the school. Systems of pupil support were strong and designed to ensure all pupils were part of a network of positive relationships. The Headteacher had not been long in post and his aims were to enhance pupil participation by providing opportunities for their views to be heard. RPs were seen to be in harmony with other aspects of school provision and development. Leadership for the initiative was provided by members of the senior management team. Their commitment and energy ensured a high profile for RPs in the school, for example, through the training they provided for the whole school community. Restorative circles were used regularly by members of the Pupil Support team in sorting out conflict. Staff, pupils and parents had been involved in these with positive outcomes on many occasions. RPs were firmly established in Pupil Support and their use was spreading to curricular areas where they had helped to improve the overall tone of relationships in some classes.

**Exemplar 4 A secondary school where RPs did not become established**

This secondary school had recently had a critical HMIE report. The key member of the senior management team who had expressed an interest in promoting RPs had left and no-one else had taken real responsibility for the development. Some staff had participated in authority level training but did not have the confidence or the authority to promote this throughout the school. Most staff were not aware of, or were ambivalent about, the ideas. The discipline system was based in assertive discipline and seemed incompatible with RPs. The school had received funding for another major policy initiative and was prioritising this. Some interesting practice was developed but this was not sustained and no further staff were trained.



## 8 CONCLUSIONS

In this section we summarise our findings and discuss some of the key themes and issues arising from the findings. Finally we identify and consider the implications.

### 8.1 How Restorative Practices developed in the pilot project in Scotland

In the preceding chapters we have outlined the development of the pilot project, as it emerged in varying forms in the different LAs. The three LAs and indeed all the schools developed their pilot projects differently; however over time they began to develop shared values and practices. The key authority staff and some key school staff met regularly with the Scottish Executive and the evaluation team and discussed their ideas. In addition staff from all three LAs participated in training from some of the same key providers and had been involved in joint seminars. The shared experiences of developing practice moved many staff towards a realization of the importance of developing whole school continua of practice and of staff development for colleagues.

All three LAs saw RPs in education as broader and rather different from the approach in the adult and juvenile justice systems. They all provided and supported training, particularly for primary schools, that took a broad whole-school, preventive approach to RP, rather than focussing solely on formal conferencing where things had gone wrong or harm had been caused. A small number of secondary schools also saw this as the way to begin, although most took the narrower approach initially. All three LAs saw RPs as compatible with other developments locally, particularly those associated with BBBL and with social skills and cognitive reasoning curricula. In the early days there was an emphasis that this was just one more tool in the tool-box; another strategy for schools to use when necessary. However there was a move within the two years to the wider view that RP could become a broad framework of values, strategies, practices and skills and that some other initiatives would fit successfully into this framework but that others might not. (See below for discussion of approaches such as assertive discipline).

We did find a wide range of quite different practices in schools, rather varied use of terminology and differing levels of success in achieving the desired outcomes identified by schools and authorities. It is clear that it is easier to demonstrate school change in primary schools than in the larger and more challenging secondary context, with its historic focus on subject than rather on children. The recognition by the Scottish Executive that developing initiatives like this takes considerable time, and their continued funding for a further two years, was welcomed by the LAs and schools and is in accord with our findings over the two years of this study.

Over the two years it seemed that the pilot authorities and schools developed a shared and distinctively Scottish approach to Restorative Practices. This approach differs from that in operation elsewhere, in that its theoretical underpinnings derive more from humanistic/person-centred psychology, cognitive behavioural approaches, the 'social model' and sociological perspectives on social and educational processes that underpin other social and educational interventions with children in Scotland. This is

compatible also with the broad functional approach to Additional Support for Learning in Scotland. The educational approach in the Scottish context was seen to be different from Restorative Justice (RJ) in the community in that RJ is used with children and young people who have offended. The latter focuses on offenders and individual actions by using Restorative Cautioning and/or Conferencing and does not have the broader preventive focus of educational approaches. In Justice, restorative approaches are developed by professionals working exclusively with such young people, whereas, in education, the whole school community -managers, teachers, janitors, classroom assistant and pupils - are likely to be involved. In Scotland there has limited use of external facilitators, but rather, a commitment to the training and skills development of school staff and pupils.

So RPs in the pilot authorities can be seen as a set of values, practices and skills that have developed rather differently in different authorities and schools but can be seen to share many common features. As we describe below, in each authority schools developed practices from the continuum of Practices, some as part of a wide approach, others more narrowly. In all cases there was an intention to promote practices in school that would restore relationships where there had been harm and/or conflict, and in many schools also a development of a broader educative, whole school approach that was about promoting good relationships and preventing harm.

This developing Scottish educational model of RP is broadly focussed, encompassing prevention, response and intervention and, sometimes, reparation. There is an emphasis on the whole school community - RPs are seen to be for all staff and pupils and not just for those who have broken the rules or caused conflict or harm. This is wider than the approach of Restorative Justice. If we accept that schools are complex institutions then there will always be competing ideas, tension and personal disagreements. RPs are seen to offer ways to manage these fairly and positively, to prevent conflict and harm but still allow for the expression of difference. There is an emphasis on local ownership of the development and of the responsibility of those involved to learn the skills and develop the practices.

## **8.2 What did RP look like?**

Practices seen in the pilot schools ranged on a continuum from whole school approaches to those used in more challenging situations or with individual students. They included Restorative ethos building; Curriculum focus on relationship building/conflict prevention; Restorative language and scripts; Restorative enquiry; Restorative conversations; Mediation, shuttle mediation and peer mediation; Circles – checking in and problem-solving circles; Restorative meetings, informal conferences, classroom conferences and mini-conferences; and Formal conferences.

Some of these practices built on existing approaches while other aspects were felt to be ‘new’ and sometimes more challenging. Most schools, especially but not only the primary schools, commonly explored and implemented RP as a permeating and underpinning set of values; addressing issues related to positive school ethos, climate and language. In secondary schools, aims were likely to be

more focused on a particular area of the school or a particular aspect of practice. In a number of secondary schools, senior management decided to focus efforts on pupils in the early stages S1/2.

The findings reveal a breadth and variety of Restorative Practices in these pilot schools. School staff often echoed the views of LA key informants that a low-key, preventative approach was preferred where possible, and where they could take an existing practice and integrate RP with it. These staff talked about specific practices such as conferencing or using Restorative Language or Mediation but they also often talked about the need for a 'restorative approach'. Two primary schools talked about aiming to be 'restorative schools'.

### **8.3 Were they for everyone or for pupils with challenging behaviour?**

The majority of schools eventually recognised the argument for building RPs into a whole school approach, involving all staff. However even when there was a whole school approach, it was still often assumed by some staff that it is most useful in dealing with troubled and troublesome young people. None of the schools, however, see RPs as only about high tariff interventions. Most emphasise ethos, attitudes, relationship building, conflict resolution, and in the primary schools particularly playground focus and mediation. However some, particularly secondary schools, have taken a strategic view of starting small, with a behaviour unit, or with disciplinary procedures and hoping that this will demonstrate the value of the approach to colleagues who may then be willing to become involved and to recognise their value. A number of examples highlighted in this report show that RPs were effective in addressing behavioural issues with some of the most challenging pupils.

### **8.4 Is it an entirely new approach or were we doing it already?**

Both the Scottish Executive and LAs were keen to emphasise that RPs should be seen, not so much as an entirely new approach for innovation stressed schools, but as one that offers a framework within which existing good practice can build and develop. It was seen also to add a new dimension to thinking and practice for Inclusion. There is perhaps as a consequence, some lack of clarity within some schools about the extent to which Restorative Practices were seen to offer a radical new approach or a development of existing good practice.

Many staff in schools already used some of the techniques involved in delivering Restorative Practices but required the opportunity to be further trained, develop and reflect on their skills. The three LAs were keen to find a balance between RPs seeming like another stressful demand, while emphasising that there were distinctive practices and skills and that training and support were vital.

### **8.5 How were staff trained and supported?**

Staff development and training was seen by each of the 3 LAs as a central aspect of effective implementation, and a great deal of thought was put in to finding and developing productive links with international, national and local trainers. However, each LA also developed its own approach to training and had its own priorities within an overall commitment to its importance. They all invested in staff development involving both external, in some cases international trainers and also made extensive

use of their own staff at LA and school level for offer cascading development opportunities, throughout the pilot period. Some schools, particularly primary and special schools provided staff development opportunities for all staff, including classroom assistants, playground and office staff and janitors. Others, particularly secondary schools, focussed on key staff and provided opportunities for those expressing interest. All the latter schools however recognised the importance of eventually promoting whole school staff development.

### **8.6 What are the costs of developing Restorative Practices?**

The additional funding of £45,000 per year made available to LAs in the pilot was distributed differently in each authority. Several school managers reported that the budget devolved to them for RP training, staff cover, secondments, resources and equipment did not meet the actual incurred costs. Others valued the additional resource.

The cost of time for training was seen as a particular issue in rural areas with long travelling times and distances. The costs of providing cover, and of finding staff to provide that cover were particular issues noted. The issue of staff time and availability was raised frequently, particularly in secondary schools. These comments chime with those made in other research on support for pupils with difficulties, where secondary subject staff sometimes indicate this is not a priority, and indeed the time involved is a distraction from their real task as subject teachers. There were also examples of successful no-cost implementation, for example where schools used existing in-service time for training and in one primary school where a conflict prevention programme was delivered across the school by using teacher preparation cover imaginatively.

### **8.7 What is the best way to introduce it?**

The evaluation indicated that there was no single 'right way' to introduce RP. All senior managers we interviewed were acutely sensitive to staff stress and innovation fatigue and most stressed the links to existing initiatives as a way of encouraging staff. Some Headteachers in primary schools used the success of RP with children, and its capacity to produce, for example, '*calmer playtimes*' to convince resistant staff to think more deeply about the possibilities of RP. A few Headteachers have emphasised the impact that RP has had on attainment levels as well as reduction in discipline referrals or onward referrals to outside agencies. It was also presented sometimes as a support for staff, as well as pupils; this seemed to be helpful.

The appointment of a new Headteacher often provided an injection of the required energy and commitment, but also enabled existing staff to take a new tack, allowing them to acknowledge that things could and should be better. A crucial part of the schools' readiness for RPs was not just recognition that things could be better, but their sense that they had the capacity to make them better. Staff morale was therefore very important. In schools that were successful in implementing RPs, there came from staff and pupils a sense that things were on an upward swing. Forms of school organisation and geography, as well as culture, could have a curtailing effect on the spread of RPs. In some

secondary schools in particular, it was difficult to spread RPs beyond Pupil Support or other pockets of interest.

Schools in both disadvantaged and affluent areas were successful. Leadership was central, both from senior managers and key staff. In schools where implementation was most successful, staff and pupils felt valued, and RP was understood as a helpful balance of support and accountability. Where senior managers provided effective leadership of the RP pilot in school this also often enabled other staff to take on leadership roles. For example in some primary schools classroom assistants had significant responsibilities for parts of the initiative. Some Headteachers provided the means for colleagues to disseminate RPs throughout the school community. This was done by creating and enabling RP ‘champions’ and supporting their work fully throughout the initiative.

Greatest success was achieved where schools had the overall aim of improving school ethos by creating and sustaining positive relationships throughout the school community. Some schools in the pilot group had already embarked upon that enterprise and had been selected by the LA for that very reason. Others moved, over the period of the pilot, from having some quite specific aims to sharing this broader view.

Good staff development experiences, and a clear structure of continuing staff support, were often noted by staff in schools that were making significant progress.

### **8.8 Will it work with existing discipline systems?**

Views about the ease with which RP could be integrated within, or constituted an alternative to, existing disciplinary systems differed from school to school and also within schools. There were a few schools, in the main secondary schools, where RPs were seen as challenging to the disciplinary standards of the school and as incompatible with existing sanctions. In the successful primary schools, some secondary schools and the special school, the disciplinary system was often able to be more flexible and responsive to individual circumstances and contexts and perhaps this explains why issues of compatibility were less often raised and why RPs were seen to add to and be complementary with these.

In a few schools, however key staff were beginning to explore and looking to overcome some incompatibilities with particular approaches to discipline, particularly those associated with ideas of assertive discipline, where rules and procedures emphasise a fixed staff authority at the expense of flexibility and pupil participation.

It was clear from our visits to schools that RP had begun to refocus the perennial questions about discipline and behaviour management, both at primary and secondary levels. They were beginning to redefine discipline more broadly as ‘relationship management’ rather than as a procedure for dealing with difficult behaviour/disruption. In the most successful schools staff and pupils felt that there had been significant improvements in school discipline.

### **8.9 Can we still use punishment?**

Very often, RP in the early stages of development sat alongside traditional punitive responses rather than being consciously used as an alternative to those approaches. A number of Headteachers in primary and secondary schools emphasised that they were still prepared to exclude pupils and that they saw certain kinds of behaviour, for example, violence, as meriting an immediate exclusion. Two secondary Headteachers advocated abandoning punishment altogether, although the staff survey suggested that not all staff in these schools agreed with them. While most Headteachers stressed the necessity of maintaining the option of disciplinary exclusion, they also envisaged that the use of RP would forestall further conflict and thus would have a positive impact on the amount of punishment used in the school. There were differences between schools on this question, with some schools wishing to maintain the existing stance on disciplinary processes such as exclusion and RP as an adjunct to these processes. Other schools viewed RP as the main way in which to respond to incidents of indiscipline, while reserving the right to exclude if necessary. Although most see RP and punishment as different and compatible approaches to maintaining school discipline, some schools are nonetheless indicating a greatly reduced use of many internal disciplinary sanctions.

A number of secondary schools were 'restoracising' their processes of punishment or exclusion, for example replacing punishment exercises with reflective exercises designed to encourage consideration of harm and promote positive actions for the future. Clearly if these processes are administered in a restorative manner they may be experienced as restorative; however, as with other practices they may equally be experienced as punitive if their purpose within a wider restorative climate is not clear.

However in a small number of secondary schools, individual or small groups of committed staff were attempting to introduce RP into schools that continue to make extensive use of punitive sanctions. Interviews with school staff indicated that some expect school managers to use punitive responses to very challenging behaviour. They may therefore feel sometimes that a restorative response by school managers, is not supportive of staff. This feeling is likely to be more present in secondary schools, where, as discussed earlier, subject teachers are less likely to be themselves involved in the Restorative process. This is further exacerbated when, because of concerns for confidentiality, or sometimes because of lack of clear communication procedures, class or subject staff did not feel that they were informed about outcomes of Restorative interventions.

### **8.10 Overall conclusion - Did it work?**

Our evaluation gathered both qualitative and quantitative data in relation to the stated aims of the schools. These aims varied both in their specificity, focus and scale, with some schools, particularly secondary schools, identifying more limited aims. However the data supports the substantial achievement of these aims in most schools in first two years of the pilot project.

In terms of the broad criteria set by the evaluation team:

- 9 schools (6 primary, 1 special and 2 secondary) were considered to have made significant achievements across the school
- schools (1 primary school and 4 secondary) to have made significant achievements in places
- secondary schools were still in the early stages but showed evidence of achievement
- 1 secondary school had been in a changing situation where other priorities had substantially replaced the Restorative Initiative.

Such developments do take time. Nevertheless the evaluation shows evidence of significant change in the schools studied in the period of the evaluation; in half of the schools there was strong evidence of improved relationships within the school community. Clearly, as argued earlier, this progress has to be seen in the context of the whole range of initiatives, practices and developments in these schools during the evaluation period. Indeed one feature of the successful schools, as we will discuss below, is their willingness to reflect on practice and engage with change.

The evaluation did however indicate that, when introduced with commitment, enthusiasm, leadership and staff development, there was a clear positive impact on relationships in school. This was identifiable through the views and actions of staff and pupils, as well as evident in measurable reduction of playground incidents, discipline referrals, exclusion and use of external behaviour support.

The most successful schools had a climate that was identifiably calmer, pupils were generally more positive about their whole school experience and thought staff to be fair and listen to ‘both sides of the story’. Staff in many schools, particularly primary, were comfortable with the language of RP and also identified improvements in staff morale. A few schools had raised attainment and in several there was a decrease in exclusions, in-school discipline referrals and in out of school referrals, although of course not all of these can be attributed solely to the introduction of RPs. There was clear evidence of children developing conflict resolution skills.

RPs have had a major impact on most schools involved in the evaluation. Fourteen schools are assessed as having made significant progress either overall or in parts of the school, and a further three have had some experience of success. The structures of primary schools and the closer, more personal relationships they engender, seem to have made the introduction of RP easier. However, some secondary schools also met with real success.

The evaluation highlighted the length of time and the difficulties involved in changing, particularly secondary school, processes and cultures. A recent report on organizational change (Lownsborough and O’Leary 2005) suggested that ‘There is a tendency to overestimate what can be achieved in the short-term and to underestimate what is possible in the long-term’. Through their own experience of the project and their reflection on the challenges of culture change (Blood and Thorsborne 2005), pilot schools and LAs are developing an understanding that change is indeed a gradual process. Most of the

key participants in the pilot project remain strongly committed to the project, continuing to see the possibilities of Restorative Practices as both an effective approach to prevention and intervention in relation to conflict and behavioural difficulties but also as a key to wider institutional and ethos change.

The evaluation indicates that Restorative Practices, as they are developing in the pilot LAs and schools, offer a powerful and effective approach to promoting harmonious relationships in school and to the successful resolution of conflict and harm.



## 9 IMPLICATIONS OF THE EVALUATION

Towards the end of this evaluation, the Discipline Stakeholder Group comprising the Scottish Executive, teaching unions, General Teaching Council for Scotland, Convention of Scottish Local Authorities (COSLA), Association of Directors of Education (ADES), and advised by Her Majesty's Inspectorate of Education (HMIE) responded to a national discipline survey, *Behaviour in Scottish Schools*, (2006) with a joint action plan to consolidate and build upon the Better Behaviour Better Learning (2001) recommendations; and, to include some of the more innovative approaches which have emerged since then.

This action plan includes an expectation that every local authority and head teacher will be expected to use an appropriate mix of new approaches including:

- Behaviour co-ordinators and staged intervention
- Restorative Practices
- The Motivated School
- Solution Orientated School
- Cool in School

The action plan also calls for local authorities to provide leadership and co-ordination and for head teachers to engage all staff in developing and sustaining an integrated range of approaches to supporting positive behaviour in schools.

In addition, the Scottish Executive established a Positive Behaviour Team in 2006 to work with local authorities and schools to introduce and embed positive behaviour approaches and to provide information, advice, support and training.

The pilots will continue to be funded until 2008, and the national Restorative Practices Steering Group will continue to oversee the pilots. So what are the implications of this evaluation for the development of restorative practices in schools across Scotland?

There is a need to:

- summarise and disseminate key findings of this evaluation to all local authorities and schools;
- highlight key issues such as leadership, delegation and integration, whole school approach vs specific or incremental applications, readiness, training and support, and communication;
- continue to share and disseminate information on those LAs and schools which are developing and implementing restorative practices;

- continue to provide support and training for the development of Restorative Practices in Scottish schools;
- consider the levels of support required from local authorities to enable schools to develop and embed restorative practices in terms of leadership, co-ordination, assessment of readiness and provision of training and support;
- develop clear and shared understanding of RP in schools; and, in particular, to articulate the common value base and universality of the approach to develop positive relationships and deal effectively with behavioural issues when they arise and before they arise;
- clarify differences and establish joint understanding with restorative justice and related initiatives;
- examine further links, relationships and compatibilities with other positive behaviour approaches, as well as potential tensions with approaches such as assertive discipline;
- develop practical guidance for local authorities and schools on how to introduce and embed RP;
- clarify the role and involvement of parents with regard to RP to ensure there is a shared understanding;
- maintain links with and awareness of developing practice of RP in related fields of children's services
- consider wider links with children and young people's services, including early years education and services, children looked after and accommodated by the local authority, and youth justice; and
  - consider wider links with other current developments such as *Assessment is for Learning*, *A Curriculum for Excellence*, and *Getting it Right for Every Child (GIRFEC)*

Review of Restorative Practices *Practical Literature*

RICHARD HENDRY

Topic	Restorative Practices and Approaches	
Title	<b>The Little Book of Restorative Justice</b> (From the series: Little Books of Justice & Peacebuilding)	
Format	Paper	Paperback (64 pages)
Publisher / Source	Author: Howard Zehr Published: December 2002 Publisher: Good Books Language: English ISBN: 1561483761	
Cost	Around £3.00	
Summary	This is a brief introduction to the theory and ideas of Restorative Justice by one of the concept's 'founding fathers', Dr. Zehr, co-director of the graduate Conflict Transformation Program at Eastern Mennonite University (Harrisonburg, Virginia).	
Purpose	The book aims to explain the development, thinking and practical applications of restorative justice, in its broadest sense.	
Approach	The author here proposes a set of workable principles and practices for making restorative justice both possible and useful.	
Which sectors?	All	
Which staff?	All	
Comments	An accessible, short read for anyone interested in the overarching ideas inherent in restorative justice – it aims to set restorative practices in context. Not specifically about practice in schools.	
Any training Implication?	Some aspects of practice would require specific staff CPD	

Topic	Restorative Practices and Approaches	
Title	<b>Just Schools: A Whole School Approach To Restorative Justice</b>	
Format	Paper	Paperback (144 pages)
Publisher / Source	Author: Belinda Hopkins Published: November 2003 Publisher: Jessica Kingsley Publishers Language: English ISBN: 1843101327	
Cost	Around £20	
Summary	Belinda Hopkins is an experienced trainer and developer of restorative practices in the UK. In this book she presents a whole-school approach to repairing harm using a variety of means including peer mediation, healing circles and conference circles.	
Purpose	The book aims to illustrate how a whole-school restorative ethos can be effectively implemented through a number of approaches in and out of the classroom.	
Approach	The book provides clear, practical guidance for group sessions and examines issues and ideas relating to practical skill development for facilitators. Clearly structured and with photocopiable sheets,	
Which sectors?	All	
Which staff?	All	
Comments	This book is useful and practical a resource for teachers, support staff and youth workers seeking a more positive and effective way to deal with conflict in educational settings.	
Any training Implication?	Some aspects of practice would require specific staff CPD and / or pupil training.	

Topic	Restorative Practices and Approaches	
Title	<b>Restorative Practices in Classrooms: Rethinking Behaviour Management</b>	
Format	Paper	Paperback (84 pages)
Publisher / Source	Author: Margaret Thorsborne & David Vinegrad Published: March 2004 Publisher: Incentive Publishing, Milton Keynes Language: English ISBN: 1904407056	
Cost	?	
Summary	The authors are respected Australian practitioners and trainers who have worked internationally, including in the UK in developing and implementing restorative practices.	
Purpose	This book aims to show practical ways in which restorative practices can be applied in classroom practice.	
Approach	Chapters include; working proactively, classroom conferences, individual, small and medium group conferences, facilitating conferences, what if? Appendices include; classroom script, the 'No Blame' conference script, classroom conference report, classroom conference evaluation, letters to parents, case studies and recommended reading.	
Which sectors?	All	
Which staff?	All	
Comments	This book provides an accessible and thorough description of possible classroom approaches. Although written from a non-UK perspective, many ideas are transferable.	
Any training Implication?	No	

Topic	Restorative Practices and Approaches	
Title	<b>Restorative Justice in Schools</b>	
Format	Paper	Summary and Full Reports
Publisher / Source	<a href="http://www.youth-justice-board.gov.uk">http://www.youth-justice-board.gov.uk</a> Youth Justice Board for England and Wales 11 Carteret Street London, SW1H 9DL	
Cost	Free as download or paper copy	
Summary	<p>Summary and full reports on the evaluation of restorative justice approaches between 2001 and 2004 in a number of schools in the London area. These practices included:</p> <ul style="list-style-type: none"> <li>• restorative justice conferences by school staff and outside agencies (support staff, police and mediation service personnel)</li> <li>• training school staff to implement restorative practices (including ‘active listening’, restorative enquiry, ‘circle time’ and mediation)</li> <li>• developing peer mediation.</li> </ul>	
Purpose	The evaluation aimed to detect changes in the school environment, as experienced by the pupils.	
Approach	The report reviews the evidence and makes a number of recommendations about future implementation of RJ approaches in schools.	
Which sectors?	The research took place in Secondary Schools.	
Which staff?	Policy Managers, Educational Psychologists, school management teams and interested staff.	
Comments	The report indicates significant improvements reported by staff as a result of the various programmes. This provides useful insights into school options as well as evidence of success for those considering or advocating restorative approaches in their own school.	
Any training Implication?	Relevant training issues are described and discussed.	

