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"It's so much better when we all listen to each other": Exploring the impact of implementing a restorative approach within a primary school setting.

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Abstract

'It's so much better when we all listen to each other': Exploring the impact of implementing a restorative approach within a primary school setting.

Scotland is an unequal society. This is illustrated through health and social measures, and the persistent gap in educational attainment between the richest and poorest households in Scotland. As a result, there is a focus on promoting equitable education within Scotland. The current research explored the impact of implementing a restorative approach in the context of promoting equitable education. A restorative approach has a relational focus and supports development of social and emotional skills and conflict resolution. Two strands run throughout the research, firstly, a focus on implementation and secondly, embedding restorative approaches within a whole school setting. Through a mixed methods design, the impact on pupils and school staff is considered, with a specific focus on relationships, school ethos and conflict resolution skills. Social networks of both pupils and staff were examined during the research through social network analysis.

Results of the study demonstrated positive impact in relation to several factors, including agency, autonomy and affiliation for pupils and staff, improved relationships across the school and improved problem solving and skills in conflict resolution. Furthermore, there was a positive increase in academic attainment within the school. In addition to positive results, the research process supported the development of an implementation guide to support schools with whole school implementation of restorative approaches in a Scottish context.

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Acknowledgements

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Declaration

I declare that, except where explicit reference is made to the contribution of others, that this dissertation is the result of my own work and has not been submitted for any other degree at the University of Glasgow or any other institution.

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Chapter 1 Introduction

1.1   Aims, objectives and unique contribution of research

The research study was commissioned by the Moffat Charitable Trust in conjunction with the Robert Owen Centre for Educational Change in the University of Glasgow. The briefing for the research was to support schools within the East End of Glasgow to achieve more equitable education opportunities with the broad focus of 'closing the attainment gap', in response to the Joseph Rowntree Foundation publication 'Closing the Attainment Gap in Scottish Education' (Sosu and Ellis, 2014), and more recent review 'Scottish Attainment Challenge' (The Scottish Parliament, 2022). The Robert Owen Centre for Educational Change focusses on the promotion of equitable education through policy, practice and research. The research they undertake explores local solutions to support the educational opportunities for learners from disadvantaged backgrounds. Their work is framed around three main areas:

1. What policies and practice promote equitable education systems?
2. How and why do these policies and practices break down the link between disadvantage and low educational outcomes for young people?
3. What are the social and economic impacts of policies and practices that promote equitable education (University of Glasgow, 2020)?

Consideration of findings from Sosu & Ellis' (2014) 'Closing the Attainment Gap in Scottish Education' which highlighted a significant and persistent gap in attainment between the most deprived and least deprived households in Scotland, along with the aims of the work carried out by the Robert Owen Centre, contributed to formulation of a research proposal aimed at supporting educational inequality.

Furthermore, the researcher's 12-year experience as an educational psychologist and senior educational psychologist working within the East End of Glasgow developed an interest in supporting schools within areas of deprivation to provide more equitable education opportunities. Throughout this time, the researcher was involved with developing and implementing restorative approaches within school settings; a professional remit which progressed into a much broader area of personal interest. As a result of this experience and interest, the researcher was aware of the research landscape and recognised the need for further exploration around impact in the local context and how implementation can be supported. This provided further contribution and scaffolding for the research proposal.

1.2 Aims of the research

The aims of the research can be separated into two key strands, the first in relation to implementation of a restorative approach, and the second, exploring impact within a school setting on health and wellbeing, and learning. The two strands will be discussed in more detail below.

1.2.1 Strand 1: Implementation

There is a wealth of research considering initiatives, programmes and teaching pedagogies as specific approaches to increase attainment for all, and subsequently narrow the attainment gap between the most and least deprived communities (McCluskey, 2017). However, synthesis of this research indicates that well implemented systems change is required to tackle the societal issue of inequality rather than focussing on a 'silver bullet' teaching programme (Pirrie and Hockings, 2012). It is recognised that systems change approach must take place at a whole-school level to have the greatest impact and sustainability, particularly interventions which aim to support social and emotional development (Scott, 2005). Furthermore, whole school implementation should be proactive in approach and have clear and consistent policies and procedures (Doig, 2000).

Consideration of implementation is key when planning and monitoring a whole school approach. Greenberg, Domitrovich, Graczyk & Zins (2005) outlined several reasons why the study of implementation is important in their review of implementation of school based preventative programmes. These were considered and entwined throughout the study and integrated within an implementation science approach.

Table 1

Greenberg et al's (2005) reasons for studying and monitoring implementation, a description of what these are and how these have been considered in relation to the current research study.

Reason	Description	Current Research
Effort Evaluation	To know what actually happened.	➢ Focussing on implementation allows a clear and chronological understanding of what has happened during the research, both from a researcher's perspective and participants. ➢ Within the current research this was recorded through journaling,

			implementation working group records and regular review meetings with the school and university supervisor.
Quality Improvement	To provide feedback for continuous quality improvement.	➢	Focussing on reflection of implementation, along with reviewing records, allowed sensitive and continuous improvements to be made, within the parameters of the proposal and ethical approval. This ensured the intervention was evaluated continually during the implementation stages and informed future directions.
Documentation	To document compliance with legal and ethical guidelines.	➢ ➢	The researcher is aligned with legal and ethical guidelines associated with the University of Glasgow, Glasgow City Council, British Psychological Society and Health Care and Professions Council. Monitoring implementation of the intervention allows the researcher to ensure all ethical considerations are adhered to and any amendments can be easily identified.
Internal Validity	To strengthen the conclusions being made about program outcomes.	➢ ➢	Internal validity can be increased by ensuring clear and consistent implementation is followed. Within the current research, a concise understanding of the process of implementation and the reasons that supported and challenged that allowed the conclusions drawn to be more balanced and accurate.
Program Theory	To examine whether the change process occurred as expected.	➢ ➢	Detailed awareness of the implementation process within the research allows a comprehensive understanding of what has occurred. Inputs and outcomes looked at in isolation can support the drawing of conclusions about impact but may not be able explain the process through which change has occurred.
Process Evaluation	To understand the internal dynamics and operation of an intervention program.	➢ ➢	Within the current research, a focus on implementation of the intervention and the creation of an implementation team allowed the internal dynamics to be explored and reflected upon. This not only supports the accuracy of implementation but also exposes the internal dynamics which can support or challenge both impact and effectiveness.
Diffusion	To advance knowledge regarding best practices for replicating, maintaining, and diffusing the program.	➢	A key reason for evaluating an intervention, alongside evaluating the effectiveness, is to explore the factors which support replication and outcomes.

			One of the main aims of the significant focus on implementation within the current research was to ensure a clear understanding of how the intervention can be replicated and sustained.
Evaluation Quality	To strengthen the quality of program evaluations by reducing the error in the evaluation.	➢	Quality of the overall evaluation is improved when implementation is considered, and not just the start and end points.
		➢	Recognition within the current research that the effectiveness of outcomes in social settings is highly related to the implementation.

As discussed above, the importance of being aware of and considering implementation during a whole school approach has been well documented (Greenberg et al, 2005). However, through extensive review of literature, coupled with the researcher's knowledge of the field, further exploration supporting whole school implementation of restorative approaches from initial needs analysis to measurement of impact, specifically in a UK context, was required. Several articles have evaluated the implementation of restorative approaches within education settings after implementation has taken place (e.g., Kane et al, 2005, Kane, Lloyd, McCluskey, Riddell, Stead and Weedon, 2007, Pavelka, 2013). Other research has involved evaluation of implementation of one specific aspect of restorative approaches e.g., formal conferencing (Burssens and Vettenburg, 2006). In line with this, a synthesis document was produced in 2015 by WestEd involving a literature review, interviews with nationally recognised experts in the field of restorative justice, interviews with education practitioners implementing restorative justice, and analysis of an online questionnaire for education practitioners in US schools (Hurley, Guckenberg, Persson, Fronius, Petrosino, 2015). The focus of this report was to highlight gaps in the research of applying restorative approaches in education settings. Several aspects were outlined including greater focus on implementation, including how restorative approaches can be implemented in schools with diverse populations, and what ongoing supports are required. This research was updated in 2019 to further review the rapidly increasing landscape of the use of restorative approaches in schools both in the United States and internationally (Fronius, Darling-Hammond, Persson, Guckenberg, Hurley, Petrosino, 2019). Conclusions drawn aligned with the 2015 synthesis, with a focus on implementation permeating the document; highlighted as one of the key factors to consider when exploring the use of a restorative approach in education settings.

In line with this, the unique contribution from Strand 1 aims to analyse implementation from pre intervention through to post intervention in a UK school with a diverse population.

1.2.2 Strand 2: Whole School Approach

In addition to implementation, the current research will examine the impact within a whole school setting, in relation to health and wellbeing and learning through pre intervention to post intervention. Previous research has illustrated positive impact following the implementation of a restorative approach in schools including increase in positive behaviour, reduction in conflict, calmer school, improved ethos, increased attendance, and reduced exclusions (Norris, 2018, McCluskey, Kane, Llyod, Stead, Riddell and Weedon, 2011, Augustine, Enberg, Grimm, Lee, Christianson & Joseph, 2018). Much of this research has however focussed on the introduction of one specific aspect of a restorative approach e.g., conferencing, or evaluation has often taken place following implementation (Kane, Lloyd, McCluskey, Riddell, Stead and Weedon, 2007). The current study aims to explore the impact through pre and post data analysis and consider a whole school continuum of restorative approaches rather than a reactive response to incidents of harm.

Furthermore, the majority of previous research focusses on investigating the reduction of negative factors such as reduced exclusion rates, and reduced absence rates (e.g., Augustine et al, 2018, Gregory, Huang, Anyon, Greer and Downing, 2018). In keeping with the strength-based ethos associated with a restorative approach, the current research aims to explore the development of positive factors that a restorative approach has been shown to foster. These factors are outlined in the table below with regards to children and young people, education staff and community.

Table 2

Aims of implementing restorative approaches in school in relation to children and young people, staff, and school community (Thorsborne and Blood, 2013, Norris, 2018, McCluskey et al, 2011, Kane et al, 2008, Hurley et al, 2015, Fronius et al, 2019).

Aims for children and young people	Aims for staff	Aims for the school community
Increased affiliation to school	Improved student behaviour	Promotes an ethos of care
Builds resilience	Students more ready to engage in learning	Increased calmness
Learn problem-solving skills	Develops emotional literacy	Improved climate for learning
Learn conflict resolution skills	Strengthens relationships with students	Provides a structured way to address incidents of harm
Develops compassion and empathy	Enables students' circumstances and needs to be better identified	Fewer incidents of destructive conflict

Promotes forgiveness and healing	Improved parental engagement	Reduced reoffending
Develops emotional literacy	Puts more responsibility onto students to manage their behaviour	Fewer exclusions
Develops ethical literacy	Enhanced wellbeing	
Promotes internal regulation		
Enables students to take responsibility for their actions		
Provides students with a way to put things right when they have messed up		
Provides students who have been harmed with a way to have their dignity and their agency restored		
Provides a channel for students to have their voice heard in a constructive way		
More time in class		
Fewer exclusions		

Despite extensive research outlining positive impacts of restorative approaches in schools, there has been limited rigorous evaluation regarding the impact of a restorative approach on academic outcomes for children and young people (Norris, 2018). Part of the challenge associated, is that a restorative approach primarily aims to support health and wellbeing outcomes, and rigorously measuring the direct impact on academic attainment in a real-world setting is complex. Alternatively, the indirect impact on academic attainment is often focussed upon and reported. For instance, previous research has indicated that supporting emotional literacy and health and wellbeing has a positive impact on learners' readiness to learn (Zins, Weisbery, Wang and Walberg, 2004), and should be considered within systems change in addition to specific teaching approaches. In line with this, relationships within a school community have been highlighted as pivotal within development and reinforcement of emotional literacy, and subsequent academic attainment, (James and Pollard, 2011, Public Health England, 2014), through scaffolding and modelling positive relationships, and supporting participation, engagement, and success (Mannion, Sowerby and I'Anson, 2015).

The current research thesis aims to contribute to the growing evidence base around the positive impact of focussing on explicit teaching and modelling of skills associated with emotional literacy, such as building and repairing relationships. This will be considered in relation to social and emotional skills, and indirect impact on academic outcomes, and form the unique contribution to research from strand 2.

1.2.3 Contribution to research field

As discussed above, the current research aims at contributing several aspects to the research field, these are illustrated in the diagram below.
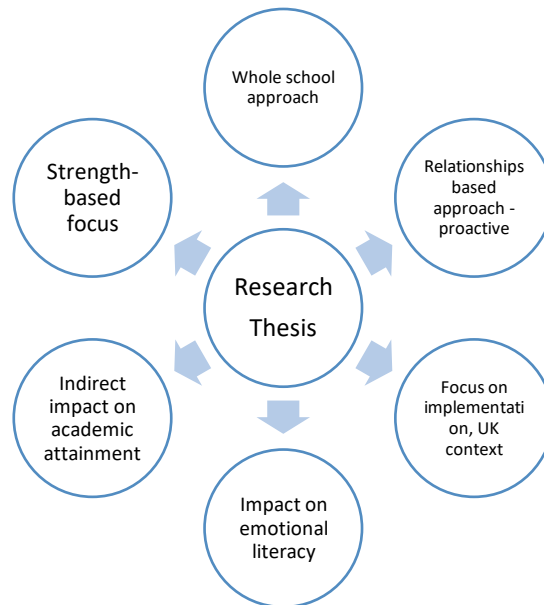
Figure 1

Visual illustration of the contributions to the research field of the current thesis.

1.3   Unique contribution of the research

The aims of the current research include exploration of the impact of restorative approaches in relation to attainment and health and wellbeing outcomes for children, young people, school staff, and school climate at a whole school level. There are several factors which provide a unique contribution to the current research field which will be discussed in turn.

1.3.1 Design: pre and post evaluation within a whole school context.

There is a small but growing body of research exploring the impact of restorative approaches in education settings (Anfara, Evans and Lester, 2013). Much of this research has focussed on evaluation or impact measurement of using a restorative approach in relation to individuals or specific programmes (Anfara, Evans and Lester, 2013; McCluskey et al, 2008). The current research considers the cumulative effect and contextual focus of a relational approach and focusses on a whole school context rather than individuals or small groups. With regards to an education setting, previous research has generally focussed on evaluation of an intervention which has already been implemented and examines the impact and aspects which have supported or challenged effectiveness and sustainability. The current

research aims to take place from conception of the intervention and premeasure taken prior to this being in place. This will allow pre and post tracking of individual staff and children, alongside qualitative and quantitative data gathered at a whole school level. Not only will this allow pre and post data to be gathered and a more accurate understanding of impact, but it will also facilitate evaluation of implementation from the start of the intervention.

1.3.2 Evaluation: focus on measurement of the desired outcomes from the intervention.

It has been documented thoroughly in previous publications that the use of restorative approaches can build positive social and emotional skills in the individuals it is used with, both with regards to the justice system (e.g., Latimer, Dowden and Muise, 2005) and in education settings (e.g., McCluskey, Kane, Lloyd, Stead, Riddell and Weedon, 2011). However, the impact within a whole school setting is less well researched, specifically in a UK context (Anfara, Evans and Lester, 2013). A theme running through existing research is a focus on quantitative measurement of negative aspects that are hoped to decrease e.g., exclusion rates, incidents of bullying, demerit referrals (Fronius, Darling-Hammond, Persson, Guckenburg, Hurley and Petrosino, 2019). Whilst this provides evidence of impact, it does not illustrate whether different, more positive skills are achieved, or indeed focus on the wider elements of social justice. As Gregory and Evans (2020) conclude, a sole focus on reduction of exclusions may illustrate impact on one level, but it does not address or explore the structural and systemic inequalities which impact pupils' social, emotional, and academic wellbeing. In contrast, the current research aims to align with a restorative ethos of explicitly focussing on the process and what is hoped to increase, or be seen e.g., increase in problem solving skills, increase in positive interactions, increase in empathy and accountability. Furthermore, measurement of these skills will include school staff as well as the children and young people as it is recognised that to achieve greatest impact, a restorative approach must be modelled and adopted as a proactive environmental approach, not simply implemented reactively.

1.3.3 Method: use of Social Network Analysis to examine social relationships.

Research in relation to restorative approaches has outlined the use of several qualitative and quantitative methods to evaluate impact through a variety of techniques e.g., action research, realistic evaluation, appreciative enquiry (Hurley et al, 2015, Fronius et al, 2019, Kane et al 2008). As a key focus of the current research is to explore the relational impact of implementing restorative approaches, the researcher is keen to examine relationships between children and young people, and school staff. One method the researcher is employing to consider the impact on relationships is social network analysis (SNA). SNA will

be discussed in greater detail in subsequent chapters however, broadly speaking, it is a quantitative research method based on Social Network Theory (SNT) whereby the significance of relationships is measured. As the interaction between individuals influences a person's behaviour to a greater extent than individual characteristics (Valente, 2010), it is perhaps surprising that most research methods or models used in educational research do not focus on relationship networks. Social Network Theory focusses on the strength and types of relationships individuals have with one another, and how these relationships influence individuals and the groups they are in (Carolan, 2013). SNA is the method which measures and analyses these relationships and networks. From extensive literature search, the researcher has not found a study which has used Social Network Analysis to explore the impact on relationships of implementing a restorative approach in an education setting, either nationally or internationally. It is hoped that using this method will allow the impact on relationships to be highlighted alongside individual feedback through self-report measures and individual perspective.

1.3.4 Sample group: evaluation including school staff as well as children and young people.

The current research involves a whole school approach to implementation of restorative approaches as this has been highlighted, through synthesis of literature, to be the most effective way achieve positive change and sustainability (e.g., Ashley and Burke, 2009). As the intervention is at a whole school level, it is crucial that all staff members involved are part of the evaluation. This comprehensive approach ensures that impact at all levels is being considered and aligns with a restorative ethos where all individuals have their voices heard and their perspectives considered. The sample groups in existing research of whole school implementation have varied, some including only staff, and some including both staff and pupils. However, few studies have included both staff and pupils with pre and post data.

1.3.5 Impact: focus on implementation and sustainability.

A key aspect of the current research is to focus on the implementation of a whole school restorative intervention and explore which factors increase impact and sustainability. The development of the research has been shaped by a focus on implementation science, whereby evidence-based interventions are not only defined by the supporting evidence which has been generated through previous research, but also the way in which the intervention has been implemented (Kelly, 2012, Payne, 2009). Simply putting a practice in place and the presence of key changes does not necessarily equate to an effective intervention; ineffective programmes can be implemented well, and effective programmes

can be implemented poorly (Fixsen, Blasé, Timbers and Wold, 2001). Desirable outcomes are achieved only when effective programmes are implemented well. Most of the research into whole school restorative approaches considers implementation as part of evaluation and reflections (e.g., Fronius, Darling-Hammond, Persson, Guckenburg, Hurley and Petrosino, 2019), however, consideration through an implementation science lens during the planning and development stage is not featured. Similarly, a school using an implementation science model throughout implementation to support application and evaluation is not commonly documented. The current research aims to fill this gap in literature by following an implementation approach in line with implementation science from pre intervention through to post.

1.3.6 Relational approach: focus on social justice definition of equity, and a broader definition of restorative approaches than behaviour management technique.

Within a school setting, the term restorative approach is challenging to define given the number of variations in programmes and differing views on implementation (Fronius, Darling-Hammond, Persson, Guckenburg, Hurley and Petrosino, 2019). It is often described as an alternative to traditional discipline methods, particularly punitive and exclusionary approaches (Fronius et al, 2019). However, within the current research, restorative approaches are recognised to be far wider reaching than a behaviour management technique, to exist within a continuum of proactive and reactive practice which is implemented within a relational context. This focus on a relational approach aligns the definition of restorative approaches within the current research with a more recent, and complex understanding of social justice in relation to equity. Traditional views of social justice were more simplistic in nature, focussing on redistribution of resources, becoming more complex in recent times to include consideration of identity and intersectionality (Riddell, 2016). The current research views equity through a social lens to include sense of belonging and identity, rather than the focus being learning experiences in relation to the more traditional attainment view or achievement of minimal level of skills. It is important to clarify this position as the impact being measured in the current research is in relation to increasing social capital as a strand of increasing equity.

Overall, the research aims to strengthen the evidence base for the proactive implementation of restorative approaches within a whole school setting whilst extending several areas of the research field.

1.4   Setting

During the planning stage, the researcher carefully considered the education setting in which to carry out the research. Restorative approaches can be applied within any sector in education; early years, primary, secondary, and additional support needs, however the evidence base is greater for some more than others. As the main purpose of the research was not to examine if a restorative approach works, it was decided that application within a primary school setting would take place as the evidence base for impact is high (McCluskey, 2018). Furthermore, from the researcher's experience of implementing whole school interventions in her role as an educational psychologist, the less complex structures within a primary school are often more straight forward to ensure effective implementation and sustainability than in a secondary school setting. Similarly, there is limited published research exploring the implementation and impact of RA within early years settings, therefore it was decided not to conduct the research within early years.

In keeping with the research brief, a focus on equitable education was to be explored in the East End of Glasgow, which therefore informed the location of the school selected. Considering the factors mentioned above, the research took place within a large primary school setting in the Northeast of Glasgow. In 2016, when the research began, the school roll was 387 and 84.1% of pupils lived within Scotland's most deprived data zones; Scottish Index of Multiple Deprivation (SIMD) 1 and 2. SIMD is calculated by considering how deprived an area in in relation to income, employment, education, health, access to services, crime, and housing (Scottish Government, 2020). The school is located within the area in which the researcher works and will be referred to as School C throughout the thesis. All the data collected will be from School C and involve children and young people, and school staff. There will be a pre-data collection stage prior to a whole school introduction to restorative approaches and the research project, and a post-data collection phase following implementation of the intervention.

1.5   Structure

The research thesis will be structured within five main sections. This will guide the reader through the introduction and literature review, research methodology and procedures, discussion, implications, and conclusions. These sections were scaffolded by Booth et al (2005) 'The Craft of Research' and are expanded below.

1. Introduction and Literature Review
    a. Conceptual framework

b. Reflections from previous research and current position in relation to thesis, within which topic and methodology are located

c. Evidence research is well informed

2. Research Methodology and Procedures

   a. Choice of core setting and relevant data sources

   b. Relevant information about the setting

   c. Development of appropriate research strategy

   d. Access to and collection of data

   e. Research activities and data collected

   f. Structure of analysis and description of themes and headings

   g. System for presenting data

3. Discussion of Data

   a. Key outcomes from the data

   b. How the data provides evidence for what you have found

4. Implications

   a. Summary of what was found during the research

   b. Analysis of findings

5. Conclusion

   a. Final comments on the basic points on the argument

Chapter 2 Literature Review

A review of literature will now be discussed to outline the context of restorative approaches as an intervention to support equitable education. This will begin with an overview of the national and local context in Scotland in relation to legislation and policy. A critique around the Scottish Attainment Gap will then be provided, followed by a review of restorative approaches and relationships. The literature review will then conclude with discussion around theory of change and implementation science.

2.1   National context

The education system within Scotland is a public service whereby there is a statutory requirement for all children aged 5 years to 16 years to attend school (The 1872 Education (Scotland) Act). As education is a public service, there is Scottish Government legislation and policy that schools must adhere to. This legislative and policy context shapes the main drivers and pedagogical focus for staff in schools, and in turn, maps the landscape for wider social development. The following section will outline the main legislation and policy which informs educational practice in Scotland.

2.1.1 Legislative Context

There are several key Acts which have informed the education system in Scotland both historically and currently. A summary of these will be given below to illustrate the process schools have been through in recent times and to explain the positioning of the education system within wider social structures.

2.1.1.1   Education (Scotland) Act (1980)

The Education (Scotland) Act (1980) placed duty on local education authorities to provide education for all children and young people. It outlined the statutory obligation for parents to ensure their child was educated, and increased parental voice to have their views, with regards to this, considered. Within the Act, it was also outlined that local education authorities had to provide psychological service support for children and young people with additional support needs.

2.1.1.2   United Nations Convention of the Rights of the Child 1989

The United Nations Convention of the Rights of the Child (UNCRC) is an international human rights treaty which outlines the rights of every child. Fifty-four articles are defined within

the treaty which cover civil, political, economic, social, and cultural rights that all children are entitled to. These articles also outline responsibilities of adults, professionals, and the government with regards to implementing the rights for children. Despite the UNCRC being agreed in the UK and Scotland since creation, it was not mandated in law. However, in March 2021 Scotland was in a unique position whereby, the UNCRC (Incorporation) (Scotland) Bill was accepted in Scottish Parliament. The passing of this Bill results in all aspects of the UNCRC being incorporated in law and therefore providing greater protection for children and young people.

2.1.1.3   Standards in Scotland's Schools etc. Act (2000)

The Standards in Scotland's Schools etc. Act (2000) introduced the presumption of mainstream for all children and young people in Scotland within a legislative context. This highlighted that all children and young people should be educated within mainstream alongside their peers unless it is recognised and assessed that their additional support needs do not allow this. The Standards in Scotland's Schools etc. Act paved the way for inclusive education within Scotland whereby children and young people's additional support needs are identified, supported, and reviewed within a mainstream setting as far as possible.

2.1.1.4   Education (Additional Support for Learning) (Scotland) Act 2004/2009

The Additional Support for Learning Act 2004 (as amended 2009) introduced the term 'additional support needs' within a much broader context within education. It stated that a child or young person has additional support needs, irrelevant of what that need is or the source of the need, if they require additional support to benefit from school education. It outlined that local authorities need to identify, meet and review additional support needs experienced by children and young people. Furthermore, it strengthened parental rights in relation to ensuring additional support needs of their child or young person is being supported. The Act was further amended in 2016 to broaden the rights of young people aged 12-15 and include strategic planning in relation to socio economic barriers to learning. Education (Scotland) Act (2016) makes amendments to the Standards in Scotland's Schools etc. Act (2000) and Education (Scotland) Act (2004).

2.1.1.5   Children and Young People Act (2014)

The Children and Young People Act was introduced in 2014 with a view of supporting children and young people as they grow up in Scotland. The legislation promotes a focus on preventative measures and encourages proactive approaches to supporting children and

young people rather than reactive. It also establishes a clear legal framework for multi-agency working, outlining the expectation that services should work together to support children, young people and their families. There is a shift in targeting public sector support towards the early years of a child's life and towards early intervention for children and their families. The Act is underpinned by the United Nations Convention of the Rights of the Child 1989 (UNCRC) and the national approach, Getting it Right for Every Child (GIRFEC).

2.1.1.6   Education (Scotland) Act (2016)

The Education (Scotland) Act 2016 makes amendments to the Education (Scotland) Act 1980, the Standard in Scotland's Schools etc. Act 2000 and the Education (Additional Support for Learning) (Scotland) Act 2004. The aim of these amendments is to improve Scottish education in relation to several key factors:

b. Improving the attainment of children and young people from deprived backgrounds.
c. Widening access to Gaelic medium education.
d. Increased voice to children and young people in matters that affect them.
e. Extending the rights of children and young people.
f. Streamline tribunal process.

The Act introduces the National Improvement Framework (NIF) for Scottish Education. This framework outlines strategic priorities and objectives in relation to education. The National Improvement Framework is expanded upon in the proceeding section.

2.1.1.7   Child Poverty (Scotland) Act 2017

The Child Poverty (Scotland) Act was passed in parliament in 2017 as a Scotland specific alignment to the Child Poverty Act 2010. The Child Poverty (Scotland) Act 2017 sets out targets to be achieved by 2030 in relation to reducing child poverty. The Act outlines a series of targets which must be reported on within specific timescales. It also requires local authorities and health boards to jointly report annually on what activity they have taken to reduce child poverty. The main aspirations for the Act are for no child in Scotland to be disadvantaged by poverty and tackle the underlying causes of poverty.

Overall, there are several Acts within Scotland that aim to support and protect all children and young people. Specific support is noted for those with additional support needs and living in deprived circumstances. Therefore, the legal context for education in Scotland is one of proactive support with children and young people at the centre.

2.3   Policy Context

In addition to legislation, the education system in Scotland is also impacted by policy documents. Whilst policy is not legally enforceable, there is an expectation that all public schools in Scotland will implement and adhere to policy. The main policies which impact education settings are outlined below.

2.3.1   Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (Scottish Government 2018)

Policy guidance was outlined in 2018 from the Scottish Government in response to the Behaviour in Scottish Schools Research which was published in 2017. The policy recognised and highlighted the importance of ethos, culture, and relationships with regards to supporting positive behaviour in schools, alongside placing value of these within successful delivery of the national curriculum model. The national curriculum model encompasses the Curriculum for Excellence, Getting it Right for Every Child, National Improvement Framework, and delivery of the Scottish Attainment Challenge. Adherence to and delivery of this is now outlined within the Children and Young Person's (Scotland) Act 2019. The implications of this Act will be outlined in a subsequent section.

Key findings from the Behaviour in Scottish Schools research informed and directed the focus on relationships and ethos in the 2018 policy. Evidence for this included the strongest predictor reported by both teaching and support staff of experiences of negative behaviour was school ethos (Scottish Government, 2018). This was expanded to recognise that 'a culture where children and young people feel included, respected, safe, and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships' (Scottish Government, 2018). The use of approaches in school to support positive relationships, such as restorative approaches and solution-oriented approaches, was found to have increased between 2012 and 2016 (Scottish Government, 2018). The association between supports to promote positive relationships, emotional wellbeing and a positive school ethos is well documented in literature (Banerjee, Weare and Farr, 2014) and mirrored in this research. Furthermore, an authoritative school climate, where there are high expectations and structure combined with a nurturing and inclusive approach, have been strongly linked with positive emotional welling, increased attainment, lower instances of bullying and fewer school dropouts (Scottish Government 2018). Such an authoritative approach is a key principle in a restorative approach.

'Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour' (2018), along with its predecessor 'better relationships, better learning, better behaviour' (2012) were the first Scottish Education documents to highlight the link positive relationships with positive behaviour, and to promote this as a key focus in policy.

2.3.2 Curriculum for Excellence

A focus on health and wellbeing is also apparent through implementation of the Scottish education curriculum. The current Scottish curriculum, 'Curriculum for Excellence' (CfE; Learning and Teaching Scotland, 2011), promotes consecutive learning through four capacities; successful learner, confident individual, responsible citizen, and effective contributor. CfE is permeated by three core strands within the education system: literacy, numeracy and health and wellbeing. An underlying premise of CfE is that learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Furthermore, it is stated that it is the responsibility of every teacher, and associated professionals, to contribute to the learning and development in this area. This responsibility is also emphasised within the Additional Support for Learning Act (Scotland) 2004, 2009, which indicates the local authority's role to provide additional support for children who require it. Therefore, providing support for children and young people with social, emotional, and behavioural needs maps closely within the premise of Curriculum for Excellence.

2.3.3 Getting it Right for Every Child (GIRFEC)

Getting it Right for Every Child is the national policy within Scotland and provides a consistent framework for all agencies and organisations who work with children and young people. It focuses on keeping the child at the centre of all support and working with the child in context. Such an approach both draws on and mirrors an ecological framework where individuals are regarded as part of a series of systems in which they function (Bronfenbrenner, 1979). The consistent framework aims to create a common language and way of working between services, and to reduce inter agency barriers which can prevent, or delay support being targeted efficiently and promptly. GIRFEC is underpinned by ten core components and a set of values and principles. Themes of the child at the centre, a co-ordinated and consistent approach and contextualised support run throughout these components and values and principles.

The wellbeing of children and young people is the main driver for GIRFEC. There are eight wellbeing measures which align with the four capacities within the curriculum for excellence.

Table 3

Wellbeing indicators within the Curriculum for Excellence and a description of each.

Wellbeing Indicator	Description
Safe	Protected from abuse, neglect or harm.
Healthy	Experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices.
Achieving	Receiving support and guidance in their learning -boosting their skills, confidence and self-esteem.
Nurtured	Having a nurturing and stimulating place to live and grow.
Active	Having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
Respected	To be given a voice and involved in the decisions that affect their wellbeing.
Responsible	Taking an active role within their schools and communities.
Included	Getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn.

The eight wellbeing indicators, arranged into the 'Wellbeing Wheel', along with My World Triangle and Resilience Matrix, form the Getting it Right for Every Child National practice model. The My World Triangle places the child within context and supports the consideration of children's needs in relation to this context. The Resilience Matrix supplements both the My World Triangle and wellbeing indicators to facilitate analysis of the child within context with regards to risk and resilience factors.
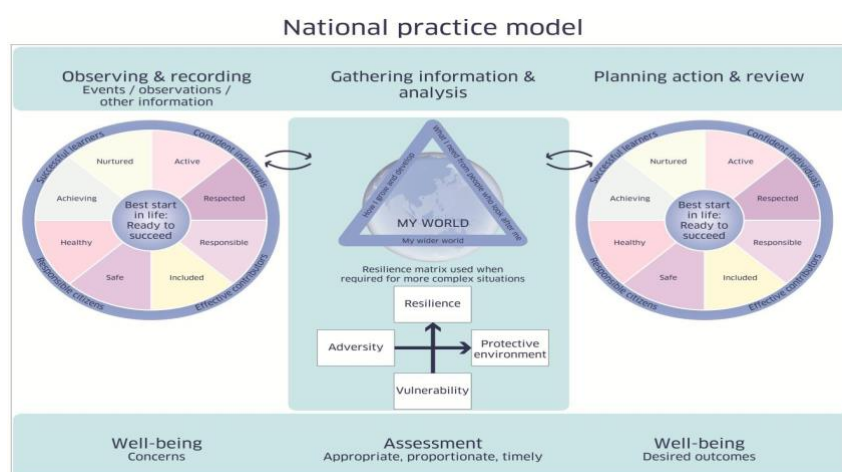
Figure 2

The National Practice Model which was retrieved from 'A Guide to Getting it Right for Every Child' http://www.gov.scot/resource/0042/00423979.pdf

2.3.4 National Improvement Framework (NIF)

The National Improvement Framework was launched in January 2016 by the First Minister of Scotland as the vehicle for driving Scottish Education forward. It sets out a vision based on achieving excellence and equity for all, regardless of social background or additional needs (Scottish Government, 2017a).

The publication outlines out four key priorities:
1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children.
3. Improvement in children's and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Linked to these key priorities are six main drivers for improvement, these are detailed below.
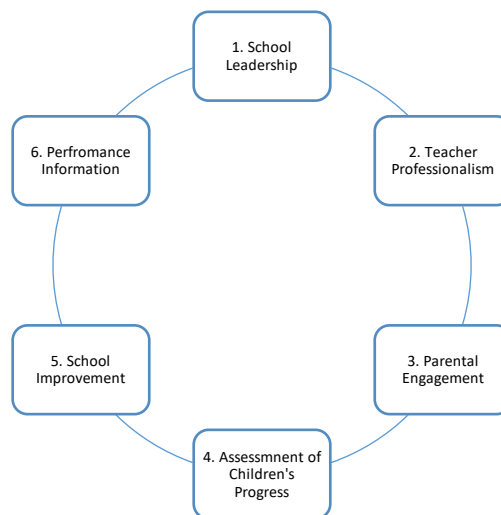
Figure 3

Six drives for improvement outlined in the National Improvement Framework.

It is proposed that progression within these drivers will allow for successful delivery of the improvement framework and subsequent excellence and equality for all learners (Scottish Government, 2017a). The visual depiction of the National Improvement Framework is illustrated below.
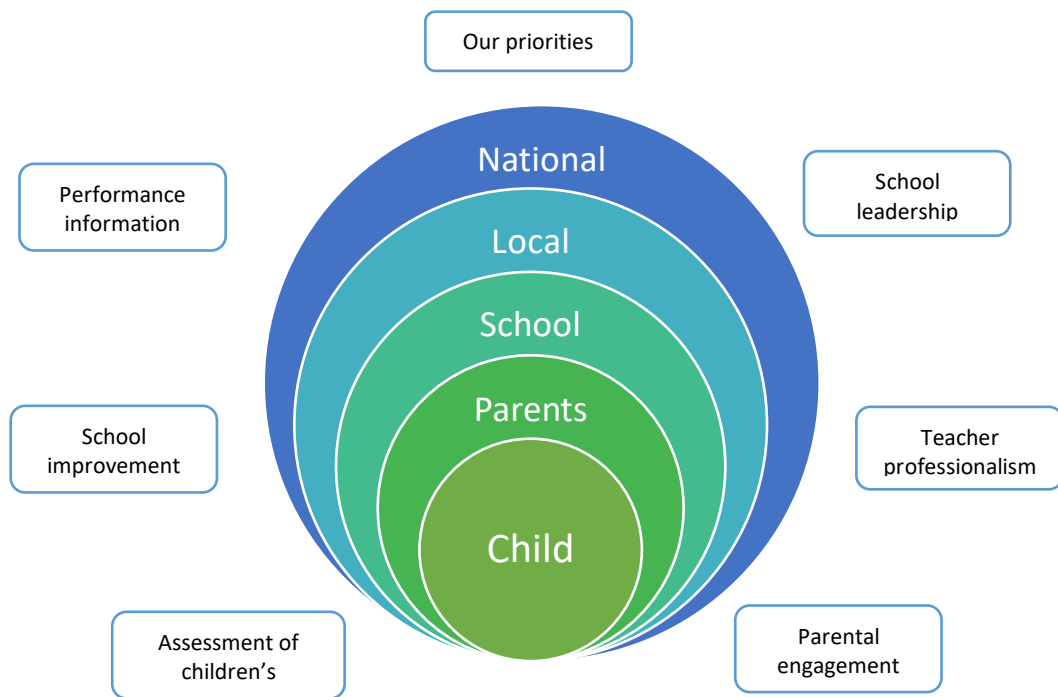
Figure 4

Summary of the National Improvement Framework

2.3.5 Early Years Collaborative (2012)

The Early Years Collaborative builds upon the Early Years Framework which was published in 2008. The aim of the collaborative is to support children and their families from prebirth until five years and reduce inequality at all levels through multi-agency, local level programmes.

The key policy documents, informed by legislation, promote equitable education through a child centred approach and a clear focus on health and wellbeing.

2.3.6 Independent Care Review (2021)

The Independent Care Review was published in 2021 following a three-year exploration of the care system in Scotland. The review highlighted significant challenges within the care system and seven reports were produced with a view of improving experiences and outcomes for children and young people who have experienced care. These reports included summarising information gathered from children and young people around what would help support them, plans through which this support could be implemented, proposals about funding and outlining changes that must be made in relation to current legislation. A resounding message throughout the review was that children and young people want to be

genuinely listened to and their views and opinions taken on board. The voice of the child is outlined within Article 12 of UNCRC (United Nations, 1989) however it is recognised that this often is not at the forefront of decisions for children and young people who experience care. Furthermore, contextual support for families must be provided within society and be viewed as community supports, not just the responsibility of one organisation. The Independent Care Review outcomes are particularly pertinent as the Local Authority in which the research is based has the highest number of Care Experienced children and young people in Scotland.

2.4   Local context

In addition to an awareness of the national legislative and policy landscape, it is helpful to consider the local context when planning implementation of an intervention as this can help shape delivery and inform effective application.

2.4.1 Glasgow City Council Profile

Glasgow City Council (GCC) is the largest Local Authority area within Scotland with a population of 615,070 (11.4% of the Scottish total) (Scottish Government, 2017a). Glasgow has a high number of areas which experience high levels of deprivation; 47% of the 20% most deprived data zones in Scotland are found in Glasgow (Scottish Government, 2017a). Trends associated with areas of high deprivation are visible within Glasgow such as poor mental health, drug and alcohol misuse and high levels of unemployment. Table 4 below outlines factors associated with higher levels of deprivation and the Glasgow percentage above the Scottish average in 2011.

Table 4

Factors associated with areas of deprivation and the Glasgow percentage average above the Scottish average in 2011.

Category	Glasgow % above the Scottish Average (2011)
Illicit drug use	8%
Suicide	44%
Drug related deaths	105%
Alcohol related deaths	23%
Job Seekers Allowance	55%
Incapacity Benefit	22%
Police recorded domestic violence	48%

Glasgow Centre for Population Health (2011)

Within GCC, 98,487 residents (16% of total residents) are aged 0-15 years. Table 5 illustrates school level data within Glasgow City in 2014.

Table 5

School level data within the Glasgow context.

Category	Glasgow (2014)
School population	65,516
Average Primary School attendance	94.2%
Average Secondary School attendance	91.5%
Average English as an Additional Language	17.9%
Free School Meal entitlement	35.1%

Understanding Glasgow: The Glasgow Indicators Project (2015)

2.4.2 Glasgow City Council Strategic Plan 2017-2020 (Glasgow City Council, 2018)

In response to the challenging statistics outlining the impact of deprivation on many individuals within Glasgow, a strategic plan for Glasgow City Council addressed several key themes. These themes included:

1. A thriving Economy,
2. A Vibrant City,
3. A Healthier City,
4. Excellent and Inclusive Education,
5. A Sustainable and Low Carbon City,
6. Resilient and Empowered Neighbourhoods,
7. A Well Governed City that Listens and Responds.

Provision of education links with all these themes, however the fourth relates specifically to education. Key outcomes outlined within this priority include, our attainment levels improve across all of our schools so that all our children and young people can fulfil their potential, all our children and young people go on to a job, or a training opportunity or higher or further education, children and young people benefit from early intervention and prevention approaches, equality and diversity is recognised and supported, and human rights promoted.

In alignment with Glasgow City Council's key priorities, Education Services within Glasgow outlined several key education priorities. These include:

1. Raise attainment and achievement for all.
2. Develop further Curriculum for Excellence.

3. Meet the needs of all learners, in particular those with additional support needs.

4. Develop further One Glasgow for our youngest citizens and their families.

5. Improve our approaches to finance and resource management.

6. Work with partner services to improve further outcomes for children, young people and their families.

The permeating aim of the education priorities is to promote and foster a more equitable education service which reduces the apparent attainment gap between the most and least deprived households, often referred to as The Scottish Attainment Gap (Sosu and Ellis, 2014).

2.5   The Scottish Attainment Gap

Scotland is an unequal society; the wealthiest 10% of households own 900 times the wealth of the least wealthy 10% (Office for National Statistics (ONS) 2011). Wilkinson and Pickett (2010) demonstrated, through a synopsis of research, that for each of 11 identified health and social problems; physical health, mental health, drug abuse, education, imprisonment, obesity, social mobility, trust and community life, violence, teenage pregnancies, and child wellbeing, outcomes were significantly worse the more unequal the countries were (Wilkinson & Pickett, 2010). The following sections will explore the impact of this inequality with a specific focus on education.

2.5.1 Closing the Attainment Gap in Scottish Education

Mirroring Wilkinson and Pickett's (2010) findings, Sosu and Ellis published a report on behalf of the Joseph Rowntree Foundation and University of Strathclyde, which highlighted a prevalent and persistent gap in educational attainment between the richest and poorest households in Scotland (Sosu and Ellis, 2014). This publication synthesised data and highlighted key patterns from Growing Up in Scotland survey (Bradshaw, 2011), Scottish Survey of Literacy and Numeracy (SSLN) (Scottish Government, 2013a) and Programme for International Student Assessment (PISA) (OECD, 2013). Key patterns included: the presence of an attainment gap in the early years and this gap persists and expands across the formal years of schooling; literacy and numeracy measures show deprivation-related patterns throughout primary school; young people from deprived households finish compulsory education with significantly lower levels of attainment; the observed gap is linked to subsequent destinations of young people after school. Other key factors outlined in the research include that one in five children in Scotland are living in poverty, this not only affects their education but their health, connections to wider society and future prospects.

Socio-economic status was found to be the most significant and influential difference between people in Scotland, expanding to parental socio-economic background being more influential on child outcome than the school attended. This aligns with a report produced by the OECD (OECD 2015) which describes the Scottish education system as one of the highest performing and most equitable in the world, however educational outcomes are inextricably linked with socio economic status of the pupils and this in turn is a major determinant of the attainment figures outlines in international polls. Significant concerns were also raised in relation to the Scottish context as the attainment gap between the richest and poorest households was greater than in countries with a similar and comparable profile.

2.5.2 Scottish Government response to closing the attainment gap

Since publication of 'Closing the Attainment Gap in Scottish Education' (Sosu & Ellis, 2014), there have been numerous responses, critiques and extensions which have followed; in relation to the research itself, conclusions drawn, and how to progress forward. In terms of a government response, Scotland's First Minister Nicola Sturgeon, positioned education at the forefront of the Scottish National Party's (SNP) agenda with an explicit commitment to raising attainment in education. Several initiatives and strategies have been introduced to emphasise and respond to the links between poverty and attainment. For instance, the initiative 'Raising Attainment for All' (Scottish Government, 2014) introduced a national network of attainment advisors to support schools with their approaches to 'close' the poverty related attainment gap. As part of this initiative, 'The Scottish Attainment Challenge' was launched, with a £750 million Attainment Scotland Fund targeting 9 'Challenge Authorities', which had the highest percentage of children and young people living in SIMD 1 and 2. These authorities included: Dundee, Inverclyde, West Dunbartonshire, Clackmannanshire, North Lanarkshire, East Ayrshire, Renfrewshire, and Glasgow. The Scottish Attainment Challenge was based on a transformational model employed in London – The London Challenge – which yielded positive results in reducing the poverty related attainment gap (Kidson and Norris, 2014). A key feature of the Scottish Attainment Challenge is the appointment of Attainment Advisors whose main role is to support local authorities to identify and implement local solutions to tackle poverty. An approach to focus on local solutions was highlighted within the London Challenge as central to success rather than a broad national approach (Kidson and Norris, 2014). The funding associated with the challenge has been heavily weighted towards Primary schools with the key priorities being improving literacy, numeracy and health and wellbeing. There is also a key focus on working in partnerships with parents in relation to schools supporting local community solutions.

The focus on local solutions resulted in each of the authorities mentioned above being given funding to implement interventions and approaches that support raising attainment at a local level. Glasgow has approximately 38,870 children and young people living in SIMD 1 and 2, which equates to 57.8% of the total school aged population in Glasgow, and 35.2% of the total of children and young people living in SIMD 1 and 2 in Scotland (Glasgow City Council, 2018). Considering the high percentage of children and young people from the most deprived backgrounds in Scotland residing in Glasgow, the Director of Education launched 'Glasgow's Improvement Challenge (GIC) 2015-2020'. Glasgow's Improvement Challenge is a holistic approach aimed at raising attainment and achievement for all children and young people in Glasgow (Glasgow City Council, 2018) and incorporates the Scottish Government's 'The Scottish Attainment Challenge (SAC)'. In addition to aligning with The Scottish Attainment Challenge, Glasgow's Improvement Challenge also reflects national drivers and legislation, including: The National Improvement Framework (NIF) (Scottish Government, 2016); How Good Is Our School 4 (HGIOS 4) (Education Scotland, 2015); How Good is Our Early Learning and Child Care (HGIELC) (Education Scotland, 2016); Improving Schools in Scotland (OECD, 2016); The Education (Scotland) Act 2016.

Specifically, the Education (Scotland) Act 2016 places a duty on local authorities to consider how education can reduce inequality of outcomes for learners experiencing socio-economic disadvantage. This, alongside the focus running through local and national policies in Scotland indicate a strong recognition of the need to improve outcomes for those living in the most deprived areas; a term which has been coined 'Closing the Gap'. Whilst it is recognised that research has demonstrated the existence of a prevalent and persistent gap in educational attainment between the richest and poorest households in Scotland (Sosu & Ellis, 2014), defining this 'gap' can prove challenging, which in turn complicates the evidence base of 'closing the gap'. The complexities around this will be discussed in the following section.

2.5.2.1   Glasgow's Improvement Challenge (Glasgow City Council, 2019)

The diagram below illustrates the elements included within Glasgow's Improvement Challenge.
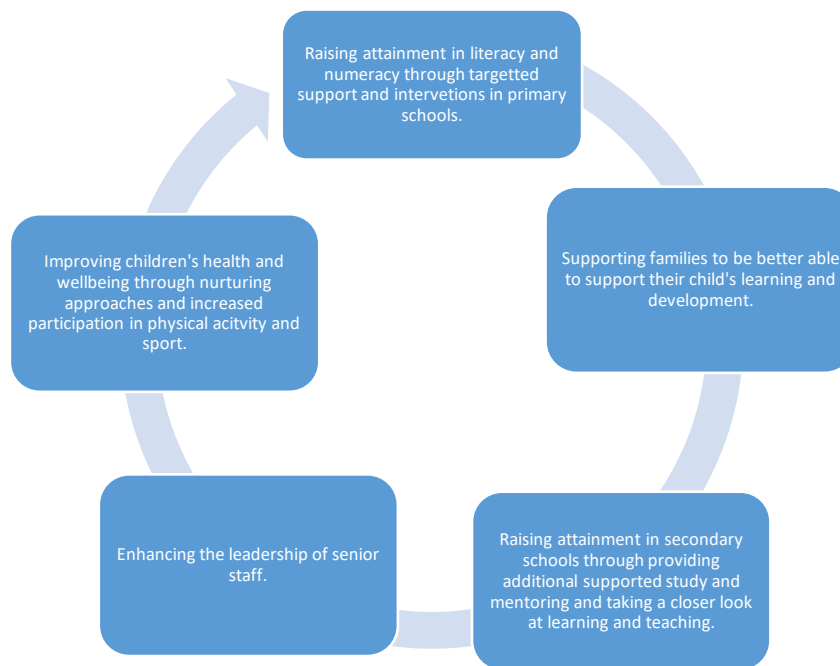
Figure 5

Key features outlined in the Glasgow Improvement Challenge.

2.5.2.2   Review of the poverty related attainment gap

A review of evidence in relation to the poverty related attainment gap in Scotland was commissioned by The Robertson Trust in collaboration with The Poverty Alliance in September 2020 and published in early 2021 (Robertson and McHardy, 2021). The purpose of this research was to review the current evidence in relation to poverty and education in Scotland and the UK since the original publication by Sosu and Ellis in 2014 and explore impact from intervention. Key findings from the review illustrate that ongoing inequalities in attainment performance still exist from the early years to post school. It outlined that infants living in deprived areas are 16% more likely to display developmental concerns and 2 in 5 young people in deprived areas achieve one or more higher, compared with 4 in 5 peers in more affluent areas (Robertson and McHardy, 2021). Whilst inequality is still apparent between the most and least deprived areas for post school opportunities of education, employment, or training, this reduced from 12.9% to 9.9% between 2015/16 to 2018/19. The research also highlighted specific groups that are most vulnerable to the poverty related attainment gap including white Scottish/British boys, Gypsy/Traveler young people, Care Experienced young people and those with Additional Support Needs.

Outcomes from the original research and more recent review illustrate that the attainment gap between the least and most deprived areas in Scotland is deeply rooted and not easily

tackled. Whilst there is agreement about the need to support equitable education, there has also been critique around defining the 'gap', and the most effective ways reduce it.

2.6   Challenges associated with 'Closing the Gap'

Closing the Attainment Gap in Scottish Education (Sosu & Ellis, 2014) publication highlighted concerning results with regards to the inequality in educational outcomes for children and young people in Scotland. Whilst this research generated a crucial spotlight on the inequitable outcomes in attainment, there have been several critiques regarding the parameters of the research and the overarching social and cultural implications. The following section will critically reflect on both the research and educational focus of societal inequality.

2.6.1   Critique of 'Closing the Gap'

The term 'Closing the Gap' can be subjective and ambiguous. Scottish Government defines it as 'reducing the link between deprivation and poor educational attainment in Scotland' (Scottish Government, 2016). However, the lack of robust comparative data creates a significant problem in defining and measuring reduction in inequalities, with criticism around the narrowness of its focus raised by Ball (2013) and Kadson-Billings (2006). As an attempt to combat this, there is an increasing focus on the use of international league tables to measure and compare attainment. Whilst this is helpful in providing a global picture and comparison, a focus on rating a country's educational performance on narrow attainment outcomes has created a culture of performativity competing to be 'the best' (Solomon and Lewin, 2016). For instance, the outcomes concluded by 'Closing the Attainment Gap in Scottish Education' (Sosu and Ellis, 2014) were based on quantitative attainment results from Growing Up in Scotland survey, Scottish Survey of Literacy and Numeracy (SSLN), attainment of school leavers, and Programme for International Student Assessment (PISA). Attainment results in this manner do allow for measurement, comparison, and tracking, however, do not consider children and young people in context or in relation to emotional wellbeing and non-attainment linked achievements. Furthermore, measurement of attainment in this way views the attainment gap through a lens of what education systems alone can do to redress inequality, with ownership being placed with schools, teachers, and their surrounding structure. It could be argued that a more effective focus would be on redressing wider societal inequalities, in turn leading to more equitable educational outcomes (Mowat, 2017). Afterall, it is not surprising that in a society where there are unequal inputs, there are unequal outcomes. There is recognition, through research, that multi-faceted, bottom up and top-down approaches, to tackling inequality are required

across all areas of society, including education, and that these approaches may differ depending on context.

For instance, school effectiveness and improvement research demonstrate that positive outcomes and lasting impact occur not as a response to solely changing structures and systems on a national level, which international comparators inevitably lead towards, but through engagement with the local and school community, and focussing on a change in school culture (Harris et al, 2015). In other words, what is required is a challenge to mindsets, deeply engrained social and cultural norms, co-construction of new meanings and transforming the culture of a school, not a narrow focus on strategies. Therefore, defining the education gap predominantly through comparisons of league tables offers a narrow, decontextualised view. A major challenge is however reconciling a deeply rooted and long-standing focus on competition, with collaboration (Hargreaves, 2010). To do this, it is vitally important that a clear view of the broader goals of education are kept at the forefront of discussion and policy during times where national and international focus are being driven by league table performance. The reliance on standardised assessment to illustrate attainment can be problematic for many reasons. One of these reasons is teachers can often feel pressured to 'teach to the test' or rather than pupils having a firm grasp on the topics due to high quality breadth of teaching. Concentration must not deviate purely towards 'outputs'; attainment levels, rather than considering the 'inputs'; quality of teaching and mechanisms at source (McCluskey, 2017).

In line with caution advised around relying on standardised attainment measures to define inequality, similar consideration should be given to elements of response within the Scottish context. For instance, a greater emphasis on standardised assessment for primary aged pupils (P1, P4, P7 and S3) was introduced as one strand of the response to Closing the Gap in Scotland. However, concerns regarding the true accuracy beyond static attainment scores aligns with an international view that 'standards agenda' can be narrow and reductionist (Jeffrey and Troman, 2011). Part of these concerns are the shift on focus to assessment rather than learning in a culture of performativity and accountability (Jeffrey, and Troman, 2011). Focussing purely on school-based attainment measures also implies societal inequality is solely related to education and therefore education's 'problem' to fix.

Alternatively, Murphy (2014) argues there is no 'gap' but a direct relationship at every level of society between socio-economic status and academic attainment. This argument aligns with that outlined in research collated by Wilkinson and Pickett (2010) where persistent and

significant correlations between inequality and poorer social outcomes are highlighted across societies. Murphy offers perhaps more helpful terminology when considering the inequality of attainment – that we should be 'raising the bar', rather the 'closing the gap' (Murphy, 2014). This shifts the focus to ensuring that every young person, irrelevant of socio-economic status, reaches a minimum educational and income threshold to allow them to participate in adult life. Such a viewpoint also promotes consideration of children and young people in context, including social and emotional development and familial and societal impacts, rather than narrowly defined attainment outcomes.

Murphy's (2014) view of 'raising the bar' maps with the universalist approach apparent within Scottish Education. Most children and young people in Scotland attend their local authority catchment school and therefore education, and hence efforts to raise attainment, are often promoted through universal rather than targeted approaches and supports (McCluskey, 2017). As a result, targeting specific support to a specific need during a time of austerity and financial constraint can be more challenging when a service must be provided and be accessible for all learners. Furthermore, the ability for more affluent families to subsidise short falls in education, and society, during times of austerity may also further extend the gap between equity of educational 'provision' between the richest and poorest households (McCluskey, 2017). For instance, employment of tutor support can be provided more readily in areas of greater affluence. Despite this, if improvements in schools are a result of the national and universal initiatives being endorsed and promoted by the Scottish Government, it is feasible to predict that all students' performance will increase; for those who were already performing well, and those who were less so. Recent review of attainment for lower attainers in Scotland, has however indicated a downturn in results (OECD, 2015). One challenge to this conclusion is a criticism of measurements and the approach to measurement of 'attainment'.

Similarly Forde and Torrance (2017) are critical of the Scottish Government's attempt to minimise the attainment gap, concluding it may address some aspects of inequality on a surface level however doesn't 'take account of the complexity of marginalisation and the prejudice and discrimination which children face in their lives, nor of the many and varied ways in which it presents, and fails to address the structural inequalities which underlie disadvantage (Mowat, 2017). Focussing on addressing a deeply rooted and intergenerational social justice problem by targeting individual pupils to raise attainment performance risks overlooking the opportunity to transform communities and schools through their pedagogy and mindset (Forde and Torrance, 2011).

