



# [Summary] Report on school solving practices:

Mapping exercise on current practices to solve problems  
at school level & community engagement processes

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## PROGRAMME

*Schools&Solutions: Upscaling school restorative approaches to foster school climate and improve students' competences on managing conflicts.*

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# Introduction



## Introduction

This report is framed within the Erasmus + project "Schools & Solutions: Upscaling school restorative approaches to foster school climate and improve students' competences on managing conflicts", from 2020 to 2023.

Schools should be a safe place for everyone, but some students experience bullying and social exclusion, which causes difficulty for the teachers as well. Restorative approaches in school can change troubled behaviour and improve school climate, positively impacting violence and antisocial behaviour, creating a culture of respect, care, and inclusion. The project aims to improve the way schools manage conflict and tensions by repairing harm and building relationships.

In order to achieve this, we propose to:

- **Develop innovative and interactive ways to include the school community in solving problems;**
- **Train teachers to deal with school realities, through restorative practices;**
- **Create mechanisms for improving student behaviour, reducing the need for suspensions, repairing damaged relationships;**
- **Stem the pipeline school – juvenile justice system;**
- **Empowering students to take responsibility and accountability for their actions and face the impact of their behaviour on others.**

To do so, we have based our proposal on the Intellectual Outputs and within them a set of activities to be carried through the project lifetime within the transnational partnership:

- **"O1 - Report on school solving practices: mapping exercise on current practices to solve problems at school level & community engagement processes"**
- **"O2 - Restorative Practices in Schools – a Replicating model"**
- **"O3 - Guide to Implementing a Restorative School Centre: Guide on partnering with local schools and community"**

**Intellectual Output 1** aims to create a shared resource for comprehensive knowledge of what is done on schools in terms of problem-solving practices and community engagement processes locally and nationwide. The report contains a brief national context information, listing the current practices per school and country with recommendations for the following project IO, but also some recommendations to influence policymakers and school quality and equity.

The most prevalent identified problems in schools are:

- early school dropout;
- bullying;
- inappropriate attitudes of pupils;
- the lack of parental participation;
- insufficient tools in dealing with disruptive behaviours in classrooms.

The purpose of the restorative practices is to improve and increase students 'participation to enhance community belonging; to encourage active participation offering a wide variety of options; to celebrate personal or group achievements where participation reigns over winning or losing.

The project involved **109 Schools from across 5 EU Member States** – as such, the partners reinforce that the obtained data is not representative of the situation in the partner countries. Results should be treated with a degree of caution and cannot be widespread to characterize the technical restorative practices across schools in Europe.

The students and their caregivers are invited to contribute to resolving school-based behavioural problems that affect them, regarding: early leaving from education & truancy, bullying, cyberbullying, lack of student motivation parental and community engagement; inefficacy of school policies, behavioural problems, school violence, and teacher-student relationship.

In order to obtain the best possible information on the restorative practices within schools and how they could be improved, the partnership identified specific situations, providing the best dynamics in developing a substantial ongoing project for many schools in solving specific problems using the restorative practices.

# 1/ Methodology



# 1. Methodology

A Methodological Instrument was elaborated by Aproximar and Scoala Gimnaziala Nr. 28. The Report includes the following:

Quantitative research – Desk Research Tool

Qualitative research – Questionnaire / Interview Script

Data collection and analysis

## 1.1 Thematic Descriptors

**Group 1: Thematic descriptors regarding the purpose of the initiative**, such as: Most prevalent problems in schools in your country, legislation framework, restorative practices, examples in educational settings in your country, good practices at the national level;

**Group 2: Thematic descriptors regarding the topic of the information**, such as: Demographic information, school problems, school climate, discipline procedures and protocol; system, structures, and school community, and readiness to implement restorative practices.

## 1.2. The Qualitative Desk research

The Programme Questionnaire consisted of **six parts**:

1. Demographic information – country, city, name of the school, gender, age
2. School problems – prevalent problems and a classification thereof, identifying restorative practices by the school
3. School climate – the importance given to the role of students and caregivers in conflict situations
4. Discipline procedures and protocols: types of communication used in establishing guidelines and expectations of behaviour, addressing root causes of behaviour, participating in a restitution process, reporting bullying or any kind of abuse to school officials
5. Systems, structures, and school community: assigning students to restorative practice interventions and procedures regarding them, using data from regular surveys on students, families and staff, using restorative questions to promote conflict resolutions
6. Readiness to implement restorative practices: willingness of students and school staff to adopt restorative practices and further identifying new practice

“Exploratory research”, found in **Schools & Solutions**, is usually done when the alternative options have not been clearly defined; therefore, this approach therefore allowed familiarity with European restorative activities context as well as identifying possible training needs through the following research questions:

- 1) Is an identified person responsible for the adoption of RP within your school?
- 2) Is the school willing to give ongoing support openly and actively for RP?
- 3) Are you open to your school receiving training of RP?

