

# Developing Educational Psychology practice to support restorative approaches in schools

Jamie Allen

A thesis submitted in partial fulfilment of the requirements of  
the University of East London for the Professional Doctorate in  
Educational and Child Psychology

## **Acknowledgements**

There are many people that I wish to thank regarding this research. Firstly, I would like to thank my participants who worked hard to accommodate me and were active participants throughout. The young people, in particular, produced some amazing work.

I have had much support over the course of this project, and I would like to thank my research supervisor, Miles, for his dedicated support in helping me to reflect, and develop as well as the regular proof-readings he provided. I would also like to thank my placement supervisor, Sarah who supported me when I needed.

I would like to thank my mum for her ever-ongoing support, encouragement, and proof-reading expertise.

Most of all, I would like to thank my wonderful wife, and fellow trainee EP, Lianne. This has been an incredible journey together and I am very grateful for everything you have done to help me get to this point. I'm proud of us both.

There must also be an honourable mention for my cat, Theo.

## **Abstract**

This Action Research (AR) project undertaken by a Trainee Educational Psychologist (TEP) explored the development of Restorative Approaches (RAs) in an educational setting (ES). The systematic review of literature highlighted the wide use and potential impact of RAs in Education. The TEP Researcher worked in collaboration with a specialist ES supporting children and young people with social, emotional, and mental health (SEMH) difficulties. Participants included the ESs staff, young people, and parents. The research examined the potential contribution of Educational Psychologists (EPs) including those in training, when supporting ESs in developing a restorative community. A range of practice including assessment, consultation, training, and intervention was undertaken. Findings are reported from ten critically reflective AR Cycles. The Framework for Critically Reflective Educational Psychology Practice (FCREPP; Rowley & Giles, 2020) was used to analyse and reflect on practice to promote growth. This created a Living Educational Theory (Whitehead, 1993) that suggests that TEPS and EPs can develop practice to support ESs to use RAs and add value through consultation and systemic approaches to enhance restorative communities. Implications for future practice and research are outlined.

**Key Words** – Restorative Approaches, Educational Psychology, Action Research, Social and Emotional Mental Health

# Contents

Chapter 1. Introduction .....	1
1.1 Introduction to the chapter .....	1
1.2 Definition of the Restorative Approach .....	1
1.3 History of Restorative Approaches .....	3
1.4 The role of the Educational Psychologist.....	4
1.5 National Context .....	5
1.6 Local Context.....	6
1.7 Rationale and Aim of Research .....	7
Chapter 2. Literature Review .....	7
2.1 Introduction to the Review .....	7
2.2 The Systematic Search.....	7
2.3 Findings of the Review .....	8
2.3.1 Restorative Approaches in the US .....	8
2.3.1.1 Implementation of Restorative Approaches.....	8
2.3.1.2 The impact of Restorative Approaches.....	11
2.3.1.3 Relationships and the Restorative Approach.....	14
2.3.1.4 Resilience and the Restorative Approach .....	15
2.3.1.5 The Restorative Approach and Marginalised Groups.....	16
2.3.1.6 Different uses of the Restorative Approach .....	18
2.3.2 Restorative Approaches in the UK .....	19
2.3.2.1 Implementation of the Restorative Approach.....	19
2.3.2.2 Developing Restorative Approaches.....	20
2.3.2.3 How the Restorative Approach is used.....	21
2.3.2.4 Evaluating the Impact of the Restorative Approach.....	22
2.3.3 Restorative Approaches and Educational Psychology .....	24
2.3.3.1 School Psychology.....	24
2.3.3.2 Educational Psychology.....	27

2.4 Conclusion of the Literature Review .....	28
Chapter 3. Methodology.....	30
3.1 Introduction to the Chapter .....	30
3.2 Research Question .....	30
3.3 My Position as an Action Researcher .....	30
3.4 Ontological and Epistemological Positions .....	31
3.5 Research design.....	34
3.5.1 Action Research Cycles .....	36
3.5.2 Critically Reflective Practice .....	37
3.6 Data Collection and Analysis .....	39
3.7 Participation.....	40
3.7.1 Participants in the Research.....	40
3.7.2 Obtaining the Participants' Consent .....	41
3.7.3 Ladder of Participation.....	42
3.8 Ethics.....	44
3.8.1 Ethical Considerations.....	44
3.8.2 Maintaining Ethical Standards .....	46
3.9 Credibility.....	46
Chapter 4. The Action Research Cycles .....	48
4.1 Introduction to the Chapter .....	48
4.2 Action Research Cycles.....	50
4.3 Cycle 1 – Restorative Justice Facilitator Training .....	51
4.3.1 Practice Experience.....	51
4.3.2 Reflection .....	55
4.3.3 Growth and Change .....	58
4.4 Cycle 2 – Assessment of Readiness for Development .....	59
4.4.1 Practice Experience.....	59
4.4.2 Reflection .....	63

4.4.3 Growth and Change .....	64
4.5 Cycle 3 - Understanding culture and practice .....	65
4.5.1 Practice Experience.....	65
4.5.2 Reflection .....	67
4.5.3 Growth and Change .....	68
4.6 Cycle 4 – Gaining the Child Voice .....	69
4.6.1 Practice Experience.....	69
4.6.1.1 – Kayden.....	70
4.6.1.2 – Simon .....	71
4.6.1.3 – Freddie .....	72
4.6.1.4 – Group Work.....	72
4.6.2 Reflection .....	73
4.6.3 Growth and Change .....	75
4.7 Cycle 5 – Peer Supervision .....	77
4.7.1 Practice Experience.....	77
4.7.1.1 Focus on values and skills .....	78
4.7.1.2 Introducing peer supervision models .....	79
4.7.3 Reflection .....	80
4.7.4 Growth and Change .....	81
4.8 Cycle 6 – Staff Training .....	82
4.8.1 Practice Experience.....	82
4.8.2 Reflection .....	84
4.8.3 Growth and Change .....	85
4.9 Cycle 7 – Consultation with Behaviour Leads.....	85
4.9.1 Practice Experience.....	85
4.9.2 Reflection .....	87
4.9.3 Growth and Change .....	88
4.10 Cycle 8 – Parent Workshop Attempt.....	89

4.10.1 Practice Experience.....	89
4.10.2 Reflection .....	90
4.10.3 Growth and Change .....	90
4.11 Cycle 9 – Parent Workshop 2.....	91
4.11.1 Practice Experience.....	91
4.11.2 Reflection .....	93
4.11.3 Growth and Change .....	94
4.12 Cycle 10 – Organisational Consultation with members of SLT .....	95
4.12.1 Practice Experience.....	95
4.12.2 Reflection .....	97
4.12.3 Growth and Change .....	98
Chapter 5. Discussion.....	100
5.1 Introduction to the Chapter .....	100
5.2 Discussion of the findings .....	100
5.2.1 Developing the settings’ restorative approaches .....	100
5.2.2 Developing as an EP .....	107
5.2.3 Developing as a practitioner researcher .....	112
5.3 Critical Evaluation of the Research.....	113
5.3.1 Methodology.....	113
5.3.1.1 Benefits of Action Research.....	113
5.3.1.2 Challenges of Action Research.....	117
5.3.1.3 Participation.....	118
5.3.3 Data Collection and Analysis.....	119
5.3.4 Framework for Critically Reflective Educational Psychology Practice .....	121
5.4 Implications for future practice and research .....	122
5.5 Conclusion.....	124
References.....	126

Appendices .....	146
Appendix A: Literature Search.....	146
Inclusion Criteria.....	146
Exclusion Criteria .....	147
Appendix B: List of papers in Literature Review .....	149
Appendix C: Adapted Implementation Readiness Questionnaire .....	155
Appendix D: School Invitation Letter.....	157
Appendix E: Consent Form.....	159
Appendix F: Parent Information Letter .....	161
Appendix G: Participant Debrief Letter .....	163
Appendix H: Certification of Course Completion.....	165
Appendix I: Restorative Approaches Staff Survey .....	166
Appendix J: Ideal and Non-Ideal Teacher Questions .....	169
Appendix K: Kayden’s Work .....	170
Appendix L: Simon’s Work.....	171
Appendix M: Freddie’s Work.....	172
Appendix N: Group Work.....	173
Appendix O: Leaflet .....	175
Appendix P: Peer Supervision Skills and Values .....	177
Appendix Q: Staff Workshop Evaluation.....	178
Appendix R: Staff Workshop Slides .....	180
Appendix S: Parent Workshop Flyer.....	188
Appendix T: Parent Workshop Slides .....	189

## Abbreviations

ACEs – Adverse Childhood Experiences

aIRQ – Adapted Implementation Readiness Questionnaire

AR – Action Research

ARr – Action Researcher

ARC – Action-Reflection Cycle

COMOIRA – Constructionist Model of Informed and Reasoned Action

CYP – Children and Young People

EP – Educational Psychologist

EPS – Educational Psychology Service

ES – Educational Setting

FCREPP – Framework for Critically Reflective EP Practice

IRQ – Implementation Readiness Questionnaire

LA – Local Authority

RA – Restorative Approaches

RC – Restorative Conversations

RJ – Restorative Justice

RP – Restorative Practices

SEMH – Social Emotional and Mental Health

TEP – Trainee Educational Psychologist

## List of Figures

Fig. 1	Restorative Justice Ecological Framework (Song & Swearer, 2016)	26
Fig. 2	Action-Reflection Cycle (ARC; McNiff and Whitehead, 2011)	36
Fig. 3	Rowley & Giles (2020) Framework for Critically Reflective EP Practice	37
Fig. 4	The AR cycle developed for this research	38
Fig. 5	<i>The Ladder of Participation (Hart, 1992).</i>	43
Fig. 6	<i>Adapted Degrees of Participation, based on Hart (1992).</i>	44
Fig. 7	<i>The Social Discipline Window (Wachtel, 2003)</i>	52
Fig. 8	<i>The Compass of Shame (Nathanson, 1997)</i>	52
Fig. 9	<i>The ACEs (Bellis et al., 2015).</i>	53
Fig. 10	<i>A visual representation of COMOIRA (Gameson et al., 2017)</i>	60
Fig. 11	<i>Restorative Pyramid (Restorative Now, 2019)</i>	77
Fig. 12	<i>The Restorative Community</i>	90

# Chapter 1. Introduction

## 1.1 Introduction to the chapter

This chapter provides the reader with an introduction to this research and the context in which it is undertaken. The research focused on the restorative approach (RA) in educational settings. I therefore explain my interest in the RA, the local and national context of the RA and how this led me to undertake this research. I also offer definitions of key terms used in this research.

## 1.2 Definition of the Restorative Approach

This section will discuss the challenges in defining the RA. It will, however, provide the definition that is used to operationalise this research.

There are key terms that are related to the use of “restorativeness”: Restorative Justice (RJ), Restorative Practice (RP) and Restorative Approach (RA). I will separate these out and explain why I decided to use the term RA.

The United Nations define RJ as:

*“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.”* (United Nations, 2003, p 28).

This definition focuses on the judicial system, and it is necessary to acknowledge the roots of the approach. The underlying message of this definition is that it is important to repair, or restore, relationships individually and on a community level in order to move forward and prevent the situation arising again. RJ provides an opportunity for a ‘victim’ to explain to a ‘perpetrator’ how they felt about the crime, and the ‘offender’ to explain why they committed the crime and for those involved in the crime to find an acceptable and positive way

forward (Hopkins, 2002). The terms, crime and offender are loaded terms which I do not believe are appropriate for use in schools.

Song and Swearer (2016) discuss the difficulty in finding a definition within the literature due to the amount of variation within practices and philosophies. They state that “RJ has been described as a program with identifiable practices, a philosophy and a whole-school approach” (p.316). They go on to define RJ, reporting that this is their preferred term, within an ecological framework (Song & Swearer, 2016) using relationships, empowerment, and collaboration as the key principles. These principles guide work within the ecological systems (school policies, classrooms, family) which will be discussed in detail in the literature review.

It appears that the terms RJ, RP, and RA are used interchangeably in the education literature and that it is the preference of the author. Unsurprisingly, the term RJ is used more frequently in the literature written in the US, and RP and RA are more common in the UK. RP is a term that is commonly used in schools (Shaw, 2007). It is argued that RP is used because of RJs roots in the judicial systems which is reactive to offenses and does not incorporate preventative measures (McCluskey et al., 2008; Mirsky, 2011). Considering Shaw’s claim to RP being a term used in the UK was made 13 years ago, it could be considered outdated. McCluskey (2018) uses the term RA and claims this is accepted internationally.

I used the term ‘Restorative Approach’ for the purpose of this research. The word ‘approach’ encompasses all the principles of RJ and RP and moves away from being a tool schools use to a more systemic approach (McCluskey, 2018). McCluskey et al. (2008) provide this definition for the RA in schools 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'* (p. 405).

### **1.3 History of Restorative Approaches**

Braithwaite (1998) states that RJ has been prominent in the US judicial system after the approach was popularised by Zehr (1990, 1995) among others, after family group conferences in New Zealand were being noticed. Umbreit (1998, as cited by Braithwaite) reported that by the mid-1990s there were over 300 restorative justice programmes across North America. Zehr is considered to be the pioneer for restorative justice as they began to advocate for the approach by emphasizing that repairing harm and relationships is vital, and that offenders should not just be punished (Zehr, 1990). Zehr's (1990) 'Changing Lens: A new focus from crime and justice' highlights the reason that they began to advocate for the RA to be used using a case study of a case they were involved in. In the 1970s Zehr began their work as a practitioner and theorist in RJ and Zehr has encouraged the development of the practices that we see today (Zehr Institute, n.d.). It has become an important part of the judicial system in many countries across the world, particularly in the US, Canada, and New Zealand (Braithwaite, 1998).

It was the late 1990s before RJ started to gain interest and approval in the UK (Ministry of Justice, 2015). The Restorative Justice Council (RJC) was set up as a membership body to champion best practice as well as raise awareness for the approach in the UK. The approach began to gain traction in the educational sector in the early 2000s (McCluskey, 2018).

The RJC set out six principles of RP:

1. *“Restoration – the primary aim of restorative practice is to address and repair harm.*
2. *Voluntarism – participation in restorative processes is voluntary and based on informed choice.*
3. *Neutrality – restorative processes are fair and unbiased towards participants.*
4. *Safety – processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.*
5. *Accessibility – restorative processes are non-discriminatory and available to all those affected by conflict and harm.*
6. *Respect – restorative processes are respectful to the dignity of all participants and those affected by the harm caused.”* (RJC, 2015, p.1).

These principles highlight the underlying values of the approach.

Hopkins (2002) states that educational settings in the UK had begun to use elements of the RA in early 2000s. Hopkins (2002) also stated how educational RAs can have an impact beyond that of the judicial system. This is because the whole school community can become involved in the process, unlike in the criminal justice system where it is not possible for the whole community to be involved. This means that since the introduction of the RA to education, there have been developments beyond the RJ used in the judicial system.

#### **1.4 The role of the Educational Psychologist**

EPs look to promote inclusion of children and young people (CYP) and best practice in schools by applying psychological knowledge skills and principles which can lead to a variation in work (Squires and Farrell, 2007). Fallon et al. (2010) describes the five core areas of an EPs practice: assessment, consultation, intervention, training, and research. These can be conducted at an individual, group, or systemic level (Fallon et al., 2010). The work conducted by an EP also depends on the needs of the educational setting with which they are working. This highlights the broad range of work an EP can conduct, and

therefore suggests that an EP could have a role in supporting schools with their RAs.

### **1.5 National Context**

The use of a zero-tolerance, sometimes 'no excuses', approach to behaviour has produced critical debates in the educational system (Educational Endowment Fund, 2021). It has also gathered considerable media attention with headlines such as "Zero-tolerance approaches to bad behaviour in schools are 'inhumane', teachers say" (Busby, 2019). This approach has been linked to the emergence of sponsored academies (Carlile, 2018) and these are the schools who often have high levels of fixed term exclusions (Timpson, 2019).

The Department for Education (DfE), at the time of writing, are analysing views on proposed changes to the behaviour in schools' guidance (DfE, 2022). The consultation aims to ensure that there is guidance created to "ensure suspensions and permanent exclusions are conducted in a lawful, reasonable and procedurally fair way" (DfE, 2022) while also ensuring consistency across schools. This is in response to the 'Timpson Review' (Timpson, 2019). The rate of school exclusions has continued to increase since 2014, although there was a decrease in the academic year 2019/20 which has been attributed to the Covid-19 pandemic (National Statistics, 2021). The importance of staff building relationships with young people is mentioned throughout the report, with an emphasis on vulnerable CYP. It is interesting to note that the word 'restorative' appears once in the 121-page review where it states that breaches in behaviour can result in exclusion but also in the use of RAs. The premise of the RA, as discussed above is to repair and restore relationships after there has been harm. The use of RA, therefore, could have utility in maintaining relationships after exclusion.

McCluskey et al. (2008) does state that a school must fully commit to the RA in order to have an impact, and this brings challenges because schools have to manage the tensions that arise between policy and practice. This means that schools may find it difficult to be truly restorative unless policy supports the use of the approach, however there are restorative tools that can be used with promising effect (Evanovich et al., 2020; Ortega et al., 2016; Jefson & Niemeier, 2015)

### **1.6 Local Context**

As a Trainee Educational Psychologist (TEP) I was on placement in the local authority (LA) where this research took place. The LA is in the East of England. Within the pastoral and inclusion team in the LA, an inclusion panel had been established and there was emerging interest in the potential contribution of the RA. I therefore approached the Principal Educational Psychologist (PEP) of the service to highlight my interest in the approach and to discuss my intention to undertake research on the approach.

The Educational Psychology Service (EPS) wanted to know more about the RA and how the EPS would be able to support the implementation and development of the approach. The EPS offers a range of services in line with the five core functions of an EP (Fallon et al., 2010) and was interested to know how this support would fit into their model of service delivery.

The LA interest in the approach stemmed from the perception that there was a high level of need for support in addressing behaviour that schools were finding challenging, and therefore the Inclusion team were considering models that could be used as whole-school approaches to support children and young people and schools.

## **1.7 Rationale and Aim of Research**

If you place the current educational system into the context of wider societal issues such as BlackLivesMatter, increasing exclusion rates (National Statistics, 2021) and the prevalence of bullying in UK schools (Long et al., 2020) then the RA may well have an important role to play in addressing these issues. RAs have been shown to have a positive impact on the number of exclusions (Anyon et al., 2014), racial inequalities in education (Gonzalez, 2015) and emotional development in young people (Hulvershorn & Mulholland, 2018). Given this, I wanted to undertake research focused on how an EP could support a school to develop RAs in order to provide positive outcomes for young people.

## **Chapter 2. Literature Review**

### **2.1 Introduction to the Review**

This chapter will set out the criteria used for the systematic literature search and will critically review the literature of the RA in schools.

### **2.2 The Systematic Search**

The systematic approach used the processes highlighted by Booth et al. (2016). Details of the search can be found in Appendix A.

It was decided to review the literature from the UK and the US. This was to ensure that I had an up-to-date understanding and knowledge of the RA. I decided that it would be helpful to compare the UK literature with another country's use of RA as this would present similarities and differences in the use of the approach. It is acknowledged that there are many other countries that use the RA, however it was popularised by Zehr in the US (Braithwaite, 1998) and is widely used in the US educational system (Gregory et al., 2021). A scan of the literature produced by the search terms (stated in Appendix A) suggested that

there was more research from the US than any other country. It was therefore decided to review literature from the US and the UK and exclude other countries such as New Zealand, Australia, and Canada.

## **2.3 Findings of the Review**

### **2.3.1 Restorative Approaches in the US**

Review of the RA literatures suggest that the RA is still in a nascent state (Darling-Hammond et al., 2020). However, the literature reviewed in this chapter demonstrates that there are reasons to believe that it is effective and worthwhile given the detrimental effects of more punitive systems.

#### **2.3.1.1 Implementation of Restorative Approaches**

Gregory et al. (2021) used a thematic analysis to create a comprehensive framework for implementation of RAs. This consisted of twelve indicators split into universal support/prevention, targeted support, and intensive support. The idea appears to be that a whole-school buy-in is required for the RA to have an impact which includes administration, policy, student voice and community involvement. Furthermore, there is a higher level of support required to repair relationships where there has been harm. This framework will be relevant to any school leader who is looking to implement a RA, as it highlights the dedication required to make it successful.

There is a consensus across the literature that in order to implement and develop a restorative culture within a school, it is necessary for a whole-school commitment (González et al., 2019; Lustick, 2021). This commitment should include the leadership teams of school (González et al., 2019) and they will need to aim to create a restorative culture and highlight the importance of relationships to create safe environments (Lustick, 2021). The word community

appears to be important within the literature as it is often highlighted (Mullet, 2014; Mirsky, 2007; Evanovich et al., 2020; Gregory et al., 2021) and research supports the argument that for the RA to be successful, a school should be aiming to build a restorative community where all stakeholders have responsibility.

While it is important for leadership to be committed to RA, therefore inducing a top-down effect, there is also the need to consider the views of young people. González et al., (2019) found that students and staff being asked to participate in the process of decision making creates a restorative environment where the “owner” of the restorative approach is removed and taking on as a collective. It is worth noting that González et al., (2019) focus on one school in the US as a case study. The school was, at the time of the article, in the seventh year of implementing RA. The school appeared to be showing good practice, with lessons learnt as highlighted by González et al., (2019) thus showing the importance of whole-school commitment, not only in the initial implementation, but over a sustained period. Mirsky (2007) also reports that administrators of a pilot study claimed that the schools needed more time to implement the RA despite already having had 3 years.

It has been shown that CYP should be consulted when schools are implementing an RA because this can have a positive effect on change (Gregory et al., 2016). An RA encourages the voices of all to be heard, so to be truly restorative, all voices should be considered (Gregory et al., 2016). When students are given ownership of the process, they can use an RA themselves (Ortega et al., 2016). It was found that students were able to use the restorative circle to resolve conflict between peers and this had prevented them from engaging in physical altercations (Ortega et al., 2016).

Classroom management appears to be an important part of implementing an RA in schools. Graham (2017) argues that teachers can display authority as well as promoting a democratic classroom and believe that you cannot have one without the other. The teacher must be able to act as a leader but taking a strength-based approach, as opposed to a within-child, punitive approach (Graham, 2017).

RAs can be used in conjunction with other approaches to create a strong learning environment (Jones et al., 2013). This paper highlights eight components to classroom management, one of which is the RA, while claiming there is no quick fix for classroom management. However, using a variety of good practice tools can support a teacher to manage behaviour effectively to create a positive learning environment. Kervick et al. (2020) also found that an RA can be effective in promoting a positive school climate in elementary schools. A positive school climate is seen as contributing to lower levels of bullying (Acosta et al., 2019) which could be because of an increase in school connectedness, peer attachment and social skills.

Hulvershorn & Mulholland (2018) characterised four traits of staff who understand and will often subscribe to the RA practice. Staff who are committed to the RA are; able to understand that behaviour occurs in context; able to place their trust in others to solve their own problems; willing to accept they make mistakes; to be creative and able to make time for the conversations to take place. While some could argue this is over-simplistic, it could have implications for the skills that need to be addressed in training for staff when a school is looking to implement this approach. The research shows that CYP develop their social emotional learning when the RA is integrated to a social and emotional

learning programme. This research combines the RA with another intervention, so it is difficult to evaluate the unique contribution of the RA.

Staff should feel supported to build a positive restorative community. Staff reported that it was beneficial for them to engage in coaching sessions after receiving training in RAs (Currier et al., 2012). It was important for staff to be able to share challenges and success in other settings, as well as opportunities to “brainstorm potential solutions to problems with their colleagues” (Currier et al., 2012, p. 30). This could be a possible avenue to EPs to support staff and create work discussion groups as EPs are skilled in using solution-focused approaches with staff (SFA; Rae et al., 2018, De Shazer, 2021).

Vaandering (2010) discusses the value of critical theory and RAs in education. It is claimed that educational providers may benefit from acknowledging dominant power structures, and by being critical of the structures in place there will be further opportunities to develop connection and community. It will allow for relationships, not just with each other but with the environment to be built (Vaandering, 2010) which may increase the sense of belonging for many in education.

Kervick et al., (2020) states that a large proportion of the RA research has been focused on the secondary stage of education, and there may be benefit for supporting ‘elementary’ schools to adopt a RA.

### **2.3.1.2 The impact of Restorative Approaches**

Darling & Monk (2018) used an action research methodology to show that the RA can contribute to lowering suspension and expulsion rates, particularly in marginalised groups. They set out their methodology into plan, observation, reflection, and action, to improve and develop practice. The cycles are clearly

stated by describing what they did, what they learnt and how this was implemented into the next cycle. They generate themes as reflections from meetings, however it is not made clear how the themes are created, and if there was a framework applied to support the reflective process. The research shows that there are many benefits for schools working together to highlight good practice and support each other implementing RA.

Davis (2014) is the Executive Director of an RJ programme and states that restorative programs can tackle the 'school-to-prison' pipeline. This paper shows the potential power of the RA by highlighting a case study of a young boy who was supported using this approach, however it does not state how the information from the case has been gathered, nor does it state the role of the author had in this process. It is written as if they observed the case from beginning to end, but it is unclear if this was the case.

RA allow young people to feel listened to, to be collaborative and, learn about one another which is greatly appreciated by them (Mirsky, 2011). This research by Mirsky (2011) is written in a journalistic manner and the methodology for the research is not clearly set out, however it does provide some quotes that illustrate the impact an RA can have on individuals.

RA approaches contributing to lower punitive procedures was a common theme in the literature. Furjanic et al. (2021) found that whole school 'buy-in' to an intervention based on the RA and regular feedback supported settings to address their exclusionary discipline which resulted in fewer exclusions, and more time in lessons for young people. It has also been shown that students who participated in the RA were less likely to receive out-of-school suspensions (Anyon et al., 2014). It is important to highlight that while the RAs may have

difficulties in being evaluated (Katic et al., 2020), incorporating this ethos of the RA appears to reduce the rates of exclusions and therefore will increase the amount of time young people spend in the classroom. This encourages equality and prevents oppressive practices against young people.

Katic et al. (2020) state that there is not enough robust evidence to suggest that the RA is universally effective in preventing school violence. This a systematic review of the literature where many studies state that there are positive outcomes of using an RA, however there are not enough studies focused on RA's intended outcomes. I would argue that this is because the RA is not an intervention, it is a framework that allows schools to adapt their practice to meet their specific needs. It appears to support schools to create positive outcomes, as Katic et al. (2020) suggest, and creating a standard for implementing and evaluating may be difficult as the use of the RA varies widely depending on context and need.

While there appears to be a drive to evaluate the effectiveness of the RA, Sandwick et al. (2019) suggest that research into the evaluation of the RA should go beyond looking at the impact of suspension figures as they show the use of an RA can have a positive effect on relationships, student leadership, levels of empathy, and feelings of safety. Sandwick et al. (2019) conducted a large study across five schools, using a case study methodology. The schools had to meet set criteria, including using RAs and a large decrease in the use of suspension. The analysis is thematically reviewed using Braun and Clarke's approach to Thematic Analysis (2006, as cited by Sandwick et al., 2019). The analysis is described through the steps they took to ensure credibility. The findings are then reported across the five schools which provides context for similarities and differences in practice.

A randomized trial of the Restorative Practices Intervention was conducted by Acosta et al. (2016). The research took place over 2 years in 13 middle schools in the US. It was not conclusive as to whether this intervention had an impact at a whole-school level. However, it was concluded that a restorative school environment contributed to positive youth development. It could be that the Restorative Practices Intervention (RPI) needs to be adjusted, however it does highlight the eleven “Essential Practices” of RA. These eleven practices are as follows:

*Affective statements, restorative questions, small impromptu conferences, proactive circles, responsive circles, restorative conferences, fair process, reintegrative management of shame, restorative staff community, restorative approach with families, fundamental hypothesis. (Acosta et al., 2016, p. 416).*

The intervention was developed in 1999, and it is probable that it would need to be adapted to have an impact in the current climate. While the impact of the intervention may not have been conclusive, the eleven essential practices would have contributed to moving towards a restorative school environment. Acosta et al. (2016) highlight how the RPI looks to expand the theory of affect through promoting positive affect and reducing negative affect. This is done using proactive measures, training staff to empower young people, and encouraging staff and pupils to express emotions. This aims to develop a positive ecosystem where there is active engagement with the practices.

### **2.3.1.3 Relationships and the Restorative Approach**

It has been shown, through self-report that a restorative circle program helped nurture better relationships between staff and the students. This was attributed to not having to give out sanctions on the staff’s part or receiving sanctions on

the students' part (Ortega et al., 2016). Gregory et al. (2016) also show that staff believe the relationships between staff and students improved as students felt respected by their teachers.

Relationships take time to form, and it is suggested that RAs are not easy to embed (Mullet, 2014). Mullet provides a three-step model which includes certain questions for restorative conversations to help restore relationships by switching the narrative from 'getting even', to improving well-being. The three-step model includes a discussion with the child who is harmed, a discussion with the child who has wronged and a discussion with those who observed the harm.

It is argued that restorative educators believe these conversations will have a positive impact in the long run, even if they are time consuming, whereas some staff may feel they do not have time. This shows that fidelity to the approach is important. Mullet goes on to say that "restorative-minded educators view getting well as an academic priority" (2014, p161). A restorative-minded educator will find time during the day to engage in restorative dialogue as it is an opportunity to learn and develop (Mullet, 2014).

This draws comparisons with Maslow's (1943; 1954) Hierarchy of Needs where there are needs that must be met for a young person to be successful. The relationships that a young person has, according to Maslow are imperative for them to be able to develop their self-esteem. It could be argued that the educators that Mullet (2014) refers to understand the importance of relationship building with their pupils, to promote a sense of belonging in the classroom.

#### **2.3.1.4 Resilience and the Restorative Approach**

The use of restorative circles, a restorative tool, can increase young people's resilience as it supports young people to learn from mistakes and acknowledge

how they made others feel. The circles and the RA achieve this by helping students to be critical of the world and the barriers they face, encouraging them to ask questions and challenge (Knight & Wadhwa, 2014).

Velez et al. (2020) conducted a synthesis of the literature surround the RA; however, they did not set out clearly how they decided on the literature to include. They do however include 66 studies and highlight studies of specific interest and explain why they view them as important. School cultures that are restorative can help young people, particularly adolescents, to explore social norms and provide them with a sense of autonomy in creating action (Velez et al., 2020). This can also help them to build resilience in the face of adversity.

#### **2.3.1.5 The Restorative Approach and Marginalised Groups**

The zero-tolerance policies that were implemented in the US are being shown to be ineffective by research (Gonzalez, 2012). It is also shown that zero-tolerance policies increase the chances that young people may engage in future behaviours that result in disciplinary difficulties (Gonzalez, 2012). One of the most common barriers to implementing an RA is being able to move beyond a zero-tolerance approach (Pavelka, 2013). Simson (2014) put forward the case that RA can address the racial biases that are seen in punitive approaches to school discipline and discusses this within Critical Race Theory. This article is written by a lawyer in the UCLA Law Review, who uses studies that show the impact of the RA in schools to put forward their argument, while also acknowledging the criticisms of RA, and the implementation. A criticism of the approach is the focus on shame which is highlighted in McCluskey et al. (2008), where they criticise the restorative approach in the judicial system due to the focus on shaming individuals to create change in undesirable behaviours. Simson (2014) does state that this does not result in the approach being

deemed unsuitable for educational settings, however the impact of shame needs to be addressed when considering the implementation in educational settings. Simson (2014) highlights implementation barriers such as how draining implementation can be on a school's resources. This is because it requires staff to be trained (Simson, 2014) which would take time and presumably cost money. Simson also states that it can be difficult to create change within school policy due to the bureaucracy that surrounds schools (Jeffries, 2006, as cited by Simson, 2014). They also state that a whole-school buy-in to the approach is critical (Simson, 2014), as discussed earlier in the review (Gregory et al., 2021; Mullet, 2014). The focus of the paper, however, is to highlight the negative impact of punitive approaches in which they state, "Punitive approaches to school discipline such as zero tolerance policies have failed America's youth" (Simson, 2014, p. 562).

It is suggested that RA implementation may not be enough alone to address racial injustice (Romero et al., 2020). It is argued that there is a need to address implicit bias within a school to prevent Black students from being overrepresented in the discipline system (Romero et al., 2020). It is therefore important for staff in schools to have support to be able to recognise bias within their practice and have a safe space for this to be managed and contained. It is reported that integrating social emotional learning with the RA can allow practitioners to address issues around diversity, such as race, gender, and disability (Hulvershorn & Mulholland, 2018).

Interestingly, school demographics have an impact on whether a school is more likely to take a restorative approach or not (Payne & Welch, 2015). Schools were less likely to use a restorative approach to discipline when there was a greater number of Black students. This is a concern, when considering the

'school-to-prison pipeline' and the disproportionate number of Black students who find themselves in this pipeline (Gonzalez, 2012). Payne and Welch (2015) conclude that a move away from the punitive discipline model increases student success and creates a more inclusive educational system.

