Implementation Guide

The general aim of the project was to develop an Implementation Plan that could be used in all schools and organisations throughout Europe.

There are many RP models and variations of the implementation process and the task was to assess what schools were looking to achieve, what they needed to help them achieve their goals and how these needs could be best met using a structured model of RP.

The partners initially expected to create a single model that could be used by all, however, it quickly emerged that educational structures differed between countries and that in many areas, these differences impacted upon what approach was feasible.
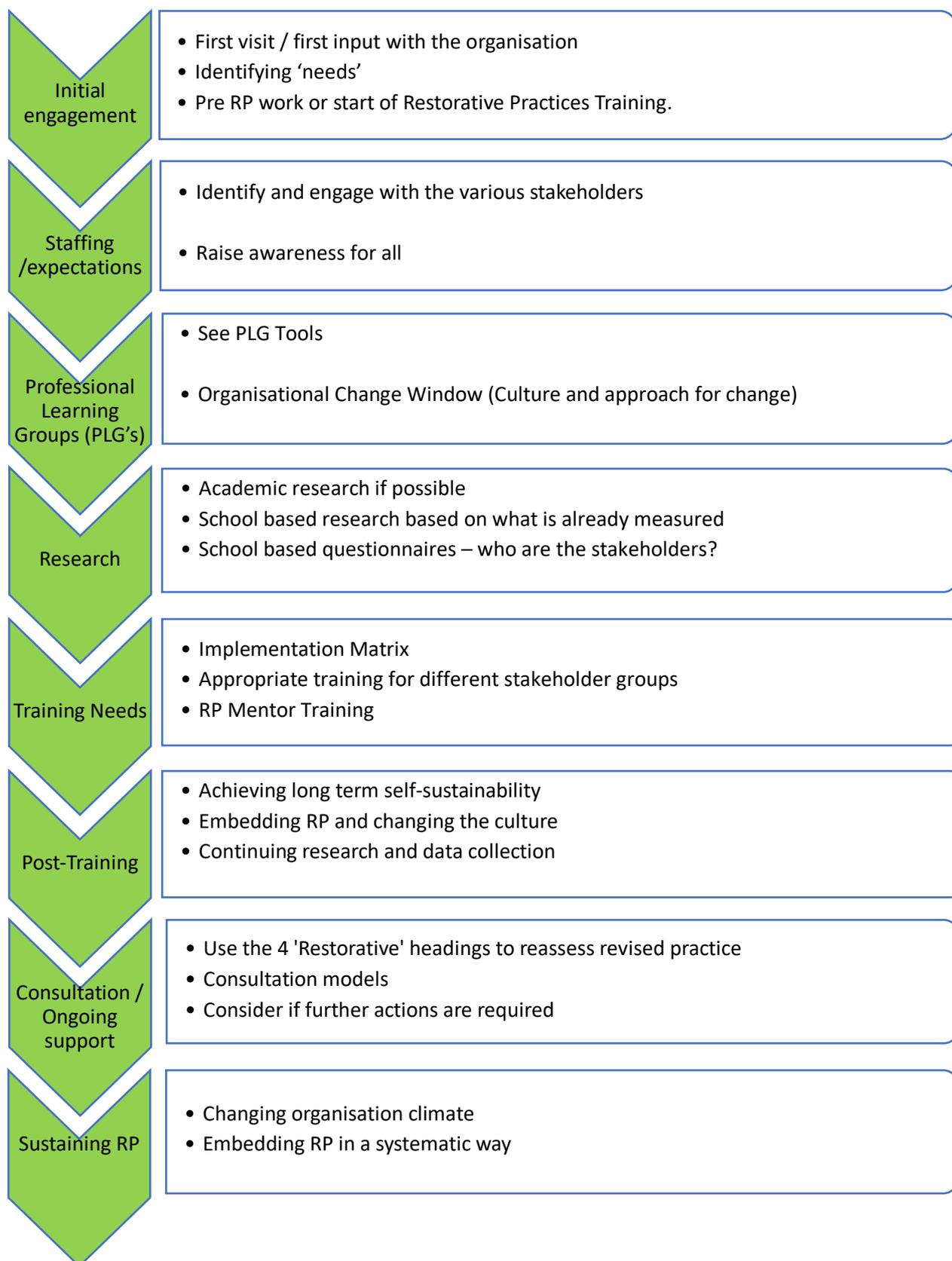
It also became evident that cultural differences needed to be considered and that even within this small group of partners, they were all at different starting points which often reflected a predisposition to working in a particular way and / or pre-existing models of practice.