**Would you like your school to deepen its practice of RP?**

Mixed methods were adopted including both qualitative and quantitative data collection and analysis in parallel form. The data was collected through Needs Screening Tool, with open and closed questions, and containing feedback on the issues that could be improved. In order to collect the data each partner country involved a minimum of 5 schools, thus having a minimum sample size of 52 responses.

The data analysis was carried out through descriptively and quantitatively, but this data should be interpreted as being in the context of an exploratory investigation representing an initial approach to a subject that needs further study. Therefore, the data is intended to inform improvements in service level delivery, and the results should be treated cautiously, not to characterize the technical restorative practices across European schools.

### 1.3. Demographic information on participants

**109 Schools from across 7 EU Member States and 2 Non-EU Member States voluntarily took part in the survey**, distributed as follows: 53 schools from Turkey, 13 schools from Portugal, 18 schools from Romania, 3 schools from North Macedonia, 1 school from Germany, 7 schools from Spain, 7 schools from Latvia, 4 schools from Poland and 1 school from the United Kingdom. For two answers, the country is unknown. Most of the participant schools that took part in the survey come from city and town areas, with significantly less respondents in villages. For two answers, the city/town/village is unknown.

#### Schools Profile:

The research started by asking schools staff, including location, type of schools.

Respondent could choose more than one answer on all these questions.

Most respondents are working in schools' secondary level II (grades 10-12 or 13) and secondary level I (grades 5-9 or 10). A lesser number of respondents work in primary level education (grades 1-4 or 5), followed by pre-school and tertiary level education (universities and other schools of higher education).

The respondents were mostly women 63%, while men were only 36%. 1% of the respondents preferred not to mention the gender.

# 2 / The findings



## 2. The findings

Restorative perceptions, needs and current practices, analysed through a process of qualitative content analysis, involving the grouping and categorization of the characteristics and ideas indicated by the total sample (13 respondents from Portugal, 10 from Romania; 48 from Turkey, 6 from Latvia and 6 from Spain).

### 2.1. Qualitative

An instrument was elaborated to include the school community in creating solutions for problems by upscaling existing restorative approaches. The methodological instrument had the following objectives: classifying in generic categories the different initiatives related with any practice, to respond to school problems in an innovative way, giving the partners a model to transfer and organize the information; and collecting and comparing the information from different countries. This instrument consisted of the qualitative desk research, a questionnaire / interview script, and a table to organize the information.

#### 2.1.1 Guidelines for mapping good practices

The guidelines for mapping good practices were a supporting document for helping partners to search, collect, analyse, and transfer to the Legislation and Programme Questionnaires and the Legislation and Programme classification Table the relevant information to be included in the Analysis Report. This manual consisted of:

1. Recommendation to search the information.
2. Recommendation to select the information.
3. Guidelines to analyse information and report it in questionnaires and tables.

#### 2.1.2 Legislation and Programme Classification Table

This document consisted in a table with the aim of organizing and summarizing in a graphic way the information about legislation and programme selected. Partners had to share their national context on good practices and good practices at the national level (national programs, tools, measures, policies, intervention of which aim is to respond to problems at school level and community engagement).

## LEGISLATION

### Country: Turkey

"Technical Assistance for the Prevention of Violence Against Children Project Model School" as the European Union project of the Ministry of National Education was carried out for the use of violence in schools in 2015 to decrease the violence at schools. A study by the Ministry of National Education "E-Guidance" application is used for comprehensive guidance applications in schools (2015). In the guideline there are different issues to provide technical assistance to fight against violence towards children. In order to prevent disciplinary incidents occurring in secondary education The Ministry of National Education (MoNE) institutions, has issued various regulations at different times (2007).