#### **2.3.1.6 Different uses of the Restorative Approach**

It is acknowledged that the RA has a wide range of potential uses and impacts on a variety of systems within a school. Koltz and Kersten-Parrish (2020) explain how the use of children's picture books can facilitate restorative conversations, and Jefson & Brandi (2015) describe how digital stories can be used to support young people to understand what an apology is and how to rectify a situation. These are two novel uses of RA; however, it is important to reflect the power of stories and the use of visual aids to support young people's understanding.

Ashworth et al. (2008) provide a synopsis of how the restorative approach can be used as an alternative to school detention. They highlight the use of a Circle of Courage (Ashworth et al., 2008) approach to support students to acknowledge the incident that has led to them being there and encourage them to consider a way of rectifying and avoid repeating the incident. It is possible that students may perceive this as a punishment, as it is stated that it will happen after school, so it is important for staff to be skilled in building rapport and supporting students to believe this as a worthwhile experience. If this is done well, Ashworth states that this approach provides young people with a sense of belonging and place where they learn new skills.

## **2.3.2 Restorative Approaches in the UK**

There is less restorative research in the UK, in comparison to the US. It is important to look at the research from the UK given this is where the research takes place.

### **2.3.2.1 Implementation of the Restorative Approach**

A major challenge for schools to implement the RA is the longstanding focus on zero-tolerance to behaviour, and the need to punish harmful behaviour (McCluskey, 2010). It appears from the research conducted by McCluskey et al. (2008) that school staff begin to see the benefit of the approach during implementation and shift their mindset from a desire to punish, to understanding behaviour and repairing the relationships. McCluskey et al. (2011) also highlight that staff may be wary of losing their power if they adopt a truly RA.

For the RA to have a positive influence on outcomes for young people, a school must be committed to the approach (McCluskey et al., 2008). It is argued by MacLeod (2006) that schools need to reject the use of punitive approaches to be truly restorative. This will encourage new narratives of young people and avoid a deficit model in an attempt to understand a behaviour and meet the needs of a young person.

The RA in education will not, on its own, remove the need for punitive approaches in school (McCluskey et al., 2011), which rejects MacLeod's claim (2006). The RA has been shown to repair the student and staff relationship by encouraging discussions about principles and values (McCluskey et al., 2011) which may lead to behaviours being less likely to occur in the future. McCluskey et al. raises a very interesting point "*In schools where RA has not been implemented, disciplinary sanctions remain central to behaviour management.*"

*This is not surprising. It is perhaps surprising that even in schools where RA has been implemented successfully, disciplinary sanctions still remain in place.”* (2011, p 112). This means that schools who use an RA do not need to abandon the use of punishment, however it is vital that the relationships are repaired once the incident has occurred to ensure that young people develop. It is important for us to consider that we live in a society that is fundamentally punitive, we have the law and those who are found to have broken this law are punished. Rehabilitation is secondary and generally felt to be poorly funded. It could therefore be argued that a purely RA would not help a child or young person to understand society, however the RA can support young people to be accountable for their actions and support their social development (Short et al., 2018).

### **2.3.2.2 Developing Restorative Approaches**

It can be beneficial for students to have representation in the development of restorative approaches (Fletcher et al., 2014; Warren et al., 2020). It was felt that promoting students working together with staff, with the support of external facilitators supported the implementation of an intervention based on the RA and ensured the implementation remained integral to supporting all stakeholders (Fletcher et al., 2014). This highlights the benefits of taking a participatory approach to developing practices within a school, as young people will be able to provide their experiences and views (Warren et al., 2020). These experiences may not be what staff expect, and the research gave an example of students not believing tutor time was sufficient to build genuine relationships with staff (Fletcher et al., 2014).

RA can support staff to be more reflective of how they interact with pupils, as well as encouraging pupils to be more reflective (Bevington, 2015). McCluskey

et al. (2008) go a step further to say that for the RA to have an impact, staff should be willing to reflect on their values and interactions in school. In an appreciative inquiry, the notion of congruence is deemed to be important for promoting an RA in schools. Staff, and pupils need to believe in the approach and the values of the school should also line-up with the restorative values and principles. It does question whether there are times when an RA has its limitations in the complex school systems based on their findings (Bevington, 2015).

### **3.2.2.3 How the Restorative Approach is used**

Hibbin and Warin (2020) discuss how the RA and Nurture Groups support schools to build relationships, use positive communication, to be equitable in their approach to behaviour, be consistent and build trust between young people and teachers.

It is important when considering the RA, to consider what parts of RJ is transferred from the judicial system, and what should not be (Cremin et al., 2012). EPs could have a role in supporting this as we think about the processes systemically and the impact it may have on the young person, for example Cremin et al. (2012) highlight that we should avoid pathologizing and criminalising young people. This could be done through supporting staff to consider the discourse of the approach and avoid using terms such as victim and offender. The core values of the RA could align well with positive educational outcomes, for example strong staff-pupil relationships, emotional development and accepting accountability for actions, but we must consider how to integrate this approach without it being comparable to a judicial system. Oxley and Holden (2021) rightly acknowledge that using a socially just approach to behaviour (such as the RA) is a move away from a within-child

perspective. When staff work with pupils to resolve challenges this removes the blaming perspective and creates a space for those around the child, as well as allowing the child to take accountability for the behaviour.

There is a suggestion that scripts can be useful when conducting restorative conversations, (O'Reilly, 2017), however this is not always the case (McCluskey, 2010). Hopkins (2004) gives an example of what a script may look like, and it highlights a variety of questions that should be asked to determine the truths within a restorative conversation. McCluskey (2010) also states that staff like to come up with their own script to meet the needs of the situation, however this would need a certain level of restorative experience to be sure that those questions are restorative. It may be that the script should act as a framework, rather than something to be read verbatim. This will ensure that the main aims of the restorative conversation are met, while providing a feeling of fluency throughout. It is also important to appear genuine in these conversations and giving opportunities to go off-script allows for further explorations and support relationships to be genuinely restored (O'Reilly, 2017).

#### **3.2.2.4 Evaluating the Impact of the Restorative Approach**

The views of the children and young people were sought after it was deemed that there is not enough meaningful data in this area (Gillard, 2015). It was found that young people generally have a positive view of RAs because it increases their sense of empowerment. CYP also appeared to appreciate that the flexibility of the RA allowed their learning needs to be considered.

There are difficulties in evaluating the impact of the RA in the UK, just as there have been in the US as highlighted by Norris (2018). It was found that a whole-school restorative approach with proactive teaching methods led to an increase

in happiness and school engagement among young people in one school, however this increase was not replicated in another school that used RA. It is suggested that therefore the increase in happiness and engagement may be down to the consistency of having a consistent approach, rather than specific to the RA itself. The school that did experience the increases appeared to have a rigorous development system where staff were well trained in behaviour management and the RA (Norris, 2018), which may support the notion that staff require regular support to manage their professional development (Short et al., 2018).

Short et al. (2018) go some way to addressing Norris' concerns by gathering the views of teachers who work in a school who continue to use a whole-school approach, 5 years on from implementation. Teachers believed that the RA created a feeling of fairness within the school and had positive impacts of relationships, attainment, and behaviour. It is also noted that teachers believed that the RA contributed to the creation of a safe environment (Short et al., 2018). This is a qualitative study that looks at perceptions of staff regarding the RA, which I believe is an effective and valid approach to evaluating the RA due to the difficulty in quantifying the quality of relationships. This is particularly true if the RA is used as a framework and ethos, as opposed to an intervention.

The Learning Together (LT) intervention is a whole-school RA intervention to address bullying and aggression and has been piloted in schools in England (Bonell et al., 2018). This intervention has been the focus of three research projects within the systematic literature search, using quantitative measures (Bonell et al., 2018; Melendez-Torres et al., 2021) and qualitative measures (Warren et al., 2020). While there are limitations of the study by Melendez et al. (2021) which they address in their article, they have suggested that the

adapting a whole-school approach to improve the environment is the most efficient way to support young people's mental health. The paper focuses on the pupil's sense of belonging, and not on bullying which can also impact mental health. The analysis of LT shows that there were positive effects; enhancing the sense of belonging in schools, lower rates of bullying and improved well-being (Bonell et al., 2018; Melendez-Torres et al., 2021). It is acknowledged that in schools with a positive climate in place already the LT may have a lesser impact at a whole-school level, but still has been shown to improve student experiences (Melendez-Torres et al., 2021). It was found that introducing RAs into the classroom was useful in developing the approach within the school, previously restorative conversations and classroom interactions were at odds with each other (Warren et al., 2020).

### **2.3.3 Restorative Approaches and Educational Psychology**

This section was written to review the literature that discusses Educational (and School) Psychology and RA. I was interested to know how the practice of Educational Psychology and the restorative approach align, and how EPs can support the development of the approach in education settings such as schools.

#### **2.3.3.1 School Psychology**

This section discusses the relation between school psychology and RA. School psychology is the term used for educational psychology in the US (Mcloughlin, 1986).

The potential for consultation to be restorative in school psychology is discussed by Song et al., (2020). It is acknowledged that there is a further need for research into the effectiveness of restorative consultation, however it is argued that as consultation supports staff to deliver interventions and develop

professionally then there is a place for school psychologists to support restorative psychology.

Consultation should also be considered an important part of staff development within implementation of RAs (Mayworm et al., 2016). This study suggests using the consultee centred consultation model (Mayworm et al., 2016) to support staff with the implementation of RA. The consultee centred consultation model is suited to the RA as there is a focus on relationships and facilitating outcomes. It is possible to draw comparisons and acknowledge the strengths of their model of professional development within RA. It is suggested that consultation can occur either through groups of staff or one-to-one. Group consultations will provide opportunities to collectively problem solve, share good practice and areas for development as well as an opportunity to debrief. The one-to-one consultation can then be used to support staff when have a higher need for intervention.

It has been shown that using multicultural consultation and collaboration can promote a positive school climate in a school situated in a community with higher levels of crimes and high levels of English as an additional language (Ingraham et al., 2016). The school psychologists involved in this project were able to have a positive impact on the development of RAs by responding to the needs of staff and parents.

Song and Swearer (2016) highlight three debates related to implementing RAs in schools. Firstly, the importance of a manual-based intervention, secondly, the degree of implementation and thirdly, how the RA addresses racial equity (Song & Swearer, 2016). They ask the question 'should a school have a set of restorative procedures or is it a philosophy?' Song and Swearer (2016) suggest

this issue is holding back RAs in schools as a ‘manual’ could increase fidelity and help to generate an evidence base through evaluation. The other side of the argument is that the RA is an ‘art’, not a ‘science’ and it should encompass what we do, rather than be something mechanistic. When we consider these arguments, we should question whether it is possible for RAs to be both? As discussed, it is important to create a restorative culture in a school, with all staff committed to the culture. This does not mean that there cannot be procedures and formats within this culture that can help to contribute to establishing an evidence base.

Song and Swearer also introduce the Restorative Justice Ecological Framework below.

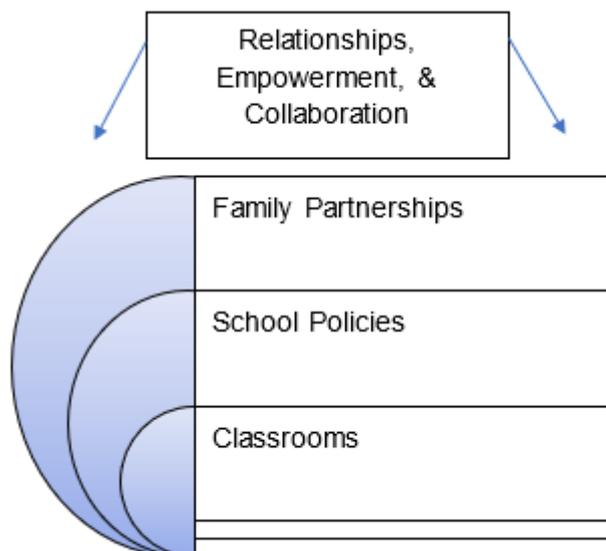


Figure 1. (Song and Swearer, 2016). “Restorative justice ecological framework.

*This figure illustrates the three guiding principles of RAs as a framework with which to view the ecology of the school and community” (p.317).*

This ecological framework looks to define the RA through a focus on ecology and collaboration. This allows those who are looking at school and the culture through a restorative lens. This is where an EP may be able to use their

knowledge of systems and organisational change approaches to support the school and their RA (Burden (1978; Checkland; 2000).

### **2.3.3.2 Educational Psychology**

This section explores how educational psychology has been used to support the RA in the UK, and the potential for the profession. There were only three papers where EPs or Educational Psychology practice was mentioned, which highlights the limited research in this area.

Moir and MacLeod (2018) were EPs working for an LA in Scotland. The EPS had been important in supporting schools to implement the RA as an LA wide initiative. The research measured the effectiveness of training in RAs and other activities undertaken to support schools. It was found that the EPS had a positive impact on the implementation of the RA in schools, which was a particularly relevant finding for this research. The training by the EPS helped schools to understand the RA and it was found that working as a multidisciplinary team was beneficial to the implementation of the RA in schools. The EPS conducted a thematic analysis of discussions which showed improved relationships and reduced exclusions. This research had a relatively large number of participants; 59 senior leaders from primary and secondary schools as well as an unspecified number of pastoral staff. The number of participants fluctuated due to the longitudinal nature of the research which was carried out over 16 months with multiple collection dates. This research included four different data sets (6-month post-training feedback, immediate post-training feedback, and qualitative discussions with two groups of participants) which provides a strong basis for the researchers to make claims despite the absence of baseline data. It would have been beneficial for the researchers to make

clear any adaptations to the training over the research period and/or reflect on how they plan to adapt the training based on what they have learnt.

Harold & Corcoran (2013) highlighted EP's role in indirectly developing the RA in schools. Staff discourses highlighted that it is a challenge to implement RAs. EPs could therefore have a role in supporting educational settings to challenge a behaviour focused approach (punitive and zero-tolerance) and create more collective responsibility and systemic change.

Oxley and Holden (2016) suggest that EPs are an important resource for staff when trying to move away from the within-child perspective, as discussed earlier in this section. EPs are trained to think systemically, using frameworks such as Bronfenbrenner (1977) to understand the child and their behaviour. It is thought that for a teacher to be restorative they need to take a holistic approach to identify the function of the behaviour and then work with the child to address the challenges (Oxley & Holden, 2016).

## **2.4 Conclusion of the Literature Review**

The literature surrounding the RA and its impact has been identified and discussed. It was noted that there are challenges measuring the impact of the RA in schools in the US (Katic et al., 2020) and in the UK (Bonell et al., 2018).

The interventions that have been put in place and evaluated often use restorative principles alongside other approaches (Bonell, et al., 2018; Jones et al., 2013; Acosta et al., 2019, Kervick et al.) which can make it even harder to evaluate the RA alone. I would argue that an RA is not designed to be an intervention in itself and that while evaluation may be difficult, the experiences of professionals implementing and using the RA in the literature review suggest it is worthwhile using.

The literature shows that there is value in the approach and shows how RAs can be used to support schools and young people in different ways. This review sheds light on possible mechanisms that could contribute to change. These include increases in autonomy (Velez et al., 2020), improved relationships (Ortega et al., 2016), increased sense of justice (Velez et al., 2020), developing skills to be more reflective (Bevington, 2015), more inclusivity (Payne & Welch, 2015), and finally, promoting a positive school climate (Ingraham et al., 2016).

It appears that the RA is therefore able to be adapted to the individual needs of the school and can promote positive change in young people's lives. It should also be noted that teachers are likely to benefit from the approach. They will have a more fulfilling role in teaching as improved relationships will mean they have an increased understanding of the pupils and how to support them. The literature has made me consider that the best way forward for the RA is to use it as a framework, or underlying principle of a school ethos which would encompass the tools such as restorative conversations and restorative circles, something that Sandwick et al. (2019) suggest.

It is highlighted that there is a gap in the RA literature where research should be attempting to bridge the gap between research and practice (Song & Swearer, 2016). The literature review highlights the potential contribution of AR to the development of RAs (Darling & Monk, 2018). I would like to build on the work of Moir and McLeod (2018) to highlight the possibility for EPs to support schools to develop RAs. I am a keen advocate for this approach as I believe that young people and staff will benefit from using RAs. I am interested, therefore, in how I as an EP can support schools to develop their RAs.

## **Chapter 3. Methodology**

### **3.1 Introduction to the Chapter**

This section will be written in the first person to reflect my position as an action researcher (ARr). This research is an action research (AR) project, and I actively worked with schools to develop my practice and assist schools in developing RAs in their schools.

### **3.2 Research Question**

The research explored my role as a (Trainee) EP in assisting schools to development their RA. In order to research this area, the research question was:

*How can I develop my practice as a (Trainee) Educational Psychologist to support the development of restorative approaches in schools?*

### **3.3 My Position as an Action Researcher**

This section explains my position as an ARr.

I had some experience of the RA before embarking on the Professional Doctorate in Educational and Child Psychology. This is where my passion for the approach began to develop as I saw the potential for the positive impact it could have on the lives of young people. I worked in a mainstream secondary school as pastoral officer. It was here that I would hold restorative conversations between pupils and their peers or staff after conflict to support the restoration of a relationship that may have broken down.

Within AR, my values and those of the participants were explored and made explicit. The values I hold influence my practice, how I work with the schools and young people and influenced the research design. It is therefore important

that I was reflexive of my values and my position throughout the research and its processes. Rowley and Giles's (2020) Framework for Critically Reflective Educational Psychology Practice (FCREPP) cite reflexivity as an important value within EP practice and therefore how my own beliefs impacted on the research process will be constantly considered as I gather my data.

One of my core values is social justice. I am an advocate for CYP to be able to access their education and want to support those around the CYP to understand their strengths and needs. By doing so, I believe that a CYP is more likely to be able to access their education. I am a firm believer in the importance of relationships between staff and CYP which is where my passion for the RA stems. I believe that if a relationship is strong, the staff will understand the needs and be able to support the CYP more effectively.

I therefore decided to engage in AR to develop my skills, improve my practice which may in turn support those who I work with.

### **3.4 Ontological and Epistemological Positions**

This research aims to gather views of practitioners and assist them to develop their practice. AR has the capacity to bridge the gap between abstract theories and people's own practice (McNiff, 2013). It is therefore important to acknowledge the philosophical stance assumed in this research and to understand how knowledge and truth are viewed. The ontological position of this research is critical realist, and the subsequent understanding of truth depends on the social constructs of individuals which can result in multiple truths.

While I am taking a critical realist perspective, there will be aspects of co-constructionism throughout the research because RA allows everyone's voice

to be heard and promotes co-constructed realities and preferred outcomes. If, for example, the RA is being used to restore the relationships after a young person has been excluded from a classroom, it is important to explore the perspectives of each party to find a shared understanding and a co-constructed plan to move forward and ensure the relationships are restored.

This research is also designed to support transformative aims. The RA provides hope that there can be a positive way forward by restoring relationships when there has been conflict. It will therefore create a stronger sense of community within an educational setting (ES) and perhaps bring a stronger sense of belonging (Mullet, 2014; Vaandering, 2010). If RAs can have this effect, it is likely to confront oppressive practices and support the building of a socially just community which is the premise of transformative research (Mertens, 2019). I have aimed to develop my practice to support an ES to develop their RA, which will help the ES create a social just community.

The epistemological position of the research should also be stated. Given ontological position, and the AR perspective, a critical realist epistemology has been assumed. This is because I have used an AR methodology to gain knowledge through the observations (my practice and the perceived impact) to build an understanding of the real world. This research will take on the key principles of AR to answer the research question set out above. Below I am acknowledging the six principles of AR set out by Tekin and Kotaman (2013):

1. The social reality is accepted as social facts which allow us to live our daily lives because objective and extrinsic facts are not possible.
2. The research aims to inform and improve educational practice whilst looking at effectiveness.

3. AR is not about curiosity but addressing the problems in education.
4. Practitioners can be researchers and are in fact an asset due to their knowledge.
5. Participants will have an active role in the research and collaboration is vital.
6. The research, if considered an intervention, may solve some problems but there is no end due to the dynamic nature of education.

AR does not reject positivism, but it has moved away from the idea that extrinsic facts exist. Positivists criticise this position as a lack of objectivity (Tekin & Kotaman, 2013). I have gained knowledge through a rigorous AR methodology, and therefore knowledge has been gained by myself and those with whom I have worked.

Whitehead (1993) provides insight and knowledge into AR, and believes AR is a way to bridge the gap between theory and practice. Whitehead stated, *“teachers have been brought to see educational theory, not in terms of explanations for their own educational practice, but in terms of the conceptual frameworks and methods of validation of the disciplines of education”* (Whitehead, 1993, p. 36). This research has brought knowledge into how I have developed my practice to support a school and the process of how I was able to do this, thus creating a Living Educational Theory. Whitehead discusses the concept of AR creating ‘Living Educational Theories’. By asking the question “How do I improve my practice?” (Whitehead, 1993, p.67), a practitioner becomes a researcher. A living theory will therefore continue to develop in line with the professional development of the practitioner. As the subject of this study, I have taken on the responsibility for my practice and the responsibility to develop.

### **3.5 Research design**

There are three strands of restorative research that currently exist; firstly, quantitative research that looks to research the RA as a theory and a set of practices (and the impact of such practices), secondly, researching the outcomes and benefits of the RA, and thirdly, there is research looking at the processes of implementation (González et al., 2019). This research should be considered within third strand as I look to support schools with their ongoing development of their RA.

This research has used an AR methodology to answer the above question. I developed my own practice as a practitioner to support an educational setting (ES) to develop their RA, through a rigorous methodology as described below.

McNiff (2013) states that Lewin and Collier were the first developers of AR in the 1940s. Lewin (1946) developed the theory of AR, which led to the processes i.e., planning, action and fact finding about the result, which will be repeated with modifications to the previous action. This is commonly interrupted as a cycle of planning, acting, observing, and reflecting (McNiff, 2013). Corey saw the potential of AR in education in the 1950s (McNiff, 2013). Stenhouse (1975) believed that a teacher can be, and perhaps should be a researcher. Stenhouse wanted teachers to reflect on their practice to improve the standards of teaching (1975). This is a very brief insight into the history of AR, but it is important to outline where this approach has come from, and the professionals who have been influential in the development of AR.

This research was influenced by Whitehead's *Growth of Educational Knowledge* (1993). Whitehead (1993) argues that practice should be the basis of educational theory and by continually asking the question "How do I improve

this process of education here?” (Whitehead, 1993, p35). By bringing together the explanations, an educational theory can be developed. This approach will be at the heart of the research I will be undertaking.

Robson and McCartan (2016) discuss the three aims of AR; to improve the practice of a practitioner, to improve the understanding of their practice, and to improve the situation where practice is taking place. It is the interactions between me (a practitioner researcher) and those aims that provided the data and analysis in this research.

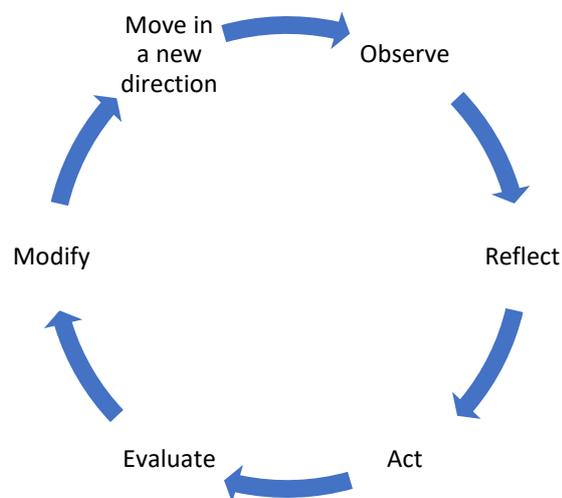
In an attempt to bridge the gap between theory and practice, I wanted to move away from purely evaluative research to an emancipatory approach. As discussed earlier, it is important that schools adopt an ethical school wide restorative approach, and this is where the skillset of an EP could be useful e.g., systemic thinking, rapport building, knowledge of psychological theories relating to the RA, etc. Using an AR methodology, the research documented my role in supporting a school to develop their RA.

Once the literature had been reviewed, it was decided that supporting an ES implement an RA would not be realistic within the timeframe of this research. This decision was made on the basis that there were several research articles that focused on implementation (Ingraham et al., 2016; Gonzalez et al., 2019) and implementation appeared to take years and they tended to be longitudinal studies. It was, therefore, concluded that it would be more realistic to support an ES to develop the RA that they already had in place, expanding on the literature surrounding implementation, and focusing on continued development.

The research, therefore, included an exploratory design based on the needs of the school. The focus of the research was improving my practice supporting

schools to develop their RA, and therefore it is important that the methodology was flexible to the needs of the school. This allowed the methodology to change throughout the data collection to ensure that it worked for the best interests of the school. The methodology and design also allowed me to develop my own practice, and methods therefore needed to be flexible to adapt to my reflections and actions.

### 3.5.1 Action Research Cycles



*Figure 2 – Action-Reflection Cycle (ARC; McNiff and Whitehead, 2011)*

McNiff and Whitehead (2011) provide this example of an ARC that supports the methodology of AR. The use of cycles supported the practitioner-researcher to take a disciplined and systemic approach to collecting and analysing data (McNiff and Whitehead, 2011). The term action-reflection, according to McNiff and Whitehead (2011), means to observe, reflect, act, evaluate, modify, and move in a new direction, as seen in Figure 2.

Throughout this research, I identified concerns and attempted to adapt my practice using action-reflection. In order to assist reflection, I used a framework developed by Rowley and Giles (2020) that supports EPs to be critically

reflective of their own practice. The reflections were documented through the AR process. This provided the evidence of my development as a practitioner-researcher.

### 3.5.2 Critically Reflective Practice

The figure below shows the framework developed by Rowley and Giles (2020). It was developed at the University of East London to help EPs and TEPs to reflect on their practice and be aware of critical issues in the profession.

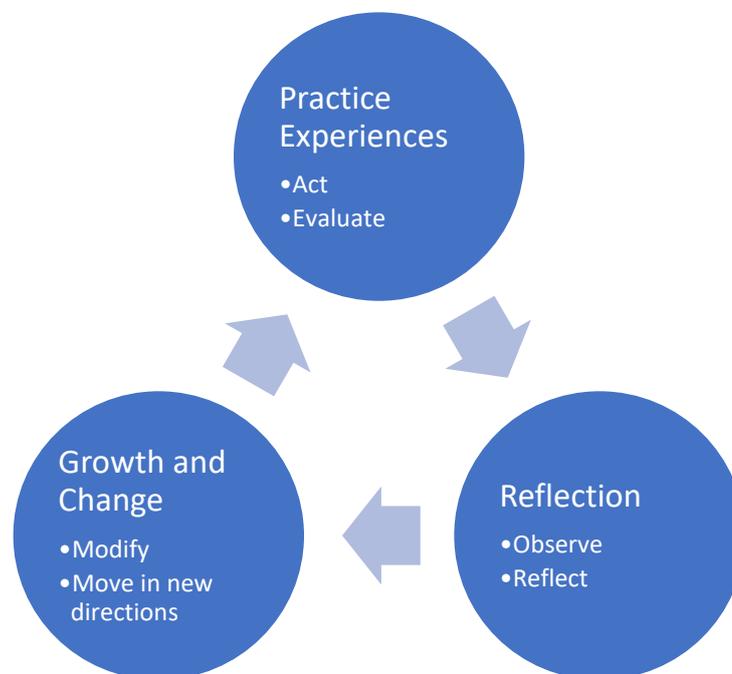


Figure. 3 – Rowley & Giles (2020) Framework for Critically Reflective EP Practice (FCREPP)

'Reflective Practitioner' is a term coined by Schön (1987) that describes two types of reflection: reflection-in-action and reflection-on-action. A reflective practitioner will engage in real-time thinking (reflection-in-practice) to solve problems which will provide continuous development of practice, and they will be able to analyse their performance retrospectively (reflection-on-action). Schön (1987) stated that engaging in these two types of reflection allows a practitioner to learn from the experience and gain knowledge.

The framework supported me to engage as a reflective practitioner throughout the research and allowed me to critically reflect on my practice “in-action” and “on-action.” This framework also provided a broad overview of EP practice and challenged me as an EP to consider my core values and how these may influence their practice, thus showing reflexivity.

I combined the structure of the FCREPP (Rowley & Giles, 2020), and the ARC to create a cycle that has been used throughout the data collection and analysis, as seen below.



*Figure 4. The AR cycle developed for this research*

This cycle provided the process I went through to collect and rigorously analyse my data using the AR methodology. ‘Practice Experiences’ incorporates McNiff and Whitehead’s (2011) stages of ‘Act’ and ‘Evaluate’, while ‘Reflection’ incorporates ‘Observe’ and ‘Reflect’, and ‘Growth and Change’ incorporates ‘Modify’ and ‘Move in new directions’. The AR cycle takes the important

elements of McNiff and Whitehead's (2011) ARC and links it to educational psychology practice by using the FCREPP (Rowley & Giles, 2020).

### **3.6 Data Collection and Analysis**

The research was focused on the qualitative measures of data collection throughout the research process. Data were collected throughout the process of developing the RA in schools. The data though is myself and my practice; my reflections, my actions, and my growth. The FCREPP (Rowley & Giles, 2020) provides a rigorous analytic framework to highlight how I developed as an EP supporting RA.

It was not possible to audio or video record every moment of my work and my reflections due to the nature of the work (for example, there were incidental communications between myself and staff that informed my reflections). This is why I have not included transcripts of consultations, peer supervision sessions, training sessions or individual work with young people. I did record sessions where I planned to re-visit how I worked, what questions I asked, how I interacted with others and how I could develop my own practice. There are extracts from these included in the data analysis to provide context for my reflections.

The first two cycles in this research were pre-planned as part of the research design and are described below:

I began this research by undertaking training in the RA to improve my practice and ensure that the knowledge used to support the ES was up to date. The training consisted of ten modules, taught through video conferencing, over 10 weeks. The training is approved and accredited by the Restorative Justice Council and European Forum for Restorative Justice (Restorative Now, 2021).

The second cycle involved adapting the Implementation Readiness Questionnaire (IRQ) (Garnett et al., (2019). The reasons behind this are explained in Cycle 2 (4.4.1). I will refer to the adapted version as the adapted Implementation Readiness Questionnaire (aIRQ; Appendix C). These two research cycles were a way to structure the research and provided a platform for the exploratory research design. The aIRQ also provided a platform to plan with the setting what the next steps should be, in-line with the exploratory and participatory elements of the research design. The detailed data collected has been described in Chapter 4.

### **3.7 Participation**

#### **3.7.1 Participants in the Research**

I initially approached schools in a local authority in the East of England to ask whether they were considering or willing to begin to implement restorative approaches in their school, thus using an opportunistic sampling method. As stated, it became clear that this research project did not have the timescale to research the implementation of the RA. The search for participants was therefore narrowed to only include schools who identify as using an RA, and therefore I had to use a purposive sampling method to find participants. This method involved selecting a school that met the criteria for the study.

There were two criteria for taking part in this study; the school had to use an RA and, relevant staff had to be willing to work with me to develop their RA.

Team members of the EPS where I was placed supported me to find the ESs in the borough that used the RA. I approached the headteachers of ESs use the RA in their approach to behaviour. I received a response from an ES that provides support for CYP with social emotional and mental health difficulties.

They described themselves as an alternative provision who support CYP who are finding it difficult to access mainstream education and CYP who may be at risk of permanent exclusion. The ES supports CYP in KS1, KS2, KS3 and KS4. The provision can be short-term or long-term, and this is decided on a case-by-case basis. There are also cases where a young person attends both their mainstream school and this ES. Their aim is to create a supportive and inclusive education for CYP. I spoke with them as part of a planning meeting at the beginning of the academic year 2021/2022 and explained what the research was aiming to achieve and what would be involved.

### **3.7.2 Obtaining the Participants' Consent**

As above, I approached a headteacher of an ES to determine whether they would like to participate in this research. I provided them with verbal information before providing them with an information letter that would highlight the following topics; What is the research? Why have you been asked to participate? What will your participation involve? What will you get from participation? What are the risks of taking part? What will happen to the information that you provide? What if you want to withdraw? (See Appendix D).

The staff, predominantly members of the senior leadership team (SLT), who consulted with me in the aLRQ signed the consent form to give their consent to participating in this research. They did this by signing the consent form in Appendix E.