The implementation guide works through all the main components of the implementation process, explaining how each section contributes to the whole, highlights factors which may influence the implementation process and, if appropriate, cites examples.

Although the Implementation Guidelines attempt to cover all of the main components, there is an acceptance that some schools and organisations may also wish to include other topics, models or approaches.

This document provides a plan, it should not be viewed as a training manual and we strongly advise that schools and organisation wishing to embark upon their own Restorative journey, start by seeking a suitable training organisation.

Implementation Overview

Initial engagement
- First visit / first input with the organisation
- Identifying 'needs'
- Pre RP work or start of Restorative Practices Training.

Staffing /expectations
- Identify and engage with the various stakeholders
- Raise awareness for all

Professional Learning Groups (PLG's)
- See PLG Tools
- Organisational Change Window (Culture and approach for change)

Research
- Academic research if possible
- School based research based on what is already measured
- School based questionnaires – who are the stakeholders?

Training Needs
- Implementation Matrix
- Appropriate training for different stakeholder groups
- RP Mentor Training

Post-Training
- Achieving long term self-sustainability
- Embedding RP and changing the culture
- Continuing research and data collection

Consultation / Ongoing support
- Use the 4 'Restorative' headings to reassess revised practice
- Consultation models
- Consider if further actions are required

Sustaining RP
- Changing organisation climate
- Embedding RP in a systematic way

IMPLEMENTATION

Initial Engagement, 'Buy in' and Commitment		*References:*
WHO	Who, or what, triggers the start of the Restorative Practices (RP) journey and how local, organisational, and even national factors all interact, all have a part to play in determining what form the implementation process takes?	
WHY	Organisations normally express an interest in restorative approaches because they have identified a gap in existing practice. They may be experiencing particular problems, or because they are looking for a framework to help them define good practice and do it more often and on purpose.	
HOW	Some organisations opt to work with the school prior to introducing restorative process and together, they identify the needs of the school. They refer to this as the 'ramp up' phase. For others, the initial contact is probably a telephone call and the first visit to the organisation is likely to be an 'Introduction to Restorative Practices Training Day'. Before the initial engagement between the training organisation and the school could take place, it was first necessary for one Partner to seek the approval of the local inspector. In some countries the decision to introduce RP may be made at Principal level, though as some Partners experienced, the Principal may not have the authority to ensure that the pedagogical staff implement the approach.	
WHAT	Research indicates that 70 per cent of change initiatives fail because of three critical reasons: 1. People leading the change process announce the change and consider that sufficient implementation 2. People's concerns are not surfaced or heard 3. Those expected to change are not actively involved in the change process. [1] Change requires a planned and continuous process of learning. This guide is therefore designed to help minimise the risks mentioned above. The Partners quickly recognised that different countries with differing cultures and varied organisational nuances would require a degree of flexibility in approach, so that they could determine their own pathway through the implementation maze.	