A further concern which has been raised regarding the approach by the Scottish Government, and similarly Glasgow City Council, is that caution should be applied when policy borrowing from another country or approach. Historical cultural and political context shapes the social environments in which we live, and policy borrowing can often fail to consider the complex underlying fractures which develop over time in unequal societies (Feniger and Lefstein, 2014). Similarly, Steiner-Khamsi (2014), state that policy needs to be informed by, and deeply rooted in, political, social, and economic decisions, and cannot simply be borrowed and implemented in a different context. Furthermore, application of any policy must consider society as whole rather than in distinct areas, which is extremely complex in terms of implementation, planning and funding. As a result, there can often be a silo approach to social problems where aspects are viewed in isolation of one another and require separate solutions (Wilkinson & Pickett, 2010). Attempting to create coordinated outcomes through separating aspects within a social system can lead to a disjointed approach which may at best, result in small scale improvement in those narrow areas however, wider, sustained impact is much more challenging to achieve. Such views are echoed by Harris, Adams, Jones and Muniandy (2015), through criticism of the over-simplistic ontological underpinnings of comparative international reports. Comparative reports often summarise strategies which have had positive impact and suggest replication and implementation of these with the underlying premise that simple application will automatically lead to better outcomes. This view, however, fails to take account of the complexity of not only each individual school system but the societal contexts and cultural elements in which they operate. Coffield (2012) extends this argument further by proposing that lessons from other countries can inform practice however, sufficient acknowledgement to the complexities rooted within educational, political, and socio-economic conditions and structures are not sufficiently adequate.

Overall, it is recognised that the gap in educational attainment between the most and least affluent communities is of concern, both in terms of equity and opportunity. However, trying to close this gap is the responsibility of all societal areas, not purely education. Overcoming long standing and engrained inequality is a complex task with no one 'silver bullet' approach. It appears that contextual and collaborative approaches are required over a period of time which challenge current pedagogy and reshape practice, as well as taking account of historical educational, political and socio-economic influences.

2.6.1 Inequitable education in Scotland

Consideration of the educational, political and socio-economic history within the Scottish education system can provide some helpful insight into the landscape that is visible today. Within Scotland there is a comprehensive schooling system, which was introduced in 1965, whereby children and young people are educated within their immediate local community (Mowat, 2017). This system replaced a selective system in which parents could chose the school in which their child would be educated. The aim of this shift was to provide a fairer system and promote high aspirations for all schools (Bangs, MacBeath and Galton, 2011), however the impact from the industrial revolution and development of social housing led to socially segregated communities (Murphy, 2014). The outcome of this resulted in more affluent families being able to select where they purchased property and choosing to do so in catchment areas of 'higher performing' schools (McKinney et al, 2012). As a result, the comprehensive system supported the opportunities available to all families, however inequality between community areas and schools was heightened, resulting in less equality in terms of outcome (Murphy, 2015). This can clearly be seen in relation to the current correlation between SIMD status and educational attainment. Therefore, a comprehensive schooling model can in some instances exacerbate the levels of inequality observed in society.

Alongside a comprehensive schooling system, and as an attempt to support and promote school equality, the encouragement of young people to remain at school longer was also recognised to be highly correlated with more positive leavers destinations and employment outcomes (Croxford, 2015). Remaining in school for a longer period of time has led to an increase in attainment levels nationally (Croxford, 2015) and a reduction of the attainment gap between those in the highest and lowest SIMD (Scottish Government, 2017b). Whilst these approaches appear to have a positive impact on achievement of positive destinations for young people and an apparent reduction in attainment gap, the longer-term and wider impact of this does not seem to be sustained (McKinney et al, 2012). This could be interpreted that supporting pupils towards academic outcomes to achieve the ability to engage in Further and Higher Education is positive, however ongoing engagement, skills required, and opportunities to support progression into the world of employment do not lie simply with achieving an academic grade. In this sense, focus on closing the 'attainment' gap must reach far wider than simply academic outcomes to incorporate social mobility, social capital and educational capital gap (Mowat, 2017). Through this interpretation, an equal opportunities approach can only progress so far in reducing the attainment gap; as summarised by Minty (2016, P51) 'unequal access to economic, social and cultural capital

may be ignored within a meritocratic version of fairness, which may lead to greater educational inequalities'. For instance, when considering educational capital, this must include all the factors that society values in relation to education and are more readily available to and provided by families in least deprived households (Bangs et al, 2011). Funded education must promote and develop a sense of common humanity with a collective vision of values and moral purpose (Mowat, 2017). Similarly, with regards to social capital, it is well documented that the fewer connections and social networks parents have, the less likely they are to trust the system, and the less information they have available to draw upon, the less able they are to navigate and make sense of it (Bangs et al, 2011). This is in line with Wilson, Hunter, Spohrer, Brunner & Beasley's (2014) summation, that it is not the common assumption that inequality in education performance and access rests with 'poverty of aspiration' amongst families living in higher deprivation, but rather barriers which reduce the ability to achieve this objective.

In summary, providing more equal opportunities alongside a focus on academic attainment can go some way in attempting to reduce the poverty related attainment gap, however this may only touch the surface. To genuinely reduce inequality between social groups in society there must be a focus on ethics as 'poverty signals the constraints faced by disadvantaged groups in taking full part in society' (Barrientos, Abdulai, Demarigg, De Groot and Ragno, 2016). In other words, deeply embedded structural inequalities in society have to be considered and addressed, along with the social norms and values that underpin these. Again, returning to the view that redressing inequality within society should lead to greater levels of educational equality, rather than the other way round.

2.6.3 Defining Attainment

As discussed, a focus on inequalities in education outcomes associated with socio-economic status is long standing and of global significance (Caro and Mirazchiyski, 2011). Research conducted by the Organisation of Economic Cooperation and Development indicates that inequalities have been increasing over the last three decades and are currently at their highest (OECD, 2016). The greatest predictor of pupil achievement is the country in which the child attends school, with the second greatest factor being social class (Schleicher, 2014). Despite recognition of the inequalities in educational outcomes, the definition of educational outcomes, or attainment can be broad and varied. To help create a consistent and wider understanding and appreciation of attainment amongst education professionals, Education Scotland has outlined a definition of attainment in relation to the poverty-related attainment gap:

"Attainment is the measurable progress which children and young people make as they advance through and beyond school, and the development of the range of skills, knowledge and attributes needed to succeed in learning, life, and work. Many children and young people living in our most deprived communities do significantly worse at all levels of the education system than those from our least deprived communities. This is often referred to as the 'attainment gap'." (Education Scotland, 2020)

Whilst this definition is welcomed, the breadth of interpretation continues to pose a challenge for measurement of impact and translation into real life for many communities or individuals. Furthermore, consideration of attainment as 'measurable progress' continues to align with attainment in the more traditional sense of assessments and exams. Following consultation after the initial research by Sosu and Ellis (2014), concerns regarding the complexities of the education system not being adequately addressed and a lack of focus on health and wellbeing, were raised (Robertson and McHardy, 2021). In response to part of this, two measures of health and wellbeing were added to the measures being implemented in schools (Scottish Government, 2017a). Further concerns were also raised regarding the use of the Scottish Index of Multiple Deprivation (SIMD) as the main determinant of deprivation when identifying the attainment gap. SIMD as a measure can be limited as it does not consider individual circumstances, account for children and young people living in poverty in more affluent areas or capture rural deprivation (Scottish Government, 2017a). Similar criticism was made by Kintrea (2018) in relation to the limited availability of socioeconomic data of children and young people in Scotland. Consideration of social policy in relation to the attainment gap supports the need for broader consideration of attainment.

2.7   Social Policy and Closing the Gap

There is a complex relationship between educational attainment and poverty, with educational attainment being both a cause and a consequence of poverty (Robertson and McHardy, 2021). The links between education and poverty can be considered within an ecological framework with individual learners at the micro-level, immediate social contexts at the meso-level and social structures, power, and inequalities at the macro-level (Raffo, Dyson, Gunter, Hall, Jones and Kalambouka, 2007). The micro-level considers individual characteristics and relationships and how these can impact a young person's engagement with education, at a meso-level, families, communities, and school experience can either support or challenge attainment. Similarly, at a macro-level, the existence of wider social structures, power imbalances, inequalities and biases can play a significant role in a young person's educational attainment. It can therefore be seen that a one size fits all or generic approach to 'plug' a gap in educational attainment between the most deprived and most

affluent learners would be neither possible nor effective given the complex social structures that surround every individual. Considering the different ecological levels and interaction between these does however allow recognition of where supports or interventions at each level could be applied to benefit both individuals and groups of learners.

Furthermore, closing the poverty related attainment gap extends far beyond education alone to wider social policy (Mowat, 2017). Schools exist in the context of, are influenced by, and reflect societal norms and culture; they function within the socially constructed environment around them. Barnhardt (1981) described schools as 'agents of the dominant society and as such, they reflect the underlying cultural patterns of that society'. Therefore 'closing' the poverty related gap cannot be considered as responsibility of education alone rather in the context of society as a whole. As highlighted earlier in this chapter, OECD (2015) concluded that socio-economic status was the most important difference between individuals in relation to school achievement in Scotland, rather than ways in which schools differ. Wilkinson and Pickett (2010) argue however, that it is not poverty in isolation which determines educational performance, but the inequalities that are present in society. Social inequality within a society is of much greater statistical significance than correlation of average income with academic performance (Wilkinson & Pickett, 2010), illustrating that positioning within society is what determines outcomes. Therefore, inequality in pupils' academic performance is linked to the social mix of students in a school (Schleicher, 2014) and the areas in which children reside in (Chapman, 2016). Whilst being mindful that closing the attainment gap requires a wider societal response, and factors outwith individual control, such as the compilation of class and school groupings, school policies and individual practice have been shown to have a positive impact on academic performance (MacBeath et al, 2007; Chapman et al, 2016).

Despite positive impact on the poverty related attainment gap being demonstrated by targeted approaches and interventions in schools, education is often regarded as the key route out of poverty, however, education alone cannot compensate for wider social inequalities in society (Chapman et al, 2016). Bangs, MacBeath and Galton (2011) illustrated that the impact schools can make when account is taken of other variables is marginal. Alternatively, education should be viewed as an agent of change with the starting point addressing longstanding and deeply engrained inequalities in society. A contextualised approach which considers systems-level factors which impact upon families living in poverty, such as social, economic, and relational constraints, should be considered. This is reinforced through conclusions drawn by Hirsch (2007) and Ridge (2011) which state the impact of

poverty on attainment extends significantly beyond formal education outcomes to include perceptions of discrimination through the negotiation of economic, social, and relational constraints imposed by poverty. In other words, poverty negatively impacts social justice.

2.7.1 Social Justice

Social justice can be considered as both a goal and a process (Arshad, 2017). In relation to a goal, social justice can describe a situation in society where there is equitable distribution of resources, and all are able to contribute to this. The journey to achieve this vision in social justice is a process that must begin with the expectation of inclusion rather than exclusion (Drewery, 2016). In line with this, social justice can be viewed through a lens of equal opportunities or equitable outcomes. Interpretation through these different lenses can however contradict one another with one viewpoint focusing on equal access to participation, and the other recognising system discrimination as the cause of inequitable outcomes (Riddell, 2016). Furthermore, there is the uncomfortable dichotomy in education of social justice and inclusion sitting alongside the drive for economic prosperity, as education is perceived as the vehicle to produce human capital which will ensure economic wealth (Forde & Torrance, 2017).

The concept and understanding of social justice have become more complex over time, moving from simplistic descriptions focussing only on redistribution of resources, to include consideration of aspects of identity, representation, and intersectionality (Riddell, 2016). Despite the increasing recognition of the complexities underlying social justice, documentation and measurement in education e.g., OECD publications, often portrays restricted understandings with 'equity largely positioned in terms of socio-economic disadvantage and inclusion equated to all students reaching at least a basic minimum level of skills' (Schleicher, 2014, p17). Interpretation of inclusion as a human right or as part of identity, sense of belonging, or participation is not commonly reflected upon or considered in education (Mowat, 2009). There is however a changing landscape in more recent times within Scottish Education to widen the definition and understanding of equity (Murphy, Croxford, Howieson and Raffe, 2015).

The current research views equity through a social lens to include sense of belonging and identity, rather than the main focus being learning experiences in relation to the more tradition attainment view or achievement of minimal level of skills.

2.8   Current research aim

Discussion in the preceding sections illustrates that reducing the attainment gap in Scotland requires a cohesive approach within society and is far greater than education alone. However, such an approach or proposition is beyond the scope of the current research project, therefore consideration of the factors which have contributed to more positive outcomes and subsequent narrowing of the gap will be linked to the research being carried out. Following collation and analysis of data within the Scottish context, Closing the Attainment Gap in Scottish Education (Sosu and Ellis, 2014) publication explores interventions and strategies which have been put in place to support narrowing of the academic attainment gap, both at a local and national level. Consistent themes from these reviews illustrate the need to focus on evidence base, implementation, evaluation, and measurement of impact, with a specific focus on attainment. In addition, staff pedagogy is consistently raised as fundamental to successful impact. Recognition of the need for whole school approaches with ongoing CPD and coaching is also concluded to ensure maximum impact.

Through professional experience and review of literature, the researcher was keen to ensure factors which have been linked to success in narrowing the attainment gap were taken on board. Therefore, key elements of the current research align with recommendations from 'Closing the attainment gap in Scottish education', along with factors highlighted by Marcus' (2016) research. Marcus (2016) outlined 5 areas to consider when attempting to support the poverty related attainment gap, these include putting the child at the centre, meeting individual needs, building a community of respect and trust, balancing autonomy and accountability, and enabling flexibility and creativity.

Table 6

Recommendations within Closing the Attainment Gap research and the response to these within the current research.

Closing the Attainment Gap recommendation	Marcus (2016)	Response in current research
Improving education outcomes from pupils from economically disadvantaged homes is a priority.	Putting child at the centre. Meeting individual need.	• Focus on improving outcomes for children and young people in SIMD 1&2, particularly in relation to wellbeing.
Robust research informed knowledge of what might work.		• In depth analysis of literature and application of research into practice for implementation and planning of intervention.

High quality professional development – evidence driven and whole school level.	Building a community of respect and trust. Balancing autonomy and accountability.	• Ongoing professional development for staff through sessions and coaching by experienced trainer. • Focus on implementation and evaluation. • Whole school intervention.
Monitor and analyse poverty and attainment.		• Focus on evaluation and analysis of data in relation to attainment and SIMD. • Researcher supporting staff to evaluate and consider impact – both qualitatively and quantitatively.
Implement research informed interventions.	Enabling flexibility and creativity.	• Intervention has a strong research base. • Focus on implementation to try to ensure best possible outcomes from the intervention. • Consider local context through detailed needs analysis and map intervention accordingly.

2.8.1 Restorative Approaches and Equitable Education

In addition to the recommendations outlined in the previous section, reducing the poverty related attainment gap also requires a more equitable education process (Sosu and Ellis, 2014). The term equity can be interpreted in different ways and is often used interchangeably with the term equality (Heick, 2015). Equity refers to the principle of fairness. Therefore, within equitable education, approaches and systems are fair, but not necessarily equal. Equality on the other hand, relates to educational approaches or systems being equal. When equity is implemented within education, it can be considered the process, and equality as the outcome. Ensuring processes are fair and just does not necessarily equate to them being equal, however when equity is applied, equality can be observed. A restorative approach aligns with a focus on equity; it 'embodies justice and equity not as equal distribution of resources but as respectful meeting of needs' (Evans and Vaandering, 2016).

Chapter 3 Restorative Approaches

Restorative Justice (RJ) approaches can be traced back within spoken and written records to premodern society, particularly amongst indigenous cultures prior to European colonisation, as a method of maintaining community peace following wrongdoing (Thorsborne and Blood, 2013). Introduction of RJ within western society was primarily in relation to criminal justice, with the aim of repairing harm caused by an offence and trying to reduce the likelihood of further offending taking place (Sherman, 2003). The underlying premise of RJ in the criminal justice system is to replace punishment imposed by a third party as the immediate and the direct outcome of an offence, with a focus on relationships and shift in objectives to reconciliation and community. Parallels can be drawn between the application of a restorative approach within the criminal justice system and education settings, with the main aim being developing a relational approach to repair emotional harm through a fair and empowering process (Thorsborne and Blood, 2013).

3.1 Definition of Restorative Approaches

Despite commonalities between different fields, defining restorative approaches or restorative justice concisely is challenging due to the variation in contexts in which it is applied and how it is implemented. Within the criminal justice system, restorative justice is used reactively as a process to collectively identify and address harm caused and try to find a way to move forward by all parties who were involved or impacted by the crime (Zehr, 2002). Within education settings the definition can be much wider depending on implementation. Implementation can vary from schools using restorative justice or approaches as a reactive 'add on' to existing discipline procedures or more proactively, as a whole school approach (Fronius et al, 2019). Wachtel (2016), argues that the term restorative practices may be more reflective of an education setting as it captures both informal and formal, and proactive and reactive approaches within a continuum. This wider conceptualisation of restorative approaches allows the shift in thinking from a narrow application aimed at responding to student misbehaviour, to focusing on building and repairing of relationships (Hopkins, 2004). For the purposes of this research study the term restorative approaches (RA) will be used to capture the continuum of support and practices at differing levels of a relational and restorative approach. Furthermore, wrongdoing will be viewed as a breakdown in relationships, or emotional harm.

3.2 Key features within a restorative approach

As discussed above, it is challenging to pinpoint a discrete definition of restorative approaches however, there are several key features which underpin restorative practice. Macready (2009) outlines a number of aspects present within a restorative school culture, these include: respect for 'the other', use of a 'fair process', structure and support, relational perspective on behaviour, and restorative questions. Each of these will briefly be considered to provide greater detail and context.

3.2.1 Respect for 'the other'

There has been a recent shift in cultural values from 'independence' within education to recognition of the value of 'interdependence', both in relation to social experiences but also in learning and teaching (Macready, 2009). A restorative approach supports this shift to value emotional interdependence, particularly at times of harm when the sense of collective vulnerability present during the restorative discussion fosters interdependence to arrive at new meaning and a direction forward (McDonald and Moore, 2001). This collective vulnerability and awareness create a more equitable approach where, despite individual differences, a common humanity is shared. When common humanity is valued, promoted, and modelled within an educational establishment, the overarching culture will reflect this and emphasise respect for one another.

3.2.2 Fair Process

Emphasis of respect for one another can also be observed through a fair process. An underlying concept of restorative approaches is fostering an environment and social community that helps to minimise power and status imbalance and generate a climate of fairness (Morrison & Vaandering, 2012). The concept of fairness is recognised as a key component in a restorative process by the International Institute for Restorative Practices (IIRP) (Wachtel, 2016). Evidence from a business perspective highlights that the existence of a fairer process results in more productive and positive outcomes, namely as individuals trust and cooperate with systems that are explicitly fair (Kim and Mauborgne, 2003). The fair process provides an opportunity for all individuals involved to have their views heard through adherence to principles of engagement, explanation, and expectation clarity (Kim and Mauborgne, 2003). Engagement with all individuals allows views to be genuinely heard and taken on board. Explicit explanation of the reasons behind decisions facilitates a supportive or restorative climate. Finally, clarity of expectations regarding the decisions made and future actions allows a collective understanding of the outcomes and progression moving forward. The outcomes from using a fair process will not necessarily be everyone's

ideal situation but the process of being heard and a decision arrived at explicitly supports individuals with acceptance of the outcome (Macready, 2009). The fair process is a fundamental aspect for restorative approaches; 'people are happier, more cooperative and productive, and more likely to make positive changes in behaviour when those in authority do things 'with' them, rather than 'to' them or 'for' them.' (Wachtel, 2016).

3.2.3 Structure and Support: The Social Discipline Window

Style of authority, as touched on above, can be illustrated through the Social Discipline Window. The Social Discipline Window (see Figure 6) McCold & Wachtel, 2002) is another underpinning theory for restorative practices (Wachtel, 2016), and explains relationships and influence that can exist along continuums of control and support. Such conceptualisation can be applied within any social setting but is particularly pertinent with regards to development of norms and behavioural boundaries within education settings. In a school climate where a high level of control and low level of support exists, the approach could be described as punitive, or pupils perceive things are done 'to' them. Such an approach has been shown to lead to resentment, an attitude of 'not getting caught' and power imbalance (Gonzalez, 2012). Alternatively, a climate where there is low control and low support could be viewed neglectful or described as 'not' environment where the adult provides neither support nor challenge. A neglectful style can leave pupils feeling confused, frustrated, and disengaged (Wachtel, 2016). In an environment where there is high support but low control, pupils may experience a permissive approach in which the adult overcompensates support but does have high expectations for the young people. Such an environment can foster learned helplessness and low motivation and leads to an ethos where things are done 'for' them (Wachtel, 2016). Ideally, a climate of high support and high control should be developed. This promotes a restorative approach where children and young people are challenged through high expectations but also supported. Such practice creates a 'with' environment where pupils feel part of the process and expectations are attuned with ability. It is important that this process acknowledges and confronts the wrongdoing and harm that has been caused, whilst simultaneously being mindful of the intrinsic worth of the wrong doer. Achieving this simultaneously can be challenging and requires time and an ethos of participation and collaboration.

Social Discipline Window (McCold and Wachtel, 2002)

HIGH

TO Punitive		**WITH** Restorative
NOT Neglectful		**FOR** Permissive

CONTROL

LOW ——————————————→ HIGH
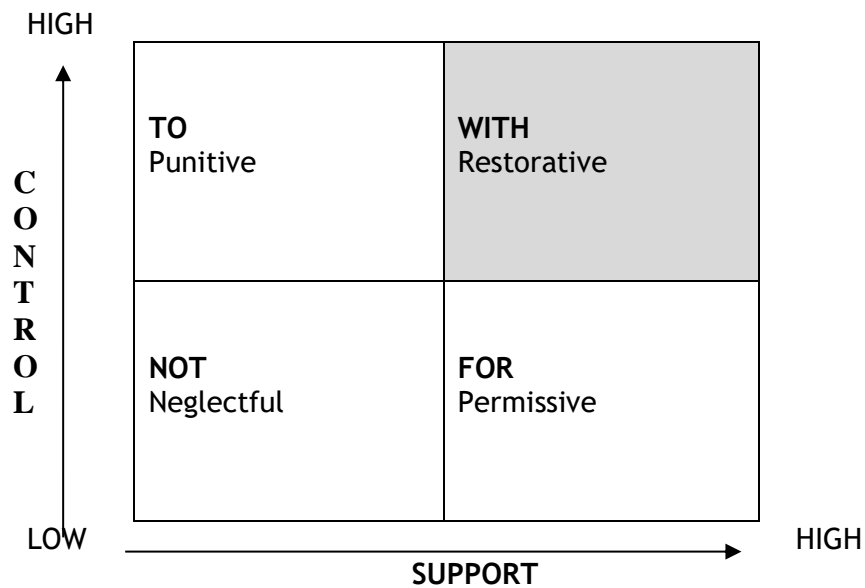
SUPPORT

Figure 6

Social Discipline Window

More recently, Vaandering (2013) has offered a modified version of the Social Discipline Window which aligns to a greater extent with restorative language. Instead of continuums of 'control' and 'support', the Relationships Window considers 'support for others' against 'expectations for others' and defines the environmental ethos in relation to individuals. The adapted quadrants are outlined below in Figure7.

Social Relationships Window (Vaandering, 2013)

HIGH

TO People as objects to be managed	**WITH** People as subjects to be honoured
NOT People as objects to be ignored	**FOR** People as objects of need

Expectations of others

LOW ——————————————→ HIGH

Support for others
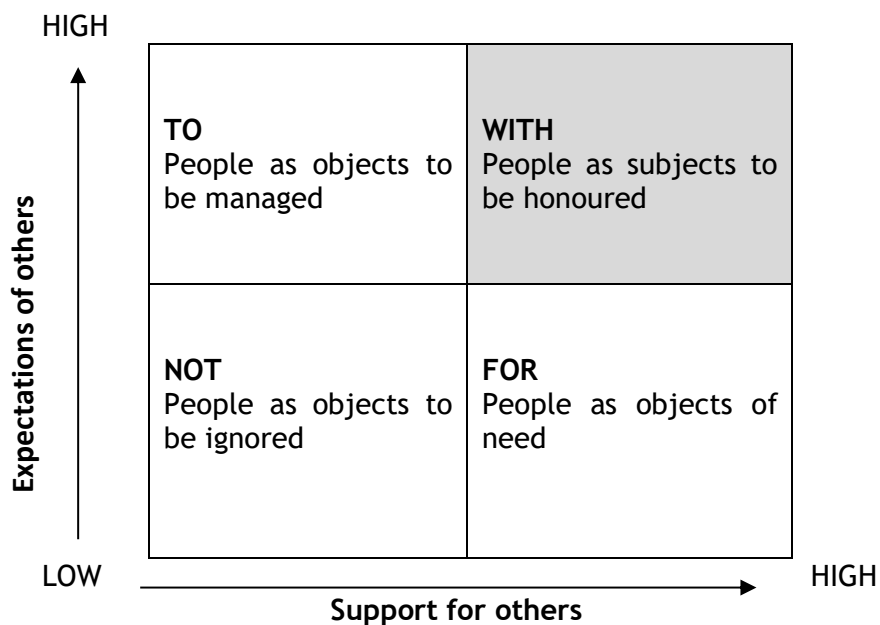
Figure 7

Social Relationships Window.

3.2.4 Relational perspective on behaviour

An ethos of participation and collaboration can be fostered through a relational approach to behaviour and learning. Social interaction provides a compass for reflection and monitoring of one's behaviour through observation of reactions and responses of others. Reflecting upon and altering behaviours based on the reactions of others, shapes the development of socially acceptable behaviour within a given group or forum. Therefore, social interaction provides critical feedback to individuals regarding whether their actions are socially acceptable or unacceptable. Consideration of learning in this way - through a social lens – aligns with social learning theories, such as proposed by Vygosky (1986). The aim of a restorative approach is to create a social context for learning in which the views and opinions of all can be heard, and where dialogue and reflection is both socially informed and inclusive (Macready, 2009). Schools have a crucial role in developing and nurturing a community culture where there is adult modelling and coaching illustrating the value of relationships and social cooperation, and restorative approaches offers this relational focus. Furthermore, a restorative school ethos offers opportunities for learning the skills associated with social responsibility within a proactive and reactive model.

3.2.5 Restorative Questions

A vital and unique aspect within a restorative approach is making the implicit and internal processes that occur when harm is caused, explicit. By explicitly naming the thoughts, feelings and impact a situation has had on an individual supports both empathic responses and scaffolds conflict resolution skills (Gus, Rose, Gilbert and Kilby, 2017). This scaffolding takes place though the staged use of restorative questions. There are several versions and variations of the key questions however, the main premise is to allow everyone involved to discuss their perspective of the situation including their thoughts, the impact on themselves and others, and how things can move forward. Examples of restorative questions are outlined in the table below.

Table 7

Restorative questions (Thorsborne and Vinegrad, 2002).

1. What happened?
2. What were you thinking?
3. Who has been affected?
4. How have they been affected?
5. What needs to happen now to put things right?

Within a more traditional approach, punishments or consequences are usually created and implemented by a third party, for example a class teacher. This process is authoritarian in nature and does not provide modelling or scaffolding of how to resolve conflict or repair harm caused. The staged and explicit approach created through restorative questioning levels power imbalance between individuals and offers a platform for an empathic response and co-construction of new meaning within a situation. Furthermore, there is an increasing evidence base outlining why a more traditional approach does not yield the positive outcomes or impact seen when a relational approach is applied.

3.3   Punitive approach versus restorative approach

Within Western cultures the traditional approach to shape behaviour and conformity in the judicial system is to deter through punishment (Carlsmith, Darnley & Robinson, 2002). Such an approach can also be traced through education where physical punishment was used within school settings in the UK until as recently as the 1980s. Practice in education settings has changed significantly over recent years in line with research linking punishment to negative outcomes for social, emotional, and psychological development of children (Gershoff, 2002), and recognition that self-regulation and impulse control are developmentally related rather than created through extrinsic reinforcement (Blair and Raver, 2015). Whilst physical punishment is no longer used within education settings, the concept and practice of using forms of punishment to manage and shape pupils' behaviour is still common practice. It can be argued that such an approach merely manages behaviour or conformity, rather developing students' sense of responsibility and skills of conflict resolution. Furthermore, it creates a power imbalance between the staff member and young person which can lead to disempowerment for that young person (Fronius et al, 2006). Alternatively, facilitating empowerment and giving young people a voice in decision making can lead to improved self-regulation and the view that institutional power is fair and legitimate (Tyler, 2006). Similarly, Zehr (2002) proposes that fostering an environment in which a sense of fairness is central, can result in increased compliance within education settings as it supports young people to recognise a more legitimate and fairer system, as opposed to a zero-tolerance approach (Morrison & Vaandering, 2012). This outcome is also mirrored by Braithwaite (2004) in relation to criminal justice settings.

Significant research around the use of zero tolerance approaches has taken place more recently within an American context and further illustrates the negative impact on children and young people, both short and long term. Reflecting upon this research offers a contrast between a restorative approach and a 'zero tolerance' or punitive approach both in relation

to practice and impact. Within the American schooling system discipline procedures have become increasingly based within a 'zero tolerance' mind-set resulting in an increase in exclusionary punishments (Gregory, Bell and Pollock, 2014). This has been broadly driven by government-mandated zero tolerance policies developed in response to several high-profile school-based offences (U.S. Department of Education Office for Civil Rights, 2014). As a result, there has been a trend for negative pupil behaviours to be responded to in a punitive manner more commonly associated with the criminal justice system (Petrosino, Guckenberg and Fronius, 2012). Despite the aim of zero tolerance policies being to prevent serious crimes or behaviours by implementing stricter punishments for lesser crimes or behaviours, research has demonstrated that not only is this ineffective, but there can also be negative and harmful consequences for pupils (Berridge, Brodie, Porteous and Tarling, 2001). For instance, outcomes of poor school performance, negative attitudes towards school and dropping out of school (Berridge et al, 2001). In fact, suspension/exclusion from school, commonly used as punishment for inappropriate behaviour, has been highlighted as the top predictor of dropping out of school (Flannery 2015, Rumber & Losen, 2017). Furthermore, pupils who are excluded from school have been shown to be more likely to truant, engage in criminal behaviour and end up in the 'school-to-prison pipeline' (McAra, 2008). In summary, research has demonstrated that suspension and exclusion from school can lead to negative outcomes for pupils and are not effective for improving behaviour or school climate.

3.4   Impact of restorative approaches

Alternatively, research has demonstrated positive outcomes when using a restorative approach to support student behaviour as opposed to a punitive approach (McCluskey, Lloyd, Kane, Riddell, Stead & Weedon, 2008, Stinchcomb, Bazemore and Rienstenberg, 2006).
Over recent years, there has been an increasing body of evidence highlighting the positive outcomes associated with implementing a restorative approach within educational settings. Research has involved specific features of a restorative approach and exploration of whole school implementation. Recognition of the value of whole school implementation expands the contribution of RA but can be more complex to evaluate (McCluskey et al, 2008). Recent publication by National Education Policy Sector (Gregory and Evans, 2020) outlines the current landscape in the United States with regards to RA. Positive impact includes reduction in suspensions (Fronius et al, 2019, Augustine et al, 2018), strengthening relationships, improving conflict resolution skills, and reducing punitive approaches used by staff (Anfara, Evans and Lester, 2013, Gregory and Clawson, 2016). Furthermore, enhanced school climate (Jain, Bassey, Brown and Karla, 2014) and improvement in academic

attainment have been noted (Augustine et al, 2018). Such findings have been reported not only by school staff, but also by students (McCluskey et al, 2008).

A similar collation of evidence base has been carried out by Mas-Exposito and colleagues with regards to implementation and impact a of whole school restorative approach (Mas-Exposito, Krieger, Amador-Campos, Casanas, Alberti and Lalucat-Jo, 2022). Outcomes indicated positive results for children and young people, particularly in relation to social and emotional skills, and behaviour. Furthermore, restorative approaches provided a framework to enhance skills of conflict resolution, reduce disruptive behaviour and increase school attendance. Positive results were not only recognised for children and young people, but also for school staff and families with regards to improved communication and emotional literacy. Mas-Exposito et al (2022) propose that further research involving randomised control trials and implementation would further strengthen the evidence base. Conclusions regarding implementation were also drawn by Payne and Welch (2018) who recognise there is a gap in the research regarding what influences implementation of restorative approaches in schools, and how this is best supported. Recognition of this gap informed the development of the current research questions and design, specifically in relation to implementation and impact on academic attainment.

3.5   Restorative approaches and academic attainment

Implementation of a restorative approach is not intended to directly impact academic attainment in the narrow sense of literacy and numeracy grades, focussing more on promoting pro-social and emotional skills. However, research has demonstrated that positive outcomes in attainment can be found when evaluating impact. For instance, Rideout, Roland, Salinitri and Frey (2010) reported an increase in Grade Point Average in secondary aged pupils following the introduction of restorative justice approaches in a Canadian setting. It was suggested that the impact of attainment may have been a result of a democratic classroom environment where pupils took more ownership of conflict resolution, problem solving and their own learning (Rideout et al, 2010). Furthermore, pupils were less frequently removed from class because of challenging behaviour and therefore had more time to engage with learning (Rideout et al, 2010). Rideout et al's (2010) research also highlighted a clear impact on relationships, including a more positive school ethos, stronger social bonds and greater sensitivity to culture and equality within the school. In line with previous research, positive school ethos and relationships support academic achievement through the recognition that children and young people are more able to engage with learning when supported through positive interactions and ethos (Pianta, Hamre

and Allen, 2012). Similarly, research carried out within a US context by Gonzales (2015) highlighted positive correlations between implementation of a restorative approach and gains in academic achievement. Furthermore, it has been outlined that school staff who endorse a whole school restorative approach perform better in achievement statistics in a New Zealand education context (Drewery, 2014). The main aims of the current research are to explore the impact of a whole school restorative approach on social and emotional learning in a Scottish context, however, it is important to consider possible outcomes regarding academic attainment within the Curriculum for Excellence framework.

3.6   Continuum of Restorative Approaches

As discussed, within the current research the term restorative approach is used to encompass a continuum of practice in line with an ecological approach of support. The aim of a continuum of support is to firstly develop a restorative mindset through knowledge and awareness of restorative practices and encompassing the values within thinking. This would then lead to the development of a nurturing and relational climate through practice, or the creation of a restorative climate. Specific application of restorative approaches would follow and include scaffolding and modelling of social and emotional skills and problem-solving skills. The creation of a restorative culture and ethos provides the greatest support for impact and sustainability for more formal restorative practices to be applied (Thorsborne and Blood, 2013). The diagram and table below illustrate and describe the continuum of support.

STAGES

Restorative Mindset

Restorative Ethos

Restorative Approaches

Restorative Practices
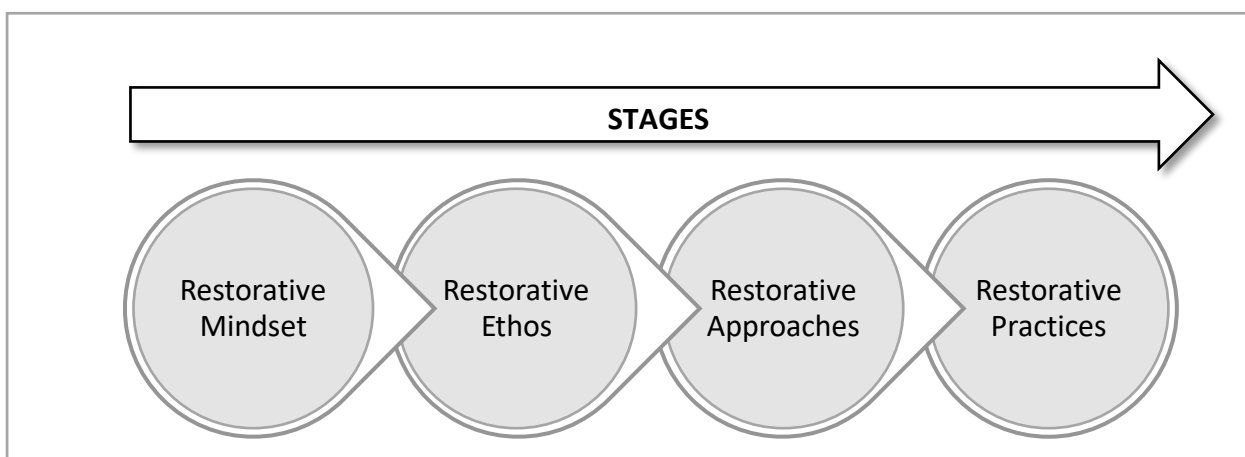
Figure 8

Continuum of restorative approaches within an establishment setting

Table 8

Continuum of restorative approaches in an establishment setting and the definition of each of these.

Continuum Level in Establishment	Definition
Restorative Mindset	Refers to an individual's belief in restorative approaches and adherence to restorative values e.g., relationships promote positive and attuned interactions, accountability and responsibility for self and others, everyone is an active participant in resolving conflict.
Restorative Ethos	Refers to the collective ethos in a classroom/playroom and establishment. There is a common belief and active practice in relation to restorative values.
Restorative Approaches	Refers to the use of restorative approaches in everyday practice with the aim of preventing harm to relationships e.g., naming emotions and emotional responses, reinforcing empathy, responsibility, and others' perspectives.
Restorative Practices	Refers to the use of reactive restorative practices within a continuum of support and intervention when harm has been caused e.g., 5 questions, restorative conversation, restorative circle, restorative conference.

In ideal circumstances a restorative continuum of support would be implemented, however it is recognised that within educational establishments there are numerous internal and external factors that can support or challenge implementation. The diagram below captures the context in which a restorative intervention exists and reinforces how vital clear implementation is.
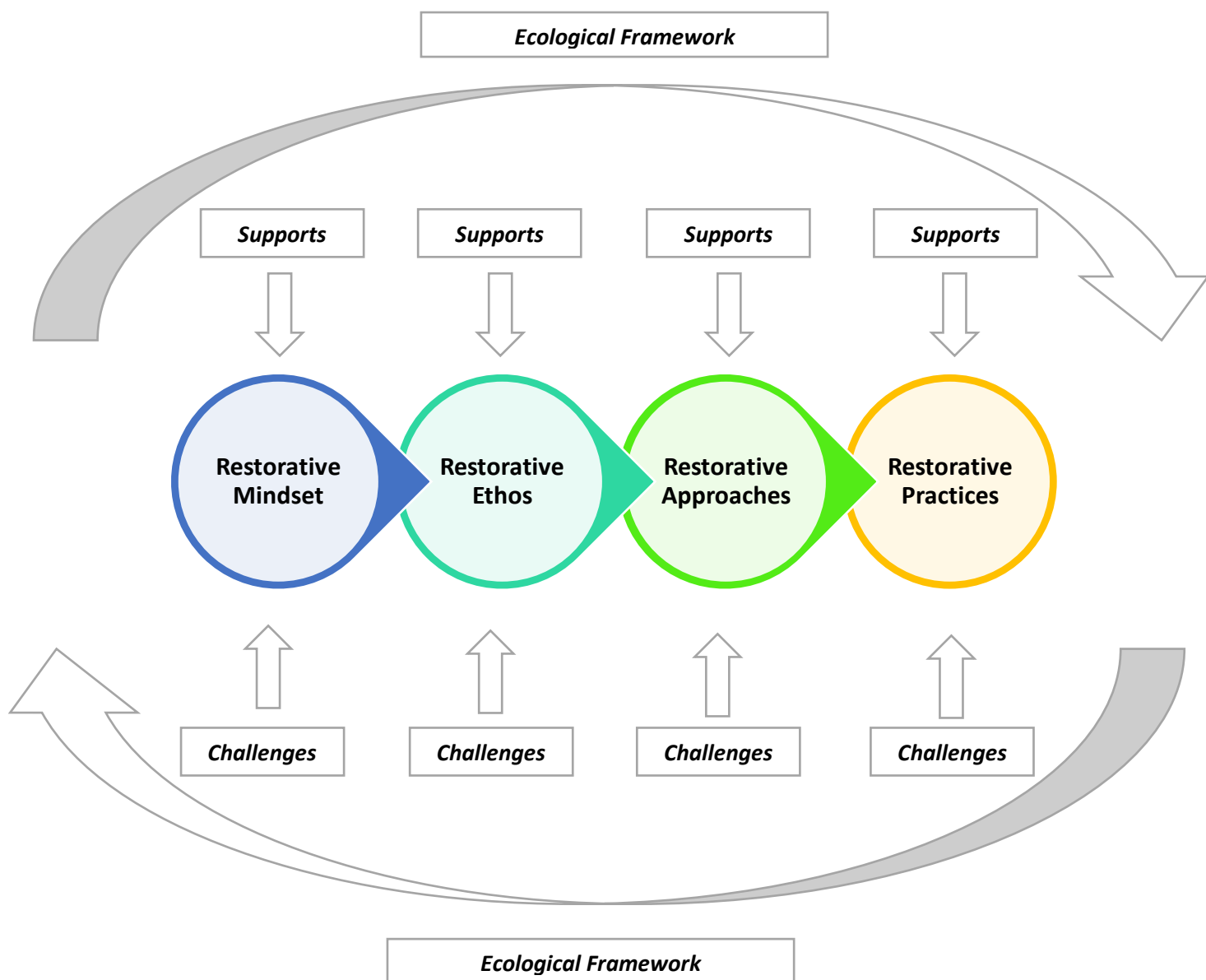
Figure 9

Continuum of restorative approaches in relation to ecological supports

3.7   Restorative Approaches and Closing the Attainment Gap

As outlined at the beginning of the thesis, the overarching aim of the research is to explore the impact a whole school restorative approach has on promoting equitable education and contributing to closing the attainment gap. The diagram below summarises the links between key features of a restorative approach, the impact it can have, and the links between restorative approaches and closing the attainment gap covered in the previous sections.

Table 9

Key features of restorative approaches, research regarding outcomes and links between restorative approaches and 'closing the gap'.

Key features of Restorative Approaches:

- Whole-community ethos to promote and maintain positive relationships by providing a foundation for repairing conflict or 'emotional harm' between two or more individuals.
- Allows all parties involved in conflict to be listened to, reflect on all views expressed and arrive at a collective and agreed solution to resolve emotional harm.
- Language of RA helps to define how we think about and manage our own and pupil behaviour and move forward.

Research demonstrates the positive outcomes of RA include:

- Improved relationships in schools (Kane, Lloyd and McCluskey, 2007, Macready, 2009)
- Enhanced pupil affiliation to school (Pavelka, 2013)
- Enhanced pupil resilience (McCluskey et al, 2008)
- Improved pupils' problem-solving skills (Macready, 2009)
- Improved pupils' emotional literacy (Hopkins, 2002)
- Pupils' ability to take responsibility for their own actions enhanced (Thorsborne and Blood, 2013)
- Enhanced pupil internal regulation (Hopkins, 2002)
- Increased time in class (McCluskey et al, 2007; Thorsborne and Blood, 2013)
- Reduced exclusion (McCluskey et al, 2007; Thorsborne and Blood, 2013)
- Provides channel for pupils to have their voice heard (Thorsborne and Blood, 2013)
- Increase in social responsibility (Alphen, 2015)
- Drop in out of school suspensions (Armour, 2013, Baker, 2009, Katic, 2017, Fowler et al, 2016)

Links between RA impact and 'closing the gap':

- Positive school relationships enhance pupil engagement with learning (Pianta et al, 2012)
- Positive staff and pupil relationships support positive pupil behaviour (Scottish Government, 2013b)
- Positive relationships are essential in effective learning and teaching (Scottish Government, 2013b)

- When pupils/staff feel included and respected they are more likely to develop self-confidence and resilience (Scottish Government, 2013b, Pianta et al, 2012, Buckley & Maxwell, 2014)

- RA has been shown to positively impact children and young people's mental health (Wachtel, 2016)

- RA has been shown as an effective approach to support children and young people who have experienced Adverse Childhood Experiences (Breedlove, Choi and Zyromski, 2021).

3.8   Theoretical underpinnings in a restorative approach

In addition to exploring the evidence base of an approach or intervention, it is important to consider the underlying psychological and social theories to develop a deeper understanding and to shape research questions regarding impact and implementation. The diagram below illustrates key theories associated with a restorative approach. These are discussed in further detail in the following section.
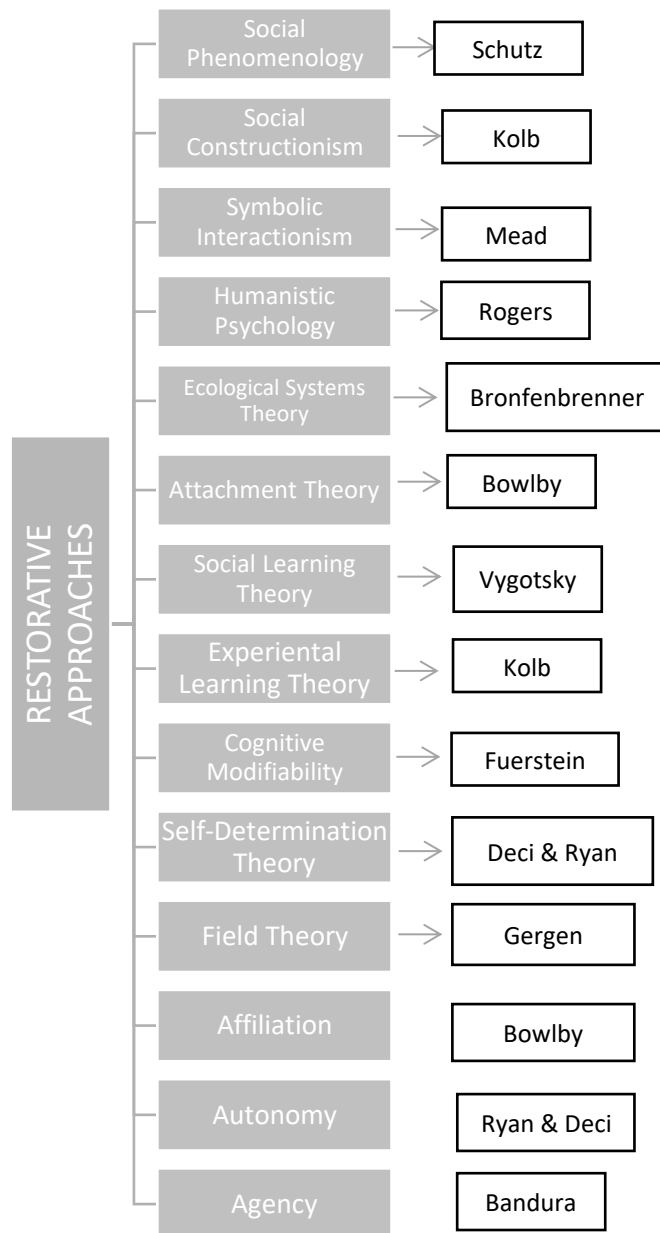
Figure 10

Underlying theories within a restorative approach and examples of key authors.

3.8.1 Social Phenomenology

Phenomenology through a sociological lens, is the study of formal structures within society. Schutz (1932) proposed a philosophical foundation for social sciences through social phenomenology and explored intersubjectivity between individuals as defining the social world and social nature of knowledge. Social reality cannot be viewed as fixed and objective, rather, as an ever-changing product of human activity. From a restorative stance, social reality is generated through the interaction of individuals, and it is proposed that this

reality can be altered depending on the narrative. Viewing wrongdoing as harm to a relationship reframes the language and perspective around conflict resolution and creates a reality of repairing relationships rather than avoiding punishment. Altering the narrative around wrongdoing and punishment challenges the social context and ultimately the social structures through which subjective meaning is created.

3.8.2 Social Constructionism and Symbolic Interactionism

As with social phenomenology, the theory of social constructionism proposes that individuals develop knowledge of the world within a social context. Social phenomenology, however, is concerned with how subjective meaning is created, whereas social constructionism focusses on the content and context of that subjective meaning. In other words, from a social constructionist perspective, what is perceived as reality relies upon shared assumptions and a common narrative. What is therefore viewed as objective reality is in fact subjective interpretation of the social world which can change between time frames and cultures. Society is socially constructed within all ecological levels which results in a complex web of individual, community, and cultural interpretations of the social world we live in. When considering restorative approaches through a social constructivist lens, the perception of harm caused by an individual(s) is the product of the subjective interpretation of what is socially appropriate and acceptable. The process of explicitly naming the harm caused and consequent impact aims to challenge the social narrative for the wrongdoer and subsequent social interpretation of such actions. Social constructionism as an overarching theory links with symbolic interactionism. As discussed, social constructionism refers broadly to how we make sense of the nature and structure of the social world, whereas symbolic interactionism focusses more specifically on making sense of self and social roles.

Symbolic interactionism or symbolic interaction theory relates to the meaning that individuals develop of the world through the process of social interaction. It is a key theory within sociology and was introduced by Mead in the 1930s (e.g., Mead, 1934). Mead proposed that subjective meaning is placed on objects, events, and behaviours by individuals based on what they believe, rather than necessarily what they know to be objectively true (Mead, 1934). Therefore, society is perceived to be socially constructed through human interpretation; individual's interpret others' behaviours through a social lens, and social bonds are formed because of this. Restorative approaches are underpinned by symbolic interactionism with a focus on developing harmonious social roles. The co-construction of new meaning following a restorative discussion aims to shift negative interpretation around harm to a more positive direction. Although the creation of a more harmonious relationship

may not always be the outcome from a restorative discussion, the development of conflict resolution skills and encouragement of different perspectives are key within the process and approach.

3.8.3 Humanistic Psychology

The aim to develop more harmonious relationships positions a restorative approach within a humanistic psychology perspective. Humanistic psychology challenged Freud's psychoanalytical theory (e.g., Freud, 1961) and Skinner's behaviourism (Skinner, 1988) in the mid-20th Century by proposing a holistic view of human existence and behaviour, with recognition that humans strive towards self-actualisation and reaching one's full potential. Humanistic psychology views the individual as a whole and focusses on concepts of self-efficacy and free will (Resnick, Warmoth & Serlin, 2001). The default belief of humanistic psychologists is that human beings are innately good, and that social, emotional, and psychological challenges result from deviation to this. In this line of thinking, seeking fulfilment and striving for personal growth are the main motivators for all behaviour. Key early theorists of humanistic psychology include Carl Rogers and Abraham Maslow. Within this premise, Rogers developed a non-directive therapeutic style shaped around individuals' desires to fulfil their potential; Client-Centred or Person-Centred Therapy (Nelson-Jones, 2000). The aim was to use a combination of therapeutic relationship and a non-directive approach to support clients to arrive at new meaning and interpretations of aspects of their lives and thoughts. In this way, the therapist does not offer judgement or advice to the client but rather scaffolds the client's own views. Alignment between this non-directive approach of supporting individuals to co-construct new meaning, and the underpinning values of a restorative approach can be seen.

A further key strand of humanistic psychology which maps with restorative values is the work of Maslow. Maslow outlined a hierarchy of human need in 'A Theory of Human Motivation' (Maslow, 1943). The hierarchy of needs form a pyramid with each consecutive need having to be achieved prior to moving up the pyramid. At the base of the pyramid are physiological needs such as food, water, shelter. These needs are crucial for human life and only when these basic needs have been met can an individual focus on other needs. The pyramid progresses up through safety needs, sense of belonging and love needs, esteem needs and finally to self-actualisation. The premise of this hierarchy is that humans strive to better themselves and fulfil their potential. Once basic human survival needs are met, the focus evolves to psychological needs then self-fulfilment needs.

Maslow's 'Theory of Human Motivation' supports a restorative approach as it outlines that with optimal environmental and relational support individuals strive towards the best version of themselves and seek to fulfil self-actualisation. The relational approach that underpins restorative practice scaffolds individuals through emotional safety to repair relational harm that has occurred.
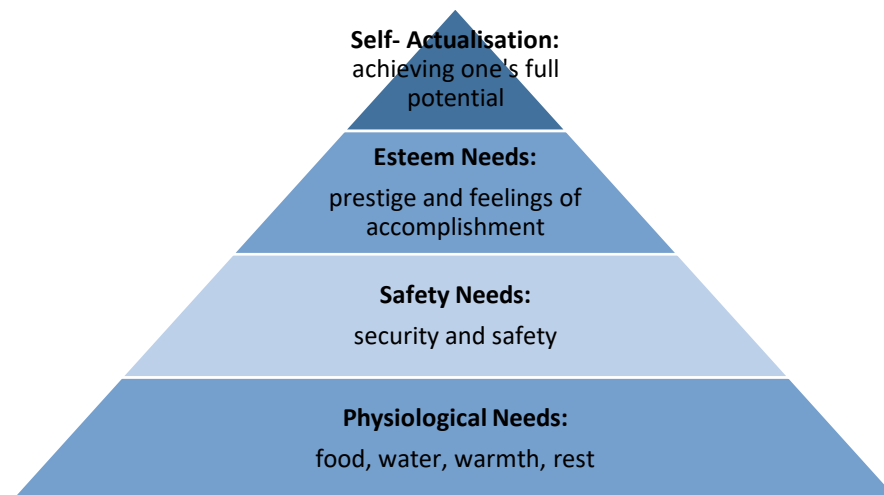
Figure 11

Maslow's Hierarchy of Needs. Adapted from Maslow (1943).

3.8.4 Ecological Systems Theory

Whilst humanistic psychology relates a restorative approach to individual needs and experiences, it does not account for the impact of the context in which and individual lives. As outlined above, human beings' function within environmental and social contexts, the interactions between both can be multifaceted and ever changing. Bronfenbrenner (1986) stated that to understand an individual the environment in which he or she lives must be considered. This premise underpinned the development of his Ecological Systems Theory (EST) as an explanation and exploration of the interplay and influences of environmental factors. Five environmental systems exist within EST.

Table 10

Five environmental systems within Ecological Systems Theory, a description and example in context.

System	Description	Example of child in context
1. **Microsystem**	The system closest to the individual and with which they have direct contact with.	Home environment – family, siblings. School – teacher.
2. **Mesosystem**	The interactions between the different components of the person's microsystem. These interactions have a direct impact on the individual. These interactions can have either positive or negative consequences.	Relationship between parents and class teacher.
3. **Exosystem**	A setting or context which does not involve the person directly as an active participant, but they are still affected by outcomes.	Parent losing job which affects the child at home.
4. **Macrosystem**	The cultural environment in which the individual lives and all the systems within this. The macrosystem can either have a positive or negative effect on the individual.	Parent loses job but can apply for job seekers allowance – this system positively influences the child. However, the stress of this and perceptions of those in the community can have a negative effect.
5. **Chronosystem**	The transitions and shifts in an individual's lifespan and how these affects both themselves and others around them. Socio-historical contexts often influence at this level.	Parents' divorce which not only affects the current family situation but may in turn influence the child's future relationships.

In contrast to an ecological approach which places an individual within an environmental context, a medical model considers an individual in isolation with inherent factors. For instance, if there were concerns regarding a child, an ecological approach would consider the context in which that child is functioning including school, home, and community. A medical model on the other hand, would consider the inherent difficulties within the child that could explain such concerns. There has been a historical tension within educational and school-based psychology to move away from a medical view of children and young people towards a more ecological approach to assessment and support. With regards to a restorative approach, there is alignment with an ecological model through recognition of supporting young people within the context in which they function and through the social modelling and scaffolding by peers and adults. A more traditional approach of using punishment and reward to shape behaviour lies within a medical model approach where the focus would be an attempt to shape individual behaviours outwith a context of interaction. This, however, does not account for the social impact and influence of relationships. The

impact of social relationships is key within a child's development at all stages and begins firstly with attachment to their primary caregiver.

3.8.5 Attachment Theory

Attachment theory was originally documented by child psychiatrist and psychoanalyst John Bowlby in his trilogy which spanned the 60s, 70s and 80s (Bowlby, 1969, 1973, 1980). Bowlby accounted that to develop into healthy individuals, young children need a consistent and nurturing relationship with one or more sensitive caregivers (Bowlby, 1969). Failure to provide nurturing care can result in negative long-term outcomes for children, primarily in relation to social and emotional development. Attachment theory is one of the key underpinning theories associated with a restorative approach as it focusses on the importance of attuned relationships for the development of self-regulation and conflict resolution skills. To develop a 'with' ethos, adults must develop attuned interactions with those they are working with for them to feel heard and valued. Consistent and nurturing relationships are key foundations for developing attuned interactions and supporting children to feel they are valued and belong. Feelings of being valued and belonging in turn support positive interactions and learning socially responsible behaviours.

3.8.6 Social Learning Theory

Rewards and punishments are commonly accepted as the process through which learning social responsibility is achieved (Macready, 2009). This approach, with roots in behaviourist theory (Payne, 2015), relies on the assumption that individuals learn how to behave in socially responsible ways by learning to fear the consequences if they act in a socially irresponsible way (Wilson and Hernstein, 1985). Furthermore, that social responsibility is the biproduct of being told what not to do rather than being supported to learn what to do (Brummer, 2020). The basis of this approach lies within an individualist framework in which society is made up of individual beings who only interact when they are not able to progress or function individually. The premise of this framework is that individuals function first and foremost in isolation, and social interaction is a by-product. However, evidence that the use of rewards and punishments encourage social responsibility has not been demonstrated through a decrease in school exclusions or reduction in referrals through the criminal justice system (Youth Justice Board, 2003). Alternatively, this view is challenged through a social constructionist lens such as Vygotsky's sociocultural theory which proposes that learning is both social and collaborative in nature rather than an individual activity, and that individuals become who they are because of social learning and collaboration (Macready,

2009). Vygotsky (1978) introduced the concept that the world is processed through language, and that social language is the process through which individuals learn new concepts, make sense of their own and others' behaviours, and develop frames of reference. Individuals are then able to relate their experiences to relevant concepts and problem solve through a sense of agency in their decision making. Therefore, all actions, even those considered to be autonomous, are rooted within social reasoning and collaboration. The ability to relate socially is a natural and hard-wired drive for humans (Immordino-Yang, Darling-Hammond, Krone 2018), which is illustrated through post-natal research through babies having the ability and desire to communicate both socially and cognitively from the moment they are born (Trevarthem and Aitken, 2001). This reliance on social communication for cognitive development suggests that learning is not static or unimodal, but is multi-dimensional, interactive, and interdependent on a variety of factors (Cantor, Osher, Berg, Steyer & Rose, 2018).