Principal Topic	Restorative Practices and Approaches	
Other Topics	Conflict – prevention and management	
Title	<b>Restorative Justice in Scotland</b>	
Format	Electronic	Web Site
Publisher / Source	<a href="http://www.restorativejusticescotland.org.uk/">http://www.restorativejusticescotland.org.uk/</a>	
Cost	Free – public access web site	
Summary	The site is managed by the Scottish Restorative Justice Consultancy and Training Service through SACRO (q.v.) with Scottish executive funding.	
Purpose	<p>The aim of this site is:</p> <ul style="list-style-type: none"> <li>• To provide up-to-date information about the use of restorative justice in Scotland.</li> <li>• To provide a service to the restorative justice community in Scotland.</li> <li>• To enable the wider international community to gain insight into the current status of restorative justice applications in Scotland.</li> </ul>	
Approach	The site offers generic information about restorative practices, including downloadable presentations and documents. It also has a small section dedicated to practices in schools, with downloadable documents giving the national perspective.	
Which sectors?	All	
Which staff?	All, especially senior management teams.	
Comments	This site is dedicated to supporting Scottish developments and practice. An interactive map of practice across Scottish schools is currently under construction.	
Any training Implication?	N/A	



Principal Topic	Restorative Practices and Approaches	
Other Topics	Conflict – prevention and management	
Title	<b>Restorative Justice in Action 1</b>	
Format	Electronic	Video / Web-cast or download
Publisher / Source	Go to: <a href="http://www.teachers.tv">www.teachers.tv</a> and search “Restorative Justice in Action 1”	
Cost	This is a free-to-view on line web cast. Those who register (free) with Teachers’ TV can also download the programme to a PC for free.	
Summary	This programme illustrates how one school has implemented a restorative approach to dealing with discipline issues.	
Purpose	<p>The programme looks at:</p> <ul style="list-style-type: none"> <li>• The impact restorative justice can have in the classroom environment</li> <li>• Focusing less on instant punishment and more on encouraging children to think through the consequences of their behaviour</li> <li>• The use of restorative justice in a series of incidents involving bad behaviour.</li> </ul>	
Approach	This 14 minute video follows a member of staff using restorative interventions to address two incidents involving disruptive pupil behaviour. As well as showing what happens during the process there are interviews with all the staff involved in the incidents.	
Which sectors?	Although taken from a Secondary school, the content is relevant to all sectors.	
Which staff?	All, especially pupil support staff and senior management teams.	
Comments	This is a useful resource to explain to staff (and parents / pupils) what a restorative approach might look like in practice. Staff are frank about the pros and cons.	
Any training Implication?	It is assumed that the member of staff responsible for intervening has some training in approaches.	

Principal Topic	Restorative Practices and Approaches	
Other Topics	Mediation Conflict – prevention and management	
Title	<b>Restorative Justice in Action 2</b>	
Format	Electronic	Video / Web-cast or download
Publisher / Source	Go to: <a href="http://www.teachers.tv">www.teachers.tv</a> and search “Restorative Justice in Action 2”	
Cost	This is a free-to-view on line web cast. Those who register (free) with Teachers’ TV can also download the programme to a PC for free.	
Summary	This programme illustrates how one school has implemented a restorative approach to dealing with pupil-pupil conflict.	
Purpose	This programme looks at: <ul style="list-style-type: none"> <li>• How restorative interventions can have a positive impact on learning</li> <li>• How restorative, mediated approach is helping to resolve disputes between students</li> <li>• How to get pupils talking so they can resolve their own arguments.</li> </ul>	
Approach	The 14 minute video follows a member of staff as she uses a mediated approach to deal with a simmering fall-out / bullying situation. The process of the initial meeting is followed in some detail, along with staff comments.	
Which sectors?	Although taken from a Secondary school, the content is relevant to all sectors.	
Which staff?	All, especially pupil support staff and senior management teams.	
Comments	This is a useful resource to explain to staff (and parents / pupils) what one particular restorative, mediated approach might look like in practice.	
Any training Implication?	It is assumed that the member of staff responsible for intervening has some training in approaches.	

Topic	Restorative Practices and Approaches	
Title	<b>Restorative Justice Consortium</b>	
Format	Electronic	Web site
Publisher / Source	<a href="http://www.restorativejustice.org.uk/?RJ_in_Schools">http://www.restorativejustice.org.uk/?RJ_in_Schools</a>	
Cost	Free public access to the web site. A membership fee is required for to join the consortium and for additional web facilities.	
Summary	<p>This is a UK-based charity that aims to promote restorative justice for the public benefit as a means of resolving conflict and promoting reconciliation by:</p> <ul style="list-style-type: none"> <li>• Promoting the use of restorative justice in the criminal justice system, in schools, in the workplace and elsewhere in the community in situations where conflict may arise</li> <li>• Developing and promoting agreed standards and principles for evaluating and guiding restorative practice</li> <li>• Advancing education and research on restorative justice and the publication of the useful results of that research</li> </ul>	
Purpose	See above.	
Approach	The site offers a access to a range of relevant research and publications for schools. They also organise conferences, seminars and other national events.	
Which sectors?	All	
Which staff?	All	
Comments	A useful focal point that brings together contributions from a number of voluntary and commercial organisations working in the field of restorative justice.	
Any training Implication?	N/A	

Principle topic	Restorative Practices and Approaches	
Other topics	Conflict – prevention and management Mediation	
Title	<b>Transforming Conflict</b>	
Format	Electronic	Web site
Publisher / Source	<a href="http://www.transformingconflict.org">www.transformingconflict.org</a> The National Centre for Restorative Justice in Education Mortimer Hill Mortimer Berkshire, RG7 3PW	
Cost	Free access to web site	
Summary	A public-access web site that promotes commercial training and printed resources as well as offering free information.	
Purpose	To promote a range of restorative approaches in schools.	
Approach	The site offers substantial text-based information on restorative justice, conflict resolution and peer mediation in schools. In particular, see the “Restorative Approaches & Practices” section for information and articles.	
Which sectors?	Primary, Secondary and Special	
Which staff?	School management teams, class and support teachers.	
Comments	As well as promoting the commercial side of this organisation, the site offers introductory information and useful insights into a range of approaches that are currently being used in schools.	
Any training Implication?	Commercial training is offered on a range of approaches.	

Topic	Restorative Practices and Approaches	
Title	<b>The International Institute for Restorative Practices</b>	
Format	Electronic	Web site
Publisher / Source	<a href="http://www.safersanerschools.org">http://www.safersanerschools.org</a>	
Cost	Free – public access web site.	
Summary	The International Institute for Restorative Practices (IIRP) is a non-profit organisation that provides education, consulting and research in support of the development of restorative practices around the world.	
Purpose	<p>The IIRP is aims to:</p> <ul style="list-style-type: none"> <li>• discuss and publicise definitions, ideas, best practices, theories and standards for restorative practices</li> <li>• undertake and publicise useful research about restorative practices</li> <li>• encourage and develop education, training and educational resources about restorative practices</li> </ul>	
Approach	<p>The IIRP has several programs, each focusing on the use of restorative practices in a different area. The above address id for their education section: <i>SaferSanerSchools</i>. It contains a range of articles plus books and video resources that can be purchased on line.</p>	
Which sectors?	All	
Which staff?	All - in particular support staff and senior management teams	
Comments	Although international in flavour, this is a US-based site and many of its resources are US in origin. The library contains a useful variety of examples of practice and research findings.	
Any training Implication?	N/A	

Topic	Mediation Approaches with Pupils and Staff	
Other Topics	Conflict – prevention and management	
Title	<b>Peer Mediation in the UK: A guide for Schools</b>	
Format	Paper	Booklet (33 pages)
Publisher / Source	<p><i>NSPCC Publications and Information Unit Weston House 42 Curtain Road London EC2A 3NH</i></p> <p><i>Or download from:</i>  <a href="http://www.betterbehaviourscotland.gov.uk">http://www.betterbehaviourscotland.gov.uk</a>  via: Knowledge Hub &gt; Pupil to Pupil &gt; Resources &amp; Research</p>	
Cost	Order for £2 or download free	
Summary	This guide is part of the UK's contribution to a two-year European project 1 on mediation in schools funded by the Daphne-EU programme to combat violence against children, young people and women.	
Purpose	The purpose of the guide is to give those who work in and with schools a sense of what peer mediation is, what it sets out to achieve, and the issues that need to be considered if it is to be introduced into a school.	
Approach	It looks primarily at literature produced in and for the UK because it is likely to be the most relevant as a starting point for those working in the UK.	
Which sectors?	All	
Which staff?	Senior management team, pupil support staff, interested teachers.	
Comments	This is a useful review of current UK practice in the field and will help staff to identify issues that need to be considered if Peer Mediation is to be implemented in their school.	
Any training Implication	Appropriate training for peer mediators is discussed.	

Principal Topic	Mediation Approaches with Pupils and Staff	
Other Topics	Conflict – prevention and management	
Title	<b>Mediation-EU.net</b>	
Format	Electronic	Web site
Publisher / Source	Project web site: <a href="http://www.mediation-eu.net">www.mediation-eu.net</a>	
Cost	Public access site	
Summary	This website is part of the work of a two-year European project* on mediation in schools funded by the Daphne-EU programme to combat violence against children, young people and women. There are four partner organizations: from Spain, Germany, Belgium and the UK.	
Purpose	The purpose of the website is to make available to school communities, and to educationalists and other professionals who work with schools, information, resources and contacts relevant to conflict resolution and peer mediation in schools.	
Approach	The site is organised in the following sections: <ul style="list-style-type: none"> <li>• Conflict resolution and the prevention of violence</li> <li>• Mediation</li> <li>• Supportive strategies</li> <li>• Case studies</li> <li>• Resources</li> <li>• Contacts</li> <li>• Links</li> </ul>	
Which sectors?	All	
Which staff?	Senior management team, pupil support staff, interested teachers.	
Comments	This site draws together much of the current information in the field and includes practical resources and UK-based case studies that will be of interest to most schools.	
Any training Implication	N/A	

Principal Topic	Mediation Approaches with Pupils and Staff	
Other Topics	Conflict – prevention and management Social, interpersonal and counselling skills	
Title	<b>Let's Mediate</b>	
Format	Paper	Resource pack
Publisher / Source	Stacey, H and Robinson, P SAGE Publications Ltd London ISBN: 1 873 942 71 0  Or on line at: <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a>	
Cost	Around £20	
Summary	This is a teachers' guide to peer support and conflict resolution skills which provides background information and resources on a number of approaches.	
Purpose	To raise awareness about a range of responses to conflict and to support schools in planning and implementing specific approaches.	
Approach	The resource consists of 171 pages of support text and 38 copiable activity sheets. Topics covered include: <ul style="list-style-type: none"> <li>• Circle Time</li> <li>• Emotional Literacy</li> <li>• Affirmation</li> <li>• Problem Solving</li> <li>• Co-Operation</li> <li>• Conflict Resolution</li> <li>• Communication</li> <li>• Mediation</li> </ul>	
Which sectors?	All	
Which staff?	All	
Comments	This resource offers useful understanding to the rationale behind a number of approaches. As a training resource in mediation it is best used alongside the Peer Mediation Pack, produced by the same author (q.v.).	
Any training Implication	Most teachers should feel able to use the resource 'as is'. The development of mediation skills should be supported by suitable qualified trainers.	



Topic	Mediation Approaches with Pupils and Staff	
Title	<b>Peer Mediation Pack</b>	
Format	Paper and electronic	Book and VHS video
Publisher / Source	<p>Stacey, H  SAGE Publications Ltd  London  ISBN: 1 873 942 58 3</p> <p>Or on line at:  <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a></p>	
Cost	Around £35	
Summary	Designed to accompany the author's book 'Let's Mediate', this pack includes a video and training manual and provides a series of practical training sessions.	
Purpose	To provide teachers / trainers with a full set of resources to train potential peer mediators in schools.	
Approach	<p>The resource takes a step-by-step approach to supporting staff with section covering:</p> <ul style="list-style-type: none"> <li>• Introduction To Peer Mediation</li> <li>• Laying The Foundations For The Skills</li> <li>• Selecting Mediators And Planning Training</li> <li>• Video Examples For Training Sessions</li> <li>• Maintenance Of The Programme.</li> </ul>	
Which sectors?	All	
Which staff?	Staff involved in delivering peer mediation training.	
Comments	Along with the publication “Let’s Mediate” (q.v.) this resource provides comprehensive coverage of the training and establishment processes.	
Any training Implication	Teachers may require support from suitably experienced staff to implement the training programme. The development of mediation skills should be supported by suitable qualified trainers.	

Topic	Mediation Approaches with Pupils and Staff	
Title	<b>The Scottish Mediation Network</b>	
Format	Electronic	Organisation web site
Publisher / Source	<a href="http://www.scottishmediation.org.uk">www.scottishmediation.org.uk</a>	
Cost	Free, public access web site and participation in Education Initiative Group. Membership for other services is £30 (individual) and £85 (schools).	
Summary	The Scottish Mediation Network has as its purpose the promotion of mediation of all forms in Scotland. We believe that mediation is an underused option. Our strategic aim is put it in to the mainstream by 2005. The Network's longer-term vision is to embed mediation in to the way we resolve conflict in Scotland.	
Purpose	Acting as a focal point for mediators and organisations from all sectors offering mediation services in Scotland, the Network aims to link mediators to fellow mediators to encourage collaborative and best-practice working. Also we intend to link mediators to the public to help disseminate the benefits of a mediation-based approach to conflicts.	
Approach	The SMN has an Education Initiative Group that coordinates efforts to promote peer and adult-child mediation services and approaches in schools and colleges.	
Which sectors?	All	
Which staff?	All, especially senior management teams.	
Comments	This is the only Scottish organisation that and overview of mediation in Scottish schools. It can provide access to support materials and local trainers. It also organises conferences and training events.	
Any training Implication	N/A	

Principal Topic	Mediation Approaches with Pupils and Staff	
Other Topics	Restorative Practices and Approaches Conflict – prevention and management	
Title	<b>SACRO</b>	
Format	Electronic	Organisation web site
Publisher / Source	<a href="http://www.sacro.org.uk">www.sacro.org.uk</a>	
Cost	Free, public access web site.	
Summary	Sacro is a registered charity and company, funded by the Scottish Executive. Its mission is to reduce conflict and offending and make communities across Scotland safer.	
Purpose	It aims to achieve safer communities by providing a range of high quality services to reduce conflict and offending.	
Approach	Sacro provides consultancy and training services in community mediation and restorative justice. Local staff can provide mediation in neighbourhood disputes, including disputes that take place in schools. They can also provide peer mediation training and support to schools.	
Which sectors?	All	
Which staff?	All, especially pupil support staff and senior management teams.	
Comments	Sacro services are widely available throughout Scotland – check their location map on the site. They are currently developing and expanding their services to schools in a number of areas.	
Any training Implication	Sacro can provide dedicated training in mediation for school staff and pupils.	

Principal Topic	Mediation Approaches with Pupils and Staff	
Other Topics	Conflict – prevention and management	
Title	<b>Peer Mediation</b>	
Format	Electronic	Video / Web-cast or download
Publisher / Source	Go to: <a href="http://www.teachers.tv">www.teachers.tv</a> and search “Peer Mediation”	
Cost	This is a free-to-view on line web cast. Those who register (free) with Teachers’ TV can also download the programme to a PC for free.	
Summary	This programme illustrates how one school has implemented peer mediation as a way of dealing with pupil-pupil conflict.	
Purpose	This programme aims to give in=some insight into th purpose of peer mediation and some of the implications and requirements of appropriate training.	
Approach	<p>The 15 minute video follows an experienced trainer as she discussed with staff and pupils how their Peer Mediation scheme was set up and how it is progressing. It also shows:</p> <ul style="list-style-type: none"> <li>• A top-up training session, where pupils hone their listening, empathy and trust skills</li> <li>• Mediators putting their skills to the test and trying to resolve a dispute between two young children</li> <li>• Mediators from a local secondary school running a workshop for Year 6 pupils.</li> </ul>	
Which sectors?	Although filmed in a Primary school, the content is relevant to all sectors.	
Which staff?	All, especially pupil support staff and senior management teams.	
Comments	This is a useful resource to help explain to staff, parents and pupils what peer mediation is and what it might look like in practice.	
Any training Implication?	The programme looks at the importance of appropriate training for mediators.	

Topic	Mediation Approaches with Pupils and Staff	
Title	<b>Mediation UK</b>	
Format	Electronic	Web site
Publisher / Source	<a href="http://www.mediationuk.org.uk/">http://www.mediationuk.org.uk/</a>	
Cost	Free public access with organisation membership and option.	
Summary	Mediation UK is a national voluntary organisation dedicated to developing constructive means of resolving conflicts in communities. Their web site contains a section dedicated to the use of mediation in schools.	
Purpose	Mediation UK works to promote constructive ways of resolving conflict within communities, including schools. They seek to ensure that everyone has access to high quality mediation and that the principles and practice of mediation are supported by decision makers and the public, making mediation the first choice method of resolving conflicts. Their site aims to inform thinking and support developing practice.	
Approach	<p>The site contains useful information on the following topics:</p> <ul style="list-style-type: none"> <li>• Mediation UK's support for mediation in schools</li> <li>• The whole school approach</li> <li>• Restorative conferencing</li> <li>• Benefits to schools</li> <li>• Peer mediation</li> </ul>	
Which sectors?	All	
Which staff?	Senior management teams and any staff interested in mediation in schools.	
Comments	Mediation UK has been involved in promoting mediation in schools for more than 30 years and has a wealth of knowledge about the issues involved, As a non-commercial organisation they are able to offer impartial information.	
Any training Implication	Information about training and trainers is available via their web site. (See also The Scottish Mediation Network).	

Principle Topic	Social, Interpersonal and Counselling Skills	
Other Topics	Mediation Approaches with Pupils and Staff	
Title	<b>Peer Support in Schools</b>	
Format	Paper	Handbook (38 pages)
Publisher / Source	The Anti-Bullying Network (2005) The University of Edinburgh Holyrood Road Edinburgh EH8 8AQ <a href="http://www.antibullying.net">www.antibullying.net</a>	
Cost	£3.00 - £5.00 (depending on quantity)	
Summary	This is an information handbook of peer support practice in schools, written from a Scottish perspective.	
Purpose	The book aims to raise awareness of the range of peer support strategies that are currently available to schools and to help schools consider issues and plan for implementation.	
Approach	The handbook outlines a number of key principles that peer support schemes have in common and then explores a range of options through brief case studies, including include staff discussion points. A useful checklist of implementation issues is also included.	
Which sectors?	All	
Which staff?	Senior management teams and any interested staff. It could also be used with pupils in upper Primary and Secondary schools.	
Comments	This handbook is a useful starting point for any school considering implementing structured peer support for the first time, or wishing to expand their current provision.	
Any training Implication	Training issues are discussed in general terms.	

Topic	Social, Interpersonal and Counselling Skills	
Title	<b>Peer Counselling in Schools - A time to Listen</b>	
Format	Paper	Paperback (160 pages)
Publisher / Source	Cowie, H. and Sharp, S. (eds) London: David Fulton (1996) ISBN: 1853463671	
Cost	Around £30	
Summary	This is a study of the role of peer-helping in alleviating interpersonal difficulties in school settings. It	
Purpose	This book explains the theory and practice of peer counselling including ethical issues, confidentiality and training implications.	
Approach	The book draws on the contributors' experience in training and developing school peer-counselling services in UK school and explores how peer counselling can support policies on bullying, equal opportunities and related personal issues.	
Which sectors?	Mainly secondary schools	
Which staff?	Senior management and pupil support staff.	
Comments	This book provides a useful guide to a potentially difficult form of peer support, with a thorough exploration of the potential pitfalls in setting up a scheme.	
Any training Implication	The need for appropriate training for peer counsellors is addressed.	

Principal Topic	Social, Interpersonal and Counselling Skills	
Other Topics	Mediation	
Title	<b>Peer Support in Action: From bystanding to standing by</b>	
Format	Paper	Paperback (165 pages)
Publisher / Source	Cowie, H. and Wallace, P Sage Publications London ISBN: 0 7619 6352 7	
Cost	Around £20.00	
Summary	This book provides an overview of the nature of peer support and the implications for school communities in setting up programmes.	
Purpose	To allow schools to consider in detail the range of peer support options and how these might be implemented.	
Approach	A balance of theory, research and case studies is used to explore the various approaches to peer support. Information on appropriate training, ethical issues and evaluation is also provided.	
Which sectors?	All	
Which staff?	Senior management / pupil support staff and any staff interested in the topic.	
Comments	This book [provides comprehensive background and support to any school considering how best to implement a peer support scheme. It is both accessible and thorough in its coverage.	
Any training Implication	The need for appropriate training for peer counsellors is addressed.	



Topic	Social, Interpersonal and Counselling Skills	
Title	<b>Counselling and Supporting Children in Distress</b>	
Format	Paper	Paperback (139 pages)
Publisher / Source	Cowie, H. and Sharp, S. Sage Publications London ISBN: 0761956180	
Cost	Around £20	
Summary	This book explores the common reasons behind children's distress and examines how counselling and other forms of interpersonal support can help them to develop resilience and to cope in schools.	
Purpose	The book aims to allow school staff and others working in support roles to understand factors that influence children's levels of distress and to identify effective support strategies.	
Approach	The theory and practice of counselling in schools is explored through the use of case studies and practical examples. A range of issues is covered including fear, rejection, victimisation, disruptive and aggressive behaviour. Ethical and training issues and are also considered.	
Which sectors?	All	
Which staff?	Pupil support staff and educational psychologists.	
Comments	This is an accessible and thorough exploration of counselling support in schools. It identifies the benefits and potential pitfalls of using counselling skills in a school setting as well as indicating how schools can act to help minimise distress in their pupils.	
Any training Implication	The importance of appropriate staff training in counselling skills is emphasised.	