Staffing / Expectation / Contracts		*References:*
WHY	All staff need to be aware of the processes involved and what the organisation is aiming to achieve. - In the UK the 'awareness' for many, comes from the initial training day. - For other partners a core group is identified and / or volunteer to be at the forefront of the implementation process and subsequently this core group are viewed as the 'Restorative Champions'.	
HOW	Introduce the Key elements of Restorative Practices - Social Discipline Window - Fair Process - Restorative Language / Questions - Free Expression of Emotions ***Senior Management Team*** There is an expectation that the Leadership team will all 'buy in to' the process and proposed changes, and that one or more (not necessarily the Head or Principal) will be actively engaged throughout. This reflects and models the idea of 'working with' as highlighted in the training relating to the Social Discipline Window. [2] ***Staff*** The preferred option would be for all staff to be engaged in the early discussions re the needs of the organisation and in having an input into deciding upon what course of action the organisation would take. Recognising that this is not always possible, every effort should be made to make the staff aware of the process, its component parts, the expectations of them as a staff group etc. ***Students / Pupils.*** It is essential that the students / pupils are at least made aware of restorative approaches and what it will mean to them in a practical sense. However, the more students / pupils are engaged in the process (see section on training) the greater the chances of success and more rapid will be the rate of change. ***Others*** Everyone connected with the organisation, both internal and external, needs to be made aware of what is happening, none more so than parents. For some organisations the restorative approach may signify a major shift in approach and outlook. Parents may initially show signs of unease or concern. There is an educative task required at this point, again engaging 'with' this group rather than them perceiving that this being done 'to' them. Some of the most successful organisations offer training to the parents / carers so that they can use the techniques in the family setting, thereby creating further opportunities to make the experience for the student / pupil even more consistent.	*Pupil Mentor Training Tool*
WHAT	See PLG's Tool and below Training Matrix.	*PLG's Tool* *Training Matrix*

Professional Learning Groups (PLG s)		References:
WHY	Professional Learning Groups (PLG's), identify and engage smaller group(s) of staff in helping to manage the implementation process. They also help maintain the profile of the initiative, drive the necessary change and maintain momentum.	
HOW/ WHAT	See the 'PLG's Tool' created for this project and the IIRP Guidelines on PLG's. These are an extremely important element of the implementation process.	*PLG's Tool*

IIRP Organisational Change model		References:
WHY	Often school recognise the need for change, sometimes they have ideas about what they would like to achieve but at the same time do not have any constructs which help them understand how their organisation works or brings about change.	
HOW	In terms of implementation, it is evident that each partner had to find or create their own model, taking into account their own particular circumstances, as previously mentioned. However, in keeping with the basic idea of a whole school restorative approach, it was thought essential that the same principals be applied to the process of implementation.	
WHAT	The Partners were keen to ensure that the restorative methodologies deployed when working with the students / pupils, also be evident in the interactions between the adults. To this end, the below International Institute for Restorative Practices (IIRP) 'Organisational Change Window' was deemed to be a helpful model. **The IIRP 'Organisational Change Window'** This effective tool helps staff find the most effective way of identifying existing culture, management style and organisational needs. Thereby helping bring about necessary change.	

Research			References:
WHY	Schools joined the project for a variety of reasons all of which were working to the goal of creating a healthier atmosphere for the various stakeholders. Each aimed to create an environment that would be more conducive to learning. Issues identified at the start of the project included: *'How would schools know if the school atmosphere and learning environment had improved?'* *'What would the changes / improvements look like?* The terms of the RESTORE Project did not include a component to cover academic research. However, the Partners did agree that even though the programme covered a relatively short period of time, it would be interesting and possibly useful to identify what is important to each organisation; what they already do to assess and measure those areas; and to look at this data before, during, and after the project period.		
HOW	The Partners did not want to be creating additional tasks for the participating organisations but asked them to use the data that they would normally be expected to collect. For example, the schools in Bury (England) were already expected to monitor pupil attendance/ absenteeism and exclusions (both fixed term and permanent. The monitoring and recording mechanisms were already in place, therefore, no additional work was required.		*see RP Mentors section*
WHAT	One Partner devised a survey (questionnaire) for school staff, parents and pupils which were deployed at the beginning and towards the end of the project. [3]		*Survey Tool*