A key element within Vygostky's sociocultural theory is the concept of 'zone of proximal development' (Vygotsky, 1986). This concept is underpinned by the premise that new understanding results from the interaction between individuals, rather than an individual mind-set. The 'zone of proximal development' refers to the gap between an individual's own knowledge and the potential knowledge that can be demonstrated through the involvement or interaction of others. Through the interaction of another, an individual's learning can be 'scaffolded' to demonstrate far greater potential than is possible as an individual on their own (Wood, Bruner & Ross, 1976). Effective scaffolding requires progressive and incremental distancing in a timeous and attuned manner from what the individual knows and can immediately access, to aspects which extend their thinking and learning. Such a model of effective scaffolding can be seen within a restorative conversation process, where questions reflect guiding an individual from a point of familiarity to exploring an extended meaning and alternative perspective.

Table 11

Level of questioning and corresponding restorative question as outlined by Macready (2009).

Level of Questioning	Restorative Question
Low-level distance questions	What happened?
	What were you thinking at the time?
Medium-level distance questions	Who has been affected by your actions?
	How have they been affected?
High-level distance questions	What are you thinking now about what you said?
	What needs to happen to put things right?

This use of conversational scaffolding elicits the power of language in constructing new meaning and for processing the world; a concept which aligns with Vygostksy's theory that social language is the route through which individuals learn and create new meaning, and it is this availability of new meaning which enhances problem solving and self-regulation (Macready, 2009). Therefore, in line with a social constructionist perspective, restorative questions support individuals to problem solve and experience a sense of agency when making decisions, within a context of social collaboration. During a restorative conversation, the responses made by those 'harmed', elicited by the distance of the questions asked by the facilitator, scaffold new thinking and reflection by the individual who caused the 'harm'. The aim of a restorative approaches is to create learning environments through social collaboration rather than a focus on individual objectives. The building, nurturing, and repairing of social relationships is key within a relational learning environment and provides opportunities for development of social meaning and relationships within the social and cultural context immediate to the individual and within the wider community.

Through Vygotsky's perspective, the world is understood and processed through language as opposed to the senses (Vygotsky, 1978). Language used within a social context allows individuals to share experiences and co-construct new meanings. Vygotsky proposed that concept development promotes personal development rather than new learning taking place after personal development.

3.8.7 Experiential Learning

Similar to Vygostky's theories of learning through social interaction and language, Kolb (1984) proposed the theory of Experiential Learning. Experiential Learning Theory (ELT) is a holistic view of learning which emphasises the central role of experience in learning. This differs from other learning theories such as cognitive learning; which focusses on cognition in learning, and behavioural learning; which does not take the experience of learning into account (Macready, 2009). ELT draws upon theories presented by Dewey, Lewin, and Piaget (Sternberg & Zhang, 2001). Dewey's Philosophical Pragmatism viewed knowledge as a product of active adaptation of humans to their environment (Pavlis & Gkisos, 2017). Such adaptation is not passive in nature, rather the conscious testing of hypotheses and questioning, which allows human action and learning to proceed. Lewin's theory of social psychology was based on the premise that human behaviours are the result of individuals within their environment; individual traits interact with the environment to cause behaviour (Lewin, 1951). Piaget's view of cognitive development argued against the presumption that intelligence is a fixed trait and that cognitive abilities develop through maturation and

interaction with the environment (Piaget, 1964). Assimilation of these theories form a unique perspective on learning which is proposed by ELT (Kolb, 1984). A restorative approach aligns with such a perspective on learning whereby the process of gathering information through restorative questioning, processing this information, and co-constructing new meaning demonstrates this testing of hypotheses and questioning which underpins ELT. The active participation in learning, and integration of different learning modes experienced during a restorative discussion, is fostered through social language and social interaction.

3.8.8 Cognitive Modifiability

The concepts of co-construction and active participation in learning are also supported by Feurstein, Rand and Hoffman's (1970) theory of Structural Cognitive Modifiability (SCM). This theory proposes that cognition is not only fluid and modifiable temporarily in each moment or in response to a specific learning experience but can change the structure of cognition longer term and affect all future learning. Derived from SCM, Mediated Learning Experience (MLE) proposes that when a third-party interposed themselves between a set of stimuli and the individual, learning can be enhanced (Tzuriel, 1999). Mediated Learning Experience Theory aligns with Vygosky's zone of proximal development where third-party interaction can extend an individual's learning within their zone of proximal development. Cognitive modifiability underlies the values of a restorative approach through the process of mediation: a third-party individual supports the co-construction of new meaning through specific questioning and exposing all parties' views of an experience.

3.8.9 Self-Determination Theory

In addition to co-construction of new meaning, restorative values promote a climate of trust, autonomy, and connection to support conflict resolution and relationship development. These values align with self-determination theory (Deci and Ryan, 1985), which proposes that individuals are motivated to grow and develop when the need for competence, connection and autonomy are filled (Deci and Ryan, 1985). Deci and Ryan's theory, outlined in their book Self-Determination and Intrinsic Motivation in Human Behaviour (Deci and Ryan, 1985), introduces a theory of motivation that suggests individuals are driven by the desire to grow and gain fulfilment. Key assumptions underlying the theory include intrinsic motivation being key to support knowledge and independence rather than extrinsic motivation, and that the need for internal growth drives behaviour (Ryan and Deci, 2000). Within a climate of high support and high challenge, or a 'with' climate, the development of relationships occurs through connection and fostering autonomy. There is

also a focus on intrinsic motivation as a key driver in the development and maintenance of positive relationships linking with the humanistic psychology perspective that individuals are inherently 'good' and seek positive social experiences and reinforcement. The concepts of competence, connection and autonomy which underpin human motivation can only occur in the presence of social experiences, and therefore consideration of the social context in which an individual exists is key.

3.8.10 Field theory

Investigation of social behaviour often takes place through the lens of an individual's place in society rather than through the influence of social groupings or community. Field Theory, as outlined by Lewin and Lorsch (1939), draws on field theory from the discipline of physics to explain that the co-existence of individuals within a social setting interact to create a 'life space'. Through construction of a 'life space', Lewin argues that it is possible to understand, predict and explain the changing behaviours of individuals and groups (Back, 1992). By eliciting these changes in behaviour, exploration of what sustains undesired behaviours and identification of how to make a more positive shift can be explored (Lewin, 1998). Furthermore, field theory, as greatly influenced by gestalt psychology (e.g., Wertheimer, (1923)), assumes that individuals' observable and discrete actions are only one aspect of social groupings, and that individuals are in fact a product of their current environment and their perception of that environment (Martin, 2003). This perception can vary between individuals despite it being the same experience, and therefore alternate realities can exist within the same situation. Recognition that humans exist within social settings and realties are developed through interaction with the environment aligns with a restorative approach. The underlying premise that everyone has their own interpretation of a situation, and that interpretation is valid, mirrors field theory, along with the recognition that a social grouping exists over and above the sum of all the individual members. Through application of a restorative approach, differing realities are made explicit, and a common understanding scaffolded. Such a process impacts not only on the individual members but the creation of the social understanding between these members.

3.8.11 Affiliation

Affiliation is a sense of connectedness; of feeling valued, understood and 'to belong' (McLean, 2009). Affiliation supports the ability to feel secure and safe and is a key factor in a child or young person's engagement with school. The concept of affiliation can be linked to social psychological theories mentioned above, including attachment theory (Bowlby,1969) and self-determination theory (Deci and Ryan, 1985). The belief that humans

are social beings who seek connection supports the view that individuals benefit from feelings of belonging. Underpinning values in a restorative approach include collaboration, inclusiveness, respect, and honesty, all of which contribute to a sense of social collectedness (Restorative Justice Consortium, 2004)

3.8.12 Autonomy

The concept of autonomy is outlined in 3.8.9 as one of the three main aspects in self-determination theory (Deci and Ryan, 1985). Autonomy reflects the ability to take responsibility, and to feel supported in exercising those responsibilities (McLean, 2009). Recognition of responsibilities and the skills of self-reflection required to exercise them are factors supported by a restorative approach. Furthermore, the application of a restorative approach has been shown to increase autonomy (Williams, Reed, Rees and Segrott, 2018). The combination of affiliation and agency nurture a sense of autonomy.

3.8.13 Agency

Agency is a sense of confidence and self-belief, leading to feelings of competence (McLean, 2009). It is an intrinsic characteristic which can be either extended or reduced with extrinsic influences. The concept of agency was introduced by Bandura (1982) in relation to social cognitive theory. Bandura proposed four functions through which agency can be exercised, these include intentionality, forethought, self-reactiveness, and self-reflectiveness. Intentionality refers to the development of plans and strategies to achieve pre-conceived intentions. The second function, forethought, involves setting goals and predicting the outcomes and impacts, and using these to guide input. Self-reactiveness, or self-reflection is the third function, which is linked to the fourth; self-reflexiveness, the ability to examine functioning, reflect on this and make adjustments. Agency can be experienced or applied on three levels, individual, proxy or collective. A strong sense of agency promotes the recognition that own behaviours can be within control (McLean, 2009). The application of restorative approaches has been demonstrated to develop feelings of agency, and more importantly, the ability to express agency by children and young people (Ferguson, Phillips. Rowley and Friedlander, 2015). The ability to express agency encourages meaning to be sought and purposeful action to take place with a view of achieving a desired goal or output – a skill essential not only within a school context but for wider life. Ferguson et al (2015) recognise that classroom approach and relationships can have a significant impact on a young person's agency, and can illustrate the link between behaviour, relationships, and achievement.

The theories outlined above explore the underlying psychological and sociological landscape of restorative approaches and whilst these are considered individually for ease of description, overlap between the theories exist. Consideration of these theories supports the implementation of a restorative approach by deepening understanding of societal and cultural influences, and broadening awareness of application in educational settings. The concepts of affiliation, autonomy and agency are embedded within several of these theories, however as the researcher is keen to explore these aspects in more detail within the research, they have been expanded on at the end of the section.

Chapter 4   Relationships

Research has consistently highlighted the importance of relationships, at all levels, within education settings (Kane et al, 2007; James and Pollard, 2011; OECD, 2014; Public Health England 2014; Scottish Government 2013b). Positive relationships provide scaffolding and modelling for children and young people and contribute significantly to the ethos and climate of the establishment (Mannion et al, 2005). Fuller (2012), outlined that at the heart of leadership with emancipatory intent lies mutually respectful relationships which include the whole school community. Furthermore, relationships between pupils and their teachers can be extremely influential and powerful with regards to pupil engagement and motivation (Pianta, Hamre & Allen, 2012). The following section will explore the value and influence of relationships within an education setting.

4.1   Pupil Engagement

Pupils in Scotland spend 190 days per year in school (Education Scotland, 2019). This equates to 1,140 hours of school-based interactions through which development and engagement can be positively promoted (National Research Council (NRC), 2004). Furthermore, positive pupil-teacher relationships are a mechanism through which schools can enhance achievement (National Research Council, 2004). In 2004, the National Research Council published a report which concluded that relational experiences were the key factor in engagement for young people regardless of context or activity (NRC, 2004). Such findings have been mirrored by Pianta, Hamre and Stuhlman (2003), who conclude that engagement is a relational process, and that interpersonal relationships can both activate and compensate a child's cognitive, emotional, behavioural, and motivational capacities (Pianta et al, 2003). Furthermore, the relational process of engagement is even more pertinent when supporting young people from low-income communities, rural communities, or those with histories of low achievement or challenging behaviour, as research has demonstrated that lack of educational engagement is exacerbated by such factors (Cronsoe, 2001). A finding mirrored by Franke (2014), who proposed that not only does social and emotional learning benefit all children, but disproportionately benefits children living in areas of low socio-economic status. In contrast, a more traditional approach within education of high level of teacher control and leading, with a focus on decontextualized skills and knowledge, has been found to contribute to lower pupil engagement, particularly for children and young people in areas of low socio-economic status (Shouse, 1996). In line with these findings, the NRC report promoted a shift in focus from reducing the incidence of problems to emphasising the presence of positive interactions and relationships (NRC, 2004). The presence of positive

interactions which engage with children and young people's interests, supports their feelings of competence and connection, along with engagement, both socially and academically, and sense of control (Pianta et al, 2012).

Similarly, the importance of relationships is also captured within 'better relationships, better learning, better behaviour' research published by Education Scotland, which states: 'Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching' (Education Scotland, 2013, p5). The creation of training modules provided by Education Scotland to support staff to develop positive relationships in schools (Education Scotland, 2018), alongside being referenced and promoted through Scottish guidance and legislation supports the findings from this research, and demonstrates the value placed on relational practice by the Scottish Government. Two key drivers, discussed in previous sections, that further support development and promotion of positive relationships in schools are Curriculum for Excellence (Scottish Government, 2010) and Children and Young Person (Scotland) Act (2014).

In addition to national research, international research is generating a strong evidence base to support the pivotal role that positive relationships can make for learning and teaching experiences, and outcomes for children and young people. Pianta et al (2012) conclude that it is not curriculum, school/class size, or outcome assessment that are the central root to school reform, but the extent to which teachers are supported to interact with students and form relationships with them that engage them to learn. Furthermore, a recent report published in the United States by the National Commission on Social, Emotional and Academic Development, 'From a Nation at Risk to a Nation at Hope' (2019), highlights the summation of over two decades of research into the relationship between social and emotional wellbeing, and learning. An analysis of over 200 studies of programs which teach children and young people social and emotional skills found significant improvement in student behaviour, feelings about school, academic achievement and feeling safe in school (Durlak, Weissberg, Dymnicki, Taylor, Schellinger, 2011).

4.2 Social and emotional skills

Whilst positive impact has been reported in relation to social and emotional curriculums and interventions, research has indicated that the format of such interventions can affect impact and outcomes. For instance, modelling and coaching interpersonal skills has far greater and longer lasting impact than being 'taught' interpersonal skills (Eccles, Midgley,

Wigfield and Buchanan, 1997; Shouse, 1996). There are often misunderstandings that social and emotional skills can be 'taught' through imparting knowledge in the same way as other curricular skills, such as numeracy, or can be shaped and reinforced through punishment and rewards, however this needs to be reconceptualised to support school staff to build and foster relationships through modelling and scaffolding explicit skills (Pianta et al, 2012). Recognition that creating a relational setting in which children and young people are supported to learn is the best way to support social and emotional skills is not a new concept. Sarason (1982), stated that adjusting the classroom to a relational setting to engage children and young people may be the single best way to unleash and expand the level of human resources available to the education processes. However, there appears to be challenge in implementing this consistency across educational practice. A contributory factor is that education is only one element in the ecological model of society, and society as a whole does not embrace a relational approach.

Despite this challenge, schools who implement a relational approach can have a positive impact for children and young people even without full emersion in a relational environment in society (Pianta et al, 2012). Within school settings, a restorative approach is one such method which can support school staff with explicit modelling of key interpersonal skills and attuned interactions. When relationships are challenging in a classroom a common reaction can be to introduce a highly controlled, punitive and teacher driven agenda as an attempt to support improvement. However, children and young people are engaged by challenges that are achievable and provide a sense of self-efficacy, in other words, are challenged within their zones of proximal development, both academically and socially, and not by force (Thorsborne and Blood, 2013). Genuine engagement through interactions and explicit modelling of skills that are meaningful to the pupil build connections. Therefore a 'with' climate, as outlined through the social discipline window, should be promoted, where 'relationships and interactions in the classroom are the media through which relational competence and relevant supports are made available to students' (Pianta et al, 2012, p371). In line with this, a study carried out by Hughes, Zhang and Hill (2006), highlighted that children and young people had higher levels of peer acceptance and classroom engagement when in a class with higher level of teacher support, even after controlling for individual pupil support by teachers.

As discussed, positive relationships with adults are the most vital aspect to promoting positive student development and are the key to school reform (Pianta et al, 2012). Several practices have been associated with positive teacher-student interactions by Emmer and

Stough (2001), and Pianta et al (2003). These include providing clear and consistent behavioural expectations; monitoring the classroom for potential problems and proactively preventing problems rather than being reactive; efficiently redirecting minor misbehaviour before it escalates; using positive, proactive strategies such as praising positive behaviour rather than calling attention to misbehaviour; spending a minimal amount of time on behaviour management issues. Again, these practices should be explicit with particular attention paid to attunement, or the timing and responsiveness to children and young peoples' cues, and the language used. Use of language is of fundamental importance within interactions, in regard to social relationships and conveying information. Within a restorative approach, consistent, solution oriented and non-threatening language is promoted, with the aim of creating a sense of belonging and positive school ethos.

4.3   School exclusion

A positive school ethos with strong relationships has also been shown to be associated with reduced exclusion rates for children and young people (McCluskey et al, 2016). The negative impacts of school exclusion are now widely reported and a move away from the zero-tolerance approach that it promotes has been seen nationally (McCluskey et al, 2016). However, despite the reduction in exclusion rates, the pattern of school exclusion persists. In fact, the decrease in exclusion rates have exposed more clearly the inequality in exclusion patterns. Children and young people are more likely to be excluded if they are male, have lower academic achievement, live in poor housing, have no parents working, are care experienced, have additional support needs, or live in a house where there is substance misuse, domestic abuse or financial strain (Gazeley et al, 2013). Research carried out by Who Care's Scotland concluded that if a child or young person is entitled to free school meals, have additional support needs and are care experienced, they are 13 times more likely to be excluded from school (Scottish Government, 2014). Therefore, instead of the most vulnerable group of young people, and often those who local authorities have parental responsibilities for, receiving the most support, they are at risk of being the least supported within all aspects of their life. Recognition that school exclusion remains disproportionate for those with additional support needs and living in lowest SIMD areas, suggests an alternative approach is required to support this group of children and young people. A relational approach which explores the communication behind behaviours displayed and aims to support and address the underlying need has been found to be more effective to engage children and young people than a punitive and exclusionary approach (McCluskey, 2007). For instance, a restorative approach has been shown to positively correlate with reduced exclusion rates in schools and greater engagement by children and young people

(McCluskey, 2018, Armour, 2013, Baker, 2009). A restorative approach is most effective when it permeates school culture rather than as reactive intervention, therefore, consideration around implementation must be given to underlying pedagogy of practice and not simply surface level interventions.

4.4 Pedagogy

Evaluation of interventions and outcomes suggest that attention to pedagogy is vital in supporting reduction of the attainment gap, and should be context specific, flexible, and responsive (Lingard et al, 2003; Sosu and Ellis, 2014). Despite similar findings being consistently concluded by research, there continues to be misalignment within national and strategic policy development on pedagogy, assessment and curriculum, and social and emotional support. Separation between learning and teaching, and behaviour is often seen; an artificial separation which contrasts with many theories around child development, attachment, and motivation. Therefore, priorities which aim to improve the understanding of behaviours and relationships as an approach to tackle inequalities rather than compounding them through a continued focus on academic achievement should be reflected in policy. For instance, Pianta and Hamre (2005) concluded that cognitive engagement is directly promoted through teacher and student interactions, and that interactions that stimulate concept development predict greater gains in achievement. Furthermore, there needs to a shift of focus from raising aspirations and surface level interventions to consider cultural, historic, and social barriers to achievement more deeply. A conclusion also drawn by Bang et al (2012); that there is a need to explore and develop an understanding of the deeply embedded structural inequalities in society, extending beyond monetary systems, to educational and cultural, with a focus on social capital.

4.5 Social Capital Theory

Social capital theory draws on the premise that investment in social relationships can be profitable for individuals, groups of individuals and communities. In the field of Sociology, Bourdieu's work shaped the concept of social capital through his theories around taste, class and culture (Bourdieu, 1984). Bourdieu proposed that individuals were impacted through culture and socialisation as well as financial capital in society (Bourdieu, 1986). Cultural capital involved aspects which were desirable within a given lifestyle, including knowledge, skills and behaviours. Whereas social factors such as social networks and contacts contributed to social capital within society. Bourdieu recognised that whilst these three areas of capital can provide success and contribute positively to an individual's life, they could also align with inequality of access and hinder progression. In other words, the amount

and type of capital an individual possesses locates them within their place in society, or as Bourdieu would describe; their field (Bourdieu, 1986). Inequality in society can however impact the ability for individuals to access social capital through factors such as lack of opportunity or power imbalance. The work and theories proposed by Bourdieu expanded the concept of capital to include social and cultural factors relating to individuals and groups. This work paved the way for other theoretical interpretations and applications of social capital.

Coleman (1988) identifies three key concepts in his interpretation of social capital: trust, networks, and norms. Trust refers to obligations and expectations, networks to the information flow capability of the social structure, and norms as identified norms and accompanied sanctions. Coleman's definition of social capital is widely cited in social research and offers a conceptual link between outcomes for individuals and their social contexts. Social capital is created when relationships between individuals result in the generation of human capital, which would not occur on an individual level. These relationships are more efficient, and hence yield greater benefits in terms of social capital, when trust and reciprocity are present (Onyx & Bullen, 2000). Within an education context, there is a growing body of research which indicates that social trust is significantly related to academic outcomes (Salloum, Goddard & Beredisky, 2018; Scottish Government, 2013a; Bryk & Schneider, 2002). Considering schools are a universal service in the UK, they are in a unique position in society to provide access to social capital, particularly for children and young people who do not experience it in their home lives (Stanton-Salazar, 1997).

For instance, Salloum, Goddard and Berebitsky (2018), carried out a study in Michigan elementary schools examining the relationships between social capital, instructional expenditure, and pupil achievement. Within their study Salloum et al (2018) define social capital as non-monetary investment that teachers and school staff make with pupils and parents in the form of relationships: a focus on developing positive relationships can in turn develop social capital. Key findings from this study indicate that social capital has a positive and significant relationship with literacy and numeracy achievement after controlling for teaching resources and school demographics. Not only was social capital three to five times more influential for achievement than instructional expenditures, but it was more important than schools' poverty, ethnic diversity and prior achievement statistics (Salloum et al, 2018). Of particular interest are Salloum et al's (2018) findings that as poverty levels increase, the social capital available to pupils' decreases. This mirrors Warren, Thompson and Saegert's (2001) writings; that social capital correlates with socio-economic status. It

is however important to note that enhancing social capital is not an alternative to providing financial support and services, but that social capital can act as a catalyst or vehicle to access and make best use of such supports (Warren et al, 2001). Similar conclusions were drawn by Mowat's (2020) synthesis of research focussing on the value of positive relationships in education. Mowat (2020) concluded that social supports and networks around families were important, and the impact of these could be exemplified through the strength of peer bonds, otherwise known as bonding capital, and quality of teacher and pupil relationships, or bridging bonds. This synthesis did however highlight that children and young people living in poverty have less access to social, bonding, and bridging capital. Furthermore, social capital as an approach to tackling poverty cannot work in isolation, nevertheless, research has demonstrated it may be a key starting point for supporting communities living in poverty (Warren et al, 2001). In fact, it may not be that communities with low socio-economic status have a deficit in social capital, rather, there are more barriers to overcome to access and utilise their social assets (Warren et al, 2001). Salloum et al's findings align with the three key components of Coleman's (1988) theory of social capital – trust, networks, and norms, and supports the proposal that these components are fundamental for student engagement and achievement (Goddard, 2003; Salloum, Goddard & Larsen, 2017).

Social capital theory is one theory which underpins the significant and ongoing evidence base that positive relationships are beneficial for children and young people in school, both in relation to academic outcomes, and interpersonal skills. A relational approach aimed at enhancing social and emotional skills can directly impact the social capital of the individuals and groups involved (Terrion, 2006). Therefore, a key aim within the current research is for the implementation of a relational, restorative approach to support social capital of children and young people, the classes they are in and within the school. To explore the impact on social capital, social network theory is applied using social network analysis.

4.6   Social Network Theory

Social Network Theory is derived from Social Capital Theory; the concept that social relationships can be profitable for an individual or group (Salloum, Goddard and Berebitsky, 2018). Research has demonstrated that relationships influence a person's behaviour to a greater extent than individual characteristics (Valente, 2010), and play a significant role in shaping opportunities and outcomes. In fact, within organisational structures, power and energy is generated through relationships, and 'the patterns of relationships and the capacities to form them are more important than task, functions,

role, and positions' (Wheatley, 1992). The significance of relationships is apparent within all social contexts including schools, however, despite recognition of this significance, research models used in educational research often do not explicitly focus on relationships and relationship networks. Instead, they tend to focus on more external factors or individual characteristics such as sex, age, and socio-economic status (Bryk and Raudenbush, 1992).

Whilst individual characteristics are relevant, they also both shape and are shaped by their social networks. The associated resources and expertise within a network, are however not freely available to everyone but are dependent on several factors including number of interactions and whom they are with (Penuel, Riel, Krause and Frank, 2009). Social Network Theory focusses on the types of relationships people have with each other and how these relationships influence individual and group behaviours and attitudes (Carolan, 2013). A social network can be defined by a group of individuals and the relationships they hold with one another (Wasserman and Faust, 1994). Exploration of these relationships, and the influence that they have, can be carried out using Social Network Analysis (SNA). Social Network Analysis is different from many educational research methods in that as well as focussing on the individual within a group, it also analyses the relationships that connect that individual to others within the context. This focus on relational contexts means that Social Network Analysis goes beyond simply an analytical method to a set of theories, models, and applications (Carolan, 2013).

Within social network theory there are several concepts to describe and explain the data, individuals, and surrounding networks. At the core of network there is the 'Actor', which is the individual social unit e.g., pupil in the classroom. 'Ties' connect the actors together and vary depending on the context. For example, a tie can be a formal relation, a physical connection or association. The purpose of the research dictates which ties are highlighted for exploration. When two actors are joined by a tie, known as a dyad, the basic unit for analysis of social networks is formed. The collection of actors and their subsequent ties are referred to as a 'Group'. Within social research it would be unusual to measure only one tie within a group as the interaction between multiple relations will likely have an impact. 'Relation' refers to the consideration of numerous ties that may impact one another but are distinct in existence. For instance, when exploring peer friendships in a class setting it, peer residing location may also be considered. Overall, a social network has three key elements: a set of actors, each actor has a set of individual attributes, and a set of ties that defines at least one relation between ties (Carolan, 2013). The combination of these three elements

provides a much deeper analysis of the structure, and impact of the structure, in social networks than purely considering individual attributes or characteristics.

As well as providing a deeper analysis, the use of SNA can bring about a paradigm shift in mind-set in education practice from methodological individualism to a relational realism. Within a methodological individualism perspective social reality is created by facts about individuals and their properties (Currie, 2001). Relational realism assumes that social reality and social structures have an existence over and above the existence of individual members (Carolan, 2013). This paradigm shift mirrors the desired shift from viewing children and young people through a medical model lens in which the focus is to explore what is 'wrong' with the individual and how to 'fix' them, to an ecological approach where the context in which an individual exists is of main interest. It also aligns with a social constructionist perspective and social learning theory where reality is created through social interaction and realities.

From a criminological perspective, social responsibility occurs through the motivation to avoid justifiable resentment and disappointment of those who matter most to them or with whom they have a relationship (Braithwaite, 1989). Socially irresponsible behaviours can develop when individuals experience exclusion or punishment from people who matter to them. This pattern can be observed within all aspects of social life, including education systems. Therefore, it is crucial that schools aim to create equitable environments in which everyone feels valued and respected. Underpinning such environments are firm and clear expectations 'where negative responses to hurtful or harmful actions are combined with opportunities to re-integrate within a caring social network' (Macready, 2009, p214). In other words, Braithwaite (1989), states that schools must focus on re-integration following a negative action instead of stigmatising. Supporting re-integration fosters the development of social conscience and responsibility, whereas stigmatising can encourage anti-social attitudes and feelings of unfairness. Morrison (2001), echoes Braithwaite through her summation that social responsibility is best learned within a positive social network where individuals feel accepted and respected.

4.7   Contribution of Social Network Analysis to current research

Social Network Theory aligns with Vygostky's propositions that learning is best understood as a social process through an interdependence of action and social ties, with social ties moderating and influencing change. In other words, change occurs through the interactions of participants in a social network. Furthermore, the researcher recognises that many of

the theories underpinning the research methodology consider the mechanics and conditions to support intervention effectiveness, however, they do not directly account for the relational conditions and social aspects. Therefore, combining SNA within the research aims to explore the social interactions which underpin implementation and relationships. Additionally, it is hoped that paying attention to the dynamics of network formation and change will shed light into how to encourage the development and sustainability of strong networks. There has been suggestion in previous research e.g., Braithwaite, Ahmed, Morrison, and Reinhart, (2003), that the introduction of a restorative approach in a school setting strengthens social bonds, however, through extensive literature search, social network theory or analysis does not seem to have been used in exploration about the impact of a restorative approach in an education setting. Therefore, combining social network analysis within the current mixed method study aims to contribute originality to the research field.

Furthermore, there is increasing recognition within school improvement research that staff social networks are a key element, and as vital, if not more so, than children and young peoples' (Coburn, Mata & Choi, 2013). Exploring staff social networks can be beneficial to predict possible pathways of diffusion of information, or modelling, by exploring how many social ties an individual has, and how strong these are. For instance, research has shown that strong ties can facilitate the transfer of knowledge, initiate problem solving, and support coordinated solutions (Coburn et al, 2013). Whereas weaker ties can be beneficial in sharing broader ideas and wider information. Despite recognition of the value of social ties and social networks there has been limited research into how they form or change over time in an education setting, particularly in relation to change research and school improvement (Coburn et al, 2013). Research into school improvement often only considers the input and output of a process or intervention, with little or no focus on the relational linkage through which change efforts flow. Furthermore, a top-down approach to school improvement is often attempted, with formal structures, policy and accountability driving the change process, and input from an external 'expert' who has little or no knowledge of existing social networks within the team. The success of such an approach can, unsurprisingly, be variable and often not sustained.

Being aware of relational linkage and the structure of social networks within a school can be beneficial when implementing whole establishment interventions as this will impact how information flows and how receptive staff are to change. For instance, Kilduff and Tsai (2003), highlighted that information and strategies, irrelevant of how useful they are, are

significantly more likely to be adopted from a trusted colleague. Furthermore, Little (2005), outlined that collegial support and relationships were central for retention and depth of engagement from educators. Overall, social network research in education suggests that informal social webs are often the most prominent determinants of how change efforts are accepted, implemented, and sustained (Coburn et al, 2013). Therefore, greater attention should be paid to relationship networks within a school setting prior to implementation of an intervention, and planned dissemination of information alongside consideration of working group membership can help support successful uptake and positive impact.

Chapter 5   Theory of change

Alongside consideration of social relationships and networks when implementing whole school approaches, it can also be helpful to consider theories of change to support exploration and prediction of behaviour. Humans live within an ecological context in which there are many uncontrollable and unpredictable elements. To counteract lack of control and increase predictability, humans often create routines at various levels within this context. The existence of routines can provide feelings of safety, security and consistency which can in turn reduce feelings of anxiety or lack of control. Considering the value of routine and predictability in this way indicates why individuals can find change an unsettling and challenging experience. Change is a complex process which individuals both deal with and respond to in different ways. Therefore, when implementing strategic change, it is vital to consider the change process and stages of change that individuals will be working through to achieve the greatest chance of success. There are several theories of change that have been proposed in research, each providing insight and understanding of how individuals respond to and work through change.

5.1   First and Second Order Change

Change can occur at various levels and as a result of varying inputs. It is important to consider which level of change is both intended, to appropriately plan and target implementation, and occurs, to allow evaluation of impact. First-order changes are incremental modifications and involve small adaptations within an established framework or method of operating (Bartunek and Moch, 1987). Second-order changes are modifications to the frameworks themselves through questioning and altering core assumptions (Bartunek and Moch, 1987). Second-order change is required to achieve long-term sustained culture change in an organisation or establishment (Thorsborne and Blood, 2013). Several models have been proposed to describe and explain first and second order change, two of these will be discussed in the following sections; Rogers' diffusion model of change (Rogers, 2003) and Kubler-Ross change curve (Kubler-Ross, 1969).

5.2   Rogers' Diffusion Model of Change

Rogers' diffusion model of change (2003) proposes that 'the diffusion of innovations is essentially a social process in which subjectively perceived information about a new idea is communicated from person to person' (Rogers, 2003, p5). Innovation can create an uncomfortable state as human beings thrive on routine and predictability, and the uncertainty of a new process or information can cause a state of unrest and challenge.

Therefore, an understanding of the process of change can support successful planning and implementation. In line with innovation being a social process, Rogers (2003) indicates that diffusion of innovation must be communicated between people, over time. The rate of adoption of innovation can be dependent on several factors including individual views and mind sets, and establishment organisation. In relation to individual factors, five key stages have been highlighted which affect rate of acceptance and change (Clarke, 1999). The five stages include knowledge, persuasion, decision, implementation, and confirmation (Clarke, 1999). Knowledge refers to how information is presented and explained, persuasion considers how favourably the information is proposed, in line with where individuals are with acceptance of change. Decision and implementation focus on the commitment of individuals to adopt and utilise change. Finally, confirmation refers to continual reinforcement of the positive impact. As any process of innovation and change will challenge individuals, it is vital for a clear understanding of the social norms and patterns within the establishment. Being aware of the cultures and sub-cultures will support implementation in terms of predicting likeliness of resistance to change or those who will lead innovation. Within Rogers (2003) diffusion model of innovation, individuals can be grouped into different categories in relation to their rate of change. This distribution can be roughly split into five categories within a bell curve (see Figure 12); Innovators, Early Adopters, Early Majority, Late Majority, Laggards. The concept of these categories is only to guide implementation rather than individuals be formally grouped or 'labelled'.

Innovators (2.5%). Innovators make up the smaller percentage of individuals in an organisation. Innovators look out for new and possible ideas or directions, are quick at taking these forwards, and usually have a large capacity for networking. They tend to be risk takers who can cope with the uncertainty of change. Such individuals often do not hold a great sphere of influence in organisations as embracing change can make others feel threatened (Thorsborne and Blood, 2013). Innovators often bring ideas enthusiastically and can encourage and support Early Adopters.

Early Adopters (13.5%). Early adopters tend to be enthusiastic to try new ideas but also measured in reflection of impact. They will take risks and cope well with change, but their focus will be results-orientated. Early adopters will often be influential in establishments and can be prominent in dissemination and implementation.

Early Majority (34%). Those who come under the early majority often embrace change once there is an initial way paved and clear evidence of success. They do not tend to lead initiatives but will quietly progress once they have observed positive results.

Late Majority (34%). Late majority individuals generally present as sceptical of change and cautious with taking new initiatives forward. They can become overly focussed on negative aspects and highly influenced by laggards. Initiatives will often not be taken forward by late majority until they are written into policy.

Laggards (16%). Laggards are the last group to embrace change and innovation. They can often find the process of change very challenging and actively seek to avoid or disempower those leading innovation.
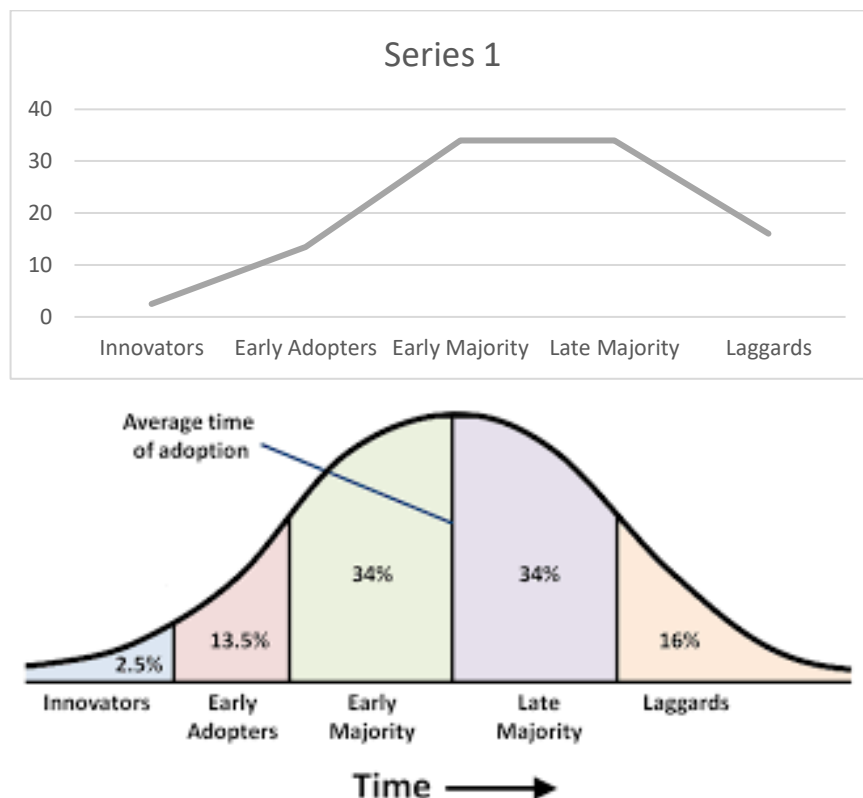
Figure 12

Curve associated with rate of change and type of adopter as described by Rogers' (1962) diffusion model of change.

Innovation must make sense to people and have a perceived benefit for them to take it on board. Consideration of Rogers (2003) diffusion model of change can support

implementation of an initiative by considering the individuals within the establishment and focussing on those who are in position of influence and motivated to support change. When planning implementation, targeting Early Adopters and Early Majority offers the greatest chance of success, rather than trying to shift the mind-set of Late Majority or Laggards (Thorsborne & Blood, 2013). Therefore, exploring the social positioning and influence of Early Adopters and Early Majority can support implementation and diffusion process.

Viewing the process of innovation through a social lens in this way, aligns with Margaret Wheatley's observation:

'In organisations, real power and energy is generated through relationships. The patterns of relationships and the capacities to form them are more important than tasks, functions, roles, and positions.' Wheatley (1992) in Chandler (2004) p23.

Similarly, Daly (2010) concludes that relationships are one of the key factors in the process of change, however this social element can often become shadowed by processes and legislation. Such pattern of clouding can regularly be seen in education reform, where there can be a focus on changing formal structures and processes as the main emphasis to improve performance (Daly, 2010). Whilst this approach is important, research has indicated that exploring the relational linkage through which change flows is often missing from education innovation and is a vital component (Daly, 2010). Considering the process of change in this manner challenges more traditionally held views of change in education; if extensive evidence is provided by an expert about education reform, then individuals will take this on board and there will be change at all levels. However, in reality a few enthusiastic members of staff may progress and take lead with change, but the majority will require significantly more input, evidence, modelling and coaching to become on board with implementation. Alternatively, viewing change from a social and relational perspective offers a more gradual yet sustainable process of innovation, with a growing body of evidence highlighting those relationships within a system matter in enacting change (Penuel, Riel, Krause & Frank, 2009). Specifically, individuals are more likely to adopt a change in practice with support and advice from a trusted colleague rather than an unfamiliar perceived 'expert' (Kilduff & Tsai, 2003). Therefore, when implementing change, it is important to consider both the formal structures in an organisation and the informal social networks that exist between colleagues, and provide networks of understanding, knowledge, and influence. Social Network Theorists propose that social structure and position within this has a direct influence on the information received and shared (Scott, 2000), and consequently affects the diffusion of knowledge and innovation implementation. This argues against the view of

the 'expert' model of diffusion of knowledge where the presumption is that knowledge is transferred in a predictable and logical manner through formal professional development opportunities and leads to organisational change (Daly, 2010).

5.3   Kubler Ross Change Curve

When considering how systemic change occurs at an organisational level it is important to consider the individual change process that takes place for those involved within the organisation. One model to illustrate this The Change Curve (Kubler-Ross, 1969). The Change Curve was originally developed in 1969 by Kubler Ross to explain human response to grief in relation to the loss of a person (see Figure 13). However, since this time it has been recognised that the five-stage process is relevant when considering loss and change of any sort in an individual's life. The five stages of grief/change are: shock & denial, anger, bargaining, depression, and acceptance. Shock and denial are temporary defence mechanisms to allow the absorption of shock and processing the event. Anger can often begin when initial shock has worn off and there is a realisation that the event is true. Attempts to postpone inevitable realisation are often made through bargaining, either through religious beliefs or willingness to sacrifice something in return. Depression follows from bargaining once recognition of reality becomes clearer. Finally, acceptance allows the individual to face and accept the reality with a frame of mind of being able to cope and move forward. The original pictorial view of the change curve depicts a linear process whereby individuals follow the stages one after another. More recent research in relation to loss and change indicates that a cyclical process, whereby individuals can move through the stages in different orders and can revisit stages multiple times, is more accurate (Kearney and Hyle, 2003).
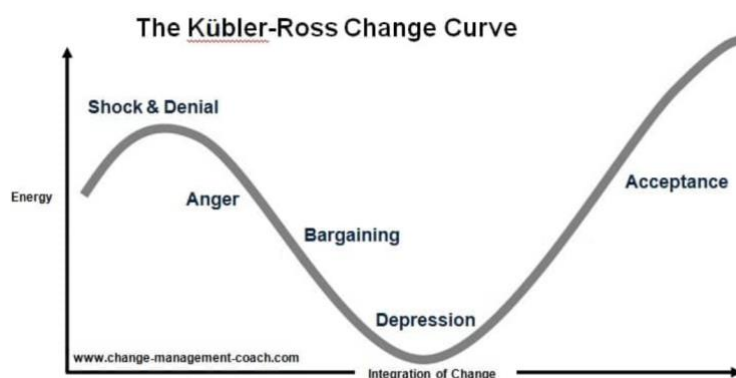
Figure 13

Change curve outlined by Kubler-Ross (1969) in relation to energy and integration of change. Retrieved from www.change-management-coach.com.

It is important to consider the process of change at both and individual and group-based level when implementing an intervention as likelihood of success and sustainability is dependent on individuals progressing through the change cycle to accept and commit to different practice.

Chapter 6　　Implementation Science

Carrying out research within social contexts such as a classroom or school can be complex, messy, and unpredictable: exploration of change within relational contexts must take into account 'social, perceptual, attitudinal and value-based characteristics' (Kelly, 2012, P5). It is these factors which can prevent predictable and successful transfer of evidence-based practices to real-world situations and can contribute to the explanation of why traditional scientific models of research often do not demonstrate repeated outcomes within applied psychological theory (Kelly, 2012). Attempts to transform practice in schools often fails as too great a dependence is placed on schools to deliver, rather than a focus on implementation (Leithwood, Harris and Strauss, 2010). Such conclusions have also been drawn by Gottfedson, Gottfredson, Czeh, Cantor & Hantman (2000), highlighting that intervention that is successful in scientific trials and replicating that success in real world situations has proven to be difficult (Gottfredson et al, 2000). A growing body of evidence in relation to real-world implementation demonstrates that an evidence-based intervention is not only defined by the supporting evidence which has been generated, but also the way in which the intervention has been implemented (Kelly, 2012; Payne, 2009).

6.1　Importance of Implementation

Implementation is the process whereby research is transferred to practice (Durlak, 1998), it is however noted that simply putting a practice in place and the presence of key changes does not necessarily equate to an effective intervention; ineffective programmes can be implemented well, and effective programmes can be implemented poorly (e.g., Fixsen, Blase, Timbers & Wolf, 2001). Desirable outcomes are achieved only when effective programmes are implemented well. Therefore, the study of implementation, what works and what doesn't, is essential to guide practice. Significant investment is made in relation to exploring interventions which yield positive results in education, whilst this information is useful in terms of selecting which programme or practice to invest in, it does not consider or outline how to implement this successfully to ensure the greatest impact or sustainability. Effective implementation is key to ensure successful embedding and sustainability of approaches within ever changing and unpredictable real-world settings. Several specific rationales have been highlighted to further justify and illustrate the importance of measuring implementation (Greenberg, Domitrovich, Graczyk and Zins, 2005). Examples of these include effort evaluation; in the absence of implementation information, it is not fully possible to know what happened in the intervention, therefore it is important to examine what actually occurred, the quality of the program delivered, and whether the target audience was reached. Secondly, for quality improvement mechanisms, implementation

information provides a source of ongoing feedback that can guide quality improvement. Thirdly, assessment of the implementation process helps document compliance with guidelines outlined by governing bodies. A fourth rationale is to establish internal validity of a program and to strengthen conclusions drawn about the programme's role in producing change (Durlak, 1998). It also helps protect against the danger of 'Type III errors' (Patton, 1997); the assumption that the effects of an intervention have been meaningful/not meaningful, when, in reality, the intervention may have been delivered so poorly that it invalidates outcomes. Fifthly, it is important to assess implementation to confirm the programme's underlying theoretical basis. Repeated implementation of the programme allows examination of whether the change process occurred as hypothesised when the programme was created (Cook, Murphy, & Hunt, 2000). A sixth rationale for assessing implementation is to advance knowledge regarding best practices for replicating, maintaining, and diffusing the programme. Finally, to progress knowledge regarding effective practices for replicating, maintaining, and disseminating evidence-based programmes in complex and diverse real-world systems. It can therefore be seen that without implementation information it is extremely challenging to interpret the significance of specific programme elements or to understand the effects of these. Furthermore, consideration of these rationales indicates the importance of implementation processes in relation to intervention execution. Despite this, prevention research studies often do not embed implementation as a component within evaluation (e.g., Durlak & Wells, 1998; Dane & Scheider, 1998). This may be in part due to ambiguity of how to successfully implement an intervention and in turn, uncertainty of how to measure this. Adhering to an implementation process can reduce such ambiguity and uncertainty. Furthermore, research indicates that implementation takes time, particularly in complex social situations such as schools. Often school-based interventions are put in place to gain specific outcomes following review or a top-down process. The focus often then shifts to achieving quick results rather than accurate and successful intervention (Fullan, 1994).

6.2   Implementation process

Erlendsson (2002) describes effectiveness in a school context as the extent to which objectives are met. Similarly, definitions in relation to research, organisational constructs and implementation science all revolve around the extent to which an activity fulfils its intended purpose or function (e.g., Visitask, 2010). Therefore, there appears to be agreement that effectiveness is determined by preconceived need and desired outcome, hence the categorisation of effectiveness is dependent upon accurate examination of need. Consequently, well planned needs analysis is essential to highlight the true need within a

community, resulting in appropriate evidence-based programmes being selected. Inaccurate identification of a need may result in poor identification of a programme or ineffective results. Furthermore, given the number of extraneous variables that exist at any one time within and between education situations – i.e., leadership styles, socio-economic status, cultural and community variables etc – how evidence based must an evidence-based programme be, what constitutes effectiveness, and what level of fidelity should be adhered to, are all points which should be considered.

Additionally, much of the literature concerning implementation focuses on the effectiveness of the outcomes of an intervention. It has however been recognised that effectiveness alone should not determine how useful an intervention is (Evans, 2003). Effectiveness is concerned with whether an intervention works as intended; this is obviously a vital aspect; however, it is also important to know whether the intervention is appropriate for its recipient. To examine this accurately the concepts of appropriateness and feasibility should also be considered (Evans, 2003). Appropriateness refers to the psychosocial aspects of the intervention and therefore addresses questions related to the impact on the person(s), its acceptability, and whether it would be used by the consumer. Feasibility involves issues concerning the impact an intervention would have on an organisation, and the resources required to ensure successful implementation. In other words, feasibility encompasses the broader environmental issues related to implementation, cost, and practice change. Evidence incorporating effectiveness, appropriateness and feasibility provides a sounder base for evaluating an intervention in that it acknowledges the many factors that can have an impact on success. This therefore suggests that no matter how effective an intervention is, if it cannot be adequately implemented, or is unacceptable to the consumer, its value may be questioned. Evans (2003) has created a hierarchy of evidence in relation to these three aspects, which despite being based within health research, the concepts appear practical within education research. For instance, an intervention that appears successful in one educational context may not be adequately transferrable to another, also economic factors and staff/leadership influences may be detrimental to prior established 'effectiveness'. Similarly, it is important to distinguish and not confuse effectiveness with efficiency; measurement of the volume of output achieved for the input used, in other words weighing up effort against output (Visitask, 2010).

6.3 Core Components for implementation

To support implementation, impact evaluation and intervention effectiveness, Fixsen et al, (2009) outlined seven core components derived from a synthesis of research. Adherence to

these core components is proposed to give the greatest chance of success and sustainability of an intervention. The core components are displayed visually below and described in further detail in table X.
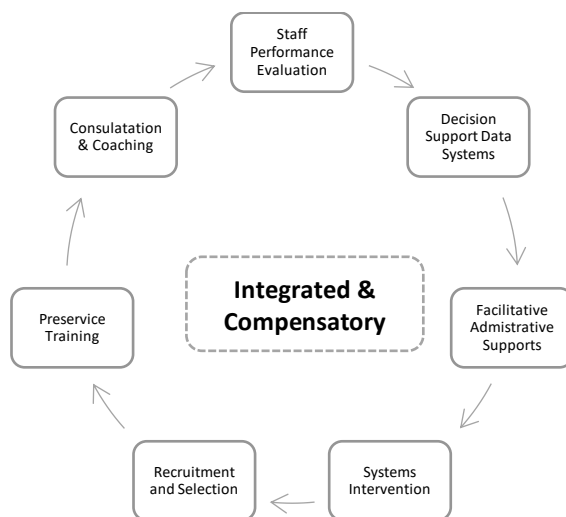
Figure 14

Core components of impementation, adapted from Fixsen and Blasé (2008).

Table 12

Core components and a decription of each component outlined by Fixsen et al, (2009).

Core Component	Description
1. Recruitment & selection	Consideration has to be given to: • Who is qualified to carry out the program? • What are method of recruiting such individuals?
2. Preservice training	Preservice and in-service training are efficient ways to provide background and introductory information, theory, philosophy and values.
3. Consultation & coaching	Skills can be introduced in training but are learned on the job with the help of a coach (de Vries & Manfred, 2005). Implementation of human service innovations requires behaviour change at various levels to ensure it is genuinely embedded.
4. Staff performance evaluation	Staff evaluation is designed to assess the outcomes and impact of the skills and progression of staff involved. Staff evaluation support reflection and ongoing improvement of the staff team.
5. Decision support data systems	Exploring the outcomes of the program, not directly related to staff performance, are also key to monitor progress and impact.
6. Facilitative administrative supports	Policies, ethos and climate should reflect the implementation of the program and align with the needs of practitioners. These should be accessible and shared with all of those who are involved, directly and indirectly.
7. Systems interventions	External systems and finances should align with, and support, the needs of the practitioners and program development.

Through supplementary research, Fixsen et al (2009) concluded that the core components interact with leadership, and this should drive a pyramidal process of implementation. The diagram below illustrates this process.
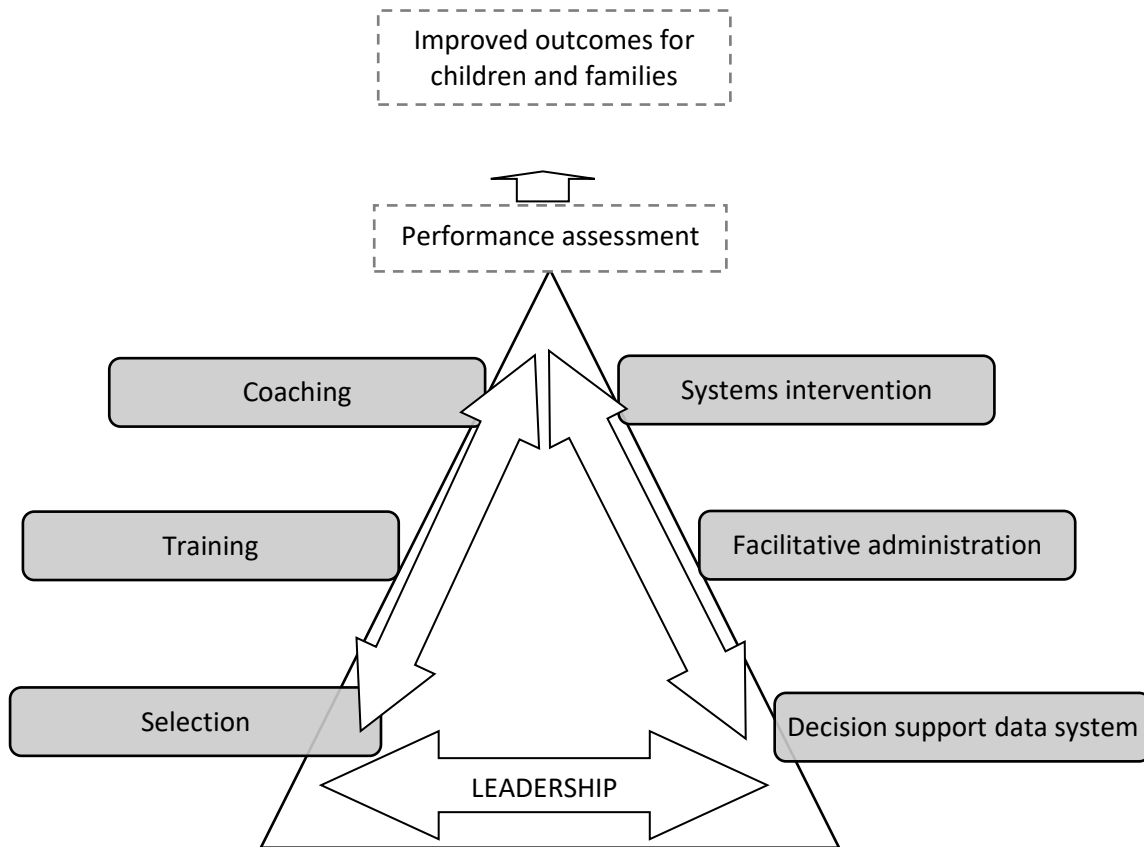
Figure 15

Implementation drivers as outlined by Fixsen et al (2009).

Through literature review and personal experience, the researcher recognises the importance of considering implementation for school-based interventions, particularly those aiming to create systems and pedagogical change. Therefore, when developing research design and methodology, the researcher ensured implementation steps were applied and adhered to.

6.4   Implementation of Restorative Approaches

As discussed above, consideration of implementation is key when applying an intervention in any context, however when application is within a whole establishment with varying dynamics and situations, it is vital. Recommendations from a review of research indicated

that further exploration regarding implementation readiness, and implementation and effectiveness of restorative practice was required (Hurley et al, 2015). These recommendations contributed to the development of the project discussed in this thesis at the time of carrying out the research. Further research was published regarding implementation of restorative approaches during the write up of the thesis including a review by Gregory and Evans, (2020). This review examined the research around the impact of restorative approaches within the research field and several threats to implementation, and subsequent impact, were highlighted. These threats included factors such as top-down initiatives that are imposed rather than bottom-up development considering the school context, narrow implementation where too great a focus is made on pupil participation as a behaviour management technique rather than whole school and whole staff application. Power blind or not considering historical social and cultural power imbalances is another threat which can hinder success. 'Train and Hope' and under resourcing were also recognised as common errors across the literature. 'Train and hope' refers to an 'expert' model where several days training is provided and a change in practice and pedagogy is expected. Under resourcing was also highlighted as a disruption to implementation and includes human and financial resourcing as well as lack of commitment to the processes. It can be concluded that when attempting to apply and embed a restorative approach within complex, real world situations, a focus on implementation is key and arguably more important than programme or training provider.

6.5   Summary

The literature review has outlined the research field in relation to restorative approaches and provided a rationale for the current thesis. Navigation through the political drivers and evidence base, followed by critique, and underpinning theories of restorative approaches has mapped the landscape within the context of education. Finally, consideration of theories of change and implementation scaffolded both the research focus and method. The following section will discuss the method employed within the research.

Chapter 7   Method

The following section outlines the research methodology; underlying philosophy will be considered first, followed by design of the research and discussion of data collection.