Topic	Social, Interpersonal and Counselling Skills	
Title	<b>“Let’s Stop Bullying” Pack</b>	
Format	Paper	Worksheets, notes and leaflets
Publisher / Source	<p>The pack can be ordered from:  Support for Learning Division (<i>Better Behaviour – Better Learning</i>)  Scottish Executive Education Department  Victoria Quay (2AN)  Edinburgh, EH6 6QQ</p> <p>Or download from:  <a href="http://www.betterbehaviourscotland.gov.uk">http://www.betterbehaviourscotland.gov.uk</a>  via: Knowledge Hub &gt; Teacher to Pupil &gt; Resources &amp; Research</p>	
Cost	Free	
Summary	<p>The "Let's Stop Bullying" Pack was distributed to schools in June 2005. It contains a number of resources to help in tackling the issue of bullying including:</p> <ul style="list-style-type: none"> <li>• Bullying Worksheets</li> <li>• Teacher's Notes - to accompany worksheets</li> <li>• Pupil Leaflets</li> <li>• Parent's Leaflets</li> <li>• A pupils' magazine</li> </ul>	
Purpose	<p>The pack aims to provide teachers with practical materials that cover a range of contexts in which bullying can occur including:</p> <ul style="list-style-type: none"> <li>• Difference</li> <li>• Friendships</li> <li>• New pupils</li> </ul>	
Approach	The range of materials offer staff structured ways of tackling topics and issues that can otherwise be difficult to initiate with pupils.	
Which sectors?	Primary (P6/7) and Secondary (S1/2)	
Which staff?	Class and PSE teachers and pupil support staff	
Comments	This is an informative and useful set of resources. Teacher’s notes help guide staff in the use of the materials. Their variety provides opportunities for flexible approaches.	
Any training Implication	These materials are ‘ready to use’ for class / PSE teachers.	

Topic	Social, Interpersonal and Counselling Skills
Title	<b>Behaviour Support Toolkit</b>

Format	Paper	Loose leaf pack (220 pages)
Publisher / Source	Glasgow City Council Positive Inclusion Partnership The pack can be downloaded via: <a href="http://www.ltscotland.org.uk/inclusiveeducation/findresources/index.asp">www.ltscotland.org.uk/inclusiveeducation/findresources/index.asp</a>	
Cost	Free	
Summary	A pack consisting of a wide variety of worksheets and staff prompt sheets designed principally for use with pupils identified as experiencing social, emotional and behavioural difficulties.	
Purpose	This practical toolkit includes materials to encourage self-motivation, affirmations, helpful tools to promote home/school partnerships, and top tips to build positive behaviour skills in children.	
Approach	The toolkit contains a wide selection of materials which can be used and/or adapted by teachers, organised under the following headings: <ul style="list-style-type: none"> <li>• Tools to encourage Self-motivation</li> <li>• Affirmations - Good to give, good to receive</li> <li>• Home-School Partnerships</li> <li>• To build Skills in Children</li> <li>• Teacher's Tools</li> </ul>	
Which sectors?	All. Designed mainly for Primary pupils, some materials could be used equally effectively in other sectors.	
Which staff?	Class teachers and pupil support staff.	
Comments	This is a clearly organised resource that is designed to let teachers select approaches that will suit individual children or groups of children. Can be used equally effectively by class teachers and support staff.	
Any training implication	These materials are 'ready to use' for class / support teachers.	

Topic	Social, Interpersonal and Counselling Skills	
Title	<b>Purr-fect Skills</b>	
Format	Paper	Book with puppets
Publisher / Source	<p>Rae, T.  SAGE Publications Ltd, London  ISBN: 1 873 942 18 4</p> <p>Order online at:  <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a></p>	
Cost	Around £40	
Summary	This is a social skills programme using two puppets to tell the stories of two young cats; one has just started school and the other is looking forward to it.	
Purpose	It is designed to teach early years pupils the basic social skills and the emotional vocabulary that they will need in order to function appropriately in both the school and home context.	
Approach	The book provides scripts and activities for a series of lesson plans to teach young people how to interact socially with their peers.	
Which sectors?	Primary and Special	
Which staff?	Class teachers	
Comments	The pack, including two glove puppets to support pupils' interest and interaction, offers twenty sessions - each focusing on a specific skill with ideas to encourage follow-up work. Each describes a scenario using the puppets, then role-play, discussion and a practical activity to draw out and reinforce the key objectives.	
Any training Implication	N/A	

Topic	Social, Interpersonal and Counselling Skills	
Title	<b>Quality Circle Time in the Secondary School</b>	
Format	Paper	Paperback (164 pages)
Publisher / Source	Author: Jenny Mosley Published: September 1999 Publisher: David Fulton Publishers Ltd Language: English ISBN: 1853466166	
Cost	Around £20	
Summary	This work provides a rationale, framework and whole-school model for Quality Circle Time and its application in secondary schools. This involves establishing an ongoing, timetabled process of circle-meetings for adults and students.	
Purpose	It aims to support teachers in enhancing their own self-improvement and to inspire it in others. Building emotional literacy and respectful assertiveness through Circle Time can complement the school's behaviour management and anti-bullying policies.	
Approach	The book offers over 100 themed activities and practical strategies to help build teachers' confidence and circle time skills. Frankly reported case studies give useful examples quality circle time specifically for secondary schools and further education colleges.	
Which sectors?	Secondary and Special Education.	
Which staff?	Class and pupil support teachers	
Comments	This resource provides evidence that Circles can work effectively in secondary schools through the PSE syllabus, tutorial time, subject teaching, as well as in work with pupils with additional support needs.	
Any training Implication	Training in the management of circles is advised for new-comers to the approach.	

Topic	Social, Interpersonal and Counselling Skills	
Title	<b>Quality Circle Time in Action</b>	
Format	Video + handbook	VHS (30 min)
Publisher / Source	Positive Press Ltd Ref: QCTIA <a href="http://qualitycircletime.co.uk">http://qualitycircletime.co.uk</a>	
Cost	Around £20	
Summary	Video and handbook of 'live' excerpts of circle time sessions with lower primary pupils – led by Jenny Mosley.	
Purpose	This video aims to introduce Primary teachers to what effective circle time practice looks like.	
Approach	These 'bite-sized chunks' of actual demonstration work with un-rehearsed pupils using circle time props such as puppets, magic cape, talking egg and a rainstick allow staff and others to quickly get a flavour of what circle time is about.	
Which sectors?	Primary	
Which staff?	Class and support teachers	
Comments	A useful way to see Jenny Mosley in action and to explore the implications of the approach before embarking on staff development.	
Any training Implication	N/A	

Principal Topic	Conflict – prevention and management	
Other Topics	Problem-Solving and Solution Focussed approaches Social, interpersonal and counselling skills	
Title	<b>Anger Alphabet</b>	
Format	Paper and electronic	Resource pack / CD ROM
Publisher / Source	Rae, T and Simmons, K SAGE Publications Ltd London ISBN: 1 873 942 69 9  Order online at: <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a>	
Cost	Around £21	
Summary	This is an emotional development programme for young children who are struggling to deal with feelings of anger appropriately.	
Purpose	This programme aims to help children understand their anger and to: <ul style="list-style-type: none"> <li>• distinguish between behaviours</li> <li>• develop anger management strategies</li> <li>• express strong feelings in an assertive way</li> <li>• learn to recognise anger in its early stages</li> <li>• develop an understanding of others perspectives.</li> </ul> They are encouraged to learn that anger is not always harmful and negative but should be managed effectively.	
Approach	The programme consists of 26 elements including complete teacher instructions, discussion topics, Circle Time activities, photocopiable posters and worksheets, and ideas for plenary and follow-up work.	
Which sectors?	Primary and Special	
Which staff?	Pupil support staff and class teachers	
Comments	This is a comprehensive programme aimed at 6 - 11 year olds with a wide range of support materials.	
Any training Implication	Teachers may require support from suitably experienced staff to implement the training programme.	

Topic	Conflict – prevention and management	
Title	<b>CR Info</b>	
Format	Electronic	Web site
Publisher / Source	<a href="http://www.crinfo.org/menu/education.jsp">http://www.crinfo.org/menu/education.jsp</a>	
Cost	Free – public access web site	
Summary	CRInfo is a free, US-based, online clearinghouse, indexing more than 25,000 peace- and conflict resolution-related Web pages, books, articles, audiovisual materials, organizational profiles, events, and current news articles.	
Purpose	To act as a central point for those interested in conflict resolution approaches in schools and the wider community.	
Approach	The Education section includes a "build your own" virtual textbook system, an Internet-based conflict research training program, and extensive links to resources on elementary, secondary, and higher education, as well as professional training.	
Which sectors?	All	
Which staff?	All	
Comments	A very extensive resource. Much of the content is US-based, but many of the resources and ideas are transferable.	
Any training Implication	N/A	



Topic	Conflict – prevention and management	
Title	<b>On the Same Side</b>	
Format	Paper	Book
Publisher / Source	Ingouville, F. SAGE Publications Ltd London ISBN: 1 4129 1079 X  Order online at: <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a>	
Cost	Around £18	
Summary	A book of memories, anecdotes and examples in which the author draws on his own experience to illustrate the vast array of human conflict and solutions.	
Purpose	This is designed as a generic resource. The stories can be used with individuals, groups and classes in schools to: <ul style="list-style-type: none"> <li>• generate discussion</li> <li>• stimulate thinking in assemblies</li> <li>• enrich mediation training</li> <li>• support win/win positions</li> <li>• help those in conflict find solutions.</li> </ul>	
Approach	The book consist of 133 short stories which can be used to help resolve conflict.	
Which sectors?	All	
Which staff?	All	
Comments	Useful as a starting point or alternative way in to looking at conflict.	
Any training Implication	N/A	

Principal Topic	Conflict – prevention and management	
Other Topics	Mediation Approaches with Pupils and Staff Social, Interpersonal and Counselling Skills Problem-Solving and Solution Focussed approaches	
Title	<b>Managing Student Behavior In Today's Schools</b>	
Format	Electronic and paper	Web site / paper resources
Publisher / Source	<a href="http://education.ufl.edu/web/?pid=305">http://education.ufl.edu/web/?pid=305</a> College of Education, University of Florida	
Cost	Varies with resources	
Summary	<p>This web site is the result of multiple research initiatives funded by the Office of Special Education Programs, U.S. Department of Education, to study:</p> <ul style="list-style-type: none"> <li>• conflict resolution and peer mediation in middle schools</li> <li>• the preventive effects of an anger management/social problem-solving curriculum for upper elementary and middle/junior high school students</li> </ul>	
Purpose	The site aims to provide information and resources for teachers and schools on the above issues.	
Approach	Samples of materials produced for the project can be downloaded as pdf files. Individual packages can be ordered directly via the site.	
Which sectors?	Upper Primary and Secondary	
Which staff?	Class teachers, pupils support staff and senior management teams	
Comments	These well-researched materials have been produced in the US and have some cultural nuances, but the concepts are transferable.	
Any training Implication	Teachers may require support from suitably experienced staff to implement the training programme.	

Principal Topic	Conflict – prevention and management	
Other Topics	Social, Interpersonal and Counselling Skills Problem-Solving and Solution Focussed approaches Restorative Practices and Approaches Mediation Approaches with Pupils and Staff	
Title	<b>Dealing with Disruption</b>	
Format	Electronic	Web site and CD ROM
Publisher / Source	The CD ROM was funded by the Scottish Executive Education Department in 2001 and produced by Moray House School of Education, The University of Edinburgh, SiTC, Moray House, Holyrood Road, Edinburgh. EH8 8AQ It can be viewed on the web via: <a href="http://siti.education.ed.ac.uk/Dealing_With_Disruption/">http://siti.education.ed.ac.uk/Dealing_With_Disruption/</a>	
Cost	Free – public access web site	
Summary	This package contains a wide selection of CPD exercises that staff can use in small groups or singly. These cover a range of common sources of disruption and explore effective responses through a reflective approach.	
Purpose	This package was produced to provide examples of effective practice and to provide staff with discreet CPD sessions that can be selected to suit the needs of teacher and other staff.	
Approach	Each session contains texts, audio and / or video samples and prompt questions arranged around particular approaches that are being used currently in Scottish schools.	
Which sectors?	All	
Which staff?	All	
Comments	This is an ideal resource for CPD coordinators at authority or school level. It is equally accessible to individual staff or groups of teachers. Sessions are designed to fit easily into typical CPD time slots.	
Any training Implication	Accessible and appropriate to all staff.	

Topic	Conflict – prevention and management	
Title	<b>The Hideout</b>	
Format	Electronic	Web site
Publisher / Source	<a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a>	
Cost	Free – public access web site	
Summary	The Hideout provides help, information and support for children and young people – whether they currently live with violence, have experienced violence in the past or if they know someone else going through it. It has been produced by Women’s Aid and is supported by BBC Children in Need.	
Purpose	It aims to support children in distress because of domestic violence. It includes information to explain what domestic violence is, how it affects children and where to go for more help.	
Approach	The site is designed for children to use on their own or with support. As well as useful information and advice, it contains activities that can help children to express and understand their feelings.	
Which sectors?	All. The site should be accessible to children with a reading age of around 9+.	
Which staff?	Any staff involved in supporting children who may be affected by domestic abuse.	
Comments	Although not primarily a staff resource, the site contains useful information and ideas for supporting young people, as well as being a direct resource for the children themselves.	
Any training Implication	N/A	

Principle Topic	Conflict – prevention and management	
Other Topics	Mediation Approaches with Pupils and Staff	
Title	<b>Leap Confronting Conflict</b>	
Format	Electronic	Organisation Web Site
Publisher / Source	<a href="http://www.leaplinx.com">http://www.leaplinx.com</a> Leap Confronting Conflict 8 Lennox Road Finsbury Park London, N4 3NW	
Cost	Free public access web site.	
Summary	Leap Confronting Conflict is a national voluntary youth organisation and registered charity providing opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflicts in their lives.	
Purpose	Since 1987, Leap has been: <ul style="list-style-type: none"> <li>• Raising awareness of conflicts facing young people in the community</li> <li>• Helping young people to find possible solutions to the issues they face</li> <li>• Training adults who work with young people to confront conflict.</li> </ul>	
Approach	They work through interactive group work, and prioritise young people who are experiencing disadvantage and exclusion for places on our projects. They also sell a range of relevant publications.	
Which sectors?	All	
Which staff?	All	
Comments	The site contains information about a range of conflict resolution programmes and also contacts for The Young Mediators' Network: The only national, youth-led support network for young mediators.	
Any training Implication	Information about training events is sent regularly to members. These events are normally based in England.	

Principle Topic	Problem-Solving and Solution Focussed Approaches	
Other Topics	Social, Interpersonal and Counselling Skills Conflict – prevention and management	
Title	<b>Inclusive Education in Primary Schools</b>	
Format	Paper	Loose leaf pack
Publisher / Source	Barnardos Linney House Tanner's Lane Barkingside Illford Esex, IG6 1QG <a href="http://www.barnardos.org.uk/resources">www.barnardos.org.uk/resources</a>	
Cost	£85.00	
Summary	A comprehensive resource pack, published in 2006, covering a range of approaches, including problem-solving and solution-focussed methods that have been tried and tested in Scottish Primary schools.	
Purpose	To provide teachers with practical examples of a range of approaches in a format that allows staff to select and develop an approach to suit identified needs.	
Approach	<p>The pack is organised into three main sections:</p> <ul style="list-style-type: none"> <li>• Working with children</li> <li>• Working with parents</li> <li>• Working with teachers</li> </ul> <p>Each section contains a number of practical approaches supported by case studies, printable materials and research evidence.</p>	
Which sectors?	The pack was produced from practice in the Primary sector but contains much that will transfer readily to Secondary and Special school contexts.	
Which staff?	All	
Comments	This is an accessible package, designed to be used equally by individual staff and as a whole school resource.	
Any training Implication	Most of the approaches have been selected to have minimal training requirements.	

Principal Topic	Problem-Solving and Solution Focussed approaches	
Other Topics	Conflict – prevention and management	
Title	<b>Talk Time (“Circle of Friends”)</b>	
Format	Paper / Electronic	Book & CD
Publisher / Source	Rae, T and MacConville, R. SAGE Publications Ltd London ISBN: 1-4129-1204-0  Order online at: <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a>	
Cost	Around £20	
Summary	A Peer Support Programme to encourage a caring and co-operative classroom.	
Purpose	This book provides a description of a peer support programme called Circle of Friends, aimed at encouraging peer support to assist young people who have behaviour problems or lack friends. It includes training materials for the young volunteers.	
Approach	The book provides all the materials required for a training programme involving six sessions, as well as background texts explaining the approach.	
Which sectors?	All. Principally aimed at children aged 7-14.	
Which staff?	Senior management teams, pupil support staff, class and PSE teachers.	
Comments	The programme aims to harness the skills of children who are strongest in order to include the weaker members of the school community whilst promoting a more positive and inclusive ethos and practice.	
Any training Implication	Teachers may require support from suitably experienced staff to implement the training programme.	

Principal Topic	Problem-Solving and Solution Focussed approaches	
Other Topics	Conflict – prevention and management Social, interpersonal and counselling skills	
Title	<b>Crucial Skills</b>	
Format	Paper	Hand book
Publisher / Source	Johnson, P and Rae, T SAGE Publications Ltd London ISBN: 1 873 942 67 2  Order online at: <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a>	
Cost	Around £23	
Summary	This resource is an anger management and problem solving teaching programme.	
Purpose	This programme is aimed at students with challenging and angry behaviours leading to disaffection and disciplinary problems. The programme promotes self-belief in students that they can effect change in their behaviour and achieve a positive outcome to reduce the risk of exclusion.	
Approach	The handbook includes teacher notes, lesson plans and photocopiable resources. The 10 lessons and follow up work empower students to: <ul style="list-style-type: none"> <li>• reflect on behaviour and consequences</li> <li>• recognise and understand feelings</li> <li>• develop strategies to control angry outbursts</li> <li>• respond to conflict without anger</li> <li>• resolve relationship difficulties.</li> </ul>	
Which sectors?	Secondary and Special	
Which staff?	Pupil Support staff	
Comments	Aimed at students, aged 11 to 16, the handbook provides a structured programme that can be worked through with individuals or groups of students.	
Any training Implication	Teachers may require support from suitably experienced staff to implement the training programme.	



Principal Topic	Problem-Solving and Solution Focussed approaches	
Other Topics	Social, interpersonal and counselling skills Conflict – prevention and management	
Title	<b>Problem Postcards</b>	
Format	Paper and electronic	Book & CD
Publisher / Source	Koeries, J., Marris, B., and Rae, T. SAGE Publications Ltd London ISBN: 1 4129 1074 9  Order online at: <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a>	
Cost	Around £20	
Summary	This is a training programme for children with social, emotional and behavioural difficulties who are disaffected and difficult, and could be at risk of exclusion.	
Purpose	The programme can be delivered to groups or whole classes and aims to improve self-esteem and to develop your Social, Emotional and Behavioural Skills.	
Approach	This 14-session programme is built around Circle Time activities and solution focused thinking. The theme of each session is a problem postcard from a young person highlighting a problem that will have a relevance to the participants who then try to act as ‘agony aunts’, focusing their thinking on how to make things better, proving to them that they do possess the knowledge and the skills and can choose these behaviours.	
Which sectors?	Mainly Primary. Aimed at children aged 7-11.	
Which staff?	Pupil Support staff and class teachers	
Comments	The resource includes comprehensive facilitator instructions, warm ups, activities, Circle Time questions and worksheets and can be delivered to groups or whole classes.	
Any training Implication	Teachers may require support from suitably experienced staff to implement the training programme.	

Topic	Problem-Solving and Solution Focussed approaches	
Title	<b>Teaching Self-Control in the Classroom</b>	
Format	Paper	Resource pack
Publisher / Source	<p>Gourley, P. SAGE Publications Ltd London ISBN: 1 873 942 82 6</p> <p>Order online at: <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a></p>	
Cost	Around £22	
Summary	This pack offers teachers a cognitive behavioural approach to help children learn self-control.	
Purpose	<p>The pack aims to help children to:</p> <ul style="list-style-type: none"> <li>• reflect on behaviour and consequences</li> <li>• learn to control impulsivity - stop and think</li> <li>• manage feelings</li> <li>• practise positive self talk.</li> </ul>	
Approach	The publication contains all the necessary teaching materials, lesson notes and copiable resources needed to work on self-control techniques and problem solving strategies in the primary classroom. The context for delivery is based around seven stories.	
Which sectors?	Primary and Special (aimed at 7 – 11 year olds)	
Which staff?	Class teachers and pupil support staff	
Comments	The pack aims to provide teachers with a new and different approach to the teaching of responsible behaviour and decision-making.	
Any training Implication	No prior knowledge of cognitive behaviour theory is necessary.	

Topic	Problem-Solving and Solution Focussed approaches	
Title	<b>Think Before You Act!</b>	
Format	Paper and electronic	Handbook and CD ROM
Publisher / Source	<p>Hymans, M.  SAGE Publications Ltd  London  ISBN: 1 904 315 05 4</p> <p>Order online at:  <a href="http://www.luckyduck.co.uk">www.luckyduck.co.uk</a></p>	
Cost	Around £25	
Summary	A programme of lessons that is directed towards improving thinking skills and behaviour in all students, including those with behaviour difficulties.	
Purpose	This resource aims to motivate children to actively participate in lessons whilst enabling teachers to mediate in young peoples thinking processes. It encourages learners to strengthen the link between thinking and behaviour.	
Approach	This publication provides 12 lessons. Each lesson plan includes teacher instructions, group activities and photocopiable resources. A CD-ROM is provided with all the activity sheets and 18 full colour posters.	
Which sectors?	All (Recommended for ages 9-16)	
Which staff?	All	
Comments	This is an innovative teaching and learning resource that brings the work of de Bono and other experts on teaching and thinking skills into the classroom through a manageable, structured learning programme.	
Any training Implication	N/A	

Topic	Problem-Solving and Solution Focussed approaches	
Title	<b>Teaching Toward Solutions: A Solution Focused Guide to Improving Student Behaviour, Grades, Parental Support and Staff Morale</b>	
Format	Paper	Paperback (188 pages)
Publisher / Source	Publisher: Crown House Publishing Language: English ISBN: 1904424074	
Cost	Around £20	
Summary	This book offers teachers a positive alternative for students with challenging behavioural issues and poor results, putting solution-focused ideas into practice.	
Purpose	This guide aims to give teachers advice and strategies on handling students with behaviour and attainment problems.	
Approach	<p>Working from a solution-focused theoretical perspective, sections include:</p> <ul style="list-style-type: none"> <li>• How to create a motivational atmosphere</li> <li>• Stopping behavioural problems before they begin</li> <li>• Conducting meetings with resistant parents</li> <li>• Dealing with ADD, anger, abuse, school phobias and depression</li> <li>• Discipline</li> <li>• Creating opportunities for students to change their reputations and improve</li> </ul>	
Which sectors?	All	
Which staff?	All	
Comments	The techniques and strategies included are practical and clearly presented. Ideal for newly qualified and student teachers as well as experienced teachers looking for an effective solution based approach.	
Any training Implication	No previous training in solution-focussed techniques is assumed.	