Training Needs			References:
WHY	It became evident very quickly that Partners and Schools joined the project with widely differing levels of understanding of the supporting theory behind RP, and sometimes very limited practical experience in the use of RP. Before the group could consider introducing RP into their school it was thought important for all of the Partners and staff leading the initiative in schools to have a shared understanding and be promoting practice which would be common to all situations. It was also recognised that this project was not tasked with creating the definitive training programme, nor does it equip the various Partners to become trainers. As such, the group strongly recommends that organisations wishing to introduce RP to their way of working source a reputable training organisation and when making this appointment, use this matrix to judge their suitability whilst at the same time using the matrix as part of the implementation 'blueprint'. Having worked with the organisation to identify their needs some thought should be given to the different aspect of what RP can provide. Those who commission training often do so with a distinct issue that they would like to address, however, we suggest that RP should be viewed in a wider context of building relationships and developing a more positive climate for the organisation. Yes, negative behaviour and negative issues can be addressed but the aim is to achieve a climate in which these issues do not develop in the first place or are much reduced.		

| HOW | After providing a programme of training for those Partners who were new to RP, and for those staff from each participating organisation who would be helping to drive their implementation, the Partners created the below 'Training Matrix (4). | *Training Matrix* |

The implementation matrix

	All staff	Students	Parents	Leadership team	Early adopters	Restorative facilitators
Social discipline window	green	green	green	green	green	green
Typology (simple version)	green	green	green	green	green	green
Conflict escalation				green		green
Prevention pyramid	green			green	green	green
Restorative continuum			Optional			
Affective statements / NVC	green	green	green	green	green	green
Restorative questions	green	green	green	green	green	green
Compass of shame	green			green	green	green
Fair process				green	green	green
Restorative circles	as appropriate	as appropriate		green	green	green
Proactive circles				green	green	green
Bateson	green			del than explaining it		
Golden circle (why-how – what)	green	green	green	green	green	green
Attitude (being restorative)	green	green	green	green	green	green

Different stakeholders have differing needs and the training plan should recognise these differences

The Training Matrix identifies as a minimum, what components of RP Training should be provided for each sector of the organisation. This is not a 'definitive list', as some of the Partners recognised that their approach and training models often went beyond that suggested by this matrix.

Having worked with the organisation to identify their needs, some thought should be given to the different issues/problems the implementation of RP can help address. Those who commission training often do so with a distinct issue that they would like to address, however, we suggest that RP should be viewed in the wider context of building relationships and developing a more positive climate for the organisation. Yes, negative behaviour and negative issues can be addressed but the aim is to achieve a climate in which these issues do not develop in the first place or are much reduced.

Senior Leadership Team (SLT).
It is thought essential that the School Leader and at least some of the SLT needed to be engaged in, and committed to, the project right from the start. It may be that the responsibility for implementing RP be delegated to some of this group, with assistance from other staff, (see section on PLG s).
At all times it is important that the principles of the Social Discipline Window (SDW) are recognised and that working 'WITH' staff and other stakeholders is likely to achieve the best results.

One of the lessons reported by several Partners was that implementation is likely to be more acceptable to staff if it is seen, not as something new and extra but, as a process that can complement their existing practice.

As part of the initial planning thought needs to be given as to how the processes might be used in ALL interactions, at ALL levels, and between ALL groups, and not something that is used by staff when addressing issues caused by or relating to the students.

Staff.
It is suggested that training for staff includes all staff and not just those who have direct professional contact with the students.

	As the majority of staff will not be involved in addressing the higher-level issues it is envisaged that most training will be concentrated at covering the interventions at the lower end of the RP Continuum. However, the greater depth of understanding and knowledge that the more intense training provides will better equip those staff who receive it, to support their colleagues and others engaged with the school. In this sense it is suggested that those staff who are actively involved with the PLG s are included in the groups who receive the more in-depth training.
	
	Pupils / students.
	It is thought essential that pupils / students should at least be made aware of what RP is all about in order that they would have some understanding of any new approach or changed patterns of practice. However, by providing training for the pupils and by engaging them in the process, experience suggests that implementation could be made more meaningful, that the planned change could be brought about more quickly and the idea of working 'with', could be modelled.
	