### Country: Latvia

The situation with these problems in Latvia is regulated by out-dated laws (frequently - 10 or even 20 years old). This shows to us that there is a need for modernization of laws. The way in which countries protect vulnerable situations and fight against child abuse can be an indicator of social concerns and real needs to address a problem of violence against children. However, Latvia has a Protection of the Rights of the Child Law, The Criminal Law, Procedure how to provide help for child who was suffered from illegal activities, Education Law and, of course, The Constitution of the Republic of Latvia.

### Country: Romania

The national education legislation - law no. 1 of January 5, 2011 states in article (3) that the ideal educational of the Romanian school consists in the free, integral, and harmonious development of the human individuality; an annex to the same law includes a reference to psychological violence (bullying). The Ministry of Education and Research and the specialists co-opted in the profile working group elaborated the methodological norms for the application of Law no. 221/2019 which prevents and combats bullying in spaces intended for education. Their objective of the methodological norms is to facilitate the creation of a safe and positive climate in the educational unit, based on respect for the person, non-discrimination, motivation for learning and ensuring the well-being of the pre-schooler/ student in the educational unit. At national level, there is focus on the following aspects: prevention, institutional partnership and encouraging direct negotiations between the teacher and the student.

## Country: Portugal

Law No. 51/2012 of September 5th approves the Student Statute and School Ethics, which establishes the rights and duties of the student in primary and secondary education. Article 22 states that the student's violation of any of the school's duties or rules of procedure, which prove to be disturbing the normal functioning of school activities or relationships within the educational community, constitutes a disciplinary offence liable to the application of corrective action or disciplinary action for sanctions.

## Country: UK

By law, all state schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. This policy is decided by the school and the teachers, pupils and parents must be informed. The implementation of the behaviour policy is the responsibility of the Headteacher, who in turn is accountable to the Board of Governors. There is no legal definition of what bullying is; however, it's usually defined as behaviour that is done repeatedly, intended to hurt someone either physically or emotionally and often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

## Country: Spain (Valencian Community)

Spain has several relevant laws to the school community law 8/2015 on protecting childhood and adolescence, law 26/2018 on legal warranties related to childhood and adolescence, Law 15/2010 3rd December on teacher authority, and decrees, such as: decree 104/2018 developing principles of equity and inclusion, decree 30/2014, that regulates the compromise between families and schools, decree 39/2008, regarding rights and duties of students, families, teachers and workers. There are also orders like 20/2019, that regulates student inclusion, 3/2017, order that creates the protocol to prevent violence in schools and Order 62/2014, order which updates coexistence plan in school - each school designs a Coexistence Plan to be implemented.

## RESTORATIVE PRACTICES

### Country: Romania

The Romanian legislation does not explicitly regulate these practices; however „The practical guide for applying mediation and restorative practices in the educational environment” was developed within the project “Quality in education through mediation and restorative practices” and it promotes restorative discussion, a method of improving communication between parties in conflict by exchanging information, thoughts, emotions, feelings and needs; building trust through active listening, and, eventually, receptiveness to change through understanding of the causes of the conflict and the needs of the other.

### Country: Latvia

Restorative practices are not widely observed in Latvian schools; however, tactics similar to restorative practices are used. Examples of these are: mediation, supervision, proactive or reactive work usually performed by a school psychologist or social worker.

### Country: UK

RP is to be found in schools in England (and the 3 other countries) however, it is not driven nationally. As a consequence, the distribution is at best, patchy and totally dependent upon the interest of those within an individual school, or at a local authority level.

### Country: Spain

There are several restorative practices being implemented at schools in Spain, such as promoting healthy and safe places where to interact and discuss, considering mediation as the basic tool in the resolution of conflicts, avoiding school dropouts and truancy, encouraging student and parents’ participation and teachers compromise in the community well-being.

### Country: Portugal

The Directorate General for Education incentive the implementation of programmes and the creation of projects that are based on restorative principles, i.e., in the areas of conflict management, mediation and social emotional learning. Upholding Restorative Principles, we can also find Gabinete de Apoio ao Aluno e à Família (GAAF) Student and Family Support Office – an intervention office for school mediation; República de Jovens - aimed to combat indiscipline, deviating behaviour and lack of sense of belonging to a community, based on the concept of democracy; and Mindserena -

Socioemotional learning project using mindfulness in educational context.