Topic	Problem-Solving and Solution Focussed approaches	
Title	<b>“Bam, the Kids’ Wizard”</b>	
Format	Electronic	Web site / CD ROM
Publisher / Source	Kids’ Skills Helsinki Brief Therapy Institute <a href="http://www.kidsskills.org/">www.kidsskills.org/</a>	
Cost	Around £30	
Summary	The Helsinki Brief Therapy Institute is a commercial organisation that promotes solution-focused approaches. “Bam, the Kids' Wizard” is a computer program based on Kids' Skills, a solution-focused learning approach that helps children to overcome problems.	
Purpose	The program aims to take the child (with adult support) through the process of identifying a concern and planning how they will develop their skills to address it. The program is aimed at children aged from 4 to 12 but even teenagers and adults can benefit from a consultation with Bam.	
Approach	The process takes 30-60 minutes. There are two versions of the program, one which helps children get rid of bad habits, or behavioural problems, and another which helps children address fears and worries. It provides step by step, interactive discourse and produces a plan and certificate at the end of the process.	
Which sectors?	Primary and Special	
Which staff?	Class teachers and support staff	
Comments	The web site also contains information on solution-focused approaches to supporting children. There is a link to a web shop that has a range of resources aimed at children in Primary and Secondary education.	
Any training Implication	Staff may need to familiarise themselves with aspects of solution focussed theory and practice before using these materials.	

**Restorative Practices: a pilot study in three Scottish local education authorities**

**Summary of staff survey**

**Executive Summary**

This survey forms part of an evaluation of the Scottish Executive pilot project to introduce Restorative Practices in eighteen schools in three Scottish local authorities. A questionnaire was devised that aimed to survey staff attitudes to discipline and ethos in each of the schools involved in the evaluation. The questionnaire also explored the respondents knowledge and experience of Restorative Practices.

It was intended to use the data gathered to establish a baseline for further work in each school, and also to triangulate with the qualitative data gathered through observation and face-to-face interviews with school staff. Questionnaires were sent to all staff in the schools teaching and non-teaching, with a requested return date of April 2005. A total of 1397 questionnaires were distributed to the schools Of these 627 were returned, which represents an overall response rate of 45%. The response rates for the different types of schools differed with primary schools having an overall rate of 56% and secondary schools 42%. There are therefore limits to any generalisations which can be drawn from this data. The findings do however, offer a 'snapshot' of staff attitudes to, and understandings of, Restorative Practices.

**Summary of findings**

The analysis compared and contrasted views of staff in the eighteen schools within the different local authorities, and between primary and secondary staff. A distinction was also made within these two categories between teaching and non-teaching staff. Gender differences were examined in the secondary sample only, due to the small number of male respondents in the primary sample. Age factors were also analysed but this did not include the 60+ age group as the number of respondents in this group was very low. The key findings are summarised below.

**Inclusion**

A large majority of respondents across the schools agreed that their school was inclusive of all pupils, that pupils were expected to work hard and that the school recognised a range of pupil achievements. They also felt that new pupils were helped to settle in, that it was necessary to punish pupils sometimes and, that parents/carers were both valued and welcomed in the school. The numbers disagreeing with these statements ranged from 0% to 9%.

However, there were differences between primary and secondary staff in relation to these statements. Secondary staff were more likely to 'agree to some extent', while significantly more primary staff stated they 'definitely agree'. Primary staff were thus emphasising to a greater extent that their school was inclusive, that pupils of all kinds were generally well supported and expected to work hard, and

that parents and carers were welcomed.

### **Academic Achievement**

There was greater variation in the responses when staff were asked about pupils achieving their academic potential, and if the behaviour of pupils and their attendance was good. Issues around bullying and exclusion also showed a wider range of responses, as did those in relation to support for and communication amongst staff.

### **Bullying**

Staff, particularly teachers, in Fife were most likely to indicate that bullying was an issue and that the exclusion rate in their schools was too high. This contrasts with staff in Highland who indicated that bullying was not an issue. Staff in Fife were also most likely to state that exclusion rates were too high. However, these differences have to be treated with caution. An indication that bullying is an issue may not indicate a higher rate of bullying but that staff are more aware of the issues around bullying and exclusion.

Whilst there was greater variation, the difference between primary and secondary staff was still in evidence. Primary staff were more likely agree or agree strongly with positive statements about pupil characteristics or behaviours than secondary staff; and are more likely to disagree with negatively worded statements, such as 'pupils do not achieve their academic potential in this school', than secondary staff.

### **Restorative Practice**

In relation to questions specific to Restorative Practices, a far greater proportion of primary staff indicated that they understood what was meant by the term, had had training and that they used RP effectively. Staff in all settings indicated that they would like further training.

### **Interagency working**

When asked about inter-agency cooperation, staff in Fife and Highland indicated this to be more problematic than did staff in North Lanarkshire. Overall a larger number of secondary staff indicated that this was a problematic area. However, the question about inter-agency working also attracted a relatively large number of responses in the 'need more information' column. This could suggest that there are more staff in secondary schools who are not familiar and have not come into contact with inter-agency working.

### **School and community**

There are no differences between the authorities when asked about the school having good relations with the community; however, once again, there is a primary/secondary split with primary staff indicating a more positive attitude.

### **Gender analysis**

The gender analysis included only secondary staff as there were very few male respondents in the primary sample. A greater number of female teachers indicated that they would like further training in using RP. Male teachers were significantly more likely to definitely agree with the statement that it is sometimes necessary to punish pupils.

### **Age-based analysis**

The analysis of age factors did not include respondents over 60 as there were very few respondents in this category. Overall there were few differences between the different age groups. The main differences were that the age group 41-50 were least likely to feel well supported (statement 11). There was also a trend, though not a significant difference, showing that this age group (41-50) were least likely to feel that communication amongst staff was good. It is likely that this group contained a larger number of unpromoted class teachers and that the older age group (51-60) contained more promoted staff who may be more inclined to say that they are well supported.

The responses from the special school were in general similar to those of primary schools.

The number of respondents ticking the 'need more information' was low for the statements where the respondent was likely to have a direct experience or awareness of the issue, such as 'pupils are expected to work hard in this school'. The numbers using this category increased when questions related to areas where formal statistics may be gathered, e.g. in relation to numbers of exclusions. There was a sizeable proportion of respondents who used this category when asked about aspects of Restorative Practices. This could indicate a lack of knowledge and understanding of the topic.

### **Summary of open ended comments**

The majority of open-ended comments related to Restorative Practices and approaches and they ranged across a number of key themes. In general the comments mirror the findings from the quantitative analysis.

- There were comments from both primary and secondary staff on the value (or otherwise) of RP with the most negative coming from secondary staff.
- There are a number of comments with regards to training, several requesting further training or commenting on incomplete training.
- A number of the comments suggest that RP is time consuming and that this is difficult for teachers who are already under considerable pressure.
- In general, only secondary schools have commented on issues around the need for better ways of managing discipline. Some of these comments also include a mention of poor support from senior managers and poor skills in some of those managing discipline.
- Comments in relation to inclusion often referred to the difficulty of including children with poor behaviour.



### **Aims and methods**

The aim of the questionnaire was to survey staff attitudes to discipline and ethos in each of the 18 schools involved in the evaluation. It was intended to use the data gathered to establish a baseline for further work in each school, and also to triangulate with the qualitative data gathered through observation and face-to-face interviews with school staff.

### **Sample**

The questionnaire was sent to all staff, teaching and non-teaching, in all 18 schools. A total of 1397 questionnaires were distributed to the schools.

### **Method**

Permission was sought from all three local authorities before approaching schools. Head teachers were then informed in writing that a questionnaire would be coming out to all staff. They were asked to alert us to any issues particular to their school that might affect timeous completion of the questionnaire. One school was initially reluctant to be involved in this part of the evaluation as they felt that they were at such an early stage of development and the school had other more pressing concerns. After discussion with this head teacher, however, the school agreed to participate, and a slightly later return date for returns was agreed. No concerns were raised by any other school.

Schools provided a full list of current staff and then each questionnaire envelope was individually addressed to each member of staff in each school. These were sent out in a bulk mailing to each school's Restorative Practices co-ordinator at the end of February 2005 with the request that they be completed by the end of the Easter term, a date which varied across the three authorities. Each envelope contained one questionnaire, a covering letter and an envelope for the completed questionnaire to ensure confidentiality. A small number of additional questionnaires were included with each 'bundle' to take account of very recent staff changes. It was suggested to schools that they provide a labelled box in the staffroom for returns, and although we were not in a position to monitor this, most schools seemed to use this approach. The envelopes were then either collected by a member of the evaluation team, or returned by post.

All schools completed the questionnaire as requested although some reminders and further contact was required to ensure that all returns were received.

A total of 627 questionnaires were returned. This represents a response rate of 45%. Whilst this is not an unacceptable rate for a survey administered in this manner, it was disappointing as the questionnaires had been addressed to individual members of staff. Non-response is normally not random (Oppenheim, 1966) and in this survey it is possible that those who did not respond are less interested in, and possibly have a negative attitude towards restorative practices. There are differences in the response rates between the authorities and between different types of schools as can be seen in Table 1 (see Appendix 1 for response rates for individual schools). North Lanarkshire had the highest

overall response rate at 52%, with the other two authorities having rates of 42%. It is worth noting though that North Lanarkshire included a special school that had the highest overall response rate (78%) and that this has skewed the response rate. There are notable differences in response rates between secondary (42%) and primary/special schools with the latter having an overall higher rate (56%). It is not possible to say why this difference has occurred; however, factors such as the size of the school and the extent to which there is a single focus point within the school where staff meet may well impact on the return rate. In addition, the extent to which the issues that the questionnaire dealt with was seen as central to the policies of the school and the timing of the administration could also have influenced the extent to which staff responded. The low response rate for secondary school indicates the need for caution in interpretation of the data from these schools.

**Table 1. Restorative Practice Questionnaire Returns**

Type of school	Fife		Highland		North Lanarkshire		Total response rate
	Number	%	Number	%	Number	%	
<b>Special</b>					21	78%	78%
<b>Primary</b>	62	55%	45	52%	39	62%	56%
<b>Secondary</b>	174	38%	137	40%	149	48%	42%
<b>Total</b>	236	42%	182	42%	209	52%	45%

**Characteristics of the sample** (for LEA and Schools - see interim report)

**Staff Characteristics**

Out of the 627 staff that responded 146 were based in primary schools, 21 in special schools, representing 27% of the sample and 457 (73%) in secondary schools. There were 488 full-time members of staff (78%) and 107 part-time (17%); 32 respondents (5%) did not show whether they were full-time or part-time. The sample consisted of 437 teaching staff and 183 non-teaching staff with 7 (1%) missing responses in this category. Teaching staff thus represents just under 70% of the sample; non-teaching staff 29%.

In terms of length of time in teaching, 65% had been in teaching for over 10 years, 15% between 5 and 10 years with only 13% having been in teaching for less than five years. Seven percent of staff did not respond to this question. The majority (41%) of respondents had been in their present post for less than five years with 26% having been in post between 5 and 10 years, and the same percentage had been in post for over 10 years. Forty respondents did not state how long they had been in post.

The most common age range was 41-50 with 36% falling into this band, the next largest group were those aged 51-60 at 27%. Less than 14% were aged between 20 and 30, with 18% being aged between

31 and 40. Less than 4% were aged over 60. Twelve respondents did not indicate their age. The majority of respondents were female, with 74% in this category and 24% male. Fifteen people did not respond to this question.

## Questionnaire Results

Staff were asked to respond to a set of statements, indicating whether they ‘definitely agree’, ‘agree’, ‘disagree’ or ‘need more information’. These statements reflected different aspects of inclusive and restorative practices (See Appendix 2 for full list of statements) and were based on the Inclusion Index (Booth & Ainscow, 2002). The responses in each of these categories are shown for each authority as are the number of missing or spoilt responses. All the missing/spoilt responses have been left out of the statistical analysis. In statements where there were low responses in the ‘disagree’ and/or ‘need more information’ these have also been left out of the analysis. The one special school has also been excluded from the statistical school due to low numbers and potential lack of representativeness.

Each of the statements is analysed separately below and the responses for teaching and non-teaching staff are analysed separately. The main analysis focuses on differences between authorities and types of schools; however, gender and age differences have also been examined. In the case of gender only secondary staff has been included in the statistical analysis as the majority (over 90%) of all primary staff that responded are female.

In addition to responding to the nineteen statements, staff were also provided with a box for any additional comments that they wished to make in relation to the questions in the questionnaire. These statements are analysed separately according to themes.

Out of the 627 responses 7 staff failed to indicate whether they were teaching or non-teaching, the analysis is therefore based on 620 responses, 437 of these teaching staff and 183 non-teaching staff. Percentages as well as actual numbers are shown for each category. Percentage figures are rounded to the nearest whole number which means that total percentage may be slightly above or below 100%. The table showing the different authority responses for each statement shows the total break of responses, in the following table only those response categories with larger number of responses are included.

### 1. This school is inclusive of all pupils

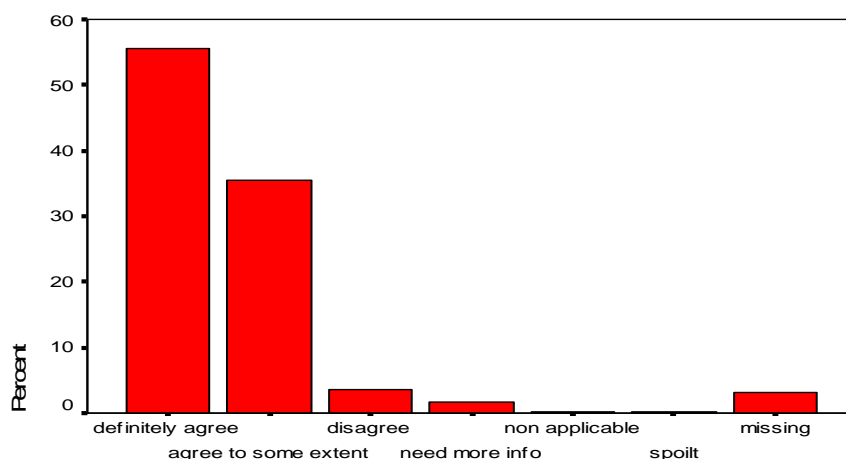
**Table 2: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	425	5	7
Non-teaching	163	5	15
Total	588	10	22

\* in categories ‘definitely agree’, ‘agree to some extent’ and ‘disagree’

Out of the 437 teaching staff, 5 responded that they needed further information, and 7 responses were spoilt or missing; of the 183 non-teaching staff 5 felt they needed further information and 15 responses were spoilt or missing. The majority of both teaching and non-teaching staff felt that their school was inclusive, with only a small percentage disagreeing. (Figure 1).

**Figure 1: Overall responses: This school is inclusive of all pupils**



This school is inclusive of all pupils

**Table 3: Authority: breakdown of responses ‘This school is inclusive of all pupils’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
	No: 155	No: 66	No: 121	No: 50	No: 149	No: 47
Definitely agree	92	37	78	38	71	30
Percentage	58%	49%	63%	70%	46%	57%
Agree	57	27	39	12	68	16
Percentage	36%	36%	32%	22%	44%	30%
Disagree	6	2	4	0	10	1
Percentage	4%	3%	3%	0%	7%	2%
Need more info.	2	1	1	1	2	3
Percentage	1%	1%	1%	2%	1%	6%
Missing/spoilt	1	9	2	3	4	3
Percentage	1%	12%	2%	6%	3%	6%
Total	158	76	124	54	155	53

There were no major differences between the three authorities. The statistical analysis includes only ‘definitely agree’ and ‘agree’ due to small numbers in the other response categories. Although the

majority of staff in all authorities do feel that their school is inclusive, there is a marginally significant difference between the authorities,  $\chi^2 (2) = 6.896$ ,  $p < 0.032$ ; North Lanarkshire is less likely to 'definitely agree' than the other two regions.

**Table 4: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
	No:	No:	No:	No:	No:	No:
Definitely agree	161	58	66	44	12	3
Percentage	50%	55%	82%	80%	67%%	100%
Agree	143	44	14	11	6	0
Percentage	44	42%	17%	20%	33%	0%
Disagree	19	3	1	0	0	0
Percentage	6%	3%	1%	0%	%	0%

Staff, teaching and non-teaching, in secondary schools were more likely to just agree with this statement or disagree with it than those in primary schools. This difference is statistically significant,  $\chi^2 (1) = 22.865$ ,  $p < 0.000$  for teaching staff and  $\chi^2 (1) = 8.405$ ,  $p < 0.004$ . However, if the low response rates in some of the secondary schools were due to those not fully committed to inclusive practices declining to respond then this difference could well be greater with a larger number of responses in the disagree category.

There is a small significant difference in relation to age,  $\chi^2 (3) = 10.025$ ,  $p < 0.018$  for teaching staff only. This difference is mainly due to the age groups 31-40 and 41-50 being more likely just to agree with this statement rather than definitely agreeing. There are no gender differences in the responses to this statement.

## 2. Pupils are expected to work hard in this school

**Table 5: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing	Total
Teaching	436	1	0	437
Non-teaching	178	2	3	183
Total	614	3	3	620

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Out of the 627 responses to this question 3 fell into the ‘need more information’ category and 3 were either spoilt/missing or non-applicable. These have been left out of the calculations below.

**Table 6: Authority: breakdown of responses ‘Pupils are expected to work hard in this school’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	76	43	65	32	82	37
Percentage	48%	57%	52%	59%	53%	70%
Agree	72	28	49	21	68	13
Percentage	46%	37%	40%	39%	44%	25%
Disagree	10	3	10	0	4	1
Percentage	6%	4%	8%	0%	3%	2%
Need more info.	0	1	0	0	1	1
Percentage	0%	1%	0%	0%	1%	2%
Missing/spoilt	0	1	0	1	0	1
Percentage	0%	1%	0%	2%	0%	2%
Total	158	76	124	54	155	53

Whilst the numbers disagreeing with this statement was slightly higher in Highland the difference is not statistically significant.

**Table 7: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	141	65	66	44	14	3
Percentage	42%	57%	82%	73%	78%	100%
Agree	169	46	15	16	4	0
Percentage	51%	40%	19%	27%	22%	0%
Disagree	24	4	0	0	0	0
Percentage	7%	4%	0%	0%	0%	0%

However, there is a difference again between types of schools, between those that ‘definitely agree’ and those that ‘agree to some extent’  $\chi^2 (1) = 33.403, p < 0.000$  but for teaching staff only. These are the only to response categories included in the statistical analysis.

There are no statistically significant differences between younger and older staff or between the different genders for this statement.

### 3. Pupils do not achieve their academic potential in this school

**Table 8: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	417	11	9
Non-teaching	153	26	4
Total	570	37	13

\* in categories 'definitely agree', agree to some extent' and 'disagree'

437 teaching staff responses were recorded, out of these 11 wanted further information and 9 were either spoilt or missing. This represents 5% of the sample. 183 non-teaching staff responses included 26 'need more information' and four missing or spoilt which forms 16% of the sample.

**Table 9: Authority: breakdown of responses 'Pupils do not achieve their academic potential in this school'**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	29	7	18	3	23	7
Percentage	18%	9%	15%	6%	15%	13%
Agree	81	30	55	22	67	23
Percentage	51%	40%	44%	41%	43%	43%
Disagree	42	29	46	20	56	12
Percentage	27%	38%	37%	37%	36%	23%
Need more info.	3	8	3	8	5	10
Percentage	2%	11%	2%	15%	3%	19%
Missing/spoilt	3	2	2	1	4	1
Percentage	2%	3%	2%	2%	3%	2%
Total	158	76	124	54	155	53

There is no significant difference between the staff in the three authorities.

**Table 10: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	66	10	3	7	0	0
Percentage	21%	9%	4%	14%	0%	0%
Agree	172	59	25	14	4	2

Percentage	54%	58%	33%	29%	24%	100%
Disagree	83	33	48	28	13	0
Percentage	26%	32%	63%	57%	77%	0%

There is a considerable difference between teaching staff in the different types of schools,  $\chi^2(2) = 40.970$ ,  $p < 0.000$ , and there is also a difference between non-teaching staff though this is less marked,  $\chi^2(2) = 11.492$ ,  $p < 0.003$ . This analysis includes responses in the disagree category as well as the two first categories.

The analysis of differences between gender and age revealed no significant differences between either of these variables.

#### 4. This school recognises a range of pupil achievements

**Table 11: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	434	1	2
Non-teaching	180	3	0
Total	614	4	2

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Out of 437 teaching staff, 1 required more information and 2 returned missing responses. (99% responded). 183 non-teaching staff responded and out of those 3 were 'need more information' responses. Seven responses overall were either spoilt or missing.

**Table 12: Authority: breakdown of responses 'This school recognises a range of pupil achievements'**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	88	45	81	32	107	33
Percentage	56%	59%	65%	59%	69%	62%
Agree	64	27	40	19	44	15
Percentage	41%	36%	32%	35%	28%	28%
Disagree	4	3	3	3	3	3
Percentage	3%	4%	2%	6%	2%	6%
Need more info.	0	1	0	0	1	2
Percentage	0%	1%	0%	0%	1%	4%



Missing/spoilt	2	0	0	0	0	0
Percentage	1%	0%	0%	0%	0%	0%
Total	158	76	124	54	155	53

The majority of respondents either definitely agree or agree with this statement and this is the case for both teaching and non-teaching staff. Staff in North Lanarkshire are marginally more likely to definitely agree with this statement but the differences between the three authorities are not statistically significant.

**Table 13: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	183	54	73	53	18	3
Percentage	55%	47%	90%	84%	100%	100%
Agree	139	52	8	9	0	0
Percentage	42%	46%	10%	14%	0%	0%
Disagree	10	8	0	1	0	0
Percentage	3%	7%	0%	2%	0%	0%

There is a significant difference between types of school, both for teaching and non-teaching staff,  $\chi^2(1) = 30.956$ ,  $p < 0.000$ ;  $\chi^2(1) = 20.181$ ,  $p < 0.000$ . This difference is in terms of those that 'definitely agree' and 'agree to some extent'. The numbers disagreeing with the statement are low though the percentage of staff in secondary schools is somewhat higher than in primary schools.

The analysis of gender and age differences in responses to this statement revealed no significant differences.

## 5. New pupils are helped to settle in here

**Table 14: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	410	23	4
Non-teaching	174	8	1
Total	584	31	5

\* in categories 'definitely agree', 'agree to some extent' and 'disagree'

Out of the 437 teaching staff asked to respond 4 did not respond and 23 felt they required more information before they could respond; of 183 non-teaching staff 8 stated they needed more information

and there was 1 missing, there were further 7 ‘non-applicable’ responses. This statement attracted a higher number of ‘need more information’ responses than other statements and this should be borne in mind.

**Table 15: Authority: breakdown of responses ‘New pupils are helped to settle in here’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	72	48	77	37	97	34
Percentage	46%	63%	62%	69%	63%	64%
Agree	61	23	35	14	46	15
Percentage	39%	30%	28%	26%	30%	28%
Disagree	14	2	6	1	2	0
Percentage	9%	3%	5%	2%	1%	0%
Need more info.	10	3	4	1	9	4
Percentage	6%	4%	3%	2%	6%	8%
Missing/spoilt	1	0	2	1	1	0
Percentage	1%	0%	2%	2%	1%	0%
Total	158	76	124	54	155	53

There is a statistically significant difference between teaching staff in the three different authorities, based on differences between ‘definitely agree’ and ‘agree’ responses,  $\chi^2 = 7.512 (2)$ ,  $p < 0.023$ . There is no corresponding difference between non-teaching staff. The main difference is between North Lanark/Highland and Fife with teaching staff in Fife more likely to only agree or to disagree with the statement.