The senior management were able to give consent for me to work with the ES, however it was also ensured that staff and CYP that I worked with also gave consent. Staff were able to consent to participation by being provided the information letter and were given opportunities to ask questions if they had any

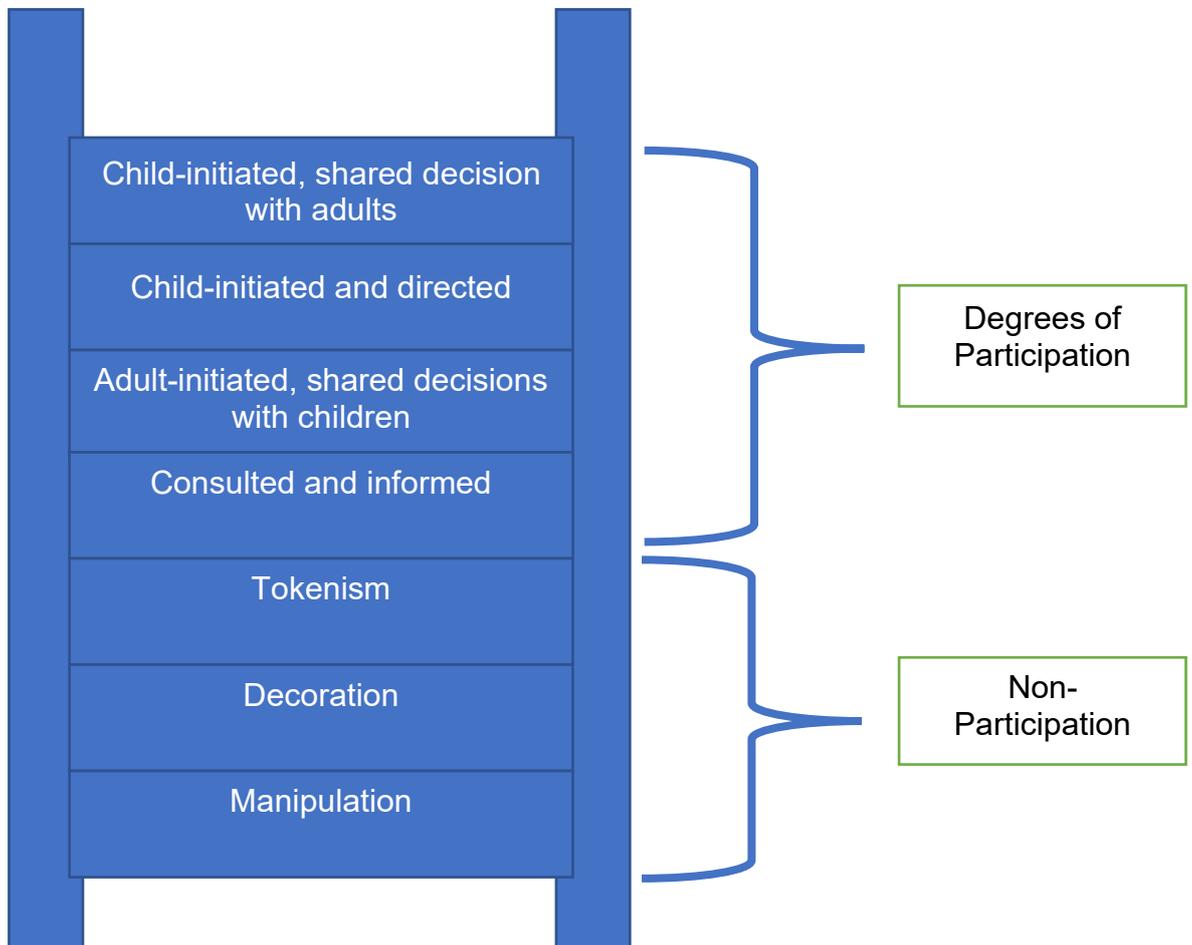
queries. Parents of the CYP were given a parent information letter, see Appendix F. This provided them with information on the research that could be shared with their child. I also offered to hold an information session with any parents who had any queries about their child's involvement. I would then check the understanding of the CYP, and provide information, if necessary, before gaining consent from the CYP when I worked directly with them. The CYP were also reminded of their right to not give consent and withdraw without question. Obtaining consent is of vital ethical importance, it is also important to remind the participants that their consent was not fixed and could be removed at any given time. This was particularly important for this research, as the research took place over 1 academic term.

### **3.7.3 Ladder of Participation**

The AR process involved an ES; including staff and the CYP attending the setting. The ES put the RA in place to support the development of their young people and the literature suggests that RA has a positive impact on the relationships between staff and pupils (Ortega et al., 2016). My role was to support the development to allow the approach to flourish. For this flourishing to occur, it was important to ensure there was active participation in the research by the setting, including the staff and CYP. If the RA is put in place to support the young people, it is important for them to feel part of the process and have a say in what works well, and what could be improved (Gregory et al., 2016).

Arnstein (1969) developed the Ladder of Citizen Participation to address the power imbalances that prevented genuine citizen participation. It was hoped that by addressing this, that citizens would have opportunities to have an active input into decision making (Arnstein, 1969).

Hart (1992) used Arnstein's work to develop a framework for children's participation and named it the Ladder of Participation (reproduced below as Figure. 5).



*Figure. 5 – The Ladder of Participation (Hart, 1992).*

This research avoided the manipulation, decoration, and tokenism rungs of the ladder. Manipulation could be considered a loaded term and Hart (1992) acknowledges that it could also be called “misguided” as ‘the ends may justify the means’. However, this is not in the best interests of the child. It was important that the voices are really heard, rather than being used for decoration or as a token.

I have adapted the wording of the top three rungs on the Ladder to ensure the ES participate co-operatively with the research.

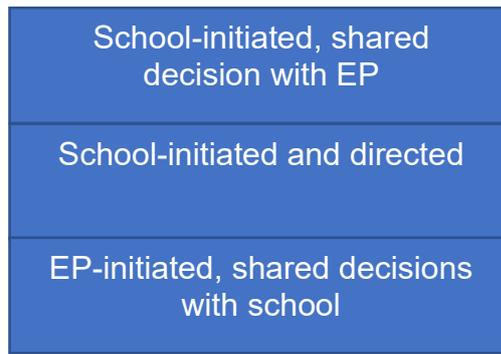


Figure. 6 – Adapted Degrees of Participation, based on Hart (1992).

The needs of the ES were considered and used to design the research. Data was then collected in relation to the research question. While this research has involved CYP, ultimately, I have worked with the ES to support the development of their RA. This research has therefore used this adapted version of Hart’s Ladder of Participation to reflect the AR process, as seen above in Figure 6.

I believe that the level of participation within this research reflects the RA, as I have worked *with* an ES to develop my own and their practices. The Social Discipline Window (Wachtel, 2003), as discussed in Cycle 1 states that we should work with people, as opposed “doing to” or “doing for” (as well as not doing at all). The idea that I have worked with an ES to support them to develop their practice, thus in turn developing my own practice is a reflection on the participatory informed approach that this research has taken.

### **3.8 Ethics**

#### **3.8.1 Ethical Considerations**

I have acknowledged some of the ethical considerations that I had to pay particular attention to; to prevent and minimise emotional distress to myself and the participants.

The reason that the RA is required is because there has been conflict between two parties. There is potential that re-visiting these events could resurface emotions that are uncomfortable for participants. All participants were made aware of the topics that we discussed and were given an opportunity to withdraw consent. After activities, the participants were debriefed, and I checked-in with them when I next attended the setting. The participants had my contact details to make me aware of any distress if needed, but this did not occur. There were handouts developed with information including helplines should participants feel the need to use them (See Appendix G).

Consent was gained from the SLT within the ES to state that they were happy for the work to be conducted in their ES. There was a relationship with staff and CYP built throughout the AR, and they were made aware of their right to withdraw at any point without judgement. It was important that the ES understood this because it was likely that I would work with them in the future as part of my work (casework, statutory assessments, and training) as a TEP on placement and this relationship needed to be able to withstand them withdrawing from the research.

The data that was collected contained sensitive and personal information. It was therefore vital that any information regarding participants was stored securely, whether that be virtually (encrypted cloud storage) or physically (Dictaphones in a locked case). I use deliberately vague terms to describe staff (such as members of SLT) to maintain anonymity and gave pseudonyms to the CYP I worked with. The data was kept securely in line with university data management and storage procedures.

### **3.8.2 Maintaining Ethical Standards**

The nature of AR meant that I was practising as a Trainee Educational Psychology throughout my data collection. It was therefore important to highlight that I continued to maintain ethical standards by not only following ethical approvals, but by following the ethical guidance and codes of practice as set out by the Health and Care Professional Council (HCPC) and British Psychological Society (BPS).

### **3.9 Credibility**

This research is a qualitative research project and therefore I have focused on ensuring that what I have claimed to be true is credible.

This section provides a description of how I have answered McNiff and Whitehead's (2011) question "How do I test the validity of my claims to knowledge?".

This AR project looked at how I developed my own practice to support an ES to develop restorative approaches. It is important to acknowledge that each ES is different, and therefore the design and the cycles may not be generalisable. What I would suggest, however, is that my reflections and development had the potential to show that EPs can have a role in supporting schools to develop RA.

McNiff and Whitehead (2010) highlight that AR must maintain a vibrant data archive to provide a strong base for evidence. As an ARr, I created new knowledge through a process of storytelling, and I am expected to explain how this storytelling is valid (McNiff & Whitehead, 2010). The processes I went through, the reflections I had on the process and the impact these had on my practice create a story to be validated.

There are two forms of validation, according to McNiff and Whitehead (2010), personal/self-validation and social validation. In order to personally validate my findings, I used a reflexive approach to make claims of knowledge by using my values and the FCREPP. These can take a variety of forms, such as: ontological, epistemological, social, political, etc and were stated within the AR cycles. Social validation also needed to occur, where others tested the validity of what I have claimed. I used supervision and a critical friend to support this process of validating my narrative.

Yardley (2015) also discusses methods to which one can begin to increase the validity of their qualitative data. A researcher can use triangulation, comparing coding, disconfirming case analysis, encourage participant feedback and creating an audit trail. While some of the methods are not entirely relevant to AR (comparing coding) others are useful methods. I engaged with participants that I worked with and ensured that their views were gathered and accurate by checking my understanding. I used summarising and drawing to check in with the participants and ensure I have understood them. I produced an audit trail of my data, which includes a reflective diary that I kept throughout the research process to support my reflections, analysis, and actions. This 'paper trail' will not be published within the research; however, it was used to aid discussions during supervision and peer supervision.

Robson (2016) also describes threats to validity in qualitative design research. I have acknowledged that some of these are relevant to AR and that steps that have been taken to manage them. Robson (2016) details strategies used to manage the threats, such as prolonged involvement, triangulation, peer support, member checking, negative case analysis and audit trial. These are all similar to Yardley's methods, although there is no mention of prolonged involvement in

the 2015 paper. As an ARr, I naturally have prolonged involvement with myself and my own practice and therefore am in a privileged position compared to other flexible designs. I also had a prolonged involvement with the participants of the research as I gathered data of several weeks, which is longer than the typical data gathering interaction (Robson, 2016). I, therefore, built an understanding of the ES, their staff and how they operate which supported me to develop my own practice and effectively support them.

McNiff and Whitehead (2002) offer advice while specifically undertaking an AR project. I identified a clear research question to answer through a rigorous AR methodology. This focused my data collection and ensured that I answered the question effectively. McNiff and Whitehead (2002) suggest that you involve others in an AR as we are social beings. I involved the research participants at every step possible and used supervision and peer supervision to good effect to draw out my reflections and learning points. It is also suggested that those conducting AR should focus on the learning, rather than the outcomes of action. Throughout the AR cycles, I explicitly stated what I learnt and how I came to acquire this knowledge.

By following the above methodology and strategies to avoid unwanted bias, I have aimed to create a credible living educational theory which has utility in the professional of educational psychology and the RA.

## **Chapter 4. The Action Research Cycles**

### **4.1 Introduction to the Chapter**

This chapter will describe the research through ten AR cycles.

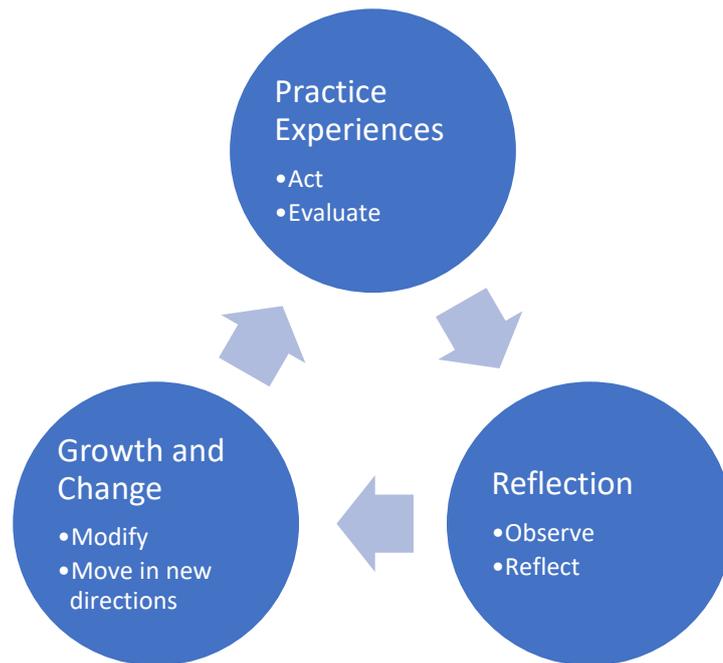
I acknowledge that I am currently a Trainee EP, working towards becoming a qualified EP. The research question states that I was interested to know how my practice could be developed to support an ES with their RA. I have therefore referred to the development of my practice as developing as an EP, as opposed to a Trainee EP.

I worked with a specialist social emotional and mental health (SEMH) setting to support them in their development of their RA. The chapter outlines the processes that we went through, incorporating a variety of work an EP can carry out. The chapter will be broken down into cycles and will show my reflections and how I adapted my practice throughout the process.

There are 10 AR Cycles in this chapter that each highlight different learning points and implications for the next cycle. The cycles are as follows:

1. Restorative Justice Facilitator Training
2. Assessment of Readiness for Development
3. Understanding Culture and Practice
4. Gaining the Child Voice
5. Peer Supervision
6. Staff Training
7. Consultation with Behaviour Leads
8. Parent Workshop Attempt
9. Parent Workshop
10. Organisational Consultation with members of SLT

## 4.2 Action Research Cycles



*Figure 4. The AR cycle developed for this research*

I have gone through the AR cycle shown above; and this is reflected in how I have reported my findings. As previously stated, the three-part AR cycle developed for this research incorporates McNiff and Whitehead's (2010) cycle while using the terminology of the FCREPP (Rowley & Giles, 2020). I used the FCREPP (Rowley & Giles, 2020) to provide a framework for the critical analysis of my data. The three stages are: Practice Experiences (the data), the Reflections (the analysis) and Growth and Change (the implications). These stages reflect the structure used in the FCREPP (Rowley & Giles, 2020). The framework assisted me when working through the AR cycles because it was relevant to EP practice and my development as an EP to support schools with their RA. This framework was also useful in regard to the RA because of the emphasis on 'Relationships and Communication'. The terminology used in my reflections map onto reflective framework, evidencing its usefulness to AR within the EP profession.

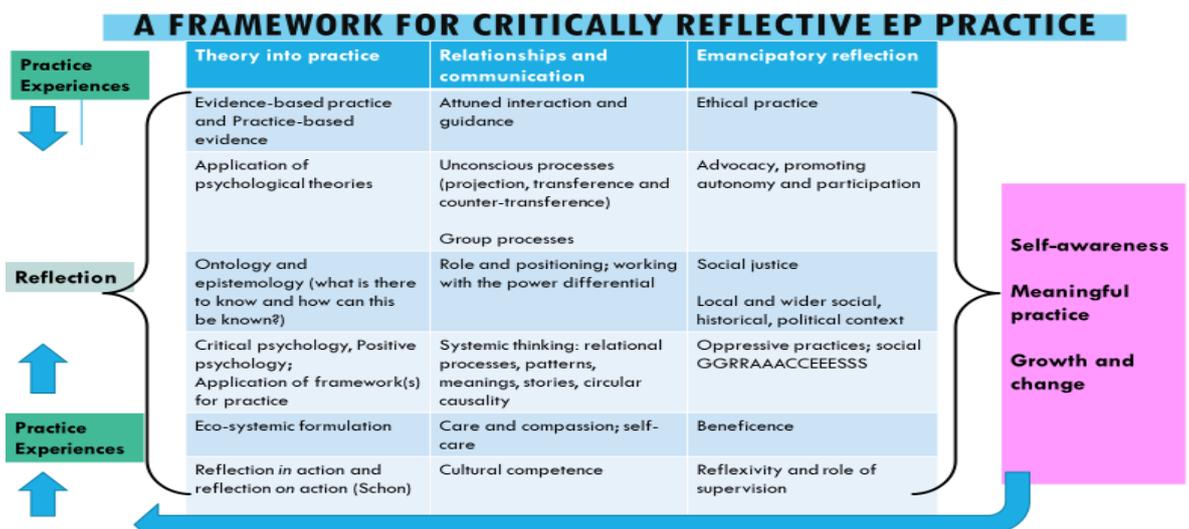


Figure 3. Framework for Critically Reflection EP Practice (Rowley & Giles, 2020)

This process of AR has challenged me to develop my practice as an EP with a focus on supporting schools to develop their restorative approaches.

### 4.3 Cycle 1 – Restorative Justice Facilitator Training

#### 4.3.1 Practice Experience

My interest in the RA has been outlined. It is here I state, that while I had a keen interest in this area, it was important that I became skilled and knowledgeable in the RA to ensure this research would be of use to the current RA literature available. I therefore completed training to become a Restorative Justice Facilitator for Educational Settings (Restorative Now, 2021). This training was done remotely due to the Covid-19 pandemic and consisted of ten modules lasting 90 minutes each. There was a mixture of theory and practice throughout the course which resulted in me being accredited as a Restorative Justice Facilitator (see Appendix H for certification).

The following synopsis of training outlines important concepts and topics covered but does not provide extensive details of the course.

The initial modules focused on the theoretical underpinnings of the approach including:

- The emotional impact of intervention choices in the Social Discipline Window (Wachtel, 2003) (shown in Figure 7.),
- The Compass of Shame (CoS) (Nathanson, 1997) (shown in Figure 8.),
- Attachment Theory (Bowlby, 1969),
- Adverse Childhood Experiences (Bellis et al., 2015),
- Trauma informed practice,
- Mindset Theory (Dweck, 2006), and meeting the needs of young people.

TO Punitive	WITH Restorative
NOT Neglectful	FOR Permissive

Figure 7. The Social Discipline Window (Wachtel, 2003)

The CoS (Nathanson, 1997) was of interest, and was a concept that I had not come across before. Nathanson (1997) suggests that those who are persistently shamed go to one of four points of the compass.

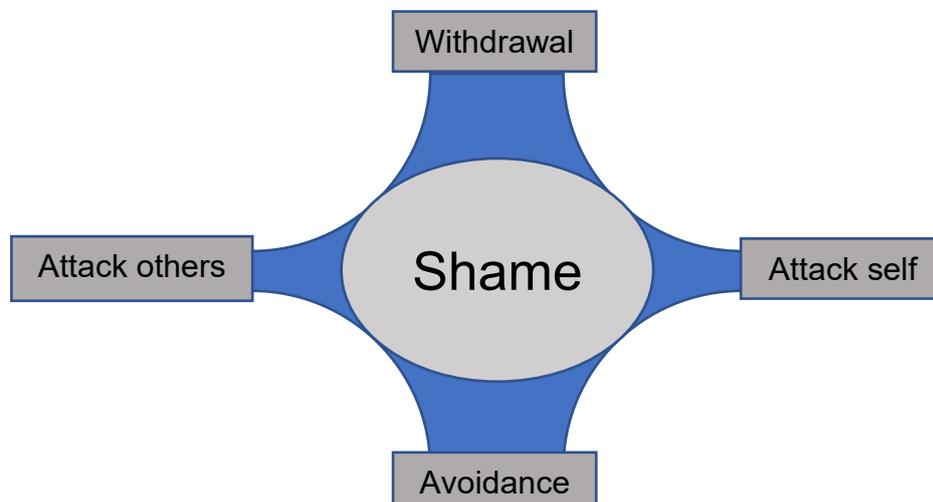


Figure 8. The Compass of Shame (Nathanson, 1997)

The differences between shame and guilt were discussed with consideration of the CoS. Participants in the training concluded that shame is an internal feeling that may lead to someone thinking they are a ‘bad person’, whereas ‘guilt’ is an external feeling where one may accept, they have done something wrong but want to change that. The CoS comes from the idea that when someone is persistently shamed, they will attempt to escape from the feeling by engaging in one of the four behaviours shown above.

Adverse Childhood Experiences (ACEs) are events that occur that may be traumatic for a young person. They include three areas which are further delineated, as seen below:

Adverse Childhood Experiences	
Abuse	Emotional
	Physical
	Sexual
Neglect	Emotional
	Physical
Household Challenges	Parental Separation/Divorce
	Domestic Violence
	Substance Abuse
	Mental Illness
	Incarcerate Parent

Figure 9. The ACEs (Bellis et al., 2015).

The training highlighted the ACEs and other aspects of trauma informed practice to ensure we understood the importance of meeting children’s needs. It

aimed to reframe why a behaviour might occur and to allow practitioners to take a non-judgemental approach to behaviour. When behaviour is considered as communication, it is easier to reframe and look to understand what the young person is trying to say and why they have not been able to express it verbally. The restorative approach can therefore help to shift the shame the young people sometimes feel as a result of the punitive approach.

The next four sessions of the training were focused on facilitation and the six core restorative enquiry questions (Restorative Now, 2021).

What happened?

What were you thinking about then?

How were you feeling then?

Has anyone else been affected?

How are you left feeling about it now?

What do you need?

These six questions form a framework for a restorative enquiry that looks to gather information and to support someone to make sense of the situation. The six questions are supplemented with a range of probes that look to fully understand a scenario. The questions are put to an individual, with the ultimate goal of the person realising they need to have a restorative meeting.

There were opportunities for everyone to practice facilitating a restorative conversation using roleplay strategies. The restorative enquiry and facilitation initially felt very scripted and unnatural, and it was apparent that it would benefit from ongoing practice to develop skills. This was something that was voiced by several other participants on the course. It highlighted the importance of practice for the facilitators to become, and remain, competent.

The final session was a summary of everything we learnt. It focused on bringing theory and practice together to highlight the potential impact of these conversations.

#### **4.3.2 Reflection**

This training offered an opportunity to work with and learn from an experienced restorative practitioner, but also work with and learn from other professionals in the education setting. The other attendees at the training included learning support assistants, teachers, and educational psychologists. The potential for interprofessional learning falls into the emancipatory reflection section of the FCREPP (Rowley & Giles, 2020) as I reflected on how learning with other professionals can create and support meaningful practice. I was able to learn about the challenges staff face when trying to implement a restorative approach into their practice, such as not having time protected for the restorative conversations. There were also concerns about working in a restorative way when some staff may not “buy into” the approach and therefore this creates conflicting approaches which may lead to tensions within staff and young people.

When I reflected on the notion of shame from the training using the FCREPP (Rowley & Giles, 2020), it had a positive impact on my development as an EP. Relationships and communication are important in preventing a child feeling shamed, which is the basis for the RA. It helped me to reflect on the potential of unconscious processes that occur in regard to shame. A young person that has felt shamed in the past, for example may be more prone to that feeling and staff may be unaware of the behaviours displayed (such as punitive behaviour) that leads to young people feeling shamed. Those feelings for a young person, may also manifest themselves in low mood and low self-worth. I also reflected on the

importance of supporting staff to share care and compassion for the young people to avoid feelings of shame.

It is also relationships that are important in preventing young people from falling into one of the strands of the CoS (Nathanson, 1997). EPs are well-positioned, if given the right information, to notice patterns and this information may be beneficial to getting early support for a young person, thus preventing them from falling into substance misuse (attack self), for example. It was stressed throughout the course that shame is an emotion that can have adverse effects on a person, and this made me consider how I will approach this and share it with schools.

While undertaking the training, it was clear that the RA could be underpinned by critical realism. It is important to understand how the people involved in the incident feel and provide them with an opportunity to share their truth. Their truth will depend on their context and their constructs, and their truth may be different to others. EPs are often well placed to advocate for a young person by gathering their views and presenting them to others. The role of the EP can also be a barrier to supporting schools with the RA. I have learnt a lot from this training and believe my skills as an EP may lend kindly to the art of restorative enquiry and facilitation, however it is difficult for an EP working in a local authority to facilitate a restorative conversation with students. EPs would find it difficult to manage their diary to facilitate a restorative conversation as they tend to need it to happen as a result of conflict. It would not be in the best interest of the young person to wait for an EP to come in when staff could be trained to facilitate these conversations.

There was a noticeable move away from judicial terminology, despite this being where the approach stems from. For example, those who have been harmed and those who have caused harm, as opposed to victim and offender. It was an important reflection for me and one that is supported by the FCREPP (Rowley & Giles, 2020) as there are mentions of beneficence, positioning, and application of psychological theories. We, as practitioners, should always do what is right for the child and that leads to considering the effect of labels. There was no mention of people being offenders, or victims.

This made me further consider the idea of shame and how this should be considered when using punitive approaches. When a child is persistently shamed, they can be left feeling with a low sense of self-worth (Restorative Now, 2021). EPs are in a position of power, and EPs are expected to take up a position of advocacy for a young person (Fox, 2015). It is important, in order to practice ethically, that an EP would be able to question and challenge (if necessary) practice that could result in a young person feeling shamed.

When considering oppressive practices, I reflected on the training's coverage of special educational needs, in particular speech and language needs. It was clear from the training that there is a lot of dialogue involved in restorative conversations and therefore it is important to consider those young people who may find communication and interactions difficult. The training did not offer ways of supporting young people with speech and language difficulties through these conversations. This made me reflect on the role an EP could have in creating or supporting schools to create resources that support young people with speech and language difficulties to access the RA.

### **4.3.3 Growth and Change**

When considering differing approaches of staff, it made me further reflect on the importance of a whole-school approach to have a positive effect on behaviour and the emotional development of young people (Hulvershorn & Mulholland, 2018) as discussed in the literature review. It was therefore important to acknowledge this with the ES I would work with to ensure that they understand this.

The underlying values, skills, and processes, along with the theory that has contributed to the development of an RA, has made me aware of how important it is for a setting to be committed to using the approach. I was therefore conscious that I needed to support a school to be committed to the approach. It made me evaluate my position, as a TEP, as to how I could best support a school to develop their RAs.

I had to consider using skills that I possess as an EP to ensure that I was able to use my time effectively and continue to develop as a practitioner and support the setting to develop their RA. It was important to acknowledge, therefore when I worked as a process consultant in organisational change work, and when I used the skills that I have developed over my career and training to become an EP. These skills include working in the five core areas of Educational Psychology (Fallon et al., 2010). I believe, based on my experiences over the course of the doctorate, that EPs have a wide-ranging skillset to meet these core areas and are committed to continuing to develop this skillset. I was committed to use what I had learnt during training to enhance my development as an EP to support the ES to develop their RAs. This is documented in the following cycles.

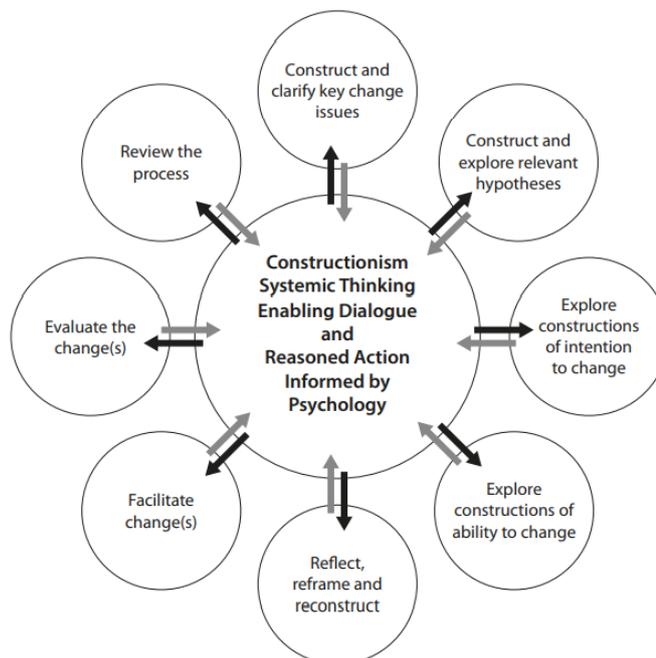
## **4.4 Cycle 2 – Assessment of Readiness for Development**

### **4.4.1 Practice Experience**

I learnt the importance of a whole-school approach from the previous cycle, and the on-going commitment it takes to become a restorative practitioner. I therefore thought it was important to address the setting's readiness to develop their RA. It allowed me to understand the climate of the setting and their ability to adapt to develop their practices. I decided to adapt the implementation readiness assessment (Garnett et al., 2019) to explore the settings ability and willingness to develop.

Garnett et al. (2019) developed a questionnaire to send out to all schools in a district in the USA which looked to evaluate the efficacy of the RA implementation. It is acknowledged that as the RA is a framework underpinned by principles and values that, it will not be the same in each school and so has the ability to adapt to the needs of the school. The questionnaire provided a good framework for developing a set of questions that a setting would be able to answer regarding their RA. It allowed me to consider the important factors in developing an approach in a school, including need, barriers, assets and arguably most importantly willingness to commit. The questionnaire sent out by Garnett et al. (2019) was designed to be filled out in a Yes/No/Unsure format. I decided to keep to this format and then add clarifying questions based on their answer if necessary. This gave the meeting a structure, however it also allowed for further exploration into the setting's current status in their 'restorative journey'. I have defined the term 'restorative journey' as the road to developing their RA, as a setting may be early in implementing the approach, or they may be well drilled in the RA. The support I offer would depend on where a setting is on the restorative journey.

The questions that Garnett et al. (2019) ask in the IRQ supported my thoughts that the Constructionist Model of Informed and Reasoned Action (COMOIRA) (Gameson & Rhydderch, 2017) would be a useful framework to support me to make decisions on how best to promote change. It is important to acknowledge that COMOIRA is underpinned by social constructionism, and I have stated that this research sits within the critical realism perspective. Critical realism accepts the perspective that people’s views and realities are subjective and socially constructed, however it goes further to acknowledge that these realities are influenced by the socio-political context of the world. I, therefore, thought it was possible to use the COMOIRA framework while maintaining a critical realist perspective because ESs, staff and EPs are consistently influenced by the socio-political context.



*Figure 10. A visual representation of COMOIRA (Gameson et al., 2017, p. 124).*

As seen in the Figure 10, COMOIRA places emphasis on change and is designed to help those to think carefully about “the complex process issues

associated with change” (Gameson et al., 2017, p. 125). The aIRQ looks at the intentions of the staff for change and whether they have the resources to change. It explores whether staff have the time and openness to develop their practice.

It was clear that it was important to meet with members of the Senior Leadership Team (SLT) because they are likely to be the staff members who have the most current knowledge of systems and policy as well as being the ones who have the authority to make and act upon change.

The aIRQ is split up into four areas: Development Readiness and Dedicated Support, Development Needs and Assets, Developmental Barriers and, Next Steps to Develop RAs. The first three areas have been adapted from Garnett’s questionnaire and follow the closed question format. The questions in the final set, Next Steps to Develop RAs, were developed by me. These were then shared and discussed with a fellow TEP for quality assurance. It was agreed in this discussion that a scaling question should be added to be able to gauge where staff feeling they are on the restorative journey.

Staff members from the setting and I met to discuss the aIRQ. This meeting was conducted online due to the Covid-19 pandemic and high infection rates at the time. I recorded the answers on a document and shared it with staff after the meeting to ensure that I had received what they were saying correctly, as well as summarising throughout the meeting.

The staff’s vision of the RA in the setting would help construct and explore hypotheses regarding the development of the approach. The dreams of the members of staff were captured and were summarised back to them to ensure I had received them correctly. There were slight differences in the dreams, which

highlighted the different roles that the staff had, as well as highlighting the wide-ranging potential of the RA. The wide-ranging potential also highlighted the flexibility of the approach to effect a variety of areas within a school.

One staff member described their dream as a “vision... for the restorative approach is to have it interlinked with any therapeutic work that we do.” Another staff member saw their dream to be “about the students understanding the process and being able to use it when they go back to school... working with schools and getting schools to understand where we’re coming from” To provide context to this dream, it’s important to understand that the setting provides a short-term placement where a young person may attend for an agreed amount of time before returning to their mainstream setting. The final dream was for it to be an “integral part of the natural flow within the day, rather than potentially planned in a conversation, that every member of staff is able to conduct that conversation”.

I used the scaling technique (De Shazer, 2021) to ask the staff how close they were to achieving their dream, with ‘10’ being the dream. I wanted to be able to measure where they felt there were at that point and how they could progress by creating next steps. This also provided an opportunity to evaluate the work conducted. This supported me to highlight that they need to be committed to the process, as well as myself as an ARr.