## Country: Turkey

Not all the schools have restorative practices, however there are schools which have peer mediation or conflict management to decrease the problems at schools. A guideline is prepared for peer mediation for schools in order to solve problems among peers. In the guideline there are practical tips a school can follow before they start peer mediation, during peer mediation and after the peer mediation process finalizes. The project called Güvenli Okul Projesi (2018), a handbook was prepared showing how to create a secure school environment.

### 2.2.3 National practices, programs tools, measures, policies, and intervention

## Country: Romania

### Mediating school conflicts

Mediating school conflicts is a programme, providing real and immediate support to bullied children, to bullies and to the families involved. There is also an extracurricular optional called "Find the rainbow of emotions and you will be the anti-bullying Superhero!" which deals with bullying prevention through developing their emotional intelligence skills, succeed in preventing bullying and becoming responsible adults, self-awareness, personal management, social awareness, relationship and communication skills, decision making; The "School after School" Programme (SDS) is a programme complementary to the compulsory school programme, which provides opportunities for formal and non- formal learning, for skills building, remedial learning and accelerating learning through educational, recreational and leisure activities and is aimed at both primary and secondary school pupils. Stop aggressiveness, start cooperation and empathic communication is a practice that combines elements of Counselling with specific methods of integrated activities, but also case studies, and responds to both school and community issues.

## Country: Latvia

There are projects such as the European Social Fund project "Support for Reducing Early School Leaving" or "PuMPuRS" which provides individual support to learners who are at risk of dropping out and not completing their studies, designed not only to provide individual support to learners, but also to support teachers in working with the risk of early school leaving, to promote the sustainability of the jointly developed support system. Supervision also improves professional efficiency. Also,

there is the method of learner support group, addressing relationship escalations in the educational environment. The class teacher is the first person who is involved in solving the problem situation by creating the necessary, depending on the situation, personal work group.

## Country: UK

Anti-Bullying work in Schools - an analysis of 142 school anti-bullying policies, from 115 primary schools and 27 secondary schools, looking at whether or not they were 'reactive' (dealing with the incident after it had happened) or 'proactive' (using processes and approaches which discouraged the bullying happening in the first place), and trying to measure the levels of success. There are also structure family group conferences/meetings, restorative students and behavioural issues, and pupil referral units (PRUs) and alternative provision (AP).

## Country: Spain

PAT (Plan de Acción Tutorial) is a program planned according to the progress of the group which is placed within the teaching schedule dedicated to improving group performance and coexistence. The TEI program is a program to prevent school violence, improve interactions and create a non-violent culture in our community, at the same time that students are trained on conflict-resolution and on restorative, rather than disciplinary, solutions. Also, there is a mediation team at most schools.

## Country: Portugal

Mediadores para o Sucesso Ecolar (Mediators for School Success), 12-15 Project; Mentos Sorridentes (Smiling Minds); Take It - a practice that responds to the youth community involvement.

## Country: Turkey

There are several programs and practices present at schools, such as The Prevention of Early School Leaving by Increasing Students' Self-Esteem, Okulda Yaşam Ağı (curricular activities), Üçüncü SACAYAĞI (different school activities), and Research on the Effects of Restorative Discipline Model on Peer Bullying and Violence - a thesis study and a practice. It consists of two phases at high school level and it is a kind of needs assessment to describe the peer bullying at high schools. In the second phase, a restorative model was implemented to solve the peer bullying problem.

## 2.2. Quantitative research

83 of respondents answered to these questions, more specifically, 24% blamed the lack of student motivation, 18% behavioural problems, 16% lack of parental engagement, 9% lack of community engagement and 7% early leaving from education and truancy.

In the second part of the questionnaire, the respondents had to answer to certain questions in order to identify the problems they face in school. They were also asked about the most prevalent problems in the school prior to Covid. The respondents had to give answers from strongly disagree to strongly agree. The most prevalent problems in schools in the past three years are:

- 1. Behavioral problems:** For example, psychological disorders, learning disorders, or inappropriate parenting style or life style; Germany reported it as the exclusive problem, it appears in all countries, the highest level in Germany, the lowest in Spain.
- 2. Lack of student motivation** - appears in most of the countries, the highest level is similar for: Latvia, Poland, Spain and Turkey
- 3. Lack of parental engagement** - appears with the highest levels - Portugal and England, the lowest is in North Macedonia, it doesn't appear as a problem in Germany, Poland and Spain
- 4. Lack of community engagement**- appears at high levels in England and Spain, lowest level in Portugal, no appearance in Germany and Poland
- 5. Early leaving from education and truancy** - appears in most schools, the highest level in Poland, the lowest in Romania, it doesn't appear in Germany.