7.1   Research Philosophy

Defining 'truth' within educational research can be mapped along a continuum from a traditional 'objectivist' view to a more recent 'subjectivist' view of social science (Cohen, Manion, Morrison and Wyse, 2004). An objectivist viewpoint proposes that human knowledge is achieved through reason, and that the world can be understood abstractly and logically (Cohen et al, 2004). Conversely, a subjectivist stance promotes that there is no one 'truth' and that human knowledge is fluid and dependent on social setting (Cohen et al, 2004). It is important to consider, and continually reflect upon the underlying research philosophy when carrying out research to ensure it is not diluted or concealed, which can be a risk when attention is focussed on the 'doing' and application of research (Scott and Usher, 1989). The continuum of objectivity to subjectivity can be further grouped within four categories: ontology, epistemology, human nature, and methodology (Burrell and Morgan, 1979, see Figure 16). Ontology is the philosophical study of what exists in the social world and what forms social reality. Reality can be understood along a continuum as independent from human understanding and interpretation, to existing in a social context. Epistemology considers the knowledge of social reality. Like ontology, epistemological viewpoints of social knowledge exist within a continuum of positivist and interpretivist. A positive stance assumes that the world is external and there is a single reality or interpretation of knowledge regardless of perspective or social context. Alternatively, an interpretive viewpoint proposes there is no external reality independent of human consciousness and that knowledge about reality is socially constructed and interpreted within a social context (Robson, 2002). Human nature is concerned with how humans interact with the environment around them and whether they are influenced fully by environmental conditions or whether they take responsibility for their own actions (Cohen et al, 2004). The research methods selected by the researcher are influenced by ontology, epistemology, and human nature. The purpose of the research and researcher's viewpoint will inform the methods used and their overarching methodology.
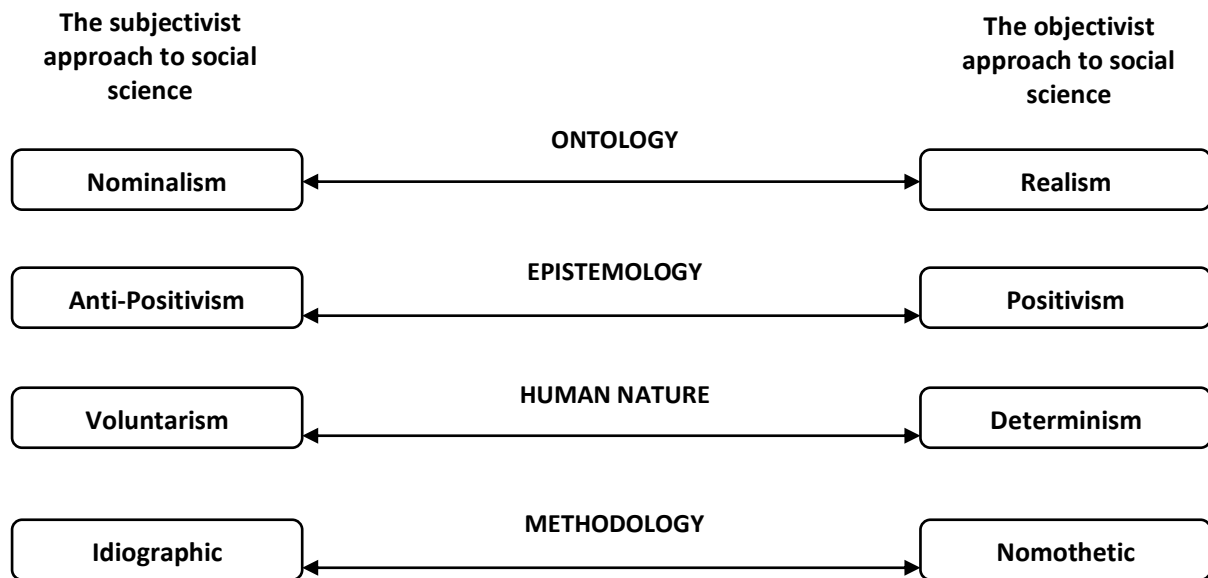
Figure 16

Continuum for interpreting the nature of social science, adapted from Cohen et al (2004).

Cohen et al's (2004) model (adapted from Burrell and Morgan, 1979) for interpreting the nature of social science exists on a continuum between subjectivism and objectivism. As all research is unique, the positioning on this continuum in relation to each of the categories can vary. With regards to the current research, the ontological stance is one of nominalism, epistemological stance is anti or post positivist, human nature is viewed through axiology and the methodology is idiographic. These are outlined in the diagram below.
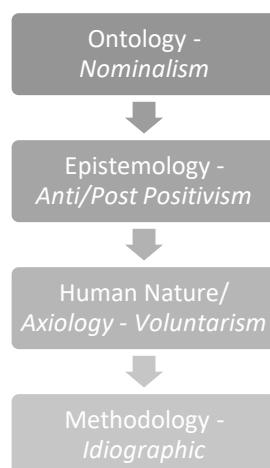
Figure 17

Philosophical stances associated with the current research.

7.2 Ontology and Epistemology

As previously outlined, ontology involves the study of what exists in the social world and what forms social reality. Within a realist ontology, the researcher assumes the subject or object being studied exists independently of the researcher's cognition. Whereas, from a nominalist perspective the researcher stance is that existence is based on individual ideas. Critical realism lies between both ends of this continuum.

7.2.1 Critical Realism

Critical realism is a meta-theoretical position which originates from the writings of Bhaskar (1975), and lies between objectivism and subjectivism (Archer, 2019). Critical realism aligns with a positivist, or objective, stance through acceptance that there are objective realities and agreements about those realities, however, positivist reasoning cannot be used to fully understand the world (Archer et al, 2016). Critical realism underpins the current research study and methodology.

7.3 Design

7.3.1 Mixed Methods

Broadly, mixed methods refer to the use of both quantitative and qualitative research design and data collection in a single study (Jonson & Onwuegbuzie, 2004). Quantitative research is deductive in nature, and assumes a fixed and measurable reality, and aims to explore facts about social phenomena. Data is collected through measurement of numbers and analysed through numerical comparisons and statistical methods (Minichiello, Aroni, Timewell, & Alexander, 1990). Conversely, qualitative research is inductive in nature, assumes a dynamic and socially constructed reality, and aims to understand social phenomena from an individual's perspective. Data is collected through methods such as observations and interview and analysed by themes. A qualitative stance aligns with a traditional approach to research and within a positivist epistemological stance. Whereas a qualitative approach aligns with an interpretative epistemological stance.

As mentioned, mixed methods design includes the element of mixing qualitative and quantitative data however they can be further classified in relation to discipline and terminology. Creswell (2006) highlighted four broad types of mixed method design; Triangulation, Embedded, Explanatory and Exploratory.

Table 13

Creswell (2006) types of mixed method design and the definition of each.

Mixed Method Design	Definition
Triangulation	○ Use of different but complementary data on the same topic to better understand the research topic. ○ Aim is to directly compare and contrast quantitative statistical results with qualitative findings to validate or expand.
Embedded	○ One data set provides a supportive, secondary role based on the other data type. ○ Aim is to support one data type by using the other data type to answer a specific research question.
Explanatory	○ Two phased design in which qualitative data helps explain or build upon quantitative results.
Exploratory	○ Two phased design in which quantitative data helps build upon qualitative data.

The current research adopts a triangulation design with quantitative data complementing qualitative data to better understand the research problem (Creswell, 2006). The main aim of selecting this design is to validate and expand quantitative results with qualitative through utilising the differing strengths of both data types. Benefits of quantitative methods include the ability to highlight trends and generalise, whilst qualitative provides more in-depth details from smaller sample size (Paton, 1990). Triangulation design is a one-phase design in which quantitative and qualitative methods are implemented within the same time frame and with equal weighting, and data sets merged. Within the triangulation design of the current research a convergence model is used. A convergence model involves collection and analysis of qualitative and quantitative data separately, followed by contrast and comparison between the results.

The use of a mixed method approach in research receives critique and challenge from both quantitative and qualitative theorists who believe that research methods and data types do not benefit from being conjoined (Symonds & Gorard, 2010). The roots of such critique lie within very strongly held opinions from both epistemological stances. From a quantitative perspective, measurement allows expansion and extension of subjectivity which qualitative does not (Bradley and Schaefer, 1998). Alternatively, qualitative researchers argue that qualitative methods are more representative of the social world and data and patterns emerge from the context they are within (Gergen & Gergen, 2000). The use of mixed methods, and in particular triangulation, have however been recognised to increase validity when multiple findings either confirm or confound each other (Webb, Campbell, Schwartz & Sechrest, 1966).

In response to tensions between core beliefs from a quantitative and qualitative stance, a mixed method approach was proposed as 'the third methodological movement' (Tashakkori & Teddlie, 2003). The rationale around identifying mixed methods as a separate methodological movement was to differentiate and support the concept within its own right and create an alignment within an epistemological viewpoint. Agreement amongst theorists (e.g., Jonson & Onwuegbuzie, 2004; Teddlie and Tashakkori 2003), proposed that pragmatism was the most appropriate epistemological stance for mixed methods (Symonds & Gorard, 2010). There is now wide recognition that mixed method research studies and designs exist within their own right, recognised as a separate methodological movement, and identified by the combination of elements of qualitative and quantitative research approaches with the broad purpose to strengthen and deepen understanding and corroboration.

7.4   Research Questions and Hypotheses

The current research is empirical in nature as it involves observation and measurement of phenomena directly experienced by the researcher (Bhattaherjee, 2012). It is a subjective piece of research with the aim of understanding participants' interpretation of the world around them through sharing their frame of reference from the inside. This aligns with Beck's view that the aim of social science is to make sense of social reality through the perceptions of those living in the reality (Beck, 1979). Social science does not provide ultimate truth but illuminates the social forms that individuals create around themselves. The research is interpretive as human experiences and social context are not considered to be objective, but fluid and interpreted by those defining their social reality. Therefore, conclusions and theory are drawn following the research, not prior to it.

To support the researcher with development and refinement of the research topic and questions, Booth, Colomb and Williams (2005) book 'The Craft of Research' was used. As outlined in previous chapters, the researcher was clear about the research field, however, given the breadth of this, Booth et al's (2005) framing supported the narrowing of research focus. Booth et al (2005) propose a three-step approach to the creation of research questions. Firstly, what are you are writing about; the topic, secondly, what you do not know about it; the question, and thirdly, why you want the reader to know more about it; the rationale. With these prompts in mind, two overarching research questions were developed, and hypotheses were derived from these. The research questions and hypotheses are outlined below.

7.4.1 Research Questions

1. Will implementation of a whole school restorative approach in the East End of the City result in positive change for children and young people in relation to attainment and health and wellbeing?
2. Will implementation of a whole school restorative approach in the East End of Glasgow support the promotion of equitable education?

7.4.2 Hypotheses

Several predictions were made in relation to the research questions and impact of the research. These are detailed in the hypotheses below.

1. Implementation of a whole school restorative approach will have a positive change in relation to pupils feeling a greater sense of affiliation to the school.
2. Implementation of a whole school restorative approach will have a positive change in relation to pupils' empathy towards peers.
3. Implementation of a whole school restorative approach will have a positive change in relation to pupils' empathy towards staff.
4. Implementation of a whole school restorative approach will have a positive change in relation to pupils' ability to solve conflict.
5. Implementation of a whole school restorative approach will have a positive change in relation to pupils' attainment.

Following creation of hypotheses, it is helpful to consider independent and dependent variables being explored by the research. These are outlined in the table below.

Table 14

Independent and dependent variables associated with the research (shaded words correlate with the predicted impact of RA in line with research outcomes).

Independent Variable	
1. Implementation of a whole school restorative approach	
Dependent Variables	
Staff	Pupils
1. Feelings of belonging/affiliation with peers and staff	1. Feelings of belonging/affiliation with peers and staff
2. Feelings of taking your own lead/agency in class and school	2. Feelings of taking your own lead/agency in class and school
3. Ability to solve conflict	3. Empathy
4. Empathy	

To further clarify and expand each of the research questions, consideration of the evidence source for each element of the questions was considered in line with Booth et al's (2005) format for research design.

7.4.3 Research Question 1

TOPICS (I am studying…):

- Restorative approaches,
- Attainment,
- Emotional literacy.

QUESTION (What you do not know about it…):

Will implementation of a whole school restorative approach in the East End of the City result in positive change for children and young people in relation to attainment and emotional literacy?

RATIONALE (in order to help my reader understand better…):

To help readers better understand what RA is, how it can be implemented at a whole school level, and the predicted benefits to pupils and staff of this

Table 15

Aspects of the broader research question, evidence source and specific questions or themes.

	Question 1	Evidence	Specific Question(s)
	What is RA?	➢ Literature	
	What is RA in education?	➢ Literature	
	What are the aims of RA in education?	➢ Literature	
	Why is implementation important?	➢ Literature, qualitative data	
	What is attainment?	➢ Literature	
	How does RA link to attainment?	➢ Literature, quantitative data, qualitative data, secondary data	
	How does RA impact at school level – child, staff, ethos, parent?	➢ Literature, quantitative data, qualitative data	
	How does RA link to emotional literacy?	➢ Literature, quantitative data, qualitative data	
	How does emotional literacy link to attainment?	➢ Literature, quantitative data, qualitative data, secondary data	
Impact on…	Broader QUESTIONS (because I want to find out…)	Evidence	Specific Question(s)/Theme
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school?	o Pre and post questionnaire - pupil	1. I have people in school I can talk to 14. I feel part of the class 15. I feel part of the school 25. I enjoy coming to school 26. I enjoy learning in school
		o Pupil focus group	o Relationships o Pupil engagement
		o Staff focus group	o Relationships o Pupil engagement o Impact
		o Staff interview	o Relationships

			o Communication o Pupil engagement o Reflections
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school?	o Pre and post questionnaire - pupil	26. My teacher listens to me 27. My ideas are taken forward in class 28. I can really be myself at this school
		o Pupil focus group	o Relationships o Pupil engagement
		o Staff focus group	o Relationships o Pupil engagement o Impact o Conflict resolution
		o Staff interview	o Relationships o Communication o Pupil engagement o Reflections
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within the school?	o Pre and post questionnaire - pupil	29. In my class the teacher and students decide together what the rules will be. 30. In my class students have a say in deciding what goes on. 31. The teacher lets us do things our own way.
		o Pupil focus group	o Relationships o Pupil engagement
		o Staff focus group	o Relationships o Pupil engagement o Reflections
		o Staff interview	o Relationships o Communication o Pupil engagement o Reflections
Pupil	Will implementation of a whole school restorative approach enhance relationships between pupils in the school?	o Pre and post questionnaire - pupil	4. If someone is upset I will try to help them 5. If someone has made a bad choice I will try to help them

			6. When someone in my class does well, everyone in the class feels good. 7. Pupils in my class work together to solve problems. 8. Pupils in my class treat each other with respect. 9. Pupils in my class listen to one another 13. Pupils in school help each other
		o Pupil focus group	o Relationships o Pupil engagement
		o Staff focus group	o Relationships o Pupil engagement o Impact o Conflict resolution
		o Staff interview	o Relationships o Communication o Pupil engagement o Reflections
		o Pupil SNA	o Who do you play with at playtime/lunchtime? o Who do you like to work with in class? o Who would you talk to in school if you are worried?
Staff	Will implementation of a whole school restorative approach have a positive impact on staff affiliation to school?	o Pre and post questionnaire - staff	15. I feel part of my class 16. I feel part of the school
		o Pupil focus group	o Relationships o Pupil engagement o Reflections
		o Staff focus group	o Relationships o Pupil engagement o Impact o Conflict resolution
		o Staff interview	o Relationships

			o Communication o Pupil engagement o Reflections
Staff	Will implementation of a whole school restorative approach enhance relationships between staff in the school?	o Pre and post questionnaire - staff	1. I have people in school I can talk to 9. Adults in the school work together 10. My class can count on me to be there for them 11. I talk with the class about my expectations 14. Adults in the school help each other
		o Pupil focus group	o Relationships o Pupil engagement o Reflections
		o Staff focus group	o Relationships o Pupil engagement o Impact o Conflict resolution
		o Staff interview	o Relationships o Communication o Pupil engagement o Reflections
		o Staff SNA	o Who would you talk to about your job? o Who would you talk to about your personal life? o Who would you seek advice from about your job from?
Staff & Pupil	Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	o Pre and post questionnaire - pupil	10. My teacher cares about me 11. My teacher knows me 12. If I have a problem my teacher listens to me 16. My teacher respects me 17. I respect my teacher 36. People care for each other in our school.
		o Pupil focus group	o Relationships o Pupil engagement

			o	Reflections	
		o	Staff focus group	o Relationships o Pupil engagement o Impact	
		o	Pupil SNA	o Who do you play with at playtime/lunchtime? o Who do you like to work with in class? o Who would you talk to in school if you are worried?	
		o	Staff SNA	o Who would you talk to about your job? o Who would you talk to about your personal life? o Who would you seek advice from about your job from?	
Pupil	Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?	o	Pre and post questionnaire - pupil	2. I can sort out problems with my friends 3. I can sort things out if I have a problem with my teacher 18. If I am stuck with something I know who to ask 19. If I am wrong I can say that I am wrong 20. It is ok for not everyone to agree on things	
		o	Pupil focus group	o Relationships o Pupil engagement o Reflections	
		o	Staff focus group	o Relationships o Pupil engagement o Impact	
		o	Staff interview	o Relationships o Communication o Pupil engagement o Reflections o Conflict resolution	
Pupil		o	Pre and post questionnaire - pupil	21. Pupils in my class help each other, even if they are not friends.	

	Will implementation of a whole school restorative approach enhance pupils' problem solving skills?		22. Pupils in my class help each other learn. 23. If I feel myself getting annoyed I can calm myself down 32. If I get something wrong I try again. 33. Even if I don't like doing something I will keep trying.
		o Pupil focus group	o Relationships o Pupil engagement o Reflections
		o Staff focus group	o Relationships o Pupil engagement o Impact
		o Staff interview	o Relationships o Communication o Pupil engagement o Reflections o Conflict resolution
Pupil	Will implementation of a whole school restorative approach allow pupils to be more able to engage in learning?	o Pre and post questionnaire - pupil	34. My class room is a good place to be. 35. My school is a good place to be. 36. My class is a calm place. 37. My school is a calm place.
		o Pupil focus group	o Relationships o Pupil engagement o Reflections
		o Staff focus group	o Relationships o Pupil engagement o Impact
		o Staff interview	o Relationships o Communication o Pupil engagement o Reflections

The themes covered in the focus groups, interviews, questionnaires, and social network analyses are further expanded in the table below.

Table 16

Themes covered by the focus groups, interviews, questionnaires, and social network analyses.

Focus Group Themes
Relationships in school – pupil, teacher
Pupil engagement
Conflict resolution in school
What currently works well
What could be done differently
Interview Themes
Relationships in school – pupil, teacher
Pupil engagement
Conflict resolution
Attainment
What currently works well
What could be done differently
Questionnaires
Relationships
Communication
Conflict resolution
Active listening
Talking
Sense of belonging
SNA Questions
Staff:
Who would you talk to about your job?
Who would you talk to about your personal life?
Who would you talk to for advice?
Pupils:
Who do you play with at playtime/lunchtime?
Who do you like to work with in class?
Who would you talk to if you are worries

7.4.4 Research Question 2

TOPICS (I am studying…):

- Equitable education,

- Attainment gap.

QUESTION (What you do not know about it…):

Will implementation of a whole school restorative approach in the East End of the City promote equitable education?

RATIONALE (in order to help my reader understand better…):

To help readers understand the predicted complexities associated with equity in education, how emotional literacy skills are linked with this and in turn, restorative approaches.

Table 17

Aspects of the research question and the evidence source.

Question 2	Evidence
What is equitable education?	Literature
Can equity in education be measured? How? Who is it equitable for?	Literature
How does RA link to equitable education?	Literature
How can the 'attainment gap' be defined?	Literature
What does it mean to 'close the gap'?	Literature
Broader QUESTIONS (because I want to find out…)	
Will implementation of a whole school restorative approach promote more equitable education?	Qualitative, quantitative and secondary data

7.5 Data gathering

7.5.1 Setting

The research took place within a primary school in the Northeast area of a large Scottish City. The school was a relatively large primary with school roll of around 250, in an area of high deprivation, with 84.1% of pupils in SIMD 1 and 2 (Scottish Government, 2020b). The location of the primary school was selected in line with the funding proposal from the Moffat Scholarship in conjunction with the Robert Owen Centre, which outlined the research aims were to focus on increasing equitable education opportunities within the city. Primary sector was selected for the focus of the research as previous research, along with researcher experience, indicates that whole school implementation of a restorative approach can be more readily achieved within a primary context compared to secondary (McCluskey et al, 2007). Secondary context involves multiple daily transitions between staff members with different relationships and approaches. More complex social structures can present as a challenge to embed a consistent approach across the whole setting (Goldberg et al, 2018, Short, Case & McKenzie, 2018). As one of the main aims of the research was to explore how

to support successful implementation of restorative approaches on a whole school level, the researcher decided to use a sector that this has been shown to be more achievable in. The purpose of the research was not focussed on proving restorative approaches worked as an intervention, but specifically on the impact on relationships and implementation in a real-world setting. The school involved was known by the researcher through her work as an educational psychologist in the City Council. To increase validity, the decision was made for the selection of a school the researcher knew as it allowed a greater level of control of input and awareness of other school factors which may impact results. On one hand it was recognised that validity of implementation could be improved by the researcher knowing the school context, however, on the other, that reliability could be challenged as a relationship already exists. Methods to increase reliability and validity within the research will be discussed in subsequent sections.

7.5.2 Participants

Participants in the research included pupils and school staff. All pupils and staff members completed the readiness questionnaire, and a smaller sample size of pupils and staff completed the pre and post questionnaire, and social network analysis (SNA). A cross school representation of pupils was randomly selected to complete the more in-depth questionnaire and SNA, including a primary 3 class, primary 5 class and primary 7 class. All teaching and support staff completed pre and post questionnaire, and SNA. A random but representative sample of pupils and staff members took part in focus groups and interviews to support triangulation of results through qualitative data collection. The table below outlines the timescales and participant numbers.

Table 18

Participant information gathered in relation to quantitative data. This includes the data source stage, participant information, pre and post data gathering date and number of participants.

Data Source		Ppt Info	Pre-Data Collection Date	Pre-Data Number of Participants	Post-Data Collection Date	Post- Data Number of Participants
Pupil Questionnaire	**Readiness**	P1a	Jan-18		Not comparable	
Pupil Questionnaire	**Readiness**	P2a	Jan-18	22	Not comparable	
Pupil Questionnaire	**Readiness**	P2b	Jan-18	22	Not comparable	
Pupil Questionnaire	**Readiness**	P3a	Jan-18	20	June-19	

Pupil Questionnaire	Readiness	P3b	Jan-18	22	June-19	23
Pupil Questionnaire	Readiness	P4a	Jan-18	25	June-19	26
Pupil Questionnaire	Readiness	P4b	Jan-18	14	June-19	15
Pupil Questionnaire	Readiness	P5a	Jan-18	23	June-19	23
Pupil Questionnaire	Readiness	P5b	Jan-18	20	June-19	
Pupil Questionnaire	Readiness	P6a	Jan-18	32	Left School	
Pupil Questionnaire	Readiness	P6b	Jan-18	28	Left School	
Pupil Questionnaire	Readiness	P7a	Jan-18	28	Left School	0
Pupil Questionnaire	Readiness	P7b	Jan-18	22	Left School	0
Total				278		
Pupil 'Me and My School' Questionnaire		P3a	Feb-18	23	June-19	23
Pupil 'Me and My School' Questionnaire		P5b	Feb-18	29	June-19	23
Pupil 'Me and My School' Questionnaire		P7b	Feb-18	30	June-19	23
Total				82		72
Pupil Social Network Analysis		P3a	Feb-18	23	June-19	23
Pupil Social Network Analysis		P5b	Feb-18	29	June-19	23
Pupil Social Network Analysis		P7b	Feb-18	30	June-19	23
Total				82		72
Staff Behaviour Policy		SMT, CT	May-17	15		
Staff 'Me and My School' Questionnaire		SMT, CT	Jan-18	18	June-19	13
Staff Social Network Analysis		SMT, CT	Jan-18	18	June-19	13

Table 19

Participant information gathered in relation to qualitative and quantitative data. This includes data source, participant information, estimated time for completion, analysis method and rationale for research method.

Data Source	Participants	Estimated Time	Analysis	Rationale for selected research method
Interview	Sample of school staff (approx 8)	1xpost – 20 mins	Transcribed then coded and analysed (Miles & Huberman, 1994)	Interviews will allow participant views to be sought in a semi-structured way. This will allow

				participants to provide a greater wealth of information and triangulate quantitative data.
Focus Group	Sample of school staff (approx 8)	1xpost – 30 mins	Transcribed then coded and analysed (Miles & Huberman, 1994)	Focus groups are being used to allow participants to share and discuss more in depth views in a less structured format.
	Sample of pupils from P2, 4, 7 (approx 15)	1xpost – 30 mins	Transcribed then coded and analysed (Miles & Huberman, 1994)	
Audio Recording	School staff – interview and focus group (approx 8)	NA	Transcribed then coded and analysed (Miles & Huberman, 1994)	Audio recording will ensure that the researcher does not miss any data and will allow for replication of analysis if required.
	Sample of pupils – interview and focus group (approx 15)	NA	Transcribed then coded and analysed (Miles & Huberman, 1994)	
Questionnaire	School staff (approx 25)	1xpre – 20 mins 1xpost – 20 mins		A questionnaire is being used to gather a larger volume of data. This will also be used to triangulate with qualitative data.
	Sample of pupils from P2, 4, 7 (approx 80)	1xpre – 20 mins 1xpost – 20 mins		
Social Network Analysis	School staff (approx 30)	1xpre – 15 mins 1xpost – 15 mins		SNA is being used to gather views and demonstrate relationship patterns. This particular method allows exploration of relationships in a quantitative format which can also be triangulated with qualitative data.
	Sample of pupils (approx 80)	1xpre – 15 mins 1xpost – 15 mins		

Table 20

Pre and post quantitative and qualitative data collected in relation to participants. This includes when this was collected, participants and data source.

When	Participants	Data Source
Pre	School Community	School level data
	HT	Readiness questionnaire Interview SNA Relationships questionnaire
	DHT	Readiness questionnaire SNA Relationships questionnaire
	PT (link)	Readiness questionnaire Interview SNA Relationships questionnaire
	Class Teachers – All	Readiness Questionnaire

		SNA
		Relationships Questionnaire
	Class Teachers – Sample	Readiness Questionnaire
		SNA
		Relationships questionnaire
	Support Staff	Readiness Questionnaire
		SNA
	Pupils – Sample	Readiness Questionnaire
		SNA
		Relationships questionnaire
Post	School Community	School level data
	HT	Interview
		SNA
		Relationships questionnaire
	DHT	SNA
		Relationships questionnaire
	PT (link)	Interview
		SNA
		Relationships questionnaire
	Class Teachers – All	SNA
	Class Teachers – Sample	SNA
		Relationships questionnaire
		Focus Group
	Support Staff	SNA
		Focus Group
	Pupils – Sample	SNA
		Relationships questionnaire
		Focus Group

In addition to qualitative and quantitative data collection by the researcher, secondary data collated by the school and Education Services Research Group (ESRG) within the Local Authority was also included in data analysis. This provided further comparison and triangulation during data analysis.

Table 21

Secondary data collated in relation to the subject school. This includes the data gathered and source.

Data gathered	Source
Attendance	Education Services Research Group (ESRG)
Exclusion	ESRG
FME	ESRG
SIMD	ESRG
Roll	ESRG
EAL	ESRG
Ethnicity	ESRG
Literacy	School
Numeracy	School
Tracking/attainment	School
Glasgow, NE and Scottish data	ESRG

7.5.3 Ethics

To ensure a high standard of ethical practice, all research being carried out in connection with the University of Glasgow must be discussed and passed by the University Ethics Committee. Similarly, research being involving young people in the Local Authority schools must be considered by the Council Education Services Ethics Committee. The researcher submitted an ethics proposal to the University Ethics Committee explaining the purpose of the research, setting, data collection and General Data Protection Regulation (GDPR) considerations. Once this was passed by the ethics committee, the researcher progressed through processes in the City Council. This involved submission of the research proposal and a presentation to the Education Services Research Consultancy Group (RCG). The purpose of this discussion was to explore any GDPR issues and ensure the research would be beneficial to schools and young people in the area. Following agreement by the RCG of the value of the research and appropriate ethical considerations, the researcher was able to start the project.

In addition to the researcher following the ethics processes of the University of Glasgow, they also adhered to the governing body ethical procedures for their job as an educational psychologist. These governing bodies are the Health Care and Professions Council (HCPC) and British Psychological Society (BPS). The Standards of Conduct, Performance and Ethics (HCPC, 2020) outline the expectations of professional conduct for practitioners registered with the HCPC. Similarly, the Code of Ethics and Conduct (BPS, 2018) outlines the professional and ethical practice that practitioners registered with the BPS are expected to adhere to. The researcher ensured that professional conduct met all ethical considerations outlined in the above guidance throughout all aspects of the research.

7.5.4 Consent

To ensure all participants were informed of what the research would entail and made aware of their choice to take part, information sheets and consent letters were created. Information sheets were created for three groups; staff members parents of pupils who were completing the readiness questionnaires only, and parents of pupils who were being asked to complete Readiness and Me and My School questionnaires. Similarly, consent forms were created for three groups; staff members to complete themselves, opt out consent for parents of pupils who did not want their child to be involved in the intervention and written consent forms for parents of pupils who were being asked to complete the questionnaires.

Within these consent forms staff and parents were made aware of their rights as participants in relation to GDPR guidance, and their right to withdraw at any time. Provision of information sheets and consent forms ensured that the researcher met ethical conduct of the University of Glasgow, the Local Authority, and registered employment bodies.

7.5.5 Materials

A mixed method approach to data gathering and analysis was chosen with the main purpose of triangulation of data. The researcher was keen to use a questionnaire approach to gather information from a greater number of participants and supplement this with qualitative data from focus groups and semi structured interviews from a smaller sample size. The questionnaires administered included readiness questionnaires and more detailed questionnaires focussing on social and emotional skills. The social and emotional skills the researcher is keen to measure are outlined in the table below and the creation of measurement items discussed in the following section.

Table 22

Social and emotional skills being measured and data source.

Data to be gathered	Data Source
Social connectedness	SNA, Questionnaires, interviews
Ability to solve conflict	Questionnaires, interviews
Empathy	Questionnaire, interviews
Strength of relationships in class	SNA, Questionnaires, interviews
Staff relationships	SNA, Questionnaires, interviews
Peer relationships	SNA, Questionnaires, interviews
Sense of belonging/affiliation	SNA, Questionnaires, interviews
Respect	Questionnaires, interviews
Responsibility	Questionnaires, interviews
Listening skills	FOCUS
Talking skills	FOCUS
Negative and positive interactions	Questionnaires, interviews
Engagement	Questionnaires, interviews

7.5.6 Readiness Questionnaires: Materials and Administration

In line with an Implementation Science approach, a readiness questionnaire was developed by the researcher to explore the current landscape of the school. The readiness questionnaire explored mind-set, attitude, and practice within the school with regards to conflict resolution, relationships, and engagement. A readiness questionnaire was administered to all pupils and all staff members who work in the school. The questions,

content and presentation of the questionnaire was adapted to suit the audience. For the younger age group (P1-3) and those with Additional Support Needs (ASN), a visual 3-point Likert scale using smiley faces was created to answer the 6 questions (See Appendix 6). A visual 3-point scale was selected to provide a simplified choice for younger children or those with additional support needs. Research has demonstrated that visual or pictorial illustration can positively impact understanding and engagement when working with children and young people with additional support needs (Foster-Cohen & Mirfin-Veitch, 2015). Children completed the questionnaires as a class group and were asked to circle 'yes', 'sometimes', or 'no' in response to each of the 6 questions which were read aloud by their class teacher. A 14-item version of the readiness questionnaire was created for the older age group (P4-7) (See Appendix 7). Children completed the questionnaires as a class group, read aloud by their class teacher, and scored their answers from 1-5 on a Likert scale from 'strongly agree' to 'strongly disagree'. A 5-point scale was selected to support speed of completion and prevent children and young people becoming fatigued with a more detailed scale. Offering 5 options also offered children and young people the option to respond neutrally. The Senior Leadership Team (SLT) – Head Teacher, 2 Depute Head Teachers and 2 Principal Teachers – completed a 20-item version on the readiness questionnaire which along with mind-set, attitude, and school practice, focussed on SMT commitment (See Appendix 4). SLT scored each question on a Likert scale of 1-5 from 'strongly agree' to 'strongly disagree'. Finally, a 14-item readiness questionnaire version was completed by all school staff, which included class teachers, support for learning workers, clerical staff and facilities staff (See Appendix 5). Similarly, these questionnaires were scored by participants on a Likert scale of 1-5 from 'strongly agree' to 'strongly disagree'. Both staff and pupils were directed to insert their names and class/role at the top of the questionnaire. Following initial data collection all participants were anonymised and a code assigned to their questionnaire to allow for post data collection matching.

Readiness questionnaires provided a baseline for staff mind-set and helped identity what stage the school was at in relation to implementation of restorative approaches. Completing the readiness questionnaire as a post measure provided further valuable data from a wider sector of the school. As the readiness questionnaires were created by the researcher, there was no pre-existing reliability measure, therefore Cronbach's Alpha test was carried out on the 14-item scale using SPSS to assess the reliability of the questionnaire with a sample of pupils. This indicated very good internal consistency of 0.861.

Table 23

Cronbach's Alpha score for the 14-item readiness questionnaire and number of items.

Cronbach's Alpha	N of Items
.861	28

7.5.7 'Me and My School' Questionnaire: Materials and Administration

7.5.7.1   Development

The aim of using a quantitative measure as part of a mixed method triangulation approach was to explore the impact across a greater number of participants and any significant changes or patterns of impact. The researcher reviewed numerous pre-existing questionnaires and measurement tools that were available, however none of these focussed specifically on the areas which RA has been shown to impact positively. Primarily, the researcher was keen to measure aspects which were known to be positively impacted by the implementation of RA e.g., relationships and school ethos, rather than focus on more negative aspects which should decrease e.g., school exclusions. As there were no comprehensive tools that measured this, the researcher compiled a series of measures and selected questions from these. Literature and research indicate there are several aims and outcomes associated with implementation of Restorative Approaches within a school setting. These are outlined in the table below.

Table 24

Impact of Restorative Approaches on students, school staff and school community. (Thorsborne and Blood, 2013, Norris, 2018, McCluskey et al, 2011, Kane et al, 2008, Hurley et al, 2015, Fronius et al, 2019).

Aims for students	Aims for staff	Aims for the school community
Increased affiliation to school.	Improved student behaviour.	Promotes an ethos of care
Builds resilience.	Students more ready to engage in learning.	Increased calmness.
Learn problem-solving skills.		Improved climate for learning.
Learn conflict resolution skills.	Develops emotional literacy.	Provides a structured way to address incidents of harm.
Develops compassion and empathy.	Strengthens relationships with students.	
Promotes forgiveness and healing.		Fewer incidents of destructive conflict.
Develops emotional literacy.		

Develops ethical literacy. Promotes internal regulation. Enables students to take responsibility for their actions. Provides students with a way to put things right when they have messed up. Provides students who have been harmed with a way to have their dignity and their agency restored. Provides a channel for students to have their voice heard in a constructive way. More time in class. Fewer exclusions.	Enables students' circumstances and needs to be better identified Improved parental engagement. Puts more responsibility onto students to manage their behaviour. Enhanced wellbeing.	Reduced reoffending. Fewer exclusions.

With these in mind, the researcher examined numerous published questionnaires and measures which focussed on similar areas and selected appropriate questions to form a bespoke questionnaire. The questionnaires these were derived from included:

- Student Classroom Environment Measure (SCEM). (Feldaufer, Midgley & Eccles, 1988).
- Teacher as Social Context Questionnaire (TASC-Q). (Belmont, Skinner, Wellborn & Connell, 1988).
- The Hemingway Measure of Adolescent Connectedness (HMAC) (Karcher, 2003).
- Myself-As-a-Learner Scale (MALS). (Burden, 1998).
- The Sense of Community in School Scale (SCSS). (Admiraal & Lockhorst, 2012).
- The Psychological Sense of School Membership among adolescents: Scale development and educational correlates (PSSM). (Goodenow, 1993).
- Middle School Student Questionnaire (MSSQ). (Developmental Studies Center, 2000).

Table 25

Questions selected from each measure in relation to the desired area, and additional questions added for pupil questionnaire.

Pupil Questionnaire

Areas to measure	Items	Source
PUPIL		
Sense of social connectedness	1. I have people in school I can talk to	PSSM (1993)
Ability to solve conflict	2. I can sort out problems with my friends	

	3. I can sort things out if I have a problem with my teacher	
Empathy	4. If someone is upset I will try to help them	
	5. If someone has made a bad choice I will try to help them	
Strength of relationships in class	6. When someone in my class does well, everyone in the class feels good.	MSSQ (2000)
	7. Pupils in my class work together to solve problems.	MSSQ (2000)
	8. Pupils in my class treat each other with respect.	MSSQ (2000)
	9. Pupils in my class listen to one another	MSSQ (2000)
Teacher relationships	10. My teacher cares about me	PSSM (1993)
	11. My teacher knows me	TASC-Q (1988)
	12. If I have a problem my teacher listens to me	TASC-Q (1988)
Peer relationships	13. Pupils in school help each other	PSSM (1993)
Sense of belonging/affiliation	14. I feel part of the class	PSSM (1993)
	15. I feel part of the school	PSSM (1993)
Respect	16. My teacher respects me	HMAC (2003)
	17. I respect my teacher	HMAS (2003)
Responsibility	18. If I am stuck with something I know who to ask	
	19. If I am wrong I can say that I am wrong	
	20. It is ok for not everyone to agree on things	
Negative and positive interactions	21. Pupils in my class help each other, even if they are not friends.	MSSQ (2000)
	22. Pupils in my class help each other learn.	SSCS (2012)
	23. If I feel myself getting annoyed I can calm myself down	MSSQ (2000)
Engagement	24. I enjoy coming to school	PSSM (1993)
	25. I enjoy learning in school	PSSM (1993)
Agency	26. My teacher listens to me	MSSQ (2000)
	27. My ideas are taken forward in class	MSSQ (2000)
	28. I can really be myself at this school	PSSM (1993)
Autonomy	29. In my class the teacher and students decide together what the rules will be.	MSSQ (2000)
	30. In my class students have a say in deciding what goes on.	MSSQ (2000)
	31. The teacher lets us do things our own way.	
Resilience	32. If I get something wrong I try again.	MALS (1998)
	33. Even if I don't like doing something I will keep trying.	MALS (1998)
Ethos	34. My class room is a good place to be.	PSSM (1993)
	35. My school is a good place to be.	PSSM (1993)
	36. People care for each other in our school.	PSSM (1993)
	37. My class is a calm place.	
	38. My school is a calm place.	

Table 26

Questions selected from each measure in relation to the desired area, and additional questions added for pupil questionnaire.

Staff Questionnaire

Areas to measure	Items	Source
PUPIL		

Sense of social connectedness	1. I have people in school I can talk to	PSSM (1993)
Ability to solve conflict	2. Pupils take part in solving conflict they are involved in.	
	3. I can address conflict which arises between me and a pupil(s).	
Empathy	4. I know a lot about what goes on for the pupils in this class.	SSCS (2012)
	5. I adjust my responses and interactions between different pupils.	
Strength of relationships in class	6. Pupils in the class work together to solve problems	SSCS (2012)
	7. Pupils in the class treat each other with respect.	SSCS (2012)
	8. I enjoy the time I spend with this class.	
Teacher relationships	9. Adults in the school work together.	SSCS (2012)
	10. My class can count on me to be there for them.	
	11. I talk with the class about my expectations.	
	14. Adults in the school help each other.	
Peer relationships	12. Pupils in the class help each other.	
	13. Pupils in school help each other	
Sense of belonging/affiliation	15. I feel part of my class.	TASC-Q (1988)
	16. I feel part of the school.	TADC-Q (1988)
Respect	17. My class respects me.	SSCS (2012)
	18. Pupils in my class help each other, even if they are not friends.	SSCS (2012)
	19. I respect my class.	SSCS (2012)
Responsibility	20. Pupils in my class help each other learn.	
	23. I am asked to contribute to ideas within the school	SSCS (2012)
Engagement	21. I enjoy teaching my class	
	22. I enjoy teaching in the school	
Agency	26 I feel able to use my professional judgment in school.	
Autonomy	24 My ideas are taken forward in school	
	25. I let the class make a lot of their own decisions regarding schoolwork.	
Resilience		
Ethos	27. My class is a calm place.	PSSM (1993)
	28. The school is a calm place.	

Following creation of the questionnaire, a sample were completed by pupils and staff to allow initial test of internal consistency. It is acknowledged that the reliability of a questionnaire with items removed or altered may not be the same as the reliability achieved through use of the original scale. Salvia and Ysseldyke (2004) note several factors can affect the internal consistency reliability of an adapted questionnaire, such as length of test. Considering this, Cronbach's alpha was run on the sample data for each of the questionnaires using SPSS.

Table 27

Questionnaire, Cronbach's Alpha score and number of items in each of the samples.

Questionnaire	Cronbach's Alpha	N of Items
P3 Questionnaire	.612	12

P5 and P7 Questionnaire	.926	76
Staff Questionnaire	.753	56

Cronbach's Alpha indicated good internal consistency for P3 questionnaire (0.612) and staff questionnaire (0.753), and very good internal consistency for the P5 and P7 questionnaire (0.926). Good internal consistency associated with a high Cronbach's Alpha score is a positive reflection of scale reliability.

7.5.7.2   Administration

The 'Me and My School' questionnaire was administered to all school staff, including teaching, support and facilities staff, and a sample of pupils in the school. The sample size was negotiated with the Head Teacher to ensure a representative sample but also being mindful of impact on learning and staff time. A Primary 3, Primary 5 and Primary 7 class were randomly selected to complete the questionnaire. These age groups were selected to ensure representation from the infant, middle and upper school. There were 2 different versions of the questionnaire created – a pictorial version for younger age groups, or for children with Additional Support Needs (ASN), and a text questionnaire for older children. The 6-item pictorial version was created with a visual 3-point Likert scale using smiley faces (See Appendix 11). Children completed the questionnaires as a class group and were asked to circle 'yes', 'sometimes', and 'no' in response to each of the 6 questions which were read aloud by their class teacher. A 38-item version of the 'Me and My School' questionnaire was created for the older age group (P4-7) (See Appendices 13 and 14). Children completed the questionnaires as a class group, read aloud by their class teacher, and scored their answers from 1-5 on a Likert scale from 'strongly agree' to 'strongly disagree'. Similarly, a 28 item 'Me and My School' questionnaire was created for all school staff to complete (See Appendices 8 and 9). Staff completed this independently and scored their answers from 1-5 on a Likert scale from 'strongly agree' to 'strongly disagree'. Envelopes were provided for staff to insert their completed questionnaires in to enhance confidentiality. Both staff and pupils were directed to insert their names and class/role at the top of the pre-questionnaire. Following initial data collection all participants were anonymised and a code assigned to their questionnaire to allow for post data collection matching. 'Me and My School' questionnaires were administered as a pre measure prior to intervention beginning, and as a post measure following intervention. Pupils and staff were matched pre and post data collection using their pre assigned codes.

7.5.8 Social Network Analysis: Materials and Administration

Alongside completion of the 'Me and My School' questionnaire, the Primary 3, 5, and 7 class, and all staff, completed social network analysis (SNA) questions. These questions explored social circles within peer groups and staff groups. Three different versions of the SNA questionnaire were created – one for a younger age group and children with additional support needs, one for the older age group and one for staff (See Appendices ?). The table below outlines the questions asked to each of the age groups.

Table 28

Social Network Analysis questions for participants.

Participants	Statements/Questions
P3/ASN	1. My friend(s) are
	2. I like to play with
	3. I like to sit beside
	4. If I am worried I talk to
P5, P7	1. In class who do you like to work with?
	2. If you are worried who do you talk to in school?
	3. In the playground who do you play with?
Staff	1. Who in school would you talk to about your job?
	2. Who in school would you talk you talk to about your personal life?
	3. Who in school would you talk to for advice?

The SNA questionnaire was completed in the same session as the 'Me and My School Questionnaire' by pupils and staff. Children completed the questions as a class group, read aloud by their teacher. Staff completed them independently and inserted into the provided envelope for confidentiality. Similarly, to the 'Me and Myself Questionnaire', both staff and pupils were directed to insert their names and class/role at the top of the pre SNA questionnaire. Following initial data collection all participants were anonymised and a code assigned to their questionnaire to allow for post data collection matching.

7.5.9 Focus Groups

Focus groups were carried out with a sample of pupils and school staff to gather post intervention views and measure impact. The pupil focus group consisted of eight pupils from the three classes who completed the 'Me and My School' questionnaire. The pupils were randomly selected, and parental consent sought via letter and consent form, verbal personal consent was also sought from the pupils. Parents and pupils were made aware that they could withdraw at any point during the focus group, and that all data would be anonymised. The pupils were asked a series of semi-structured questions over the 30-minute time frame. The researcher led the focus group and voice recorded it on an IPad. Voice recording the

focus group allowed the researcher to focus on facilitating the focus group and did not require a note taker. The recording was transcribed by the researcher.

The staff focus group consisted of nine staff members and was a combination of support staff, class teachers and management. Staff were asked to volunteer to take part in the focus group. Verbal and written consent was gathered from all members following a description of what the focus group would involve and indicating that all data would remain anonymous, and individuals would not be identifiable. Staff were made aware that they could withdraw at any point during the focus group and their data be removed. The staff were asked a series of semi-structured questions by the researcher over a 45-minute period. The focus group was voice recorded on an IPad and transcribed by the researcher.

7.5.10   Semi-Structured Interviews

Semi-structured interviews were carried out with a sample of school staff to gather post intervention views and measure impact. Semi-structured interviews were carried out in addition to focus groups to explore more in depth and specific views. Interviews were carried out with the Head Teacher, Principal Teacher and Class Teacher aligned with the classes who completed the 'Me and My School Questionnaires'. Semi-structured interview questions were asked by the researcher over an approximately 30-minute period. The interviews were voice recorded on and Ipad and transcribed by the researcher.

7.6   Data Analysis Techniques

Various data analysis techniques were used to analyse the data and measure impact as part of the mixed method approach. With regards to quantitative data, SPSS was used to statistically analyse pre and post scores, and social network analysis to examine pre and post social networks. Qualitative results from focus groups and interviews were analysed through thematic analysis in line with Braun and Clarke's (2006) approach. Thematic analysis will be discussed in more detail below with specific consideration to reliability of data analysis.

7.6.1 Thematic Analysis

Thematic analysis is a data analysis technique used for identifying, analysing, and reporting repeated patterns of meaning in a qualitative data set (Braun & Clarke, 2006). There are contrasting schools of thought as to whether thematic analysis is a 'tool' to use across different methods (Ryan & Bernard, 2000), or an approach within its own right (Braun &

Clarke, 2006). Further debate exists in relation to the process of carrying out thematic analysis as there is not clear agreement about how to carry out thematic analysis, or concise guidance (Attride-Stirling, 2001). Whilst this can be recognised as a challenge or criticism of thematic analysis, Braun and Clarke (2006) propose that the theoretical freedom of thematic analysis allows it to be a flexible research tool which provides rich interpretation and analysis of data (King, 2004).

Within the current research, the use of thematic analysis is aligned with a contextualist method, specifically critical realism, and therefore fits with the current research study and intervention. As noted previously, a critical realist perspective sits between positivist and interpretivist; acknowledging that individuals make sense of their own experiences, but within the broader social context of objective realities in which they exist. Thematic analysis can be used to explore and interpret both objective reality and individuals' perceptions of their own experiences in relation to those realities (Braun & Clarke, 2006). The flexibility of thematic analysis is beneficial; however, reliability of data analysis must be considered due to the individual interpretation of social constructs associated with a critical realist perspective. Furthermore, such a level of flexibility can also lead to inconsistencies and variability in creation of themes and interpretation of data (Holloway & Todres, 2003), and methods to counteract these employed.

7.6.2 Reliability of thematic analysis

Reliability of qualitative data collection and analysis can be increased through several methods. For instance, utilising ongoing reflexive dialogue through discussion and journaling (Braun and Clarke, 2006) and ensuring the epistemological stance that underpins the research is explicit and adhered to throughout thematic analysis of data (Holloway & Todres, 2003). Furthermore, consideration of the methodological grounding of thematic analysis prior to and during the research (Attride-Stirling, 2001), can enhance reliability.

When exploring the methodological grounding of thematic analysis, there are several aspects that should be considered to inform the analysis process and interpretation. Firstly, the process of identifying themes. A theme can be defined as information which relates to the research question and represents a patterned response or meaning within the data set (Braun and Clarke, 2006). There are three main approaches to identifying themes – inductive, latent and constructionist. Inductive is bottom up (Frith and Gleeson, 2004) and themes identified are strongly linked to the data (Patton, 1990). Latent goes beyond the semantic content of the data and starts to identify or examine underlying ideas, assumptions

and conceptualisations that are theorised as shaping or informing the semantic content of the data. Finally, constructionist is where meaning and experience are socially produced and reproduced, rather than inhering individuals. A constructionist approach cannot and does not seek to focus on motivation or individual psychologies, but instead seek to theorise the sociocultural contexts, and structural conditions, that enable the individual accounts that are provided.

Identification of themes can be inductive/bottom up (Frith and Gleeson, 2004), or deductive/top down (Boyatzis, 1998). Within an inductive process themes are linked to the data which has been specifically collected for the research and are not driven by the researcher's interest (Braun & Clarke, 2006). Therefore, themes derived through an inductive process are data driven and not to fit within an existing code frame. It is, however, important to recognise that whilst researcher interest or preconception does not drive the analysis, researchers cannot completely disentangle from their theoretical or epistemological beliefs (Braun & Clarke, 2006). Thematic coding which does include the researcher's interest and theoretical views, and is in fact driven by this, is a deductive approach. The current research uses an inductive coding process.

In addition to considering the process of theme identification, it is also important to decide the level at which themes are identified; semantic or explicit (Boyatzis, 1998). A semantic approach involves identifying themes within the explicit meaning of that data and not looking for anything beyond what has been said or recorded by the participant. Alternatively, analysis at the latent level goes beyond the surface level of the data to explore and identify underlying ideas that shape the semantic data (Braun & Clarke, 2006). Therefore, analysis at the latent level extends purely description of the data to interpretation of underlying meaning. Theme identification within the current research is at a latent level.

Latent level theme identification aligns with a constructionist epistemological paradigm (Burr, 1995). Within a constructionist perspective, experience, and hence meaning, is socially produced in relation to cultural and societal context, rather than inherent within individuals (Burr, 1995). Thematic analysis within a constructionist perspective seeks to explore the sociocultural contexts underpinning and informing the participant response rather than focussing on individual motivation.

To support the process of exploring sociocultural contexts the researcher followed Braun and Clarke's (2006) phases of thematic analysis when analysing qualitative data from focus groups and interviews. This process is outlined in table 29 below.

Table 29

Thematic analysis phases and a description of the process according to Braun and Clarke (2006).

Phase	Description of process
1. Familiarising yourself with the data	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definition and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

1. Familiarise yourself with the data

Data from interviews and focus groups were transcribed using an electronic voice recording programme. Transcriptions were checked for accuracy by the researcher, read thoroughly, and initial ideas and patterns noted.

2. Generating initial codes

Following transcription, a coding process was used to analyse the data qualitatively. First-level coding, as described by Miles and Huberman (1994), was initially employed to summarise segments of the data. To enhance reliability, two researchers independently explored the first level codes, creating concepts which were subsumed in emerging categories or second-level codes (Table?). Completion of this process by two researchers not only enhances reliability, but also reduces researcher bias (Robson, 2002). All concepts

and evolved categories were considered through a 'constant comparative method' to avoid duplication of categories, until saturation was reached (Miles & Huberman, 1994). Second level codes were generated through reflection of first level codes through searching for logical relationships between emergent categories. Both first and second level codes were organised into table format to aid the process of theme identification.

3. Searching for themes

Once data was organised into first and second level codes, broader themes were identified through considering the relationship between the codes and their overarching meaning. Thematic maps were used to support this process (see Figure??) (Braun and Clarke, 2006). During the process of theme identification, the researcher regularly considered the epistemological position of the research and methodology to ensure this consistently informed analysis.

4. Reviewing themes

The next step in thematic analysis was to review the initial themes. The purpose of this was to ensure that data was captured in meaningful and relevant themes that relate to one another, but are distinct (Patton, 1990). This followed a two-level process as recommended by Braun and Clarke (2006). Firstly, all coded extracts for each theme were read and checked they were coherent within the broader theme. Amendments were made to codes or themes which did not align. The second level checked for similar coherency but throughout the entire data set. Again, amendments were made to any aspects which did not appear valid in relation to the data set. A refined thematic map was created following this process.

5. Defining and naming themes

The revised thematic map created during step 4 supported refinement of clear and distinct themes whilst ensuring all data was captured. Ensuring that each theme had a distinct definition facilitated the naming process.

6. Producing the report

The final stage in thematic analysis process was to analyse the themes and outline the findings.

Adhering to the stages of thematic analysis supported the validity of data analysis in the current study, however Braun and Clarke (2006) also highlight several common errors that are often made when thematically analysing data which can challenge validity. To increase reliability of analysis, these errors were considered and attempts to reduce them were made. Firstly, throughout the process it was key to ensure that analysis of the data went beyond simply describing the themes that arose. Analysis was interpretive and served to illustrate both the specific content and explore the underlying meaning if the data. Secondly, although the interview questions broadly guided themes, analysis of the content and meaning of the responses devised the themes, the researcher was keen to allow the interviewees freedom to direct their views through their responses. Again, this supported interpretive analysis and a wider understanding of the social context.

7.6.3 Validity, reliability, generalisability, and reflexivity

As outlined above, specific considerations were made regarding the reliability of data analysis within a thematic approach; however, it is key to ensure that validity, reliability, and generalisability are considered across all aspects of the research. When carrying out research within a real-world context it is crucial to consider these factors to ensure conclusions drawn are accurate and transferrable. Validity is concerned with whether the findings are really about what they appear to be. Reliability considers the consistency or stability of the research. Generalisability refers to the extent to which the findings of the enquiry are more generally applicable out with the specifics of the current study (Robson, 2002). The concepts of validity, reliability and generalisability will now be discussed in relation to the current research.

7.6.3.1   Validity

Within a qualitative design there are several threats to validity which must be considered when developing methodology, and steps taken to minimise these (Maxwell, 1992). The main threats are in relation to description, interpretation, and theory. Description refers to accurate portrayal of what is observed or heard. The main threat to providing a valid description of what has been seen or heard is in relation to inaccuracy or incompleteness of data (Robson, 2002). Validity of interpretation can be threatened by imposing a framework or preconceived idea on results rather than exploring emergent outcomes. Such an effect was reduced by triangulation of data and blind coding by a fellow colleague to reduce potential researcher bias (Padgett, 1998). Validity can be jeopardised if alternative explanations are not considered in relation to the study being conducted. This threat was reduced by carrying out a critical review with regards to design and background literature.

The threats discussed above are present in all research involving humans as subjects, however, are particularly problematic in qualitative design as there is typically a closer relationship between researcher, setting and respondents. In addition to the strategies mentioned above, several other factors, guided by Padgett (1998), were employed as an attempt to reduce researcher bias. For instance, triangulation; the use of multiple sources to enhance rigour of research, was implemented at various levels. Data was triangulated through methods of data collection including observation, interview, focus groups and questionnaires. Data collection through a variety of means can reduce threat to validity (Padgett, 1998). Furthermore, methodological triangulation was used by combining qualitative observations, interviews, and focus groups, with quantitative questionnaires (Creswell, 2006). Peer debriefing and support (Denzin, 1988) was also utilised throughout the study through regular discussion with colleagues who were familiar with the study. Such support, along with maintenance of an audit trail, has been demonstrated to reduce researcher bias (Padgett, 1998).

As with qualitative data, threats to validity within research also exists for quantitative data. Several measures were put in place to reduce threats and increase validity of the quantitative data in the study. These include anonymising the data collected to ensure any preconceived ideas by the researcher were not imposed on data analysis and to protect the identity of those taking part in the research. Data was matched, where possible, allowing pre and post comparison, and participants involved in more detailed analyses were randomly selected. Furthermore, a sample size of 92 participants for pre and post data analysis was above the recommended minimum number of 30 to support content validity (Ganti, Brock and Clarien, 2023).

7.6.3.2   Reliability

Reliability within a qualitative study can be complex to verify and subject to several threats, such as equipment failure, environmental hazards, and transcription errors (Easton, McComish & Greenberg, 2000). To minimise threats and enhance reliability the researcher applied a series of strategies suggested by Easton et al (2000). For instance, ensuring data collection took place in appropriate environmental conditions free from excessive noise or distractions, and data transcription was accurate. Furthermore, as discussed previously, transcript coding was completed by the researcher and a colleague independently to increase validity and reduce researcher bias.

Reliability of the quantitative measures were increased through carrying out Cronbach's Alpha test on each of the adapted questionnaires. Adapting standardised scales can impact the reliability and internal consistency of the measure (Salvia and Ysseldyke, 2004), however by carrying out Cronbach's Alpha measure, threat to reliability can be reduced. High or very high internal consistency was recorded for each of the questionnaires which suggests reliability of the measure. Furthermore, self-report methods, such as those used within the quantitative aspect of the study, can often be criticised in terms or reliability, for instance in relation to bias and variance (Salvucci, Walter, Conley, Fink and Saba, 1997). Whilst the impact of how greatly self-report measures are subject to bias and variance is debated (Chan, 2009), the researcher was keen to increase reliability through triangulation of data collection and a mixed methods design (Creswell, 2006).

7.6.3.3 Generalisability

It is also important to consider generalisability of a study, both in terms of internal within the setting studied, and external beyond the setting. Researcher bias in relation to generalisability was reduced by providing equal opportunity to all schools to participate in the study, and ensuring all participants were exposed to equivalent factors. Furthermore, an extensive literature review was carried out to gain as much information about the field and context as possible. This supported the hypotheses and conclusions being drawn and supported the consistency and generalisability of results.

7.6.3.4 Reflexivity

A further consideration to ensure accuracy of research methodology and results is reflexivity. Reflexivity, the process of examining oneself as a researcher and the research relationship, is a crucial yet often challenging process when carrying out qualitative research. Malterud highlights 'a researcher's background and position will affect what they choose to investigate, the angle of the investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions' (2001, P438-484). It is recognised that this may prove particularly challenging in the current study due to the context in which the research is taking place. Working in a restorative way involves a core set of beliefs and values, one of these being that people will make positive changes when those in positions of authority do things with them rather than to them or for them. As the researcher practices within a restorative paradigm, these core values will be maintained when carrying out the research. This does however challenge reflexivity in several ways including the relationship the

researcher has with participants, selection of data collection methods and data analysis techniques.