The discussions in the aIRQ helped determine the focus of the work within the setting. There was an agreement that I would work predominantly with the KS2 provision, however training would be offered to all staff within the ES. This provided a focus for the work carried out and ensured that the project was manageable within the timeframe. Another reason for the KS2 focus was that

the transition from the ES back into a mainstream setting was a common topic when the staff were discussing what improvements needed to be made within their RA. The transition was particularly relevant to the KS2 provision.

It was also important that I was made aware of those who could support further development and what their roles would entail. There was a list of staff and their roles given to me during the consultation, some of whom were not present in this meeting.

#### **4.4.2 Reflection**

One of the challenges I faced in this meeting was promoting AR. I had to be conscious of how I was positioning myself as an ARr and to assist the staff members to understand my role. It was important that the staff understood that while this research was about developing my practice, it was also about supporting them and contracting together how my time would be used best. This was a reflection based on the Ladder of Participation (Hart, 1992) and the positioning and the beneficence elements of the FCREPP (Rowley & Giles, 2020). I had to ensure that this research project was in the best interests of the setting, as my involvement would look to have a positive impact on their RA.

On reflection, during the facilitation of this meeting I should have encouraged more members of staff to attend, particularly ones who specialise in behaviour. This would have been beneficial to the success of the meeting as they may have had a clear idea on plans for development, plans for how they imagine the restorative approach to look and any gaps in practice. The main gap in the RA identified by those in the meeting was confidence in applying knowledge into practice. It was suggested that staff would benefit from support to apply their knowledge into their own practice. I later met with a member of staff who

specialised in behaviour (Cycle 9), and it was clear that there were gaps that were not identified during the initial meeting.

I also think that it may have been important to bring the dreams together to create a priority of next steps. This would have allowed the next steps to be clearer and for an end goal for the project. The dreams helped me to construct hypotheses, in line with COMOIRA, however it would have been beneficial to explore these in more detail.

It was helpful to discuss the questionnaires with a colleague. It highlighted the value of peer supervision, and the use of 'critical friends' within the EP profession as it improved the efficacy of my work. This made me reflect on the ability to learn from peers as an opportunity to develop my practice further. In addition to being confident in your own ability as a practitioner, working together with a colleague to learn can develop your competence. Kember et al. (1997) state that a critical friend is "an agent for teacher development" and go on to describe a variety of ways in which a critical friend can act. Kember et al. (1997) uses the term 'coffee maker' to describe a particular type of critical friend. The idea is the meetings between the researcher and the critical friend are informal meetings (the length of a coffee break) to discuss ideas and reflect upon actions. I would set up short informal meetings with my critical friend to discuss my practice experiences and reflections.

#### **4.4.3 Growth and Change**

It was helpful to use COMOIRA to explore the concept of change. The setting appeared committed to change, however I felt it was important to have everyone who had the ability to implement change to be able to have a say as to whether they were committed or not. I learnt it was important to work with

other members of staff, especially those who have an active role in supporting the behaviour development in young people. I, therefore sought an opportunity to speak with more staff to support the development of the RA.

This experience has taught me that it is important to gain as much information as possible at the beginning of a project. The stakeholders, in this case, members of SLT were able to give me valuable information which allowed us to plan for next steps. I felt that I needed clearer information on what support behaviour leads may benefit from (See Cycle 9).

I created opportunities to discuss any ideas, potential barriers with my critical friend to ensure that I could continue to develop my practice. It is important to recognise and acknowledge when support is required during the process of AR. While Stenhouse (1975, as cited by Kember et al., 1997) states that the friend should be part of the AR process, however, for me this was not possible. I thought a colleague who was also training to be an EP was positioned well-enough to be critical and supportive.

## **4.5 Cycle 3 - Understanding culture and practice**

### **4.5.1 Practice Experience**

I attended the setting to work with the young people to gather their voice (which will be described in Cycle 4). Despite the attempts of the setting, there were difficulties in gaining consent of the young people. When I arrived, it was therefore not possible to work with the young people individually. It was an interesting moment as I reflected on how to overcome the situation when I was in the setting, I was not able to work individually with the children and I had ringfenced this time specifically for the project work. I had to consider in that moment, what was the best thing to do to support the setting and be a

productive use of time. Schön (1987) describes the value of this reflection-in-action.

I decided that I would spend some time observing the setting, which would allow me to take field notes around the use of the RA. This would inform my thinking and allow me to plan next steps with members of SLT.

I took time to observe the setting keeping Bronfenbrenner's (1977) Ecological Systems Model in mind. I was not observing specific children and using the model encouraged me to look at the mesosystems, how the children interacted with staff, their peers and how the restorative approach was implemented. The observations were therefore very focused on the microsystem and the mesosystem. I had knowledge of the exosystem (school policies) which, along with my observations, contributed to my understanding of the macrosystem (attitudes and culture).

Further examination of the classrooms where I had conducted my observations led to no evidence of the RA in any information displayed. There was a list of rules that appeared to have been co-constructed with staff and students and a poster informing pupils that if they swore, they would lose a minute of their break. There were also displays that focused on the emotional development of young people, such as labelling different emotions. It is possible for these to be used to support a restorative conversation when trying to identify how young people felt.

I also took part in a basketball session to build rapport with the students and allow them to become familiar with me. It provided me an opportunity to ask questions about what they liked at the ES and how they felt about attending the setting. I did notice that two students, Tony and Jeff, during a game were

beginning to engage in conflict. This was not noticed by staff and resulted in Tony refusing to engage in the game because they were being targeted by a Jeff. Tony was then removed from class. It was at this point I informed a member of staff of what I thought I had seen to ensure that a conversation could be had between the two students to prevent this happening again.

#### **4.5.2 Reflection**

I discussed with a member of staff what would be beneficial, and I suggested spending time to get a feel for the nature of the ES, how staff interact with students, how students interact with staff and their peers. I was considering my role and how I may be positioned as the EP who was coming into the ES and how staff may perceive my role. Rowley and Giles (2020) highlight “working with the power differential” in their framework. Fox (2015) also highlights Socrates’ question “what sort of person ought I be?” regarding the position EPs should take. This paper focuses on the idea of an EP becoming an advocate for young people and promoting social justice. This has relevance to developing my practice in supporting a setting to develop their RA as the approach looks to understand how young people have been wronged and support them to make it right. This would contribute to a more socially just community.

It could have been that I was positioned by staff in the setting as the expert, coming in to “fix an issue”. It was important to address that power balance and build rapport with staff. I decided that it would be productive and worthwhile to spend time with staff and students and take fieldnotes to help me support the setting to develop their RA. I also found it useful to spend time observing the setting, because this allowed me to acknowledge the complexity of real-world situations. It helped me consider ways in which I can support the setting to put theory into practice, as per the FCREPP (Rowley & Giles, 2020). One way of

doing this was using eco-systemic formulation, and another was exploring the ontological and epistemological perspectives held by staff. I wanted to explore what staff knew of the approach and how to best support them. It was useful to see where there were some gaps but also made me realise that it would be beneficial to gather more information.

It was important to consider an eco-systemic formulation in line with the FCREPP (Rowley & Giles, 2020). This supported me to consider a variety of factors. It was noted that there were no displays suggesting the use of an RA approach and I was beginning to wonder how explicit this approach was in the ES considering one of the dreams highlighted in the aIRQ was for it to become more imbedded in staff practice.

#### **4.5.3 Growth and Change**

A staff member commented on the fact that an EP often does not have time to 'get a feel for the place'. This was in relation to me deciding to spend the day observing and building rapport with staff and students. It is something that I will take forward when I am engaging with Organisational Change work in my future practice. Whenever possible, I took time to make further observations in the ES to inform my understanding of processes with the ES.

There were occasions where it was clear that while staff had a good understanding of the RA, there were times when the understanding did not translate into practice. It was important for me to support this transition from knowledge to practice. I approached staff with the idea of peer supervision sessions to support putting theory into practice.

As I felt that I wanted a chance to gather more information from staff, I thought that the most appropriate way to do this was through a survey. I developed this

and sent it to all staff to gather their views on restorative approaches and their confidence in applying the approach. I also asked them, 'if you were to receive support, what would you like to receive?'. I developed the survey shortly after attending the setting and it was sent out to all staff. The survey can be seen in Appendix I.

## **4.6 Cycle 4 – Gaining the Child Voice**

### **4.6.1 Practice Experience**

As discussed in the aLRQ consultation, it was important to acknowledge that some of the young people may transition back into a mainstream setting. The setting wanted support to improve the transition for the CYP which would support them to access their mainstream education. There was, therefore, an active decision to work with pupils attending the KS2 provision of the ES. It was decided that it would be beneficial to gain the views of the CYP regarding the RA and what works well for them. I believed that my skillset as a TEP, would benefit this exercise and therefore offered to explore the views of the young people. I decided to use a Personal Construct Psychology (PCP) approach to do this. Kelly (1955) suggested that the constructs we form generally fall into good and bad, as good cannot exist without bad. I felt that PCP was a good approach to use because it explored the young person's constructs of an 'ideal' teacher and a 'non-ideal' teacher. I was interested to know what the young people may say about teachers and how they interact with them, as this was based on the premise that the RA is underpinned by relationships and how we as practitioners build them. I took influence from Moran's (2020) Drawing the Ideal Self approach. I wanted to highlight what the young people thought about what makes an ideal teacher and what makes a non-ideal teacher. It would also provide an opportunity to discuss what young people may want to say to

teachers to help them build better relationships with young people. While this may not be directly related to the RA, I think this task lent itself nicely to the approach due to the importance of relationships between pupils and staff.

I began by constructing a list of questions to ask to the young person about the teacher. It was important that this allowed me to create a variety of constructs with a similar outline. The questions can be seen in Appendix J. I asked a peer to check them, and we discussed ways of amending them. These were then amended to add more depth to the constructions after working with the first young person.

I gained consent to work with three young people as part of this cycle. I was hopeful that I would be able to gain consent to work with the whole class, however many consent forms were not returned. I attempted to contact parents, but my calls were not answered.

#### **4.6.1.1 – Kayden**

The first young person I worked with was called Kayden. Kayden agreed to spend some time with me thinking about teachers. They appeared keen to work with me, perhaps because as I had been interacting with them during my observations and had established familiarity and rapport. This suggests that this is a worthwhile use of time. Using the predetermined questions, I worked with Kayden to generate constructions of a good or bad teacher. We were able to discuss how a good and bad teacher act, how they sound, what they do when something goes well and what they do when something goes wrong.

We began by using the Children's Exploratory Designs (CEDs) (Timney & Cohman, 2020) to build a picture of a scenario. I used this to provide Kayden with a visual representation of a scenario at school which would allow us to

consider how a good or bad teacher may react in the moment. The CED's (Timney & Cohman, 2020) provide a visual representation of scenarios at school that appear neutral and allow for multiple interpretations. These support the professional working with the young person to explore constructs of school. Kayden appeared uncomfortable when I asked him to draw the teachers, and therefore I offered him a variety of CEDs to choose from. Kayden chose pictures that they perceived to be good and bad teachers. I asked Kayden why those were the figures chosen, to which they replied, "well that one (bad teacher) looks angry because they are pointing" and "they (good teacher) look confused." Kayden described a good teacher by saying "they treat you nicely" and "are kind". One of the things they said about a good teacher was that they are good at "giving love". That idea that young people come to school to feel loved is powerful and one that should be highlighted. Kayden's constructs are available to see in the Appendix K.

#### **4.6.1.2 – Simon**

I spent some time working with Simon to gather their views. Simon was happy to miss cooking to spend time talking to me. I think this showed that Simon saw value in sharing their views about teachers. Simon was a very articulate young person who had lots of ideas about an ideal and non-ideal teacher. As per my reflections, I changed to good teacher and bad teacher to ideal and non-ideal after working with Kayden. Simon also had more questions to answer as the questions that I had predetermined were altered. Simon, coincidentally, named their ideal and non-ideal teachers as GT (good teacher) and BT (bad teacher). Simon's session went very well, and they were able to give me a wide range of views and maintained their attention for a significant amount of time. We

followed a similar structure to Kayden by using the CEDs to create a visual representation of an incident which would help develop how an ideal, and non-ideal teacher may respond. Simon's constructions can be seen in Appendix L.

#### **4.6.1.3 – Freddie**

I worked with Freddie while they had been removed from class for the day, due to an incident. Freddie agreed to work with me, however they appeared fed up as they were spending a day on their own, working 1:1 with a staff member. We began by discussing Freddie's ideal teacher, to which Freddie named Bob (blue writing). Freddie described Bob as grumpy. This theme of grumpy continued through Freddie's construction of Bob, and into their non-ideal teacher who they called 'Grumps'. For the non-ideal construction, Grumps was "even more grumpy than Bob". After constructing Grumps, I asked Freddie if they were feeling grumpy today? To which Freddie replied yes because they were on their own. We went back through the construction of Bob, as if Freddie and Bob were no longer grumpy (yellow writing), as when I asked if Freddie's ideal teacher would really be grumpy, they responded "no, probably not". Freddie's constructions can be seen in Appendix M.

#### **4.6.1.4 – Group Work**

I planned to work with a group of young people to create something tangible that could be shared with the setting about how staff interact with them. It was, however, difficult to gain consent for a larger group. I had consent for the three young people I had already worked with, but only Kayden and Freddie were attending when I arrived at the setting. I decided to use a PCP approach again to talk about a specific scenario and how a teacher may respond. This was less structured than the approach used previously, however it allowed me to get rich detail about how children think teachers should respond to behaviour, and how

their experiences have influenced these constructs. The group work can be seen in Appendix N.

#### **4.6.2 Reflection**

The FCREPP (Rowley & Giles, 2020) highlights the importance of meaningful practice to promote growth and change. In order to create meaningful practice, an EP must consider ethical practice, advocacy, social justice, beneficence and be reflexive. To ensure that this exercise is meaningful, it is important to remember why I have engaged with this task, and how I will learn from it. I have already discussed advocacy from my learning in Cycle 1, however here I felt that it was also important to advocate for these young people. They were attending this setting because they had found it difficult to access their mainstream learning and had, unfortunately, had a largely negative experience of being in school. Their views on how they wished to be treated and spoken with matter, and by making sure that these views were heard creates a sense that this task was meaningful. While I did not set out to talk with the young people specifically about the RA, they have shown that the core ideas (relationships, justice, listening), reflect their ideal teachers. They want staff to be fair and by highlighting this, I hoped that it would lead to growth and change. As an EP, I was able to elicit the constructs that young people have about their ideal teacher and highlight what is working well and suggestions for staff working with these young people.

When I looked at the constructs, I was aware that I should work on my presentation to make them clearer for people to understand. I believe the piece of work alone should be able to tell someone something and they should be easy to follow. Rowley and Giles (2020) highlight the importance of care and compassion in the FCREPP. I took great care in ensuring what I heard the

young people say was captured, however I need to ensure that the presentation looks more carefully thought out. After working with Kayden, I ensured that I wrote the titles of each question in Simon and Freddie's constructs for example. If I were to do a similar exercise again, I would ensure that each question had its own space on the page to ensure neatness and readability for others. While this reflection did not directly link to the RA, it was important as part of my development as an EP.

It was vital to schedule in movement breaks for these young people as PCP can be quite a long process with all three of them working with me for over an hour. This helped them to focus and remain on task, which the CYP said they liked.

After working with Kayden, I began to reflect on the session and what could be improved. I decided to use the words 'good' and 'bad' to support the understanding of the young people. I therefore asked Kayden about a good teacher, and a bad teacher. When I reflected on this, I wondered if I had assumed that someone would want a 'good' teacher and would not want a 'bad' teacher. It was also apparent that Kayden gave me some wonderful answers and worked hard with me to create those constructs. However, I felt that I could have got more information with some better worded questions. I aim to do the best I can for young people, in line with the concept of beneficence highlighted in the FCREPP (Rowley & Giles, 2020), which meant it was important to elicit as detailed views as possible to feedback to staff in the setting.

As an EP supporting an ES to develop their RA, I needed to critically reflect on my ability to build relationships and communicate with young people and staff. I had a good rapport with Kayden and Simon, and we worked well together from very early on, however my work with Freddie took a little longer to 'flow'. When I

reflected on how I supported Freddie, I did not attune to their feelings or mood until about half-way through the session. As described above, Freddie said that their ideal teacher was grumpy and continued with this construct of an ideal teacher. I was also unaware of the potential for Freddie's unconscious processes to be impacting their ideal teacher. It dawned on me that Freddie may have been feeling grumpy due to the fact they were away from the class and their friends, which was impacting how they perceived the world. It was at this point, I encouraged a movement break, made some jokes, and got Freddie smiling. This allowed us to revisit the ideal teacher where Freddie gave ideas where their ideal teacher was no longer grumpy.

While I thoroughly enjoyed working with the young people and submerging myself into the culture of the setting in the previous cycle, I also wanted to support to continue the development of their RA with autonomy. I believe that the work I had conducted to this point had value, and it was worthwhile. It was important to me, however, that this research was relatable to an EP, so I had to consider the amount of time I would spend in the setting and how I could have the biggest impact. I reflected on this in supervision with my supervisor, when I was discussing all my plans, and they asked the question: do you need to do it all? This helped me to reflect on my position and realise that I needed to ensure that the ES will be able to continue to develop without me.

#### **4.6.3 Growth and Change**

I decided to change the wording of good and bad back to Moran's (2020) ideal and non-ideal, in order to avoid my assumptions and bias affecting future constructs for the pupils. This helped create more credible constructs for the young people. I also decided to add more questions to the list of predetermined

questions in order to build a construct of the two teachers. These two ideas together helped create detailed and powerful constructs.

The views that the young people had were insightful, they detailed how they like to be treated and how they would like staff to deal with situations. The young people I worked with put together some brilliant constructs that will certainly be of use to the ES, through the leaflet. For me, however, it was important that these views were heard, and I ensured that they were. When considering the best way to do this, I decided that I would highlight these constructs in the staff training. It was with the aim to do two things: empower staff to show that they are doing a good job and to highlight how the young people want to feel at school. I put together some slides that highlighted what the young people had said, however, to be more participatory, in the future I should consider having the pupils speak for themselves, or at least video record what they want to say too.

I will look to ensure ways that work created in conjunction with young people is produced to a clear and meaningful standard. It was hoped that the group exercise with all the students in the class would allow us to create a leaflet together. It was not possible to do this due to difficulties with consent, so I created a leaflet to highlight the different constructs that were created. This leaflet was then shared with the young people, to ensure I fully captured their views and wishes. The leaflet was then passed onto the setting and can be seen in Appendix O. This was another way that the work we produced together would be seen, heard, and of use to the setting, and would support their development of the RA. If staff were made aware of how young people position them, they may be more aware of how they interact.

I considered my role and position to influence my next steps. I felt it was important to work with staff and parents to triangulate practice, after working with the young people. I wanted to support staff to be aware of their restorative practice, develop it and be successful in the future.

#### **4.7 Cycle 5 – Peer Supervision**

##### **4.7.1 Practice Experience**

From the discussions that arose from the aIRQ, there was a feeling that staff had a secure knowledge of the RA, and this was further highlighted in the responses from the survey that I sent out to staff. Staff in the consultation thought that there may be gaps in applying this knowledge to practice. I spoke with a member of SLT about the possibility of putting together some peer supervision sessions because this was highlighted in the aIRQ consultation as something that would be useful. It was agreed that I would work with members of staff to consider how to put theory into practice using peer supervision models. These would allow staff to use the time to explore their knowledge of the RA and consider how they may be able to develop their practices. The sessions were designed with the Restorative Pyramid in mind, as seen in Figure 11.

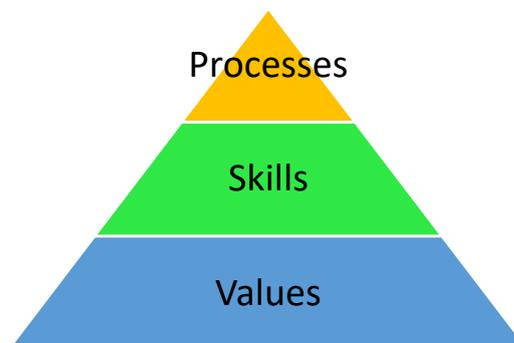


Figure 11. *Restorative Pyramid (Restorative Now, 2019).*

The idea was that the first peer supervision session would focus on the values and skills the staff possess in order to highlight the importance of the RA within the setting. The second session, and the subsequent sessions would then focus on the processes of the RA with the values and skills underpinning this.

#### **4.7.1.1 Focus on values and skills**

It was important for staff to be aware of their skills and the processes they go through. When I asked the staff what skills they use, a response that was given was “it just comes naturally”. It was important to help them become aware of the skills they have and use daily in order to improve their practice. It was also important for staff to be aware of their values when working with the students.

In this session, I asked individuals to talk about their own values they had chosen, and why they were important to them, then another staff member was encouraged to comment on why they agreed with the value that had been chosen. This was to encourage other staff to listen and pay attention to what was being said. Talking, listening, and responding are three main skills that underpin the peer supervision models which is why I introduced this task.

I posed scenarios to the group, such as if they heard someone talking about them in the staffroom, or if someone had stolen their lunch, to think about how they would manage the situation. It was interesting to watch how the staff developed these responses to the situation given the space to do this. The initial responses were “we would just have to get over” and move on because they did not have time to deal with it. I decided not to ask any questions and sit with the silence to see if they would develop these answers. Slowly, ideas of the RA began to emerge, such as communication, understanding what happened,

why it happened and how to avoid the scenarios in the future. I was then able to summarise the skills that staff displayed in their discussions to make it explicit.

There were times, I thought it was important to bring in some solution-focused techniques (Rae et al., 2018), such as resource activation to ensure staff were explicitly aware of the skills they possess. When the question, “how do you manage that?” was asked, staff were quick to say what they were good at and seemed to be empowered by the fact they had all these resources to work with.

Appendix P highlights the values and skills that were discussed in the peer supervision session. This was set up as a working document that can be added to over time, if staff feel it is helpful.

#### **4.7.1.2 Introducing peer supervision models**

I had prepped the group by asking one to bring a case that they were finding difficult or were not sure what to do next. I explained the process that we would be following was a solution circle (Forrest and Pearpoint, 1996).

I feel it is important to acknowledge that peer supervision should be a safe place and I will therefore not write up what was discussed in the sessions. The session seemed to go well. Staff bought in the idea of filling the time they had available, and they respected each other when speaking. When we came to the end of the session, I asked the staff “*do you think this has been helpful?*” to which one responded, “*it’s good to understand how much you do naturally anyway*”. They then went on to say what they had learnt from the session as it highlighted “*important questions to ask, like what do you need now?... it’s important to be like, what do you need to feel better?... it gives them a moment to think about what’s going to solve it for them.*”. It was also stated that having

the structure and time limits was beneficial and encouraged them to fill in more detail than they would have done usually.

I then asked the question “*would you use these models again?*”. There was a noticeable pause as staff considered their answer, despite them believing it was beneficial. It transpired that there were concerns that they would not have the time to complete these sessions again, and therefore were unlikely to use it.

#### **4.7.3 Reflection**

This work highlighted how important it is to evaluate and feedback with staff. It took me back to the idea of meaningful practice within the FCREPP (Rowley & Giles, 2020).

I had spent a large amount of considering how the RA advocates for the young people, and as per my previous reflections, how I can advocate for young people. What I learnt from this experience is that EPs should advocate for staff too if they raise concerns. The discussions around whether these sessions were beneficial, and whether staff would use them again helped me to consider my position and how I could support staff further. I also had a brief encounter with a staff member who had not attended the second peer supervision session, and they informed me they were disappointed that they could not attend but they had some jobs to do off-site. They informed me that the opportunity to talk and learn from each other was helpful. It made me ensure that I was able to highlight to members of SLT the importance of staff having protected time to learn from each other.

While training to become an EP at the University of East London, there has been an emphasis on values. I feel that it is a privilege to have that focus on self-awareness. It can support me to remember why I am in the role, particularly

when I am having a difficult day. I wanted to pass this on to staff, to support them to have that self-awareness in the hope that it would encourage them to strive for growth and change.

It was interesting to reflect on the staff's position as restorative practitioners. Mayworm et al., (2016) suggested that staff will benefit from a multi-layered on-going support to enhance their restorative practice. I hoped that by providing staff with these peer supervision sessions, I would begin to support staff to put theory into practice. Staff felt that the skills they had had come naturally to them and therefore they did not think about them. I wanted the staff to be explicit about the skills they possessed to help them to improve their skills. I began to consider the conscious competency model (Howell, 1982 as cited by Cannon et al., 2010) and the role of practice-based evidence. Staff may have positioned themselves as unconsciously competent, however they found that extracting the skills allowed them to find areas where they could improve their skills. It could be considered that at the unconscious competence level that one may become complacent in their practice. It is therefore important to reflect on the skills they have, to adapt and improve in new situations. The feedback from the session found being explicit about their skills helpful, thus supporting the practice-based evidence.

#### **4.7.4 Growth and Change**

This experience has developed my understanding of how I can support staff, and sometimes this requires speaking to SLT in a setting to provide more support, more training, and more time. It has made me more aware of the power imbalances that exist between SLT and staff. Staff may feel comfortable to talk to me about what more they need, and once I have this information it is

my duty to share this with SLT who can provide the necessary resources to make this happen.

This experience has taught me the importance of values and skillset. I want to encourage others to be aware of their own values and the underpinning values of the RA. I felt it was beneficial to support staff to explore their values and something that I would like to encourage more of. I will also look to engage staff more to understand their skills and the processes they go through to support their development, as they found this helpful during the peer supervision sessions.

It has also taught the importance of sitting with the silence at times. It could have been easy for me to jump in and try to structure the staff's thinking, however by staying quiet and showing active listening skills appeared to encourage staff to say more and expand on what they were saying. I saw that staff were engaging with the process and willing to learn from each other, without the need for me to speak. There were occasions where I would reframe statements, and then leave staff to explore the reframes, which appeared to work well too.

## **4.8 Cycle 6 – Staff Training**

### **4.8.1 Practice Experience**

The staff survey that was sent round as a result of the aIRQ showed that staff felt they had a secure knowledge of RAs. Some staff were open to the idea of further training, and some felt they had already had extensive training. The peer supervision sessions in the previous cycle had gone well, and I believed that the staff were developing their use of the RA. I thought that staff may benefit from being exposed to the theory of the RA and why it is important to use and the

processes (such as facilitating conversations). This would aid the peer supervision sessions going forward. A member of SLT and I agreed that I could put some training on for staff to develop their knowledge of the RA further.

This training was developed using some of my learning from the facilitator training I attended but also using my base knowledge of psychology, for example the importance of relationships and attachment (Bowlby, 1969), trauma informed practice, building rapport, attunement, active listening skills, differentiating thoughts and feelings, and SFA (Rae et al., 2018; De Shazer, 2021).

I learnt from the previous cycle, the staff peer supervision session, that there is value in peer-to-peer learning, and therefore I wanted to incorporate discussion points into the training to engage staff. This provided opportunities for staff to ask questions but also contribute examples of good practice or difficulties that they have had. Staff were then happy to support each other, contribute ideas or celebrate the successes.

The training was also an opportunity to ensure that the views of the young people I had been working with in Cycle 4 were shared, as I thought it was an opportunity for staff to hear the good things they do. I highlighted to staff that it felt like much of these young people's ideas for ideal teachers came from experiences in this setting, while their experiences of mainstream appeared to influence their non-ideal teachers. A staff member did reflect that no teacher wants to be like the non-ideal teacher. I listened to what they had to say and tried to reframe that this is the child's experience and their construct of a non-ideal teacher. It is therefore important to acknowledge how the young person is feeling and understand their point of view, which is a core premise of the RA.

I did not have as much time as I was told, so the training was slightly rushed towards the end, so I ensured that staff had copies of the slides to allow them to ponder the RA, particularly the process of the restorative conversations. I learnt the art of restorative enquiry over the course of ten modules, so I set a realistic aim of bringing elements of psychology to the process and support staff to reflect on their practice in order to aid the settings development of their RA.

I created an evaluation document that would support me to develop my practice. I gathered pre-assessment data based on the questions in Appendix Q. I decided that I wanted to give time for the staff to evaluate the effectiveness of the training. It may have improved their knowledge but considering what I had learnt about staff putting theory into practice in previous cycles, I wanted the evaluation to reflect this. The content of the training is in Appendix R.

#### **4.8.2 Reflection**

I learnt about the difficulties that can come with evaluation of training. I sent a second survey by email for them to fill out a week after the training. I have not received any in return, despite sending a reminder. This made me reflect on the emancipatory part of this project. I wanted staff to feel empowered to develop their skills in the RA and wanted them to be an active part of the development. I also wanted them to play an active role in supporting my develop and by providing evaluation this will support me to develop. I am continually learning and reflecting through this process, but there will be times where I need to receive evaluation from others to acknowledge whether my practice is developing and supporting them to develop.

The experience of delivering the training was a point of reflection. There were staff who were engaged from the off and appeared to want to learn. There were

some staff, however who were talking and giggling throughout, and this was something that I reflected on. I was reflecting on how perhaps these staff were mirroring the behaviour of the pupils, or perhaps they were not committed to the training. I think I missed an opportunity to demonstrate restorative practice, as I tended to ignore the behaviour and continue to talk.

#### **4.8.3 Growth and Change**

I have considered the way I will conduct training in the future, to support an ES to develop their RA. I had opportunities to showcase restorative skills that I have, and therefore will ensure that I do this, if the challenges I experienced occur again. I will make a stronger effort to engage the staff, by circling the room during discussion points and building rapport and engagement with the topic.

### **4.9 Cycle 7 – Consultation with Behaviour Leads**

#### **4.9.1 Practice Experience**

I learnt from the previous with cycle that structures may need to be put into place to support staff to be successful with using an RA. I also wanted to speak with those who had a focus on behaviour within their job role after they were not present in the aIRQ assessment consultation, in Cycle 2.

I was also aware that as part of my development as an EP to support settings to develop their RA, it may be beneficial to explore how consultation is of use when supporting such development.

After having some difficulty with evaluation during my previous cycles, I wanted to ensure that I was able to evaluate the effectiveness of this consultation. I ensured this by using SFA (De Shazer, 2021) to the meeting and asking them how they would know this consultation has been successful. I also ensured that

I checked-in with the staff in the consultation regarding how much time we had which would allow us to be realistic with what we wanted to achieve. This was based on my learning from Cycle 6, where I had less time in the training that I initially thought.

We began to explore some of the gaps that there may be in the RA within the setting, this allowed for next steps to be planned to address these. We looked at how restorative conversations are recorded and how the process could be developed. This also allowed us to consider how the impact of the RA can be evaluated.

We discussed how the approach could be embedded further into the practice of the setting. This included ensuring pupils know more about the RA and it is incorporated into their induction into the setting. This may be explaining how staff approach behaviour, what a restorative conversation looks like or how they can be more restorative. The final idea was then expanded to consider how young people may be supported to be more restorative and using tutor time to explore the RA with the pupils.

There were many next steps that were then summarised at the end of the meeting. These included creating a script for restorative conversations, creating ground rules for restorative conversations with the student council, designating a room for restorative conversations with displays including an emotions wall, and to look into creating a restorative guidance document. Staff believed that while these may take time, they were achievable based on what we had discussed.

I acknowledged that the training I put on may support staff to reflect on their practice, and allow them to develop based on these reflections, however it may

be beneficial for some staff to receive the training that I received. This would allow for good practice to be shared throughout the team and development to be continuous.

We ended the meeting by returning to the aims of the session outlined at the beginning and discussing whether these had been met. The staff felt they had been, highlighting that this was a useful and effective use of my time.

#### **4.9.2 Reflection**

While I was using an SFA to gather evaluation and efficacy, I reflected on how else I could this approach affected the consultation. I noticed that using an SFA immediately helped with how I was positioned by those in attendance. I was no longer the person doing research, I was supporting their development of their RA. There have been times during this research when I have been positioned as the researcher and asked what I need, however using this approach counteracted this.

When I reflected on the emancipatory element of this meeting and the ladder of participation, I felt that it was on the 'school-initiated and shared decision with EP' rung of the adapted ladder. The use of the SFA helped with this, as I supported them to acknowledge the resources they do have, and allowed them to use these to fill in the gaps in their RA. I worked hard not to provide the answers and give space to allow the staff to come up with the ideas themselves, something I learnt was effective in Cycle 5.

The role of power and positioning came into my reflections. It was apparent that in this consultation I was working with staff who were well-positioned to have an impact on the development of the RA. I was able to use the information I had learnt in the aIRQ to guide the meeting, if necessary, but it highlighted that it

was beneficial to work with these members of staff because they saw things differently or had different priorities to the staff members I worked with in the aIRQ consultation.