Turkey, Spain, Romania and Portugal are confronting a variety of problems –Germany identified only one problem - behavioural problems, Poland 3, England, Latvia and North Macedonia 5 problems.

Poland considers that the practices are fully effective. Spain, Romania and Turkey consider the practices effective to some degree. Most countries agree on using effective practices.

It is obvious that schools apply differently the restorative practices and there is no experience regarding the methodology and the impact of restorative practices for students, parents, staff and communities.

This is the reason that we strongly recommend good practices exchanges between the partners in the project, considering the different circumstances and organizational culture in each case.

In the third part of the questionnaire, the respondents had to strongly disagree to strongly agree with certain statements regarding the school climate.

The answers demonstrate variety in perception of the invitation to contribute to resolving behavioural problems in schools.

**The invitation to contribute to resolving school-based behavioural problems that affect them needs to be managed from a central authority so that it can become a practice for the schools.**

Poland fully strongly agrees. England, Latvia and Spain agrees and strongly agrees. North Macedonia strongly agrees, agrees and neither agrees nor disagrees. Portugal covers almost all answers (excepting strongly disagree) and Turkey and Romania covers all the types of answers (from strongly disagree to strongly agree). Germany has no data available.

Considering that listening to the parts in conflict is a key aspect in mediation, we recommend a higher visibility of mediation programs in schools with a clear program and phases, as creating a special space for mediation (e.g. the school counsellor office).

**Students are given opportunities to make amends if they are responsible for causing harm.**

Germany fully disagrees and Poland fully strongly agrees. England, Latvia and Spain agree and strongly agree, while North Macedonia agrees and neither agrees nor disagrees. Portugal strongly agrees, agrees and neither agrees or disagrees. Romania and Turkey cover all possible answers.

Having a whole range of possible answers, we suggest the existence of a protocol which would regulate this aspect.

**When a student causes harm, the main response by the school is a sanction or punishment.**

Poland fully agrees, Germany fully disagrees, England and North Macedonia agree and neither agree nor disagree. Latvia strongly disagrees and disagrees. Portugal and Spain cover all answers except strongly agree, Romania and Turkey cover all possible answers.

Most of the school regulations contain sanctions and punishment measures in order to overcome the unwanted behaviours in schools. It seems that there will be a great effort in changing the attitudes, the language and the expectations in implementing restorative practices in many countries.

**When someone does something harmful, those involved help to decide how similar incidents could be avoided in the future.**

Poland fully strongly agrees. Germany fully neither agrees nor disagrees. England and North Macedonia agree and neither agree nor disagree. Latvia agrees and strongly disagrees. Spain strongly agrees, agrees, neither agrees nor disagrees. Portugal, Romania, and Turkey strongly agree, agree, neither agree nor disagree and disagree. This is applying to the parts in the conflict and to their determination in avoiding similar situations in the future and it demands mediation and counselling for all the parts

involved. It requires sessions of mindfulness to increase the consciousness regarding the consequences of conflicts.

### **Discipline procedures and protocol**

**Teachers/staff communicate with students in a manner that reinforces positive and de-escalates negative behaviour.**

England fully agrees. Germany fully neither agrees nor disagrees. Poland strongly fully agrees. Latvia and North Macedonia agree and neither agree nor disagree. Disagreement is identified in Romania, Portugal, and Turkey - these countries cover all types of answers.

The stress about this item goes to the wide range of answers and it seems that there is a need to educate teachers and staff in order to maintain a better, congruent approach on the matter.

**All classrooms have established explicitly clear guidelines, procedures, and expectations of behaviour.**

England fully agrees while Germany fully disagrees. Poland fully agrees and Latvia agrees and strongly agrees. Spain agrees and neither agrees or disagrees whereas in Portugal, Romania and Turkey, all types of answers have been covered.

It is obvious that all classrooms need guidance regarding which is the behaviour they need to manifest in school. An informative campaign, at the beginning of every school year, (and specific activities about what students are expecting to do more than what they are forbidden to do during the school year) will reinforce the expectations.