**Table 16: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	167	61	61	55	15	3
Percentage	54%	57%	77%	87%	88%	100%
Agree	122	45	18	7	2	0
Percentage	39%	42%	23%	11%	12%	0%
Disagree	22	2	0	1	0	0
Percentage	7%	2%	0%	2%	0%	0%

Once again there is a significant difference between school types,  $\chi^2 (1) = 9.937$ ,  $p < 0.002$  for teaching staff;  $\chi^2 (1) = 17.775$ ,  $p < 0.000$  for non-teaching staff. Whilst only the first two response categories are

included in the statistical analysis it should be noted that secondary staff have a higher percentage who disagree with this statement. The main difference is that primary staff are more likely to ‘agree strongly’ and not ‘disagree’ with the statement.

There are no significant differences between the male and female respondents or between the different age groups.

## 6. Bullying is not a major issue here

**Table 17: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	406	21	10
Non-teaching	171	9	3
Total	577	30	13

\* in categories ‘definitely agree’, agree to some extent’ and ‘disagree’

Out of the 437 teaching staff asked to respond 10 did not respond and 21 felt they required more information before the could respond; of 183 non-teaching staff 9 stated they needed more information and there was 3 missing, there were further 7 ‘non-applicable’ responses. This statement attracted a higher number of ‘need more information’ responses than other statements and this should be borne in mind.

**Table 18: Authority: breakdown of responses ‘Bullying is not a major issue here’**

Response category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	22	13	47	18	36	12
Percentage	14%	17%	38%	33%	24%	23%
Agree	68	36	50	29	81	24
Percentage	43%	47%	40%	54%	52%	45%
Disagree	55	21	21	4	26	14
Percentage	35%	28%	17%	7%	17%	26%
Need more info.	7	4	4	2	10	3
Percentage	4%	5%	3%	4%	7%	6%
Missing/spoilt	3	2	2	1	2	0
Percentage	2%	3%	3%	2%	1%	0%
Total	158	76	124	54	155	53

There is a statistically significant difference between the authorities when the first three response categories are included. Highland region, teaching and non-teaching, staff are most likely to state that bullying is not an issue in their area, staff in Fife are most likely to say that it is an issue,  $\chi^2(4) = 32.959$ ,  $p < 0.000$ . There is less of a difference between non-teaching staff but those in Fife and North Lanarkshire are more likely to disagree with the statement than staff in Highland,  $\chi^2(4) = 10.894$ ,  $p < 0.028$ .

**Table 19: Type of school: breakdown of responses**

Response category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	58	18	36	24	11	1
Percentage	19%	17%	47%	39%	61%	33%
Agree	158	56	33	33	7	0
Percentage	51%	52%	43%	54%	39%	0%
Disagree	94	33	8	4	0	2
Percentage	30%	31%	10%	7%	0%	67%

The difference between types of schools is again statistically significant with a larger proportion of secondary staff disagreeing with the statement and a much smaller proportion 'definitely agreeing',  $\chi^2(2) = 30.091$ ,  $p < 0.000$  for teaching staff and  $\chi^2(2) = 18.308$ ,  $p < 0.000$  for non-teaching staff. The data from the one special school indicates that non-teaching staff may feel it is an issue for them; however, the numbers are very small so must be treated with caution.

The analysis of gender and age of the respondents showed no significant differences between male and female staff or between the different age groups.

## 7. The behaviour of pupils is generally good here

**Table 20: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	425	7	5
Non-teaching	181	1	1
Total	606	8	6

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Of the 437 teaching staff in the sample, there were 12 responses that were either spoilt or missing; for non-teaching staff that number was 2.

**Table 21: Authority: breakdown of responses ‘The behaviour of pupils is generally good here’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	28	14	41	16	35	17
Percentage	18%	18%	33%	30%	23%	32%
Agree	74	35	59	29	86	27
Percentage	47%	46%	48%	54%	56%	51%
Disagree	51	25	21	9	30	9
Percentage	32%	33%	17%	17%	19%	17%
Need more info.	2	1	2	0	3	0
Percentage	1%	1%	2%	0%	2%	0%
Missing/spoilt	3	1	1	0	1	0
Percentage	2%	1%	1%	0%	1%	0%
Total	158	76	124	54	155	53

There is a statistically significant difference between the authorities for teaching staff,  $\chi^2(4) = 17.058$ ,  $p < 0.002$  but not for non-teaching staff. As for the previous question staff in Highland are most likely to ‘definitely agree’ or ‘agree’ with this statement. This analysis includes those in the ‘definitely agree’, ‘agree to some extent’ and ‘disagree’ categories.

**Table 22: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	66	23	27	23	10	1
Percentage	20%	20%	36%	37%	56%	33%
Agree	173	56	36	33	8	2
Percentage	53%	49%	48%	52%	44%	67%
Disagree	90	36	12	7	0	0
Percentage	27%	31%	16%	11%	0%	0%

There are statistically significant differences between types of school here for both teaching and non-teaching staff,  $\chi^2(2) = 10.108$ ,  $p < 0.006$  and  $\chi^2(2) = 11.273$ ,  $p < 0.004$ . Primary staff are more likely to agree with this statement than secondary staff and staff in the special school, in particular are most likely to ‘definitely agree’ with this statement.

There were no significant differences between staff in the different age groups or between male and female teachers.

## 8. The exclusion rate is too high in this school

**Table 23: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	392	41	4
Non-teaching	151	25	7
Total	543	66	11

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Of the 437 teaching staff a relatively high number, 41, responded with 'need more information' and 4 of the responses were either spoilt or missing; the corresponding figures for non-teaching staff was 25 and 7.

**Table 24: Authority: breakdown of responses 'The exclusion rate is too high in this school'**

Response category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	9	6	2	2	0	3
Percentage	6%	8%	2%	4%	0%	6%
Agree	19	26	7	8	6	5
Percentage	12%	34%	6%	15%	4%	9%
Disagree	112	32	106	36	131	33
Percentage	71%	42%	86%	67%	85%	62%
Need more info	15	10	9	7	17	8
Percentage	10%	13%	7%	13%	11%	15%
Missing/spoilt	3	2	0	1	1	4
Percentage	2%	3%	0%	2%	1%	8%
Total	158	76	124	54	155	53

This analysis explores the first three response categories. It shows that the majority of teaching staff in all three authorities disagree with this statement, though those in Fife are more likely to agree to it (20% overall); the difference between the authorities is statistically significant for this group of respondents,  $\chi^2(4) = 20.962$ ,  $p < 0.000$ . There is also a significant difference between non-teaching staff,  $\chi^2(4) = 15.324$ ,  $p < 0.004$ .

**Table 25: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	9	11	2	0	0	0
Percentage	3%	12%	3%	0%	0%	0%
Agree	26	34	3	5	1	0
Percentage	9%	36%	4%	9%	6%	0%
Disagree	269	49	65	49	15	3
Percentage	89%	52%	93%	91%	94%	100%

Secondary teaching staff are somewhat more likely to agree with the statement that the exclusion rate is too high; however, there is no statistically significant difference. There is a significant difference between non-teaching staff in these two types of schools,  $\chi^2(2) = 23.467$ ,  $p < 0.000$ . Secondary non-teaching staff are considerably more likely to feel that the exclusion rate is too high. Special school staff generally disagree with this statement.

There are no significant differences between the responses of male or female staff or between those from different age groups.

### 9. It is sometimes necessary to punish pupils

**Table 26: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	423	11	3
Non-teaching	174	6	3
Total	597	17	6

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Of 437 teaching staff 11 felt they needed more information to respond to this statement, and three responses were either spoilt or missing. Among non-teaching staff there were 6 wanting more information and 3 responses that were spoilt or missing.

**Table 27: Authority: breakdown of responses ‘It is sometimes necessary to punish pupils’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	113	47	72	30	119	29
Percentage	72%	62%	58%	56%	77%	55%
Agree	34	24	40	20	32	23
Percentage	22%	32%	32%	37%	21%	43%
Disagree	6	0	6	1	1	0
Percentage	4%	0%	5%	2%	1%	0%
Need more info.	4	4	5	1	2	1
Percentage	3%	5%	4%	2%	1%	2%
Missing/spoilt	1	1	1	2	1	0
Percentage	1%	1%	1%	4%	1%	0%
Total	158	76	124	54	155	53

There is a slight significant difference between teaching staff in the three authorities  $\chi^2(2) = 7.962$ ,  $p < 0.019$ . The main differences lie between Highland on the one hand and North Lanarkshire and Fife on the other. Numbers in the ‘disagree’ category are too low to be included in the statistical calculation. The main difference is thus that Highland staff are less likely to ‘definitely agree’ with this statement. There is no significant difference between non-teaching staff in the three authorities. This analysis is based only on responses in the ‘definitely agree’ and ‘agree to some extent’ categories only.

**Table 28: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	251	82	42	24	10	0
Percentage	77%	72%	55%	42%	63%	0%
Agree	70	31	28	33	6	3
Percentage	21%	27%	36%	58%	38%	100%
Disagree	6	1	7	0	0	0
Percentage	2%	1%	9%	0%	0%	0%

There is a significant difference for both teaching and non-teaching staff with staff in secondary schools more likely to ‘definitely agree’ with this statement and those in primary staff more likely to ‘agree’ or ‘disagree’. However, the numbers in the ‘disagree’ category are too low for inclusion in statistical analysis. For teaching staff there is a significant difference between ‘definitely agree’ and ‘agree to some extent’,  $\chi^2(1) = 10.127$ ,  $p < 0.001$ ; and for non-teaching staff  $\chi^2(1) = 14.976$ ,  $p < 0.000$ .



There are no significant differences between respondents of the different age groups; however, there is a small significant difference between male and female secondary teachers. Male teachers are significantly more likely to ‘definitely agree’ with this statement than are female teachers,  $\chi^2 (1) = 4.055, p < 0.044$ .

#### 10. Attendance is not good at this school

**Table 29: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	398	35	4
Non-teaching	152	27	4
Total	550	62	8

\* in categories ‘definitely agree’, agree to some extent’ and ‘disagree’

Out of 437 teaching staff 35 felt they could not respond without further information and 4 responses were missing; 27 of the non-teaching staff stated that they required further information and 4 responses were missing.

**Table 30: Authority: breakdown of responses ‘Attendance is not good at this school’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	19	7	14	1	18	4
Percentage	12%	9%	11%	2%	12%	8%
Agree	54	30	37	12	56	3
Percentage	34%	40%	30%	22%	36%	6%
Disagree	67	27	65	32	68	36
Percentage	42%	36%	53%	59%	44%	68%
Need more info.	16	11	7	7	12	9
Percentage	10%	15%	6%	13%	8%	17%
Missing/spoilt	2	1	0	2	1	1
Percentage	1%	1%	0%	4%	1%	2%
Total	158	76	123	54	155	53

This analysis includes the first three response categories. There is no difference between teaching staff in the three authorities but there is a statistically significant difference between non-teaching staff in the three authorities,  $\chi^2 (4) = 24.566, p < 0.000$ . The main difference is between Fife and the other two authorities, with non-teaching staff in Fife agreeing to a greater extent with the statement (49% as opposed 14% in North Lanarkshire and 24% in Highland). Numbers in the ‘definitely agree’ category are small though suggesting that the results have to be interpreted with caution.

**Table 31: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	48	9	2	3	0	0
Percentage	16%	10%	3%	6%	0%	0%
Agree	130	38	14	7	2	0
Percentage	43%	40%	19%	13%	13%	0%
Disagree	127	48	59	44	13	3
Percentage	42%	51%	79%	82%	87%	100%

Perceptions of non-attendance is differs between the school types. Secondary teaching staff are more likely to agree with the statement than disagree; whilst over half of the primary staff disagree. The majority of staff in special schools disagree with this statement. There is a significant difference between teaching staff in primary and secondary schools  $\chi^2 (2) = 33.795$ ,  $p < 0.000$  and for non-teaching staff  $\chi^2 (2) = 14.333$ ,  $p < 0.001$ .

The analysis does not show any significant differences between staff in the different age groups or between the different genders.

#### 11. This school is supportive of all staff

**Table 32: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	427	5	5
Non-teaching	178	2	3
Total	605	7	8

\* in categories 'definitely agree', agree to some extent' and 'disagree'

The numbers stating they required further information were lower for this statement than for the last one with five teaching staff and two non-teaching staff responding in this category. Five responses for teaching staff and three for non-teaching staff were spoilt or missing.

**Table 33: Authority: breakdown of responses ‘This school is supportive of all staff’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	43	21	51	23	56	22
Percentage	27%	28%	41%	43%	36%	42%
Agree	79	38	50	23	72	25
Percentage	50%	50%	40%	43%	47%	47%
Disagree	35	15	23	7	18	4
Percentage	22%	20%	19%	13%	12%	8%
Need more info.	1	0	0	1	4	1
Percentage	1%	0%	0%	2%	3%	2%
Missing/spoilt	0	2	0	0	5	1
Percentage	0%	3%	0%	0%	3%	2%
Total	158	76	124	54	155	53

There is a difference here between the three authorities and it is statistically significant at  $\chi^2 (4) = 10.364$ ,  $p < 0.035$  between teaching staff; however, there is no such difference between non-teaching staff. The difference is mainly that staff in Fife are more likely to disagree with this statement and least likely to ‘definitely agree’. The analysis for this statement includes the first three response categories but omits ‘need more information’.

**Table 34: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	96	31	41	33	10	2
Percentage	29%	27%	51%	52%	56%	100%
Agree	161	60	32	26	8	0
Percentage	49%	53%	40%	41%	44%	0%
Disagree	69	22	7	4	0	0
Percentage	21%	20%	9%	6%	0%	0%

The difference between the school types is statistically significant for both teaching and non-teaching staff,  $\chi^2 (2) = 15.529$ ,  $p < 0.000$  for the former and  $\chi^2 (2) = 12.794$ ,  $p < 0.002$  for the latter. This suggests that staff in primary schools tend to see themselves as better supported than those in secondary schools. The trend for the staff in the special school is similar to that of primary schools.

There are no differences in terms of male and female responses to this statement; however, there is a significant difference between the different age groups,  $\chi^2 (6) = 20.478$ ,  $p < 0.002$ . The main difference

is between those in the 41-50 age group and the rest. This age are most likely to disagree with the statement, suggesting that they may not feel as well supported as younger or older staff do. However, as only just over one quarter of this age group disagreed with the statement there was a considerable percentage in this age group who agreed with it.

## 12. Communication is good among staff

**Table 35: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	428	1	8
Non-teaching	181	1	1
Total	609	2	9

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Of the 437 teaching staff 1 stated there was a need for more information and 8 responses were spoilt or missing; the figures for non-teaching staff were 1 needing more information and 1 missing.

**Table 36: Authority: breakdown of responses 'Communication is good among staff'**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	24	15	33	14	25	13
Percentage	15%	20%	27%	26%	16%	25%
Agree	83	34	59	21	79	24
Percentage	53%	45%	48%	39%	51%	45%
Disagree	50	27	31	17	44	16
Percentage	32%	36%	25%	32%	28%	30%
Need more info.	0	0	0	1	1	0
Percentage	0%	0%	0%	2%	1%	0%
Missing/spoilt	1	0	1	1	6	0
Percentage	1%	0%	1%	2%	4%	0%
Total	158	76	124	54	155	53

Whilst there is some variation between the authorities with a slightly lower percentage of Highland teaching staff disagreeing with the statement these differences are not statistically significant; among non-teaching staff the lowest percentage disagreeing are from North Lanarkshire. Overall more than two thirds of the staff in all authorities feel that communication is good amongst staff. Only the first three response categories are included here.

**Table 37: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	49	16	28	25	5	1
Percentage	15%	14%	35%	40%	30%	33%
Agree	166	48	41	29	11	2
Percentage	51%	41%	52%	47%	65%	67%
Disagree	114	52	10	8	1	0
Percentage	35%	45%	13%	13%	6%	0%

There is a significant difference between the two types of schools. Primary staff are generally more likely to agree with this statement than secondary staff. The difference is statistically significant for both types of staff,  $\chi^2 (2) = 24.418$ , p. 0.000;  $\chi^2 (2) = 24.834$ , p<0.000. Staff in the special school had similar responses to primary staff.

There are no significant differences amongst either male/female staff or those of the different age groups. However, in terms of trends those in the 41-50 age group are most likely to feel that communication is not good amongst staff.

### 13. Inter-agency working is difficult in this school

**Table 38: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	321	112	4
Non-teaching	110	57	16
Total	431	169	20

\* in categories 'definitely agree', agree to some extent' and 'disagree'

This is a statement where a large number of staff felt the need for further information. Out of the teaching staff 112 felt that they needed more information and 4 responses were missing or spoilt. The corresponding figure for non-teaching staff was 57 and 16 respectively.

**Table 39: Authority: breakdown of responses ‘Inter-agency working is difficult in this school**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	18	0	7	1	2	2
Percentage	11%	0%	6%	2%	1%	4%
Agree	36	18	31	16	43	7
Percentage	23%	24%	25%	30%	28%	13%
Disagree	64	28	54	17	66	21
Percentage	41%	37%	44%	32%	43%	40%
Need more info.	39	22	32	18	41	17
Percentage	25%	29%	26%	33%	27%	32%
Missing/spoilt	1	8	0	2	3	1
Percentage	1%	11%	0%	3%	2%	11%
Total	158	76	124	54	155	53

This analysis includes all four response categories. About one quarter of teaching staff and around a third of non-teaching staff did not feel they could respond to this statement without further information and this is the case across all three authorities. There are some differences between the three authorities amongst teaching staff with a slightly higher proportion of staff ‘definitely agreeing’ or ‘agreeing’ with this statement in Fife and Highland compared to North Lanarkshire. This difference is statistically significant  $\chi^2(6) = 14.049, p < 0.029$ . There is no significant difference between non-teaching staff in the three authorities.

**Table 40: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	20	3	6	0	1	0
Percentage	6%	3%	7%	0%	6%	0%
Agree	86	30	23	11	1	0
Percentage	26%	28%	28%	20%	6%	0%
Need more info	100	37	8	20	3	0
Percentage	30%	34%	10%	36%	17%	0%
Disagree	125	38	44	25	13	3
Percentage	38%	35%	54%	45%	72%	100%

There is a marked difference between secondary and primary staff with nearly one third of secondary staff compared to only one tenth of primary staff feeling they require further information. In addition

more than half of the primary staff disagree with the statement the inter-agency collaboration is difficult compared to just over one third of secondary staff. The difference between the school types is statistically significant  $\chi^2 (3) = 14.950, p < 0.002$ . There is no such difference between non-teaching staff in the two types of schools.

In terms of gender and age there were no significant differences for this statement.

#### 14. Parents/carers are valued and welcomed here

**Table 41: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	404	27	6
Non-teaching	170	11	2
Total	574	38	8

\* in categories 'definitely agree', 'agree to some extent' and 'disagree'

Out of the 437 teaching staff 27 felt the need for further information and 6 responses were missing; for non-teaching staff the equivalent figures were 11 and 2.

**Table 42: Authority: breakdown of responses 'Parents/carers are valued and welcomed here'**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	90	41	80	34	90	34
Percentage	57%	54%	65%	63%	58%	64%
Agree	54	24	35	16	47	16
Percentage	34%	32%	28%	30%	30%	30%
Disagree	3	3	2	1	3	1
Percentage	2%	4%	2%	2%	2%	2%
Need more info.	9	7	6	2	12	2
Percentage	6%	9%	5%	4%	8%	4%
Missing/spoilt	2	1	1	1	3	0
Percentage	1%	1%	1%	2%	2%	0%
Total	158	76	124	54	155	53

Only those responses in the first two categories are included in this analysis. The majority of staff in all authorities agree with this statement and there is no statistically significant difference between the three authorities. However, the fact that a greater number of respondents feel the need for more information to respond to this question possibly indicates lack of knowledge of measures to involve

parents/carers in their child's education.

**Table 43: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	187	57	59	49	11	3
Percentage	61%	54%	75%	79%	69%	100%
Agree	113	43	18	13	5	0
Percentage	37%	41%	23%	21%	31%	0%
Disagree	6	5	2	0	0	0
Percentage	2%	5%	3%	0%	0%	0%

There is a significant difference between teaching staff in the different types of school with a higher percentage of primary staff responding with 'definitely agree' than teaching staff in secondary schools. The values for teaching staff were  $\chi^2 (1) = 5.518$ ,  $p < 0.019$ , with  $\chi^2 (1) = 8.214$ ,  $p < 0.004$ . Secondary school staff were also more inclined to state that they required more information.

There are no differences between the different age groups but there are some differences between male and female secondary teachers for this statement. Male teachers are more likely to 'definitely agree or 'disagree' with this statement,  $\chi^2 (2) = 6.890$ ,  $p < 0.032$  than female teachers. However, the difference is not great.

#### 15. The school has good relations with the local community

**Table 44: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	405	27	5
Non-teaching	166	15	2
Total	571	42	7

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Of the 437 teaching staff 27 felt they needed further information before responding and 5 responses were missing or spoilt. The corresponding figures for non-teaching staff were 15 and 2.



**Table 45: Authority: breakdown of responses ‘The school has good relations with the local community’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	56	34	63	30	67	30
Percentage	35%	45%	51%	56%	43%	57%
Agree	73	25	51	17	69	16
Percentage	46%	33%	41%	32%	45%	30%
Disagree	15	10	4	1	7	3
Percentage	10%	13%	3%	2%	5%	6%
Need more info.	12	7	4	5	11	3
Percentage	8%	9%	3%	9%	7%	6%
Missing/spoilt	2	0	2	1	1	1
Percentage	1%	0%	2%	2%	1%	2%
Total	158	76	124	54	155	53

There is no difference between staff in the three authorities when the four response categories are included in the analysis. There are some slight differences between the authorities, mainly in terms of staff in North Lanarkshire and Highland agreeing that their schools have a good relationship with the local community compared to staff in Fife. This difference just fails to be significant ( $p < 0.05$ ).

**Table 46: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	124	39	51	52	10	3
Percentage	37%	34%	64%	83%	59%	100%
Agree	158	51	26	7	7	0
Percentage	48%	44%	33%	11%	41%	0%
Disagree	25	12	1	2	0	0
Percentage	8%	10%	1%	3%	0%	0%
Need more info.	25	13	2	2	n/a	n/a
Percentage	8%	11%	3%	3%	n/a	n/a

There is a statistically significant difference between types of schools with primary teaching staff being most likely to ‘definitely agree’ with this statement and disagree less than secondary staff.  $\chi^2(3) = 20.383$ ,  $p < 0.000$ . There is also significant difference between non-teaching staff with the greatest majority in both primary and special schools definitely agreeing with this statement,  $\chi^2(3) = 38.544$ ,  $p < 0.000$ .

There are no differences either between male/female teachers or the different age groups in relation to this statement.

## 16. I understand what is meant by Restorative Practices

**Table 47: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	364	65	8
Non-teaching	135	43	5
Total	499	108	13

\* in categories 'definitely agree', 'agree to some extent' and 'disagree'

There was a sizeable number of teaching staff, 65, feeling that they needed further information before responding to this question. This was also the case for non-teaching staff where 43 members of staff required further information. There were 8 spoilt/missing responses for teaching staff and 5 for non-teaching staff.