It was also noticeable that the staff appeared empowered by the end of the meeting. They may not have been actively aware of the gaps within their RA before the meeting, however we were able to collaboratively explore them and then I was able to activate their resources and support them to feel confident to address these gaps. This systemic approach of working with the staff who were able to initiate change supported me to have a potentially large impact on the development of the RA in the setting within an hour's consultation.

#### **4.9.3 Growth and Change**

I learnt that while I have supported the ES to develop their RA in a variety of different forms throughout these cycles, an EP can also take on the role of a process consultant (Schmuck, 1976). By taking up the position of process consultation, I was enabled to support the initiation of change in a variety of pathways. Schmuck (1976) states that the aim of organisational development is "to build self-renewing schools". This consultation may have played a small part in supporting the continuous development of the RA.

I learnt that the SFA approach (Rae et al., 2010) changed how I was positioned as an ARr and helped me to support the ES to develop their RA. The approach allowed me to be seen as a support asset for the ES and encouraged the staff in the meeting to 'use' this time for what they needed.

## **4.10 Cycle 8 – Parent Workshop Attempt**

### **4.10.1 Practice Experience**

The idea of community is important in the RA and based on what I had learnt by working with staff and with pupils, I thought it would be important to work with parents too. The idea that I could triangulate work with parents, staff and young people would support me to develop my practice as an EP and support the ES to develop their community.

I suggested to the ES that it would be important to have parents understand the approaches used in school. This would potentially support the young people to have a more rounded approach to supporting them. It was acknowledged by the setting that the parents may need support to engage with the setting as their previous experiences with ESs may have been challenging. It was therefore agreed that I would work with parents, as a third party who may be able to begin to bridge the relationships between parents and ESs. I developed a workshop to help parents understand the RA by exploring relationships, emotions, mindset, and approaches to discipline. I developed a flyer (See Appendix S) to send out to parents that would have details of the training and my contact details if they had any questions or concerns. The staff informed me that four had agreed to attend, however no parents attended the workshop. This highlighted the potential difficulty in managing the parents' relationships with schools.

As I was in the setting, and a member of staff had also blocked out time to support with the session, we had a run-through of the workshop so they could get familiar with the content and planned to run it again. We were able to discuss the training and decided to add some slides in, such as the Active Listening slide which was not originally part of it.

I learnt that there may be times that I should be contacting parents to ensure they feel comfortable attending. While I wanted to provide some information about the approach, this was also an opportunity to build relationships and have a positive experience of being in an ES.

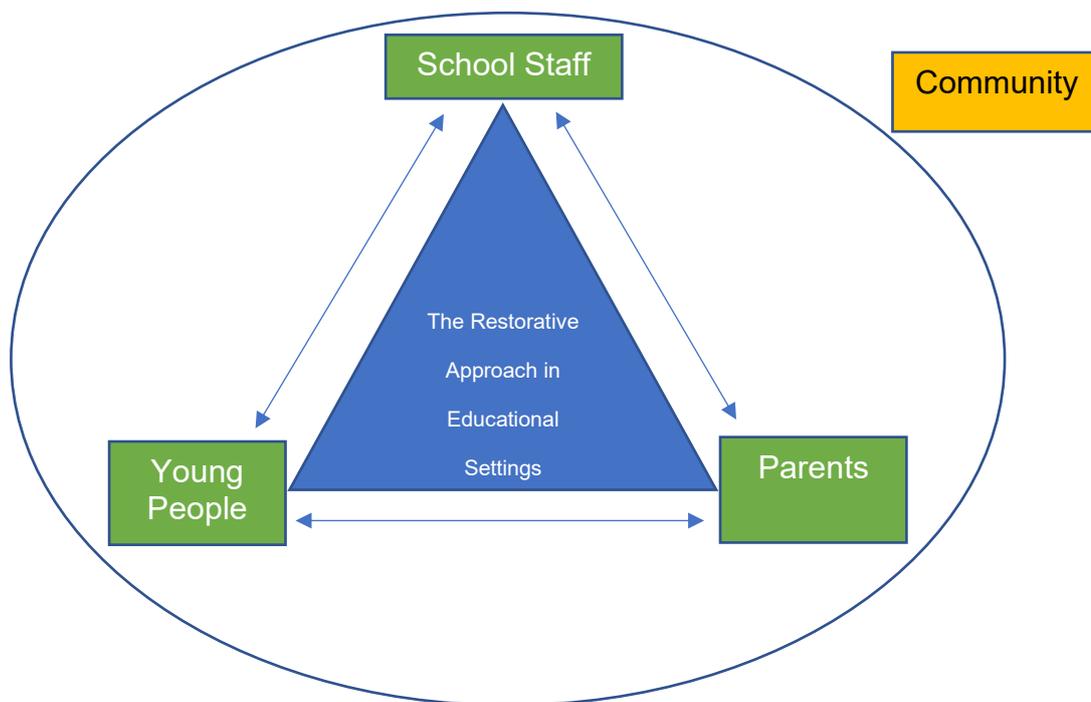
#### **4.10.2 Reflection**

When considering relationships and communication, I felt my position would be effective in building relationships with parents and school. This makes me reflect on the question that many EPs may ask “who is the client?” (Fox, 2015). In this instance, I am supporting the setting to develop their RA so it would be easy to assume that they are the client. However, to support the setting to develop their RA and build the community as the RA aims to, I need to consider the needs of the whole community as seen below in Figure 12.

#### **4.10.3 Growth and Change**

I decided in the next cycle that I would phone the parents personally to talk them through the workshop and make them feel as if it may be valuable to them. I wanted the parents to feel wanted and valued as they are a key part of the support system for the young people.

The learning in this cycle led me to create the below diagram. It made me reflect on the processes involved in the RA and what it aims to achieve. It requires collaboration of all three points to create the restorative community, thus needing restorative interactions between the points.



*Figure 12. The Restorative Community*

## **4.11 Cycle 9 – Parent Workshop 2**

### **4.11.1 Practice Experience**

I learnt from the previous cycle that it is important for parents to feel valued. I decided that I would ring the parents to speak to them myself about the training. The ES had re-sent leaflets home and informed me that they had tried to contact parents but had not got through. I rang the parents that had been invited and managed to speak to most of them. I was able to explain the reason behind the training and how it could be valuable to them. I also wanted to acknowledge that I wanted parents there so the setting could learn from them about their previous experiences of dealing with ESs. Of the parents I spoke to, three agreed to attend but two of these said they would have to leave early for work. When the workshop came around, one parent attended. It was a pleasure to work with this parent, Heidi, and it was really beneficial use of time.

I had developed this session to be a workshop (See Appendix T), where I would provide some information at the RA, but encourage conversation between parents. I had to therefore balance ensuring Heidi received what they were expecting but also making it worthwhile.

I have learnt the importance of advocacy throughout the previous cycles and used this principle to support what I did next. I went through the workshop with Heidi to ensure that they got the information they felt they wanted and ensured their time was respected and valued. I asked if they would be ok to spend some time thinking about how the setting could improve their relationships with parents and what could have been done differently to increase participation.

Heidi often touched on the 'us vs them' narrative as parents are often having to battle with schools. I felt in the moment that it was important for the parent to be able to discuss their side and feel listened to. It was interesting that the parent appeared to have more insights into their previous experiences and hopes for the future after I informed them that I wanted to hear their voice to support the ES to improve their practice. I wanted the parent to feel as if their input was valid and important.

It is important to be able to build positive relationships with parents. Heidi suggested that ESs can achieve this by being less judgemental, less condescending and by showing an awareness of the family's history. The RA acknowledges that practitioners should not be non-judgemental and look to understand the person's perspective and it is clear that the parent does not feel this has been done by the setting.

Heidi informed me that when I called them regarding this training it did make them more inclined to attend because I stated that I wanted to hear their views

and I “was not just going to lecture them about what they should be doing”.

Heidi believes that more regular check-ins with the parents would be beneficial to build a collaborative approach to supporting the young people. It would provide opportunities to discuss underlying reasons for behaviour, what is working well, what could be improved and how staff and parents should respond to conflict.

It is acknowledged by Heidi that schools need to ring when an incident has occurred, however it would be appreciated if there were more positive phone calls. This comment was in reference to the mainstream experiences, as opposed to this particular setting. This made me consider the impact of the parents’ voice in the reintegration process, and who needed to know this information, therefore this was something I considered for a future cycle.

#### **4.11.2 Reflection**

The relationship and communication part of the FCREPP (Rowley & Giles, 2020) was prominent in my reflections of this cycle. It appeared to have some impact that I rang parents personally to attend, as I had one more attend this time. It was clear that the ES, however needed support to develop relationships with parents to improve engagement.

It was also clear that Heidi wanted to attend, however she had a toddler that she had to look after. I ensured that she was able to bring her toddler with her and provided some toys for them to play with. This helped me attune to Heidi and showed that I wanted their participation and also showed that I had compassion. It appeared to make Heidi feel at ease that I was supportive in her attendance and valued her input.

I also reflected on the importance of Heidi sharing her story. I aimed to keep our conversation general, rather than her case specifically, however the rapport that we built encouraged Heidi to tell me her story, and her background. I made it a safe space for Heidi to share this and gave her space to share her story with me. It was empowering to hear her story and how she would have liked to be treated differently. This made me reflect on my own values and why I want to support settings to develop the RA.

I also engaged in some emancipatory reflection, as there was a feeling from Heidi of injustice, an 'us vs them' mentality. It is not surprising that Heidi has developed this construct considering her child is attending the setting due to finding it difficult to manage in mainstream. It is important that parents feel their child is receiving the best care while they are at school, and a restorative, nurturing approach would provide this. This is one of the reasons I advocate for this approach as it builds community and a sense of togetherness that the punitive approach does not. Heidi reflected on the importance of everyone working together to create the best possible outcomes for the children and I agree with this. It is important for settings to be aware of how they interact with parents, and how they may position the parents. Staff may also need to be aware of the emotional impact of an incident. If they have found it difficult to manage the relationship with a particular child during an incident, they must ensure that they are emotionally ready to make the phone call home.

#### **4.11.3 Growth and Change**

While I am aware of the importance of consultation in EP practice, I learn that speaking to the parent highlighted the value in listening to the parents' story, their experiences, and their constructs. There is, and rightly so, a focus on the child voice, however the constructs of education and the value of education can

be passed down to children. It is therefore important to understand how parents perceive interact with ESs to support how to improve this. If the relationship between the setting and the parents are improved, it is likely that it will support the young person. This is relevant to my development as an EP to supporting ESs to develop their RA as I learnt that moving forward, for ESs to be able to adopt an RA, they need to be able to commit to using the approach in all their interactions, whether it is to repair relationships between children, between staff and children or staff and parents. Parents need to be aware of their approaches used in school to create a collaborative support system for the young people's development.

#### **4.12 Cycle 10 – Organisational Consultation with members of SLT**

##### **4.12.1 Practice Experience**

I learnt from the previous cycles that I had gathered a lot of information that could further develop the RA of the ES. I had triangulated information from young people, parents, and staff to create a well-balanced argument for what needed to be done to further develop the RA. I had also reflected on my position as an EP and wanted to support the setting to continue their restorative journey. It was important to share what I had learnt throughout this process with the staff I had met with at the beginning for the aIRQ. I was able to meet with two of the three members of staff from the initial aIRQ consultation. This provided some finality to this AR project, but also acknowledged that this does not need to be the end of my involvement with this setting.

I began the meeting, using an SFA as this had proved successful in Cycle 7. This allowed us to set an aim for the meeting and ensure that we stuck to the task. I explained that I would like to summarise the work I had done and advocate for staff to receive protected time to develop their restorative skills, for

students to have more involvement in the RA, and discuss ways in which the setting could begin to restore relationships with parents. I had learnt the importance of advocacy through the earlier AR cycles and wanted to ensure that I was able to fulfil this duty.

I had researched the ES's policies as a way to further understand the setting and provide any reflections I had on these in terms of their RA. I had learnt from Cycle 3, how staff interact with the pupils, how pupils interact with each other and how the RA may be utilised. I noticed that within the behaviour policy, there was only one mention of the word 'restorative' which was stating that when an incident occurs, there may be a restorative conversation. I felt that I was in a position to question whether or not staff felt that, considering they believed the RA underpins everything they do, whether this was reflected in the policy. It was discussed and staff felt that there was room for the RA guidance to be developed which would sit alongside the behaviour policy.

I wanted to highlight that I had worked with Freddie, who had been removed from their class and peers, and wanted to understand how restorative this process is, as per my reflections in Cycle 4. This led to a further discussion about their behaviour policy and how they were currently in a period of transition and may need further support with this in the near future. This was interesting because the language the staff in this consultation used was different from the language that the staff used and highlighted another area for development within their RA, which was actioned as a next step.

I thought this was also a good opportunity to evaluate the process of developing the restorative approach. Staff in this meeting admitted that they had perhaps not committed to developing as much as they could have, as they stated that

they should have set more time aside to work with me. I returned to the scaling question that I asked them in the initial aIRQ. I asked the question “on a scale of 1-10, where do you think you are on your restorative journey?”. The staff both gave the same answer (6) that they had given in the aIRQ consultation. I admit that this is a limited way to evaluate a project, however it did bring up some interesting discussions. One staff member reflected that while they have given a six, the work that has been completed has moved the scale from 1 – 10 to 1 – 12. They therefore saw six as progress because they have learnt more about the approach and it’s potential within their setting. They meant that it highlighted so many areas that they could improve on and will look to develop further. They also acknowledged that it would be difficult to evaluate the impact of my work in the short term, because they will be starting to implement ideas after this meeting.

The staff believed that this work had provided them with “food for thought” regarding their RA and reflected that they may have put their RA to one side while they focused on other aspects of their setting. This work had brought the RA back into their thinking, and they were empowered to see how they could develop further.

#### **4.12.2 Reflection**

I spent some time reflecting on the initial aIRQ meeting after I had finished this final cycle. I had spent time before the meeting reflecting on what I could offer an ES as a way to support their development of their RA. I felt there were a lot of exciting pieces of work I could offer as a TEP, using some of the skills I have developed over the course of the training. I feel that I may have been too quick to offer suggestions of what I could offer, as opposed to encouraging the staff to explore what they think would be useful. I have learnt throughout this process

that it is ok not to be a fixer, and I can be as effective, if not more effective, as a process consultant. I believe that I have done some impactful work that will support the ES to develop their restorative approaches. If I had held back my ideas, however, I may have been able to support the ES to commit to the development process more effectively.

Staff and I reflected together on this process. One staff member felt that they may not have set aside enough time to commit to the development of their RA. I agreed with this, and we explored why that might have been. This project, as I stated in the beginning, was positioned as my research and therefore the ownership was perhaps not on the ES. It is my role, as an ARr to explain the process to those who I work with and ensure that settings understand that I am looking to develop my own practice to support them. When we consider the setting as participants, I should have been clearer, and perhaps firmer with what participation meant. It is vital, for me to support them, that they are committed to the process. At this point, I refer back to COMOIRA and the aIRQ and perhaps there should have been more emphasis placed on “the intention to change.”

#### **4.12.3 Growth and Change**

This critical reflective analysis has highlighted how I have grown and developed as an EP to support schools to develop their RA. It should also be noted that the journey I have had has developed me as an EP in the more general sense, as there are many experiences, reflections, and learning points that are relevant to my practice as an EP.



## **Chapter 5. Discussion**

### **5.1 Introduction to the Chapter**

This final chapter will discuss and critically evaluate the AR project. The chapter will reflect on how this research has answered the question “How can I develop my practice as an (Trainee) Educational Psychologist to support the development of restorative approaches in schools?”. The chapter is also an opportunity to discuss the implications for future research and practice.

### **5.2 Discussion of the findings**

This section provides a discussion of my findings in relation to the research question. There are several areas discussed, including my own development in relation to supporting schools to develop their RA, my development as an EP, and my development as a practitioner-researcher.

#### **5.2.1 Developing the settings’ restorative approaches**

As a TEP, I have a knowledge base, and am developing a set of skills that support me in my ability to support a school to develop their RA. I reviewed the literature relating to the RA so I was confident that I was up to date on current theory, issues, and debates. I wanted to be able to successfully put theory into practice and therefore considered how I could achieve this. The Ethics Committee of the British Psychological Society (BPS) describe the four principles on which their ethical code is based; 1. Respect, 2. Competence, 3. Responsibility, and 4. Integrity (BPS, 2021). I decided that it was important for me, as an ARr, to develop my knowledge base and practical skills so I would ensure that I was working competently to support the ES.

While I engaged in the Facilitator Training in Cycle 1 to expand my knowledge and practical skills, I have shown that EPs are able to support ESs to develop

their RA. The EP would need to have a basic understanding of the RA; however, they may not need to engage in a training course as many EPs have sufficient core skills and knowledge to support an ES with their RA. RAs are deep-rooted in psychological theory including; shame and affect (Nathanson, 1997; Tomkins, 1980), Attachment Theory (Bowlby, 1969), and trauma informed practice (Joseph et al., 2020). There are other related topics and concepts, such as Maslow's Hierarchy of Needs (1943; 1954), nurture principles, group processes, power, systemic thinking (particularly noticing patterns) and attunement. Many of these are included in the FCREPP (Rowley & Giles, 2020), showing the potential of an EP to support an ES with their development of the RA.

If an ES is well-versed in the RA and they have committed staff members who have attended training, there is also the possibility for an EP to act as a process consultant (Schmuck, 1976) within an organisational change project, as I attempted to do in Cycles 7 and 10. The aIRQ at the beginning had explored the assets of the setting and had explored 'the dream'. I therefore wanted to support the setting to produce an action plan and structure how they could put this into practice. I had taken inspiration from the Appreciative Inquiry model (Cooperrider & Whitney, 2000) to support organisation change to achieve this. This allowed me to develop my consultation skills and showed me the value in using an SFA to empower individuals to make change. It was apparent in the earlier cycles that I gave my opinion too readily which resulted in disempowering staff. When I came towards the end of the cycles, I used the SFA to activate resources (Rae et al., 2018, De Shazer, 2021). This included the work from previous cycles to empower the staff to strive to make change in their practice.

The Association of School and College Leaders have stated that a decade of underfunding has led to schools not having appropriate pastoral care to deal with bullying (Chapman, 2021), and this highlights a wider problem of underfunding pastoral care within schools. This AR has highlighted the potential for EPs to work with pastoral and behaviour leads to support development of in-school RAs. My practice experiences while training to become an EP have often been related to special educational needs, which includes SEMH work. I have learnt, however, that as a practitioner I find value in broadening the scope of work and supporting staff with pastoral and behaviour responsibilities, which is highlighted as a role for the EP by Muckley (1981, as cited by Love, 2009). I value working with pastoral staff highly in my practice because of my previous experience as a Pastoral Officer in a secondary academy. In this role I received very little training focused on pastoral work, aside from vital safeguarding training, and was expected to learn through work experience despite this being the first time I had performed a role like this. I would have valued support from an EP to develop my practice in supporting the vulnerable pupils. It could be argued that pastoral support staff need more opportunities to develop their practice through CPD than many paraprofessionals since they do not need any advanced qualifications and there are no clear national guidelines for the role (Rice O'Toole & Soan, 2021).

This research highlighted the importance of attunement and began to make me think about how I could link this with the RA. I realised that I was not attuning to a young person's emotions, which was impacting the flow of our session. When I began to attune to how they were feeling, Freddie became much more engaged. Upon reflection of the overall project, I could have talked more about attunement during the training sessions. It was mentioned, as I suggested the

use of active listening skills to attune and support others to feel listened to, however there may have been other ways to support staff to consider the attunement principles, this could have included training on the nurture principles, as it has been shown that teachers with an understanding of nurture principles utilised attunement principles in their teaching (Cubeddu & MacKay, 2017).

I was able to work within some of the eleven essential RPs as highlighted by Acosta et al. (2019) to support the setting. There was a focus in the peer supervision session *on fundamental hypotheses* (such as having high expectations for behaviour and not ignoring inappropriate behaviour). As I understood the culture of the ES from my observations, I noticed that swearing was not consistently challenged and when it was, it was challenged using a punitive approach. We therefore discussed ways of challenging swearing using the RA and came up with ideas such as asking, “why are you using that word, what do you want to achieve?”, rather than “don’t use that word!” as it will encourage young people to consider the impact of their use of language. We also focused on the *restorative questions* that could be used in the conversations relating to an incident. I incorporated the *reintegrative management of shame* into my training to ensure staff are aware of the role of shame and support them to avoid shaming individuals.

I take the example of advocacy in this research to discuss where experience in the past supported me and how this experience helped me develop my practice. I was aware of the importance of advocacy for the young person’s voice in my own practice and am a keen advocate for young people. The RA highlighted the opportunity to advocate for parents when they feel wronged and discuss how they have experienced education. As an EP, I believed I was perfectly

positioned to do this, as while I was working with the ES, I was not working for them which affected how I was positioned by the parent. When I shared the experiences and opinions of the parent, I was able to work with the setting to consider how they may approach building better relationships with parents. It was decided that there would be an extra meeting put into the induction process to build rapport with parents and give them an opportunity to share any concerns, it was considered how staff should interact with parents to avoid being condescending, and how restorative conversations could be used with parents. This came from giving time to the parent and listening to what they had to say. This is relevant as the word community was consistently used in the literature (Mullet, 2014; Mirsky, 2007; Evanovich et al., 2020; Gregory et al., 2021), and parents are an important part of an ESs community.

It was also important to advocate for the staff to support them to become practitioners who are more likely to subscribe to the RA in their ES. Staff who are more likely to take to the approach are able to create and make time for the conversations to take place (Hulvershorn & Mulholland, 2018). Staff highlighted that time constraints are a difficulty in the having the conversations, as well as conducting peer supervision sessions. It was important for support staff to feel empowered so I informed SLT of this concern and discussed ways in which they could support staff to create time for these conversations.

As a practitioner-researcher, I felt it was important to try and bridge research and practice. There are already examples of how I implemented the literature into my thinking and planning of the work. I would like to highlight McCluskey et al. (2008) study which stated that staff need to be able to reflect on their daily experiences and values to allow the RA to have an impact. It was therefore

important for me to support staff to reflect on their interactions and explore their values through peer supervision.

McCluskey et al. (2008) questioned Nathanson's (1997) work on shame, as it is central to much of the RA development and literature. It is argued that Nathanson suggests that crime is about the individual and McCluskey et al. (2008) believe that Nathanson fails to acknowledge wider implications such as the social context. Nathanson's focus is on crime, not education and young people, however their interpretation would be considered within-child if it were comparable. McCluskey et al. (2008) argue that practitioners should question whether theories of shame work with RAs in schools. Nathanson (1997) has highlighted the impact of shame, which is what I drew the setting's attention to as I believed it important for staff to be aware of how a punitive approach could lead to a young person feeling shamed. It is also important however to avoid taking a within-child approach to behaviour, and therefore adapt the criminal RA literature when working within ES's. The educational literature acknowledges that using a social just approach to behaviour moves away from the within-child perspective (Oxley & Holden, 2021). I have learnt that an EP is well placed to support staff to take a more systemic approach to working with CYP, using Bronfenbrenner's Ecological Model (1977).

I believe that this approach aligns well with the value of EPs, particularly when considering inclusion. The RA looks to empower staff to build relationships with pupils and repair them when there has been conflict. The literature suggests that the rate of exclusions reduce when a school adopts an RA (Furjanic et al., 2021; Anyon et al., 2014), and this will mean that pupils will spend more time in the classroom, thus providing a more inclusive education. This may build

capacity for the work of EPs as teachers will be better equipped support and manage the needs of their pupils.

I was able to use ideas from the literature to address challenges to the RA in ES. The CYP's voice, or lack of, is one potential barrier to the RA in ES (Barnes 2015, as cited by Moir & MacLeod, 2018). The literature review also showed that CYP should be consulted when a school adopts an RA (Gregory et al., 2016). Staff in Cycle 2 and Cycle 7 felt there was not much input from the students in regard to the RA. I decided that it was important to gather the voice of the CYP in order to support the development of the RA in this ES and then relayed the information back to staff. I produced a leaflet of what the CYP shared, for staff to reflect on their practice in the peer supervision sessions. One member of SLT said that they would also incorporate this into the transition pack when a CYP returns to their mainstream setting.

I found the use of COMOIRA (Gameson & Rhydderch, 2017) helpful in supporting the ES to develop their RA. The idea of change was relevant to the idea of developing practice and supported me to consider what the ES considered change, and how I was going to develop my practice to support that. The literature states that when CYP are consulted regarding the RA that this can have a positive impact on change (Gregory et al., 2016). Staff in Cycle 7 decided that the student council may be able to have opportunities to support the RA and I provided the ES with information on what the CYP had told me in Cycle 4.

When I reflect on this process, I believe that being explicit with the use of COMOIRA may have helped me to support the ES and their understanding of change. Gameson and Rhydderch (2017) state that COMOIRA can be used by

individual professionals to aid their personal reflection, and a core strength is that its use can be interpreted in many ways. I believe that I should have used the framework with the ES, rather than using it to solely aid my individual reflections and planning. It would have been helpful for staff to understand what it means to change, and how we can evaluate such change. I have been able to address one of the next steps highlighted by some of the creators of COMOIRA (Gameson & Rhydderch, 2017), where it is stated that they would like trainees to use COMOIRA with a wide range of topics.

### **5.2.2 Developing as an EP**

The AR process has developed my practice within the five core areas of EP practice within this AR project. These five core areas are: assessment, consultation, intervention, research, and training (Fallon et al., 2010). This was not part of the design for this research; this happened through my critical reflection through the AR cycles. It became apparent from my learning in each cycle that there was a wide variety of scope for an EP to work with an ES to develop their RA. I was therefore able to learn from and develop my skills in each area as part of the AR cycles. I also used key skills that an EP is likely to possess, for example building rapport with young people, eliciting their views, understanding values and skills, an understanding of emotional development, all of which are related to the RA. I was able to develop these further throughout the process to highlight how I can develop my own practice.

I conducted an initial assessment of the setting's readiness to develop which allowed us to formulate next steps. This assessment provided information regarding the support available, the resources within the setting, the potential barriers and aims of the development.

I delivered training to staff which allowed me to support and empower staff, while also providing staff with important information to facilitate their development. I would argue that this is where EPs would need a background knowledge of the approach to offer effective support. It has been shown that it is possible for EPs to deliver training on the RA in this research and, by Moir and MacLeod (2018). It would be possible for an EP to conduct the other four areas with a limited knowledge of the RA, especially if acting as a process consultant.

I consider the facilitation of peer supervision an intervention as it will support staff to continue their development if they continue to use peer supervision models. A staff member from the aIRQ contacted me via email to inform me that staff had told them they were useful and therefore they were going to ensure time was protected to implement there. The literature suggests that staff benefit from opportunities to discuss the RA after training (Currier et al., 2012) and these peer supervision models provide that platform.

I used consultation to support staff to develop the RA within the ES, mainly using an SFA. The SFA allowed me to support staff to see where they had gaps in their practice, what resources they had and then consider how they may be able to address they gaps. This allowed me to take a step-back from working directly to develop the RA within the setting and consider myself as a process consultation within organisational change work. Song et al. (2020) suggests that there is a place for consultation in the development of the RA as it supports staff to develop professionally.

Finally, this project work has all been part of an AR project which completes the fifth core area, research. This research has been valuable to developing my own practice as an EP and I will continue to take knowledge from this process

into my future development. This process has developed me as an EP, but more so as a practitioner-researcher.

As I have developed my practice throughout the AR cycles, I have begun to consider the uniqueness of the EP role, and complexity of the role. I have also begun to appreciate the complexity of ES and how to best support them on a systemic level.

I have learnt the importance of reflection within practice, and I value the time spent critically reflecting my practice using the FCREPP (Rowley & Giles, 2020). I have been able to critically reflect on my practice in the five areas of educational psychology practice, thus allowing me to develop as an EP and a practitioner-researcher. These five areas of my practice have been critically reflected on, using the FCREPP (Rowley & Giles, 2020) which supported my development as a practitioner researcher.

One key paper in the literature review looked at the impact an Educational Psychology Service has had on the implementation of the RA (Moir & MacLeod, 2018). This paper was written in Scotland and stimulated my interest in how an EP could support RAs in ESs. They found that the EPS had a largely positive impact on the implementation of the RA. It appears that the RA is being utilised as an approach throughout the local authority which may encourage EPs to commit to developing their understanding of the RA, as opposed to local authorities who do not advocate for the approach.

They also summarised potential barriers to implementation in research by Barnes (2015, as cited by Moir & MacLeod, 2018). A lack of young people's voice was cited which helped me consider ways in which I could support a setting to develop their RA. The work I did with the young people highlighted

how they would like to be treated which was then appropriately shared with the setting. It is also stated that people (Barnes 2015, as cited by Moir & MacLeod, 2018) also spoke of intimidation and how many adults may impact the true restorative nature of conversation. There was supposed to be a member of staff working with me for the parent workshop, however when only one attended, I thought it was best that Heidi was not outnumbered by professionals. This shows that I was aware of potential barriers within the RA, and I was working to avoid these. It is also something that is relevant to EP practice in general, when considering power dynamics in consultation. It is important to be reflexive in practice and acknowledge that there will be times, if the relationships are strong then a room full of professionals may not feel intimidating. However, it is important for parents, and young people to feel at ease during intervention (whether it is direct work, consultation, or training), and I will ensure that I am aware of the relationships and adjust the number of professionals in a meeting accordingly.

The literature often cited that the whole-school needs to be committed to the RA for there to be a meaningful impact (Gregory et al., 2021; González et al., 2019; Lustick, 2021). My growth and develop through the AR cycles, particularly building a rapport with school, growing in confidence as a practitioner-research and becoming increasingly enthusiastic about the approach, supported me to question the ES's belief that the RA underpins everything they do. It was agreed that more could be done to embed the approach in Cycles 7 and 10, and that some staff had taken a step-back in promoting the approach within the ES (Cycle 10). This was a key moment in changing how the RA was being developed in the ES and led to next steps, such as continuing the peer

supervision models, creating a restorative guidance to sit beside the behaviour policy and working to create a CPD programme around the approach.

I did not design this research to evaluate the effectiveness of the RA in schools as I believed it would be more valuable to learn about how I could support a setting to develop their RA, and in turn develop my own practice. I did however wish to evaluate my impact as part of the AR cycles. This is because as part of EP practice, we should consider the notion of 'value added' (Gersch, 2004). I used the initial dreams and scales of the staff from Cycle 2 and discussed them to understand whether I had added value to their RA. Staff at the ES, believed that the work that I conducted added value to their RA, and would support them to develop their practice further. One staff member reflected that they had not been actively considering ways to develop the RA in recent times, however engaging with me helped them reflected on the importance of it and how they may like to develop their approach in the future. It is, potentially, difficult to empirically evaluate this work since the development is ongoing. I can claim that I have added value, as staff at the setting believed that this work had brought the RA to their attention, and they have more resources to focus on developing the approach than they did before.

The AR process has also supported me to be critical in how I apply psychological theory into my practice. I have written about how the RA is deep-rooted in psychological theory, however I also began to consider the role of Self-Determination Theory (SDT; Deci & Ryan, 2008) and the RA. This link was not explicitly mentioned in the literature or the training that I attended however through my critical reflection I have noticed that there could be an important link worth noting as.

Velez et al. (2020) suggested that the RA could support young people to have a sense of autonomy in creating action, which is a fundamental part of SDT. The relationships that the RA looks to build, and repair will also provide CYP with a sense of belonging (Mullet, 2014; Vaandering, 2010) and connection which is another fundamental part of SDT. The RA also supports CYP to take on responsibility for their own actions by acknowledging the impact it has had on others, and this is a trait that those with self-determination tend to have (Deci & Ryan, 2008). An EP may be able to support ESs to link the RA to SDT to support individuals to have increased motivation in their learning, and therefore an increased self-worth.

### **5.2.3 Developing as a practitioner researcher**

I have also been able to develop my research skills, focusing on the credibility of data and analysis, accountability, and reflexivity. AR has taught me to importance of credibility (McNiff & Whitehead, 2010) and ways to ensure that I can claim knowledge to be true. I have been able to claim that I have developed my practice as I have used the FRCEPP to rigorously analyse my data and ensure that I am reflexive in my approach by questioning my decisions based on my context as a practitioner-researcher.

This AR has shown me how I can develop as an EP to support a setting to develop their RA. I felt competent with my knowledge base of the RA, including the theory and practice, however I learnt the importance of acknowledging that I am often, if not always working in the “indeterminate zones of practice” (Schön, 1987). Fox (2003) discusses how EPs may see the evidence based for professional practice as experience, rather than research. This research, and AR in general, bridges this gap and turns practice into research, thus allowing EPs to create living educational theories.