The researcher strives to be critical of the methodology developed and be self-aware at all stages of the research process. However, Etherington highlights that reflexivity requires not only self-awareness but reflection on the 'dynamic process of interaction within and between us and our participants, and the data that informs decisions, actions, and interpretations' (2007, p601). To support this, the researcher kept a reflective fieldwork journal in which records of tensions and critical moments that arose were noted. The researcher also discussed and reflected up these moments during peer support and working group meetings with school staff.

Acknowledgment of how immersed the researcher is in the research process brings to light a tension that is in many ways the same tension that lies at the heart of debates within the evaluation field. This tension is between being rigorous, so that the evidence produced is credible, and being useful, so that the evidence produced serves some useful purpose. In this regard, the researcher embraces Patton's conceptualisation of the researcher as 'the instrument' in qualitative inquiry (Patton, 2003). As a human instrument, it would be naïve to expect that there could be no contamination from the instrument, however, as Pole argues in a reflexive vein, 'contamination does inevitably occur, but the evaluator must seek to make it positive contamination' (1993, p112, in Robson, 2000). This again brings to light the question of reflexivity. During the evaluation process, the researcher was transparent with participants with regards to their role as a researcher – a curious investigator. The researcher was explicit in relation to their perspective of RA but also mindful not to engage too loosely in discussion that might influence participants' perspectives.

Furthermore, the researcher ensured robust practice by developing a clear and focused plan for each stage of the study process. This included keeping accurate and comprehensive records, whilst being mindful to distinguish carefully between description, interpretation and judgement in record keeping. The researcher built in time for individual reflection after each activity and kept note of these reflections within a reflective log. A robust and methodological approach to data analysis both regarding qualitative and quantitative data was utilised. Furthermore, adherence to a clear implementation framework supported the researcher to distance themselves from the research process whilst supporting reflection of their role.

7.7 Implementation

A significant aspect of the research was a focus on implementation, not only to support impact and sustainability of the intervention, but also illuminate and enhance aspects associated with reliability, validity, generalisability, and reflexivity. The following sections outline the implementation process applied within the research and consider aspects which challenged the intervention.

7.7.1 Implementation of Intervention

The intervention was implemented over an 18-month period with the readiness questionnaires being completed prior to initial staff training. This allowed a genuine reflection of staff and pupil views without prior knowledge of the focus and aims of the intervention. The table below outlines a timeline of implementation with regards to action and researcher role at each stage.

Table 30

Timeline of actions and researcher roles.

Date	Action	Researcher Role
January 2018	→ Readiness questionnaire with all pupils and staff members → PATH with school staff	Administration of readiness questionnaires Facilitation of PATH activity
February 2018	→ Pre-questionnaire with all staff, P3, P5, P7 → Pre SNA with all staff, P3, P5, P7 → Secondary data collection	Administration of pre-questionnaires, pre-SNA Collation of secondary data
March 2018	→ Creation of working group in school – 2 class teachers, PT, EP, nurture teacher	Facilitation of working group creation
March 2018	→ Introductory session with all school staff – half day INSET	Delivery of introductory RA session
March 2018-June 2019	→ Meetings with working group – termly	Attendance at working group meetings
March 2018-June 2019	→ Ongoing whole staff sessions – termly CAT sessions	Delivery of whole staff training sessions
June 2018	→ Peer mediation training – 3 sessions, 32 pupils in total	Delivery of peer mediation training in collaboration with staff member
June 2018	→ PSA peer mediation training	Delivery of peer mediation training to PSA's
June 2019	→ Post questionnaire with all staff, P3, P5, P7 → Post SNA with all staff, P3, P5, P7 → Secondary data collection → Pupil Focus Group → Staff Focus Group	Administration of post-questionnaire, post-SNA Secondary data collation Facilitation of pupil focus group Facilitation of staff focus group

Throughout the research project there were several challenges which occurred outwith the researcher's control that may have affected both intervention and results. The researcher recognised these from the outset as challenges associated with carrying out real world research and used them as opportunities when focussing on implementation. Interventions applied in a real-world context will encounter unforeseen circumstances that impact the implementation, application, and outcomes (Robson, 2005). Outlined below are several challenges the researcher faced, and consideration of the impact of these. When drawing conclusions from results, it is important to be mindful of these challenges and the potential influences these may have had.

Table 31

Challenges, impact, and actions taken to reduce impact at various stages of the research.

Challenge	Impact	Action to reduce impact
Head Teacher (HT) off sick for 6 months	➢ Staff shortage at Senior Management Team (SMT) level ➢ Prioritisation of key roles in school ➢ Reduction in leadership due to inexperience of DHT	➢ Researcher linking with implementation team to progress intervention ➢ Consideration of timelines
Principal Teacher (PT) link changed	➢ New link to be briefed about plans and progression forward ➢ Delay in implementation as planned	➢ Extra support for implementation team from researcher ➢ Consideration of timelines
Depute Head Teacher (DHT) acting up for Head Teacher	➢ DHT in first DHT post so has limited experience of DHT and HT role ➢ Change for the staff and pupils	➢ Extra support for implementation team from researcher ➢ Consideration of timelines
Working Group time reduced	➢ Less time to commit too implementation of intervention ➢ Challenge to time scales	➢ Consideration of timelines ➢ Flexibility with plans
Head Teacher off sick for 2 months	➢ Further disruption to both staff and pupils ➢ DHT acting up to HT	➢ Extra support for implementation team from researcher ➢ Consideration of timelines ➢ Flexibility with plans
Head Teacher left post	➢ Happened with short notice ➢ Disruption for school staff and pupils ➢ SMT short staffed	➢ Extra support for implementation team from researcher ➢ Consideration of timelines
Depute Head Teacher acting up as Head Teacher	➢ Ongoing SMT shortage ➢ DHT recognising challenges of acting up ➢ Prioritising of key school roles	➢ Extra support for implementation team from researcher ➢ Consideration of timelines ➢ Flexibility with plans
New Depute Head Teacher appointed	➢ DHT new to the school and new to the Local Authority ➢ Further change in dynamic at SMT level	➢ Extra support for implementation team from researcher ➢ Consideration of timelines
Temporary Acting Head Teacher appointed	➢ First HT post ➢ Not invested in the school as short-term appointment	➢ Extra support for implementation team from researcher

	➢ Disruption to SMT dynamic, school and staff	
Second new Depute Had Teacher appointed	➢ Change to SMT dynamic ➢ Disruption to staff and pupils	➢ Extra support for implementation team from researcher
Working Group Extended Leadership Team link changed	➢ New link to be briefed about implementation plan and next steps ➢ Change in dynamic in working group	➢ Extra support for implementation team from researcher ➢ Consideration of timeline ➢ Flexibility with plans
Change of staff in working group	➢ Change in dynamic in working group ➢ Revisiting plans and timescales	➢ Extra support for implementation team from researcher ➢ Consideration of timelines ➢ Flexibility with plans
New Head Teacher appointed	➢ HT new to school ➢ Change in dynamic of SMT ➢ Disruption for staff and pupils	➢ Consideration of timelines ➢ Flexibility with plans
HMIe Inspection	➢ Focus on preparation for inspection and taking forward recommendations ➢ Working group time reduced to allow preparation ➢ Delay in some post data collection	➢ Consideration of timelines ➢ Flexibility with plans ➢ Delayed post data collection

In addition to being aware of and recording challenges to intervention implementation, it was important to consider the collective impact of these, namely the impact on relationships. Integration of these challenges are illustrated in the diagram below. Adhering to a model of implementation can reduce the impact of unavoidable changes in a real world setting and ensure any threats can be responded to appropriately.

Integration of challenges
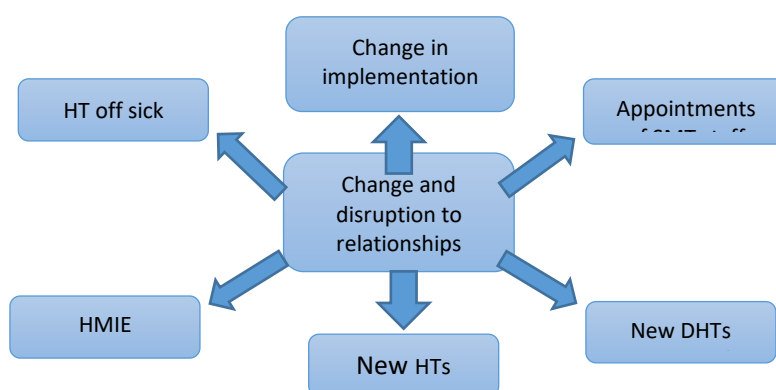
Figure 18

Integration of challenges experienced whilst carrying out the research.

7.7.2 Implementation Science Approach

As discussed in previous sections, implementation is a key thread which informed the development of research questions and methodology and runs throughout the research. An implementation science approach was used as a framework to embed the intervention and to inform development of a restorative specific plan. The framework was scaffolded around seven steps for successful implementation and sustainability developed by Fixsen, Blasé, Naoom, Van Dyke and Wallace, (2009). These steps are illustrated in the diagram below.

Figure 19

Implementation Science steps adapted from Fixsen et al (2009).

To ensure there was focus on a restorative approach, the researcher also considered the implementation process proposed by Thorsborne and Blood (2013) which was devised specifically within an RA context. The diagram below outlines the implementation steps created in line with a restorative approach (Thorsborne & Blood, 2013).
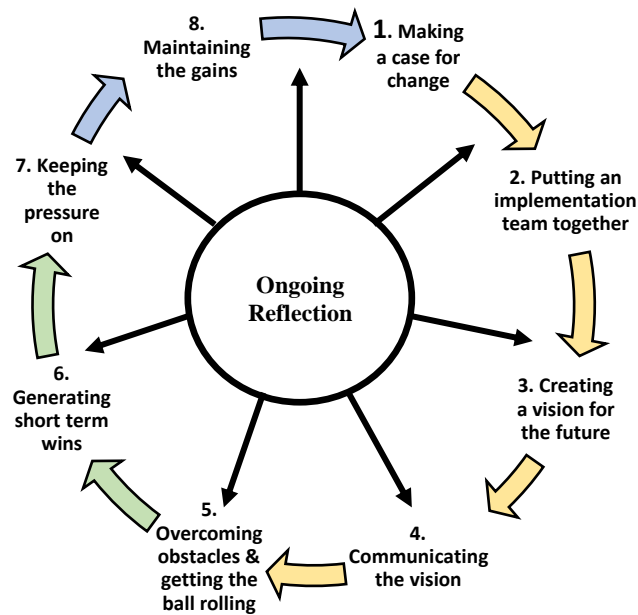
Figure 20

Restorative Approaches implementation steps as outlined by Thorsborne and Blood (2013).

To capture key elements from both processes the researcher aligned Fixsen et al (2009) implementation steps with Thorsborne and Blood (2013) steps to develop an implementation plan for framing the research and supporting school staff. Alignment of these steps is illustrated in the table below.

Table 32

Integration of Implementation Science steps (Fixsen et al, 2009) and Restorative Approaches implementation steps (Thorsborne and Blood, 2013).

Implementation Science Step	Restorative Approaches Implementation Step
	1. Making the case for change
1. Staff selection	2. Putting an implementation team together
2. Introductory training	3. Creating a vision for the future
3. Ongoing coaching	4. Communicating the vision to capture hearts and mind
4. Staff evaluation	5. Removing obstacles and empowering action
5. Staff evaluation/ Ongoing reflection	6. Generating short term wins
6. Ongoing reflection	7. Keeping the pressure on
7. Policies and procedures/ External facilities	8. Maintaining gains

During implementation, alterations to evidence-based practices are often made. These adaptations can be necessary to allow sensitivity to context and account for implications associated with complex 'real life' application. However, tension between adaptation and

attaining fidelity can present as a challenge for implementation of evidence-based practices (Aarons, Green, Palinkas, Self-Brown, Whitaker et al, 2012). Adaptation refers to the extent to which an evidence-based practice is changed, or used flexibly, to fit within the current context, whereas fidelity relates to the adherence and competence to the original intentions (Waltz, Addis, Koerner and Jacobson, 1993). Adherence concerns the extent to which implementation matches the intentions of the model developers, along with the prescribed elements of fidelity e.g., number of sessions, length of sessions. Competence refers to the skill in delivery, including responsiveness to the context (Waltz et al, 1993). Through applying an implementation framework, the researcher aimed to reduce unplanned alterations and provide a framework through which to apply and reference any changes. Combining Fixsen et al (2009) implementation steps with Thorsborne and Blood (2013) steps developed a process through which this could take place.

The implementation process followed 4 broad stages moving through exploration and adoption, installation, to initial installation and full installation. These stages are expanded in the diagram and table below, and the researcher response/tasks outlined.
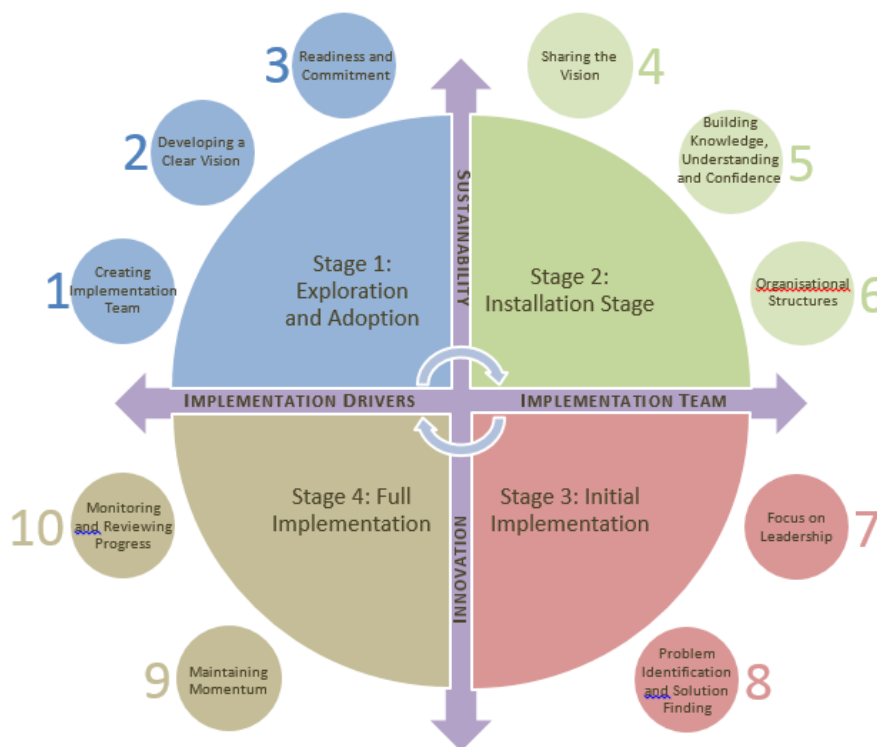
Figure 21
Stages and steps of implementation.

Table 33

Implementation stages, implication and researcher responses

Stage	Implications to consider	Researcher response/tasks
1	• Appropriate staff members identified/ recruitment process for implementation team • Clarity around roles of implementation team and individual roles within it • Appropriate guidance, direction and time given to implementation team Levels of awareness, understanding and clarity of implementation plan within team	• Look for expressions of interest to be involved • Use current interests/requests for opportunities (some may have already had input and experience of the intervention) • Outline/agree goal of the group and share implementation plan to ensure role clarity Implementation team to support remaining steps of implementation – require time to plan
	• Agreeing the rational for adopting intervention • Clear understanding of what we are aiming to achieve/change/ support • Fitting intervention with the school's current ethos, priorities, and improvement plan • Adapting current values toward new intervention • Staff readiness for general change - do they see a need and benefit? • Commitment to new intervention and principles • Committing appropriate resources and time to change • What is current staff knowledge of intervention? • Having structures that could be used to support staff knowledge (e.g. ongoing twilights) Identifying current structures that can adopt new intervention to support wider implementation (e.g. paperwork/meeting structures)	• Gather information that supports change e.g. people currently using the intervention successfully. • Implementation team to decide/agree on clear vision Realign school strategy to meet/fit current vision • Gather information from staff exploring current knowledge of the intervention and need/commitment to change - staff readiness questionnaire to support this. • Ensure that time is allocated to staff to support change e.g. working groups, twilights, coaching. • Explore what current structures within the school could be used to support change (e.g. INSET days/ twilights/team meetings/working groups) Explore/decide what structures are currently in place that can immediately adopt the new intervention language and structures - update resources appropriately.
2	• Choosing appropriate time to "launch" vision • Selecting the current values and practice that can be kept or rebranded under new intervention principles and trying to let go of others Can we provide a forum to discuss initial concerns	• Adapt current values where possible • "Launch" vision with staff using new language • Outline/link current good practice and examples • Refer to vision/new language as much as possible Address initial concerns using the new intervention to facilitate
	• Gathering enough information to create a plan to increase staff knowledge and understanding • Identifying appropriate staff to support CPD/ coaching (support from another agency needed?) Maintaining support/ongoing development	• From the information collected, provide appropriate CPD opportunities – training, maintenance, and support. Identify appropriate "coach" or identify individual and allow further CPD to take on "coach" role.

	Providing an appropriate forum to discuss concerns/ challenges/ anxieties	• Organise and embed appropriate support systems (e.g. coaching opportunities, twilight sessions, working groups) to maintain development
	• Identifying appropriate sessions/staff for ongoing support/coaching	• Allow forum to discuss challenges and good practice and identify key staff to facilitate these
	• Identifying appropriate individuals to facilitate support sessions - What do they need?	• Use new intervention format/language to support the discussion of challenges/anxieties
	Selecting all current resources/structures that can adopt and using language consistently	Begin to embed resource/structure changes
3	• Planning for ongoing evaluation – doing this before any implementation begins	• Develop/begin to implement ongoing evaluation of implementing intervention. Using self-evaluation documents/ resources to support this.
	• Creating/assigning appropriate systems that support and record ongoing reflection	• Gather evidence of successful change/progress and share at every opportunity
	• Maintaining/reviewing effectiveness of systems	• Ongoing reflection in regards to roles/actions
	• Choosing then collecting appropriate data to monitor progress - who is best placed to do this?	• Discuss method of succession planning e.g. opportunities to take on different roles
	Ensuring/planning for long term sustainability over time (e.g. new/change of staffing)	Use feedback and evidence to encourage direction
	• Keeping the team on track – does everyone have appropriate goals and realistic expectations about the speed/process of change?	• Work to keep expectations realistic and express clear short term targets
	• Setting achievable targets – having clear steps of how to reach vision	• Choose/target areas where success is likely to and feedback success
	• Identifying/ feeding back successes/changes rather than challenges	• Recognise and celebrate positive changes and provide constant reassurance
	Keeping staff clear on implementation steps, roles and progress	• Keeping everyone in the loop of ongoing change
		Push for buy-in to Problem Identification/ Solution Finding process to support progress
	• Accepting barriers/problems as part of process	• Encourage "risk" – trying and evaluating
	• Providing opportunities and time to identify/ work together to remove any barriers	• Continue to provide forums/opportunities for staff to raise concerns
		• Work together to find ways to remove barriers
	• Continuing to gather evidence and data and ensuring all decisions are based on this	Use data to help inform decisions e.g. what do we know works in these situations
4	• Maintaining the feeling of value in staff	• Highlight progress at every chance and acknowledge specific behaviours which created effective performance including innovation
	• Engaging/maintaining support for the new systems	
	• Continuing process to highlight success/progress	• Encourage leadership throughout team
	• Refreshing/developing roles/processes/ideas	• Reinvigorate with more innovation e.g. new ideas of how to extend intervention, refresh staff/roles
	• Sharing decision making/ leadership appropriately to maintain commitment	

• Continuing to highlight innovation and flexibility	Monitor need / availability of training for new staff and ongoing coaching for all staff
• Gathering appropriate evidence in relation to progress/impact • Embedding systems/language longer term into natural routine • New systems losing effect and appeal	• Use feedback/data to measure level to which intervention has been implemented • Use increased credibility and evidence to make further changes where required Ensure consistency of systems and language

The literature review has woven a thread between implementation of a restorative approach within an educational setting and promotion of more equitable education, namely through developing and sustaining positive relationships. The following sections will explore the results and conclusions which can be drawn from the current research.

Chapter 8　　Results

A mixed method approach was applied within the research incorporating both quantitative and qualitative data collection and analysis. Quantitative data was collected through questionnaires and pre-existing school data. Qualitative data was gathered through semi-structured interviews and focus groups.

Table 34

Primary and secondary quantitative data gathered and the time frames.

Quantitative Data	
Primary data:	
Pupil Readiness Questionnaire	(2018, 2019)
Pupil 'Me and My School' Questionnaire	(2018, 2019)
Pupil Social Network Analysis	(2018, 2019)
Staff 'Me and My School' Questionnaire	(2018, 2019)
Staff Social Network Analysis	(2018, 2019)
Secondary data:	
School roll	(2007-2018)
Attendance	(2007-2018)
English as Additional Language (EAL) figures	(2007-2018)
Exclusion figures	(2007-2018)
Free School Meal (FSM) entitlement	(2007-2018)
Scottish Index of Multiple Deprivation (SIMD)	(2007-2018)
Curriculum for Excellence (CfE) results	(2015-2018)

Table 35

Primary quantitative data gathered at pre and post data collection. This includes the data source, stage, status, date, and number collected.

Data	Stage	Status	Pre Date	Pre Number	Post Date	Post Number
Pupil Readiness Questionnaire	P4a	Matched	Jan-18	26	June-19	22
Pupil Readiness Questionnaire	P4b	Matched	Jan-18	14	June-19	14
Pupil Readiness Questionnaire	P5a	Matched	Jan-18	23	June-19	23
Total				63		59
Pupil 'Me and My School' Questionnaire	P3a	Matched	Feb-18	23	June-19	23
Pupil 'Me and My School' Questionnaire	P3a	Not Matched		23	June-19	23
Pupil 'Me and My School' Questionnaire	P5b	Matched	Feb-18	29	June-19	23
Pupil 'Me and My School' Questionnaire	P7b	Matched	Feb-18	30	June-19	23

Data	Group	Matched	Date	Number	Date	Number
Total				105		92
Pupil Social Network Analysis	P3a	Matched	Feb-18	23	June-19	23
Pupil 'Me and My School' Questionnaire	P3a	Not Matched	Feb-18	23	June-19	23
Pupil Social Network Analysis	P5b	Matched	Feb-18	29	June-19	23
Pupil Social Network Analysis	P7b	Matched	Feb-18	30	June-19	23
Total				105		92
Staff 'Me and My School' Questionnaire	SMT, CT	Matched	Feb-18	18	June-19	18
Staff Social Network Analysis	SMT, CT	Matched	Feb-18	18	June-19	18

Table 36

Secondary school data gathered from Glasgow City Council Education services in relation to X Primary School. This includes data, date, and source.

Data	Date	Source
School roll	2007-2018	Glasgow City Council Education Services
Attendance	2007-2018	Glasgow City Council Education Services
English as Additional Language (EAL) figures	2007-2018	Glasgow City Council Education Services
Exclusion figures	2007-2018	Glasgow City Council Education Services
Free School Meal (FSM) entitlement	2007-2018	Glasgow City Council Education Services
Scottish Index of Multiple Deprivation (SIMD)	2007-2018	Glasgow City Council Education Services
Curriculum for Excellence (CfE) results	2015-2018	FOCUS data

Qualitative data was gathered post intervention and included staff focus group, staff interview and pupil focus group.

Table 37

Qualitative data gathered as part of post data collection. This included data, date, participant type and number of participants.

Data	Date	Participants	Number
Focus group	June-19	School staff	10
Focus group	June-19	Pupils	10

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Semi-structured interview	June-19	School staff	5

The following section will outline data analysis, firstly in relation to quantitative data, followed by qualitative data.

8.1 Primary Data Results

8.2 Quantitative Data Analysis

Questionnaires were matched by the researcher using the codes assigned at the pre data collection stage. They were scored and input into SPSS for statistical analysis. Descriptive statistics were gathered for each of the questionnaires followed by paired samples t-tests to explore statistical significance between pre and post scores. Each questionnaire will be outlined in turn.

8.2.1 Pupil Readiness Questionnaire P4a – Matched Data

Descriptive statistics were generated through SPSS analysis, pre and post mean scores are outlined below.
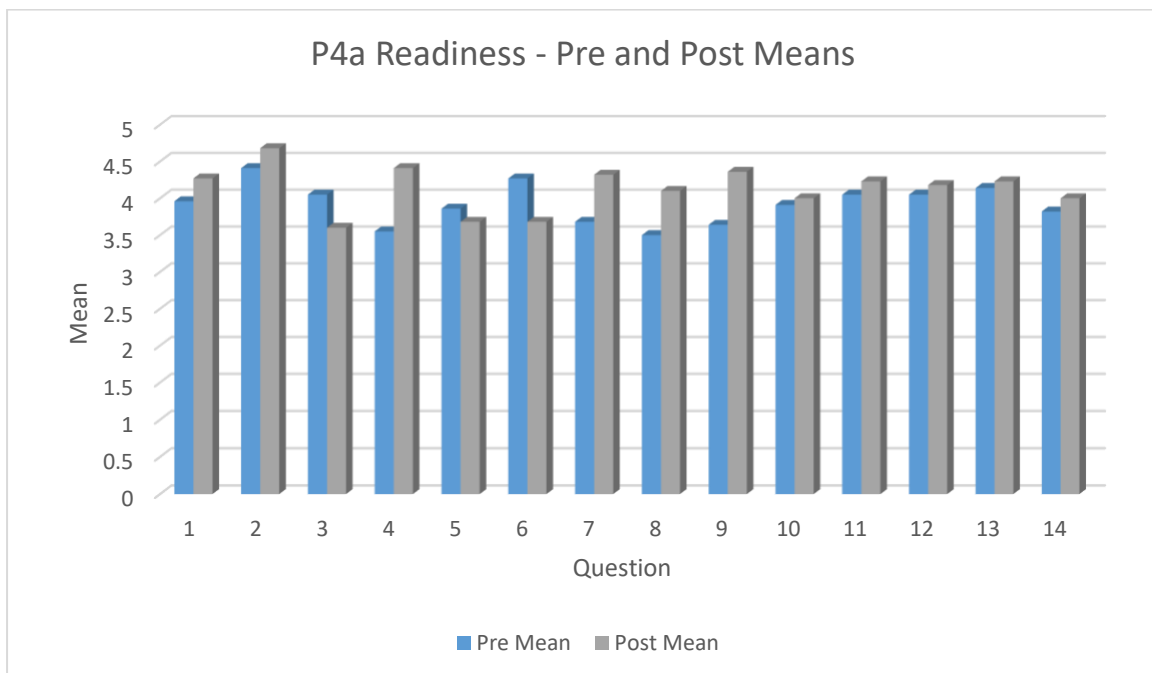
Figure 22

Pre and post mean scores for P4a Pupil Readiness Questionnaire.

Paired samples t-tests were carried out to explore significance of pre and post data. There were significant differences for questions 4, 6, 7 and 9 between pre and post scores.

Table 38

T-test outputs for questions with pre/post significant differences for P4a Pupil Readiness Questionnaire.

Question		T-Test Output
Question 4	I am listened to in school.	pre score (M=3.54, SD=1.06) and post score (M=4.41, SD=0.67); t(21)=-4.091, p<0.001
Question 6	If I am upset in school adults will listen to what I have to say.	pre score (M=4.27, SD=0.70) and post score (M=3.68, SD=1.13); t(21)=2.524, p<0.05
Question 7	If I am involved in an argument in school, adults listen to my side of what happened.	pre score (M= 3.68, SD=1.17) and post score (M= 4.32, SD=0.84); t(21)=-2.309, p<0.05
Question 9	If I have a problem in school adults will help me.	pre score (M=3.64, SD=0.90) and post score (M=4.36, SD=0.72); t(21)=-2.46, p<0.05

There were non-significant results for questions 1, 2, 3, 5, 8, 10, 11, 12 and 14 between pre and post scores.

8.2.2 Pupil Readiness Questionnaire P4b – Matched Data

Descriptive statistics were generated through SPSS analysis and are outlined below.
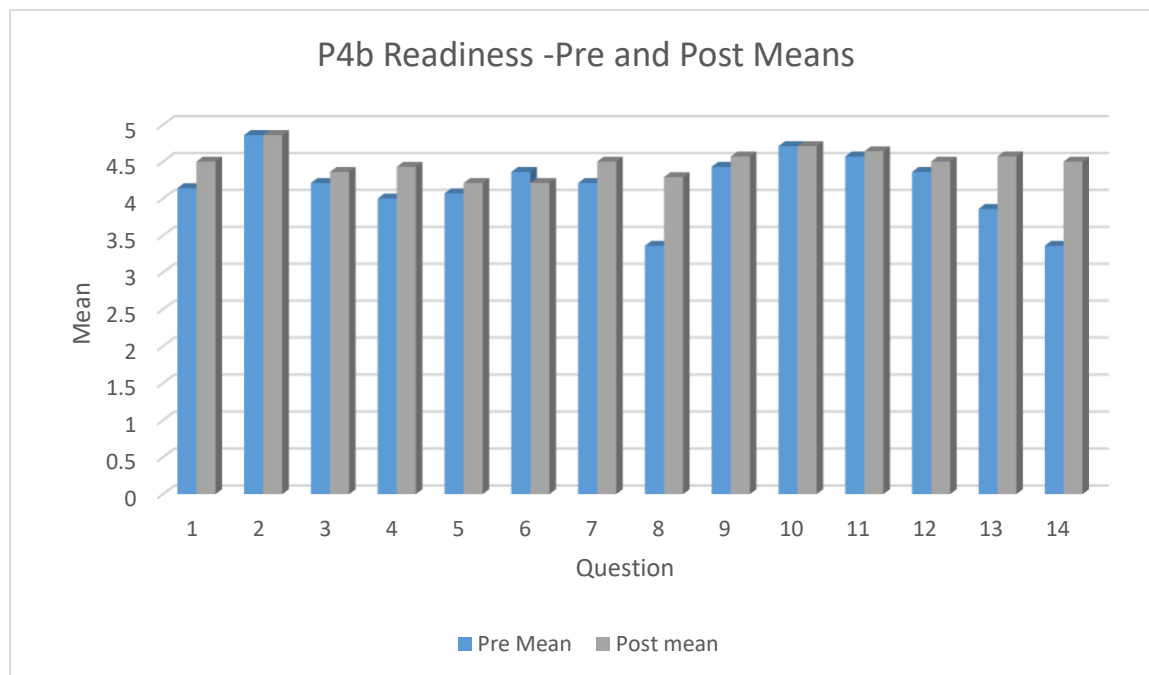
Figure 23

Pre and post mean scores for P4b Pupil Readiness Questionnaire.

Paired samples t-tests were carried out to explore significance of pre and post data. There were significant differences for questions 13.

Table 39

T-test outputs for questions with pre/post significant differences for P4b Pupil Readiness Questionnaire.

Question		T-Test Output
Question 13	Adults will ask my opinion about things in school.	pre score (M=4.57, SD=0.76) and post score (M=4.36, SD=0.93); t(13)=-2.347, p<0.05

There were non-significant results for questions 1-12, and 14.

8.2.3 Pupil Readiness Questionnaire P5a – Matched Data

Descriptive statistics were generated through SPSS analysis and are outlined below.
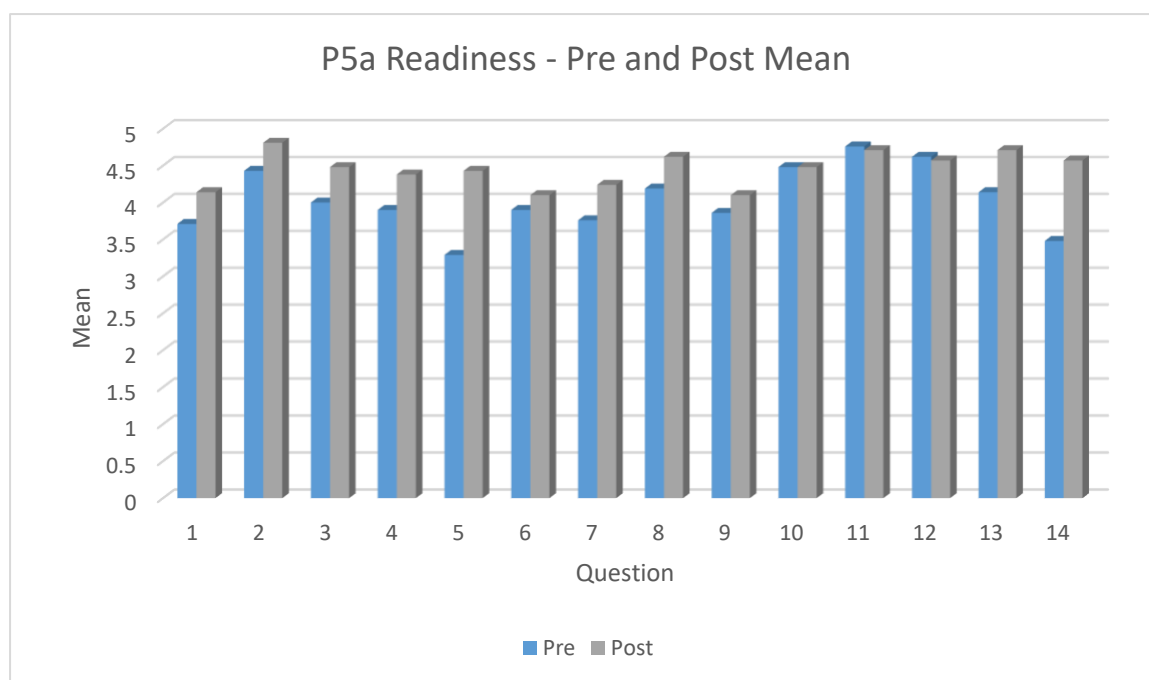
Figure 24

Pre and post mean scores for P5a Pupil Readiness Questionnaire.

Paired samples t-tests were carried out to explore significance of pre and post data. There was a significant difference for questions 3, 5, 13 and 14.

Table 40

T-test outputs for questions with pre/post significant differences for P5a Pupil Readiness Questionnaire.

Question		T-Test Output
Question 3	I feel I belong in school.	pre score (M=4.00, SD=1.26) and post score (M=4.48, SD=0.68); t(20)=-2.118, p<0.05
Question 5	Other pupils in the school care about me.	pre score (M=3.29, SD=1.19) and post score (M=4.43, SD=0.87); t(20)=-3.873, p<0.001
Question 1	Adults will ask my opinion about things in school.	pre score (M=4.14, SD=0.91) and post score (M=4.71, SD=0.56); t(20)=-2.434, p<0.05
Question 14	I feel my opinions are taken on board in school.	pre score (M=3.47, SD=1.44) and post score (M=4.57, SD=0.68); t(20)=-5.043, p<0.001

There were non-significant results for questions 1, 2, 4, 6, 7, 8, 9, 10, 11, 12.

8.2.4 Pupil 'Me and My School' Questionnaire P3 – Matched Data

Descriptive statistics were generated through SPSS analysis and are outlined below.
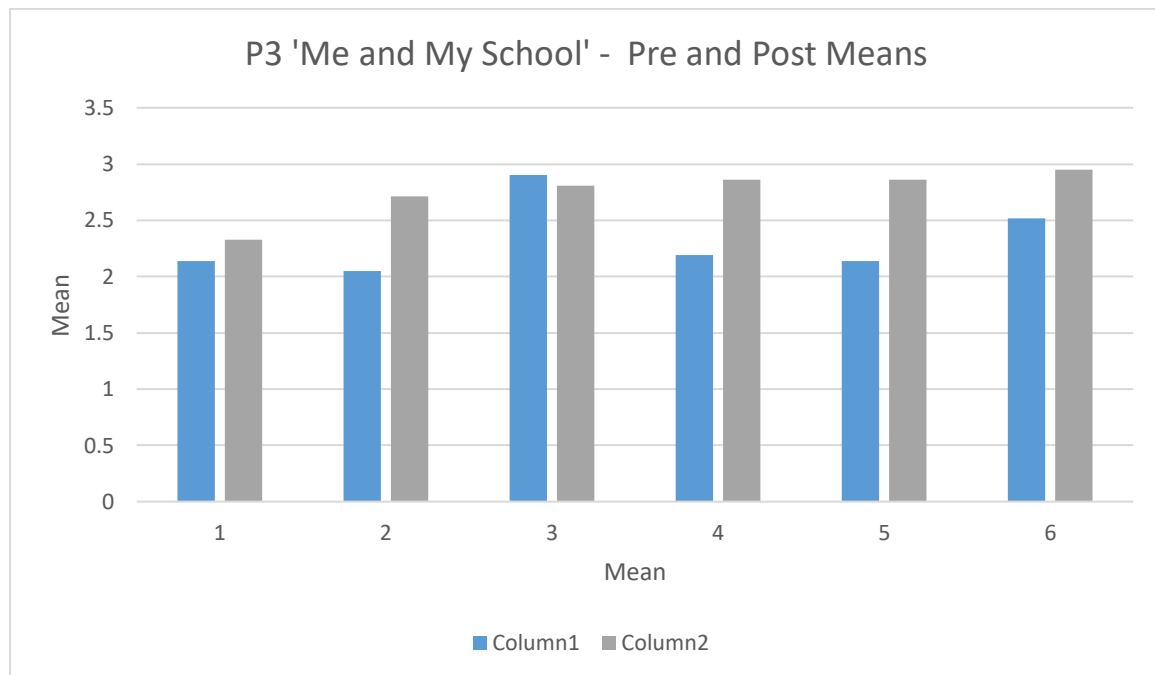
Figure 25

Pre and post mean scores for P3 Pupil 'Me and My School' Questionnaire.

Paired samples t-tests were carried out to explore significance of pre and post data. There was a significant difference for questions 2, 5 and 6.

Table 41

T-test outputs for questions with pre/post significant differences for P3 Pupil 'Me and My School' Questionnaire

Question		T-Test Output
Question 2	Adults in school listen to me	pre score (M=2.04, SD=0.74) and post score (M=2.71, SD=0.46); t(20)=-4.18, p<0.00
Question 5	I get to tell my side of a story	pre score (M=2.14, SD=0.79) and post score (M=2.85, SD=3.59); t(20)=-3.873, p<0.001
Question 6	I like to help others in school	pre score (M=2.52, SD=7.50) and post score (M=2.95, SD=2.18); t(20)=-2.432, p<0.05

There were non-significant differences for questions 1, 3 and 4.

8.2.5 Pupil 'Me and My School' Questionnaire P3 – Not Matched Data

Descriptive statistics were generated through SPSS analysis and are outlined below.
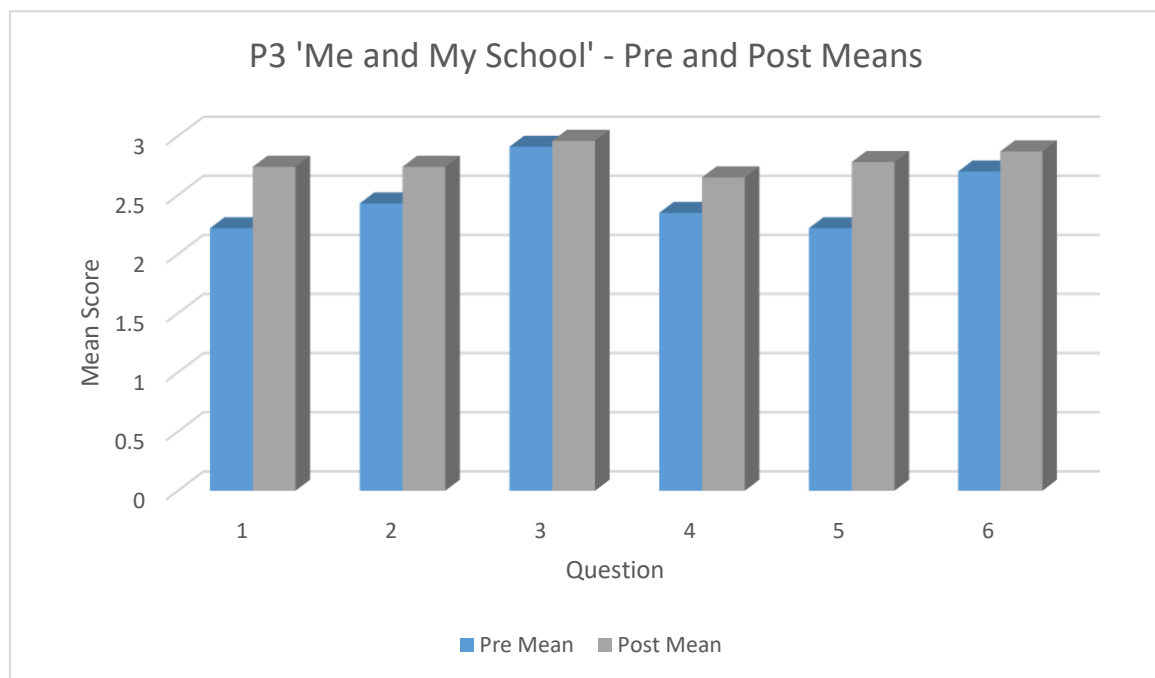
Figure 26

Pre and post mean scores for P3 Pupil 'Me and My School' Questionnaire.

Paired samples t-tests were carried out to explore significance of pre and post data. There was a significant difference for questions 2, 5 and 6.

Table 42

T-test outputs for questions with pre/post significant differences for P3 Pupil 'Me and My School' Questionnaire

Question		T-Test Output
Question 1	I like school	pre score (M=2.22, SD=0.74) and post score (M=2.78, SD=0.52); t(22)=-2.87, p<0.05
Question 2	Adults in school listen to me	pre score (M=2.43, SD=0.73) and post score (M=2.93, SD=0.45); t(22)=-2.077, p<0.05
Question 5	I get to tell my side of a story	pre score (M=2.23, SD=0.76) and post score (M=2.78, SD=0.42); t(22)=-2.868, p<0.05

There were non-significant differences for questions 3, 4 and 6.

8.2.6 Pupil 'Me and My School' Questionnaire P5b – Matched Data

Descriptive statistics were generated through SPSS analysis and are outlined below.
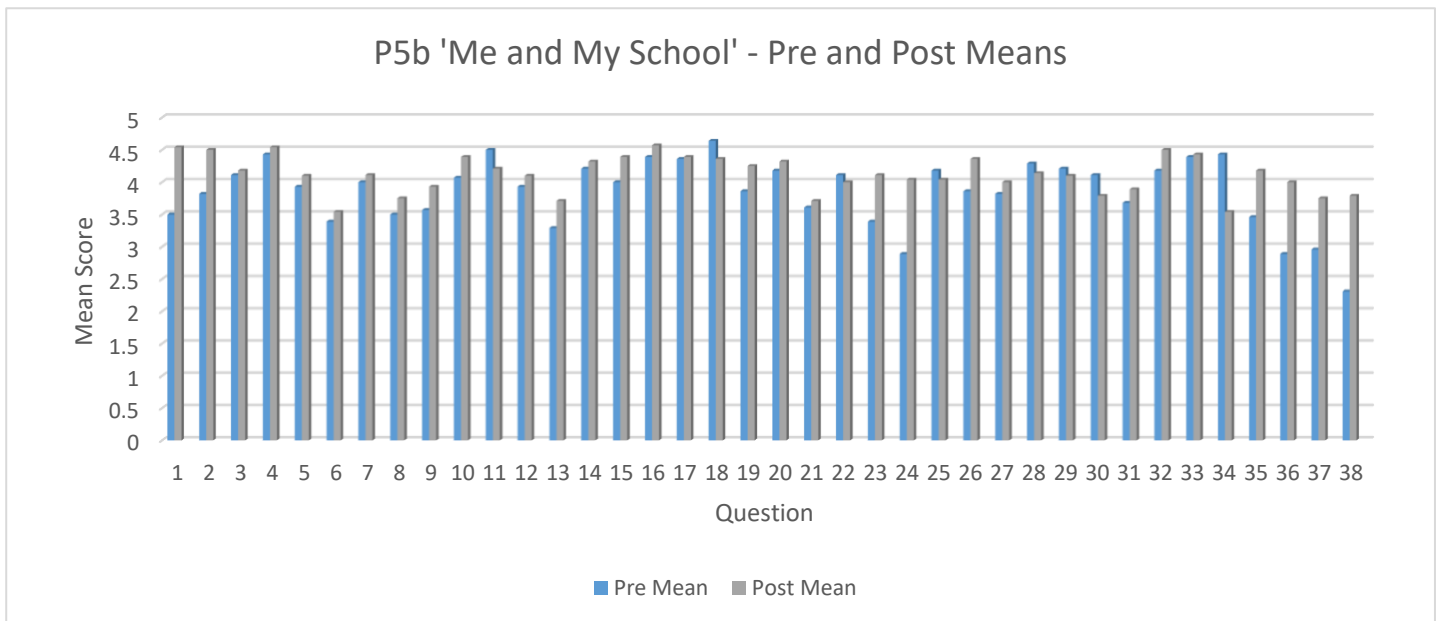
Figure 27

Pre and post mean scores for P5b Pupil 'Me and My School' Questionnaire.

Paired samples t-tests were carried out to explore significance of pre and post data. There was a significant difference for questions 1, 2, 23, 24, 35, 36, 38.

Table 43

T-test outputs for questions with pre/post significant differences for P5b Pupil 'Me and My School' Questionnaire

Question		T-Test Output
Question 1	I have people in school I can talk to	pre score (M=3.50, SD=1.04) and post score (M=4.54, SD=0.58); t(27)=-4.960, p<0.001
Question 2	I can sort out problems with my friends	pre score (M= 3.82, SD=0.94) and post score (M=4.50, SD=0.64); t(27)=-3.968, p<0.001
Question 23	If I feel myself getting annoyed I can calm myself down	pre score (M=3.39, SD=1.47) and post score (M=4.10, SD=1.30); t(27)=-2.051, p<0.05
Question 24	I enjoy coming to school.	pre score (M=2.89, SD=1.40) and post score (M=4.04, SD=0.99); t(27)=-3.67, p<0.001
Question 35	My school is a good place to be.	pre score (M=3.46, SD=1.43) and post score (M=4.18, SD=0.72); t(27)=-2.460, p<0.05
Question 36	People care for each other in our school.	pre score (M=2.89, SD=1.47) and post score (M=4.00, SD=0.98); t(27)= -3.728, p<0.001
Question 38	My school is a calm place.	pre score (M=2.60, SD=1.14) and post score (M=3.79, SD=1.10); t(27)=-2.841, p<0.05

There were non-significant differences for questions 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33 and 37.

8.2.7 Staff 'Me and My School' Questionnaire – Matched Data

Descriptive statistics were generated through SPSS analysis and are outlined below.
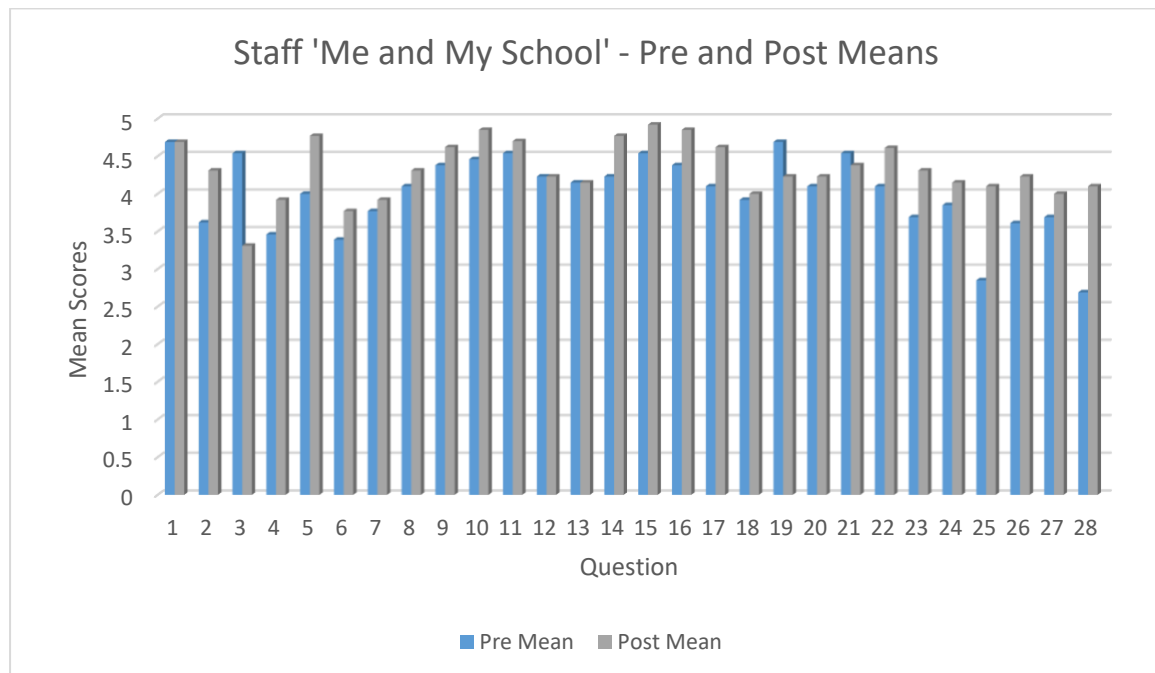
Figure 28

Pre and post mean scores for Staff 'Me and My School' Questionnaire.

Paired samples t-tests were carried out to explore significance of pre and post data. There was a significant difference for questions 2, 5, 14, 15, 16, 17, 26 and 28.

Table 44

T-test outputs for questions with pre/post significant differences for Staff 'Me and My School' Questionnaire.

Question		T-Test Output
Question 2	Pupils take part in solving conflict they are involved in	pre score (M=3.62, SD=0.77) and post score (M=4.31, SD=0.75); t(12)=-2.920, p<0.05
Question 5	I adjust my responses and interactions between different pupils	pre score (M=4.00, SD=0.70) and post score (M= 4.77, SD= 0.44); t(12)=-2.239, p<0.05
Question 14	Adults in the school help each other	pre score (M=4.23, SD=0.73) and post score (M=4.77, SD=0.44); t(12)=-2.214, p<0.05
Question 15	I feel part of my class.	pre score (M=4.54, SD=0.52) and post score (M=4.92, SD=0.28); t(12)=-2.132, p<0.05
Question 16	I feel part of the school	pre score (M=4.38, SD=0.65) and post score (M=4.85, SD=0.38); t(12)=-2.144, p<0.05
Question 17	My class respects me	pre score (M=4.08, SD=0.49) and post score (M=4.62, SD=0.52); t(12)= -3.748, p<0.05
Question 25	I let the class make a lot of their own decisions regarding schoolwork	per score (M=2.84, SD=1.07) and post score (M=4.08, SD=0.49); t(12)=-3.255, p<0.05
Question 28	The school is a calm place	pre score (M=2.69, SD=0.85) and post score (M=4.08, SD=0.76); t(12)=-.454, p<0.001

There were non-significant differences for questions 1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 18, 19, 20, 21, 22, 23, 24, 26, 27.

8.2.8 Description of School

Within the older age group and staff 'Me and My School' questionnaire, respondents were asked to describe their school in 3 words. The purpose of this was to allow staff and pupils to assign their own words to how they view the school prior to completing the questionnaire. A wordle was created to visually illustrate the results using https://wordart.com/. The larger the words, the greater frequency of use.

Figure 29

Wordle created by P5b (MATCHED) pre intervention. The larger the word size, the greater the frequency of the word.

Table 45

Frequency of the words recorded by P5b (MATCHED) pre intervention, the percentage of use and whether the word is typically associated with positive or negative connotations.

Word	Frequency	%	Positive/Negative
Big	10	14	-
Fun	9	12	+
Good	7	9	+
Helpful	5	6	+
Scary	5	6	-
Education	4	5	+
Caring	4	5	+
Exciting	3	4	+
Loud	3	4	-
Friendly	3	4	+
Amazing	2	3	+
Kind	2	3	+
Nice	2	3	+
Happy	2	3	+
Cool	2	3	+
Active	1	1	+
Surprising	1	1	-
Challenging	1	1	-
Stressful	1	1	-
Creative	1	1	+

Multi-Cultural	1	1	+			
Giving	1	1	+			
Brilliant	1	1	+			
Tiring	1	1	-			
Helpful	1	1	+			
Generous	1	1	+			
Genuine	1	1	+			
Including	1	1	+			
Respectful	1	1	+			
Busy	1	1	-			
Hardworking	1	1	+			
Total	78	100	+	71%	-	29%
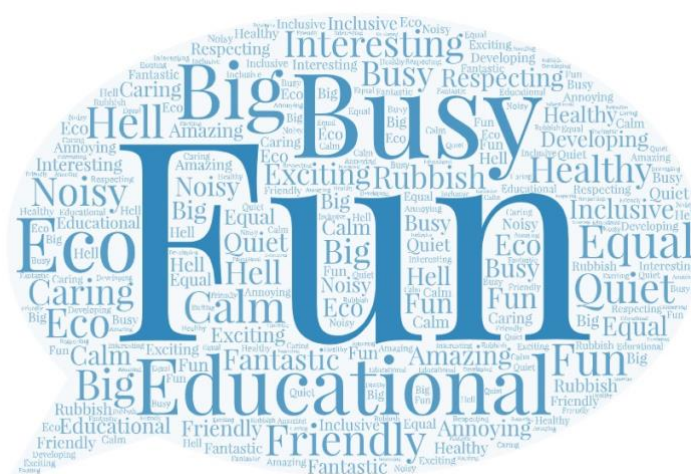
Figure 30

Wordle created by P7b(/P7b) (MATCHED) post intervention. The larger the word size, the greater the frequency of the word.

Table 46

Frequency of the words recorded by P7b(/P5b) (MATCHED) post intervention. the percentage of use and whether the word is typically associated with positive or negative connotations.

Word	Frequency	%	Positive/Negative
Fun	22	26	+
Educational	20	23	+
Busy	12	13	-
Big	6	7	-
Friendly	5	6	+
Interesting	2	3	+
Healthy	2	3	+
Eco	2	3	+

Word	Frequency	%	Positive/Negative		
Equal	2	3	+		
Noisy	1	1	-		
Quiet	1	1	+		
Exciting	1	1	+		
Respecting	1	1	+		
Calm	1	1	+		
Amazing	1	1	+		
Fantastic	1	1	+		
Caring	1	1	+		
Inclusive	1	1	+		
Developing	1	1	+		
Rubbish	1	1	-		
Hell	1	1	-		
Annoying	1	1	-		
Total	**90**	**100**	+	76	- 24

8.2.8.2 P7 Pre Intervention

Figure 31

Wordle created by P7 pre intervention. The larger the word size, the greater the frequency of the word.

Table 47

Frequency of the words recorded by P7) pre intervention, the percentage of use and whether the word is typically associated with positive or negative connotations.

Word	Frequency	%	Positive/Negative
Helpful	9	12	+

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Big	9	12	-				
Scary	8	11	-				
Fun	7	9	+				
Friendly	7	9	+				
Kind	5	6	+				
Noisy	5	6	-				
Funny	4	5	+				
Good	3	3	+				
Calm	3	3	+				
Caring	2	2	+				
Cool	2	2	+				
Large	2	2	+				
Lovely	2	2	+				
Active	1	1	+				
Healthy	1	1	+				
Family	1	1	+				
Exciting	1	1	+				
Amazing	1	1	+				
Immense	1	1	+				
Courageous	1	1	+				
Nice	1	1	+				
Sad	1	1	-				
Respectful	1	1	+				
Hard	1	1	-				
Spectacular	1	1	+				
Boring	1	1	-				
Happy	1	1	+				
Welcoming	1	1	+				
Total	83	100	+		68%	-	32%

8.2.8.3   Staff Pre and Post Intervention

Figure 32

Wordle created by Staff (MATCHED) pre intervention. The larger the word size, the greater the frequency of the word.

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Table 48

Frequency of the words recorded by Staff (MATCHED) pre intervention, the percentage of use and whether the word is typically associated with positive or negative connotations.

Word	Frequency	%	Positive/Negative			
Busy	16	31	+			
Friendly	5	10	+			
Intense	4	7	-			
Supportive	3	6	+			
Inclusive	2	3	+			
Stressful	2	3	-			
Welcoming	1	2	+			
Ethical	1	2	+			
Hectic	1	2	-			
Caring	1	2	+			
Nurturing	1	2	+			
Enthusiastic	1	2	+			
Tiring	1	2	-			
Lively	1	2	-			
Tolerant	1	2	+			
Demanding	1	2	-			
Poor	1	2	-			
Communication	1	2	+			
Big	1	2	-			
Interesting	1	2	+			
Chaotic	1	2	-			
Hard Working	1	2	+			
Good	1	2	+			
Staff	1	2	+			
Supportive	1	2	+			
Low	1	2	-			
Total	52	100	+	76	-	24

Figure 33

Wordle created by Staff (MATCHED) post intervention. The larger the word size, the greater the frequency of the word.

Table 49

Frequency of the words recorded by Staff (MATCHED) post intervention, the percentage of use and whether the word is typically associated with positive or negative connotations.