**Table 48: Authority: breakdown of responses 'I understand what is meant by Restorative Practices'**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	67	21	59	27	62	23
Percentage	42%	28%	48%	50%	40%	43%
Agree	53	26	35	10	51	9
Percentage	34%	34%	28%	19%	33%	17%
Disagree	16	11	10	5	11	3
Percentage	10%	15%	8%	9%	7%	6%
Need more info.	20	17	15	9	30	17
Percentage	13%	22%	12%	17%	20%	32%
Missing/spoilt	2	1	5	3	1	1
Percentage	1%	1%	4%	6%	1%	2%
Total	158	76	124	54	155	3

This analysis includes all four response categories. The majority of teaching staff agree or definitely agree with this statement and there is no significant difference between the teaching staff in the three authorities. There is a significant difference between non-teaching staff though this is not great as for some of the other statements,  $\chi^2(6) = 14.512, p < 0.024$ . The main differences for this category of staff are that a greater proportion of non-teaching staff in Highland and Fife disagree with the statement and a greater proportion of North Lanarkshire staff feel they need further information.

**Table 49: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	120	29	53	39	13	3
Percentage	37%	25%	66%	64%	77%	100%
Agree	114	32	20	13	4	0
Percentage	35%	28%	25%	21%	24%	0%
Need more info	62	36	3	7	0	0
Percentage	19%	32%	4%	12%	0%	0%
Disagree	33	17	4	2	0	0
Percentage	10%	15%	5%	3%	0%	0%

There is a considerable difference in the responses between secondary staff and primary staff. The difference is statistically significant for both teaching and non-teaching staff,  $\chi^2(3) = 26.344$ ,  $p < 0.000$  and  $\chi^2(3) = 27.350$ ,  $p < 0.000$ , respectively.

There are no gender or age differences in terms of the responses to this statement.

### 17. I have had training in using Restorative Practices

**Table 50: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	387	33	17
Non-teaching	137	29	17
Total	524	62	34

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Out of the teaching staff, 33 felt they needed further information to answer this question and 17 responses were missing or spoilt. There were 27 non-teaching staff indicating that they required further information and 17 responses that were either spoilt or missing.

**Table 51: Authority: breakdown of responses ‘I have had training in using Restorative Practices’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	19	8	26	10	25	10
Percentage	12%	11%	21%	19%	16%	19%
Agree	23	14	26	8	19	4
Percentage	15%	18%	21%	15%	12%	8%
Disagree	95	36	63	23	91	24
Percentage	60%	47%	51%	43%	59%	45%
Need more info.	11	13	8	6	14	10
Percentage	7%	17%	7%	11%	9%	19%
Missing/spoilt	10	5	1	7	6	5
Percentage	6%	6%	1%	13%	4%	9%
Total	158	76	124	54	155	53

All four response categories were included in this analysis. In Highland 42% of teaching staff and 34% of non-teaching staff indicate that they have had training, this compares with 28% and 27% respectively for teaching staff in North Lanarkshire and Fife. The corresponding non-teaching staff figures are 27% for both those authorities. However, this difference is not statistically significant. The question did not allow respondents to specify what type of training they have had and it is possible that there are differences in terms of what is interpreted as ‘training’.

**Table 52: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	33	5	23	21	13	2
Percentage	10%	5%	29%	39%	77%	100%
Agree	37	7	27	19	3	0
Percentage	12%	6%	34%	35%	18%	0%
Disagree	221	76	27	7	1	0
Percentage	68%	70%	34%	13%	6%	0%
Need more info.	31	21	2	7	n/a	n/a
Percentage	10%	19%	3%	13%	n/a	n/a

There is a considerable difference between staff in the different types of schools when it comes to training in restorative practices. The majority of staff, both teaching and non-teaching, in primary and

special schools state that they have had training, with the more than three quarter of staff in secondary schools saying that they have not had any training. This differences is statistically significant for both types of staff,  $\chi^2(4) = 53.027$ ,  $p < 0.000$  and  $\chi^2(3) = 69.049$ ,  $p < 0.000$ .

There are no gender or age differences in terms of the responses to this statement.

### 18. I would like more training in Restorative Practices

**Table 53: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	334	89	14
Non-teaching	108	54	21
Total	442	143	35

\* in categories 'definitely agree', agree to some extent' and 'disagree'

**Table 54: Authority: breakdown of responses 'I would like more training in Restorative Practices**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	75	17	53	19	61	15
Percentage	48%	22%	43%	35%	39%	28%
Agree	42	15	38	11	38	8
Percentage	27%	20%	31%	20%	25%	15%
Disagree	7	11	12	7	8	5
Percentage	4%	15%	10%	13%	5%	9%
Need more info.	27	25	20	10	42	19
Percentage	17%	33%	16%	19%	27%	36%
Missing/spoilt	7	8	1	7	6	6
Percentage	4%	11%	1%	13%	4%	11%
Total	158	76	124	54	155	53

All four response categories have been included in this analysis. A considerable proportion of teaching staff, between 67% and 74%, indicate that they would like further training in restorative practices. Less than 10% state that they do not wish further training. A small percentage of staff indicate they would like further information before committing themselves. There is a slightly higher proportion of non-teaching staff indicating they do not want further training than the teaching staff but within this category the majority, over 60%, indicate that they would like further training. There are no significant differences between the authorities.

**Table 55: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	142	27	37	23	7	1
Percentage	44%	26%	49%	42%	39%	50%
Agree	86	20	26	14	6	0
Percentage	26%	19%	34%	26%	33%	0%
Disagree	20	14	5	9	2	0
Percentage	6%	13%	7%	16%	11%	0%
Need more info	78	44	8	9	3	1
Percentage	24%	42%	11%	16%	17%	50%

The majority of staff in all three types of schools indicated that they would like more training in restorative practices with more than 70% in secondary schools indicating this and over 80% in primary schools. However, a greater proportion of secondary staff, nearly a quarter of the sample, stated that they would like further information, this figure is considerably higher than the 11% from primary schools who felt they needed further information. There are no significant differences between the types of schools.

There are no differences between the different age groups in response to this statement; however, there is a gender difference among secondary staff. A greater number of female teachers indicate that they would like further training compare to male teachers,  $\chi^2(2) = 8.280, p < 0.016$ .

### 19. I use Restorative Practices effectively in my work

**Table 56: Number of staff responding in each response category**

Category of staff	No of responses*	Need more information	Spoilt/missing
Teaching	306	107	24
Non-teaching	97	62	24
Total	404	169	48

\* in categories 'definitely agree', agree to some extent' and 'disagree'

Both teaching and non-teaching staff had some difficulties in responding with either agree or disagree as 107 teaching staff and 62 non-teaching staff felt that they needed further information. There were 24 missing or spoilt responses for each of these categories of staff.

**Table 57: Authority: breakdown of responses ‘I use restorative practices effectively in my work’**

Response Category	Fife		Highland		North Lanark	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	14	8	8	7	13	3
Percentage	9%	11%	7%	13%	8%	6%
Agree	68	14	56	16	62	15
Percentage	43%	18%	45%	30%	40%	28%
Disagree	32	16	27	10	26	8
Percentage	20%	21%	22%	19%	17%	15%
Need more info.	33	29	26	13	48	20
Percentage	21%	38%	21%	24%	31%	38%
Missing/spoilt	11	9	7	8	6	7
Percentage	7%	12%	6%	15%	4%	13%
Total	158	76	124	54	155	53

Around half the teaching staff feel that they use restorative practices effectively, though the majority err on the cautious side and ‘agree’ rather than ‘definitely agree’ with this statement. The corresponding percentage for non-teaching staff is somewhat lower, except for Highland region. A sizeable proportion, nearly one third in North Lanarkshire feel they need further information and around 20% in all three authorities indicate that they do not use restorative practices effectively. There are no significant differences between the authorities for either category of staff.

**Table 58: Type of school: breakdown of responses**

Response Category	Secondary		Primary		Special	
	Teaching	Non-teaching	Teaching	Non-teaching	Teaching	Non-teaching
Definitely agree	14	6	14	12	5	0
Percentage	4%	6%	19%	24%	29%	0%
Agree	129	15	46	28	10	2
Percentage	41%	14%	61%	55%	59%	67%
Disagree	74	33	10	1	1	0
Percentage	23%	31%	13%	2%	6%	0%
Need more info	101	51	5	10	1	1
Percentage	32%	49%	7%	20%	6%	33%

There is a considerable difference between types of schools with around 45% of secondary teaching staff indicating that they use restorative practices effectively compared to 80% of primary staff. 88% of special school staff state that they use it effectively. There is also a larger proportion, nearly one third, of secondary staff who would like further information compared to only 7% of primary staff.

The difference between the types of school is statistically significant,  $\chi^2 (3) = 40.181, p < 0.000$ . The differences between non-teaching staff in the different types of school are also great, only 20% of staff in secondary school respond with 'definitely agree/agree'. This compares to 79% in primary schools. The comparable figure for special school non-teaching staff is 67%. Nearly half of the non-teaching staff in secondary schools state that they require further information with 20% and 33% respectively in primary and special schools. The largest number of non-teaching staff disagreeing with statement are found in secondary schools. As for teaching staff, the difference is statistically significant,  $\chi^2 (3) = 51.027, p < 0.000$ .

There are no significant differences either between the different age groups or the different genders.

### **Open-ended comments**

There were 128 open comments altogether out of a total of 627 questionnaire returns. This represents 20% of all the respondents. Almost two thirds of the comments were by staff in secondary schools. The comments are therefore not necessarily representative of the overall sample. In terms of issues raised, the majority of comments focused on some aspect of Restorative Practices. This may be because the box, provided for responses, followed immediately after the last question and the last four questions in the questionnaire were about Restorative Practices.

A cluster of comments ranged from being very supportive of the approach to feeling that it is simply another initiative foisted upon teachers. The following quotes show the range:

*"I am delighted that this approach is being used as part of our school policy. An encouraging move."*  
(Primary school)

*"I believe this is an excellent step and look forward to the embedding of the practices across the whole school staff."*

*"I think that using RP is a really good thing, as often problems can be overcome before reaching the point where a pupil/pupils reach the exclusion stage. It also allows both sides to air their views in front of each other."* (Secondary school)

*"Restorative practices can work to a certain degree. Will take time to see results. I feel strongly in some cases that parents should also be part of the scheme."* (Primary school)

*"I have been given no information from the school on RP. As a teacher in the profession for a relatively short period I am already fed up with the continual barrage of new initiatives. Most of them disappear after a substantial amount of investment. I would like to see investment in my subject so I can do my job effectively. Basic materials are finished by the end of 2<sup>nd</sup> term."* (Secondary school)



*“Have not given any attention (consciously) to restorative practices. Sounds like another buzz phrase and initiative to be introduced, have money wasted and then be forgotten when the next ‘big’ initiative arrives from the USA.”* (Secondary school)

Whilst the last two comments indicate a negative view of ‘yet further initiatives’ another one commented on it as a positive approach:

*“I attended a workshop outlining the aims of restorative practices and so broadly agree with it, however, the school has in place a very effective (in my opinion) support centre, which if better resourced, would go along way in improving behaviour in this school without having to embark on yet another ‘new’ initiative.”* (Secondary school)

A number of comments reflected the view that time may be problem when trying to implement restorative practices, this is shown in the quotes below:

*“I am restorative in my approach; however, it can take time out of our very already tight curriculum. We have a lot to cover and at times we feel under pressure to complete all the tasks we plan for. (This is not pressure from within school but at a national level)”*. (Primary school)

*“Restorative practices are time consuming. Needs to be built on relationships. I have severe doubts that a proper sensitive time allowance will be made to implement it properly. I doubt if the time will be factored in – already we see that UoE department is making negative comments about McCrone settlement.”* (Secondary school)

*“Restorative practices is only one of very many approaches that can be used to resolve a situation. The main disadvantage I have found is that it is very time consuming for teachers and has to ‘fit in’ around a teaching commitment. It is easier for non-teaching staff to apply due to constraints on a timetable.”* (Secondary school)

*“I believe in restorative practices, yet the many increasing circular demands which teachers are facing, together with an overwhelming pile of paperwork, prevents teachers from carrying out restorative practices effectively.”* (Primary school)

The suggestion that it is problematic for classroom teachers to implement restorative practices was echoed in other comments:

*“Not possible to use RP effectively in classroom (teaching and learning environment). This needs to be done out with the classroom, preferably by specialist teachers.”* (Secondary school)

Other comments focused on training, lack of training in using the approaches and requests for further

training, some of which needed to focus on its practical application.

*“Had theory behind the approach from a visiting speaker but not proper practice at conducting a restorative session.”*

*“RP has not been explained to staff.”* (Secondary school)

*“I only know of RP through personal chat. No whole school knowledge.”* (Secondary school)

*“Am a little disappointed that more has not been done in the way of training given that this is a local initiative. Would be keen to undertake any training to improve educational experience for all children.”* (Secondary school)

*“Only had one inset day explaining restorative approaches, thought it sounded great and I’d like to find out more as I definitely feel that inappropriate behaviour is holding children’s progress back in several classes.”* (Primary school)

There was a sense, from some of the comments, that the RP approach was useful but that it may not work with all children. There were some who felt that younger children and those with extreme problems may not respond to the interventions.

*“At times difficulty arises restoring children’s problems with each other due to time; however, when time is given the practice in most cases works. I feel older children find it easier to use restorative approaches to solve their problems.”* (Primary school)

*“Believe restorative approach works with average pupils but with more difficult behavioural problems does not seem to be as successful. These pupils see it as a weakness and have difficulty talking through and reasoning situations.”* (Primary school)

*“I have always tried to use RP first before taking any punitive measures. My recent experience of a meeting which was intended to use RP to enable a pupil, whose behaviour was preventing effective teaching and learning in the classroom, to return to the class, was not successful as the pupil was an unwilling participant.”* (Secondary school)

*“Good experienced teachers have been using these techniques for years. Good for minor low level classroom problems but no good for the serious, abusive or threatening pupils. Even the best run and organised class cannot deal with pupils with serious behaviour and socialisation problems.”* (Secondary school)

There were also comments on the fact that this approach was just being developed and, some suggested that there was need to develop the right ethos; whilst a few felt that the approach was already in use.

*“Restorative practices have only just started being used in my school. ...Therefore I have not any experience of it – but I am aware of what it involves.”* (Secondary school)

“This will become a good practice in our school after ‘teething problems’ are managed.” (Primary school)

“Something that we often use in guidance but didn’t give it the title. Really good practice. More you do it the easier it gets” (Secondary school)

“Restorative practice is not a new idea. I have used the strategies throughout my teaching career with no formal training. I would appreciate more formal training in order to confirm my own judgement and as a boost to my existing skills.” (Secondary school)

“Doing this practice without prior knowledge as part of my everyday job.” (Secondary school)

Finally, in relation to restorative practices there were some comments on the effect of restorative practices on pupils.

“Children are encouraged by most adults to take responsibility for their own actions and children generally respect others and themselves.” (Primary school)

*“Letting the pupils know where they are going helps improve discipline and good organisation.”* (Secondary school)

As mentioned above, the majority of comments focused on the effect of restorative practices; however, some comments linked this to, or only commented on discipline. Comments in this area also tended to indicate disquiet regarding perceived inconsistency with senior management styles.

*“School management team should all follow the same discipline structure, e.g. pupils should be punished the same regardless of who AHT is. Management team should also supervise corridors and playgrounds during breaks and lunch. Introduce more detentions as punishment. There should also be more focus on school uniform, e.g. pupil wearing jeans etc. should be sent home. There seems to be nothing done about this.”* (Secondary school)

*“A more structured discipline procedure is needed.”* (Secondary school)

*“Pupils need to comply with policy in place – SMT need to adhere to policies they have put in place.”*

*Pupils are given a variety of ways to get rid of poor/ineffective learning strategies and to gain better behaviour/better learning. However it occurs that pupils are at times not responding/staff are often asked to automatically give concessions and not apply policies/sanctions that are in place. This watering down of sanctions does not help the problems ... It should be proactive not reactive. Bullying, peer pressure is rife in various year groups S1, S2, S4, e.g. specific classes ...”* (Secondary school)

*“Strong leadership is required to curb indiscipline – a weak management team is responsible for lowering staff morale... The pupils are running riot. Having in-depth knowledge of inclusion/restorative practices is one thing/putting it into practice is different matter. It is sad to watch a school deteriorate.* (Secondary school)

*“Behaviour has become increasingly worse in our school in the last year and restorative approaches are being applied by guidance and senior management but as a PT I feel these are not working effectively as I am still having to deal with the same pupils week after week due to indiscipline.”* (Secondary school)

*“Staff need to feel better supported by senior staff. The ethos has been better. Zero tolerance to bad manners, breaking of rules, as well as more serious bad behaviour would help – from all staff, inconsistencies abound.”* (Secondary school)

*“I understand that this school is a pilot for a restorative practices scheme but have been given no information about it. I think I witnessed management using this technique twice and it failed to solve the problem and the pupils trying to achieve some level of education are still being disrupted and disadvantaged. Persistent offenders are currently told to say sorry. What is needed is a proper, successful discipline policy which allows the others to get on with their lives in peace.”* (Secondary school)

There are a few comments that relate to inclusion, in some cases linked to attendance and indiscipline. It was also noted that it was necessary to provide relevant support otherwise the school could not be considered inclusive.

*“Although the school is ‘inclusive’ it must then provide support those pupils we wish to include – this is lacking at times. Therefore not an inclusive an inclusive school since we do not offer sufficient support to these pupils? Dismayed at behaviour of some and lack of support in trying to tackle this.”* (Secondary school)

*“Attendance problems with some older pupils. Although behaviour generally good, a few pupils are very disruptive and efforts don’t appear to be working in many cases leading to other pupils learning disruptive behaviour. Although some pupils don’t achieve their academic potential, I would say most*

*do ... [comment on questionnaire]. There are very few disruptive pupils at [school]. They are a very small minority. If a pupil is continually disrupting a class, it is not in the interests of the teacher and the rest of the class for the pupil to remain in the class. I also firmly believe that it is not in the interests of that pupil to remain in the class. While I agree that all efforts should be made to include the pupil, there should come a time, before too much damage is done, to find an alternative to a situation which is clearly not working.”* (Secondary school)

In relation to inclusion, there was only one comment that mentioned difficulties with including physically handicapped children. The majority focused on behaviour problems.

There were two comments in relation to the word punishment and these both came from the same school.

*“Never used the word punish. This is a very inclusive school. I have two children at present who could have been excluded many times. I work with those children on a daily basis and sometimes almost for the whole day as they can be unable to work in the class setting”* (Primary school)

*“Don’t like the word punish – ‘it is sometimes necessary to help improve children’s behaviour’. I have been training in RP by Belinda Hopkins and the course was excellent.”* (Primary school)

### **Summary of open ended comments.**

The majority of open-ended comments related to Restorative Practices and approaches and they ranged across a number of key themes. In general the comments mirror the findings from the quantitative analysis.

- There were comments from both primary and secondary staff on the value (or otherwise) of RP with the most negative coming from secondary staff.
- There are a number of comments with regards to training, several requesting further training or commenting on incomplete training.
- A number of the comments suggest that the approach is time consuming and that this is difficult for teachers who are already under considerably pressure.
- In general, only secondary schools have commented on issues around the need for better ways of managing discipline. Some of these comments also include a mention of poor support from senior managers and poor skills in some of those managing discipline.
- Comments in relation to inclusion tended to refer to the difficulty of including children with poor behaviour – only one comment mentioned physical access issues.

### **References**

- Booth, T. & Ainscow, M. (2002) *Index for inclusion: developing learning and participation in schools*. Bristol: Centre for Studies in Inclusive Education.
- Oppenheim, A. N. (1966) *Questionnaire design and attitude measurement*. London: Heinemann.

### Restorative Practice Questionnaires

Council	School Code	Number of Returns	No of staff
Fife	FP1	24	37 (65%)
	FP2	16	39 (41%)
	FP3	22	37 (60%)
	FS1	74	144 (51%)
	FS2	50	145 (34%)
	FS3	50	166 (30%)
			236
Highland	HP1	15	25 (60%)
	HP2	30	62 (48%)
	HS1	21	57 (37%)
	HS2	36	73 (49%)
	HS3	27	95 (28%)
	HS4	53	117 (45%)
			182
North Lanarkshire	NL Sp1	21	26 (78%)
	NLP1	18	36 (50%)
	NLP2	21	27 (78%)
	NLS1	39	118 (33%)
	NLS2	53	96 (55%)
	NLS3	57	97 (59%)
			209
		<b>627</b>	<b>1397</b>

Response rate, overall: 45%

Response rate – Primary: 56%

Response rate – Secondary: 42%

Response rate – Special School: 78%

Fife Overall: 42%

Fife Primary: 55%

Fife Secondary: 38%

Highland Overall: 42%

Highland Primary: 52%

Highland Secondary: 40%

North Lanark Overall: 52%

North Lanark Primary: 62%

North Lanark Secondary: 48%



## Restorative Practices in Schools : Staff Questionnaire

This questionnaire will help us establish a baseline for the evaluation. We hope to use it to track changes in school as Restorative Practices develop. The questionnaire is confidential and individual responses will be anonymised.

Please complete the questions below. There is space at the end if you wish to make any additional comments. Please return your completed questionnaire to the labelled box in the school office.

Date today.....

School	Secondary / Primary / Special
Full-time / part-time	Teaching staff / Non-teaching staff
Length of time in present post	Length of time in teaching (if appropriate)
Age 20-30 31-40 41-50 51-60 60+	Male/Female

### Additional Information

Name	Post
------	------

The additional information would be useful for purposes of analysis. Please leave blank if you prefer. However, if you do fill in this part of the form your name will not be passed on to anyone outside the evaluation team, nor will it appear in any report in the future.

**PLEASE PUT A TICK IN THE BOX WHICH  
INDICATES YOUR OPINION**

	<b>Definitely agree</b>	<b>Agree to some extent</b>	<b>Disagree</b>	<b>Need more information</b>
This school is inclusive of all pupils				
Pupils are expected to work hard in this school				
Pupils do not achieve their academic potential in this school				
This school recognises a range of pupil achievements				
New pupils are helped to settle in here				
Bullying is not a major issue here				
The behaviour of pupils is generally good here				
The exclusion rate is too high in this school				
It is sometimes necessary to punish pupils				
Attendance is not good at this school				
This school is supportive of all staff				
Communication is good among staff				
Inter-agency collaboration is difficult in this school				
Parents/carers are valued and welcomed here				
The school has good relations with the local community				
I understand what is meant by Restorative				



Practices				
	<b>Definitely agree</b>	<b>Agree to some extent</b>	<b>Disagree</b>	<b>Need more information</b>
I have had training in using Restorative Practices				
I would like more training in Restorative Practices				
I use Restorative Practices effectively in my work				

Any additional comments?

## **THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.**

If you wish to get in touch with the evaluation team please contact;

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## RESTORATIVE PRACTICES

### Pupil Survey

#### Introduction and Aims

This survey forms part of an evaluation of the Scottish Executive pilot project to introduce Restorative Practices in eighteen schools in three Scottish local authorities. The questionnaire was devised to survey pupil attitudes to school in the primary, special and secondary schools and involved a sample of pupils from these schools. It included investigating how pupils felt about the ethos in their school, academic expectations, friendships, bullying, punishment and support in times of difficulty. These areas were explored as they are all seen to relate to developing a restorative approach in a school. The pupils were not asked any specific questions about their understanding of the term 'restorative practice' as the research team were aware that children were not necessarily familiar with this specific term.

The questionnaire complements the staff questionnaire and also allows for triangulation with the qualitative data gathered through observation, interviews and focus group meetings. The pupil questionnaire was administered in the autumn term of 2005, around eighteen months after the introduction of the pilot project.

#### Methodology

##### *Sample and administration of questionnaire*

With the prior agreement of the three local authorities, each of the 18 schools involved in the evaluation was contacted in June 2005 in advance of the pupil questionnaire being sent out in August 2005.