I have grown to know this process as a privilege. I feel that I have a certain position of privilege to have worked through the AR cycles as it has given me opportunities to be critically reflective on my own practice. The question, "How do I improve my practice?" (Whitehead, 1993, p.67), will be an integral part of my practice as I continue to develop as a practitioner researcher. The FCREPP (Rowley & Giles, 2020) supported me to be critically reflective (analytical) of my own practice (the data) and look for ways in which I can adapt my practice based on this data and analysis.

### **5.3 Critical Evaluation of the Research**

I have made the claim that I have developed my own practice as an EP to support a school in developing their ES. I have shown, through my reflection and analysis of the data using the rigorous AR method that I know this to be true. I also wish to explore the strengths, limitations and challenges of the research that has been discussed in this following section.

#### **5.3.1 Methodology**

##### **5.3.1.1 Benefits of Action Research**

While one cannot claim that AR is generalisable due to the individuality of the research, I believe that I have shown that an EP can use frameworks to develop their practice, and they can support a school to develop their RA. In order to show this, I outlined how I used the framework to implement an AR cycle, and the reflections I had as examples of my learning and how I adapted these to create growth and change.

I aimed to ensure my research is trustworthy and credible. The reflections I made using the FCREPP (Rowley & Giles, 2020) were often discussed with my critical friend to further analyse and develop my practice. There were also times

where I discussed my reflections during supervision to help understand the framework and use it thoroughly.

I have been able to develop my skills to validate my claims to knowledge. I have been able to create new knowledge in my data collection and analysis, which I have displayed through a reflective, critical, and analytical narrative. The narrative consists of what I did and why I did (practice experience), how I felt it went (reflections) and what I learnt (growth and change). McNiff and Whitehead (2011) states that it is important to show the validity of my story through two forms of validation - personal and social. I have been able to display that I have been reflexive in my approach by using the FCREPP (Rowley & Giles, 2020) and acknowledging my values in relation to my practice. I have also used supervision and a critical friend to support me with socially validating my reflections and actions. I also took steps to ensure validity and credibility with the setting I was working with. I took time to explain decisions that I had made, encouraged reflections from them and any changes they thought were appropriate. I was able to check-in with staff to ensure that my understanding was correct, and that I was acting within the best interest of the ES. These are examples of how the AR methodology has supported to me to ensure my research is trustworthy and credible.

There is another element of validation within the doctoral process. A viva is a form of validation through a process of peer-review (Wisker et al., 2022) and can support my contribution to knowledge (Carter & Whittaker, 2009).

Whitehead (1993) believes that it is important that the evidence in an AR project is scrutinised by others, thus creating validity. The examination process of the viva will provide such scrutiny and therefore further validate my claims to knowledge. The process of a viva will allow me to discuss and further validate

my research by responding to any amendments suggested by the examiners.

The viva is a “transformative experience” which marks my identity as a developing researcher (Wisker et al., 2022). This validation from the examiners, and my ability to discuss and defend my research will add value to the AR process, and the research.

There were times during this AR project that I wanted to focus on being competent and saw competency as a necessity. While EPs should only work within our competency, we should be able to develop our skills as practitioners, which I discussed with my supervisor. They pointed me towards to the Dunning-Kruger (1999) effect, which is a confirmation bias that occurs when people with limited knowledge/competence overestimate their knowledge/competence. I have experienced over this project that AR has the ability to counteract this, as it encourages you to critically reflect on your practice, modify your practice and move in a new direction (McNiff & Whitehead, 2010). AR, in my experience, has encouraged me to explore the limitations within my practice and how I can develop further.

Professionals with a Health Care Professions Council (HCPC) registration are expected to continue to maintain and develop knowledge and skills through continued professional development (CPD) (HCPC, 2016). I have engaged in CPD by attending the course Restorative Justice Facilitator for Educational Settings in Cycle 1. However, I would also argue that AR is a form of CPD as I have continually reflected on my practice, acknowledged my limitations and shown growth and change. While I would not suggest that AR is all that is needed to meet the HCPC requirement, I believe that it may be a viable option to maintaining and developing knowledge and skills.

AR can help address the gaps between theory and practice, as well as the use of frameworks. I have been able to use AR methodology and psychological frameworks and models to support putting the theory of the RA into practice within a setting. AR has also supported me to acquire a level of practice-based evidence (PBE) (Leitch & Day, 2000). That is important in my development; however, AR can go one step further because it ensures that the PBE is thorough due to the need to audit decisions, evaluate impact and reflect on this experience. This PBE is then reported in this piece of writing which has documented what worked well and what could be improved in terms of my own practice and outcome. This is supported by Fox (2011) who states that “it is important for EPs to strengthen their own evidence base through practice-based evidence and thus turn their own experience into professional expertise” (p. 334).

The reflections on this process led me to thinking about Vygotsky’s (1978) Zone of Proximal Development (ZPD). Macready (2009) states that the use of the RA will create learning environments where young people can work within their ZPD, as the RA is based on the relationships which will allow everyone to function together. EPs are well versed in the ZPD as discussed by Vygotsky and is likely to be present in many of their formulations. This AR research has made me reflect on my own ZPD, and how others can contribute to this. The supervision I have received throughout this AR project, and the use of a critical friend supported me to develop my skills. I would argue that if done correctly, an AR project encourages EPs to work within their ZPD to learn and develop their skills. AR will also support me to consistently challenge the position of my ZPD by encouraging me to acknowledge that I am continuing to develop, and there will always be scope to further develop.

This AR project has encouraged me to develop as an EP, not in just supporting a setting to develop their RA, but as a practitioner-researcher in the general sense.

### **5.3.1.2 Challenges of Action Research**

At times it was difficult to manage how I was positioned as a researcher. There were occasions where staff positioned me as a researcher, rather than a practitioner-researcher. There were also occasions during our conversations that it felt like an interview where staff were trying to give me the answer that they thought I wanted, rather than committing to discussing change. I had to ensure that the staff were aware I was conducting research from an ethical standpoint, however I reflected on how I could manage the perception of AR in the future. I think that a leaflet giving information on AR and the aims of it may support understanding. This would be given before I met with participants in the future and would allow questions to be asked or understanding to be checked.

My experiences have shown the level of commitment it takes to be a practitioner-researcher. The commitment has created value when I consider my development as a practitioner however it can be daunting to begin with. The idea of critically reflecting on your own practice and acknowledging limitations of your own practice can be difficult without the necessary tools and skills. The use of supervision and critical friends helped me overcome this barrier and supported me to be critical of my own practice, as well as the FCREPP (Rowley & Giles, 2020).

The cycles that I have gone through are based on the context of my own practice, and the practice of the ES. This is not uncommon within AR particularly within education, as it is looking to develop one's own practice. As a

person, I am unique, as a professional, I am unique and as an ES they are unique. We may be guided by the social and ethical codes of conduct, policies, and governance, however within that we have personalities and practice experiences that make us unique on an individual and systemic level. AR methodology, and the use with the RA has value and I would encourage others to go on this journey that I have in order to create their own Living Educational Theory (Whitehead, 1993) that will contribute to the wider literature of developing RAs in schools.

### **5.3.1.3 Participation**

The majority of the work I conducted was with KS2. There were elements that included staff from other KS2s, such as the training and peer supervision sessions. The training also included administrative staff as Gregory et al. (2021) states administrative staff need to show fidelity to the approach as well. It was felt it was important to focus on a key stage to begin the development as this would allow a focus on the RA with younger children. I suggested working with primary due to Kervick et al.'s (2020) suggestion that there should be more work on the RA in elementary (primary) settings. Despite Kervick et al.'s (2020) study being US based, I believed that the suggestion was still appropriate for the UK, as it was suggested that it may be beneficial to support building the early foundations for prosocial behaviour in young children.

I approached a variety of ESs in a LA in the East of England regarding their RA to determine whether they would be suitable participants. This was an opportunistic method of sampling, as well as being purposeful. The ES that agreed to work with me, had to suit the criterion of currently using the RA within their practices as implementation would not have suited the timeframe for this research. If I were to do this research again, I would have been clearer on what

was expected from the ES as this research would involve a substantial level of participation and commitment. The research aimed to support a setting in develop their practice, and to create that change their needed to be a commitment to the process. There were times, where I felt that the ES was not committed to the process which therefore made it difficult to empower them to change. This is, by no means a criticism of the ES, as they accommodated me whenever their timetabling allowed. It was perhaps a case of right place, wrong time in terms of commitment to change and reflection. This is a reflection of the current educational system, not just this school, and the priorities of ESs to manage with limited resources. These challenges contributed to the research not being as participatory as I had hoped. There were times where I had to make decisions due to time pressures, and while I always checked that the staff were happy with the decisions, they were led by me.

### **5.3.3 Data Collection and Analysis**

Earlier in this chapter, I discussed how I worked across the five core areas of educational psychology practice. I do believe that this is a strength of my research, as it has highlighted the wide range of knowledge and skills that can be used to develop the RA in schools. It has also meant that I have been able to reflect on these experiences and develop these skills. Whilst I believe it is a strength, I also reflect that had I focused on one area, such as consultation, then the development of my practice may have been more focused. I cannot be certain of this, but I must recognise this as a potential limitation of my study.

There could have been more done for the setting to understand the premise of AR as there were times that meetings felt like interviews, when I asked questions. The use of an SFA supported a change in mindset and made it clearer that this research was looking at how I could develop my practice to

support the setting. The aIRQ, therefore may have benefited from more opportunities to reflect an SFA and look to show the ES that I hoped to support them to develop their RA.

I have been able to collect empirical data which has been reflected on using a rigorous AR methodology to show my development as an EP and a practitioner-researcher. Empiricism is the process of making observations which allow someone to obtain knowledge, and empirical research goes beyond this as a way of planning to make observations in order to obtain knowledge (Patten, 2016). I have highlighted my observations, (practice experience) and critically analysed (reflections) to be able to claim that I have developed my practice. The AR cycles display that this research project has made a difference to my practice.

In the final consultation, we discussed how it was difficult to evaluate the impact of my support on their RA. I could have developed a tool to evaluate my work, however I thought that it would be better to spend my time supporting the setting. McNiff and Whitehead (2002) suggest that an ARr should focus on the learning, rather than the outcomes of an action, which supported this decision as it was important to learn and develop as much as possible within the timeframe of the research. I was able to evaluate my development using the critical analysis of AR. I have provided the setting with the tools and the motivation to support them to develop their understanding of the approach, however the staff acknowledged that this is just the beginning of their re-invigorated development. They also acknowledged that I have provided them with the stimulus to develop, but more time would be needed to evaluate my impact.

While this is a limitation of my research, it could also be considered the nature of AR, particularly in EP practice. I have developed a deep understanding of the ES and developed rapport and positive working relationships with the staff. I want to acknowledge that I may be asked by the service to conduct further work regarding the RA as part of my continued service delivery as a TEP on placement. I will therefore be able to take everything I have learnt throughout this cycle and apply to develop my practice and support the school to further develop their RA. The final cycle, however, was the agreed end point for my involvement as a researcher.

One could argue that for me to evaluate how I have developed, I should take my newly developed skills into a different setting and apply them. However, this study would be difficult to replicate in another setting because each ES is unique. They have their own plans, policies, practices, and visions. There are core skills which I have developed throughout the AR, such as consultation and training, which will be relevant for working in other ESs. There would, however, be differences in the support that I offer to another setting because their needs would be different.

#### **5.3.4 Framework for Critically Reflective Educational Psychology Practice**

This framework has been developed by two tutors on the course I have been studying on for the last three years. The framework was therefore embedded in the values and practices that have been taught throughout the duration of this course. The framework felt familiar when I used it which made it more accessible and more successful in supporting me to develop my practice.

The framework fitted in well with the AR cycles that I went through and enhanced the experience of AR. I believe that this framework, and the use of

the three cycles in my research (Practice Experience, Reflection, and Growth and Change) allowed me to critical evaluate my practice and plan for next steps. I therefore was able to incorporate this into McNiff and Whitehead's (2010) AR Cycle. The Practice Experience cycle incorporated Act, Evaluate and at times Observe, with the Reflection stage mirroring the Reflect in the AR cycle, and Growth and Change incorporated Modify and Move in a New Direction. I was therefore able to complement AR methodology, with a framework that has been developed by EPs to be used by EPs to develop their practice.

The framework is yet to be published, and therefore yet to receive what is usually expected in terms of peer review. The framework has however been discussed with other Trainees at UEL and has been recognised as being useful. It will be beneficial for the publication to include rough guidance, or an example of how one may use it to reflect to make it accessible for those who wish to use it. I would also encourage those using the framework to engage in reflection with a critical friend who may ask questions to support reflection and offer reflections from their own experiences that deepen the understanding of your own practice.

This framework will be something that I take forward in my continuous development of my practice and explore different ways of using it, for example in supervision, peer supervision and adapting it to support ESs to reflect on their practice.

#### **5.4 Implications for future practice and research**

This is an opportunity to reflect on what this research project offers for the future. It is important to acknowledge that I would like to continue to be a

practitioner-researcher, which will continue to support my development. When considering what I know to be true, and how I have come to know this; this research has shown that I have developed my practice as an EP in supporting schools to develop their RA. I have come to know this by using an AR methodology and the FCREPP. However, I can also say that I have not finished developing my practice, in fact I will never be finished. I would like to use AR to further support my development as a practitioner-researcher. I would also be interested to know how others experience their development to support the RA in ES and encourage others to go on this journey.

The opportunities for future research are endless due to the fact I will look to develop my practice in the future, as will other EPs who may want to develop their practice, whether it is through RAs or otherwise. This research has highlighted some interesting topics and key reflections however that may be worth pursuing in the future.

I would like to pay particular attention to developing my skills in evaluating project work. A limitation of this study is the evaluation of my impact which has been discussed earlier in this section. I would, therefore, like to consider how I can gather empirical evidence to support the idea that I have supported an ES to develop their RA.

Moir et al., (2018) stated that one of the next steps from their research was to create training materials for parent workshops, which I was able to do. I created a workshop and adapted it in conjunction with a member of staff in the setting (See Appendix T). The parent believed it was useful to learn about, however it was only one parent. It would therefore be an interesting area of research for the future, to develop the restorative training/workshops for parents. It should be

encouraged to work with parents to adapt the training using feedback to ensure it was relevant and meaningful to parents.

During Cycle 4, I reflected on how I attuned with a CYP, which led me to further reflect on how attunement could be relevant to the RA. It would be interesting, therefore, to see if Video Interactive Guidance (VIG) could have a part to play in EPs supporting ESs to develop their RA. The use of VIG could potentially be a unique contribution for an EP to offer a school in developing staff's ability to repair and rebuild relationships, as well as using an RA to managing behaviour. AR would be an appropriate methodology for this research and could highlight how teachers can improve their practice and how EPs develop their use of VIG.

I have highlighted the wide-ranging forms of support that an EP can offer an ES to develop their RA. I hope to have further opportunities to support ESs to develop their RA, where I can take my reflections and growth from this research and apply it elsewhere. It is also hoped that I have shown to other EPs that they could have an important role in supporting ESs to develop their RA, and this may inspire EPs to advocate for this approach.

## **5.5 Conclusion**

This AR described how I developed my practice to support a school to optimise their restorative approach. There were times where my intervention was successful in supporting the ES, and there were times where my impact was limited. It has, however highlighted that an EP could have an important role in supporting RAs in schools, through direct work and as a process consultant. The use of an AR methodology has allowed me to critically reflect and develop my practice throughout ten cycles, which included the five core areas of an EP's work.

I would like to think that this research will empower other professionals to develop their own practice in an area they are passionate about, or look to support schools to adopt or develop an RA.

This research is the first AR to use the FCREPP (Rowley & Giles, 2020) and it is hoped that it has shown the true potential for critically reflecting on EP practice and how it can support Growth and Change within one's practice. It has been a tool that I have grown to value greatly, and one that I hope many others will use in their practice in the future.

I have developed my practice, not just to support schools to develop their RA but also as a practitioner-researcher and EP, and by doing so created a Living Educational Theory (Whitehead, 1993). This theory will continue to develop throughout my career as an EP as I have begun to develop a specialism within the area of the RA and AR and my passion for these has grown throughout this experience.

## References

- Acosta, J. D., Chinman, M., Ebener, P., Phillips, A., Xenakis, L., & Malone, P. S. (2016). A Cluster-Randomized Trial of Restorative Practices: An Illustration to Spur High-Quality Research and Evaluation. *Journal of Educational & Psychological Consultation*, 26(4), 413–430.
- Acosta, J., Chinman, M., Ebener, P., Malone, P. S., Phillips, A., & Wilks, A. (2019). Evaluation of a Whole-School Change Intervention: Findings from a Two-Year Cluster-Randomized Trial of the Restorative Practices Intervention. *Journal of Youth & Adolescence*, 48(5), 876–890.  
<https://doi.org/10.1007/s10964-019-01013-2>
- Acosta, J., Chinman, M., Ebener, P., Phillips, A., Wilks, A., & Malone, P. S. (2019). Understanding the relationship between perceived school climate and bullying: A mediator analysis. *Journal of School Violence*, 18(2), 200–215. <https://doi.org/10.1080/15388220.2018.1453820>
- Anyon, Y., Jenson, J. M., Altschul, I., Farrar, J., McQueen, J., Greer, E., Downing, B., & Simmons, J. (2014). The persistent effect of race and the promise of alternatives to suspension in school discipline outcomes. *Children and Youth Services Review*, 44, 379–386.  
<https://doi.org/10.1016/j.childyouth.2014.06.025>
- Arnstein, S. R. (1969). A Ladder Of Citizen Participation. *Journal of the American Institute of Planners*, 35(4), 216–224.  
<https://doi.org/10.1080/01944366908977225>

Ashworth, J., Van Bockern, S., Ailts, J., Donnelly, J., Erickson, K., & Woltermann, J. (2008). An Alternative to School Detention. *Reclaiming Children & Youth*, 17(3), 22–26.

Bellis, M. A., Ashton, K., Hughes, K., Ford, K., Bishop, J., & Paranjothy, S. (2015). *Adverse Childhood Experiences and their impact on health-harming behaviours in the Welsh adult population: Alcohol Use, Drug Use, Violence, Sexual Behaviour, Incarceration, Smoking and Poor Diet*. Public Health Wales.  
<http://researchonline.ljmu.ac.uk/id/eprint/2648/1/ACE%20Report%20FINAL%20%28E%29.pdf>

Bevington, T. J. (2015). Appreciative Evaluation of Restorative Approaches in Schools. *Pastoral Care in Education*, 33(2), 105–115.

Bonell, C., Allen, E., Warren, E., Legood, R., Opondo, C., Sturgess, J., Sadique, Z., Elbourne, D., McGowan, J., Bevilacqua, L., Mathiot, A., Miner, R. M., Jamal, F., Wiggins, M., Fletcher, A., Bond, L., Christie, D., Scott, S., & Viner, R. M. (2018). Effects of the Learning Together intervention on bullying and aggression in English secondary schools (INCLUSIVE): A cluster randomised controlled trial. *Lancet*, 392(10163), 2452–2464.  
[https://doi.org/10.1016/S0140-6736\(18\)31782-3](https://doi.org/10.1016/S0140-6736(18)31782-3)

Booth, A. (2016). *Systematic approaches to a successful literature review* (Second edition.). SAGE.

Bowlby J. (1969). *Attachment. Attachment and loss: Vol. 1. Loss*. New York: Basic Books.

- Braithwaite, J. (1998). *Restorative justice*. The handbook of crime and punishment, 323-344.
- British Psychological Society. (2021). *Code of Ethics and Conduct*. British Psychological Society.  
<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct.pdf>
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531.  
<https://doi.org/10.1037/0003-066X.32.7.513>
- Burden, R. (1978). Schools systems analysis: a project-centred approach. *Reconstructing educational psychology*, 113-131.
- Busby, E. (2019, April 17). Zero-tolerance approaches to bad behaviour in schools are 'inhumane', teachers say. Independent. Retrieved from  
<https://www.independent.co.uk/news/education/education-news/school-discipline-zero-tolerance-isolation-national-education-union-a8874396.html>
- Cannon, H., Feinstein, A., & Friesen, D. (2010). Managing Complexity: Applying the Conscious-Competence Model to Experiential Learning. *Developments in Business Simulations and Experiential Learning*, 37, 11.
- Carlile, A. (2018). School surveillance, control, and resistance in the United Kingdom. In *The Palgrave International Handbook of School Discipline, Surveillance, and Social Control* (pp. 17-42). Palgrave Macmillan, Cham.

Carter, B., & Whittaker, K. (2009). Examining the British PhD viva: Opening new doors or scarring for life? *Contemporary Nurse*, 32(1–2), 169–178.

<https://doi.org/10.5172/conu.32.1-2.169>

Chapman, H. (2021, November 17). *Heads raise funding concern over tackling bullying*. Tes Magazine.

<https://www.tes.com/magazine/news/general/heads-raise-funding-concern-over-tackling-bullying>

Checkland, P. (2000). Soft systems methodology: a thirty year retrospective. *Systems research and behavioral science*, 17(S1), S11-S58.

[https://doi.org/10.1002/1099-1743\(200011\)17:1+<::AID-SRES374>3.0.CO;2-O](https://doi.org/10.1002/1099-1743(200011)17:1+<::AID-SRES374>3.0.CO;2-O)

Cooperrider, D. L., & Whitney, D. (2000). A Positive Revolution in Change: Appreciative Inquiry. In *Handbook of Organizational Behavior, Revised and Expanded* (2nd ed.). Routledge.

Cremin, H., Sellman, E., & McCluskey, G. (2012). Interdisciplinary Perspectives on Restorative Justice: Developing Insights for Education. *British Journal of Educational Studies*, 60(4), 421–437.

<https://doi.org/10.1080/00071005.2012.738290>

Cubeddu, D., & MacKay, T. (2017). The attunement principles: A comparison of nurture group and mainstream settings. *Emotional and Behavioural Difficulties*, 22(3), 261–274.

<https://doi.org/10.1080/13632752.2017.1331985>

- Currier, S., Shields, J., Chesman, J., Langsam, F., Langsam, J., & Strauss, H. (2012). RAP Coaching with Teachers. *Reclaiming Children & Youth*, 20(4), 28–30.
- Darling, J., & Monk, G. (2018). Constructing a restorative school district collaborative. *Contemporary Justice Review*, 21(1), 80–98.  
<https://doi.org/10.1080/10282580.2017.1413359>
- Darling-Hammond, S., Fronius, T. A., Sutherland, H., Guckenburg, S., Petrosino, A., & Hurley, N. (2020). Effectiveness of restorative justice in us k-12 schools: A review of quantitative research. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-020-00290-0>
- Davis, F. (2014). Discipline With Dignity: Oakland Classrooms Try Healing Instead of Punishment. *Reclaiming Children & Youth*, 23(1), 38–41.
- De Shazer, S. (2021). *More than miracles the state of the art of solution-focused brief therapy* (Second edition.). Routledge, Taylor & Francis Group.
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology*, 49(3), 182–185. <https://doi.org/10.1037/a0012801>
- Department for Education. (31st March 2022). *Consultation on Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance—Department for Education—Citizen Space*.  
<https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/>

- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Education Endowment Fund. (2021). *Improving behaviour in schools*. Education Endowment Fund. [https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF\\_Improving\\_behaviour\\_in\\_schools\\_Report.pdf?v=1635355216](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1635355216)
- Evanovich, L. L., Martinez, S., Kern, L., & Haynes, R. D. (2020). Proactive Circles: A practical guide to the implementation of a restorative practice. *Preventing School Failure*, 64(1), 28–36. <https://doi.org/10.1080/1045988X.2019.1639128>
- Fallon, K., Woods, K., & Rooney, S. (2010). A discussion of the developing role of educational psychologists within Children’s Services. *Educational Psychology in Practice*, 26(1), 1–23. <https://doi.org/10.1080/02667360903522744>
- Fletcher, A., Fitzgerald-Yau, N., Wiggins, M., Viner, R. M., & Bonell, C. (2015). Involving young people in changing their school environment to make it safer: Findings from a process evaluation in English secondary schools. *Health Education*, 115(3/4), 322–338. <https://doi.org/10.1108/HE-04-2014-0063>
- Forrest, M., & Pearpoint, J. (1996). *SOLUTION CIRCLE*. Inclusion Press. <https://inclusion.com/change-makers-resources-for-inclusion/training-tools/solution-circle/>
- Fox, M. (2003). Opening Pandora’s Box: Evidence-based practice for educational psychologists. *Educational Psychology in Practice*, 19(2), 91–102. <https://doi.org/10.1080/02667360303233>

- Fox, M. (2011). Practice-based evidence – overcoming insecure attachments. *Educational Psychology in Practice*, 27(4), 325–335.  
<https://doi.org/10.1080/02667363.2011.615299>
- Fox, M. (2015). “What sort of person ought I to be?” – Repositioning EPs in light of the Children and Families Bill (2013). *Educational Psychology in Practice*, 31(4), 382–396.  
<https://doi.org/10.1080/02667363.2015.1079700>
- Furjanic, D., Mannan, I., Hamilton, J. C., Nese, J. F. T., Austin, S., Izzard, S., & Nese, R. N. T. (2021). Examining the Social Validity of a Universal Intervention for Reducing Exclusionary Discipline through Stakeholder Voice. *Journal of Applied School Psychology*, 1–28.  
<https://doi.org/10.1080/15377903.2021.1968092>
- Gameson, J., & Rhydderch, G. (2017). The Constructionist Model of Informed and Reasoned Action (COMOIRA). In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology* (Second, p. 28). Jessica Kingsley.
- Garnett, B., Moore, M., Kidde, J., Ballysingh, T. A., Kervick, C. T., Bedinger, L., Smith, L. C., & Sparks, H. (2020). Needs and readiness assessments for implementing school-wide restorative practices. *Improving Schools*, 23(1), 21–32. <https://doi.org/10.1177/1365480219836529>
- Gersch, I. S. (2004). In an age of uncertainty. *Psychologist*, 17(3), 142.
- Gillard, D. E. (2015). Restorative justice-based practices in settings with children and young people: Examining the views of young people.

*International Journal of Police Science & Management*, 17(1), 50–59.

<https://doi.org/10.1177/1461355714566784>

- Gonzalez, T. (2012). Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline. *Journal of Law & Education*, 41, 281.
- González, T. (2015). Socializing schools: Addressing racial disparities in discipline through restorative justice. *Closing the School Discipline Gap*, 151–165.
- González, T., Sattler, H., & Buth, A. J. (2019). New directions in whole-school restorative justice implementation. *Conflict Resolution Quarterly*, 36(3), 207–220. <https://doi.org/10.1002/crq.21236>
- Graham, E. J. (2018). Authority or Democracy? Integrating Two Perspectives on Equitable Classroom Management in Urban Schools. *The Urban Review*, 50(3), 493–515. <https://doi.org/10.1007/s11256-017-0443-8>
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline. *Journal of Educational & Psychological Consultation*, 26(4), 325–353.
- Gregory, A., Osher, D., Bear, G. G., Jagers, R. J., & Sprague, J. R. (2021). Good Intentions Are Not Enough: Centering Equity in School Discipline Reform. *School Psychology Review*, 50(2/3), 206–220. <https://doi.org/10.1080/2372966X.2020.1861911>
- Gregory, A., Ward-Seidel, A. R., & Carter, K. V. (2021). Twelve Indicators of Restorative Practices Implementation: A Framework for Educational

- Leaders. *Journal of Educational & Psychological Consultation*, 31(2), 147–179. <https://doi.org/10.1080/10474412.2020.1824788>
- Harold, V. L., & Corcoran, T. (2013). Discourses on behaviour. *International Journal on School Disaffection*, 10(2), 45–61.  
<https://doi.org/10.18546/IJSD.10.2.03>
- Hart, R. A. (1992). *Children's Participation: From Tokenism to Citizenship*. Unicef: Innocenti Essays. Florence, Italy: UNICEF International Child Development Centre.
- Health and Care Professions Council. (2016). *Standards of conduct, performance and ethics*. Health and Care Professions Council.  
<https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf>
- Hibbin, R., & Warin, J. (2020). A language focused approach to supporting children with social, emotional and behavioural difficulties (SEBD). *Education 3-13*, 48(3), 316–331.  
<https://doi.org/10.1080/03004279.2019.1664410>
- Hopkins, B. (2002). Restorative justice in schools. *Support for Learning*, 17(3), 144-149.
- Hopkins, B. (2004). *Just schools: A whole school approach to restorative justice*. Jessica Kingsley Publishers.
- Hulvershorn, K., & Mulholland, S. (2018). Restorative practices and the integration of social emotional learning as a path to positive school climates. *Journal of Research in Innovative Teaching*, 11(1), 110–123.  
<https://doi.org/10.1108/JRIT-08-2017-0015>

- Ingraham, C. L., Hokoda, A., Moehlenbruck, D., Karafin, M., Manzo, C., & Ramirez, D. (2016). Consultation and Collaboration to Develop and Implement Restorative Practices in a Culturally and Linguistically Diverse Elementary School. *Journal of Educational & Psychological Consultation*, 26(4), 354–384.
- Jefson, C., & Niemeier, B. (2015). Using Digital Storytelling to Teach Restorative Justice and Decision Making. *Journal of Health Education Teaching Techniques*, 2(2), 28–40.
- Jones, K. A., Jones, J. L., & Vermete, P. J. (2013). Exploring the Complexity of Classroom Management: 8 Components of Managing a Highly Productive, Safe, and Respectful Urban Environment. *American Secondary Education*, 41(3), 21–33.
- Joseph, A., Wilcox, S., Hnilica, R., & Hansen, M. (2020). Keeping Race at the Center of School Discipline Practices and Trauma-Informed Care: An Interprofessional Framework. *Children & Schools*, 42.  
<https://doi.org/10.1093/cs/cdaa013>
- Katic, B., Alba, L. A., & Johnson, A. H. (2020). A systematic evaluation of restorative justice practices: School violence prevention and response. *Journal of School Violence*.  
<https://doi.org/10.1080/15388220.2020.1783670>
- Kelly, G. (1955). Personal construct psychology. *Nueva York: Norton*.
- Kember, D., Ha, T.-S., Lam, B.-H., Lee, A., Ng, S., Yan, L., & Yum, J. C. K. (1997). The diverse role of the critical friend in supporting educational

action research projects. *Educational Action Research*, 5(3), 463–481.

<https://doi.org/10.1080/09650799700200036>

Kervick, C. T., Garnett, B., Moore, M., Ballysingh, T. A., & Smith, L. C. (2020).

Introducing restorative practices in a diverse elementary school to build community and reduce exclusionary discipline: Year one processes, facilitators, and next steps. *The School Community Journal*, 30(2), 155–184.

Knight, D., & Wadhwa, A. (2014). Expanding Opportunity through Critical

Restorative Justice Portraits of Resilience at the Individual and School Level. *Schools: Studies in Education*, 11(1), 11–33.

Koltz, J., & Kersten-Parrish, S. (2020). Using Children’s Picturebooks to

Facilitate Restorative Justice Discussion. *Reading Teacher*, 73(5), 637–645. <https://doi.org/10.1002/trtr.1873>

Kruger, J., & Dunning, D. (1999). *Unskilled and Unaware of It: How Difficulties*

*in Recognizing One’s Own Incompetence Lead to Inflated Self-Assessments*. 14.

Leitch, R., & Day, C. (2000). Action research and reflective practice: Towards a

holistic view. *Educational Action Research*, 8(1), 179–193.

<https://doi.org/10.1080/09650790000200108>

Lewin, K. (1946). Action research and minority problems. *Journal of social*

*issues*, 2(4), 34-46.

Long, R., Roberts, N., & Loft, P. (2020). *Bullying in UK Schools*. Retrieved 20

April 2022, from

<https://researchbriefings.files.parliament.uk/documents/CBP-8812/CBP-8812.pdf>

Love, P. (2009). Educational psychologists: The early search for an identity.

*Educational Psychology in Practice*, 25(1), 3–8.

<https://doi.org/10.1080/02667360802697548>

Lustick, H. (2021). Going Restorative, Staying Tough: Urban Principals’

Perceptions of Restorative Practices in Collocated Small Schools.

*Education & Urban Society*, 53(7), 739–760.

<https://doi.org/10.1177/0013124520974335>

Macleod, G. (2006). Bad, mad or sad: Constructions of young people in trouble

and implications for interventions. *Emotional & Behavioural Difficulties*,

11(3), 155–167. <https://doi.org/10.1080/13632750600833791>

Macready, T. (2009). Learning social responsibility in schools: A restorative

practice. *Educational Psychology in Practice*, 25(3), 211–220.

<https://doi.org/10.1080/02667360903151767>

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*,

50(4), 370-96.

Maslow, A. H. (1954). *Motivation and personality*. New York: Harper and Row.

Mayworm, A. M., Sharkey, J. D., Hunnicutt, K. L., & Schiedel, K. C. (2016).