Word	Frequency	%	Positive/Negative			
Relationships	12	20	+			
Children	7	12	+			
Supportive	6	10	+			
Inclusive	5	7	+			
Friendly	5	7	+			
Busy	4	7	-			
Team	3	5	+			
Intense	3	5	-			
Happy	3	5	+			
Nurturing	2	3	+			
Ethos	2	3	+			
Welcoming	1	2	+			
Ethical	1	2	+			
Helpful	1	2	+			
Stressful	1	2	-			
Positive	1	2	+			
Communication	1	2	+			
Big	1	2	-			
Tiring	1	2	-			
Total	60	100	+	87	-	13

8.2.9 Social Network Analysis (SNA) Results

Data to explore social networks was gathered through qualitative questions included in the 'Me and My School' questionnaire. Young people and staff were asked to provide the names of individuals they would choose within a series of situations. Pre and post data was available for P3a, P5b and staff. SNA questionnaires were matched by the researcher using the codes assigned at the pre data collection stage. The results were then converted into Nodes and Edges tables which were input and analysed using the network analysis and visualisation software package Gephi. Version 0.9.2 of Gephi was used for statistical analysis and creation of visual networks. The questions asked for each year group are outlined below.

Table 50

Social network analysis questions asked at each of the stages.

Age Group	Statements/Questions
P3a	1. My friend(s) are
	2. I like to play with
	3. I like to sit beside
	4. If I am worried, I talk to
P5b	1. In class who do you like to work with?
	2. If you are worried who do you talk to in school?
	3. In the playground who do you play with?
Staff	1. Who in school would you talk to about your job?
	2. Who in school would you talk to about your personal life?
	3. Who in school would you talk to for advice?

The visual representations of the graphs were considered along with various statistical tests carried out. The statistical tests carried out included:

Average degree: the average number of edges per node. The greater number of edges, the greater number of social connections.

Average weighted degree: the sum of the weights of ties to nodes. The greater the weighted degree, the greater the strength of connections.

Network diameter: the length of the longest path between two nodes. The longer the network diameter, the greater path required to reach all social connections.

Graph density: number of connections a person (node) has divided by the total number possible. The greater the graph density, the greater the number of social connections.

Modularity: the structure of the network.

Connectedness component: the number of associations with each node. The greater the connectedness component, the greater the number of associations/social connections.

Within social network analysis, nodes refer to the individuals within the network, sometimes called actors. Edges are the links present between the nodes.

8.2.10 P3a Pre and Post Results
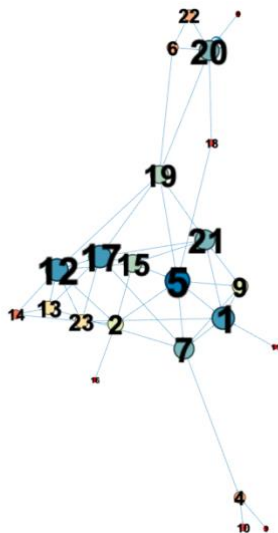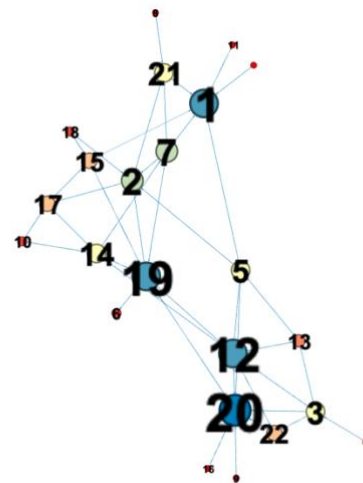
Pre   Post

Figure 34

Social networks for pre (left) and post (right) P3a SNA question 'My friends are'.
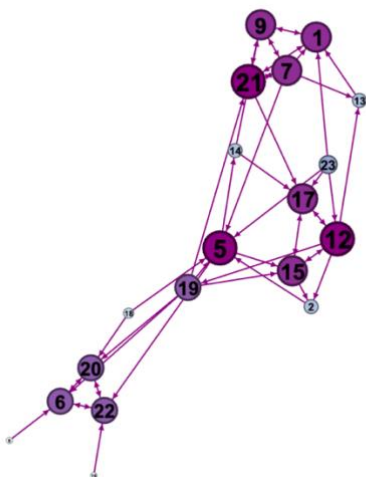
Pre   Post
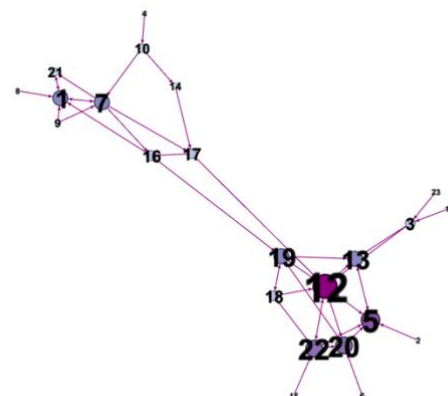
Figure 35

Social networks for pre (left) and post (right) P3a SNA question 'I like to play with'.

Pre   Post
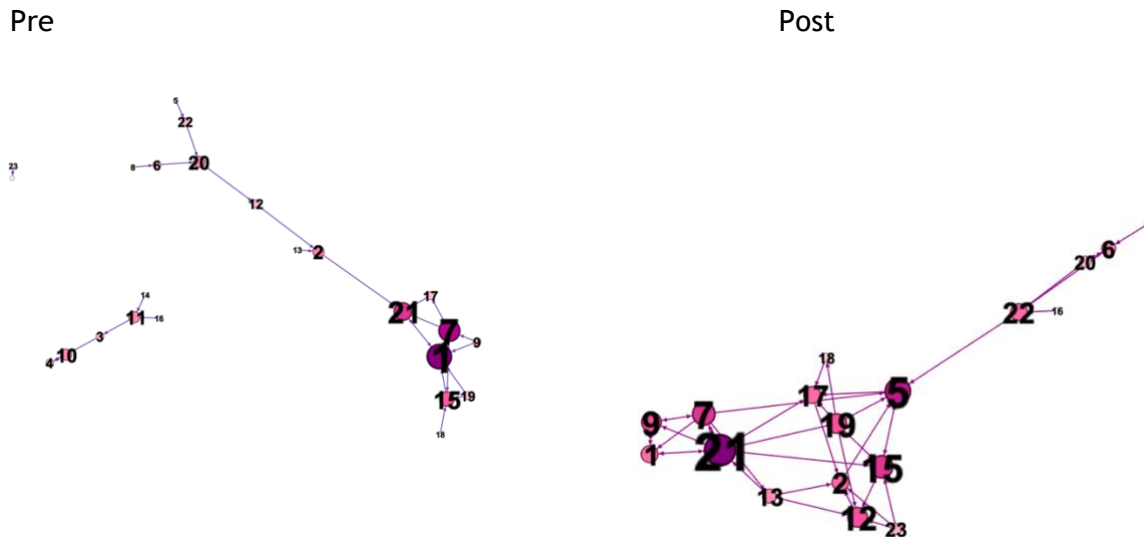
Figure 36

Social networks for pre (left) and post (right) P3a 'I like to sit beside'.

Pre   Post
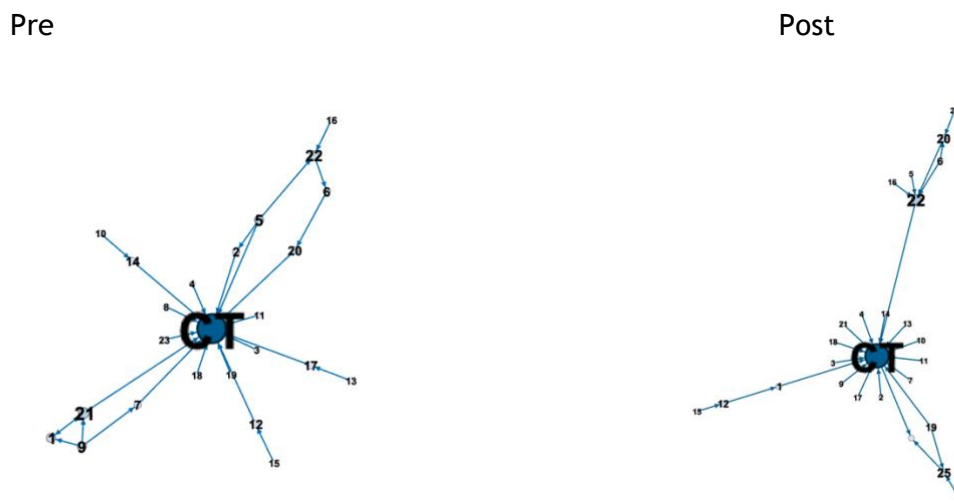
Figure 37

Social networks for pre (left) and post (right) P3a SNA question 'If I am worried, I talk to'.

Table 51

Pre and post results for P3a SNA in relation to the statistical tests carried out.

Statistic	My friend(s) are		I like to play with		I like to sit beside		If I am worried I talk to	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Average Degree	2.609	2	2.348	2.13	2.087	1.208	1.167	1.038
Average Weighted Degree	2.609	2	2.348	2.13	2.087	1.208	1.167	1.038
Network Diameter	7	6	7	5	8	8	4	4
Graph Density	0.119	0.091	0.119	0.097	0.095	0.053	0.051	0.042

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Modularity	0.391	0.383	0.375	0.457	0.457	0.609	0.436	0.495
Number of communities	4	3	4	3	5	4	6	4
Weak Connections	1	1	1	1	3	3	1	1
Strong Connections	10	11	10	13	11	19	23	26

Average degree and average weighted degree reduced for all four questions between pre and post results (1: 2.609, 2, 2: 2.348, 2.13, 3: 2.807, 1.208, 4: 1.167, 1.038). Network diameter reduced for questions one (7, 6) and two (7, 5) and remained the same for questions three (8, 8) and four (4, 4). Graph density reduced for all four questions (1: 0.119, 0.091, 2: 0.119, 0.097, 3: 0.095, 0.053, 4: 0.436, 0.495), whereas modularity reduced for question one (0.391, 0.383), and increased for questions two (0.375, 0.457), three (0.457, 0.609) and four (0.436, 0.495). The number of communities decreased for all four questions (1: 4,3, 2: 4,3, 3: 5,4, 4: 6,4). Weak connections remained the same for all four questions (1: 1,1, 2: 1,1, 3: 3,3, 4:1,1) between pre and post, however strong connections increased for them all (1: 10,11, 2: 10,13, 3: 11, 19, 4: 23, 26).

8.2.11 P5b Pre and Post Results
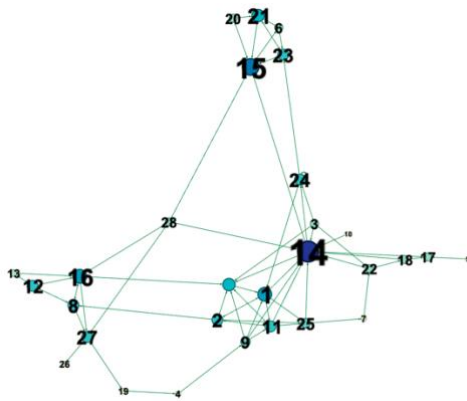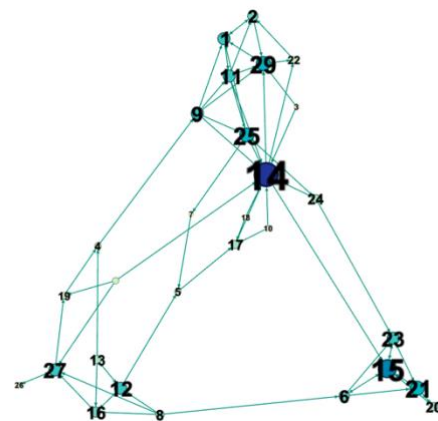
Pre   Post

Figure 38

Social networks for pre (left) and post (right) P5b SNA question 'In class who do you like to work with?'
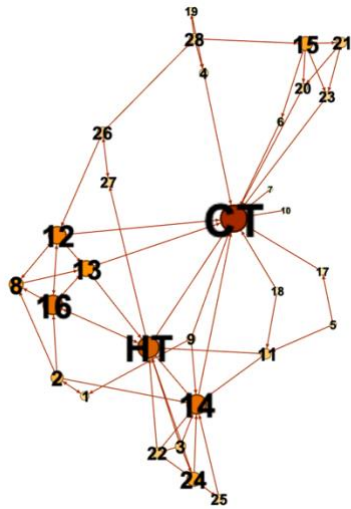
Pre   Post
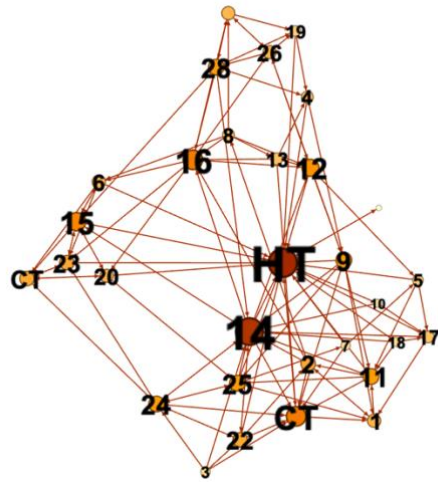
Figure 39

Social networks for pre (left) and post (right) SNA question P5b 'If you are worried, who do you talk to in school?'
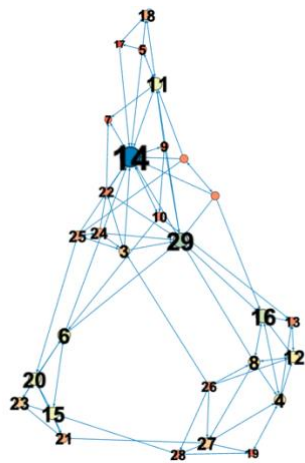
Pre   Post
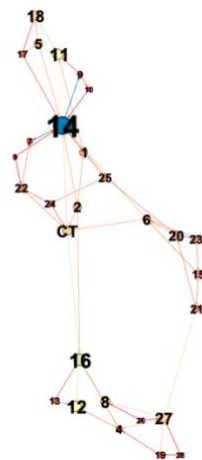
Figure 40

Social networks for pre (left) and post (right) P5b SNA question 'In the playground, who do you play with?'

Table 52

Pre and post results for P5b SNA in relation to the statistical tests carried out.

Statistic	In class who do you like to work with?		If you are worried, who do you talk to in school?		In the playground, who do you play with?	
	Pre	Post	Pre	Post	Pre	Post
Average Degree	2.517	2.379	2.267	3.935	3.226	2.194
Average Weighted Degree	2.517	2.379	2.267	3.935	3.226	2.194
Network Diameter	11	8	9	7	8	9
Graph Density	0.09	0.085	0.078	0.131	0.108	0.073
Modularity	0.461	0.497	0.455	0.337	0.468	0.527
Number of communities	4	4	5	4	5	5
Weak Connections	1	1	1	1	2	2
Strong Connections	6	12	21	6	7	14

Average degree and average weighted degree reduced between pre and post for questions one (2.517, 2.379) and three (3.226, 2.194). They increased between pre and post for question 2 (2.267, 3.935). Network diameter decreased between pre and post for questions one (11, 8) and two (9, 7) and increased for three (8, 9). Graph density decreased between pre and post for questions one (0.09, 0.085) and three (0.108, 0.073) and increased for two (0.078, 0.131). Modularity increased for questions one (0.461, 0.497) and three (0.468, 0.527) between pre and post results and decreased for question 2 (0.455, 0.337). The number of communities remained the same for questions one (4, 4) and three (5, 5) between pre and post results and decreased by one for question two (5, 4). Weak connections remained the same between pre and post results for all three questions (1: 1, 1, 2: 1, 1, 3: 2,2). The number of strong connections in increased for questions one (6, 12) and three (7, 14) between pre and post, and decreased for question two (21, 6).

8.2.12 Staff Pre and Post Results
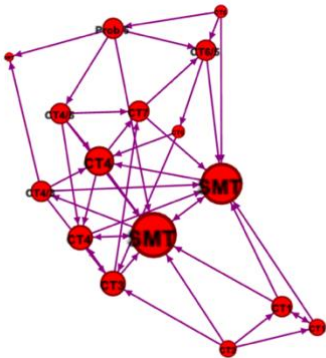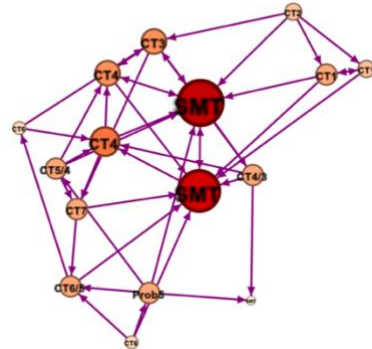
Pre   Post

Figure 41

Social networks for pre (left) and post (right) Staff SNA question 'Who in school would you talk to about your job?'
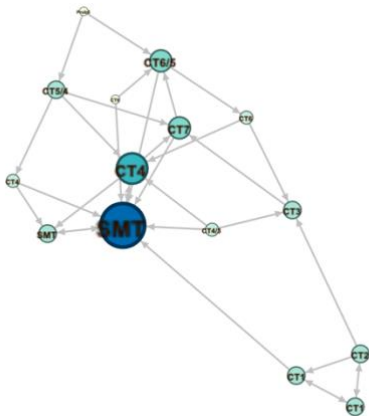
Pre   Post
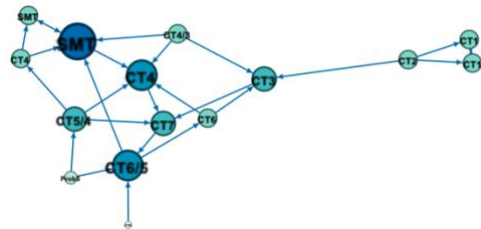
Figure 42

Social network for pre (left) and post (right) Staff SNA question 'Who in school would you talk to about your personal life?'
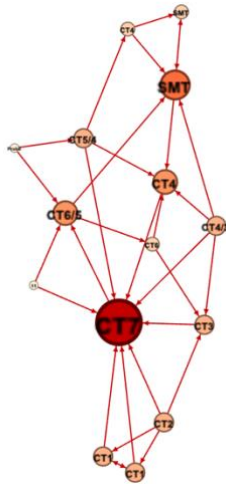
Pre   Post
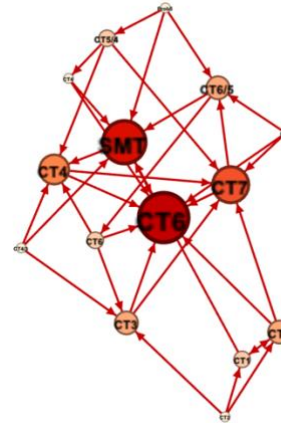
Figure 43

Social network for pre (left) and post (right) Staff SNA question 'Who in school would you talk to for advice?'

Table 53

Pre and post results for Staff SNA in relation to the statistical tests carried out.

Statistic	Who in school would you talk to about your job?		Who in school would you talk to about your personal life?		Who in school would you talk to for advice?	
	Pre	Post	Pre	Post	Pre	Post
Average Degree	2.688	2.688	2.133	1.733	2.067	2.4
Average Weighted Degree	2.688	2.688	2.133	1.733	2.067	2.4
Network Diameter	5	5	6	6	6	6
Graph Density	0.179	0.179	0.152	0.124	0.148	0.171
Modularity	0.181	0.193	0.26	0.322	0.288	0.228
Number of communities	3	3	4	4	4	3
Weak Connections	1	1	1	1	1	1
Strong Connections	7	7	7	8	8	8

Average degree and average weighted degree remained the same for question one (2.688, 2.688) pre and post, decreased for question two (2.133, 1.733) and increased for question three (2.067, 2.4). Network diameter remained the same between pre and post for all three questions (1: 1, 1, 2: 6, 6, 3: 6,6). Graph density remained the same pre and post for question one (0.179, 0.193), reduced for question two (0.152, 0.124) and increased for

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question three (0.148, 0.171). Modularity increased for questions one (0.181, 0.193) and two (0.26, 0.322) between pre and post and decreased for question three (0.288, 0.228). The number of communities remained the same for questions one (3, 3) and two (4, 4), and decreased for question three (4, 3). The number of weak connections remained the same pre and post results for all three questions (1: 1, 1, 2: 1, 1, 3: 1, 1). The number of strong connections remained the same pre and post results for questions one (7, 7) and three (8, 8), and increased for question two (7, 8).

8.3   Qualitative Data Analysis

Qualitative data was gathered through staff and pupil focus groups and semi-structured interviews. The focus groups and interviews were video recorded using an Ipad, for which signed consent had been gathered, and transcribed by the researcher. The transcriptions were then analysed by the researcher and a research colleague, through thematic analysis (Braun & Clarke, 2006).

8.3.1 Pupil Focus Group

A focus group was carried out with a random sample of pupils, selected by the HT, from P3-P7 (n=10). Following transcription, a coding process was used to analyse the data qualitatively. First-level coding, as described by Miles and Huberman (1994), was initially employed to summarise segments of the data. To enhance reliability, two researchers independently explored the first level codes, creating concepts which were subsumed into emerging categories or second-level codes. Completion of this process by two researchers not only enhances reliability but also reduces researcher bias (Robson, 2002). Concepts and evolved categories were reviewed through 'constant comparison method' to reach saturation and avoid duplication of categories (Miles & Huberman, 1994). Second level codes were generated through reflection of first level codes, through searching for logical relationships between the emergent categories. First level codes, second level codes and examples can be seen in table 54 below.

Table 54

Second Level Coding, First Level Coding, and example quotes from the pupil focus group.

PUPIL FOCUS GROUP		
Second Level Code	First Level Code	Examples
IMPACT ON OTHER PUPILS (IMP-PUPIL)	SOCIAL SKILLS (IMP-PUPIL-SOC)	'More people playing together and not arguing.'

	TALKING & LISTENING SKILLS (IMP-PUPIL-T&L)	'They have stopped arguing a lot more and are actually listening when others talking' 'At first they weren't really listening, they were just trying to say something to annoy the other person, they listen now.'
	CONFLICT RESOLUTION (OMP-PUPIL-CON-RES)	'Less arguing inside and outside,'
	SAFETY (IMP-PUPIL-SAFE)	'It is safer now' 'Safer in the playground with peer mediators.' 'Talking helps stop it quicker and not get to a higher level.'
	ETHOS (IMP-PUPIL-ETHOS)	'It's so much better when we all listen to each other.' 'Questions helps us listen to each other and stay calm.'
IMPACT ON SELF (IMP-SELF)	TALKING & LISTENING SKILLS (IMP-SELF-T&L)	'..has helped me be able to talk about how I feel and think how to help, not just get angry,'
	CONFIDENCE (IMP-SELF-CONF)	'It has helped me with my confidence to talk to others more openly.' 'I am more skilled at talking and listening.'
	INDEPENDENCE (IMP-SELF-IND)	'Helps me be more independent.' 'We don't always need the teachers to help if we fall out.'
	SOCIAL SKILLS (IMP-SELF-SS)	'It helps with my friends.' 'I'm a better friend when I talk more about stuff that happens.'
	FRAMEWORK (IMP-SELF-FRA)	'We have something to use to help if we fall out,' 'Using the same questions helps
	ETHOS (IMP-SELF-ETHOS)	'The school feels safer too.' 'We know the adults will listen to our side.'
	CONFLICT RESOLUTION (IMP-SELF- CON-RESOL)	'Sometimes I use them (5 questions) with my own friends.' 'Helps you make up with your own friends when you fall out with them.' 'Using the questions help you understand them (friends) more. Like if they are in a mood and you talk to them it helps you understand why.'

IMPACT ON ADULTS (IMP-ADULT)	TALKING & LISTENING SKILLS (IMP-ADULT-T&L)	'Adults hear our side more and let everyone explain.'
	FRAMEWORK (IMP-ADULT-FRA)	'The adults' use the 5 questions too, so we all know what is being used.'
	EXPECTATIONS (IMP-ADULT-EXP)	'It helps if we all use the same.' 'Adults are using it more now, it's better.'
	ETHOS (IMP-ADULT-ETHOS)	'I think there is less shouting from adults.' 'We know we will be listened to.'
EMBEDDING (EMBED)	TIME (EMBED-TIME)	'..takes time to get used to.' 'At first we didn't really know what to do.'
	PRACTISE (EMBED-PRAC)	'It is easier to use the questions once you have practised.'
	CONSISTENCY (EMBED-CON)	'We need to all use it so we are all getting the same,'
CHALLENGES (CHAL)	TIME (CHAL-TIME)	'The (conversations) can take a bit longer...'
	CONSISTENCY (CHAL-CON)	'The peer mediation training helped too; we should all get it so we're all using it.'
	VARIATION (CHAL-VAR)	'Not everyone can listen well.'

Table 55

First and Second Order Coding from the Pupil Focus Group in Table 54 above.

IMPACT ON OTHER PUPILS (IMP-PUPIL)	
IMP-PUPIL-SOC	**Impact of pupils social skills**
IMP-PUPIL-T&L	**Impact of pupils talking and listening skills**
IMP-PUPIL-CON-RES	**Impact on pupils conflict resolution skills**
IMP-PUPIL-SAFE	**Impact on pupils feelings of safety**
IMP-PUPIL-ETHOS	**Impact of ethos for pupils**
IMPACT ON SELF (IMP-SELF)	
IMP-SELF-T&L	Impact on own talking and listening skills
IMP-SELF-CONF	Impact on own confidence
IMP-SELF-IND	Impact on own independence
IMP-SELF-SS	Impact on own social skills
IMP-SELF-FRA	Impact on self in terms of using a framework
IMP-SELF-ETHOS	Impact on school ethos
IMP-SELF- CON-RESOL	Impact on own conflict resolution skills
IMPACT ON ADULTS (IMP-ADULT)	
IMP-ADULT-T&L	Impact on adults talking and listening skills
IMP-ADULT-FRA	Impact on adults framework of practice
IMP-ADULT-EXP	Impact on adult expectations

IMP-ADULT-ETHOS		Impact on school ethos
SUCCESSFUL EMBEDDING (SUC-EMBED)		
SUC-EMBED-TIME		Successful embedding requires time
SIC-EMBED-PRAC		Successful embedding requires practising
SUC-EMBED-CON		Successful embedding requires consistency
CHALLENGES (CHAL)		
CHAL-TIME		Challenge of time
CHAL-CON		Challenge around consistency
CHAL-VAR		Challenge around variation

8.3.2 Staff Focus Group

A focus group was carried out with a sample of staff from across the school (n=10). The sample included support for learning workers, classroom teachers and senior management team. As with the pupil focus group, data was transcribed, and a coding process was used to analyse the data qualitatively. First-level coding, as described by Miles and Huberman (1994), was initially employed to summarise segments of the data. Again, to enhance reliability, two researchers independently explored the first level codes, creating concepts which were subsumed into emerging categories or second-level codes. All concepts and evolved categories were reviewed through 'constant comparison method' to reach saturation and avoid duplication of categories (Miles & Huberman, 1994). Second level codes were generated through reflection of first level codes through searching for logical relationships between the emergent categories. First level codes, second level codes and examples can be seen in table 56 below.

Table 56

Second Level Coding, First Level Coding, and example quotes from the Staff Focus group.

STAFF FOCUS GROUP		
Second Level Code	First Level Code	Examples
IMPACT- PUPILS (IMP-PUPIL)	ETHOS (IMP-PUPIL-ETHOS)	'They (pupils) know they will be listened to' 'I think the children now know that they won't just be given a row that they can come to you to speak, and we will listen'
	SUCCESS (IMP-PUPIL-SUC)	'works for the majority of the children'
	LISTENED TO (IMP-PUPIL-LIS)	'a big part of what these children feel is that they have been listened to'

	RELATIONSHIPS (IMP-PUPIL-RELA)	'peer mediators scaffold the conversations with the infants'
		'infants to have the skills themselves… progress along those lines can be seen'
		'Need to support the children to respect themselves first'
		'They (pupils) are better at coming up to you and sitting down and having a chat'
		'You need to decide about what has happened and know the children, and what will allow them to feel heard and listened to'
	CONFLICT RESOLUTION (IMP-PUPIL-RESOL)	'The ones that can use it quite effectively with me, want to just check in with me and let me know this has happened and could I go and have a quite chat with them in the corner'
		'they (pupils) go into the corner and use the questions with one another'
		'pupils can often lead the conversation with each other'
		'Supporting them to be honest and upfront about something they have done and able to take responsibility and ownership for something they have done'
		'…great that you want to say sorry and mend it but you also have to learn from it – this is happening spontaneously more'
		'Quite a few of them are good at saying I will play with them at lunch time and that, they can see that it needs to go beyond just saying sorry'
		'And how are you going to show you are not going to do it (again)'
		'I haven't been here for that long, but I can see the difference in them coming to speak about things'
		'Before they would start off thinking I am not going to talk and put a barrier up straight away and get annoyed'

		'Whereas now they will come looking to talk and explain their side knowing we will listen'
		'They know that we will have both sides of the story and are getting much better at waiting and allowing this'
		'They generally are accepting of listening to both sides'
	SOCIAL SKILLS/EMPATHY (IMP-PUPIL-SOC)	'bit that really works I think is 'how do you think others feel'
		'getting them to think about how the other person is feeling and their part in it'
		'(pupils are) using the strategies and process'
		'The explicit focus on how it (actions) impacts others really builds it (empathy) as the often don't notice'
		'Some children maybe don't know another way or how to solve conflict – this shows them'
		'they are quite good at recognising they have done damage to a relationship now'
	TRUST	'Building trust and being able to have that conversation between children'
		'If they do something wrong it won't be held against them all day, when it's dealt with it's done'
		'The perception can also be hard – some children think nothing has happened to someone else and they did the same thing, so it is about being honest and explicit as well'
IMPACT-STAFF (IMP-STAFF)	RELATIONSHIPS (IMP-STAFF-RELA)	'Supporting them to be honest and upfront about something they have done and able to take responsibility and ownership for something they have done – and staff.'
		'We are quite good at communicating to check in what has happened at breaks and how it can be supported in class too – I think this is really important to know to give context'
	SUPPORTING PUPILS	

	(IMP-STAFF-SUP-PUPIL)	
IMPACT-SYSTEMS (IMP-SYS)	SYSTEMIC CHANGE (IMP-SYS-CHAN)	'We're using peer mediation in the infant yard and rolling this out further up.'
		'meeting weekly with the peer mediators on a Thursday'
		'Whole school vision, values and aims which is being pushed at the moment'
CHALLENGES (CHAL)	READINESS (CHAL-READ)	'Sometimes some of them are in fight or flight mode straight away'
		'need to let them cool down first'
		'Some aren't ready until the next day and are still red hot about it'
		'some need a lot more time to chat or time to cool down first than others'
	TIME (CHAL-TIME)	'going through the questions if it is something that has happened in class can take a bit of time'
		'Time to have the conversations does eat into your learning and teaching time which can be challenging'
		'obviously you want to resolve anything so that they are ready to come in and learn so it is trying to get a good balance'
	AGE (CHAL-AGE)	'Further up the school they might need longer to chat and move forward'
	ENGAGEMENT PUPILS (CHAL-ENG-PUPIL)	'The kids can be very different outside and often respect less outside'
		'some children think nothing has happened to someone else'
	ENGAGEMENT STAFF (CHAL-ENG-STAFF)	'Some staff weren't so sure at first'
		'People's mindset can impact the success.'
	ASN (CHAL-ENG-ASN)	'I have a few that because of their different needs, they are not ready for that yet'
SUPPORTS (SUP)	IMPLEMENTATION (SUP-IMP)	'having a short conversation to let them be heard can be good until you get time to go through all of the questions'
	SETTING (SUP-SET)	'Outside in the playground it works more in the infant yard that it does in the upper'

		'Sometimes outside the class is better as they can be calmer'
	EXPLICIT (SUP-EXP)	'It's about being honest and explicit with the process. Then it works best'
	EXPECTATIONS (SUP-EXP)	'you don't need to be best friends but we need to be in a place where we can move forward'
	CONSISTENCY (SUP-CON)	'We do need to be more consistent now - the wee ones are much more settled and respond well to a restorative approach'
	READINESS (SUP-READ)	'few of the children that the conversation doesn't work as well for as they are not ready'
		'need to wait until they are really willing to take that ownership or responsibility'
		'it can be harder out in the yard because they can often still be at that point of being annoyed or upset, and still at that stage of confrontation'
		'Sometimes you are just better leaving them at that point and coming back to it'
		'need to let them cool down first.'
		'Some aren't ready until the next day and are still red hot about it'
		'some need a lot more time to chat or time to cool down first than others'

Table 57

First and Second Order Coding for the Staff Focus Group shown in Table 56 above.

Coding:	
IMPACT- PUPILS (IMP-PUPIL)	
IMP-PUPIL-ETHOS	Impact on pupil ethos
IMP-PUPIL-SUC	Impact on success for pupils
IMP-PUPIL-LIS	Impact that pupils feel listened to
IMP-PUPIL-RELA	Impact on pupil relationships
IMP-PUPIL-RESOL	Impact on pupils conflict resolution skills
IMP-PUPIL-SOC	Impact on pupils social skills
	TRUST
IMPACT-STAFF (IMP-STAFF)	
IMP-STAFF-RELA	Impact on staff relationships
IMP-STAFF-SUP-PUPIL	Impact on staff supporting pupils
IMPACT-SYSTEMS (IMP-SYS)	
(IMP-SYS-CHAN)	Impact on systemic change

CHALLENGES (CHAL)	
CHAL-READ	Challenge of readiness
CHAL-TIME	Challenge of time
CHAL-AGE	Challenge of age
CHAL-ENG-PUPIL	Challenge of engagement of pupils
CHAL-ENG-STAFF	Challenge of engagement of staff
CHAL-ENG-ASN	Challenge with pupils with additional support needs
SUPPORTS (SUP)	
SUP-IMP	Support of implementation
SUP-SET	Support of setting
SUP-EXP	Support of being explicit
SUP-EXP	Support of expectations
SUP-CON	Support of consistency
SUP-READ	Support of readiness

8.3.3 Staff Semi-Structured Interviews

Semi-structured interviews were carried out with a sample of staff from across the school (n=5). The sample included the Head Teacher, Working Group lead (Principal Teacher) and class teachers of the pupils who completed the 'Me and My School Questionnaire'. Following transcription of the interviews, a coding process was used to analyse the data qualitatively. First-level coding, as described by Miles and Huberman (1994), was initially employed to summarise segments of the data. To enhance reliability, as with the focus group data, two researchers independently explored the first level codes, creating concepts which were subsumed into emerging categories or second-level codes. Concepts and evolved categories were dealt with through 'constant comparison method' to reach saturation and avoid duplication of categories (Miles & Huberman, 1994). Second level codes were generated through reflection of first level codes, through searching for logical relationships between the emergent categories. First level codes, second level codes and examples can be seen in table 58 below.

Table 58

Second Level Coding, First Level Coding and example quotes from the Staff Semi-Structured Interviews.

STAFF SEMI-STUCTURED INTERVIEWS		
Second Level Code	First Level Code	Examples
IMPACT ON PUPILS (IMP-PUPIL)	SOCIAL SKILLS (IMP-PUPIL-SOC)	'The older ones help model skills to the younger ones; it helps them all.'
		'children are more aware of themselves.'
	TALKING & LISTENING SKILLS (IMP-PUPIL-T&L)	'…isn't such a quick escalation to defensiveness or denial.'
		'I think hearing all sides of the story, adults too, helps with understanding and empathy for one another.'
	CONFLICT RESOLUTION (OMP-PUPIL-CON-RES)	'I would say a lot of the children are better at taking responsibility for their part in an argument.'
		'The predictable structure helps keep everyone calm and they know they will be listened to.'
	ETHOS (IMP-PUPIL-ETHOS)	'Children are more aware of how they can impact others.'
		'more of a sense of community now.'
		'we are working together more.'
		'pupils feel more part of the school, not just that they come here.'
	LEARNING (IMP-PUPIL-LEARN)	'children are more in a place to learn when they feel listened to and supported.'
		'A calmer class allows the children more time to focus on learning.'
		'There are lots of skills that the children are learning – they all impact on more formal learning.'
IMPACT ON SELF (IMP-SELF)	TALKING & LISTENING SKILLS (IMP-SELF-T&L)	'a relational approach helps us all to focus on really listening to one another and I think that is something I have learned too.'

		'We try to use consistent and positive language around the schools.'
		'can highlight the power of the words that we used.'
		'can hear the children repeating language that they have heard – it is important that we model the language that we want them to use.'
	CONFIDENCE (IMP-SELF-CONF)	'I think we all have a more confidence when we see an approach working.'
	SOCIAL SKILLS (IMP-SELF-SS)	'when we are modelling interactions to children it helps us reflect on our own skills of interaction.'
	FRAMEWORK (IMP-SELF-FRA)	'A framework is useful as we all know how a conversation is going to be structured.'
	ETHOS (IMP-SELF-ETHOS)	'We are a new management team and taking forward a relational approach has helped us work together, and with the staff.' 'The school is a calm place.' 'we are more one big group now.'
	CONFLICT RESOLUTION (IMP-SELF- CON-RESOL)	'I was hesitant at the beginning that a script would seem really artificial when talking, but I have to say using the questions has helped me think about the way I have dealt with things too. In school and in other circumstances.' 'watching the children helping each other solve arguments or challenges is really good to see.'
IMPACT ON ADULTS (IMP-ADULT)	TALKING & LISTENING SKILLS (IMP-ADULT-T&L)	'I would say it has helped adults with their talking and listening skills as well as children. Sometimes we can be quick to jump to conclusions or want to get on with things in class, slowing down and reflecting is a good thing.'
	FRAMEWORK (IMP-ADULT-FRA)	'there is a more consistent approach and expectations which is good after a lot of changes.' 'clear themes run throughout the school from infants to upper.'

	EXPECTATIONS (IMP-ADULT-EXP)	'there is a more consistent approach and expectations which is good after a lot of changes.'
		'there are clearer expectations amongst staff – this helps with a more common language too.'
	ETHOS (IMP-ADULT-ETHOS)	'I think staff feel more settled and we all realise a nurturing and relational approach is for staff and children.'
		'probably fewer staff absences.'
	WIDER (IMP-ADULT-WIDE)	'Staff are taking more responsibility for supporting behaviour in the classroom.'
		'Fewer incidents are coming up to SLT level.'
		'It fits well with our relaunch of school vision, values and aims.'
		'I think it came at the right time – there had been a lot of changes in the school over recent years and we needed a common focus.'
		'Runs alongside the nurturing school and focus on attachment and wellbeing.'
EMBEDDING (EMBED)	TIME (EMBED-TIME)	'it is something we will need to keep coming back to, it's not 'done'.'
		'we see it as a 3-5 year plan.'
	PRACTISE (EMBED-PRAC)	'it has been a big mindset shift for some people, that takes time and practise.'
		'adults and children need to practise the skills, like any new learning.'
		'repetition is key until it becomes the norm.'
	CONSISTENCY (EMBED-CON)	'there is always going to be variation in practice but trying to create similarities is key.'
CHALLENGES (CHAL)	TIME (CHAL-TIME)	'it does take time – time to use the approaches but also time for mindset shift.'

		'time is a challenge but I also thing people's perception of how long it would take is also a challenge.'
		'it does take longer, especially at the beginning.'
	CONSISTENCY (CHAL-CON)	'staff are all at different stages in their thinking and practice so a main challenge is bringing people forward together and at a pace that the feel supported.'
		'some people pick things up and run with them whereas other need to see things working first. Keeping expectations clear and similar can help with this.'
	VARIATION (CHAL-VAR)	'There needs to be a balance between allowing teachers to use their own style but also having a consistent approach. If there isn't enough consistency it is hard to know of the impact and also so the children know what to expect.'
		'staff wanting to do their own thing sometimes.'
	CHANGES (CHAL-CHAN)	'will need to revisit the principles regularly to refresh and also for staff changes.'

Table 59

First and Second Order Coding for the Staff Semi-Structured Interview in Table 58 above.

IMPACT ON PUPILS (IMP-PUPIL)	
IMP-PUPIL-SOC	**Impact on pupils social skills**
IMP-PUPIL-T&L	**Impact on pupils talking and listening skills**
IMP-PUPIL-CON-RES	**Impact on pupils conflict resolution skills**
IMP-PUPIL-SAFE	**Impact on pupils feelings of safety**
IMP-PUPIL-LEARN	**Impact of pupils learning**
IMPACT ON SELF (IMP-SELF)	
IMP-SELF-T&L	Impact on own talking and listening skills
IMP-SELF-CONF	Impact on own confidence
IMP-SELF-SS	Impact on own social skills
IMP-SELF-FRA	Impact on self in terms of using a framework
IMP-SELF-ETHOS	Impact on school ethos
IMP-SELF- CON-RESOL	Impact on own conflict resolution skills

IMPACT ON ADULTS (IMP-ADULT)									
IMP-ADULT-T&L			Impact on adults talking and listening skills						
IMP-ADULT-FRA			Impact on adults framework of practice						
IMP-ADULT-EXP			Impact on adult expectations						
IMP-ADULT-ETHOS			Impact on school ethos						
IMP-ADULT-WIDE			Impact on wider staff group						
SUCCESSFUL EMBEDDING (SUC-EMBED)									
SUC-EMBED-TIME			Successful embedding requires time						
SIC-EMBED-PRAC			Successful embedding requires practising						
SUC-EMBED-CON			Successful embedding requires consistency						
CHALLENGES (CHAL)									
CHAL-TIME			Challenge of time						
CHAL-CON			Challenge around consistency						
CHAL-CHAN			Challenge of school changes						

8.4 Secondary Data

8.4.1 X Primary School Data

Secondary data was gathered from the local authority Education Support and Research Group (ESRG) to provide a context and profile for X Primary School. Collation of this data also supported triangulation of results from qualitative and quantitative data gathered through the research. Secondary data of interest spanned from 2007-2016 and included aspects such as school roll, attendance, and exclusion figures, amongst other factors. A series of tables and figures below illustrate this data.

Table 60

School roll, attendance, English as an Additional Language (EAL), exclusion per 1000 of the population, exclusions per incident and Free School Meals (FSM) for X Primary School from 2007-2016.

Date	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Roll	258	256	298	309	326	347	342	337	360	387
Attendance	93.9	94.6	93.5	92.9	94.4	93.4	94.1	93.5	93.5	93.5
English as an Additional Language	3	5	4	6	4	2	17	19	35	41
Exclusions per 1000	11.6	0.0	0.0	0.0	9.2	8.6	11.7	5.9	5.6	7.8
Exclusions per Incident	3	0	0	0	3	3	4	2	2	3
FSM (%)	34.9	30.3	28.9	38.2	32.7	29.2	34.6	30.4	28.6	27.9
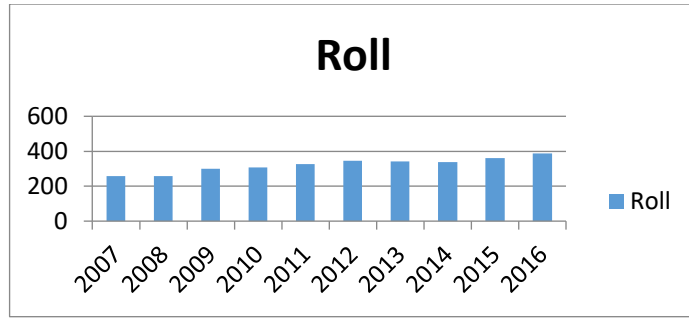
Figure 44

School roll for X Primary School from 2007-2016.
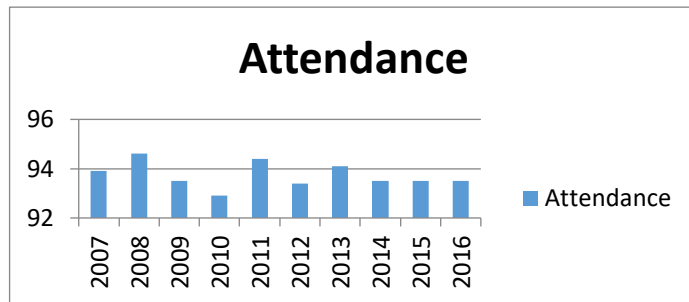
Figure 45

Attendance figures for X Primary School from 2007-2016.
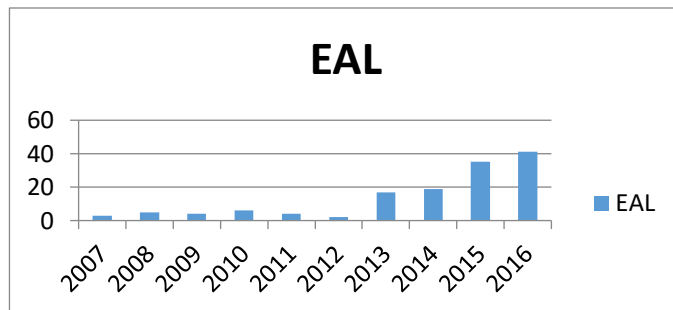
Figure 46

English as Additional Language (EAL) numbers in X Primary School from 2007-2016.
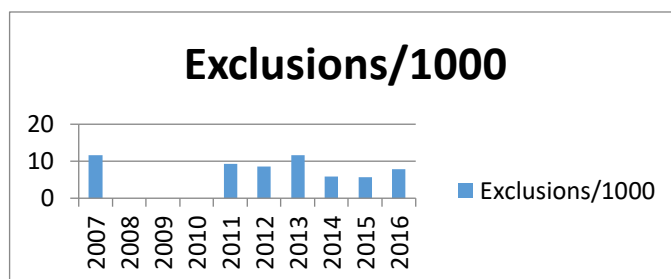
Figure 47

Exclusions per 1000 of the population within X Primary School from 2007-2016
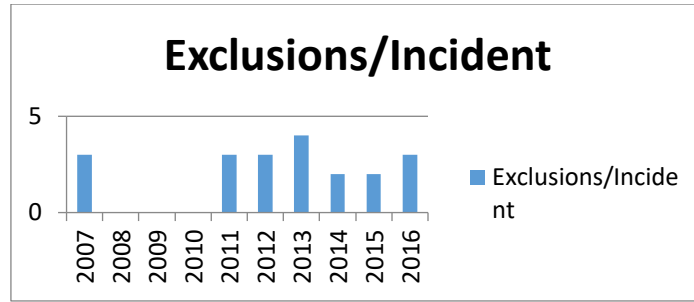
Figure 48

Exclusions per incident within X Primary School from 2007-2016.
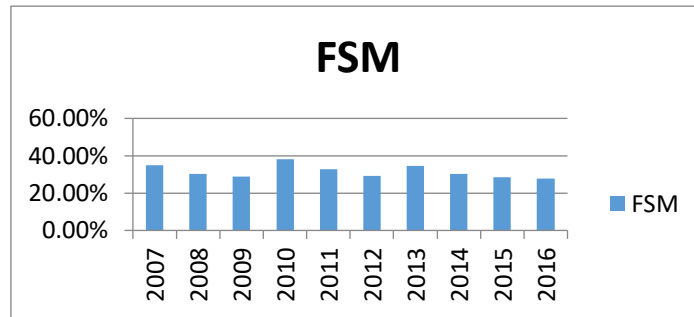
Figure 49

Free School Meal (FSM) entitlement for X Primary School from 2007-2016.

Table 61

Percentage of young people in each Scottish Index of Multiple Deprivation (SIMD) decile in X Primary School. N refers to the number of pupils.

SIMD Decile																			
1		2		3		4		5		6		7		8		9		10	
n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
218	56.8	105	27.3	3	0.8	38	9.9	3	0.8	6	1.6	6	1.6	4	1.0	1	0.3	0	0.0
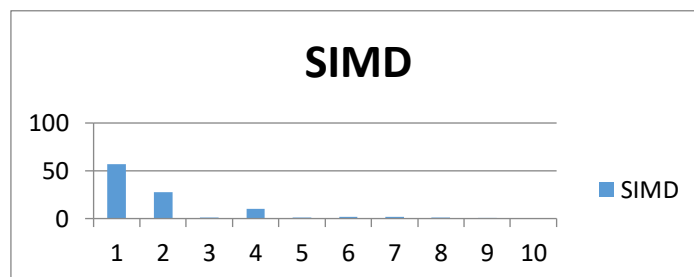
Figure 50

Percentage of young people in each Scottish Index of Multiple Deprivation (SIMD) decile in X Primary School.

Table 62

Percentage of young people in the 15% most deprived datazones in Scotland in X Primary School.

	2009	**2012**	**2016**
% of pupils on the roll who have their address in the 15% most deprived datazones in Scotland	60.7%	65.4%	70.6%
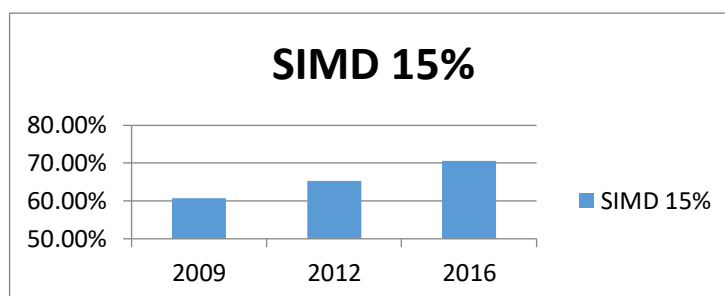
Figure 51

Percentage of young people in the 15% most deprived datazones in Scotland in X Primary School.

Over the period of 2007-2016 X Primary School role increased by 129 (50%), attendance remained relatively stable peaking at 94.6% in 2008 and dipping to 92.9% in 2010. Most recently, attendance figures were 93.5% in 2016. Pupils with English as an additional language (EAL) has increased significantly, from 3 in 2007 to 41 in 2016. Exclusions per 1000 population peaked and dipped over the time frame, varying from 0.0 to 11.7. At the most recent data collection in 2016 it was 7.8. Again, exclusions per incident peaked and dipped over the time, between 0 and 4 incidents. In 2016, there were 3 exclusions per incident. Free School Meal (FSM) entitlement has varied between 2007 and 2016 with a peak in 2010 at 38.2% and dip in 2016 at 27.9%. With regards to SIMD centile, 84.1% of pupils attending the school live within SIMD 1 and 2 centiles. SIMD centiles 1 and 2 are the most deprived areas in Scotland. This data indicates that X Primary School is located within an area of high deprivation in the Northeast of the city.

8.4.2 X Primary School

Table 63

Statistics for X Primary school from 2007-2016.

Statistic	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Roll	258	256	298	309	326	347	342	337	360	387
Attendance	93.9	94.6	93.5	92.9	94.4	93.4	94.1	93.5	93.5	93.5
EAL	3	5	4	6	4	2	17	19	35	41
Exc per 1000	11.6	0.0	0.0	0.0	9.2	8.6	11.7	5.9	5.6	7.8
Exc Incidents	3	0	0	0	3	3	4	2	2	3
FSM	34.9%	30.3%	28.9%	38.2%	32.7%	29.2%	34.6%	30.4%	28.6%	27.9%

Table 64

Glasgow average statistics from 2007-2016.

Statistic	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Roll	37831	36920	36534	36249	36381	36752	37544	38496	39610	40681
Attendance	93.1	93.2	93.0	92.6	93.8	93.8	94.1	93.7	94.1	93.7
EAL	4092	4902	5207	5437	5605	5822	6409	6885	7117	8051
Exc per 1000	21.1	18.6	14.6	14.8	12.5	11.5	11.5	9.2	9.7	12.8
Exc Incidents	774	685	526	535	454	422	431	355	384	520
FSM	36.8%	34.5%	31.5%	36.3%	36.1%	35.3%	35.0%	35.1%	34.3%	32.3%

The data for X Primary School can be compared with the city average. In 2016 the average attendance in the city was 93.7% with X Primary School being slightly below at 93.5%. Average Free School Meal entitlement was 32.3% in the city with 27.9% in X Primary School.

8.4.3 FOCUS Data

Data from the local authority FOCUS programme was collated to further develop a profile of X Primary School and triangulate research results. Curriculum for Excellence data between 2015-2018 is outlined below for X Primary Schools and comparator schools in the area.

8.4.3.1   2015/16

Table 65

Curriculum for Excellence component and the number and percentage of pupils who have achieved their expected level.

	CfE Component	Number Pupils
1	Reading	72% (110)
2	Writing	65% (100)
3	Listening & Talking	77% (118)
4	Numeracy	61% (93)
5	Literacy	64% (98)

Table 66

Curriculum for Excellence component, percentage and number of pupils who achieved within each quintile. Quintile 1 includes SIMD 1 and 2, Quintile 2 includes SIMD 3 and 4, Quintile 3 includes SIMD 5 and 6, Quintile 4 includes SIMD 7 and 8, Quintile 5 includes SIMD 9 and 10.

	CfE Component	All Pupils	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
1	Reading	72% (110)	69% (86)	88% (14)	75% (3)	78% (7)	0% (0)
2	Writing	65% (100)	63% (78)	81% (13)	75% (3)	67% (6)	0% (0)
3	Listening & Talking	77% (118)	76% (94)	88% (14)	75% (3)	78% (7)	0% (0)
4	Numeracy	61% (93)	60% (74)	69% (11)	75% (3)	56% (5)	0% (0)

Table 67

Curriculum for Excellence component and the number and percentage of pupils who achieved.

	CfE Component	Below 80%	80% - 90%	Above 90%
1	Reading	50% (3)	65% (24)	75% (83)
2	Writing	50% (3)	54% (20)	70% (77)
3	Listening & Talking	50% (3)	70% (26)	81% (89)
4	Numeracy	33% (2)	43% (16)	68% (75)

Table 68

Curriculum for Excellence components in relation to Looked After status.

	CfE Component	Looked after at home	Looked after away from home	Not LAC
1	Reading	60% (3)	0% (0)	73% (107)
2	Writing	60% (3)	0% (0)	66% (97)
3	Listening & Talking	60% (3)	0% (0)	78% (115)
4	Numeracy	20% (1)	0% (0)	63% (92)

Table 69

Curriculum for Excellence components in relation to Child Protection status.

	CfE Component	Number Registered	Number Not Registered
1	Reading	67% (53)	77% (57)
2	Writing	59% (47)	72% (53)
3	Listening & Talking	73% (58)	81% (60)
4	Numeracy	59% (47)	62% (46)

Table 70

Curriculum for Excellence components in relation to gender.

	CfE Component	Number of Male Pupils	Number of Female Pupils
1	Reading	64% (49)	79% (61)
2	Writing	58% (44)	73% (56)
3	Listening & Talking	68% (52)	86% (66)
4	Numeracy	64% (49)	57% (44)

Table 71

Curriculum for Excellence components in relation to comparator schools.

	Schools	Rating	Reading	Writing	Listening & Talking	Numeracy
1	X Primary School	-	72% (110)	65% (100)	77% (118)	61% (93)
2	A Primary School	***	63% (111)	55% (96)	65% (114)	69% (122)
3	B Primary School	***	85% (131)	68% (105)	91% (140)	69% (107)
4	C Primary School	***	75% (117)	69% (109)	85% (133)	80% (125)
5	D Primary School	***	80% (89)	74% (82)	86% (96)	85% (94)
6	E Primary School	***	79% (82)	71% (74)	84% (87)	72% (75)
7	F Primary School	***	83% (150)	80% (145)	92% (166)	91% (165)

	Schools	Rating	Reading	Writing	Listening & Talking	Numeracy
8	G Primary School	***	83% (144)	78% (136)	84% (147)	82% (143)
9	H Primary School	***	84% (118)	79% (111)	88% (123)	86% (121)
10	I Primary School	***	78% (140)	79% (141)	91% (163)	91% (162)
11	J Primary School	***	68% (48)	62% (44)	76% (54)	68% (48)
12	Glasgow City Primary Schools Total	***	74.3% (0)	69.4% (0)	79.8% (0)	75.4% (0)

8.4.3.2   2016/17

Table 72

Curriculum for Excellence component and the number and percentage of pupils who have achieved their expected level.

	CfE Component	Number Pupils
1	Reading	72% (127)
2	Writing	79% (139)
3	Listening & Talking	87% (154)
4	Numeracy	81% (143)
5	Literacy	72% (127)

Table 73

Curriculum for Excellence component, percentage and number of pupils who achieved within each quintile. Quintile 1 includes SIMD 1 and 2, Quintile 2 includes SID 3 and 4, Quintile 3 includes SIMD 5 and 6, Quintile 4 includes SIMD 7 and 8, Quintile 5 includes SIMD 9 and 10.

	CfE Component	All Pupils	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
1	Reading	72% (127)	73% (111)	67% (12)	100% (1)	50% (2)	100% (1)
2	Writing	79% (139)	80% (123)	67% (12)	100% (1)	50% (2)	100% (1)
3	Listening & Talking	87% (154)	88% (134)	89% (16)	100% (1)	50% (2)	100% (1)
4	Numeracy	81% (143)	81% (124)	83% (15)	100% (1)	50% (2)	100% (1)

Table 74

Curriculum for Excellence component and the number and percentage of pupils who achieved.

	CfE Component	Below 80%	80% - 90%	Above 90%
1	Reading	67% (8)	62% (16)	85% (97)
2	Writing	33% (4)	58% (15)	78% (89)
3	Listening & Talking	50% (6)	65% (17)	88% (100)
4	Numeracy	33% (4)	58% (15)	79% (90)

Table 75

Curriculum for Excellence components in relation to Looked After status.

	CfE Component	Looked after at home	Looked after away from home	Not LAC
1	Listening & Talking	67% (2)	100% (2)	87% (150)
2	Numeracy	67% (2)	100% (2)	81% (139)
3	Reading	67% (2)	100% (2)	72% (123)
4	Writing	67% (2)	100% (2)	78% (135)

Table 76

Curriculum for Excellence components in relation to Child Protection status.