The research team aimed to survey one P5 and one P7 class in each of the primary schools and one S2 and one S4 class in each of the secondary schools. In the special school, we discussed with the PT Behaviour Support which groups of pupils might most appropriately contribute and this led to a P6/7 and an S1 class being selected. The same questionnaire was used for the whole sample and the questionnaire was completed by the whole class in class time.

Each school was sent a letter, addressed to the RP coordinator, explaining the administration of the questionnaires, and also a sufficient number of questionnaires. The school was also provided with pre-paid envelopes to return the questionnaires to the research team. The schools were advised to contact the research team in case of any queries or if they required further questionnaires. A total of 1163 pupils completed the questionnaires. All schools completed and returned the questionnaires in the envelopes provided by October 2005 one year into the pilot.

On return of the questionnaires it became clear that understanding of the instructions varied. Perhaps because the staff questionnaires had been aimed at all staff, a number of schools asked ALL pupils in

these year groups to complete the questionnaire. It is clear from the returns that most teachers with composite classes felt it to be more appropriate for all pupils of those classes to complete the questionnaire. This means that there were a small number of returns from P6 pupils in primary and S5 in secondary in addition to those expected and in one school the questionnaire was given to S1 and S2 and not to S4. The questionnaire data nonetheless represent the views and opinions of pupils in the schools sampled.

It is also worth noting that there are quite large differences between the total number of responses within each authority; schools in Highland region accounted for nearly 500 responses, North Lanark just under 400 and Fife just under 300. There was a higher number of responses from primary than secondary pupils in Fife region, whilst in Highland there were more responses from secondary pupils. This suggests that the responses to the questionnaire should be interpreted with these differences in mind.

Out of the total of 1163 responses 276 pupils chose to make additional comments at the end of the questionnaire (110 of these entirely positive). If all the comparators are taken into account (local authority, primary or secondary school, gender) the numbers in each school/year group are very small and therefore the comments cannot be interpreted as generalisable or indicative. The comments do however, provide some illuminative illustrations of pupils' views and experiences which resonate with questionnaire data.

Although the box for comments appeared at the end of the questionnaire, comments made by pupils, which directly relate to the questions asked on the questionnaire, have been inserted at the relevant question.

### **The questionnaire**

The questionnaire was based on the Inclusion Index (Booth and Ainscow, 2002). It included 16 statements that reflect different aspects of inclusive and restorative practices (see appendix X for full list of statements) and participants were invited to indicate whether they “definitely agree”, “agree a bit”, “disagree” or “need more information”.

The questionnaire itself was anonymous. It asked only for school, class, gender and age. As well as the multiple-choice section, there was a box at the end for additional comments.

## **QUESTIONNAIRE FINDINGS**

### **Pupil characteristics**

A total of 1163 pupils participated in the survey, out of the sample 50% (n=580) were male and 49.5% (n=577) female; six of the respondents did not indicate their gender. The majority of the respondents

came from Highland Region (43%, n=495), North Lanark had 374 respondents representing 32% and Fife had the smallest sample consisting of 294 respondents, which amounts to 25% of the total sample.

There were in total 490 responses from primary children which is 42% of the sample and 640 from secondary school pupils which accounts for 55% of the sample. The remainder, 33 (3%) came from pupils in the special school.

In Fife a greater number of primary pupils formed part of the sample than secondary pupils; whilst in Highland and North Lanark there were a greater number of responses from secondary pupils than primary ones. However, in North Lanark and Highland only two primaries are part of the sample; whilst in Fife there are three primary and three secondary schools. In Highland there are four secondary schools and in North Lanark the sample includes a special school.

**Table 1. Restorative Practice Pupil Survey Returns**

Type of School	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Primary	163	55.4	170	34.3	157	42	490	42.1
Secondary	131	44.6	325	65.7	184	49	640	55
Special					33	9	33	2.8
Total	294	100	495	100	374	100	1163	100

### Responses to the questionnaire

Participants were invited to fill out a questionnaire that asked them to respond to 16 statements, indicating whether they “definitely agree”, “agree a bit”, “disagree” or “need more information”. The statements reflected different aspects of inclusive and restorative practices (see appendix X for full list of statements) and were based on the Inclusion Index (Booth and Ainscow, 2002).

Each question was analysed separately. The statistical analysis focused on authority, type of school; primary, secondary or special, and gender. Missing responses have been omitted from the statistical analysis which means that the numbers included in the statistical analysis varies for each question. The special school was also excluded from the statistical analysis due to the small numbers in this sample.

Percentages are rounded to the nearest one decimal which means that total percentage may be slightly above or below 100%.

#### 1. This school makes us all feel we belong.

Pupils were asked if the school made them feel that they belong. The majority of pupils did feel that they belonged to their school. There was a significant difference between authorities;  $\chi^2(4) = 18,679$ ,

p<0.001 but this difference mainly reflects that pupils in North Lanarkshire were more likely to strongly agree with the statement than pupils in the other two authorities. Overall there was also a slightly higher proportion of pupils in Fife and North Lanarkshire disagreeing with this statement or not responding to it.

**Table 2a. Authority: This school makes us all feel we belong**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	109	37.1	221	44.6	187	50	517	44.5
Agree a bit	155	52.7	245	49.5	147	39.3	547	47
Disagree	20	6.8	17	3.4	23	6.1	60	5.2
No reply	10	3.4	12	2.4	17	4.5	39	3.4
Total	294	100	495	100	374	100	1163	100

The question was analysed according to type of school but the special schools was omitted in the statistical analysis as the numbers were too small. A significant difference was found,  $\chi^2(2)=102.460$  p<0.000. The main difference was that primary pupils were significantly more likely to ‘definitely agree’ and less likely to ‘disagree’ with the statement than secondary pupils. The pupils in the special school were responded similarly to the primary pupils by voicing strong agreement with the statements. This difference is emphasised by the open-ended comments as three times as many positive comments were made about their school by primary pupils overall, but there were positive comments from pupils in each of the 18 schools.

*The school's fair. It has its share of problems as every school but in overall it's a good place to be – I enjoy coming here ... [secondary school pupil].*

*This school is very good. I really, really like this school. We have the best head teacher. The teacher also praises you which makes you feel comfortable [primary school pupil].*

**Table 2b. Type of school: This school makes us all feel we belong**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	309	59.8	181	29.5	27	81.8	517	44.5
Agree a bit	177	34.2	368	60	2	6.1	547	47
Disagree	19	3.7	41	6.7	0	0	60	5.2
No reply	12	2.3	23	3.8	4	12.1	39	3.4
Total	517	100	613	100	33	100	1163	100

There were no significant differences between boys and girls in regards to this statement. Generally, slightly more girls “definitely agreed” (45.6%, n=263) or “agreed a bit” (47.8%, n=276) than boys (43.3%, n=251, 46.4%, n= 269).

**Table 2c. Gender: This school makes us all feel we belong**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	251	43.3	263	45.6	514	44.4
Agree a bit	269	46.4	276	47.8	545	47.1
Disagree	35	6	24	4.2	59	5
Need more info.	19	3.3	7	1.2	26	2.2
No reply	6	10	7	1.2	13	1.1
Total	580	100	577	100	1157	100

## 2. We are expected to work hard in this school.

Pupils were asked whether they were expected to work hard in their school. Pupils in the Highlands (87.7%, n=434) agreed slightly more with this statement than pupils in North Lanarkshire (81.1%, n=306) or in Fife (83.7%, n=246).

**Table 3a. Authority: We are expected to work hard in this school.**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	246	83.7	434	87.7	306	81.8	986	84.8
Agree a bit	40	13.7	51	10.9	58	15.5	152	13.1
Disagree	3	1	3	0.6	5	1.3	11	0.9
Missing/No reply	5	1.7	4	0.8	5	1.3	14	1.2
Total	294	100	495	0.5%	374	100	1163	100

Generally, all pupils felt that they were expected to work hard, regardless of what type of school they went to. However, pupils from the special school were most likely to definitely agree with this statement (93.9 %, n=31), compared to pupils from secondary (84.5%, n=518) or primary school (84.5%, n=437). Interestingly the open-ended comments indicate that primary pupils were more likely to emphasise the positive aspects of the need for hard work and high standards:

*I think it is a very good school, and it is a hard working school and very good teachers [primary school pupil].*

*I like this school and I think the standard that we should do is that we try our best and hardest [primary school pupil].*

*Some teachers need to help more and not ignore you when you ask for help [secondary school pupil].*

**Table 3b Type of school: We are expected to work hard in this school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	437	84.5	518	84.6	31	93.9	986	84.8
Agree a bit	66	12.8	85	13.9	1	3	152	13.1
Disagree	6	1.2	5	0.8	0	0	11	0.9
Need more info/no reply	8	1.5	5	0.8	1	3	14	1.2
Total	517	100	613	100	33	100	1163	100

A significant difference between boys and girls agreement with the statement was found;  $\chi^2(2)=14.361$   $p<0.001$ . Girls (88.9%,  $n=513$ ) were more likely to agree with this statement than boys (81%, 470) and boys were more likely to disagree (1.4%,  $n=8$ ).

**Table 3c Gender: We are expected to work hard in this school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	470	81	513	88.9	983	85
Agree a bit	94	16.2	55	9.5	149	12.9
Disagree	8	1.4	3	0.5	11	1
No reply	8	1.4	6	1	14	1.2
Total	580	100	577	100	1157	100

### **3. I have lots of friends in this school.**

Pupils were asked whether they have many friends at the school. The majority of pupils in all three regions agreed with this statement. There was a slight significant difference between the authorities  $\chi^2(4)=12.292$ ,  $<0.015$ . This is due mainly to the fact that pupils in North Lanarkshire are more likely to “definitely agreed” with this statement, whilst a larger number of pupils in Fife ‘disagree’ with the statement.

**Table 4a Authority: I have lots of friends in this school**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	222	75.5	391	79	307	82.1	920	79.1
Agree a bit	51	17.3	91	18.4	51	13.6	193	16.6
Disagree	17	5.8	11	2.2	9	2.4	37	3.2
No reply	4	1.4	2	0.4	7	1.9	13	1.1
Total	294	100	495	100%	374	100%	1163	100

Most of the pupils agreed strongly with this statement. However, there was a small significant difference was found between type of school,  $\chi^2(2)=9.70$ ,  $p<0.008$  and this was due to children in primary schools being slightly more inclined to agree strongly with the statement or to disagree with it more.

**Table 4b Type of school: I have lots of friends in this school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	410	79.3	483	78.8	27	81.8	920	79.1
Agree a bit	75	14.5	113	18.4	5	15.2	193	16.6
Disagree	25	4.8	12	2	0	0	37	3.2
Need more info/no reply	7	1.4	5	0.8	1	3	13	1.1
Total	517	100	613	100	33	100	1163	100

No significant difference was found between boys and girls. However, girls were more likely to “definitely agree” with this statement (88.9%,  $n=513$ ) than boys (81%,  $n=470$ ). Boys (1.4%,  $n=8$ ) were also slightly more likely to “disagree with the statement than girls (0.5%,  $n=3$ ). The open-ended comments reinforced the lack of difference as shown by the following comment from a secondary pupil:

This school is pretty good but when I first moved house here I lost a lot of friends but I also made tons here. This place is good [secondary school pupil].



**Table 4c Gender: I have lots of friends in this school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	470	81	513	88.9%	983	85
Agree a bit	94	16.2	55	9.5%	149	12.9
Disagree	8	1.4	3	0.5%	11	1
Need more info./no reply	4	0.7	4	0.7%	8	0.7
No reply	4	0.7	2	0.3	6	0.5
Total	580	100	577	100	1157	100

**4. We do not get high marks in this school.**

Pupils were asked whether or not they get high marks at their school. There was a significant difference between the authorities,  $\chi^2(4)=18.317<0.001$ . Pupils from the Highlands were more likely than students from the other authorities, Fife and North Lanarkshire, to disagree with this statement.

**Table 5a Authority: We do not get high marks in this school**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	21	7.1	45	9.1	51	13.6	117	10.1
Agree a bit	90	30.6	110	22.2	90	24.1	290	24.9
Disagree	153	52	284	57.4	168	44.9	605	52
Need more info.	27	9.2	51	10.3	51	13.6	129	11.1
No reply	3	1	5	1	14	3.7	22	1.9
Total	294	100	495	100	374	100	1163	100

A significant difference was also found between primary and secondary schools in regard to marks;  $\chi^2(2)=28.911$   $p<0.000$ . Secondary school pupils (60.2%,  $n=369$ ) were more likely than pupils attending primary (45.1%,  $n=233$ ). The responses from the pupils in the special school differed in that the majority indicated that they needed more information or omitted to reply. This would suggest that issues around achievement and getting high marks may not be of great importance in this setting. It is worth noting that no additional comments were made in relation to this question suggesting that it was more difficult to answer than some of the other questions or of less importance.

**Table 5b Type of school: We do not get high marks in this school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	68	13.2	47	7.7	2	6.1	117	10.1
Agree a bit	156	30.2	131	21.4	3	9.1	290	24.9
Disagree	233	45.1	369	60.2	3	9.1	605	52
Need more info.	59	11.4	56	9.1	14	42.4	129	11.1
No reply	1	0.2	10	1.6	11	33.3	22	1.9
Total	517	100	613	100	33	100	1163	100

No significant difference between boys and girls in regards to this statement was found.

**Table 5c Gender: We do not get high marks in this school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	61	10.5	56	9.7	117	10.1
Agree a bit	153	26.4	134	23.2	287	24.8
Disagree	290	50	313	54.2	603	52.1
Need more info.	62	10.7	67	11.6	129	11.1
No reply	14	2.4	7	1.2	21	1.8
Total	580	100	577	100	1157	100

## 5. My teachers like me.

Next we investigated pupils' perception of whether their teacher liked them. A significant difference was found between authorities;  $\chi^2(4)=21.248$ ,  $p<0.000$ . Pupils from Fife and the Highlands were more likely to "definitely agree" to this statement than pupils from North Lanarkshire; however, it also noteworthy that a small percentage of pupils, more so in Highland region, did not respond to this question.

**Table 6a Authority: My teacher likes me**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	125	42.5	155	31.3	158	42.2	438	37.7
Agree a bit	130	44.2	268	54.1	157	42	555	47.7
Disagree	26	8.8	34	6.9	42	11.2	102	8.8
No reply	13	4.4	38	7.7	17	4.5	68	5.8
Total	294	100	495	100	374	100	1163	100

There was a considerable difference between primary and secondary schools,  $\chi^2(2)=184.963$ ,  $p<0.000$ . Pupils attending special or primary school were more likely to “definitely agree” with the statement, whereas pupils attending secondary school were more likely to “agree a bit” or ‘disagree’. This difference is also noted in the open-ended comments:

*I think the teachers are very understanding in this school and they help you* [Primary school pupil].

*I am fed up of my teachers saying ‘twin’ rather than my actual name* [Secondary school pupil].

**Table 6b Type of school: My teacher likes me**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	296	57.3	118	19.2	24	72.7	438	37.7
Agree a bit	176	34	376	61.3	3	9.1	555	47.7
Disagree	18	3.5	83	13.5	1	3	102	8.8
No reply	27	5.2	36	5.9	5	15.2	68	5.8
Total	517	100	613	100	33	100	1163	100

A significant difference was also found between boys and girls;  $\chi^2(2)=18.402$ ,  $p<0.001$ . Girls were more likely to ‘definitely agree’ with the statement than boys and boys were more likely to ‘disagree’ with the statement than girls.

**Table 6c Gender: My teacher likes me**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	199	34.3	236	40.9	435	37.6
Agree a bit	286	49.3	268	46.4	554	47.9
Disagree	70	12.1	31	5.4	101	8.7
No reply	25	4.3	42	7.3	67	5.8
Total	580	100	577	100%	1157	100

## 6. New pupils are helped to settle in.

Pupils were asked if new pupils are helped to settle in. The majority of pupils in all three authorities definitely agreed with this statement.

**Table 7a Authority: New pupils are helped to settle in**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	210	71.4	364	73.	255	68.2	829	71.3
Agree a bit	67	22.8	112	22.6	96	25.7	275	23.6
Disagree	9	3.1	11	2.2	16	4.3	36	3.1
No reply	8	2.7	8	1.6	7	1.9	23	2
Total	294	100	495	100	374	100	1163	100

A significant difference was, however, shown between primary and secondary schools,  $\chi^2(2)=80,699$ ,  $p<0.000$ . Pupils attending primary and special school were more likely to definitely agree with this statement than pupils attending secondary school who were more likely to “agree a bit”. This primary/secondary split is reinforced by the open-ended comments made:

*I am new to the school. I think I will be happy here* [Primary school pupil].

**Table 7b Type of school: New pupils are helped top settle in**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	436	84.3	365	59.5	28	84.8	829	71.3
Agree a bit	74	14.3	200	32.6	1	3	275	23.6
Disagree	3	0.6	30	4.9	3	9.1	36	3.1
No reply	4	0.8	18	2.9	1	3	23	2
Total	517	100	613	100	33	100	1163	100

Although the difference is not significant, girls were more likely to definitely agree and boys more likely to disagree with this statement.

**Table 7c Gender: New pupils are helped to settle in**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	394	67.9	430	74.5	824	71.2
Agree a bit	151	26	124	21.5	275	23.8
Disagree	23	4	13	2.3	36	3.1
No reply	12	2.1	10	1.7	22	1.9
Total	580	100	577	100%	1157	100

**7. I like coming to this school.**

Pupils were asked to respond to the statement “I like coming to this school”. The majority of pupils agreed with the statement. However there was a significant difference between authorities was found;  $\chi^2(4)=22.918$ ,  $p<0.000$ . Pupils in Fife or the Highlands were more likely to “definitely agree” or “agree a bit” and pupils in North Lanarkshire were more likely to disagree with this statement.

**Table 8a Authority: I like coming to this school**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	146	49.7	241	48.7	166	44.4	553	47.5
Agree a bit	109	37.1	205	41.4	129	34.5	443	38.1
Disagree	35	11.9	45	9.1	74	19.8	154	13.2
No reply	4	1.4	4	0.8	5	1.3	13	1.1
Total	294	100	495	100	374	100	1163	100

A significant difference was also found between primary and secondary schools,  $\chi^2(2)=75.739$ ,  $p<0.000$ . Pupils attending secondary schools were more likely to agree a bit or disagree with the statement whereas the majority of primary pupils agreed with the statement. Pupils in the special school responded in similar manner to primary pupils. However, the open-ended comments indicated that secondary pupils were generally positive:

*The school provides a helpful, happy atmosphere to work in [Secondary school pupil].*

**Table 8b Type of school: I like coming to this school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	312	60.3	212	34.6	29	87.9	553	47.5
Agree a bit	149	28.8	291	47.5	3	9.1	443	38.1
Disagree	50	9.7	103	16.8	1	3	154	13.2
No reply	6	1.2	7	1.1	0	0	13	1.1
Total	517	100	613	100	33	100	1163	100

There was a significant gender difference in the responses to this question,  $\chi^2(2)=21.422$   $p<0.000$ . Girls were more likely to definitely agree with this statement, whereas boys were fairly evenly distributed across definitely agree and agree a bit. Boys were also more likely than girls to disagree with this statement.

**Table 8c Gender: I like coming to this school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	237	40.9	314	54.4	551	47.6
Agree a bit	246	42.4	195	33.8	441	38.1
Disagree	90	15.5	63	10.9	153	13.2
No reply	7	1.2	5	0.9	12	1
Total	580	100	577	100	1157	100

### 8. Bullying is a big problem here.

Next, pupils were asked if “bullying is a problem” at their school. A significant difference between authorities was found;  $\chi^2(4)=39.965$ ,  $p<0.000$ . The majority of pupils Highland region disagreed with a slightly smaller proportion of Fife pupils also disagreeing with this statement. North Lanarkshire pupils were more likely to either ‘definitely agree’ or ‘agree a bit’ with the statement.

**Table 9a Authority: Bullying is a big problem here**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	48	16.3	60	12.1	82	21.9	190	16.3
Agree a bit	106	36.1	146	29.5	141	37.7	393	33.8
Disagree	128	43.5	269	54.3	122	32.6	519	44.6
No reply	12	4.1	20	4	29	7.8	61	5.2
Total	294	100	495	100	374	100	1163	100

There was a small significant difference between primary and secondary schools  $\chi^2(2)=6.150$ ,  $p<0.05$ . There were a slightly larger number of pupils in primary schools agreeing, either strongly or a bit, with this statement than in secondary schools. The pupils in the special school were more likely either to ‘definitely agree’ or ‘disagree’ than the other two groups, indicating a more polarised response.

**Table 9b Type of school: Bullying is a big problem here**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	98	19	81	13.2	11	33.3	190	16.3
Agree a bit	176	34	213	34.7	4	12.1	393	33.8
Disagree	224	43.3	282	46	13	39.4	519	44.6
No reply	19	3.7	37	6	5	15.2	61	5.2
Total	517	100	613	100	33	100	1163	100

There is a significant gender difference in the responses to the bullying statement,  $\chi^2(2) 6.926$ ,  $p<0.03$ . Boys are more inclined to ‘definitely agree’ with the statement and girls are more likely to ‘disagree’.

**Table 9c Gender: Bullying is a big problem here**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	109	18.8	78	13.5	187	16.2
Agree a bit	193	33.3	198	34.3	391	33.8
Disagree	244	42.1	274	47.5	518	44.8
No reply	34	5.9	27	4.7	61	5.3
Total	580	100	577	100	1157	100

The open-ended comments also indicated that there were concerns about bullying as there were more than twice as many comments about bullying than any other single topic.

*Sometimes I feel bullied when people call me names. I feel sad* [Primary school pupil].

*I was bullied and it was not sorted and they are still bullying me* [Secondary school pupil]

*I get made fun of in my school but no-one is sorting it in the right manner* [Secondary school pupil]

*Bullies need to get dealt with a lot more quicker. It would get dealt better* [Primary school pupil].

*Bullying is a big problem and it doesn't always get sorted out in time and gets out of control* [Secondary school pupil].

### 9. Pupils behave well here.

Pupils were asked if they felt that “pupils behave well here”. The majority of pupils agreed overall with this statement. However, there was a significant difference between authorities was found;  $\chi^2(4)=11.726$ ,  $p<0.02$  which was due to the fact that North Lanarkshire pupils were more likely to disagree with the statement than pupils from the other two regions.

**Table 10a Authority: Pupils behave well here**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	53	18	88	17.8	59	15.8	200	17.2
Agree a bit	180	61.2	338	68.3	231	61.8	749	64.4
Disagree	49	16.7	59	11.9	75	20.1	183	15.7
No reply	12	4.1	10	2	9	2.4	31	2.7
Total	294	100	495	100	374	100	1163	100

A significant difference was also found between primary and secondary schools,  $\chi^2(2)=86.709$ ,  $p<0.000$ . The main difference was that secondary school pupils were more likely to ‘disagree’ with this statement. Special school pupils responded in a very similar fashion to primary school pupils. This difference between primary and secondary pupils is also emphasised by the open-ended comments which all came from secondary pupils:

*People who are in constant trouble get picked on more by teachers* [Secondary school pupil].

*I disagree very strongly with ‘pupils behave at this school’* [Secondary school pupil].

*There are too many troublemakers* [Secondary school pupil].