	There are two main forms of input for the pupil /student group,
	
	    a. Awareness raising for all pupils so that they have a general appreciation of RP and the possible impact upon school practice
	
	    b. Training for a smaller section of this group that will enable them to take an active role in using the interventions. This group essentially receive the same training as the general staff group and thereafter, assume a recognised role within the school. They are referred to using a variety of terms such as 'RP Champions', 'RP Mentors', 'RP Ambassadors' etc [5]	

WHAT	*What form does the training take for the 'RP Mentors'?* It largely follows the pattern of the one-day Introductory Course for the adults, although the presentation is made more practical. Care needs to be taken to ensure that the language is accessible for the various age groups. In the UK shorter versions of the training have been delivered to groups as young as 6 years old, though more typically the age groups are 9- and 10-year olds in Primary Schools, and 13 to 14 year olds in Secondary Schools. *What form does the training take for the more general 'awareness raising' sessions?* Staff will often give a brief explanation of the key elements of RP and usually include some role play to either demonstrate the use of the restorative questions or encourage the pupils / students to enact a role play. Due to the implementation plan falling behind in the Bury Schools it was decided that the use of a comprehensive set of pre-existing RP '*Student Workbooks and Teacher Guidance Packs*' (kindly provided by and details available from SynRJ) [6], would be an appropriate means of kickstarting the project. By training the staff to use these books with their students: • staff revisited the key elements of RP as covered in their initial training	*Pupil Mentor Training Tool*

WHAT	- staff recognised that the students would be covering the same material that they had covered - the workbooks provided a framework for the staff and pupils/ students to work through - whole year groups could be introduced to RP in a totally consistent way, in a relatively short period of time [6] - the staff could also use the same material to help the parents get an understanding of RP and changes that the schools proposed to make See separate Pupil Mentor Training Tool for examples of the' Pupil Mentor Training' agenda, how students / pupils can use the RP approach to help address issues within their schools and an actual implementation plan created by a group of pupils following a training day ***Parents.*** The introducing of a more restorative approach usually results in changes to practice. Sometimes the change is major, other times it is less so. The magnitude of change more often than not reflects the relative starting point of the organisation, though the organisation's ambition or vision can be equally important. The Partners recognise the need to engage with parents in the very early stages so that they have some understanding of what the school is doing and the possible changes that the pupils might experience. For some it may prove to be a welcome change of direction, for others it is a journey into the unknown. Either way, working with parents is thought to be essential and should be part of the initial planning.	*Pupil Mentor Training Tool*

Post Training

		References:
WHY	Once training has been delivered it is important that it is not viewed as being the end of the implementation process. The chances of a successful implementation are greatly enhanced when the organisation invests in ongoing support. (See the PLG's Tool). Research indicates that 70 per cent of change initiatives fail because of three critical reasons: • people leading the change process announce the change and consider that sufficient implementation • people's concerns are not surfaced or heard • those expected to change are not actively involved in the change process (Zigarmi et al.: Blanchard, 2006, Leading Change at a Higher Level. New Jersey: Pearson Education Ltd.) In addition to these issues, the SWOT analyses exercise undertaken by Partners later in the project, clearly identified that some staff held the preconceived idea that they already operated restoratively. The suggestion was that they were then less inclined to accept that change was needed across the whole organisation On a practical level it is important that RP is kept current and considered as being part of the everyday work of the organisation. Suggestions of how this might work include.	

	- using a small part of existing meetings to systematically revisit sections of the RP theory, thereafter… - use the same approach to help members of the organisation link the theory to their everyday work - use 'restorative supervision', both individual and group, to review practice in accordance with the RP key elements, and when necessary, identify more restorative ways of responding in the future.	
HOW	*Continued Data Collection and Analyses* Once systems are in place, this needs to be a continuous process so that practice continues to be informed by the data and therefore, you have a more accurate way of identifying what works (or what isn't working) and why. This information is also important in allowing you to demonstrate the effectiveness of the approach.	
WHAT	Re-assessment and re-evaluation of processes and practices needs to be ongoing in order that any possible changes can be reviewed and therefore continue to inform practice	