	CfE Component	Number Registered	Number Not Registered
1	Reading	71% (70)	73% (57)
2	Writing	76% (75)	82% (64)
3	Listening & Talking	87% (86)	87% (68)
4	Numeracy	86% (85)	74% (58)

Table 77

Curriculum for Excellence components in relation to gender.

	CfE Component	Number of Male Pupils	Number of Female Pupils
1	Reading	67% (51)	75% (76)
2	Writing	71% (54)	84% (85)
3	Listening & Talking	83% (63)	90% (91)
4	Numeracy	79% (60)	82% (83)

Table 78

Curriculum for Excellence components in relation to comparator schools.

	Schools	Rating	Reading	Writing	Listening & Talking	Numeracy
1	X Primary School	-	72% (127)	79% (139)	87% (154)	81% (143)
2	A Primary School	***	77% (127)	65% (108)	78% (129)	66% (110)
3	B Primary School	***	77% (133)	74% (127)	92% (159)	78% (134)
4	C Primary School	***	85% (148)	81% (142)	89% (156)	83% (146)
5	D Primary School	***	77% (89)	70% (80)	91% (105)	85% (98)
6	E Primary School	***	70% (81)	59% (68)	82% (94)	70% (81)
7	F Primary School	***	78% (142)	78% (141)	96% (174)	80% (145)
8	G Primary School	***	86% (158)	86% (158)	92% (170)	82% (151)
9	H Primary School	***	78% (84)	81% (88)	78% (84)	80% (86)
10	I Primary School	***	77% (156)	68% (138)	86% (174)	88% (177)
11	J Primary School	***	76% (60)	63% (50)	86% (68)	82% (65)
12	Glasgow City Primary Schools Total	***	75.9% (0)	70.8% (0)	81.8% (0)	76.4% (0)

8.4.3.3   2017/18

Table 79

Curriculum for Excellence component and the number and percentage of pupils who have achieved their expected level.

	CfE Component	Number Pupils
1	Reading	85% (143)
2	Writing	84% (142)
3	Listening & Talking	85% (143)
4	Numeracy	87% (147)
5	Literacy	84% (142)

Table 80

Curriculum for Excellence component, percentage and number of pupils who achieved within each quintile. Quintile 1 includes SIMD 1 and 2, Quintile 2 includes SID 3 and 4, Quintile 3 includes SIMD 5 and 6, Quintile 4 includes SIMD 7 and 8, Quintile 5 includes SIMD 9 and 10.

	CfE Component	All Pupils	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
1	Reading	85% (143)	83% (115)	86% (18)	100% (7)	100% (2)	0% (0)
2	Writing	84% (142)	83% (115)	81% (17)	100% (7)	100% (2)	0% (0)
3	Listening & Talking	85% (143)	83% (115)	86% (18)	100% (7)	100% (2)	0% (0)
4	Numeracy	87% (147)	86% (118)	90% (19)	100% (7)	100% (2)	0% (0)

Table 81

Curriculum for Excellence component and the number and percentage of pupils who achieved.

	CfE Component	Below 80%	80% - 90%	Above 90%
1	Reading	90% (9)	69% (27)	89% (107)
2	Writing	90% (9)	69% (27)	88% (106)
3	Listening & Talking	90% (9)	72% (28)	88% (106)
4	Numeracy	70% (7)	74% (29)	92% (111)

Table 82

Curriculum for Excellence components in relation to Looked After status.

	CfE Component	Looked after at home	Looked after away from home	Not LAC
1	Reading	88% (7)	100% (1)	84% (135)
2	Writing	88% (7)	100% (1)	84% (134)
3	Listening & Talking	88% (7)	100% (1)	84% (135)
4	Numeracy	75% (6)	100% (1)	88% (140)

Table 83

Curriculum for Excellence components in relation to Child Protection status.

	CfE Component	Number Registered	Number Not Registered
1	Reading	80% (78)	90% (65)
2	Writing	79% (77)	90% (65)
3	Listening & Talking	79% (77)	92% (66)

	CfE Component	Number Registered	Number Not Registered
4	Numeracy	86% (83)	89% (64)

Table 84

Curriculum for Excellence components in relation to gender.

	CfE Component	Number of Male Pupils	Number of Female Pupils
1	Reading	79% (62)	89% (81)
2	Writing	78% (61)	89% (81)
3	Listening & Talking	78% (61)	90% (82)
4	Numeracy	86% (67)	88% (80)

Table 85

Curriculum for Excellence components in relation to comparator schools.

	Schools	Rating	Reading	Writing	Listening & Talking	Numeracy
1	X Primary School	-	85% (143)	84% (142)	85% (143)	87% (147)
2	A Primary School	***	73% (135)	67% (125)	76% (141)	75% (140)
3	B Primary School	***	85% (132)	80% (125)	96% (149)	81% (126)
4	C Primary School	***	86% (150)	83% (145)	89% (156)	86% (150)
5	D Primary School	***	74% (78)	69% (72)	88% (92)	77% (81)
6	E Primary School	***	80% (82)	75% (76)	82% (84)	79% (81)
7	F Primary School	***	85% (162)	82% (157)	94% (180)	83% (159)
8	G Primary School	***	88% (181)	84% (173)	90% (186)	85% (175)
9	H Primary School	***	85% (97)	85% (97)	89% (102)	92% (105)
10	I Primary School	***	75% (149)	72% (143)	81% (161)	83% (165)
11	J Primary School	***	61% (50)	54% (44)	73% (60)	63% (52)
12	Glasgow City Primary Schools Total	***	76.3% (0)	71.2% (0)	82.9% (0)	77.3% (0)

Several patterns can be seen from the Curriculum for Excellence data for X Primary School between 2015 and 2018 in relation to the current research. With regards to overall CfE components there has been a steady increase across all five areas; reading (72-85%), writing (65-84%), listening and talking (77-87%), numeracy (61-87%), and literacy (64-84%). A similar pattern can be seen for the target population Quintile 1 (SIMD 1&2) between 2015 and 2018 across four CfE areas; reading (72-85%), writing (65-84%), listening and talking (77-85%) and numeracy (61-87%). Percentage of pupils achieving expected results also steadily increased over the time period for children and young people who were looked after at home across

the four CfE components, reading (60-88%), writing (60-88%), listening and talking (60-88%) and numeracy (20-75%). The number of young people achieving expected results increased for those experiencing child protection concerns. This was apparent across all CfE components: reading (67-80%), writing (59-79%), listening and talking (73-79%) and numeracy (59-86%). An increase was also recorded for both males – reading (64-80%), writing (58-79%), listening and talking, (68-79%) and numeracy (64-86%) – and females – reading (79-90%), writing (73-90%), listening and talking (86-92%) and numeracy (57-89%). Finally, with regards to comparator schools and Glasgow City Council averages, X Primary School was achieving below average for all of the areas in 2015/2016, progressing to above average for writing, listening and talking and numeracy in 2016/2017 and continued to increase above average for all four component areas in 2017/2018. The secondary data will contribute to triangulation of findings from the mixed methods approach.

8.5   Triangulation of Data

The following section collates the qualitative and quantitative data gathered. Data was triangulated to explore the impact of the intervention for each of the research questions. The research questions explored were:

1. Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school?
2. Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school?
3. Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within the school?
4. Will implementation of a whole school restorative approach enhance relationships between pupils in the school?
5. Will implementation of a whole school restorative approach have a positive impact on staff affiliation to school?
6. Will implementation of a whole school restorative approach enhance relationships between staff in the school?
7. Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?
8. Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?
9. Will implementation of a whole school restorative approach enhance pupils' problem-solving skills?
10. Will implementation of a whole school restorative approach allow pupils to be more able to engage in learning?

8.5.1 Quantitative Data

Triangulation of data will firstly be explored in relation to the quantitative questionnaires including the Readiness questionnaire, 'Me and My School' questionnaire and social network analysis for both pupils and staff.

Table 86

Themes, research questions, participants and frequency associated with significant differences between pre and post results for the Readiness and 'Me and My School' questionnaires.

Theme	Research Question	Participant group	Frequency	Overall Frequency
Social connectedness	Will implementation of a whole school restorative approach enhance relationships between pupils in the school? Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	P4a Readiness	1	2
		P5b 'Me and My School'	1	
Adult relationships	Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	P4a Readiness	2	2
Agency	Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school?	P4b Readiness	1	7
		P5a Readiness	1	
		P3 'Me and My School'	2	
		P3 'Me and My School' (NM)	2	
		Staff 'Me and My School'	1	
Affiliation	Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school? Will implementation of a whole school restorative approach have a positive impact on staff affiliation to school?	P5a Readiness	1	4
		P3 'Me and My School' (NM)	1	
		Staff 'Me and My School'	2	
Peer relationships	Will implementation of a whole school restorative approach enhance relationships between pupils in the school?	P5a Readiness	1	1
Autonomy	Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within the school?	P5a Readiness	1	1

Empathy	Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?	P3 'Me and My School'	1	2
		Staff 'Me and My School'	1	
Ability to solve conflict	Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?	P5b 'Me and My School'	1	2
		Staff 'Me and My School'	1	
Peer interactions	Will implementation of a whole school restorative approach enhance relationships between pupils in the school?	P5b 'Me and My School'	1	1
Engagement	Will implementation of a whole school restorative approach allow pupils to be more able to engage in learning?	P5b 'Me and My School'	1	2
		Staff 'Me and My School'	1	
Ethos	Will implementation of a whole school restorative approach enhance relationships between pupils in the school? Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	P5b 'Me and My School'	4	4
Respect	Will implementation of a whole school restorative approach enhance relationships between pupils in the school? Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	Staff 'Me and My School'	1	1

In addition to frequency of themes in the quantitative data aligning to the research questions, the statistically significant questions were also mapped on to research questions.

Table 87

Significant results from the Readiness and 'Me and My School' questionnaires, and associated research questions.

Impact on…	Research Questions	Participants and Questionnaire	Question with statistical difference pre and post intervention
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school?	P4a Readiness	'I am listened to in school.'
		P5a Readiness	'I feel I belong in school.' 'Other pupils in the school care about me.'

			'Adults will ask my opinion about things in school.' 'I feel my opinions are taken on board in school.'
		P3 NM Me and My School	'I like school'
		P3 Me and My School	'Adults in school listen to me'
		P5a Me and My School	'I have people in school I can talk to' 'I enjoy coming to school.' 'My classroom is a good place to be.' 'My school is a good place to be.' 'My school is a calm place.'
		Staff Me and My School	'I let the class make a lot of their own decisions regarding schoolwork.'
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school?	P4b Readiness	'Adults will ask my opinion about things in school.'
		P5a Readiness	'I feel I belong in school.' 'Adults will ask my opinion about things in school.' 'I feel my opinions are taken on board in school.'
		P3 Me and My School	'I get to tell my side of a story'
		P3 NM Me and My School	'Adults in school listen to me' 'I get to tell my side of a story'
		Staff Me and My School	'I let the class make a lot of their own decisions regarding schoolwork.'
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within the school?	P4a Readiness	'If I am upset in school adults will listen to what I have to say.' 'If I am involved in an argument in school, adults listen to my side of what happened.' 'If I have a problem in school adults will help me.'
		P5a Readiness	'Adults will ask my opinion about things in school.'
		P3 NM Me and My School	'I like school' 'Adults in school listen to me' 'I get to tell my side of a story'
		P5a	'My classroom is a good place to be.' 'My school is a good place to be.'

		Me and My School	'I feel my opinions are taken on board in school.'
		Staff Me and My School	'I let the class make a lot of their own decisions regarding schoolwork.'
Pupil	Will implementation of a whole school restorative approach enhance relationships between pupils in the school?	P3 Me and My School	'I like to help others in school'
		P5a Readiness	'Other pupils in the school care about me.'
		P5a Me and My School	'I can sort out problems with my friends' 'My school is a calm place.'
		Staff Me and My School	'The school is a calm place.'
Staff	Will implementation of a whole school restorative approach have a positive impact on staff affiliation to school?	Staff Me and My School	'Adults in the school help each other.' 'I feel part of my class.' 'I feel part of the school'. 'My class respects me.'
Staff	Will implementation of a whole school restorative approach enhance relationships between staff in the school?	P5a Me and My School	'My school is a calm place.'
		Staff Me and My School	'Adults in the school help each other.' 'I feel part of the school.' 'The school is a calm place.'
Staff & Pupil	Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	P4a Readiness	'If I am involved in an argument in school, adults listen to my side of what happened.' 'If I have a problem in school adults will help me.'
		P4b Readiness	'Adults will ask my opinion about things in school.' 'I get to tell my side of a story'
		P5a Readiness	'Adults will ask my opinion about things in school.' 'I feel my opinions are taken on board in school.'
		P3 Me and My School	'Adults in school listen to me'
		P3 NM Me and My School	'Adults in school listen to me'
		P5a Me and My School	'I have people in school I can talk to' 'My school is a calm place.'

		Staff Me and My School	'I adjust my responses and interactions between different pupils.' 'I feel part of my class.' 'I feel part of the school.' 'My class respects me.' 'I let the class make a lot of their own decisions regarding schoolwork.' 'The school is a calm place.'
Pupil	Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?	P3 Me and My School	'I get to tell my side of a story' 'I like to help others in school'
		P3 NM Me and My School	'I get to tell my side of a story'
		P5a Me and My School	'I can sort out problems with my friends' 'If I feel myself getting annoyed I can calm myself down.' 'My school is a calm place.'
		Staff Me and My School	'Pupils take part in solving conflict they are involved in.' 'The school is a calm place.'
Pupil	Will implementation of a whole school restorative approach enhance pupils' problem solving skills?	P3 Me and My School	'I get to tell my side of a story' 'I like to help others in school'
		P3 NM Me and My School	'I get to tell my side of a story'
		P5a Me and My School	'I can sort out problems with my friends My school is a calm place.' 'If I feel myself getting annoyed I can calm myself down.'
		Staff Me and My School	'Pupils take part in solving conflict they are involved in.' 'The school is a calm place.'
Pupil	Will implementation of a whole school restorative approach allow pupils to be more able to engage in learning?		

Finally, the outcomes from Social Network Analyses were considered in relation to the research questions.

Table 88

Triangulation of results with regards to the research questions, social network question and social network analyses.

Impact on…	Research Questions	Social Network	Analysis of Social Network
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school?	P3a Matched SNA Q1 – 'My friend(s) are'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.
		P3a Matched SNA Q2 – 'I play with'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.
		P3a Matched SNA Q3 – 'I like to sit beside'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.
Pupil	Will implementation of a whole school restorative approach enhance relationships between pupils in the school?	P3a Matched SNA Q1 – 'My friend(s) are'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.
		P3a Matched SNA Q2 – 'I play with'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.
		P3a Matched SNA Q3 – 'I like to sit beside'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.

		P3a Matched SNA Q4 – 'If I am worried I talk to'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.
		P5b Matched Q1 – 'In class who do you like to work with?'	The number of communities remained the same, however there was an increase in strong connections.
		P5b Matched Q2 – 'If you are worried, who do you talk to in school?'	A decrease in the average degree indicates that there was an increase in the number of edges per nodes between pre and post. This indicates there was an increase in the number of links each individual person had. A decrease in network diameter between pre and post indicates that relationships became closer.
		P5b Matched Q3 – 'In the playground who do you work with?'	The number of communities remained the same, however there was an increase in strong connections.
Staff	Will implementation of a whole school restorative approach enhance relationships between staff in the school?	Staff SNA Q2 – 'Who in school would you talk to about personal life?'	Increase in strong connections between pre and post.
		Staff SNA Q3 – 'Who in school would you talk to for advice?'	An increase in the average degree indicates that there was an increase in the number of edges per nodes between pre and post. This indicates there was an increase in the number of links each individual person had. Increase in graph density illustrates that the number of possible connections for individuals increased between pre and post.
Staff & Pupil	Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	P3a Matched SNA Q4 – 'If I am worried I talk to'	Visual comparison of the social network indicates that pre intervention the class teacher was a key individual to whom pupils spoke to when worried, however post intervention the class

			teacher became the central individual.
		P5b Matched SNA Q2 – 'If you are worried, who do you talk to in school?'	Head Teacher and Class Teacher links increased from pre to post intervention. With the Head Teacher having the greatest number of links post intervention.
Pupil	Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?	P3a Matched SNA Q4 – 'If I am worried I talk to'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups. Visual comparison of the social network indicates that pre intervention the class teacher was a key individual to whom pupils spoke to when worried, however post intervention the class teacher became the central individual.
Pupil	Will implementation of a whole school restorative approach enhance pupils' problem solving skills?	P3a Matched SNA Q4 – 'If I am worried I talk to'	The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups. Visual comparison of the social network indicates that pre intervention the class teacher was a key individual to whom pupils spoke to when worried, however post intervention the class teacher became the central individual.

8.5.2 Qualitative Data

Following triangulation of quantitative data, triangulation of qualitative data was considered in relation to each of the research questions.

Table 89

Focus group and semi structured interview analysis and associated research questions.

Impact on…	Broader QUESTIONS (because I want to find out…)	Focus Group/ Interview	Focus group/interview responses
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school?	Staff Int	'pupils' feel more part of the school, not just that they come here.' 'more of a sense of community now.'
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school?	Pupil FG	'The school feels safer too.'
		Staff FG	'Need to support the children to respect themselves first'
		Staff Int	'children are more aware of themselves.'
Pupil	Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within the school?	Pupil FG	'Helps me be more independent.' 'We know we will be listened to.'
		Staff FG	'They (pupils) know they will be listened to' 'I think the children now know that they won't just be given a row that they can come to you to speak and we will listen' 'a big part of what this children feel is that they have been listened to' 'They know that we will have both sides of the story and are getting much better at waiting and allowing this'
		Staff Int	'…isn't such a quick escalation to defensiveness or denial.'
Pupil	Will implementation of a whole school restorative approach enhance relationships between pupils in the school?	Pupil FG	'More people playing together and not arguing.' 'Less arguing inside and outside,' 'It's so much better when we all listen to each other.' 'I'm a better friend when I talk more about stuff that happens.'

		Staff FG	'Quite a few of them are good at saying I will play with them at lunch time and that, they can see that it needs to go beyond just saying sorry' 'bit that really works I think is 'how do you think others feel' getting them to think about how the other person is feeling and their part in it'
		Staff Int	'Children are more aware of how they can impact others.' 'we are working together more.'
Staff	Will implementation of a whole school restorative approach have a positive impact on staff affiliation to school?	Staff Int	'we are more one big group now.' 'probably fewer staff absences.'
Staff	Will implementation of a whole school restorative approach enhance relationships between staff in the school?	Staff FG	'We are quite good at communicating to check in what has happened at breaks and how it can be supported in class too – I think this is really important to know to give context'
		Staff Int	'I think staff feel more settled and we all realise a nurturing and relational approach is for staff and children.' 'there is a more consistent approach and expectations which is good after a lot of changes.' 'there are clearer expectations amongst staff – this helps with a more common language too.' 'a relational approach helps us all to focus on really listening to one another and I think that is something I have learned too.'
Staff & Pupil	Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?	Pupil FG	'We don't always need the teachers to help if we fall out.' 'We know the adults will listen to our side.' 'Adults hear our side more and let everyone explain.'

			'The adults' use the 5 questions too, so we all know what is being used.' 'It helps if we all use the same.' 'Adults are using it more now, it's better.' 'I think there is less shouting from adults.' 'You need to decide about what has happened and know the children, and what will allow them to feel heard and listened to'
		Staff FG	'I haven't been here for that long but I can see the difference in them coming to speak about things' 'Building trust and being able to have that conversation between children' 'If they do something wrong it won't be held against them all day, when it's dealt with it's done' 'The perception can also be hard – some children think nothing has happened to someone else and they did the same thing so it is about being honest and explicit as well'
		Staff Int	'I think hearing all sides of the story, adults too, helps with understanding and empathy for one another.' 'can hear the children repeating language that they have heard – it is important that we model the language that we want them to use.'
Pupil	Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?	Pupil FG	'Talking helps stop it quicker and not get to a higher level.' 'Questions helps us listen to each other and stay calm.' '..has helped me be able to talk about how I feel and think how to help, not just get angry,'

			'I am more skilled at talking and listening.'
			'We have something to use to help if we fall out,'
			'Using the same questions helps'
			'Sometimes I use them (5 questions) with my own friends.'
			'Helps you make up with your own friends when you fall outwith them.'
			'Using the questions help you understand them (friends) more. Like if they are in a mood and you talk to them it helps you understand why.'
		Staff FG	'They (pupils) are better at coming up to you and sitting down and having a chat'
			'they (pupils) go into the corner and use the questions with one another'
			'Before they would start off thinking I am not going to talk and put a barrier up straight away and get annoyed'
			'Whereas now they will come looking to talk and explain their side knowing we will listen'
			'Some children maybe don't know another way or how to solve conflict – this shows them'
			'they are quite good at recognising they have done damage to a relationship now'
			'Supporting them to be honest and upfront about something they have done and able to take responsibility and ownership for something they have done – and staff.'
		Staff Int	'I would say a lot of the children are better at taking responsibility for their part in an argument.'

			'The predictable structure helps keep everyone calm and they know they will be listened to.' 'when we are modelling interactions to children it helps us reflect on our own skills of interaction.' 'watching the children helping each other solve arguments or challenges is really good to see.'
Pupil	Will implementation of a whole school restorative approach enhance pupils' problem solving skills?	Pupil FG	'They have stopped arguing a lot more and are actually listening when others talking' 'At first they weren't really listening, they were just trying to say something to annoy the other person, they listen now.'
		Staff FG	'pupils can often lead he conversation with each other' 'Supporting them to be honest and upfront about something they have done and able to take responsibility and ownership for something they have done'
		Staff Int	'The older ones help model skills to the younger ones, it helps them all.' 'I would say it has helped adults with their talking and listening skills as well as children. Sometimes we can be quick to jump to conclusions or want to get on with things in class, slowing down and reflecting is a good thing.'
Pupil	Will implementation of a whole school restorative approach allow pupils to be more able to engage in learning?	Staff FG	'obviously you want to resolve anything so that they are ready to come in and learn so it is trying to get a good balance'
		Staff Int	'children are more in a place to learn when they feel listened to and supported.' 'A calmer class allows the children more time to focus on learning.'

	'There are lots of skills that the children are learning – they all impact on more formal learning.'

8.5.3 Secondary Data

Key factors from the secondary data supported triangulation of results, specifically with regards to research question 10 'Will implementation of a whole school restorative approach allow pupils to be more able to engage in learning?'. This included school statistics and aspects from the FOCUS data.

Table 90

Secondary data for X Primary School over the period of 2007-2016. This included school roll, attendance, English as an additional language, exclusions per 1000 pupils, exclusions per incident and free school meals.

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Roll	258	256	298	309	326	347	342	337	360	387
Attendance	93.9	94.6	93.5	92.9	94.4	93.4	94.1	93.5	93.5	93.5
EAL	3	5	4	6	4	2	17	19	35	41
Exclusions/1000	11.6	0.0	0.0	0.0	9.2	8.6	11.7	5.9	5.6	7.8
Exclusions/Incident	3	0	0	0	3	3	4	2	2	3
FSM	34.9	30.3	28.9	38.2	32.7	29.2	34.6	30.4	28.6	27.9

FOCUS data was also compared between 2015 and 2018 for key areas relating to the research, this included overall percentage of pupils on track and pupils achieving 80% and above. Patterns for more vulnerable groups of pupils were also explored, including pupils who live in quintile 1 (SIMD 1&2), those who are looked after and those who are on the child protection register. Finally, patterns in relation to gender and the Glasgow average were compared.

Table 91

Curriculum for Excellence (CfE) components and % of pupils on track within X Primary School for 2015/16, 206/17 and 2017/18. This included reading, writing, listening and talking, and numeracy.

	CfE Component	% Pupils on Track		
		2015/16	2016/17	2017/18
1	Reading	72% (110)	72% (127)	85% (143)
2	Writing	65% (100)	79% (139)	84% (142)
3	Listening & Talking	77% (118)	87% (154)	85% (143)
4	Numeracy	61% (93)	81% (143)	87% (147)
5	Literacy	64% (98)	72% (127)	84% (142)

Table 92

Curriculum for Excellence (CfE) components and % of pupils achieving 80% and above within X Primary School for 2015/16, 206/17 and 2017/18. This included reading, writing, listening and talking, and numeracy.

	CfE Component	15/16	16/17	17/18	15/16	16/17	17/18	15/16	16/17	17/18
		Below 80%			80% - 90%			Above 90%		
1	Reading	67% (8)	67% (8)	90% (9)	62% (16)	62% (16)	69% (27)	85% (97)	85% (97)	89% (107)
2	Writing	33% (4)	33% (4)	90% (9)	58% (15)	58% (15)	69% (27)	78% (89)	78% (89)	88% (106)
3	Listening & Talking	50% (6)	50% (6)	90% (9)	65% (17)	65% (17)	72% (28)	88% (100)	88% (100)	88% (106)
4	Numeracy	33% (4)	33% (4)	70% (7)	58% (15)	58% (15)	74% (29)	79% (90)	79% (90)	92% (111)

Table 93

Curriculum for Excellence (CfE) components and % of pupils in Quintile 1 (SIMD 1&2) on track in X Primary School for 2015/16, 206/17 and 2017/18. This included reading, writing, listening and talking, and numeracy.

	CfE Component	% Pupils on Track		
		2015/16	2016/17	2017/18
1	Reading	69	73	83
2	Writing	63	80	83
3	Listening & Talking	76	88	83
4	Numeracy	60	81	86

Table 94

Curriculum for Excellence (CfE) components and % of pupils Looked After on track in X Primary School for 2015/16, 206/17 and 2017/18. This included reading, writing, listening and talking, and numeracy.

	CfE Component	% Pupils on Track		
		2015/16	2016/17	2017/18
1	Reading	60	67	88
2	Writing	60	67	88
3	Listening & Talking	60	67	88
4	Numeracy	20	67	75

Table 95

Curriculum for Excellence (CfE) components and % of pupils on the Child Protection Register on track in X Primary School for 2015/16, 206/17 and 2017/18. This included reading, writing, listening and talking, and numeracy.

	CfE Component	% Pupils on Track		
		2015/16	2016/17	2017/18
1	Reading	67	71	80
2	Writing	59	76	79
3	Listening & Talking	73	87	79
4	Numeracy	59	86	86

Table 96

Curriculum for Excellence (CfE) components and % of pupils separated by gender on track in X Primary School for 2015/16, 206/17 and 2017/18. This included reading, writing, listening and talking, and numeracy.

		15/16	16/17	17/18	15/16	16/17	17/18
	CfE Component	Male			Female		
1	Reading	64	67	79	79	75	89
2	Writing	58	71	78	73	85	89
3	Listening & Talking	68	83	78	86	90	90
4	Numeracy	64	79	86	57	82	88

Table 97

Curriculum for Excellence (CfE) components and % of pupils compared to the Glasgow average on track in X Primary School for 2015/16, 206/17 and 2017/18. This included reading, writing, listening and talking, and numeracy.

	CfE Component	15/16	16/17	17/18	15/16	16/17	17/18
		Glasgow Average			X Primary School		
1	Reading	74.3	75.9	76.3	72	72	85
2	Writing	69.4	70.8	71.2	63	79	84
3	Listening & Talking	79.8	81.8	82.9	85	87	85
4	Numeracy	75.4	76.4	77.3	75	81	87

Each of the research questions will now be triangulated in relation to all of quantitative and qualitative data gathered.

8.6   Triangulation by Research Question

Table 98

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach have a positive impact on pupils' affliction to school? Triangulation includes data from SNA, questionnaires, focus groups and interviews.

1. Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school?				
Triangulation of data				
Social Network Analysis	Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response
P3a Matched SNA Q1 – 'My friend(s) are'	P4a Readiness	'I am listened to in school.'	Staff Int	'pupils' feel more part of the school, not just that they come here.' 'more of a sense of community now.'
P3a Matched SNA Q2 – 'I play with'	P5a Readiness	'I feel I belong in school.' 'Other pupils in the school care about me.' 'Adults will ask my opinion about things in school.' 'I feel my opinions are taken on board in school.'		
	P3 NM Me and My School	'I like school'		
	P3 Me and My School	'Adults in school listen to me'		
	P5a Me and My School	'I have people in school I can talk to' 'I enjoy coming to school.' 'My classroom is a good place to be.' 'My school is a good place to be.' 'My school is a calm place.'		

Table 99

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school. Triangulation includes data from questionnaires, focus groups and interviews.

2. Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school?			
Triangulation of data			
Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response
P4b Readiness	'Adults will ask my opinion about things in school.'	Pupil FG	'The school feels safer too.'
P5a Readiness	'I feel I belong in school.' 'Adults will ask my opinion about things in school.' 'I feel my opinions are taken on board in school.'	Staff FG	'Need to support the children to respect themselves first'
P3 Me and My School	'I get to tell my side of a story'	Staff Int	'children are more aware of themselves.'
P3 NM Me and My School	'Adults in school listen to me' 'I get to tell my side of a story'		

Table 100

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within school? Triangulation includes data from questionnaires, focus groups and interviews.

3. Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within the school?			
Triangulation of data			
Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response

Staff Me and My School	'I let the class make a lot of their own decisions regarding schoolwork.'	Pupil FG	'Helps me be more independent.' 'We know we will be listened to.'
		Staff FG	'They (pupils) know they will be listened to' 'I think the children now know that they won't just be given a row that they can come to you to speak and we will listen' 'a big part of what this children feel is that they have been listened to' 'They know that we will have both sides of the story and are getting much better at waiting and allowing this'
		Staff Int	'…isn't such a quick escalation to defensiveness or denial.'

Table 101

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach enhance

relationships between pupils in the school? Triangulation includes data from SNA, questionnaires, focus groups and interviews.

4. Will implementation of a whole school restorative approach enhance relationships between pupils in the school?				
Triangulation of data				
Social Network Analysis	Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response
P3a Matched SNA Q1 – 'My friend(s) are'	P4a Readiness	'If I am upset in school adults will listen to what I have to say.' 'If I am involved in an argument in school, adults listen to my side of what happened.' 'If I have a problem in school adults will help me.'	Pupil FG	'More people playing together and not arguing.' 'Less arguing inside and outside,' 'It's so much better when we all listen to each other.' 'I'm a better friend when I talk more about stuff that happens.'
P3a Matched SNA Q2 – 'I play with'	P5a Readiness	'Adults will ask my opinion about things in school.'	Staff FG	'Quite a few of them are good at saying I will play with them at lunch time and that, they can see that it needs to go beyond just saying sorry' 'bit that really works I think is 'how do you think others feel''

				getting them to think about how the other person is feeling and their part in it'
P3a Matched SNA Q3 – 'I like to sit beside'	P3 NM Me and My School	'I like school' 'Adults in school listen to me' 'I get to tell my side of a story'	Staff Int	'Children are more aware of how they can impact others.' 'we are working together more.'
P3a Matched SNA Q4 – 'If I am worried I talk to' P5b Matched Q1 – 'In class who do you like to work with?' P5b Matched Q2 – 'If you are worried, who do you talk to in school?'	P5a Me and My School	'My classroom is a good place to be.' 'My school is a good place to be.' 'I feel my opinions are taken on board in school.'		
P5b Matched Q3 – 'In the playground who do you work with?'	Staff Me and My School	'I let the class make a lot of their own decisions regarding schoolwork.'		

Table 102

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach have a positive

impact on staff affiliation to school? Triangulation includes data from SNA, questionnaires, focus groups and interviews.

5. Will implementation of a whole school restorative approach have a positive impact on staff affiliation to school?				
Triangulation of data				
Social Network	Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response
	Staff Me and My School	'Adults in the school help each other.' 'I feel part of my class.' 'I feel part of the school'. 'My class respects me.'	Staff Int	'we are more one big group now.' 'probably fewer staff absences.'

Table 103

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach enhance relationships between staff in the school?

6. Will implementation of a whole school restorative approach enhance relationships between staff in the school?				
Triangulation of data				
Social Network Analysis	Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response
Staff SNA Q2 – 'Who in school would you talk to about personal life?'	P5a Me and My School	'My school is a calm place.'	Staff FG	'We are quite good at communicating to check in what has happened at breaks and how it can be supported in class too – I think this is really important to know to give context'
Staff SNA Q3 – 'Who in school would you talk to for advice?'	Staff Me and My School	'Adults in the school help each other.' 'I feel part of the school.' 'The school is a calm place.'	Staff Int	'I think staff feel more settled and we all realise a nurturing and relational approach is for staff and children.' 'there is a more consistent approach and expectations which is good after a lot of changes.' 'there are clearer expectations amongst staff – this helps with a more common language too.' 'a relational approach helps us all to focus on really listening to one another and I think that is something I have learned too.'

Table 104

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school? Triangulation includes data from SNA, questionnaires, focus groups and interviews.

7. Will implementation of a whole school restorative approach enhance relationships between staff and pupils in the school?				
Triangulation of data				
Social Network Analysis	Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response
Staff SNA Q2 – 'Who in school would you talk to about personal life?'	P5a Me and My School	'My school is a calm place.'	Staff FG	'We are quite good at communicating to check in what has happened at breaks and how it can be supported in class too – I think this is really important to know to give context'
Staff SNA Q3 – 'Who in school would you talk to for advice?'	Staff Me and My School	'Adults in the school help each other.' 'I feel part of the school.' 'The school is a calm place.'	Staff Int	'I think staff feel more settled and we all realise a nurturing and relational approach is for staff and children.' 'there is a more consistent approach and expectations which is good after a lot of changes.' 'there are clearer expectations amongst staff – this helps with a more common language too.' 'a relational approach helps us all to focus on really listening to one another and I think that is something I have learned too.'
P3a Matched SNA Q4 – 'If I am worried I talk to'	P4a Readiness	'If I am involved in an argument in school, adults listen to my side of what happened.' 'If I have a problem in school adults will help me.'	Pupil FG	'We don't always need the teachers to help if we fall out.' 'We know the adults will listen to our side.' 'Adults hear our side more and let everyone explain.' 'The adults' use the 5 questions too, so we all know what is being used.' 'It helps if we all use the same.' 'Adults are using it more now, it's better.'

				'I think there is less shouting from adults.' 'You need to decide about what has happened and know the children, and what will allow them to feel heard and listened to'
P5b Matched SNA Q2 – 'If you are worried, who do you talk to in school?'	P4b Readiness	'Adults will ask my opinion about things in school.' 'I get to tell my side of a story'	Staff FG	'I haven't been here for that long but I can see the difference in them coming to speak about things' 'Building trust and being able to have that conversation between children' 'If they do something wrong it won't be held against them all day, when it's dealt with it's done' 'The perception can also be hard – some children think nothing has happened to someone else and they did the same thing so it is about being honest and explicit as well'
	P5a Readiness	'Adults will ask my opinion about things in school.' 'I feel my opinions are taken on board in school.'	Staff Int	'I think hearing all sides of the story, adults too, helps with understanding and empathy for one another.' 'can hear the children repeating language that they have heard – it is important that we model the language that we want them to use.'
	P5a Readiness	'Adults will ask my opinion about things in school.' 'I feel my opinions are taken on board in school.'		
	P3 Me and My School	'Adults in school listen to me'		
	P3 NM Me and My School	'Adults in school listen to me'		
	P5a Me and My School	'I have people in school I can talk to' 'My school is a calm place.'		

	Staff Me and My School	'I adjust my responses and interactions between different pupils.' 'I feel part of my class.' 'I feel part of the school.' 'My class respects me.' 'I let the class make a lot of their own decisions regarding schoolwork.' 'The school is a calm place.'		

Table 105

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills? Triangulation includes data from SNA, questionnaires, focus groups and interviews.

8. Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills?				
Triangulation of data				
Social Network Analysis	Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response
P3a Matched SNA Q4 – 'If I am worried I talk to'	P3 Me and My School	'I get to tell my side of a story' 'I like to help others in school'	Pupil FG	'Talking helps stop it quicker and not get to a higher level.' 'Questions helps us listen to each other and stay calm.' '..has helped me be able to talk about how I feel and think how to help, not just get angry,' 'I am more skilled at talking and listening.' 'We have something to use to help if we fall out,' 'Using the same questions helps' 'Sometimes I use them (5 questions) with my own friends.' 'Helps you make up with your own friends when you fall outwith them.' 'Using the questions help you understand them (friends) more. Like if they are in a mood and you talk to them it helps you understand why.'
	P3 NM	'I get to tell my side of a story'	Staff FG	'They (pupils) are better at coming up to you and sitting down and having a chat' 'they (pupils) go into the corner and use the questions with one another'

	Me and My School			‘Before they would start off thinking I am not going to talk and put a barrier up straight away and get annoyed’ ‘Whereas now they will come looking to talk and explain their side knowing we will listen’ ‘Some children maybe don’t know another way or how to solve conflict – this shows them’ ‘they are quite good at recognising they have done damage to a relationship now’ ‘Supporting them to be honest and upfront about something they have done and able to take responsibility and ownership for something they have done – and staff.’
	P5a Me and My School	‘I can sort out problems with my friends’ ‘If I feel myself getting annoyed I can calm myself down.’ ‘My school is a calm place.’	Staff Int	‘I would say a lot of the children are better at taking responsibility for their part in an argument.’ ‘The predictable structure helps keep everyone calm and they know they will be listened to.’ ‘when we are modelling interactions to children it helps us reflect on our own skills of interaction.’
	Staff Me and My School	‘Pupils take part in solving conflict they are involved in.’ ‘The school is a calm place.’		‘watching the children helping each other solve arguments or challenges is really good to see.’

Table 106

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach enhance pupils’

problem solving skills? Triangulation includes data from SNA, questionnaires, focus groups and interviews.

9. Will implementation of a whole school restorative approach enhance pupils’ problem solving skills?				
Triangulation of data				
Social Network Analysis	Participants and Questionnaire	Question with statistical difference pre and post intervention	Focus Group/ Interview	Focus Group/Interview Response

P3a Matched SNA Q4 – 'If I am worried I talk to'	P3 Me and My School	'I get to tell my side of a story' 'I like to help others in school'	Pupil FG	'They have stopped arguing a lot more and are actually listening when others talking' 'At first they weren't really listening, they were just trying to say something to annoy the other person, they listen now.'
	P3 NM Me and My School	'I get to tell my side of a story'	Staff FG	'pupils can often lead he conversation with each other' 'Supporting them to be honest and upfront about something they have done and able to take responsibility and ownership for something they have done'
	P5a Me and My School	'I can sort out problems with my friends My school is a calm place.' 'If I feel myself getting annoyed I can calm myself down.'	Staff Int	'The older ones help model skills to the younger ones, it helps them all.' 'I would say it has helped adults with their talking and listening skills as well as children. Sometimes we can be quick to jump to conclusions or want to get on with things in class, slowing down and reflecting is a good thing.'
	Staff Me and My School	'Pupils take part in solving conflict they are involved in.' 'The school is a calm place.'		

Table 107

Triangulation of data with regards to the research question: Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills? Triangulation includes data from focus groups, interviews and secondary data.

10. Will implementation of a whole school restorative approach allow pupils to be more able to engage in learning?

Triangulation of data

Focus Group/ Interview	Focus Group/Interview Response	Secondary Data	Secondary Data Result			
Staff FG	'obviously you want to resolve anything so that they are ready to come in and learn so it is trying to get a good balance'	FOCUS data				
			CfE Component	% Pupils on Track (No. of pupils)		
Staff Int	'children are more in a place to learn when they feel listened to and supported.'			2015/16	2016/17	2017/18
			Reading	72% (110)	72% (127)	85% (143)

	'A calmer class allows the children more time to focus on learning.' 'There are lots of skills that the children are learning – they all impact on more formal learning.'				
			Writing	65% (100)	79% (139)	84% (142)
			Listening & Talking	77% (118)	87% (154)	85% (143)
			Numeracy	61% (93)	81% (143)	87% (147)
			Literacy	64% (98)	72% (127)	84% (142)

Chapter 9   Discussion

Results comprise both quantitative and qualitative techniques from a range of data sources. Qualitative and quantitative data were collated, analysed, and conclusions drawn in relation to the research question and hypotheses. Data included in this analysis were as follows.

Table 108

Quantitative, qualitative, and secondary data collected and analysed within the study.

Quantitative data collected pre and post intervention
➢ Pupil Readiness Questionnaire (P4a, P4b, P5a)
➢ Pupil 'Me and My School' Questionnaire (P3a, P3b, P5b)
➢ Pupil Social Network Analysis (P3a, P3b, P5b)
➢ Staff 'Me and My School' Questionnaire
➢ Staff Social Network Analysis
Qualitative data collected post intervention
➢ Staff focus group
➢ Pupil focus group
➢ Staff interviews
Secondary data available from Glasgow City Council
➢ School roll (2007-2018)
➢ Attendance (2007-2018)
➢ English as Additional Language (EAL) figures (2007-2018)
➢ Exclusion figures (2007-2018)
➢ Free School Meal (FSM) entitlement (2007-2018)
➢ Scottish Index of Multiple Deprivation (SIMD) (2007-2018)
➢ Curriculum for Excellence (CfE) results (2015-2018)

The data gathered was analysed individually then triangulated in the results section. The first part of the discussion will consider key patterns from this data followed by conclusions drawn in relation to existing research and contributions to the field. Quantitative data will be discussed followed by qualitative data then secondary data.

9.1   Quantitative Data

Quantitative data included pre and post questionnaires and social network analyses. Pre and post questionnaires were analysed using SPSS to explore descriptive statistics and significant

differences. These questionnaires included P4a Readiness (matched), P4b Readiness (matched), P5a Readiness (matched), P3 Me and My School (matched), P3 Me and My School (not matched), P5b Me and My School (matched), Staff Me and My School (matched). The results from each questionnaire will be discussed individually then overall conclusions drawn.

9.1.1 Questionnaires

9.1.1.1 Key patterns from P4a Readiness (matched):

There was an increase in mean between pre and post measures in the P4a Readiness Questionnaire for all questions except 3, 5 and 6. Significant differences were found for questions 4 ('I am listened to in school'), 7 ('If I am involved in an argument in school, adults listen to my side of what happened') and 9 ('If I have a problem in school adults will help me'). In relation to the target areas, the questions with significant differences align with social connectedness (question 4) and adult relationships (questions 7 and 9).

9.1.1.2 Key patterns from P4b Readiness (matched):

There was an increase in mean between pre and post measures in the P4b Readiness Questionnaire for all questions. Significant difference was found for question 13 ('Adults will ask my opinion about things in school'). In relation to the target areas, the question with significant difference aligned with agency.

9.1.1.3 Key patterns from P5a Readiness (matched):

There was an increase in mean between pre and post measures for all questions in P5a Readiness Questionnaire except question 10, where there was no change. Significant differences were found for questions 3 ('I feel I belong in school'), 5 ('Other pupils in the school care about me'), 13 ('Adults ask my opinion about things in school') and 14 ('I feel my opinions are taken on board in school'). In relation to the target areas, the questions with significant differences align with affiliation (question 3), peer relationships (question 5), autonomy (question 13) and agency (question 14).

9.1.1.4 Key patterns from P3a 'Me and My School' (matched):

There was an increase in mean between pre and post measures for all questions in the P3a Me and My School Questionnaire except question 3. Significant differences were found for questions 2 ('Adults in school listen to me'), 5 ('I get to tell my side of a story) and 6 ('I

like to help others in school'). In relation to the target areas, the questions with significant differences align with agency (questions 2 and 5) and empathy (question 6).

9.1.1.5   Key patterns from P3b 'Me and My School' (not matched):

There was an increase in mean between pre and post measures for all questions in the P3b Me and My School Questionnaire. Significant differences were found for questions 1 ('I like school'), 2 ('Adults in school listen to me') and 5 ('I get to tell my side of the story'). In relation to the target areas, the questions with significant differences align with affiliation (question 1) and agency (questions 2 and 5).

9.1.1.6   Key patterns from P5b 'Me and My School' (matched):

There was an increase in mean score between pre and post measures in the P5b Me and My School Questionnaire for all questions except 11, 18, 22, 25, 28, 29, 30 and 34, for which there was a decrease. Significant differences were found for questions 1 ('I have people in school I can talk to'), 2 ('I can sort out problems with my friends'), 23 ('If I feel myself getting annoyed I can calm myself down), 24 ('I enjoy coming to school'), 34 ('My classroom is a good place to be'), 35 ('My school is a good place to be'), 36 ('People care for each other in our school') and 38 ('My school is a calm place'). In relation to the target areas, the questions with significant differences align with social connectedness (question 1), ability to solve conflict (question 2), peer interactions (question 23), engagement (question 24), ethos (questions 34, 35, 36 and 38).

9.1.1.7   Key patterns from Staff 'Me and My School' (matched):

There was an increase in mean between pre and post measures for almost all of questions in the staff Me and My School Questionnaire, the mean stayed stable for 12 and 13, and there was a decrease for questions 3, 19 and 21. Significant differences were found for questions 2 ('Pupils take part in solving conflict they are involved in'), 5 ('I adjust my responses and interactions between different pupils'), 14 ('Adults in the school help each other'), 15 ('I feel part of my class'), 16 ('I feel part of the school'), ('My class respects me'), 25 ('I let the class make a lot of their own decisions regarding school work') and 28 ('The school is a calm place to be'). In relation to the target areas, the questions with significant differences align with ability to solve conflict (question 2), empathy (question 5), affiliation (questions 14 and 15), respect (questions 16 and 17), engagement (question 25) and agency (question 28).

Overall, significant themes with the greatest increase frequency were 'agency' (7), 'affiliation' (4) and 'ethos' (4). 'Social connectedness', 'adult relationships', 'empathy', 'ability to solve conflict' and 'engagement' all received a frequency of 2. With regards to stage, significant increases for younger year groups (P3 and 4), were in relation to 'social connectedness', 'adult relationships', 'agency', 'affiliation' and 'empathy'. For the older year group (P5a and b), significant increases were in relation to 'social connectedness', 'agency', 'affiliation', 'peer relationships', 'autonomy', 'ability to solve conflict', 'peer interactions', 'engagement' and 'ethos'. Staff reported significant increases with regards to their own 'agency', 'affiliation', 'empathy', 'engagement' and 'respect'.

Statistically significant increases in each of these areas indicates that implementation of a whole school restorative approach had a positive impact in each of these areas for the sample group.

9.1.2 Key Themes from Social Network Analysis Data

9.1.2.1 P3a Matched

Question 1: 'My friend(s) are'

Statistical analysis demonstrates a decrease in the average degree which indicates a decrease in the number of edges per nodes between pre and post data. This suggests there was a reduction in the number of links each individual person had. A decrease in network diameter between pre and post indicates that relationships became closer. Decrease in graph density illustrates that the number of possible connections for individuals reduced between pre and post. Furthermore, there was a decrease in modularity between pre and post, indicating a reduction in community structure. The number of communities decreased, which alongside the increase in strong connections demonstrates that there were fewer but stronger relationships between pre and post friendship groups.

Visual Interpretation:

When visually comparing the social networks pre and post intervention, the social network post intervention has a tighter social grouping with fewer outlying individuals. This suggests pupils in the class are more connected which aligns with statistical results. Individuals with the greatest number of connections changes slightly between pre and post results. In the pre-SNA, pupils 12, 17, 5 and 1 have the greatest number of connections and therefore the greatest sphere of influence. Post intervention, pupils 20, 12, 19 and 1 have the greatest number of connections.

Question 2: 'I play with'

A decrease in the average degree is shown through statistical analysis, which indicates that there was a decrease in the number of edges per nodes between pre and post. This suggests there was a reduction in the number of links each individual person had. A decrease in network diameter between pre and post indicates that relationships became closer. Decrease in graph density illustrates that the number of possible connections for individuals reduced between pre and post. There was an increase in modularity between pre and post, indicating a stronger community structure. The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.

Visual Interpretation:

When visually comparing the social networks pre and post intervention, a decrease in the number of communities can be seen. Individuals with the greatest number of links changes slightly between pre and post results. Pre SNA indicates pupils 21, 5 and 12 have the highest number of social connections. Post SNA connections demonstrate that pupils 12 and 5 remain those with the highest number of social connections. This pattern mirrors research which illustrates that friendship groups adapt and evolve over the course of an academic year, usually with friendship groups becoming stronger and less varied (Campbell, Lamb & Hwang, 2000).

Question 3: 'I like to sit beside'

Consideration of statistical analysis illustrates several patterns in the data. A decrease in the average degree indicates that there was a decrease in the number of edges per nodes between pre and post. This suggests there was a reduction in the number of links each individual person had. Network diameter remained the same between pre and post. A decrease in graph density illustrates that the number of possible connections for individuals reduced between pre and post. There was an increase in modularity between pre and post, indicating a stronger community structure. The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.

Visual Interpretation:

When visually comparing the SNA for question 3, it can be seen despite the number of possible connections decreasing between pre and post, all individuals are connected within

the one main grouping. Pre results indicate two distinct social networks and one outlying individual. No individuals are outlying post intervention and the presence of one large social network suggests a more cohesive class group. There was a change in social dynamic pre to post with pupil 1 having the greatest number of links pre, and pupil 21 having the greatest number of links post intervention. There were a greater number of pupils with multiple links post intervention to pre.

Question 4: 'If I am worried I talk to'
Statistical analysis A decrease in the average degree indicates that there was a decrease in the number of edges per nodes between pre and post. This indicates there was a reduction in the number of links each individual person had. Network diameter remained the same between pre and post. Decrease in graph density illustrates that the number of possible connections for individuals reduced between pre and post. There was a slight increase in modularity between pre and post, indicating a stronger community structure. The number of communities decreased, which alongside the increase in strong connections indicates that there were fewer but stronger relationships between pre and post friendship groups.

Visual Interpretation:
Visual comparison of the social network indicates that pre intervention the class teacher was a key individual to whom pupils spoke to when worried, however post intervention the class teacher became the central individual. This suggests that pupils felt comfortable and able to approach the class teacher if worried, and indicates a stronger relationship developed.

Overall:
Overall, the number of communities for each question reduced between pre and post intervention, however the number of strong connections increased which suggests stronger but fewer relationships were formed. For questions 2, 3 and 4 the modularity increased which indicates stronger community relationships. This result, whilst positive, was surprising as the researcher had predicted that the implementation of a restorative approach would increase the number of social links in the class. However, the pattern which has appeared in for P3a is that there are fewer but stronger social links. Fewer, stronger social links suggest a more cohesive class grouping, especially with regards to the centrality of the class teacher.

9.1.2.2 P5b Matched

Question 1: 'In class who do you like to work with?'

Statistical analysis illustrates a decrease in the average degree, which indicates that there was a decrease in the number of edges per nodes, and therefore a reduction in the number of links each individual person had, between pre and post. A decrease in network diameter between pre and post does however suggest that relationships became closer. Decrease in graph density illustrates that the number of possible connections for individuals reduced between pre and post. There was an increase in modularity between pre and post, indicating an increase in community structure. The number of communities remained the same, however there was an increase in strong connections.

Visual Interpretation:

Visual comparison of the social networks illustrates a reduction in the number of communities between pre and post intervention. Pupils 14 and 15 remain those with the greatest number of social links between pre and post. There is a reduction in outlying individuals which suggests increased social cohesion.

Question 2: 'If you are worried, who do you talk to in school?'

Statistical analysis demonstrates several patterns in the data. A decrease in the average degree indicates that there was an increase in the number of edges per nodes between pre and post. This suggests there was an increase in the number of links each individual person had. Furthermore, a decrease in network diameter between pre and post indicates that relationships became closer. An increase in graph density illustrates that the number of possible connections for individuals increased between pre and post. There was a decrease in modularity between pre and post, indicating an increase in community structure. The number of communities remained the same and there was a decrease in strong connections.

Visual Interpretation:

Visual comparison of the social networks pre and post illustrate a denser network post intervention. This indicates that pupils spoke with more people when they were worried post intervention, than pre intervention. Head Teacher and Class Teacher were two individuals with a high number of links both pre and post, however, the Head Teacher was the individual with the greatest number of links post intervention. This highlights positive relationships with the head teacher and the positive impact that strong relationships can have in terms of a key individual to speak with when worried. Pupil 14 remained a key individual between pre and post intervention, with the highest number of links.

Question 3 'In the playground, who do you play with?'

A decrease in average degree was shown through statistical analysis. This indicates that there was a decrease in the number of edges per nodes between pre and post, suggesting there was a reduction in the number of links each individual person had. An increase in network diameter between pre and post indicates that relationships became weaker. Decrease in graph density illustrates that the number of possible connections for individuals reduced between pre and post. There was an increase in modularity between pre and post, indicating an increase in community structure. The number of communities remained the same, however there was an increase in strong connections.

Visual Interpretation:

Visual comparison illustrates that there were not many differences between pre and post playground friendships. Pupil 29, who had many links pre intervention, left the school prior to post intervention, which may have affected the dynamics. Pupil 14 remained a key individual between pre and post intervention, with the highest number of links.

Overall:

Overall, there was an increase in the number of communities for questions one and three, and an increase in strong connections. This indicates an increase in the strength of relationships between pre and post intervention. Pupil 14 appeared to be a key individual and had the highest number of links for three questions. The results for question 3 could be interpreted that there was not as great an impact on friendships outwith the classroom setting, exploring this again after a longer period may be helpful. Furthermore, P5 were not involved in the peer mediation element over pre and post time frame, therefore the approach was perhaps not as embedded in the playground setting for them.

9.1.2.3   Staff Matched

Question 1: 'Who in school would you talk to about your job?'

Statistical analysis illustrates that the average degree remained the same pre and post intervention. This indicates that the number of links each individual person had remained the same. Network diameter also remained the same pre and post intervention which indicates there was stability in the closeness of relationships. Graph density remained the same pre and post intervention which illustrates that the number of possible connections for individuals remained constant. There was an increase in modularity between pre and

post, indicating an increase in community structure. The number of communities remained the same, along with the strong and weak connections.

Visual Interpretation:

Visually, the social networks are similar pre and post intervention. Two SMT members have the greatest number of links both pre and post intervention. This stability is logical from the perspective that job relayed discussions take place with the management team.

Question 2: 'Who in school would you talk to about personal life?'

Statistical analysis illustrates a decrease in the average degree which indicates that there was a decrease in the number of edges per nodes between pre and post. This indicates there was a reduction in the number of links each individual person had. Network diameter remained the same pre and post intervention which suggests there was stability in the closeness of relationships. A decrease in graph density illustrates that the number of possible connections for individuals reduced between pre and post. There was an increase in modularity between pre and post, indicating an increase in community structure. The number of communities remained the same, however there was an increase in strong connections.

Visual Interpretation:

Visually, there was more equity amongst the links for school staff between pre and post results, with a more even weighting for all staff members. An SMT member remained the most frequently linked individual, along with CT4 and CT 6/5.

Question 3 'Who in school would you talk to for advice?'

Statistical analysis illustrates several patterns within the data. An increase in the average degree indicates that there was an increase in the number of edges per nodes between pre and post. This indicates there was an increase in the number of links each individual person had. Network diameter remained the same pre and post intervention which suggests there was stability in the closeness of relationships. Increase in graph density illustrates that the number of possible connections for individuals increased between pre and post. There was a slight decrease in modularity between pre and post, indicating a decrease in community structure. The number of communities remained the same along with weak and strong connections.

Visual Interpretation:

Visually a shift can be seen between pre and post results with regards to more frequently linked individuals. Pre intervention, CT7 had the greatest number of links, however post intervention, this changed to SMT and CT6. There was also an increase in the number of links made between pre and post.

Overall

Overall, there weren't extensive changes in staff social networks between pre and post intervention. Links became stronger in relation to speaking about personal information which does suggest personal relationships increased. Furthermore, an increase in strength of connections when seeking advice suggests stronger social cohesiveness as a staff grouping with regards to professional practice. Further exploration over a longer period of time would be beneficial as adult relationships can often take longer to adapt (Sherman, De Vries and Lansford, 2000).

9.2 Qualitative Data

In addition to pre and post questionnaires, data was gathered through post intervention focus groups and semi-structured interviews with children, young people, and staff. Thematic analyses, as outlined by Braun and Clarke (2006), were carried out in relation to focus group and interview data. Results from Wordles generated from 'Me and My School' questionnaire will be considered as part of qualitative results followed by post intervention focus groups and interviews. Outcomes from the focus groups and semi-structured interviews will be discussed independently then collective conclusions drawn.

9.2.1 Key Patterns from the Wordle results in 'Me and My School' Questionnaires

9.2.1.1 P5 pre and post matched

Visuals and frequency tables in the results section illustrate that the most frequently used words to describe the school pre intervention were big (14%) and fun (12%), followed by good (9%), helpful (6%) and scary (6%). Overall, positive connotations were associated with 71% of the words and negative connotations with 29% of the words. Post intervention, the most frequently used words were fun (26%) and educational (23%), followed by busy (13%), big (7%) and friendly (6%). Overall, positive connotations were associated with 76% of the words and negative connotations with 24% of the words. This was an increase of 5% for positive and decrease of 5% for negative.

9.2.2.2   Staff pre and post matched

Visuals and frequency tables in the results section illustrate the most frequently used word to describe the school pre intervention was busy (31%), followed by friendly (10%), intense (7%) and supportive (6%). Overall, positive connotations were associated with 76% of the words and negative connotations with 24% of the words. Post intervention, the most frequently used word was relationship (20%), followed by children (12%) and supportive (10%). Positive connotations were associated with 87% of the words and negative connotations with 14% of the words, an increase of 11% for positive and decrease of 10% for negative.