**Table 10b Type of school: Pupils behave well here**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	121	23.4	62	10.1	17	51.5	200	17.2
Agree a bit	350	67.7	387	63.1	12	36.4	749	64.4
Disagree	33	6.4	148	24.1	2	6.1	183	15.7
No reply	13	2.5	16	2.6	2	6.1	31	2.7
Total	517	100	613	100	33	100	1163	100

There were no significant differences between the responses in boys and girls.

**Table 10c Gender: Pupils behave well here**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	110	19	89	15.4	199	17.2
Agree a bit	359	61.9	387	67.1	746	64.5
Disagree	97	16.7	85	14.7	182	15.7
No reply	14	2.4	16	2.8	30	2.6
Total	580	100	577	100	1157	100

### 10. Too many pupils are expelled (suspended) here.

Pupils were asked if “too many pupils are expelled (suspended)” at their school. A significant difference was found between the three authorities;  $\chi^2(4)=35.243$ ,  $p<0.000$ . Around 17.5 per cent of the pupils in North Lanarkshire definitely agreed with this statement whereas only around 7.5 per cent of the pupils in Fife or the Highlands did. Nearly sixty five per cent of the pupils in the Highlands disagreed with this statement whereas between 50 and 55 per cent of the pupils in Fife and North Lanarkshire did. However, this significant difference should be treated with caution as there were significant differences between primary and secondary pupils and there is an uneven distribution of primary and secondary pupils across the regions (see p. 2)

**Table 11a Authority: Too many pupils are expelled (suspended)**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	23	7.8	38	7.7	65	17.4	126	10.8
Agree a bit	81	27.6	103	20.8	91	24.3	275	23.6
Disagree	159	54.1	317	64	180	48.1	656	56.4
No reply	31	10.5	37	7.5	38	10.2	106	9.1
Total	294	100	495	100	374	100	1163	100

There were also significant differences between primary and secondary schools,  $\chi^2(2)=109.597$ ,  $p<0.000$ . Less than half of the pupils attending secondary school disagreed with the statement, whereas around nearly three quarters of those attending primary school disagreed. Conversely, nearly half of those in secondary schools agreed with the statement. Most of the pupils in the special school disagreed with the statement; however, a small number declined to comment. There were also a relatively high proportion of no responses from secondary school pupils. The open-ended comments also indicate that there is a primary/secondary difference; however, also that there are differences between secondary pupils:

*Not enough fair punishment for people in the wrong* [Secondary school pupil]

*I think the people who bully should be expelled* [Primary school pupil]

*I think teachers sometimes punish us when they don't have to, and that's why there is so much punishment issues. People (are) excluded and expelled and that's why no-one (at) this school is good and everything* [Secondary school pupil]

**Table 11b Type of school: Too many pupils are expelled (suspended) here**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	34	6.6	87	14.2	5	15.2	126	10.8
Agree a bit	69	13.3	204	33.3	2	6.1	275	23.6
Disagree	379	73.3	257	41.9	20	60.6	656	56.4
No reply	35	6.8	65	10.6	6	18.2	106	9.1
Total	517	100	613	100	33	100	1163	100

There were no significant differences between boys and girls.

**Table 11c Gender: Too many pupils are expelled (suspended) here**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	63	10.9	60	10.4	123	10.6
Agree a bit	140	24.1	135	23.4	275	23.8
Disagree	327	56.4	327	56.7	654	56.5
No reply	50	8.6	55	9.5	105	9
Total	580	100	577	100	1157	100

**11. Sometimes teachers have to punish pupils.**

A significant difference was found between authorities in pupils' attitudes as to whether teachers sometimes have to punish pupils;  $\chi^2(4)=21.277$ ,  $p<0.000$ . Pupils in North Lanarkshire were more likely to disagree with this statement than pupils in Fife or in the Highlands. Pupils in the Highlands were more inclined to 'agree a bit' with the statement and less likely to 'definitely agree' with the statement than pupils in the other authorities.

**Table 12a Authority: Sometimes teacher have to punish pupils**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	172	58.5	241	48.7	209	55.9	622	53.5
Agree a bit	106	36.1	226	45.7	123	32.9	455	39.1
Disagree	11	3.7	21	4.2	30	8	62	5.3
No reply	5	1.7	7	1.4	12	3.2	24	2.1
Total	294	100	495	100	374	100	1163	100

There was no significant difference between primary and secondary pupils in response to this statement. However, pupils in the special school were more likely to disagree with this statement than the pupils in the other two types of schools.

**Table 12b Type of school: Sometimes teachers have to punish pupils**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	274	53	331	54	17	51.5	622	53.5
Agree a bit	200	38.7	247	40.3	8	24.2	455	39.1
Disagree	30	5.8	27	4.4	5	15.2	62	5.3
No reply	13	2.5	8	1.3	3	9.1	24	2.1
Total	517	100	613	100	33	100	1163	100

No significant difference in attitude to punishment was found between boys and girls.

**Table 12c Gender: Sometimes teachers have to punish pupils**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	325	56	295	51.1	620	53.6
Agree a bit	212	36.6	241	41.8	453	39.2
Disagree	31	5.3	30	5.2	61	5.3
No reply	12	2.1	11	1.9	23	2
Total	580	100	577	100	1157	100

Whilst pupils felt that punishment was sometimes necessary there were nonetheless some who felt that it could be done differently. This is also reflected in the open-ended comments in the previous section (p. 14)

*‘Punishments’ if you do something wrong, the teacher should give you a chance and give you a warning – NOT ISSUE A PUNISHMENT right away* [Secondary school pupil]

*Some people get away with murder* [Secondary school pupil]

*Teachers sometimes blame the wrong pupil for things that happen mostly too often* [Secondary school pupil].

*Not enough fair punishment for people in the wrong* [Secondary school pupil]

## 12. Pupils do not miss school without a good reason.

Pupils were asked if “pupils do not miss school without a good reason”. No significant difference between authorities was found and most pupils agreed definitely or a bit with the statement.

**Table 13a Authority: Pupils do not miss school without a good reason**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	104	35.4	200	40.4	155	41.4	459	39.5
Agree a bit	106	36.1	155	31.3	113	30.2	374	32.2
Disagree	68	23.1	117	23.6	87	23.3	272	23.4
No reply	16	5.4	23	4.6	19	5.1	58	5
Total	294	100	495	100	374	100	1163	100

A significant difference was in evidence between primary and secondary schools,  $\chi^2(2)=194.150$   $p<0.000$ . The majority of primary school pupils agreed with this statement; whilst over a third of secondary school pupils disagreed with it. The responses from the special school pupils were similar to those of the primary pupils.

**Table 13b Type of school: Pupils do not miss school without a good reason**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	301	58.2	135	22	23	69.7	459	39.5
Agree a bit	145	28	226	36.9	3	9.1	374	32.2
Disagree	44	8.5	223	36.4	5	15.2	272	23.4
No reply	27	5.2	29	4.7	2	6.1	58	5
Total	517	100	613	100	33	100	1163	100

No significant difference was found between boys and girls.

**Table 13c Gender: Pupils do not miss school without a good reason**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	231	39.8	224	38.8	455	39.3
Agree a bit	180	31	193	33.4	373	32.2
Disagree	142	24.5	130	22.5	272	23.5
No reply	27	4.7	30	5.2	57	4.9
Total	580	100	577	100	1157	100

There were no comments made in relation to this question which suggests that it was not an issue of particular concern to the pupils.

### **13. We have people we can go to if we have a problem in school.**

The majority of pupils definitely agreed with the statement “we have people we can go to if we have a problem in school”. There was a slight significant difference between the authorities,  $\chi^2(4)= 9.603$ ,  $p<0.05$ . This is mainly due to pupils in Highland and North Lanarkshire agreeing strongly with the statement and those in Fife indicating less strong agreement.

**Table 14a Authority: We have people we can go to if we have a problem in school**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	193	65.6	374	75.6	274	73.3	841	72.3
Agree a bit	79	26.9	98	19.8	72	19.3	249	21.4
Disagree	14	4.8	17	3.4	19	5.1	50	4.3
No reply	8	2.7	6	1.2	9	2.4	23	2
Total	294	100	495	100	374	100	1163	100

Whilst there was a significant difference between primary and secondary schools,  $\chi^2(2)=27.634$ ,  $p<0.000$ , this was mainly due to primary pupils being more likely to ‘definitely agree’ with the statement than secondary pupils. Secondary pupils were slightly more likely to disagree. Overall 94% of secondary pupils and 96% of pupils from these schools said that there was somebody they could contact if they needed to do so. The picture was similar in the special school. This view is generally supported by the open-ended comments, though it was clear that not everybody felt that problems were dealt with effectively:

*Some times the [mediators] can't be bothered and play football [Primary school pupil]*

*I think the teachers are very understanding in this school and they help you [Primary school pupil].*

*XX always shouts at me and I went to Guidance about it and nothing happened [Secondary school pupil].*

**Table 14b Type of school: We have people we can go to if we have a problem in school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	410	79.3	402	65.6	29	87.9	841	72.3
Agree a bit	87	16.8	161	26.3	1	3	249	21.4
Disagree	12	2.3	37	6	1	3	50	4.3
No reply	8	1.5	13	2.1	2	6.1	23	2
Total	517	100	613	100	33	100	1163	100

There was no significant gender difference for this statement.

**Table 14c Gender: We have people we can go to if we have a problem in school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	416	71.7	421	73	827	71.5
Agree a bit	124	21.4	124	21.5	248	21.4
Disagree	24	4.1	26	4.5	50	4.3
No reply	16	2.8	6	1	32	2.8
Total	580	100	577	100	1157	100

**14. Problems get sorted in this school.**

The majority of pupils agreed with this statement; however, there was a slight significant difference between the authorities,  $\chi^2(4)=10.388$ ,  $p<0.03$ . The main difference is that pupils in North Lanarkshire are most likely to disagree with the statement.

**Table 15a Authority: Problems get sorted in this school**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	139	47.3	255	51.5	195	52.1	589	50.6
Agree a bit	124	42.2	189	38.2	127	34	440	37.8
Disagree	20	6.8	34	6.9	43	11.5	97	8.3
No reply	11	3.7	17	3.4	9	2.4	37	3.2
Total	294	100	495	100	374	100	1163	100

The majority of pupils in all types of schools indicated that they felt that problems were dealt with in their school. However, there was a significant difference was found between primary and secondary schools in terms of pupils' perception of the school's ability to sort problems;  $\chi^2(2)=110.281$ ,  $p<0.000$ . This was mainly because secondary pupils were more likely to 'agree a bit' than to agree strongly and a slightly larger proportion disagreed with the statement. Special school pupils responded in a similar manner though a slightly larger proportion of pupils either did not respond or disagreed. As for the previous question, the open-ended comments presented a mixed picture; however, it supports the primary/secondary split as the comments come from secondary pupils:

*Problems do not always get sorted straight especially when you are told to go away when you have a problem [Secondary school pupil].*

*I had problems in the school so they sorted them, so that proves this is a good school [Secondary school pupil].*

**Table 15b Type of school: Problems get sorted in this school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	348	67.3	217	35.4	24	72.7	589	50.6
Agree a bit	137	26.5	301	49.1	2	6.1	440	37.8
Disagree	23	4.4	70	11.4	4	12.1	97	8.3
No reply	9	1.7	25	4.1	3	9.1	37	3.2
Total	517	100	613	100	33	100	1163	100

No significant difference was found between boys and girls in regards to the school's ability to sort problems.

**Table 15c Gender: Problems get sorted in this school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	291	50.2	294	51	585	50.6
Agree a bit	212	36.6	227	39.3	439	37.9
Disagree	52	9	45	7.8	97	8.4
No reply	25	4.3	11	1.9	36	3.1
Total	580	100	577	100	1157	100

### 15. My family/carers like me coming to this school.

Pupils were asked if they felt that their family/carers like them coming to their school and the majority of pupils definitely agreed with this statement regardless of authority.

**Table 16a Authority: My family/carers like me coming to this school**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	218	74.1	382	77.2	276	73.8	876	75.3
Agree a bit	58	19.7	85	17.2	67	17.9	210	18.1
Disagree	7	2.4	10	2	17	4.5	34	2.9
No reply	11	3.7	18	3.6	14	3.7	43	3.7
Total	294	100	495	100	374	100	1163	100

The majority of pupils stated that their school was valued by their parents/carer. There was a significant difference between primary and secondary school which was mainly due to primary children agreeing more strongly with the statement and secondary children just agreeing a bit,  $\chi^2(2)=38.517$ ,  $p<0.000$ . There were also a slightly higher proportion of secondary pupils disagreeing



with this statement. The responses from the special school pupils were similar to the primary pupils. Interestingly though, the one negative comment came from a primary pupil. However, the comment refers more to the fabric of the school than the ethos within it:

*This school is so old that my mum thinks that it will fall down. She doesn't think my safety is too great here because of all the windows get smashed and all the glass [Primary school pupil].*

**Table 16b Type of school: My family/carers like me coming to this school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	427	82.6	419	68.4	30	90.9	876	75.3
Agree a bit	59	11.4	151	24.6	0	0	210	18.1
Disagree	9	1.7	24	3.9	1	3	34	2.9
No reply	22	4.3	19	3.1	2	6.1	43	3.7
Total	517	100	613	100	33	100	1163	100

There is no significant gender difference in the responses to this statement.

**Table 16c Gender: My family/carers like me coming to this school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	446	76.9	427	74	873	75.5
Agree a bit	95	16.4	114	19.8	209	18
Disagree	12	2.1	21	3.6	33	2.8
No reply	27	4.7	15	2.6	42	3.6
Total	580	100	577	100	1157	100

## 16. People where I live think this is a good school.

Pupils were asked whether they agreed with the statement “people where I live think this is a good school”. The majority of pupils in all authorities agreed with this statement. However, there was a significant difference between the authorities,  $\chi^2(4)=45.295$ ,  $p<0.000$ . Pupils from North Lanarkshire were less likely than pupils from Fife or the Highlands to ‘definitely agree’ with the statement and nearly twice as likely to disagree with the statement.

**Table 17a Authority: People where I live think this is a good school**

	Fife		Highland		North Lanarkshire		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	136	46.3	242	48.9	122	32.6	500	43
Agree a bit	98	33.3	164	33.1	129	34.5	391	33.6
Disagree	31	10.5	40	8.1	80	21.4	151	13
No reply	29	9.9	49	9.9	43	11.5	121	10.4
Total	294	100	495	100	374	100	1163	100

There was no significant difference between primary and secondary schools in the responses to this statement. Secondary pupils were slightly more likely to disagree and those in special schools were even more likely to do so. The comments all come from secondary pupils thus supporting the responses to the survey question:

*Recently the schools reputation has gone down with several police and ambulance visits, although I don't know what, something should be done to improve behaviour [Secondary school pupil].*

*Our school has a bad reputation compared to others. We need a whole new makeover [Secondary school pupil].*

*A lot of people get the wrong impression of the school, because of its appearance [Secondary school pupil].*

**Table 17b Type of school: People where I live think this is a good school**

	Primary Schools		Secondary Schools		Special School		Total	
	Count	%	Count	%	Count	%	Count	%
Definitely agree	236	45.6	258	42.1	6	39.4	500	43
Agree a bit	163	31.5	224	36.5	4	12.1	391	33.6
Disagree	52	10.1	86	14	13	18.2	151	13
No reply	66	12.8	45	7.3	10	30.3	121	10.4
Total	517	100	613	100	33	100	1163	100

A significant difference was found between boys and girls;  $\chi^2(2)=19.338$ ,  $p<0.000$ . Overall both genders generally agreed with the statement, girls were however, more likely to 'definitely agree' and boys slightly more inclined to 'disagree'.

**Table 17c Gender: People where I live think this is a good school**

	Boys		Girls		Total	
	Count	%	Count	%	Count	%
Definitely agree	224	38.6	274	47.5	498	43
Agree a bit	196	33.8	193	33.4	389	33.6
Disagree	98	16.9	52	9	150	13
No reply	62	10.7	58	10.1	120	10.4
Total	580	100	577	100	1157	100

**Summary****Sense of belonging to the school**

The majority of pupils in all regions felt that they belonged to their school. There was a slight significant difference between the three authorities and a large one between primary and secondary pupils. However, this centred mainly on differences in responses between ‘definitely agree’ and ‘agree a bit’. Primary pupils were more likely to indicate a stronger sense of belonging.

This sense of belonging was also indicated through some of the other statements. The majority of pupils in all three regions felt that new pupils were helped to settle into school. There was a significant difference between pupils in primary and secondary schools; however, this again focused mainly on strength of agreement. There were a greater number of secondary pupils disagreeing and there were also more non-responses from this group of pupils.

Pupils were also asked to indicate whether they liked going to their school. In the majority of cases and across the regions pupils stated that they liked coming to school, with only a small percentage saying that this was not the case. Those that did not like to come to school were more likely to come from North Lanarkshire and to be boys in secondary schools. As for the previous statements, where there were statistically significant differences they were mainly in terms of strength of agreement with the statement.

**Relationships with others and pastoral support**

Schools are complex institutions and relationships are an important aspect of the school environment. Pupils were asked whether they had lots of friends in the school and also if their teachers liked them. The majority of pupils in all three regions stated that they had lots of friends in their school. There were some slight significant differences between the authorities and also between types of schools, with North Lanarkshire pupils agreeing more strongly with the statement. Primary pupils had a slightly polarised response with more pupils agreeing more strongly and disagreeing than those in secondary schools.

The picture was slightly different when pupils were asked whether their teachers liked them. Whilst the majority of pupils in all regions indicated that they felt this to be the case there were also a number who said it was not and the number of non-responses to this question are also relatively high compared to some of the other questions.

Relationships depend on trust and pupils were asked if they felt they had somebody they could go to if they had a problem. The majority again responded that this was the case. The major difference was in strength of agreement with pupils in Highland and North Lanarkshire agreeing more strongly as did pupils in primary schools. Pupils also, on the whole felt that problems got sorted within their school. There were slightly higher levels of disagreement here with those in North Lanarkshire and secondary pupils disagreeing to a greater extent.

### **Achievement and attainment**

Pupils were asked if they felt they were expected to work hard. The majority stated that this was the case. There was a slight difference between boys and girls, with girls agreeing more strongly with the statement and boys just agreeing.

The responses differed from those above when pupils were asked to indicate whether they got high marks or not. There was a relatively high number (13% of the total sample) of responses in the 'need more information' and non-responses to this statement. This would suggest that this statement was problematic for some pupils, especially those in the special school and more so for those in primary than in secondary schools. Overall secondary pupils and those in Fife and Highland were most likely to indicate that they go high marks. However, this may simply reflect that the sample in Highland included more secondary pupils and this is an issue of greater importance to these pupils.

### **Pupil behaviour**

The majority of pupils in all regions felt that pupils were generally well behaved, however, secondary pupils were considerably more likely to state that there were discipline problems than primary pupils.

A similar pattern emerged when pupils were asked whether pupil absences were justified absences; however, the difference between primary and secondary pupils was even greater. More than a third of secondary pupils compared to less than 10% of primary pupils, stated that pupils did not necessarily have valid reasons for missing school.

### **Bullying**

A large proportion of pupils stated that bullying was a problem within their school. In North Lanarkshire and Fife more than half the pupils said this was the case, in Highland about 40% indicated that this was the case. There was a small significant difference between primary and secondary pupils, with greater number of primary pupils saying that it was a problem. Girls were also slightly more likely to feel that it was a problem than boys. It is worth noting that bullying as an issue has been

receiving a great deal of attention within schools and has been discussed more widely in society. The responses here may reflect an increased awareness of issues around bullying rather than an increase in bullying incidents in schools.

### **Discipline and punishment**

Generally pupils agreed with the statement that it is necessary for teachers to discipline pupils on some occasions. There was a significant difference between the regions but this was mainly due to differences between 'definitely agree' and 'agree a bit' responses. Highland region pupils were more evenly spread over those two categories, with Fife and North Lanark pupils agreeing strongly.

Pupils were also asked to comment on the use of expulsion/suspension from school. It is noteworthy that this statement attracted a large number (nearly 10% of the overall sample) of non-responses. There was a large difference between the responses of primary and secondary pupils. Nearly three quarter of primary pupils indicated that the level of expulsion was not too high; whilst nearly half of the secondary pupils felt that too many pupils were expelled. There was also a difference between the regions as pupils in the Highlands were less likely to feel that there were too many expulsions compared to those in the other two regions.

### **School reputation**

Most of the pupils stated that their family/carer liked them coming to the school, there was no difference between the regions but primary pupils were more likely to support the statement strongly than were secondary pupils.

Of the pupils who responded, most also felt that their school was well regarded by the community. However, this statement did attract a relatively large number of non-responses (around 105 of the total sample) and around 10% overall also indicated that they did not think the school was viewed favourably. This was particularly the case with the pupils from the special school.

<b>Fife:</b>	Count
FP1 –Primary	56
FP2 –Primary	54
FP3 –Primary	53
FS1 –Secondary	49
FS2 – Secondary	36
FS3 – Secondary	46
<b>Highland:</b>	
HP1 – Primary	75
HP2 – Primary	95
HS1 – Secondary	171
HS2 – Secondary	54
HS3 – Secondary	57
HS4 – Secondary	43
<b>North Lanarkshire:</b>	
NLSp1 – Special School	33
NLP1 – Primary	108
NLP2 – Primary	76
NLS1 – Secondary	43
NLS2 – Secondary	68
NLS3 – Secondary	46
<b>Total</b>	<b>1163</b>

## Pupil Questionnaire

### Restorative Practices in Schools

This questionnaire will help us work out how you feel about school. The research team are interested in how this may change as Restorative Practices develop in your school over the next two years. You can get more information about Restorative Practices in a leaflet from an adult in school.

The research team will not pass on your name or anything you say in the questionnaire to anyone outside the team. However, if you write something which suggests you are being harmed in some way, we would speak to you and ask what you want to do about this.


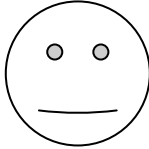


Please complete the questions below. There is space at the end if you want to add or explain anything.

Date today.....


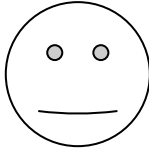

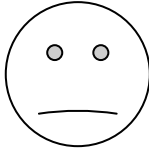
Your School	Your Class
Male / Female	Your Age





*Please turn over*

**PLEASE PUT A TICK IN THE BOX WHICH SHOWS HOW YOU FEEL**

				
	<b>Definitely agree</b>	<b>Agree a bit</b>	<b>Disagree</b>	<b>Need more information</b>
This school makes us all feel we belong				
We are expected to work hard in this school				
I have lots of friends in this school				
We do not get high marks in this school				
My teachers like me				
New pupils are helped to settle in here				
I like coming to this school				



				<b>???</b> 
	<b>Definitely agree</b>	<b>Agree a bit</b>	<b>Disagree</b>	<b>Need more information</b>
Bullying is a big problem here				
Pupils behave well here				
Too many pupils are expelled (suspended) here				
Sometimes teachers have to punish pupils				
Pupils do not miss school without a good reason				
We have people we can go to if we have a problem in school				

				??? 
	<b>Definitely agree</b>	<b>Agree a bit</b>	<b>Disagree</b>	<b>Need more information</b>
Problems get sorted in this school				
My family/carers like me coming to this school				
People where I live think this is a good school				

Anything else you want to say?

*Please turn over*

# THANK YOU VERY MUCH FOR HELPING THE RESEARCH TEAM

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