Consultation and on-going support		*References:*
WHY	Consultation is vitally important throughout the whole implementation process and therefore needs to be included in the overall plan from start to finish (or beyond). Consultation is not about relinquishing decision-making responsibility, but it does need to be fair. Research (Chan Kim and Mauborgne, Harvard Business Review, 2003) indicates that there are three key elements which, if followed, will result in people experiencing a sense of Fair Process. These elements are: • Engagement – involving all participants in the process • Explanation – leading to a shared understanding • Clarity – clear vision for the future. If Fair Process is followed (see Training Matrix) stakeholders are more likely to accept outcomes, even when they are not necessarily their own preferred options. Organisations that embark upon the implementation process are usually quick to recognise the positive changes that follow. However, the rate of progress is not always totally smooth, nor is the direction of travel always devoid of setbacks. Whilst it is expected that the additional higher level of training received by some members of staff, and the PLG's will assist them in helping the organisation overcome many of the issues, it is always useful to have an external person / body available to consult with. The consultation process is likely to introduce a number of options. It may be that an external person could facilitate the school working through their own issues, or they may bring the own experiences to the issue or finally, they may be able to link the school with another organisation(s) that has successfully overcome similar issues.	
HOW	This could take a variety of forms, such as: - Through the use of PLG's - Planned and regular visits to the schools	

WHAT	• On-line meetings • Staff mentoring • Linking the school with other organisations that are working restoratively • Agree Targets for the PLG's, the pupils / students and the organisation as a whole • Celebrate 'Restorative Successes' • Become increasingly self-reliant and less dependent upon external facilitation	

Sustaining Restorative Practices	*References:*
WHY Restorative Practices is more of a philosophy than a 'new initiative'. Restorative Practices helps us to deal with harm or conflict and, more importantly, it can help build stronger and healthier relationships. An equally valid variation of this thinking is that RP represents both a way of thinking and an attitude, in conjunction with a pragmatic way of looking for what can get better, both for the individual and groups, on a moral and material level. (J. Nash) [8] It is important that the restorative approach becomes embedded in the way that the organisation works and is not merely dependent upon the then present enthused staff group to maintain this way of working. See 'aims' of the project. **HOW** For RP to become embedded and sustainable it is necessary: • that Restorative Leadership undertakes to model how the staff are expected to work with the students / pupils • to ensure that all positive and desirable behaviour is addressed consistently using the same restorative principles • to regularly use circles proactively to build relationships and to provide a solid foundation to deal with harm when it happens • to provide good-quality regular training in Restorative Practices for the entire school staff — including lunchtime supervisors and support staff, plus other adults associated with the organisation • to offer a range of activities which build and develop emotional intelligence • to ensure that restorative thinking, and ways of working, needs to permeate all aspects of school life • for all policy documents to be reviewed through the restorative lens ensuring that restorative language is used, as and when appropriate • all meetings should be run according to restorative principles The 'Schools - Typology of Restorative Practices' model overleaf may be helpful to schools and organisations when looking at how they function, assessing what they do that could already be described as being 'restorative', and identifying which of their practices could be made more restorative	*Circles Tool* *Training Matrix* *Survey Tool*

WHAT

Restorative practice needs to become the accepted and expected way of operating within the organisation. When new staff and pupils start with the organisation the overall philosophy and practice will be clear and the associated expectations explicit. All induction process for new staff must include sections on RP, and RP should be incorporated into all areas included in the induction process.

Parents and other adults associated with the school need to be aware of, 'buy into', and accept the restorative way of working. |

[1] Zigarmi et al.: Blanchard, 2006, Leading Change at a Higher Level. New Jersey: Pearson Education Ltd.

[2] See training relating to the Social Discipline Window – www.iirp.eu

[3] UK Schools Survey (Questionnaire) TOOL – office@synrj.org

[4] Training Matrix: https://docs.google.com/document/d/11yyyq5KjOXRcQ2Amn8daguYdMBtcx0aj/edit

[5] https://www.youtube.com/watch?v=JYzZ6I_kKeQ for an example of RP Mentors

[6] Pupil Workbooks: RP '*Student Workbooks and Teacher Guidance Packs'* (kindly provided by and details available from SynRJ – office@synrj.org)

[7] The IIRP 'Organisational Change Window' – www.iirp.edu

[8] J. Nasj – Dominant Dynamics