Teacher Consultation to Enhance Implementation of School-Based

Restorative Justice. *Journal of Educational & Psychological Consultation*,

26(4), 385–412.

Mcloughlin, C. S. (1986). A Comparison of Educational Psychologist Training: UK and USA. *Educational Psychology in Practice*, 2(1), 42–47.

<https://doi.org/10.1080/0266736860020108>

McCluskey, G. (2010). Restoring the possibility of change? A restorative approach with troubled and troublesome young people. *International Journal on School Disaffection*, 7(1), 19–25.

McCluskey, G. (2018). Restorative approaches in schools: Current practices, future directions. In *The Palgrave international handbook of school discipline, surveillance, and social control* (pp. 573-593). Palgrave Macmillan, Cham.

McCluskey, G., Kane, J., Lloyd, G., Stead, J., Riddell, S., & Weedon, E. (2011). 'Teachers are Afraid we are Stealing their Strength': A Risk Society and Restorative Approaches in School. *British Journal of Educational Studies*, 59(2), 105–119. <https://doi.org/10.1080/00071005.2011.565741>

McCluskey, G., Lloyd, G., Kane, J., Riddell, S., Stead, J., & Weedon, E. (2008). Can restorative practices in schools make a difference? *Educational Review*, 60(4), 405–417. <https://doi.org/10.1080/00131910802393456>

McCluskey, G., Lloyd, G., Stead, J., Kane, J., Riddell, S., & Weedon, E. (2008). 'I was dead restorative today': From restorative justice to restorative approaches in school. *Cambridge journal of education*, 38(2), 199-216.

McNiff, J. (2013). *Action research: Principles and practice* (Third edition). Routledge.

McNiff, J., & Whitehead, J. (2002). *Action research: Principles and practice* (2nd ed). RoutledgeFalmer.

- McNiff, J., & Whitehead, J. (2010). *You and your action research project* (3rd ed). Routledge.
- McNiff, J., & Whitehead, J. (2010). *You and your action research project* (3rd ed). Routledge.
- McNiff, J., & Whitehead, J. (2011). *All you need to know about action research* (2nd ed.). SAGE.
- Melendez-Torres, G. J., Warren, E., Viner, R., Allen, E., & Bonell, C. (2021). Moderated mediation analyses to assess intervention mechanisms for impacts on victimisation, psycho-social problems and mental wellbeing: Evidence from the INCLUSIVE realist randomized trial. *Social Science & Medicine*, 279. <https://doi.org/10.1016/j.socscimed.2021.113984>
- Mertens, D.M. (2019). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. (5th edition). Sage
- Ministry of Justice. (n.d.). *Restorative justice*. GOV.UK. Retrieved 20 April 2022, from <https://www.gov.uk/government/collections/restorative-justice-action-plan>
- Mirsky, L. (2007). SaferSanerSchools: Transforming School Cultures with Restorative Practices. *Reclaiming Children & Youth*, 16(2), 5–12.
- Mirsky, L. (2011). Restorative Practices: Giving Everyone a Voice to Create Safer Saner School Communities. *Prevention Researcher*, 3–6.
- Moir, T., & MacLeod, S. (2018). What impact has the Educational Psychology Service had on the implementation of restorative approaches activities

within schools across a Scottish Local Authority? *Educational and Child Psychology*, 35(Spec Iss 2), 30–42.

Moran, H. (2020). *Drawing the Ideal Self* [Data set]. American Psychological Association. <https://doi.org/10.1037/t31193-000>

Mullet, J. H. (2014). Restorative Discipline: From Getting Even to Getting Well. *Children & Schools*, 36(3), 157–162. <https://doi.org/10.1093/cs/cdu011>

Nathanson, D. L. (1997). Affect theory and the Compass of Shame. In M. R. Lansky & A. P. Morrison (Eds.), *The widening scope of shame*. (1998-07034-015; pp. 339–354). Analytic Press.

National Statistics. (2021). *Permanent exclusions and suspensions in England, Academic Year 2019/20*. <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england/2019-20>

Norris, H. (2019). The impact of restorative approaches on well-being: An evaluation of happiness and engagement in schools. *Conflict Resolution Quarterly*, 36(3), 221–234. <https://doi.org/10.1002/crq.21242>

O'Reilly, N. (2017). From performance to passionate utterance: Rethinking the purpose of restorative conference scripts in schools. *Ethics & Education*, 12(2), 170–183. <https://doi.org/10.1080/17449642.2017.1286763>

Ortega, L., Lyubansky, M., Nettles, S., & Espelage, D. L. (2016). Outcomes of a restorative circles program in a high school setting. *Psychology of Violence*, 6(3), 459–468. <https://doi.org/10.1037/vio0000048>

- Oxley, L., & Holden, G. W. (2021). Three positive approaches to school discipline: Are they compatible with social justice principles? *Educational and Child Psychology*, 38(2), 71–81.
- Patten, M. L. (2016). *Proposing Empirical Research* (1st ed.). Routledge.  
<https://doi.org/10.4324/9781315265865>
- Pavelka, S. (2013). Practices and Policies for Implementing Restorative Justice within Schools. *Prevention Researcher*, 20(1), 15–17.
- Payne, A. A., & Welch, K. (2015). Restorative Justice in Schools: The Influence of Race on Restorative Discipline. *Youth & Society*, 47(4), 539–564.  
<https://doi.org/10.1177/0044118X12473125>
- Rae, T. (2018). *The essential guide to using solution focused brief therapy with children & young people*. Hinton House.
- Restorative Justice Council. (2015). *Principles of restorative practice*. Retrieved from [Principles of restorative practice - FINAL 12.11.15.pdf \(restorativejustice.org.uk\)](#)
- Restorative Now. (2021). *Course Participant Handbook* [Training Handbook].
- Restorative Now. (2022). *Training*. <https://restorativenow.com/training/>
- Rice O’Toole, A., & Soan, S. (2021). Is the employment of pastoral support staff (PSS) working with students with social, emotional and mental health (SEMH) needs changing the role and responsibilities of teachers in London and South East England? *Pastoral Care in Education*, 0(0), 1–20.  
<https://doi.org/10.1080/02643944.2021.1918227>
- Robson, C. (2016). *Real world research: A resource for users of social research methods in applied settings* (Fourth edition.). Wiley.

- Romero, L., Scahill, V., & Charles, S. (2020). Restorative Approaches to Discipline and Implicit Bias: Looking for Ways Forward. *Contemporary School Psychology, 24*, 1–9. <https://doi.org/10.1007/s40688-020-00314-9>
- Rowley, J., & Giles, P. (2020). *Critically Reflective EP Practice* [Unpublished Manuscript]. Department of Professional Psychology, University of East London.
- Sandwick, T., Hahn, J. W., & Hassoun Ayoub, L. (2019). Fostering Community, Sharing Power: Lessons for Building Restorative Justice School Cultures. *Education Policy Analysis Archives, 27*(145). <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1235090&site=ehost-live>
- Schmuck, R. A. (1976). Process consultation and organization development. *Professional Psychology, 6*.
- Schön, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions* (pp. xvii, 355). Jossey-Bass.
- Shaw, G. (2007). Restorative practices in Australian schools: Changing relationships, changing culture. *Conflict Resolution Quarterly, 25*(1), 127-135.
- Short, R., Case, G., & McKenzie, K. (2018). The long-term impact of a whole school approach of restorative practice: The views of secondary school teachers. *Pastoral Care in Education, 36*(4), 313–324. <https://doi.org/10.1080/02643944.2018.1528625>

- Simson, D. (2014). Exclusion, Punishment, Racism and Our Schools: A Critical Race Theory Perspective on School Discipline. *UCLA Law Review*, 61(2), 506–563.
- Song, S. Y., & Swearer, S. M. (2016). The cart before the horse: The challenge and promise of restorative justice consultation in schools. *Journal of Educational & Psychological Consultation*, 26(4), 313–324.  
<https://doi.org/10.1080/10474412.2016.1246972>
- Song, S. Y., Eddy, J. M., Thompson, H. M., Adams, B., & Beskow, J. (2020). Restorative Consultation in Schools: A Systematic Review and Call for Restorative Justice Science to Promote Anti-Racism and Social Justice. *Journal of Educational & Psychological Consultation*, 30(4), 462–476.  
<https://doi.org/10.1080/10474412.2020.1819298>
- Squires, G., & Farrell, P. (2007). Educational psychology in England and Wales. In S.R. Jimmerson, T.D. Oakland & P.T. Farrell (Eds.), *The handbook of international school psychology*. London: Sage Publications
- Stenhouse, L. (1975). Defining the Curriculum Problem. *Cambridge Journal of Education*, 5(2), 104–108. <https://doi.org/10.1080/0305764750050206>
- Tekin, A. K., & Kotaman, H. (2013). The Epistemological Perspectives on Action Research. *Journal of Educational and Social Research*, 3, 12.
- Timney, C., & Cohman, A. (2020). *The Ceds – Children’s Exploratory Drawings*. The Ceds - Children’s Exploratory Drawings. <http://theceds.co.uk>
- Timpson, E. (2019). Timpson Review of School Exclusion. Retrieved from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807862/Timpson\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf)

- Tomkins, S. S. (1980). Affect as amplification: some modifications in theory. In R. Plutchik & H. Kellerman (Eds.), *Theories of Emotion* (pp. 141–164). Academic Press. <https://doi.org/10.1016/B978-0-12-558701-3.50012-0>
- United Nations. (2003). *Glossary of humanitarian terms*. New York: Office for the Coordination of Humanitarian Affairs Policy Development and Studies Branch.
- Vaandering, D. (2010). The Significance of Critical Theory for Restorative Justice in Education. *Review of Education, Pedagogy & Cultural Studies*, 32(2), 145–176. <https://doi.org/10.1080/10714411003799165>
- Velez, G., Hahn, M., Recchia, H., & Wainryb, C. (2020). Rethinking Responses to Youth Rebellion: Recent Growth and Development of Restorative Practices in Schools. *Current Opinion in Psychology*, 35, 36–40. <https://doi.org/10.1016/j.copsyc.2020.02.011>
- Vygotsky, L. S. (1978). *Mind in Society: the Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wachtel, T. (2003). Restorative justice in everyday life: Beyond the formal ritual. *Reclaiming Children and Youth*, 12(2), 83–87.
- Warren, E., Melediz-Torres, G. J., Viner, R., Bonell, C., & Melendez-Torres, G. J. (2020). Using qualitative research to explore intervention mechanisms: Findings from the trial of the Learning Together whole-school health intervention. *Trials*, 21(1), N.PAG-N.PAG. <https://doi.org/10.1186/s13063-020-04688-2>
- Whitehead, J. (1993). *The Growth of Educational Knowledge*. Hyde Publications.

- Wisker, G., Highman, L., Spronken-Smith, R., & Waghorne, J. (2022). Across time and space: Examiner and candidate experiences of online doctoral vivas. *Innovations in Education and Teaching International*, 59(2), 131–141. <https://doi.org/10.1080/14703297.2021.2022528>
- Yardley, L. (2015). Demonstrating Validity in Qualitative Psychology. In *Qualitative psychology: A practical guide to research methods* (3rd edition., pp. 233–251). Sage.
- Zehr Institute. (n.d.). *Howard Zehr | Zehr Institute*. Retrieved 20 April 2022, from <https://zehr-institute.org/staff/howard-zehr/>
- Zehr, H. (1990). *Changing lenses: A new focus for crime and justice*. Herald Press.
- Zehr, H. (1995). Justice Paradigm Shift? Values and Visions in the Reform Process. *Mediation Quarterly*, 12(3), 207–216. <https://doi.org/10.1002/crq.3900120303>

## Appendices

### Appendix A: Literature Search

#### Inclusion Criteria

The terms 'restorative justice', 'restorative practices' and 'restorative approaches' were all terms that appeared to be used interchangeably and therefore all three terms were included in the search.

I was interested in the use of the RA in schools and the potential for EPs to have an impact on the development and implementation. The terms 'school' and 'education' were therefore included along with variations of educational psychology to encompass this focus.

The following term was used:

```
("restorative justice" OR "restorative practice*" OR "restorative approach*") AND (school OR education) AND "educational psycholog**"
```

The terms were searched for using nine online databases: Academic Search Complete, British Education Index, Education Abstracts (H.W. Wilson), Education Research Complete, Educational Administration Abstracts, ERIC, APA PsycArticles, APA PsycInfo, Teacher Reference Centre.

This resulted in 218 results. In order to ensure relevant psychological items were not missed, the word educational would be removed. The final search time for the above databases was:

```
("restorative justice" OR "restorative practice*" OR "restorative approach*") AND (school OR education) AND psycholog*
```

This resulted in 889 articles being returned.

## **Exclusion Criteria**

Duplicate papers were removed, along with papers that were not based on RA in schools. This was based on the title, and if the title was unclear, the abstract was checked. This brought the number articles down to 124. Papers were also excluded if they did not include research, such as editorials, and books. If the paper was not researching implementation, development, or impact of restorative approaches these were excluded from the review. For example, there were several papers that suggest RA as a solution to the topics being discussed, rather than focusing on the RA. I decided to research literature from the US and the UK, so any other countries were excluded.

There was one exception to the exclusion criteria: if the paper had a focus on Educational Psychology and Restorative Approaches away from impact or implementation then it was retained due to the nature of this research.

Once the exclusion criteria had been applied to the results, I had 58 articles to review (See Appendix B for a list of articles).

It was therefore decided based on the number of articles to critique the literature thematically and look for themes within the RA literature. The literature review has been split into three sections: RA in the US, RA in the UK and, RA and Educational Psychology. There use of the RA has been prominent in the US since the early 1990s (Braithwaite, 1998) and therefore it was decided that the literature from the US would be beneficial to the review as it provides a strong evidence base for the approach. There is a focus on the research of RA in the UK as this research was conducted in the UK. The focus on RA and Educational Psychology reflects the aims of this research and brings the two disciplines together.

While there is a focus of RA within this research, it is important to acknowledge that an integral part of this research the AR methodology and exploring how Educational Psychologists can support schools with their RA. The decision for the literature review to focus on RA was to highlight the importance of staying up to date with the current research and literature to provide the best possible support for the settings with which to conduct the research.

## Appendix B: List of papers in Literature Review

Title	Year	Author	Theme(s)
A Cluster-Randomized Trial of Restorative Practices: An Illustration to Spur High-Quality Research and Evaluation	2016	Acosta et al.	Implementation Evaluation
A language focused approach to supporting children with social, emotional and behavioural difficulties (SEBD)	2020	Hibbin & Warrin	Use of RA Impact of RA
A systematic evaluation of restorative justice practices: School violence prevention and response	2020	Katic et al.	Implementation Evaluation
An Alternative to School Detention	2008	Ashworth et al.	Use of the RA Impact
Appreciative Evaluation of Restorative Approaches in Schools	2015	Bevington	Impact Relationships
Authority or democracy? Integrating two perspectives on equitable classroom management in urban schools	2018	Graham	Use of the RA
Bad, mad or sad: Constructions of young people in trouble and implications for interventions	2006	Macleod	Use of RA Implementation
Can restorative practice in schools make a difference?	2008	McCluskey et al.	Implementation Staff Impact
Constructing a restorative school district collaborative	2018	Darling & Monk	Action Research Implementation Collaboration
Consultation and collaboration to develop and implement restorative practices in a culturally and linguistically diverse elementary school	2016	Ingraham et al.	Marginalised Groups Impact of RA Use of RA
Discipline With Dignity: Oakland Classrooms Try Healing Instead of Punishment	2014	Davis	Case Study Marginalised Groups

Discourses on behaviour	2013	Harold & Corcoran	Role for an EP
Effectiveness of Restorative Justice in US K-12 Schools: a Review of Quantitative Research	2020	Darling-Hammond et al.	Quantitative More research needed
Effects of the Learning Together intervention on bullying and aggression in English secondary schools (INCLUSIVE): A cluster randomised controlled trial	2018	Bonell et al.	Impact of RA Quantitative
Evaluation of a Whole-School Change Intervention: Findings from a Two-Year Cluster-Randomized Trial of the Restorative Practices Intervention	2019	Acosta et al.	Mixed Method Bullying Student experiences Impact
Examining the Social Validity of a Universal Intervention for Reducing Exclusionary Discipline through Stakeholder Voice	2021	Furjanic et al.	Implementation School Climate Impact of RA
Exclusion, Punishment, Racism and Our Schools: A Critical Race Theory Perspective on School Discipline	2014	Simson	Law Marginalised Groups
Expanding Opportunity through Critical Restorative Justice Portraits of Resilience at the Individual and School Level	2014	Knight & Wadwha	Resilience Zero Tolerance
Exploring the Complexity of Classroom Management: 8 Components of Managing a Highly Productive, Safe, and Respectful Urban Environment	2013	Jones et al.	Staff Impact Impact of RA
Fostering Community, Sharing Power: Lessons for Building Restorative Justice School Cultures	2019	Sandwick et al.	Marginalised Groups Community Impact Qualitative
From performance to passionate utterance: rethinking the purpose of restorative conference scripts in schools	2017	O'Reilly	Use of RA Scripts
Going Restorative, Staying Tough: Urban Principals'	2021	Lustick	Implementation Impact

Perceptions of Restorative Practices in Collocated Small Schools			
'I was dead restorative today': from restorative justice to restorative approaches in school	2008	McCluskey et al.	Implementation Evaluation of RA
Interdisciplinary Perspectives on Restorative Justice: Developing Insights for Education	2012	Cremin et al.	RJ to education
Introducing restorative practices in a diverse elementary school to build community and reduce exclusionary discipline: Year one processes, facilitators, and next steps	2020	Kervick et al.	Implementation Evaluation Mixed Methods Buy-in
Involving young people in changing their school environment to make it safer: Findings from a process evaluation in English secondary schools	2015	Fletcher et al.	CYP Voice Qualitative
Keeping Kids in Schools: Restorative Justice, Punitive Discipline, and the School to Prison Pipeline	2012	Gonzalez	Marginalised Groups
Moderated mediation analyses to assess intervention mechanisms for impacts on victimisation, psycho-social problems and mental wellbeing: Evidence from the INCLUSIVE realist randomized trial	2021	Melendez-Torres et al.	Qualitative Implementation Impact Evaluation
New directions in whole-school restorative justice implementation	2019	Gonzalez et al.	Implementation Development
Outcomes of a restorative circles program in a high school setting	2016	Ortega et al.	Experiences of RA Impact of RA Child Voice
Practices and Policies for Implementing Restorative Justice within Schools	2013	Pavelka et al.	Use of RA Implementation
Proactive Circles: A practical guide to the implementation of a restorative practice	2020	Evanovich et al.	Use of RA Implementation Tool

RAP Coaching with Teachers	2012	Currier et al.	Staff support Development
Restorative Approaches to Discipline and Implicit Bias: Looking for Ways Forward	2020	Romero et al.	Marginalised groups Evaluation
Restorative consultation in schools: A systematic review and call for restorative justice science to promote anti-racism and social justice	2020	Song et al.	School Psychology Consultation Literature Review
Restorative Discipline: From Getting Even to Getting Well	2014	Mullet	Model Discipline Staff
Restorative Justice in Schools: The Influence of Race on Restorative Discipline	2015	Payne & Welch	Marginalised Groups
Restorative justice-based practices in settings with children and young people: Examining the views of young people	2015	Gillard	CYP Voice Impact
Restorative practices and the integration of social emotional learning as a path to positive school climates	2018	Hulvershorn & Mulholland	School Climate Impact
Restorative Practices: Giving Everyone a Voice to Create Safer Saner School Communities	2011	Mirsky	Implementation Relationships
Restoring the possibility of change? A restorative approach with troubled and troublesome young people	2010	McCluskey	Implementation Impact of RA
Rethinking responses to youth rebellion: Recent growth and development of restorative practices in schools	2020	Velez et al.	Resilience Autonomy Relationships
SaferSanerSchools: Transforming School Cultures with Restorative Practices	2007	Mirsky	Implementation Impact Community
Teacher consultation to enhance implementation of school-based restorative justice	2016	Mayworm et al.	School Psychology Consultation
'Teachers are Afraid we are Stealing their Strength': A	2011	McCluskey et al	Implementation

Risk Society and Restorative Approaches in School			Discipline Impact of RA
The cart before the horse: The challenge and promise of restorative justice consultation in schools	2016	Song and Swearer	School Psychology Consultation
The impact of restorative approaches on well-being: An evaluation of happiness and engagement in schools	2019	Norris	Evaluation of RA Qualitative
The long-term impact of a whole school approach of restorative practice: the views of secondary school teachers	2018	Short et al.	Impact Qualitative Relationships
The persistent effect of race and the promise of alternatives to suspension in school discipline outcomes	2014	Anyon et al.	Quantitative Impact of RA
The Promise of Restorative Practices to Transform Teacher-Student Relationships and Achieve Equity in School Discipline	2016	Gregory et al.	Implementation Quantitative Marginalised Groups
The Significance of Critical Theory for Restorative Justice in Education	2010	Vaandering	Commentary but frequently cited
Three positive approaches to school discipline: Are they compatible with social justice principles?	2021	Oxley & Holden	EP role in RA
Twelve indicators of restorative practices implementation: A framework for educational leaders	2021	Gregory et al	Implementation 12 Indicators Qualitative
Understanding the relationship between perceived school climate and bullying: A mediator analysis	2019	Acosta et al.	Quantitative Bullying
Using Children's Picturebooks to Facilitate Restorative Justice Discussion	2020	Koltz & Kersten-Parrish	Use of RA Tool
Using Digital Storytelling to Teach Restorative Justice and Decision Making	2015	Jefson & Niemeier	Use of RA Tool

Using qualitative research to explore intervention mechanisms: findings from the trial of the Learning Together whole-school health intervention	2020	Warren et al.	Qualitative Implementation Impact of RA
What impact has the Educational Psychology Service had on the implementation of restorative approaches activities within schools across a Scottish Local Authority?	2018	Moir & MacLeod	EP role in RA Impact of EP Impact of RA Mixed Methods

### Appendix C: Adapted Implementation Readiness Questionnaire

	Yes/No/ Unsure/ N/A	Comments
<b>Development Readiness and Dedicated Support</b>		
Is there a committed person/persons for the development of RA?		
Are you and your staff willing to make changes in the best interest of the school?		
Are you willing to voice ongoing support for RA?		
<b>Development needs and assets?</b>		
Are you personally open to coaching?		
Are stakeholders able to re-prioritise school resources to develop RA?		
Would you be able to figure out time for ongoing PD for all faculty and staff?		
Would a few school personnel be available for embedded training on conduct issues?		
Would you like your school to deepen its practice of RA?		
<b>Developmental Barriers</b>		
Is there understanding and commitment that this is an ongoing development that will take time and resources?		
If you have done something that impacts one of your employees negatively, are you willing to hear them in a restorative process?		
Is there understanding that efforts to change culture/processes create tensions and responses that need to be heard?		
Can you identify any barriers to developing your RA?		
Is there a presence of conflict between school stakeholders within the school that would prevent development?		
Does your school have the resources and desire to gather data to support and maintain the development of RA?		
Do you have data on the impact of for RA so far?		
<b>Next steps to Develop RA</b>		
What is your dream for RA in your school?		

On a scale of 1 – 10, where are the RA in your dream?		
Are there any gaps in your practice that need addressing?		
Who can help resolve these?		
What are the strengths we possess to develop RA?		
What is our first step?		
What are the following steps?		
How might we look to evaluate the impact of these steps?		

## Appendix D: School Invitation Letter



### SCHOOL INVITATION LETTER

#### **Restorative Approaches: The Educational Psychologist's Role in Building Relationships in Schools**

You are being invited to participate in a research study for my thesis. I am a Trainee Educational Psychologist at the University of East London. Please take your time to read this letter as it is important you understand what you are agreeing to.

#### *What is the research?*

I would like to research an educational psychologist's role in implementing restorative approaches in school. Restorative approaches look to restore relationships that have been affected by conflict and promote positive relationships in schools. I would therefore like to explore your current restorative approaches and how I can support you moving forward.

#### *Why have you been asked to participate?*

I would like participants of this research to be school staff, parents, and young people in order to provide a thorough overview of what restorative approaches we would like to see in schools. It is important to gather everyone's views. Your participation is completely voluntary, you do not have to participate, and you will be free to withdraw at any time.

#### *What will your participation involve?*

If you are willing to participate in the research, I will be asking you to circulate information of this study to pupils and parents to help recruit for the focus groups regarding implementation of restorative approaches. I will also ask to meet with a senior member of management to discuss the implementation readiness of your school. Your participation will involve becoming an active part of this research. It will include being involved in focus groups, constructing evaluation forms, and analysing data. It is likely that I will be, as part of my support in the implementation, offering training to your staff and will offer to hold restorative conversations with pupils.

#### *What will you get from participation?*

Unfortunately, I will not be able to provide you with any reward for participating, however as stated above, you may receive training from myself, and I may offer to hold

restorative conversations. This will be separate from your Service Level Agreement with Southend, and you will not be charged for this.

*What are the risks of taking part?*

The data we collect will be processed in a way to ensure no one can be identified, for example giving people pseudonyms (different names). If you are participating in a restorative conference, there may be emotional distress at discussing the event which led to the conference. However, I will look to create a supportive atmosphere and will provide support if needed.

*What will happen to the information that you provide?*

Your data will be recorded through a feature of Microsoft Teams. Your data will be immediately transferred to a secure, encrypted location on the University OneDrive. Only I will be able to access this recording, I may share them securely with my supervisor, Dr Miles Thomas, if necessary. When the data is transcribed, it will be deleted from the computer.

I will be giving each participant a pseudonym so you will not be identifiable. Any other information that could identify you will also be anonymised. The anonymised data will remain on the UEL repository for 3 years before being destroyed.

*What if you want to withdraw?*

You are free to withdraw from the research study at any time without explanation, disadvantage, or consequence. Separately, you may also request to withdraw your data even after you have participated data, provided that this request is made within 3 weeks of the data being collected (after which point the data analysis will begin, and withdrawal will not be possible).

Contact Details

*If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.*

*Jamie Allen ([u1944338@uel.ac.uk](mailto:u1944338@uel.ac.uk))*

*If you have any questions or concerns about how the research has been conducted, please contact the research supervisor Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ,*

*Email: [m.thomas@uel.ac.uk](mailto:m.thomas@uel.ac.uk)*

*or*

*Chair of the School of Psychology Research Ethics Sub-committee: Professor Ian Tucker, School of Psychology, University of East London, Water Lane, London E15 4LZ.*

*(Email: [i.tucker@uel.ac.uk](mailto:i.tucker@uel.ac.uk))*

## Appendix E: Consent Form

UNIVERSITY OF EAST LONDON



Consent to participate in the research study:

### Restorative Approaches: The Educational Psychologist's Role in Building Relationships in Schools

1. I have read the information page relating to the above research study and have been given a copy to keep. The nature and purposes of the research have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved have been explained to me.

Please tick box

2. I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researchers involved in the study will have access to identifying data. It has been explained to me what will happen once the research study has been completed.

Please tick box

3. I hereby freely and fully consent to participate in the study which has been fully explained to me.

Please tick box

4. Having given this consent, I understand that I have the right to withdraw from the study at any time without disadvantage to myself and without being obliged to give any reason. I also understand that should I withdraw; the researcher reserves the right to use my anonymous data in the write-up of the study and in any further analysis that may be conducted by the researcher.

Please tick box

By only ticking all of the above boxes this be taken as consent to participant in the research study.

*Participant's Name (BLOCK CAPITALS)*

.....

*Participant's Signature*

.....

*If Participant is Under the age of 16:*

*Participant's Parent's Name (BLOCK CAPITALS)*

.....

*Participant's Parent's Signature*

.....

*Researcher's Name (BLOCK CAPITALS)*

.....

*Researcher's Signature*

.....

*Date: .....*

## Appendix F: Parent Information Letter



### PARTICIPANT INVITATION LETTER

#### *Restorative Approaches: The Educational Psychologist's Role in Building Relationships in Schools*

You are being invited to participate in a research study for my thesis. I am a Trainee Educational Psychologist at the University of East London. Please take your time to read this letter as it is important you understand what you are agreeing to.

#### *What is the research?*

I would like to research an educational psychologist's role in implementing restorative approaches in school. Restorative approaches look to restore relationships that have been affected by conflict and promote positive relationships in schools.

#### *Why have you been asked to participate?*

I would like participants of this research to be school staff, parents, and young people in order to provide a thorough overview of what restorative approaches we would like to see in schools. It is important to gather everyone's views. Your participation is completely voluntary, you do not have to participate, and you will be free to withdraw at any time.

#### *What will your participation involve?*

Your participation will involve becoming an active part of this research. It will include being involved in focus groups, constructing evaluation forms, and analysing data. If you are a young person and if you would like to, there will be an opportunity for you to deliver training to school staff on RA with help from me.

#### *What will you get from participation?*

Unfortunately, I will not be able to provide you with any reward for participating, however your participation could have an impact on young people's lives at school and it might be a good thing to put on your CV!

#### *What are the risks of taking part?*

The data we collect will be processed in a way to ensure no one can be identified, for example giving people pseudonyms (different names). If you are participating in a restorative conference, there may be emotional distress at discussing the event which

led to the conference. However, I will look to create a supportive atmosphere and will provide support if needed.

*What will happen to the information that you provide?*

Your data will be recorded through a feature of Microsoft Teams. Your data will be immediately transferred to a secure, encrypted location on the University OneDrive. Only I will be able to access this recording, I may share them securely with my supervisor, Dr Miles Thomas, if necessary. When the data is transcribed, it will be deleted from the computer.

I will be giving each participant a pseudonym so you will not be identifiable. Any other information that could identify you will also be anonymised. The anonymised data will remain on the UEL repository for 3 years before being destroyed.

*What if you want to withdraw?*

You are free to withdraw from the research study at any time without explanation, disadvantage, or consequence. Separately, you may also request to withdraw your data even after you have participated data, provided that this request is made within 3 weeks of the data being collected (after which point the data analysis will begin, and withdrawal will not be possible).

#### Contact Details

*If you would like further information about my research or have any questions or concerns, please do not hesitate to contact me.*

Jamie Allen ([u1944338@uel.ac.uk](mailto:u1944338@uel.ac.uk))

*If you have any questions or concerns about how the research has been conducted, please contact the research supervisor Dr Miles Thomas, School of Psychology, University of East London, Water Lane, London E15 4LZ,*

*Email: [m.thomas@uel.ac.uk](mailto:m.thomas@uel.ac.uk)*

*or*

*Chair of the School of Psychology Research Ethics Sub-committee: Professor Ian Tucker, School of Psychology, University of East London, Water Lane, London E15 4LZ.*

*(Email: [i.tucker@uel.ac.uk](mailto:i.tucker@uel.ac.uk))*

## Appendix G: Participant Debrief Letter



### **PARTICIPANT DEBRIEF LETTER**

Thank you for participating in our research study on '*The narrative around exclusions: views from parents from children of autism*'.

This letter offers information that may be relevant in light of you having now taken part.

#### **What will happen to the information that you have provided?**

The following steps will be taken to ensure the confidentiality and integrity of the data you have provided:

Your data will be immediately transferred to a secure, encrypted location on the University OneDrive. Only I will be able to access this recording, I may share them securely with my supervisor, Dr Miles Thomas, if necessary. When the data is transcribed, it will be deleted from the computer.

I will be giving each participant a pseudonym so you will not be identifiable. Any other information that could identify you will also be anonymised. The anonymised data will remain on the UEL repository for 3 years before being destroyed.

You may request to withdraw your data even after you have participated, provided that this request is made within 3 weeks of the data being collected (after which point the data analysis will begin, and withdrawal will not be possible).

#### **What if you have been adversely affected by taking part?**

It is not anticipated that you will have been adversely affected by taking part in the research, and all reasonable steps have been taken to minimise potential harm. Nevertheless, it is still possible that your participation – or its after-effects – may have been challenging, distressing or uncomfortable in some way. If you have been affected in any of those ways you may find the following resources/services helpful in relation to obtaining information and support:



Phone Number: 116 123

Email Address: [jo@samaritans.org](mailto:jo@samaritans.org)

Postal Address: Chris

Freepost RSRB-KKBY-CYJK

PO Box 9090

You are also very welcome to contact us or our supervisor if you have specific questions or concerns.

### **Contact Details**

If you would like further information about the research or have any questions or concerns, please do not hesitate to contact us.

Jamie Allen [u1944338@uel.ac.uk](mailto:u1944338@uel.ac.uk)

If you have any questions or concerns about how the research has been conducted please contact the research supervisor, Dr. Miles Thomas

School of Psychology, University of East London, Water Lane, London E15 4LZ,

Email: [m.thomas@uel.ac.uk](mailto:m.thomas@uel.ac.uk)

**or**

Chair of the School of Psychology Research Ethics Sub-committee: Professor Ian Tucker, School of Psychology, University of East London, Water Lane, London E15 4LZ.