Overall, a higher frequency of words with associated positive connotations were used post intervention as opposed to pre intervention for both the P5 group and staff group. The highest frequency of words used post intervention were also those associated with a restorative approach in terms of relationships and positive ethos e.g., relationships, supportive. This therefore suggests that implementation of a restorative approach can contribute to strengthened relationships and enhanced ethos within an education establishment.

9.2.2 Pupil Focus Group

First and second order coding exposed several key themes from the pupil focus group, particularly in relation to impact. In line with previous research (Bevington, 2015) pupils reported positive impact on social skills, talking and listening, and conflict resolution skills. A key theme arose in relation to safety which the researcher had not predicted. The researcher did not focus specifically on safety and the concept of safety was not explicitly discussed within the staff or pupil training sessions however, it appeared as a theme within the pupil focus group. Pupils commented about the school and playground feeling safer following implementation of a restorative approach. Increased feelings of safety are a positive outcome and further exploration about the impact of increased feelings of safety would be beneficial. In addition to safety, another key theme throughout the pupil focus group data was around ethos. Phrases relating to improved school ethos were frequently used by the children and young people about themselves, other pupils, and staff. The pupils outlined that positive school ethos was demonstrated by less shouting, adults listening to them and pupils listening to one another. Listening was a phrase that was used repeatedly throughout the focus group discussion. Feeling listened to underpins many psychological and social concepts such as affiliation, agency, and autonomy, along with a sense of fairness,

positive self-worth, and empathy (McLean, 2009, Pianta et al, 2012, Macready, 2009). The impact of feeling listened to can clearly be seen through analysis of the focus group data, and recognition of the importance of culture of all having a voice. The themes generated and specific comments made by the children and young people illustrates that they view themselves as active participants in the school context rather than passive, an outcome that aligns with conclusions drawn by Macready (2009). Feeling like they have a role to play and the ability to reflect upon this role are key factors associated with a relationships-based approach and a more subtle outcome of effective implementation.

9.2.3 Staff Focus Group

Recognition of pupils being active participants in the school context and culture is also apparent within themes generated from the staff focus group. For instance, a key theme outlined is the impact on pupils' conflict resolution skills, specifically their role in resolving conflict. As noted, enhancement of conflict resolution skills is a focus of a restorative approach (Bevington, 2015), and this is demonstrated by both pupils and staff through comments made during the staff focus group. In addition to conflict resolution skills, and similar to the pupil focus group, 'listen' was a term which was used regularly in relation to pupils listening to one another and staff listening to pupils. The concept of listening is expanded further within the staff focus group to encompass responsibility for actions. Themes around relationships, social skills and conflict resolution skills highlight that increased ability of children and young people to recognise and take responsibility within situations. The ability to take responsibility is vital when resolving disputes and provides learning opportunities for future actions which are not provided by a zero tolerance, imposed response to behaviour by a third party or behaviour management scheme. Further themes generated from the staff focus group relate to implementation and highlight why it is vital to consider how a restorative approach is applied. Factors such as readiness and engagement were discussed, with acknowledgment that a staged, whole school approach is beneficial.

9.2.4 Staff Semi-Structured Interviews

Recognition of the importance of planned implementation was also highlighted through staff semi-structured interviews. The importance of consistency of approach yet context specific flexibility was raised. Context specific flexibility was a feature mentioned in the review of Closing the Attainment Gap to ensure interventions are viable and helpful within individual situations Sosu and Ellis (2014). Adhering to an implementation framework supports such flexibility whilst supporting reliability and generalisability. Discussion around the benefits

of a framework also extended to a restorative framework during the interviews. The use of explicit language and consistent approaches were linked to learning, ethos, and whole school change on a strategic level. Themes from staff interviews also outlined impact at the individual level for children and young people, and staff. Specifically in relation to participation and sense of belonging for children and young people. As Ferguson et al (2015) outlined, experiencing a sense of agency is a positive outcome in education settings, but extended impact comes with the ability for children and young people to express agency.

9.2.5 Overall

Key messages arising from the qualitative data include observing positive impact for both pupils and staff, being mindful of implementation and the impact on school ethos. Challenges outlined include barriers such as mindset, consistency, and time. Often school-based interventions focus on change for the child and young person but not specifically for the adults. A restorative approach aims at supporting change within the whole context where adults genuinely model relational interactions not only as part of teaching but also within the wider setting. For this to take place, staff readiness and mindset must be considered to ensure the greatest chance of success.

9.3   Secondary Data

Secondary data was collated from X local authority education services annual data gathering and national census information to explore the school population in relation to the local and national context. Collation of this data contributed to the development of a school profile and provided further pre and post comparison.

9.3.1 Curriculum for Excellence Data – FOCUS

In 2015 the local authority introduced a centralised data system, FOCUS, to track Curriculum for Excellence (CfE) outcomes and compare these to matched schools across the city. Access to this system has allowed annual comparison of CfE data which has provided another aspect for data triangulation. Overall, there was an increase in the number of learners on track in each of the curricular areas over the 3-year period of 2015-2018. Furthermore, there was an increase in the number of learners achieving over 90% in each of the CfE components between 2015 and 2018. Whilst it is not possible to definitively conclude that the intervention has directly impacted curriculum outcomes, or the extent to which this may have happened, clear correlations between positive school ethos, relationships and school engagement, and impact on learning outcomes have been shown. Similar findings were

reported by Gonzales (2015) and Drewey (2014) who highlighted improved academic attainment following implementation of restorative approaches. FOCUS data also provided interesting patterns for more vulnerable groups of children and young people. Pianta et al (2003) outlined that interpersonal relationships can activate and compensate children and young people's cognitive capacities, and this can disproportionately benefit children and young people living in areas of low socio-economic status (Franke, 2014), and associated challenges (Cronsoe, 2001). Over the period of 2015-2018 there were consistent increases in CfE data for more vulnerable groups of children and young people, including those in SIMD 1 and 2, looked after and on the child protection register. Again, it cannot be concluded that implementation of a restorative approach directly caused this pattern, however prior research and current analysis suggests positive correlation. Next steps could involve a more specific focus on the impact on attainment over a longer period of time and research design which examines the direct impact of restorative approaches on school attainment, especially for more vulnerable groups of young people.

9.4   Triangulation of Results

Extensive data has been collated and analysed in the research study through a mixed method approach. The main aim of implementing a mixed method approach was to triangulate results through a variety of means to enhance reliability of outcomes (Creswell, 2006). The following section discusses the triangulated results, illustrated in the results section, in relation to each of the research questions proposed at the beginning of the study.

9.4.1 Question 1

With regards to research question 1, 'Will implementation of a whole school restorative approach have a positive impact on pupils' affiliation to school?', triangulation of results from quantitative and qualitative data illustrates that there has been a positive impact on pupils' affiliation to school following implementation of a whole school restorative approach. These results can be seen in relation to P3a SNA questions around friendship and play mates. Furthermore, several questions answered from readiness and Me and My School questionnaires related to affiliation and yielded statistically significant results between pre and post intervention. Comments from staff interviews also triangulated positive outcomes for pupil affiliation in school.

Positive impact on pupil affiliation to school supports research highlighting the benefits of implementing a whole school restorative approach (McCluskey et al, 2008). In line with attachment theory, feelings of belonging support the development of nurturing relationships

and a positive ethos, along with children feeling heard and valued (Graham, 2012). Furthermore, feelings of belonging foster a sense of security and safety which scaffold the building blocks in relation to Maslow's hierarchy of needs (Maslow, 1943). Progression through Maslow's hierarchy allows for psychological, and self-fulfilment needs to be focussed upon, and support children and young people to be in a place to learn. Increased affiliation with school is also associated with increased pupil engagement and motivation (McLean, 2009), therefore supporting children and young people to actively participate in school life and activities. Overall, research has demonstrated that a positive impact on pupils' affiliation to school supports good health, wellbeing, and engagement, and that a sense of belonging contributes to enhanced school experience (PISA, 2018).

9.4.2 Question 2

Triangulation of qualitative and quantitative data illustrates that there has been a positive impact in relation to research question 2: 'Will implementation of a whole school restorative approach have a positive impact on pupils' agency within school?'. This is highlighted by the Readiness and Me and My School questionnaires, particularly in relation to feeling listened to by adults. Furthermore, focus groups and interviews reinforce that pupils' views are recognised to a greater extent post intervention. An increase in feelings of agency, or sense of control over actions and consequences, has been demonstrated as an outcome of using a restorative approach through providing a genuine voice for children and young people (Macready, 2009). Furthermore, the presence of positive interactions which engage children and young people, are associated with feelings of control (Pianta et al, 2012). Feelings of being listened to and having an element of control have been linked to increased emotional engagement, which in turn supports engagement with learning (Palmgren, Pyhalto, Pietarinen, Sullanmaa and Soini, 2021). In addition, evidence proposes that pupils who perceive themselves as members of the school community and with a sense of agency achieve higher grades and spend a longer period of time at school (Finn, 1993; Finn and Voelkl, 1993).

9.4.3 Question 3

Triangulation of data illustrates a positive impact with regards to research question 3 'Will implementation of a whole school restorative approach have a positive impact on pupils' autonomy within the school?'. Statistical significance from the staff Me and My School questionnaire and extracts from focus groups and interviews demonstrate an impact on pupil autonomy. High pupil autonomy is associated with high pupil engagement (Pinata et al, 2003), motivation (McLean, 2009) and positive school ethos (Graham, 2012).

The concepts of affiliation; sense of connectedness, agency; beliefs about competence, and autonomy; feelings of being trusted, are all associated with pupil motivation and engagement with school (McLean, 2009). Implementation of a restorative approach has illustrated a positive impact on all three of these concepts, as outlined in research questions one, two and three, through qualitative and quantitative results. Development of these skills not only supports engagement and motivation in school but is also linked to social capital and social justice. As Murphy et al (2015), outlined, there is a changing landscape in Scottish Education to expand the concept of equity to include factors such as sense of belonging and participation (Mowat, 2009). Therefore, supporting and increasing affiliation, agency and autonomy for pupils builds social equity. Research has also demonstrated that children and young people from disadvantaged backgrounds are less likely to have sense of belonging to school (OEDC, 2017), therefore increasing affiliation to school may have a disproportionally positive impact for those living in SIMD 1 and 2.

9.4.4 Question 4

Social equity and social capital are also considered in research question 4; 'Will implementation of a whole school restorative approach enhance relationships between pupils in the school?'. Statistically significant results from Readiness questionnaires, and staff and pupil Me and My School questionnaires demonstrate that pupil relationships have become enhanced. Similarly, extracts from pupil focus group and interviews, and staff focus groups, suggest improvement in pupil relationships. Pianta, Hamre and Stuhlman (2003), outline that pupil engagement is a relational process and positive relationships can both activate and compensate cognitive, emotional, behavioural, and motivational capacities. Improved peer relationships mirror previously highlighted outcomes from implementing a restorative approach in an education setting where relationships between pupils were enhanced (McCluskey et al, 2011, Thorsborne and Blood, 2013). The unique element of social network analysis offered further evidence of this through contextual consideration rather than just self-report or observation.

9.4.5 Question 5

As with pupil engagement, staff engagement and affiliation are also relational processes. A positive impact on staff affiliation to school was recorded post implementation of restorative approaches, which supported research question 5. This was triangulated through the staff 'Me and My School' questionnaire and staff interview. A restorative approach is a way of supporting and developing social interaction and conflict resolution and is therefore

much broader than a specific teaching approach. As outlined in previous sections, the greatest success of implementation and positive impact is visible when adults engage with and model the approach within a whole school setting. Not only does this scaffold for children and young people, but also has a positive impact on staff themselves. A positive and relational staff ethos creates a more favourable working environment and outcomes such as those illustrated in the data above e.g. 'Adults in the school help each other', 'we are more one big group now', 'probably fewer staff absences'.

9.4.6 Question 6

Furthermore, illustration of positive staff relationships provides evidence of impact for research question 6: Will implementation of a whole school restorative approach enhance relationships between staff in the school? Data from Staff SNA, 'Me and My School' questionnaires, and staff focus groups and interviews demonstrated that staff relationships improved post intervention. As Coburn et al (2013) highlighted, staff social networks are as vital, if not more so, than children and young peoples' when considering whole school improvement. Despite this, research into school improvement often only considers the input and output of processes, with limited focus on relational linkage. By considering staff relationships, the current research aligns with findings from social network theory in an education context, that informal staff social webs or relationships are the most prominent determinants of how change is accepted and embedded (Coburn et al, 2013, Daly, 2010). Engagement with change can be seen through comments in the staff focus groups and interviews, such as 'there is a more consistent approach and expectations', 'there are clearer expectations amongst staff – this helps with a more common language', 'a relational approach helps us all to focus on really listening to one another'. In addition to considering staff relationships and with regards to information dissemination, enhanced relationships will also promote a more positive school ethos (Pianta et al, 2012). As children and young people function within a context, the environment in which they interact and learn influences engagement, therefore modelling of positive staff social interactions and a nurturing ethos will not only make the environment more favourable for them, but also for the children and young people.

9.4.7 Question 7

A key focus of implementing a restorative approach is improving relationships between staff and pupils through direct intervention and indirect modelling (Tyler, 2006). Triangulation of results illustrated positive impact with regards to research question 7 which explored the relationships between staff and pupils following implementation of a restorative approach

in X school. Results from all aspects of the data collected reinforced the outcome of improved relationships, particularly in relation to adults listening to children and young people, children and young peoples' views being taken on board more frequently and consistency of approach across the whole school. Reflection by staff also indicates that using a consistent approach with the children and young people positively impacts relationships through the skills developed both by children and young people and by the adults themselves, as outlined by Tyler (2006) and Zehr (2002). As pupils spend a significant proportion of time within an education setting, there are a high number of opportunities to enhance development, engagement, and achievement (National Research Council, 2004) through staff and pupil interactions. Furthermore, as engagement is a relational process, interpersonal relationships can activate and compensate a young person's emotional, behavioural, and motivational capacities (Pianta et al, 2003), an outcome which disproportionately benefits young people living in areas of low socio-economic status (Franke, 2014). As outlined, X School is located within an area of high deprivation with 70% of children, young people and their families living within the 15% most deprived data zones in Scotland (Glasgow City Council, 2017). Implementation of a relational approach was chosen specifically in light of the disproportionately positive impact of a relationships-based approach within areas of high deprivation. In addition, an approach which explicitly teaches, models and scaffolds interpersonal skills promotes the presence of, and a focus on, positive interactions and relationships, which aligns with outcomes and recommendations from policy and literature (NRC, 2004, Education Scotland, 2018, Pianta et al, 2012, Durlak et al, 2011).

9.4.8 Question 8

As a restorative approach is fundamentally a relational approach, aspects overlap with other whole school approaches, such as nurture. However, an aspect which makes a restorative approach unique is the explicit teaching, modelling, and scaffolding of conflict resolution skills. Conflict resolution skills include talking and listening, empathy, reflection, awareness of emotions and taking responsibility. Triangulation of results demonstrated a positive impact with regards to research question 8: Will implementation of a whole school restorative approach enhance pupils' conflict resolution skills? Results from SNA, questionnaires, focus groups and interviews indicate improved pupil conflict resolution skills between pre and post measures, particularly in relation to talking and listening, and responsibility. Feeling listened to and having the opportunity to have their side of the story heard, are highlighted numerous times by children and young people through questionnaires and focus groups, suggesting this is a key factor for them. It aligns with research which

suggests that giving children and young people a genuine voice can lead to improved self-regulation (Tyler, 2006). Furthermore, it is now recognised that self-regulation and impulse control are developmentally related rather than existing through extrinsic motivation such as reward and punishment (Blair and Raver, 2015), therefore explicit teaching of conflict resolution skills supports the mastery of these skills. In addition, the predictability and transparency of the 5 key questions were highlighted as crucial by both staff and pupils as it ensures everyone knows what will happen and the focus can be on repairing harm rather than feelings of fear or attempts to evade punishment. The staged and explicit approach of using restorative questioning also levels the power imbalance between staff and pupils, and offers a platform for reflection, an empathic response, and reparation of harm through conflict resolution, rather than imposition of punishment by those with greater power.

9.4.9 Question 9

As with conflict resolution skills, a fundamental aim from implementing a restorative approach is to scaffold, model and support problem-solving skills (Thorsborne and Blood, 2013). With groundings in humanistic and positive psychology, a restorative approach promotes the explicit teaching of problem-solving skills rather than trying to shape behaviour through extrinsic means of punishment or rewards. A behaviourist approach may result in a desired outcome through extrinsic motivation however it does not teach the skills for children and young people to competently solve problems or resolve conflict in the future and without the imposed sanctions or rewards from a third party. A significant strength outlined in the research from both qualitative and quantitative measures is the positive impact on pupil's problem-solving skills, as outlines in research question 9, with a strong theme around listening skills – listening to others and feeling listened to.

9.4.10 Question 10

Implementation of a restorative approach is not directly related to engagement with learning, however there is a growing body of literature which indicates that when children and young people feel supported, safe, and confident they are able to access and engage with learning more readily (Scottish Government, 2013b, Saminathen, Plenty & Modin, 2021). As an outcome of embedding a restorative approach is the development of positive relationships and improved school ethos, it was predicted that an indirect outcome would be increased ability for children and young people to engage with learning. Qualitative data from interviews and focus groups, alongside quantitative secondary data from FOCUS, supported research question 10. Qualitative data from the staff focus group and interviews indicate that staff recognise the development of social and emotional skills support children

and young people to be in a frame of mind to access learning more readily, also potential pre-occupation with unresolved conflict is reduced. Attainment tracking information from FOCUS data outlined that the percentage of pupils on track for Curriculum for Excellence components of reading, writing, listening and talking, numeracy, and literacy increased over the years that a restorative approach was implemented. Furthermore, this pattern of improved attainment was consistent for more vulnerable children and young people, such as those living in SIMD 1 and 2, are looked after and are on the child protection register. Whilst it cannot definitively be concluded to be a direct result, it does align with research and policy supporting that positive ethos and relationships support engagement and outcomes in learning (Scottish Government, 2018, Banerjee, Weare and Far, 2014). Further research with a specific focus on attainment would be beneficial.

9.5   Unique Contributions

As outlined at the start of the thesis, there were several unique contributions to the field of research. Consideration of these in relation to the data gathered and results derived will be given.

9.5.1 Design

Firstly, a key aspect was the pre and post design of the study. Following extensive literature search, pre and post evaluation of a restorative approach in a whole school context in the United Kingdom had not been carried out in published research at the time of initial literature review. The researcher was keen to explore the impact of a whole school approach as opposed to individual elements of restorative practice e.g., restorative conferencing, and consider the impact of this from a pre and post intervention perspective. In line with change theory research, implementation science research, and experience of the researcher, a whole context approach is crucial to ensure whole school change, consistent expectations, and implementation. Furthermore, implementation of a pre and post design supports greater validity for concluding impact being accountable to the intervention. Quantitative results indicated that there were significant differences between pre and post results for each of the class groups and staff questionnaires related to the research questions. Triangulation of results through qualitative measures further supported these findings.

Application of a pre and post research design highlighted both the complexities within a school system which can challenge a whole school approach, and the need for constant reflection in response to ever-changing school contexts. Use of an implementation science

approach supported the process of reflection by providing a clear framework for review, and impact measurement. At the time of the literature review, there were publications which outlined and summarised key features of implementation however, the use of an implementation framework to apply a restorative intervention had not been reviewed. The use of an implementation science framework in the current research provided a clear and consistent approach and provided a starting point for the development of an implementation tool to support education contexts introduce and embed a restorative approach. Therefore, applying an implementation science approach not only provided a unique contribution to the research field but also scaffolded the development of a tool to support implementation in educational contexts.

9.5.2 Evaluation

A further unique contribution to the research field was in relation to evaluation and impact measurement. The majority of studies accessed through extensive literature review focussed on measurement of more traditional aspects of behaviour management that it was hoped a restorative approach would reduce e.g. reduced exclusions, reduced non-attendance, reduced non-compliance, rather than measuring the outcomes of what a restorative approach would hope to achieve e.g. increased empathy, enhanced problem solving skills, enhanced self-regulation. The current study aimed to exlpore those aspects which a restorative approach would support including affiliation, autonomy and conflict resolution skills. It is recognised that a wealth of research exists in relation to each of these concepts individually, however as the study involved a whole school approach, the researcher was keen to explore a breadth of areas to provide context of the school system and impact on children, young people and staff rather than just one discrete area. Furthermore, the development of a relational approach to supporting children and young people's wellbeing was key to the research rather than in depth exploration of one element. Outcomes from the research illustrate positive and significant results in relation to the social and emotional skills outlined in the research questions.

9.5.3 Method

The use of Social Network Analysis to explore the impact of a restorative approach on the relational networks between peer groups and staff groups provides another unique contribution to the research field. Again, extensive literature search highlighted that SNA had not been applied when exploring the implementation of restorative approaches in an education setting, rather the focus being on outcomes and impact on individuals or reported by individuals. Interestingly, it was predicted that post intervention there would be an

increase in social ties between peers in classes. However, the pattern which emerged across all the age groups was that there were generally fewer social connections, but the strength of these connections increased. Therefore, it is suggested that implementation of a restorative approach strengthens the social links between children and young people. Furthermore, the staff SNA suggested there was limited change within the staff grouping for questions related to job and advice, however, stronger, and more equitable links established around discussion of personal life post intervention. An increase in strength in social links aligns with Mowat's (2020) conclusions from a synthesis of research exploring the importance of relationships in education, that bonding capital, or strength of social bonds, are a protective factor in the context of poverty. The use of SNA provided further exploration into the impact of implementing a restorative approach within a whole school setting in relation to social bonds. Not only does this provide further evidence of the positive outcomes it also supports friendship development at a pupil and staff level. Further research would be beneficial with regards to the longer-term impact on social networks by repeating the analysis over time intervals.

9.5.4 Sample Group

Including staff in the participant sample was key within the research as the focus of a whole school approach is to ensure that the context in which the children and young people function is consistent across staff members and environment. In addition, the researcher was keen to explore the impact of a restorative approach for both children and young people, and staff. The focus on staff further contributed to the research field as it is more common for research to focus on the impact on children and young people, rather than staff groupings. Results indicated that there was greater consistency amongst staff practice post intervention, and that implementation of a relational approach supported a shift in mindset from a more traditional approach to a more restorative one. Recognition of the staff mindset shift that often accompanies the introduction of a restorative approach is key as this can often challenge how individuals view behaviour in a much wider context than school setting. Aligning with an implementation framework can support the process of attuning with staff readiness and reflecting and responding to required adaptations.

9.5.5 Impact

The significant focus on implementation and adherence to an implementation science model was another unique contribution of the current study to the research field. Implementation can often be the greatest predictor of success and sustainability of an approach or intervention therefore is crucial when considering a whole school approach. At the time of

literature review, there was a gap within the research field around the application of an implementation model as part of the intervention involving restorative approaches. Results indicated that a focus on implementation supported the process through provision of a framework around reflection and impact measurement. Focusing on implementation was initially aimed at supporting application and evaluation within the current research, however, as the research progressed, emerging key features and themes acted as a catalyst to develop a whole establishment implementation model (See Appendix 16).

9.5.6 9 Relational Approach

A final contribution to the research field is aligning with a social justice interpretation of equity to include concepts such a sense of belonging and participation (Mowat, 2009). This broader definition maps with the view that a restorative approach is much wider than simply a behaviour management technique, incorporating the development and reinforcement of social and emotional skills such as conflict resolution and problem solving. Results illustrated that not only did implementation of a whole school restorative approach result in positive outcomes for children and young people in relation to such skills, but the school staff too. This outcome demonstrates the value in whole school implementation of an intervention in terms of impact and contextual exposure to a consistent approach. Furthermore, results support the view that immersion in modelling and scaffolding social and emotional skills has a greater impact than 'teaching' such skills through discreet lesson, programmes or sessions (Collie, 2020).

9.6 Next steps and future research

Consideration of the unique aspects associated with the current research illustrates contribution to the research field, there are however several next steps and future focusses which could further enhance contributions. Next steps and future research will be discussed in the following section.

9.6.1 Parent/Carer Involvement

In line with an ecological model, a restorative approach has greatest impact when embedded within the context in which a child or young person exists. Therefore, a whole school approach is beneficial in terms of consistent practice within education, however, it does not provide consistency in terms of the community or home environment. It is recognised that a key next step in relation to the research is to involve parents/carers in the implementation of restorative approaches both with regards to school, and to support

parents/carers at home. Whilst the positive impact for children and young people can be seen in the results gathered within the school context, exploration about wider impact would be helpful. Next steps could involve gathering feedback from parents/carers views through semi structured interviews or focus groups around the impact on children and young people through implementation within the school setting. Furthermore, consideration should be given to involving parents/carers in restorative approaches training to support the use in the home environment. Often a challenge of implementing restorative approaches in an education setting is the potential misalignment between approaches used by parents/carers at home, particularly if this is a more traditional or punitive approach. By involving parents/carers in restorative training, a more consistent and contextualised approach can take place where children and young people experience a relational approach to problem solving and conflict resolution.

9.6.2 Long Term Impact

The broad aims of the current research were to explore the impact on social and emotional skills, and relationships within an education setting of implementing a whole establishment restorative approach. The intervention period ran for just over a year, from January 2018 to March 2019, however research indicates that it takes three to five years for a restorative approach to be fully embedded through thorough implementation (Thorsborne and Blood, 2013). Therefore, results have demonstrated positive impacts in the short term but not sustained impact. Further research could explore the longer-term impact of restorative approaches both in relation to children and young people, and staff.

9.6.3 Education Sectors

In addition to longer term research being carried out, implementation within different education sectors would also strengthen the research field in relation to restorative approaches. The current research took place within a primary school context however, similar implementation within early years, secondary and additional support for learning (ASL) establishments would be beneficial to explore similarities and differences in impact. There is a growing evidence base for the use of a restorative approach with learners who require additional support (Burnett and Thorsborne, 2015), and practical implications and adaptations involved. Exploring the impact for children, young people, and staff within the ASL sector would further extend the research field and could provide a stronger evidence base to support populations who are more greatly affected by the poverty related attainment gap (Robertson and McHardy, 2021).

9.7   Implementation Framework

As discussed in previous sections, the researcher was keen to conduct applied research through evaluation of existing information and development of a resource to support the outcomes of the research. Furthermore, a key motive for the researcher to carry out the research was to ensure it informed future practice and supported real world intervention. It was recognised through the reflexive journal the researcher maintained, minutes from implementation meetings and feedback from staff that challenges around implementation often present as significant barriers to whole establishment change. In light of this, the researcher developed an implementation resource (see Appendix 16) to support whole establishment implementation of a restorative approach within the national context in line with an implementation science approach (Fixsen et al, 2009). At the time of completion there were no published resources to support implementation within a whole education setting in a Scottish context. This resource includes a guide to implementation, readiness questionnaires for educational establishment staff, children and young people, and parents. Followed by three key themes which underpin what contributes to a restorative establishment. The three themes are: relationships promote positive and attuned interactions, accountability and responsibility for self and others, and children and young people are active participants in conflict resolution. The resource supports staff to self-evaluate the three themes in relation to their educational establishment and highlight areas of good practice and areas to develop. These themes are framed within a continuum of support and intervention for whole establishment implementation. The focus on a continuum of support and intervention adds a unique contribution to the field as existing implementation supports focus on the more formal aspects of restorative practice such as conversations and conferences (Gonzalez, 2015). The final section of the resource provides advice and supports for measuring and evidencing impact. Creation of this resource also aims to reduce the threats to implementation highlighted by Gregory and Evans (2020) and discussed in the implementation section of the literature review. Applying an implementation science model and scaffolding self-reflection and evaluation help reduce threats associated with top-down application, narrow implementation, 'train and hope', and under resourcing. Inclusion of readiness questions also supports the recommendation from Hurley et al, (2015) who concluded that greater focus on implementation readiness was needed.

9.8   Limitations and Reflections

There were several limitations of the study, in relation to methodology and design. These are outlined and discussed below, along with reflections.

9.8.1 Self-Report methods

Self-report methods are often criticised by researchers for threatening validity and therefore conclusions which are drawn through the data (Chan, 2008). These criticisms include aspects such as participants may answer in a biased manner, administrative process may vary, and interpretation can be subjective (e.g., Fredricks and McColskey, 2012). In light of criticisms, the researcher put in place a number of factors to increase validity of results, this included clear instructions around the administration of questionnaires, pre data collection occurred prior to introductory training of the intervention and a mixed method approach was employed to allow triangulation of results between different methods. Despite the researchers attempts to increase validity of the data gathered, there is recognition that when carrying out real world research, it is not possible to account for all variables, also that realities are socially constructed by individuals living in them, therefore trying to neutralise or create uniformity can alter the results being sought through social research. The researcher is therefore mindful to ensure reliability and validity ensure the research is generalisable and useful, but also that results are reflective of those participating.

9.8.2 Roles of the Researcher

A further limitation was in relation to the researcher. The researcher had dual roles within the study, acting both as the evaluator and the external consultant supporting with the implementation of the school's RA plan. This dual role is potentially the biggest weakness in the study. The prime weakness of being both the implementer and evaluator is the threat of (purposely or inadvertently) influencing the evaluation process. However, as mentioned previously, Pole (1993) states that the evaluator must seek to make any contamination positive contamination. An awareness of potential contamination also allows the researcher to implement strategies to reduce any negative effects as far as possible. The strategies implemented are outlined in the reflexivity section of thesis.

A further potential challenge of the dual roles of the researcher is that the data gathering, and analysing is predominantly carried out by the researcher. The potential risks of this are that data is not analysed thoroughly enough, or misinterpretation of the data. The

limitations associated with this were reduced through colleagues supporting the coding process associated with thematic analysis and the interpretation of visual patterns visible from social network analysis.

9.9 COVID-19

A further challenge which arose during the research process was the occurrence of a world pandemic. In December 2019 an unknown strain of coronavirus was reported in China which caused pneumonia type symptoms and was not effectively treated by known medications. The virus subsequently spread internationally, and a world pandemic was announced. In March 2020 the United Kingdom went into lockdown to try to reduce the rapid spread of the infection and increasing death rate. During this time schools were closed and home working for adults became compulsory where possible. Schools were closed for most young people, other than children of key workers or vulnerable, until August 2020. During this time, children and young people experienced a significant amount of change, loss and challenges. Further lockdown occurred where schools were shut from December 2020 to March 2021. Supporting children, young people and their families through these extremely challenging and unique times resulted in a community approach across Scotland. One aspect of this was in relation to education, how to support children and young people during lockdown, and with reintegration back into school. During lockdown children and young people had experienced significant change and loss, with some also experiencing bereavement. Research has demonstrated that when supporting children with loss and bereavement, relationships are key, both from adults (Warin and Hibbin, 2016) and peers (Dopp and Cain, 2011). Furthermore, as previously discussed, when children and young people feel safe, secure and nurtured within a school setting they are more likely to access learning in a positive manner (Cooper & Whitebread, 2007). Therefore, embedding a restorative approach in schools could support the ongoing impact children, young people and their families have experienced directly, and indirectly from Covid pandemic.

The research was also affected by the pandemic as schools were closed and working from home became mandatory. The researcher had originally planned to expand implementation within further education settings to support triangulation of results and refine implementation guide. This, however, was not possible and would be a positive next step for the research. Similarly, collation of local and national statistics was halted during lockdown which has impacted the ability to collate more up to date statistics in line with thesis submission date.

9.10 Concluding Remarks

The current research aimed to explore the impact of implementing a restorative approach within an education setting, with the view of extending the research field relating to equitable education and closing the attainment gap. Whilst it is recognised that the Scottish Attainment Gap must be considered within a broad framework of inequalities in society which has to be addressed far more broadly than education alone, there are approaches that educational establishments can embed which positively support aspects associated with the poverty related attainment gap. As Mowat, (2020) concluded, through synthesis of research, social support and networks around families were important, and both bonding capital and bridging capital can exemplify the impact for children and young people.   With this in mind, the researcher predicted positive impact from implementing restorative approaches across a series of research questions focussing on improved social and emotional skills for children, young people and staff. A mixed method approach to exploring these hypotheses highlighted key areas of impact, particularly around strength of relationships, skills of reflection and conflict resolution and listening – hearing, and genuinely being heard. Implementation as a process was threaded throughout the study and the value of setting this as centre stage during application of an intervention outlined. Outcomes from the study contribute to the research field and informed the creation of an implementation guide to support whole school implementation of restorative approaches within a Scottish context. A tentative link between application of restorative approaches and positive impact on academic attainment was made, this would benefit from further exploration.

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Appendices

Appendix 1

X Primary School – PATH Readiness Activity

Step	Comments
1: What would be your ideal vision for St Catherine's Primary School? How would this function, what would it look like?	- A consistent, fair approach to developing well-mannered, well behaved, respectful and motivated children - Children and staff would feel nurtured, respected and safe - Pupils should be more competent at resolving conflict - Strong emotional intelligence of pupils - Ethos of respect throughout the school - Older pupils supporting younger pupils in resolving conflict - Consistency - Happy, calm, positive learning environment - Well organised, respectful, good communication - School agreed strategies and tools - Follow through on incidents - Calm school - Inclusive/involved - Everyone treated fairly - Happy school - Responsibility to all pupils and staff - Everyone feels valued and respected
2: Consider the desired outcomes for a year's time. These goals should be positive and possible.	- Address behaviour policy - Involve children in developing policy to encourage them to buy into it - Rewards for excellent behaviour. Children need to feel that the policy is fair to those who never step out of line. Poor choices should not be seen to be rewarded by those who have made good choices. - Consistent behaviour policy in place which incorporates RA - Impact of the counsellor will have promoted and contributed to a calmer school - Consistent and meaningful to the child - Two way respect system between pupils and staff - Designated space for time out area - School policy/procedures - review and update accordingly - Finding alternative to rewards system - Reduction in orange/red cards - more dialogue about actions and choices – resolution

	• All staff and pupils respected equally – not just responding to the head teacher • Working in partnership with other agencies and care givers
3: Highlight the current situation in relation to St Catherine's Primary School, both strengths and development needs.	• Staff work hard to be inclusive and nurturing towards all children • Are too many allowances made for certain children? • Lots of staff changes • Positive attitudes of staff to promoting and supporting change and adaptations to PPB policy and future training opportunities • PPB policy used consistently for majority of time • PPB should be used more consistently in playground • Pastoral care jotters • Weekly plan with ASN box • Playground behaviour dealt with outside • Time out not always effective • Repeat offenders alternative • CALM school initiative implemented and children are aware of it • Staff training for CLFS, spina bifida, sensory integration • Advanced autism awareness course • Low exclusion • Feedback from parent very positive • Ensure consistency when communicating with children. All staff using same language. New staff made aware. • Communication pass updated and implemented in classes
4: Consider who is already involved with the school, and what other partners may be required to engage to allow the vision to develop.	• Ed psych • OTs • Visual impairment • School nurses • Dental nurses • Counsellor • Play workers • School staff – teachers SfLW • Pupils • Parents • Counsellor • Ed Psych • Priest • This year we will have a counsellor to assist the children • Enhanced nurture from St Philomena's • Speech and language • Share good practice

	• Whole school – calm initiative • Parents • Steering group – involving all groups of staff • Ed psych to help implement consistent language throughout school • School counsellor
5: What are the current strengths within St Catherine's Primary School at the moment – both in relation to the process and establishment.	• Hard working and willing staff • Team work and collegiality • Pastoral care book • Knowing our children • Trying to involve and accommodate parents • Community fund raising events • PPB policy in place • Catholic school with a strong positive ethos, promoting care, kindness and forgiveness • Approachable, flexible and understanding staff • Staff pro-active in implementing new strategies • Staff approach is open minded • Nurture principles • Pastoral care jotters • ASN boxes on weekly plans • Hear both sides • Keep playground and classroom issues separate • Follow behaviour colours across the school – green, red, orange • Parental involvement – text home to inform about amber/red cards, sheets to record incidents • Pastoral notes – children consulted about discipline procedure cards • Thursday HT drop in sessions • Success assemblies and display
6: Create a plan for next steps with clear roles and timescales. E.g. within the next 3-6 months.	• Honest staff survey and consultation on our thoughts and ideas without fear of reprisal • Consultation with children on draft policy • Teaching and reinforcing the importance of behaviour is communication with all staff and pupils • Revise RRS charter of approach to all staff • Listen to pupil voice and gain views of opinions on next steps • Form a committee of pupils to determine strengths and next steps and ways in which they could be implemented successfully • Look at behaviour policy • How to resolve conflict positively

	• Revisit time out and consequences for behaviour issues • Meet with Ed Psych to agree common language in 3 months • Staff to review and agree why cards are issued (including SfLW) within next 3 months • Continue to implement CALM initiative • Continue with praise/celebrating success

Appendix 2

Questionnaire Development

Pupils

Want to measure – pupils and staff	Possible question(s)	Source
Pupils:		
Sense of social connectedness	➢ I have people in school I can talk to	
Ability to solve conflict	➢ I can sort out problems with my friends ➢ I can sort things out if I have a problem with my teacher	
Empathy	➢ If someone is upset I will try to help them ➢ If someone has made a bad choice I will try to help them	
Strength of relationships in class	➢ When someone in my class does well, everyone in the class feels good. ➢ Pupils in my class work together to solve problems. ➢ Pupils in my class treat each other with respect. ➢ Pupils in my class listen to one another	DSC, 2002 DSC, 2002 DSC, 2002
Teacher relationships	➢ Teachers in the school work together ➢ My teacher cares about me ➢ My teacher knows me ➢ I can count on my teacher to be there for me ➢ If I have a problem my teacher listens to me	
Peer relationships	➢ Pupils in school help each other	
Sense of belonging/affiliation	➢ I feel part of the class ➢ I feel part of the school	
Respect	➢ My teacher respects me ➢ I respect my teacher	
Responsibility	➢ If I am stuck with something I know who to ask ➢ If I am wrong I can say that I am wrong ➢ It is ok for not everyone to agree on things	
Negative and positive interactions	➢ Pupils in my class help each other, even if they are not friends. ➢ Pupils in my class help each other learn. ➢ The pupils in my class don't really care about each other. ➢ If I feel myself getting annoyed I can calm myself down	DSC, 2002 DSC, 2002 DSC, 2002
Engagement	➢ I enjoy coming to school ➢ I enjoy learning in school	
Agency	➢ My teacher listens to me ➢ My ideas are taken forward in class ➢ I can really be myself at this school	

Autonomy	➤ In my class the teacher and students decide together what the rules will be.	DSC, 2002
	➤ In my class students have a say in deciding what goes on.	DSC, 2002
	➤ The teacher lets us do things our own way.	DSC, 2002
Resilience	➤ If I get something wrong I try again. ➤ Even if I don't like doing something I will keep trying.	
Ethos	➤ My class room is a good place to be. ➤ My school is a good place to be. ➤ People care for each other in our school. ➤ My class is a calm place. ➤ My school is a calm place.	
Teachers:		
Social connectedness	➤ I have people in school I can talk to.	
Ability to solve conflict	➤ Pupils take part in solving conflict they are involved in. ➤ I can address conflict which arises between me and a pupil(s).	
Empathy	➤ I know a lot about what goes on for the pupils in this class. ➤ I adjust my responses and interactions between different pupils.	
Strength of relationships in class	➤ Pupils in the class work together to solve problems. ➤ Pupils in the class treat each other with respect. ➤ I enjoy the time I spend with this class.	
Teacher relationships	➤ Adults in the school work together. ➤ My class can count on me to be there for them. ➤ I talk with the class about my expectations.	
Peer relationships	➤ Pupils in the class help each other. ➤ Pupils in the school help each other. ➤ Adults in the school help each other.	
Sense of belonging/affiliation	➤ I feel part of my class. ➤ I feel part of the school.	
Respect	➤ My class respects me. ➤ I respect my class.	
Responsibility	➤	
Negative and positive interactions	➤ Pupils in my class help each other, even if they are not friends. ➤ Pupils in my class help each other learn.	
Engagement	➤ I enjoy teaching my class ➤ I enjoy teaching in the school	
Agency	➤ I am asked to contribute to ideas within the school ➤ My ideas are taken forward in school	
Autonomy	➤ I let the class make a lot of their own decisions regarding schoolwork. ➤ I feel able to use my professional judgement in school.	

Ethos	➢ My class is a calm place. ➢ The school is a calm place.	

The Influence of Teaching. Beyond standardised test scores.

Goal 1: Trust vs. Mistrust 1.
- This class is a happy place for me to be.
- Being in this class makes me feel angry.

Goal 4: Diligence vs. Disengagement
- In this class, I stop trying when the work gets hard
- I would ask the teacher for help, if I needed it

Development of Conscientiousness
- In this class, students learn to be more organized.
- In this class, students learn to focus more on their quality of their work
- In this class, students learn to try harder when the work becomes difficult.

DevelopmentofGrowthMindset
- In this class, students learn to believe that they can get smarter.

SenseofEfficacy(Status)
- Even if the work in this class is hard, I can learn it.

- My teacher in this class makes me feel that s/he really cares about me.
- My teacher wants us to share our thoughts.
- If you don't understand something, my teacher explains it another way.
- My teacher wants me to explain my answers—why I think what I think

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Developmental Studies Center Student Questionnaire (DSC, 2002)

Classroom supportiveness (10 Items)
1. When someone in my class does well, everyone in the class feels good.
2. Students in my class are mean to each other.(reverse score)
3. Students in my class just look out for themselves. (reverse score)
4. When I'm having trouble with my schoolwork, at least one of my classmates try to help.
5. Students in my class work together to solve problems.
6. Students in my class treat each other with respect.
7. Students in my class help each other, even if they are not friends.
8. Students in my class help each other learn.

Meaningful participation (10 items)
1. In my class the teacher and students decide together what the rules will be.
2. In my class I get to do things that I want to do.
3. Students in my class can get a rule changed if they think it is unfair.
4. In my class students have a say in deciding what goes on.
5. In my class the students get to help plan what they will do.
6. The teacher lets us do things our own way.
7. In my class the teacher is the only one who decides on the rules.(reverse score)
8. In my class the teacher and students together plan what we will do.
9. The teacher in my class asks the students to help decide what the class should do.
10. The teacher lets me choose what I will work on.

INDIVIDUAL ITEMS IN EACH SUBSCALE (Reverse score items 2, 7, 13, 18, 26, 30, 34, 45, 51, 55, 64, 70, 71)

School (6 items)
(6) I work hard at school.
(16) I enjoy being at school.
(26) I get bored in school a lot.
(36) I do well in school.
(46) I feel good about myself when I am at school.
(56) Doing well in school is important to me.

Teachers (6 items)
(8) I care what my teachers think of me.
(18) I do not get along with some of my teachers.
(28) I want to be respected by my teachers.
(38) I try to get along with my teachers.
(48) I always try hard to earn my teachers' trust.
(50) I usually like my teachers.

Peers (6 items)
(7) My classmates often bother me.
(17) I like pretty much all of the other kids in my grade.
(27) I like working with my classmates.
(37) I get along well with the other students in my classes.
(47) I am liked by my classmates.
(57) I rarely fight or argue with the other kids at school.

Psychological Sense of School Membership Scale (PSSM)

1. I feel like a real part of "name of school."
2. People here notice when I'm good at something.
3. It is hard for me to be accepted here.
4. Other students in this school take my opinions
seriously.
5. Most teachers at this school are interested in me.
6. Sometimes I don't feel as if I belong here.
7. There's at least one teacher or other adult in this
school I can talk to if I have a problem.
8. People at this school are friendly to me.
9. Teachers here are not interested me.
10. I am included in lots of activities at this school.
11. I am treated with as much respect as other
students.
12. I feel very different from most other students
here.
13. I can really be myself at this school.
14. The teachers here respect me.
15. People here know I can do good work.
16. I wish I were in a different school.
17. I feel proud of belonging to "name of school."
18. Other students here like me the way I am.

School Staff

1. This class is easy to like
2. I enjoy the time I spend with this class
4. Teaching this class isn't very enjoyable for me.

5. I know a lot about what goes on for the pupils in this class.
6. I know this class well.
7. I don't understand this class very well.
8. I don't know very much about what goes on for the pupils in this class outside of school.

12. This class can count on me to be there for him/her.

15. When I discipline, I always explain why,

19. I talk with the class about my expectations
20. I try to be clear with this student about what I expect of him/her in class.

36. I let the class make a lot of their own decisions regarding schoolwork.
37. I can't let this student do things his/her own way

Appendix 3

Restorative Approaches (RA) – Readiness Questionnaire

Points to consider at the initial stages

These questions are helpful for you to consider as part of your establishment's needs analysis.

1) Have you been involved in any RA training previously? If so, please detail.

2) Has your staff been involved in RA training? If so, please detail.

3) Is RA detailed on your school improvement plan?

4) What is your vision for RA in your school/nursery?

5) Do you have current plans about how to take RA forward in your school/nursery?

6) What would be useful in terms of input from the Glasgow Psychological Service e.g. advice, training, resources, links.

Appendix 4

Restorative Approaches (RA) Questionnaire – Senior Leadership Team

Please complete the Restorative Approaches readiness questionnaire below. Thank you.

Role:_____   Date:_____

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Knowledge					
The Head Teacher/Head of Centre is knowledgeable about Restorative Approaches (RA).					
The Depute Head Teacher(s) is knowledgeable about RA.					
The Principal Teacher(s) is knowledgeable about RA.					
Class Teachers are knowledgeable about RA.					
Support for Learning Workers are knowledgeable about RA.					
Wider school staff e.g. clerical support, facilities officer, catering staff, are knowledgeable about RA.					
Mindset					
The Head Teacher/Head of Centre understands and supports the need for RA to be incorporated within the school.					
The Depute Head Teacher(s) understands and supports the need for RA to be incorporated within the school.					
The Principal Teacher(s) understands and supports the need for RA to be incorporated within the school.					
Class Teachers/CDOs understand and support the need for RA to be incorporated within the school.					
Support for Learning Workers understand and support the need for RA to be incorporated within the school.					

Wider school staff e.g. clerical support, facilities officer, catering staff, understand and support the need for RA to be incorporated within the school.					282
Parents would be supportive and engage with the introduction of RA within the school.					
Current Practice					
Staff in the school/nursery are ready to accept an approach to conflict which isn't focused on punishment.					
The school/nursery uses emotional wellbeing approaches and resources.					
Commitment					
The Head Teacher fully supports the introduction of RA.					
The Head Teacher understands the resource implications of introducing RA e.g. CPD, collegiate time.					
The school/nursery will prioritise staff time to access supports for developing RA e.g. training, visiting other schools, attending RA support and development networks.					
There is a group of staff who are keen to lead by forming a core implementation group.					
There are other local schools who are beginning to or are in the process of developing RA with whom we can link.					
Next steps identified by Readiness Questionnaire:					

Appendix 5

Restorative Approaches (RA) Questionnaire - Class Teachers/Early Years Practitioners/Support for Learning Worker

Please complete the Restorative Approaches readiness questionnaire below. Thank you.

Role:_____   Date:_____

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Pupils and staff communicate to each other in a respectful way.					
Pupils communicate to me in a respectful way.					
The parents/carers of pupils relate to me in a respectful way.					
The pupils and their parents/carers are invited to contribute to resolving school-based problems that affect them.					
I contribute to solving school-based problems that affect me.					
When pupils, staff and/or parents are in conflict, everyone's views are listened to.					
Within this school, disagreements are normally resolved effectively.					
Pupils are invited to make amends if they are responsible for causing harm.					
When a pupil causes harm, staff normally decide the consequence.					
When a pupil causes harm, parents/carers normally decide the consequence.					
In cases of bullying, the person harmed is invited to say what could be done to make amends.					
When someone does something harmful, those involved help to decide how similar incidents could be avoided in the future.					
I am knowledgeable about Restorative Approaches (RA).					

I understand and support the need for RA to be incorporated within the school.					
Any other comments.					

Appendix 6

Restorative Approaches (RA) Questionnaire

– visual version for children

For each of the questions please circle the face that is right for you. Thank you.

Name:_____   Class:_____ Date:_____

	YES	SOMETIMES	NO
1. I like coming here	🙂	😐	🙁
2. Adults here listen to me	🙂	🙂	🙁
3. I have friends here	🙂	🙂	🙁
4. I am happy here	🙂	🙂	🙁
5. I get to tell what happens if something goes wrong	🙂	🙂	🙁
6. I like to help others here	🙂	🙂	🙁

Appendix 7

Restorative Approaches (RA) Questionnaire

– reading version for children

Please read each of the questions and put a tick in the answer which best describes you. Thank you.

Name:_____ Class:_____
           Date:_____

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel safe in school.					
I have friends in school.					
I feel I belong in school.					
I am listened to in school.					
Other pupils in the school care about me.					
If I am upset in school adults will listen to what I have to say.					
If I am involved in an argument in school, adults listen to my side of what happened.					
Pupils are part of solving problems in school.					
If I have a problem in school adults will help me.					
I enjoy coming to school.					
I want to make things better if I have done something to upset another pupil.					
I want to make things better if I have done something to upset an adult.					
Adults will ask my opinion about things in school.					

I feel my opinions are taken on board in school.					
Please use the space below if there is anything else you would like to add.					

Appendix 8

Me and My School – Class Teacher

Please complete the questions below by ticking a box from 'Strongly Agree' to 'Strongly Disagree'. Thank you.

Position:…………………………..   School Stage (if applicable):………………………………

Please describe your school in 3 words:
1.
2.
3.

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
1. I have people in school I can talk to.					
2. Pupils take part in solving conflict they are involved in.					
3. I can address conflict which arises between me and a pupil(s).					
4. I know a lot about what goes on for the pupils in this class.					
5. I adjust my responses and interactions between different pupils.					
6. Pupils in the class work together to solve problems.					
7. Pupils in the class treat each other with respect.					
8. I enjoy the time I spend with this class.					
9. Adults in the school work together.					
10. My class can count on me to be there for them.					
11. I talk with the class about my expectations.					
12. Pupils in the class help each other.					
13. Pupils in the school help each other.					
14. Adults in the school help each other.					
15. I feel part of my class.					
16. I feel part of the school.					
17. My class respects me.					

18. Pupils in my class help each other, even if they are not friends.					
19. I respect my class.					
20. Pupils in my class help each other learn.					
21. I enjoy teaching my class					
22. I enjoy teaching in the school					
23. I am asked to contribute to ideas within the school					
24. My ideas are taken forward in school					
25. I let the class make a lot of their own decisions regarding schoolwork.					
26. I feel able to use my professional judgment in school.					
27. My class is a calm place.					
28. The school is a calm place.					
Additional Comments:					

Appendix 9

Me and My School – Support Staff

Please complete the questions below by ticking a box from 'Strongly Agree' to 'Strongly Disagree'. Thank you.

Position:………………………….   School Stage (if applicable):……………………

Please describe your school in 3 words:
1.
2.
3.

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
29. I have people in school I can talk to.					
30. Pupils take part in solving conflict they are involved in.					
31. I can address conflict which arises between me and a pupil(s).					
32. I know a lot about what goes on for the pupils in this school.					
33. I adjust my responses and interactions between different pupils.					
34. Pupils in the school work together to solve problems.					
35. Pupils can solve problems without the help of adults.					
36. Pupils in the school treat each other with respect.					
37. I enjoy the time I spend with pupils in this school.					
38. Adults in the school work together.					
39. The playground is a calm place.					
40. Pupils can count on me to be there for them.					
41. I talk with pupils about my expectations.					
42. Pupils in the school help each other.					
43. Adults in the school help each other.					
44. I feel part of the school.					

45. Pupils respect me.					
46. Pupils in the school help each other, even if they are not friends.					
47. I respect the pupils.					
48. Pupils in this school help each other learn.					
49. I enjoy working in the school.					
50. I am asked to contribute to ideas within the school					
51. My ideas are taken forward in school.					
52. I feel able to use my professional judgment in school.					
53. The school is a calm place.					
Additional Comments:					

Appendix 10

School Relationships - Staff

Please complete the questions below. Answer as honestly as you can and ask for help if you are not too sure. Thank you.

Position:………………………………………

Class (if applicable):…………………………………………….

1. Who in school would you talk to about your job?

   _____

2. Who in school would you talk to about your personal life?

   _____

3. Who in school would you talk to for advice?

   _____

Appendix 11

Me and My School – Pupils Visual

Please complete the questions below by ticking a box from 'Strongly Agree' to 'Strongly Disagree'. Thank you.

Name:_____ Class:_____ Date:_____

	YES	SOMETIMES	NO
7. I like school	😃	😃	🙁
8. Adults in school listen to me	😃	😃	🙁
9. I have friends in school	😃	😃	🙁
10. I am happy in school	😃	😃	🙁
11. I get to tell my side of a story	😃	😃	🙁
12. I like to help others in school	😃	😃	🙁

Appendix 12

Relationships – Pupil (P1-3)

Please complete the questions below. Answer as honestly as you can and ask for help if you are not too sure. Thank you.

Name:……………………………………. Class:…………………………………………….

1. My friend(s) are:

   _____

2. I like to play with:

   _____

3. I like to sit beside:

   _____

4. If I am worried I talk to:

   _____

Appendix 13

Me and My SchooL – Pupil (P5)

Please complete the questions below by ticking a box from 'Strongly Agree' to 'Strongly Disagree'. Answer as honestly as you can and ask for help if you are not too sure. Thank you.

Name:……………………………………….   Class:……………………………………….

Please describe your school in 3 words:
1.
2.
3.

Statement	Yes	Don't Know	No
1. I have people in school I can talk to			
13. I can sort out problems with my friends			
14. I can sort things out if I have a problem with my teacher			
15. If someone is upset I will try to help them			
16. If someone has made a bad choice I will try to help them			
17. When someone in my class does well, everyone in the class feels good.			
18. Pupils in my class work together to solve problems.			
19. Pupils in my class treat each other with respect.			
20. Pupils in my class listen to one another.			
21. My teacher cares about me			
22. My teacher knows me			
23. If I have a problem my teacher listens to me			
24. Pupils in school help each other			
25. I feel part of the class			
26. I feel part of the school			
27. My teacher respects me			
28. I respect my teacher			
29. If I am stuck with something I know who to ask			
30. If I am wrong I can say that I am wrong			
31. It is ok for not everyone to agree on things.			
32. Pupils in my class help each other, even if they are not friends.			

33. Pupils in my class help each other learn.			
34. If I feel myself getting annoyed I can calm myself down.			296
35. I enjoy coming to school.			
36. I enjoy learning in school.			
37. My teacher listens to me.			
38. My ideas are taken forward in class.			
39. I can really be myself at school.			
40. In my class the teacher and students decide together what the rules will be.			
41. In my class students have a say in deciding what goes on.			
42. The teacher lets us do things our own way.			
43. If I get something wrong I try again.			
44. Even if I don't like doing something I will keep trying.			
45. My classroom is a good place to be.			
46. My school is a good place to be.			
47. People care for each other in our school.			
48. My class is a calm place.			
49. My school is a calm place.			
Additional Comments:			

Appendix 14

Me and My SchooL – Pupil (P7)

Please complete the questions below by ticking a box from 'Strongly Agree' to 'Strongly Disagree'. Answer as honestly as you can and ask for help if you are not too sure. Thank you.

Name:……………………………………….   Class:……………………………………….

Please describe your school in 3 words:
1.
2.
3.

Statement	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree
50. I have people in school I can talk to					
51. I can sort out problems with my friends					
52. I can sort things out if I have a problem with my teacher					
53. If someone is upset I will try to help them					
54. If someone has made a bad choice I will try to help them					
55. When someone in my class does well, everyone in the class feels good.					
56. Pupils in my class work together to solve problems.					
57. Pupils in my class treat each other with respect.					
58. Pupils in my class listen to one another.					
59. My teacher cares about me					
60. My teacher knows me					
61. If I have a problem my teacher listens to me					
62. Pupils in school help each other					
63. I feel part of the class					
64. I feel part of the school					
65. My teacher respects me					
66. I respect my teacher					
67. If I am stuck with something I know who to ask					

68. If I am wrong I can say that I am wrong					
69. It is ok for not everyone to agree on things.					
70. Pupils in my class help each other, even if they are not friends.					
71. Pupils in my class help each other learn.					
72. If I feel myself getting annoyed I can calm myself down.					
73. I enjoy coming to school.					
74. I enjoy learning in school.					
75. My teacher listens to me.					
76. My ideas are taken forward in class.					
77. I can really be myself at school.					
78. In my class the teacher and students decide together what the rules will be.					
79. In my class students have a say in deciding what goes on.					
80. The teacher lets us do things our own way.					
81. If I get something wrong I try again.					
82. Even if I don't like doing something I will keep trying.					
83. My classroom is a good place to be.					
84. My school is a good place to be.					
85. People care for each other in our school.					
86. My class is a calm place.					
87. My school is a calm place.					

Additional Comments:

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Appendix 15

Relationships – P5 and 7

Please complete the questions below. Answer as honestly as you can and ask for help if you are not too sure. Thank you.

Name:…………………………………….   Class:…………………………………………….

1. In class who do you like to work with?

   _____

2. If you are worried who do you talk to in school?

   _____

3. In the playground who do you play with?

   _____

Appendix 16

Implementation Guide

The most current version of the implementation guide can be found at
https://blogs.glowscotland.org.uk/glowblogs/public/glasgowpsychologicalservice/uploads/sites/4587/2022/04/11161029/GRAF-document-2022-Form-Interactive.pdf