(Email: [i.tucker@uel.ac.uk](mailto:i.tucker@uel.ac.uk))

**Appendix H: Certification of Course Completion**



## Appendix I: Restorative Approaches Staff Survey



### Restorative Approaches Survey – Staff

I am a trainee Educational Psychologist who is conducting action research into how EPs can support the development of Restorative Approaches in schools. It has been agreed that I will be working with your school to develop the restorative approaches.

Please rate the following items on a scale of 1 to 10 (10 being the highest) and if possible, provide an explanation.

**How would you define a restorative approach?**

--

**I believe using restorative approaches supports the development of young people**

1	2	3	4	5	6	7	8	9	10
If possible, please explain why...									

**I believe restorative approaches are utilised in the school setting**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If possible, please explain why...

**I understand the theory of restorative approaches**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If possible, please explain further...

**I am confident in my knowledge of why using restorative approaches are important**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If possible, please explain why...

**I am confident in my skills to use a restorative approach**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If possible, please explain why...

**I am confident in my skills to support young people adopt a restorative approach**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If possible, please explain why...

**I would benefit from further training on restorative approaches**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If possible, please explain why and what you would like to gain from it?

**I would benefit from coaching/collaborate learning on restorative approaches**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If possible, please explain why...

**What support, resources or training are you aware of/is available to you to support your development of restorative approaches?**

**How is the use of restorative approach evaluated and quality assured?**

## **Appendix J: Ideal and Non-Ideal Teacher Questions**

What would you call them?

What do they look like?

What do they sound like?

How do they talk to you?

What do they do when something goes well?

What do they do when something goes wrong?

What are they good at?

What are they bad at?

How do they make you feel?

What is the best thing about them?

What is the worst thing about them?

Appendix K: Kayden's Work

New Section

Fairness  
 Friendliness is fairness  
 Like stuff you like  
 Be fair

Wrong  
 It's ok we can replace it.  
 Speed calmly, maybe so go to gymnasium of!

Kind  
 Mr Fridge  
 Fridges are happy because

Looks  
 Like a giant meatball that taste rainbow  
 Beautiful

Act  
 Treat you nicely  
 Be friendly  
 Not lots of homework  
 Well give them certificate  
 ↳ Lot pupils do what they want but abo teacher

Good teacher

Don't want to be fought

Angry

Mr Fodge  
 Because he's angry like hulk

Tell you what to do

Wooey  
 They would scream!

Looks  
 Steve Austin  
 Miserable face!

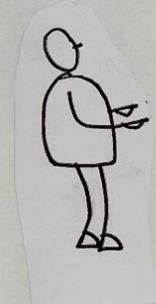
Sound  
 Shouting

Well  
 Send a principles office

Act  
 Always angry/pissed off

Being kind  
 Not being mean  
 Giving love

Sound  
 Nice & soft

Appendix L: Simon's Work

Handwritten notes and sketches on a piece of paper, organized into two columns by a vertical line. The left column features a drawing of a person holding a book, and the right column features a drawing of a person with a hand to their face. The notes are categorized by boxed labels: Sound, Looks, Well, Good, Feel, Wrong, Bad, and Nothing!

**Left Column (Person with book):**

- Sound:** Nice pitchy tone, Kelly voice, Quiet next of the tone, Softly spoken, Gently, Nice tone, If you do this... you can have Eric, Not shouting, Don't scratch, Talk to you if you're stressed, Let you whisper.
- Looks:** Sometimes serious but not a lot, Nice clothes, Look happy, Clear.
- Well:** Reward you free time to football, Lego, Tell you mum.
- Good:** Helping with work you need to do, Test, Happy about yourself, Good everyone happy, No shouting.
- Feel:** She, Good teacher, GT.
- Wrong:** Talk when I'm stressed, Might call teacher to come + talk, Give small punishment, Bad day to distract.
- Bad:** Giving work, Sometimes don't know what to do, Don't want to tell you off.
- Nothing!**

**Right Column (Person with hand to face):**

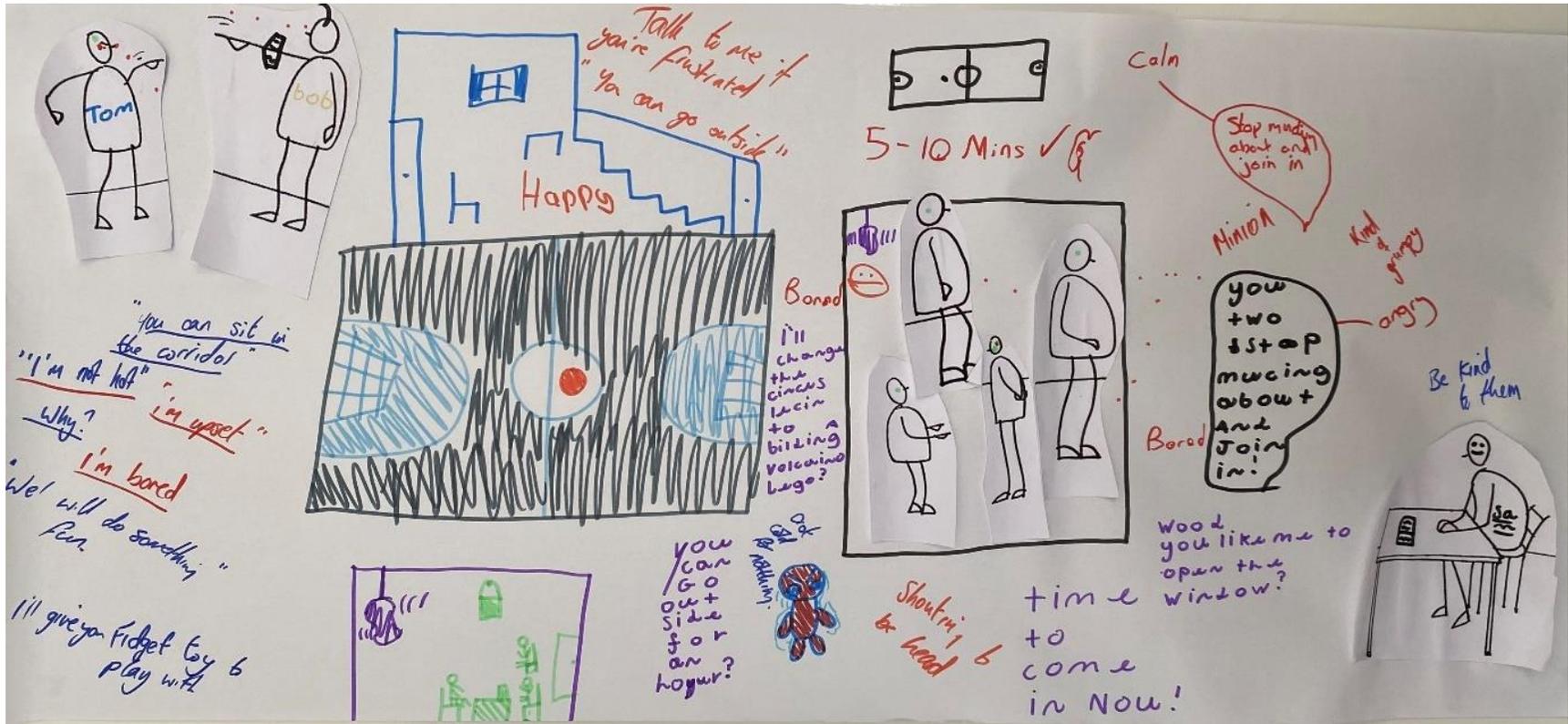
- Sound:** Shout, UPSET, Detention points or messen anger.
- Looks:** Scuffy uniform/hair, Raised eyebrows, Face is red, Moody face.
- Well:** Reward you free time to football, Lego, Tell you mum.
- Good:** Telling off, Taking things away, Blaming, Lying.
- Feel:** Angry, Stressed, Upset, Annoyed, Scared.
- Wrong:** Call headteacher, Kick, out of class, Get another teacher to have detention for a week, 1 hr because they are strict!
- Bad:** "You will lose break time!", "Gives detention", "Keep your head down!", "Don't talk!", "Do your work!", "No please".
- Nothing!**

**Other notes:**

- Bad ask?** Taking stuff - grabs it, Listening - ignoring you, Explaining.
- Angry:** Dark tone, Scuffy.
- Bad Teacher:** BT for short.
- Nothing!** NOTHING!
- Well:** Good job you lost a minute of break, Unfair!, They won't actually do it, happy to go.







## Appendix O: Leaflet

**THE NON-IDEAL TEACHER:**

What might we call them?  
BT (Bad Teacher), Grumps, Mr. Fodge

What might they look like?  
They look very old, miserable, short and scruffy.

How might they sound?  
They sound angry and grumpy

What might they talk to you?  
They tell us what to do by shouting and pointing.

What might they do when something has gone well?  
They tell us off anyway or ignore it.

What might they do when something has gone wrong?  
They get angry, scream and kick us of out class.

What might this teacher be good at?  
They are good at telling us off, lying, blaming and being grumpy.

What might this teacher be bad at?  
They are bad at helping us learn, listening and being happy

How might this teacher make you feel?  
Angry, stressed, annoying, upset, bored

What might be the best thing about this teacher?  
Nothing!

What might be the worst thing about this teacher?  
They are never happy, really loud and give detentions for no reason.



## “A non-ideal teacher won’t actually be happy for you, even when they say well done”

This leaflet was put together by Jamie Allen, Trainee Educational Psychologist

I worked with young people at NAME OF SCHOOL to create constructs of ideal and non-ideal teachers. This was to highlight the good practice of teachers and how young people like to be treated.

I have only used words that the young people used in order to promote their voice and produce something that they can be proud of.

The focus is on relationships and how teachers build relationships with young people. Relationships are so important to success in the classroom.

It is hoped that this will celebrate what teachers do well and help them be aware of the things that young people do not like.

The drawings can be found by searching Children’s Exploratory Designs on google. They are a free to use tool, thank you to [Timney](#) and [Cohman](#) for creating them.

PICTURES DRAWN BY TIMNEY & COHMAN (2020) - CHILDREN’S EXPLORATORY DESIGNS

## The Ideal Teacher! “There’s nothing good about a grumpy teacher!”



PICTURES DRAWN BY TIMNEY & COHMAN (2020) - CHILDREN’S EXPLORATORY DESIGNS

The content of this leaflet was developed by pupils at NAME OF SCHOOL

This was part of some research looking to develop schools’ restorative approaches and how to effectively build relationships.

# “Friendliness is fairness.... You should always be fair”



## What advice we want to give teachers:

Try to smile more

Try and be fair

Try not to shout at us

Try not to tell someone off constantly

Try and give us time out if we need it

Try and talk to us and ask us what is wrong?

Try to make situations better

## THE IDEAL TEACHER:

What might we call them?

GT (Good Teacher), Bob, Mr. Fridge

What might they look like?

They are well dressed, smiley and they shine like a rainbow.

How might they sound?

They sound happy, they are softly spoken, quiet and nice.

What might they talk to you?

They do not shout, they talk in a happy way.

What might they do when something has gone well?

They will say well done, give us a certificate and tell our parents.

What might they do when something has gone wrong?

They will try and distract us, talk to us when we are upset, speak calmly and only show a little bit of frustration.

What might this teacher be good at?

They are happy, they are never mean and they explain what you need to do clearly.

What might this teacher be bad at?

They are bad at telling us off and riding a skateboard.

How might this teacher make you feel?

Loved, happy and good about myself.

What might be the best thing about this teacher?

Treating us nicely, giving us reward time and making the class happy.

What might be the worst thing about this teacher?

Nothing!

## THE IDEAL TEACHER:

How might this teacher make you feel?

Loved



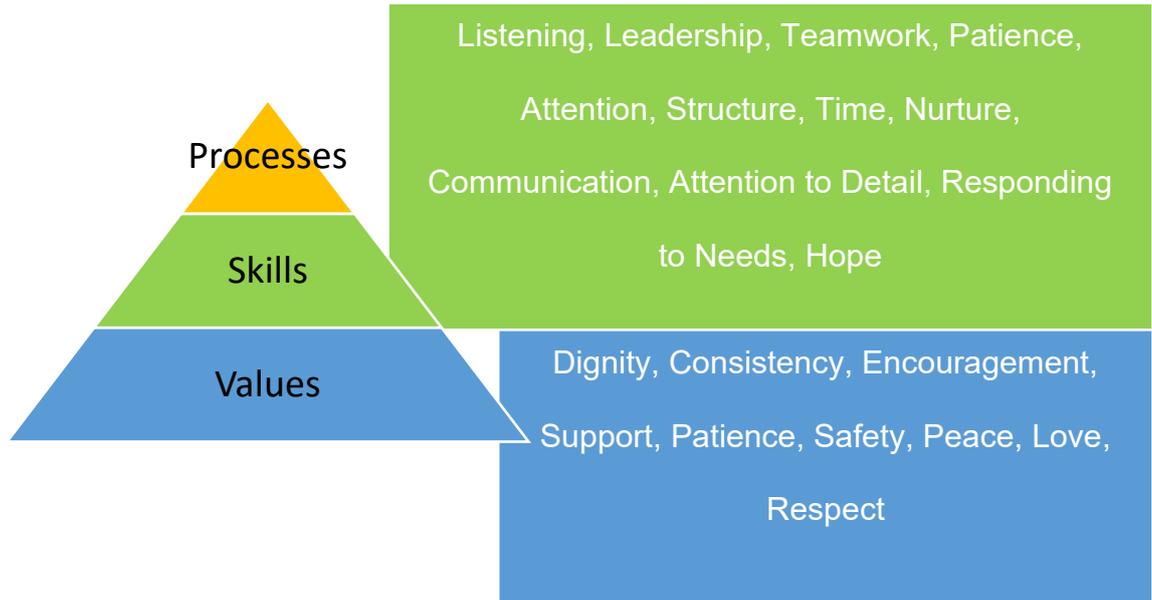
Happy



Good about myself



## Appendix P: Peer Supervision Skills and Values



## Appendix Q: Staff Workshop Evaluation

### Restorative Approaches Feedback

I am a trainee Educational Psychologist who is conducting action research into how EPs can support the development of Restorative Approaches in schools.



Please rate the following items on a scale of 1 to 10 and if possible, provide an explanation.

**1 = Strong Disagree**

**10 = Strongly Agree**

**1. I understand what conflict resolution is.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**2. I am confident in my ability to manage conflict.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**3. I understand what a restorative approach is.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**4. I would like to know more about the approach.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**5. I understand why it is important to support young people to develop their understanding of emotions.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**6. I understand the importance of relationships.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**7. I am confident in my ability to repair relationships when harm has been caused.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**8. I am aware of how a restorative approach is used at NAME OF SCHOOL.**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1 = Strongly Disagree

10 = Strongly Agree

1. I understand what conflict resolution is.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

2. I am confident in my ability to manage conflict.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

3. I understand what a restorative approach is.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

4. I would like to know more about the approach.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

5. I understand why it is important to support young people to develop their understanding of emotions.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

6. I understand the importance of relationships.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

7. I am confident in my ability to repair relationships when harm has been caused.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

8. I am aware of how a restorative approach is used in NAME OF SCHOOL.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

9. I believe using restorative approaches supports the development of young people

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

10. This training was worthwhile

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

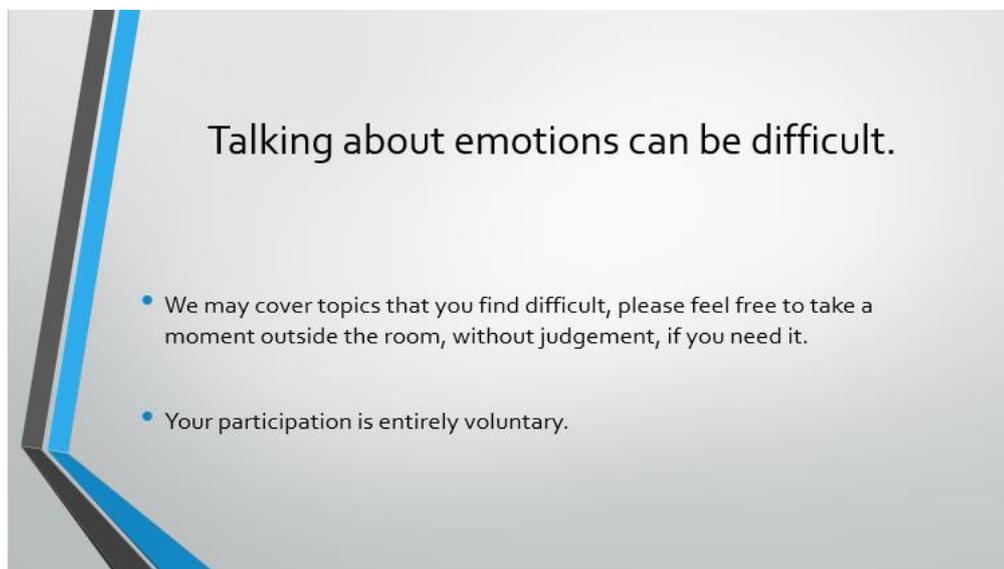
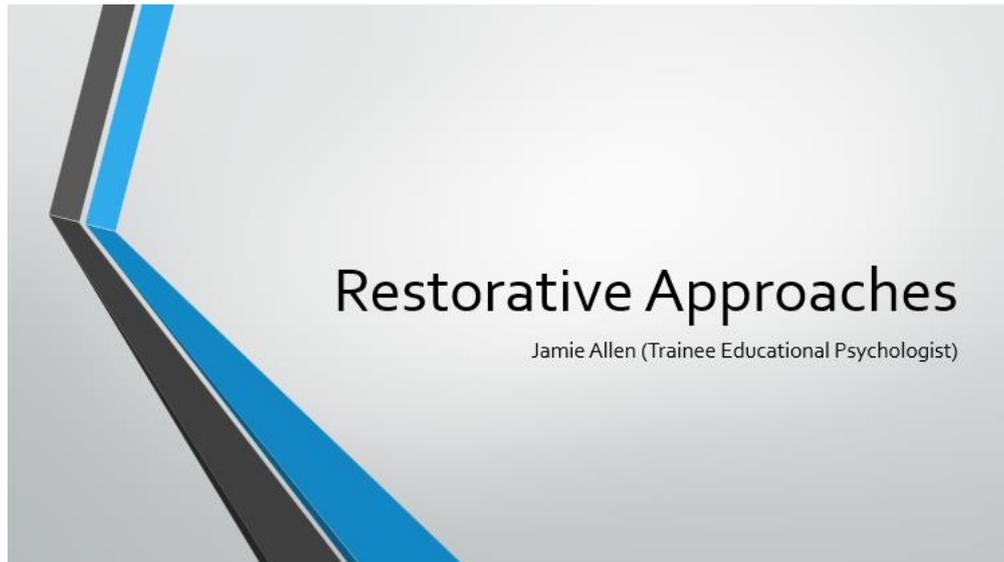
11. This training has developed my understanding of RA

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

What will you take away from this session?

What would have made the session better?

## Appendix R: Staff Workshop Slides



## Objectives of the session

- What would you like to achieve?
- Check in with each other
- Explore what relationships mean
- Explore what we think about emotions
- Explore what it means to be restorative
- Have a clearer idea on how to manage conflict resolution

## The rose and the thorn.



## Emotions and feelings.

- What part do they play in resolving disputes?
- 6 core feelings – happy, angry, sad, disgust, fear, surprise



## Thoughts and feelings.

I feel that I am no good  
I'm relieved you're home safely  
I feel that you aren't interested  
I am proud to have passed the exam  
I don't think it's fair  
She makes me angry  
His new car makes me jealous  
I'm not feeling too good  
It is a joy to finally get a job  
It's so hard being alone

Why are  
they  
important?

## Relationships.

### Relationships.

- Create a sense of belonging.
- Promotes a sense of security and safety in children.
- Promotes positive well-being and emotional health.
- Better understanding of others and ability to empathise.
- Create a positive learning environment.
- Attachment Theory suggests that children with secure attachments achieve better educational outcomes.

## What do the pupils say?

### Ideal Teacher

- Names – GT, Bob, Mr Fridge
- Looks – Well dressed, rainbow, smiley
- Sound – Happy, softly spoken, quiet, nice
- Talking – Not shouting, talks in a happy way
- Well – Say well done, give a certificate, tell parents
- Wrong – try and distract, talk to me when I'm stressed, speak calmly, only get a little bit annoyed
- Good at – Being happy, explaining what you need to do, not being mean
- Bad at – telling people off, riding a skateboard,
- Feel – Happy, loved, good about myself
- Best – Treat you nicely, giving you reward time, make the class happy
- Worst – Nothing!



## What do the pupils say?

### Non-Ideal Teacher

- Names – BT, Grumps, Mr Foodge
- Looks – Miserable, very old, short, scruffy,
- Sound – Angry, dark tone, grumpy
- Talking – Tell you what to do, shout at you, loud, points in anger
- Well – tell you off anyway, assume something bad has happened, ignores it
- Wrong – gets really angry, screams, kick you out of class, detentions, get the head teacher involved
- Good at – telling off, blaming, lying, being grumpy
- Bad at – helping us learn, being happy, listening
- Feel – angry, stressed, annoyed, upset, bored, being grumpy can be funny
- Best – Nothing!
- Worst – Never happy, talks really loud, giving detention for no reason



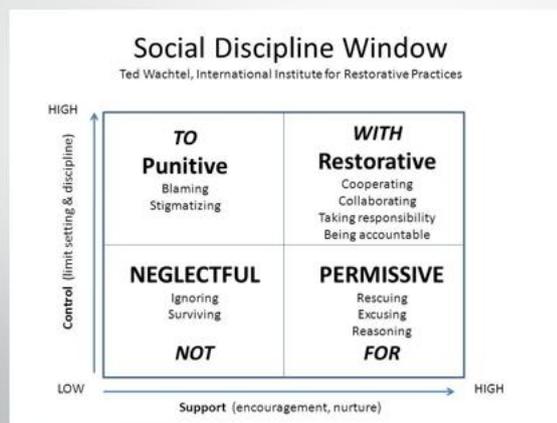
## What do the pupils say?

- Be fair
- Stop telling people off constantly
- Give time out
- Ask us what is wrong?
- Don't shout
- Try to make situations better
- Smile more

## Key quotes

- "There's nothing good about a grumpy teacher"
- "Friendliness is fairness.... You should always be fair"
- "A non-ideal teacher won't actually be happy for you, even when they say well done"

## What does it mean to be restorative?



## Shame and Guilt.

What's the difference?

## Why should we use a restorative approach?

- Restorative programmes are shown to nurture better relationships between staff and students (Ortega et al., 2016)
- Maslow (1947) states that people need to have positive relationships to manage their well-being and ability to flourish. This will allow them to enter into Vygotsky's (1978) Zone of Proximal Development.
- Restorative approaches address biases towards marginalised groups (Simson, 2014)
- Restorative approaches educate and nurture young people, as opposed to discipline which can help avoid the school-to-prison pipeline (Davis, 2014).
- Student who participate in restorative approaches were less likely to receive out-of-school suspensions (Anyon et al., 2014). This will support students to feel a sense of belonging in school, rather than rejection.

## What does being restorative look like in practice?

- Not shaming others
- Avoiding being confrontational
- Repairing harm
- Building relationships
- Looking towards the future
- Talking about how actions made us feel
- Being curious, not judgemental

## What does being restorative look like in practice?

Retributive Approach



What rule has been broken?  
Who broke it?  
What do they deserve?

Restorative Approach



Who's been harmed?  
What do they need?  
Whose responsibility to put it right?

# How to be more restorative?

## Judgemental approach

- Don't do that!
- Don't swear like that!
- If you do that again, you'll be in detention
- That person is behaving badly

## Non-judgemental approach

- Why are you doing that? How is that affecting others?
- Why are you using that word?
- I can see you're angry, I want to understand why and try to help.
- What is that person's unmet need? Why are they behaving the way they are?

# Active Listening



WHAT IS ACTIVE LISTENING?



WHAT ARE THE BENEFITS?

**Be an ACTIVE listener!**

- Make **EYE CONTACT**
- FACE** the speaker
- NOD** your head
- Wait for the speaker to stop **BEFORE SPEAKING**
- Keep **HANDS** and **FEET STILL**
- IGNORE** distractions
- ASK** questions
- REPEAT BACK** what you heard
- TELL THE SPEAKER** if you understand or don't understand
- FOCUS ON** what is being said

## Restorative Conversations.

- What happened?
- What were you thinking about when that happened?
- How were you feeling?
- How are you left feeling about it now?
- What do you need?
- Has anyone else been affected?

## Restorative Onion



What is your biggest take away from today?

Thank you for being dedicated to being here.

## Appendix S: Parent Workshop Flyer

# Restorative Approaches

You are invited to attend a Restorative Approaches Workshop being delivered by Jamie Allen (Trainee Educational Psychologist).

### **It is at TIME on the DATE.**

Jamie is currently researching the role of the Educational Psychologist in supporting schools to develop their restorative approaches. This training is part of this exciting project.

You will be asked to sign a consent form to take part. Please read the attached information sheet. Your attendance is voluntary.



### **What is this?**

Restorative Approaches are a way to support the development of young people by focussing on building relationships and managing conflict.

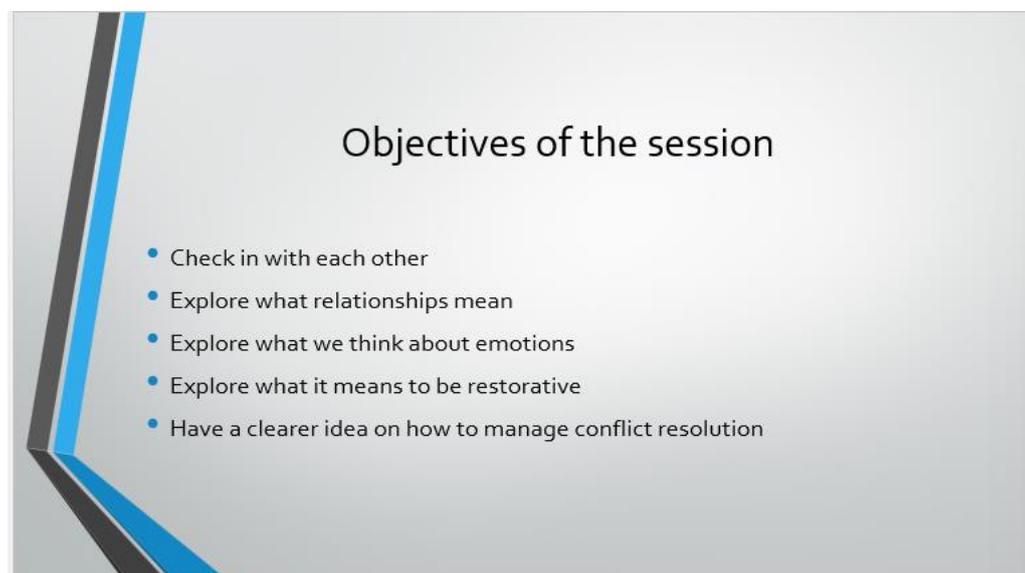
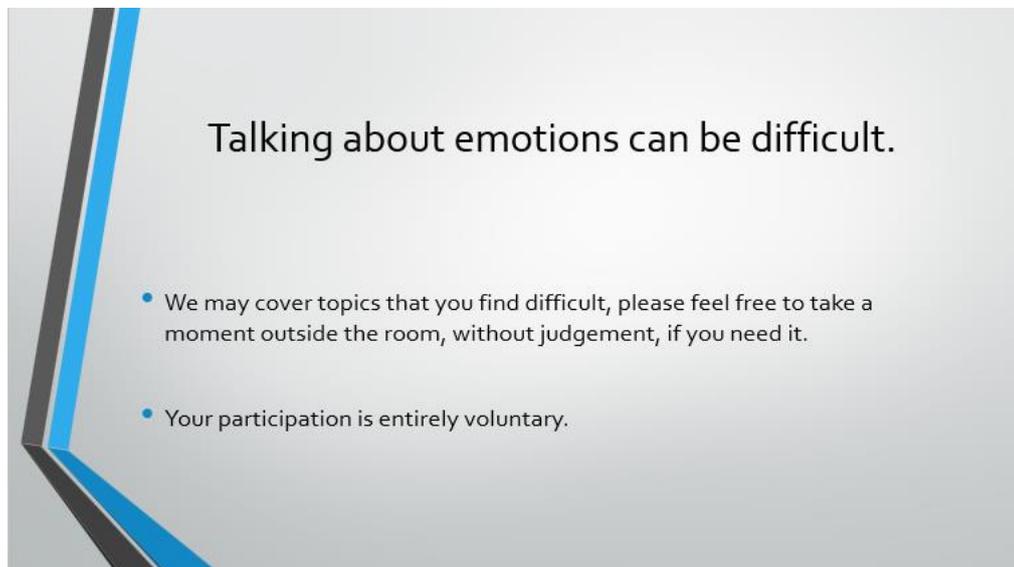
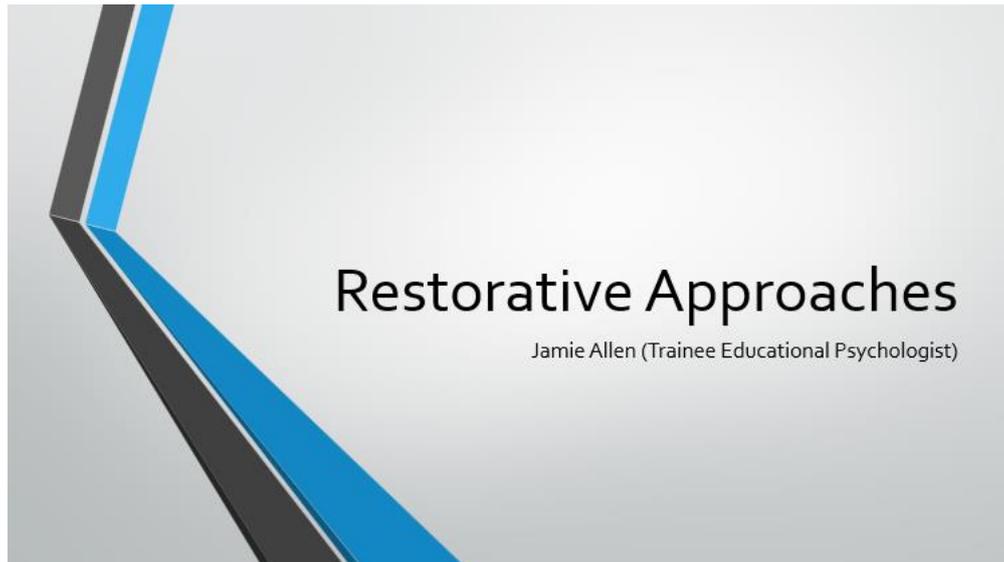
### **What will be covered?**

In the workshop we will explore what the restorative approach is, why it is useful and what it looks like. We will also explore how we can use it in our day-to-day lives. SCHOOL NAME use this approach to support their pupils and there will be information given about this.

To confirm your attendance, please contact STAFF NAME by DATE. You can reach them at \_\_\_\_\_.

If you have any questions, you can contact Jamie Allen at EMAIL ADDRESS.

## Appendix T: Parent Workshop Slides



## The rose and the thorn.



## What does it mean to be restorative?



## Emotions and feelings.

- What part do they play in resolving disputes?
- 6 core feelings – happy, angry, sad, disgust, fear, surprise



## Thoughts and feelings.

I feel that I am no good  
I'm relieved you're home safely  
I feel that you aren't interested  
I am proud to have passed the exam  
I don't think it's fair  
She makes me angry  
His new car makes me jealous  
I'm not feeling too good  
It is a joy to finally get a job  
It's so hard being alone

## Shame and Guilt.

- What's the difference?

## What does being restorative look like in practice?

- Not shaming others
- Avoiding being confrontational
- Repairing harm
- Build relationships
- Looking towards the future
- Talking about how actions made us feel
- Being curious

## What does being restorative look like in practice?

### Judgemental approach

- Don't do that!
- Don't swear like that!
- If you do that again, you'll be in detention
- That person is behaving badly

### Non-judgemental approach

- Why are you doing that? How is that affecting others?
- Why are you using that word?
- I can see you're angry, I want to understand why and try to help.
- What is that person's unmet need? Why are they behaving the way they are?

## What does being restorative look like in practice?

### Retributive Approach



- What rule has been broken?
- Who broke it?
- What do they deserve?

### Restorative Approach



- Who's been harmed?
- What do they need?
- Whose responsibility to put it right?

## Restorative Conversations.

- What happened?
- What were you thinking about when that happened?
- How were you feeling?
- How are you left feeling about it now?
- What do you need?
- Has anyone else been affected?

# Active listening skills

Making sure people they know they are being listened to



## Restorative Onion



What is your biggest take away from today?

Thank you for being dedicated to being here.