**Students learn how to solve problems among themselves within the school community.**

Germany fully neither agrees nor disagrees. Poland fully strongly agrees. England agrees and strongly agrees. Latvia agrees and disagrees. North Macedonia agrees and neither agrees or disagrees. Disagreement has been identified in Latvia, Portugal, Romania, and Turkey where all types of answers have been covered.

A better involvement of students in mediation is needed and creating a peer-to-peer model of conflict mediation. It is also helpful to train students for mediation of conflicts so that this may be learnt in schools.

**Discipline procedures address the root causes of behaviours.**

Germany fully disagrees. Poland fully strongly agrees, and England equally agrees and disagrees. Latvia and North Macedonia agrees and neither agrees or disagrees and all the other countries cover all types of answers.

Being a very difficult and time consuming process, finding of the real causes of the behaviours needs to be studied by a team: teachers, parents, counsellor, and psychologist in a complementary effort.

**Students learn how their actions impact the school community and take responsibility for their actions.**

Germany fully neither agrees nor disagrees. Latvia fully agrees. Poland fully strongly agrees. England and North Macedonia agree and neither agree nor disagree. Portugal, Romania, and Turkey cover all types of answers.

The social impact is visible by offering feed-back from the parts involved and from neutral parts/observers.

**School and/or community members who are harmed are given opportunities to voluntarily participate in a restorative process.**

Germany fully disagrees. Poland fully strongly agrees. North Macedonia and Spain agree and neither agree nor disagree. The other countries covered the whole range of answers.

It may be helpful to train students about how to exit the "drama triangle", so that the harmed members of the school to know how to proceed in such situations. Emotional support offered to the school and community members who are harmed may be doubled by sessions of increasing their emotional intelligence and their assertiveness.

**Students feel comfortable reporting harassment, bullying, and racial slurs/abuse to school officials**

Germany fully agrees. Poland fully strongly agrees. England and North Macedonia agrees and neither agrees nor disagrees. The other countries cover the whole range of answers. It may be necessary to find ways to increase the trust in the officials of the schools regarding a fair apply of the procedures. It is also necessary to create a climate of trust and protection in schools regarding the staff involvement in the school problems.

In the section regarding **systems, structures and school communities**, respondents had to strongly disagree to strongly agree, as follows:

**Written protocols are in place for inviting and engaging students to participate in a restorative intervention (i.e., voluntarily).**

England fully agrees. Germany fully disagrees. Poland fully strongly agrees, and North Macedonia strongly agrees and neither agrees nor disagrees. All the other countries cover all types of answers. Written protocols are needed to orient the processes during restorative interventions.

**Teachers/Staff have a system for tracking and following up on agreements made by participants during restorative interventions.**

Germany fully disagrees. Poland fully strongly agrees. England agrees and neither agrees or disagrees and North Macedonia strongly agrees and neither agrees nor disagrees. The other countries cover all types of answers. The procedures need clarity regarding all phases of implementation.

**Teachers/Staff regularly uses data (e.g., surveys of students, staff, and parents/carers) to assess effectiveness of restorative practice efforts.**

Germany fully disagrees. Poland fully strongly agrees. England and North Macedonia agree and neither agree nor disagree. The other countries cover all types of answers. The creating of data bases and the use of sociological tools will provide clear images on the subject and will allow an effective intervention.

**Procedures are in place for staff, students, and parents/carers to request restorative interventions.**

Germany fully disagrees and Poland fully strongly agrees. England agrees and neither agrees nor disagrees and the other countries cover all types of answers. The necessity of creating these procedures is paramount.

**A restorative culture prevails and there are explicit reminders of restorative practices throughout the school (e.g. posters).**

England fully agrees and Germany fully disagrees. Poland fully totally agrees, and the other countries cover all types of answers. There are reminders in schools of restorative practices, and they need to be renewed for a better visibility and for increasing the interest.

**When a behaviour incident arises, staff use restorative questions ("Who has been affected by your actions?") to promote conflict resolution**

Germany fully neither agrees nor disagrees. Poland fully strongly agrees, and England strongly agrees and agreed. The other countries cover many types of answers. It may be helpful for schools to create a code of mindfulness regarding the types of behaviours and the consequences of each.

**In the last section of the questionnaire,** the respondent had to answer with YES or NO to the next questions, as follows:

**Is an identified person responsible for the adoption of RP within your school?**

England, Germany, North Macedonia, and Poland answered "Yes", Spain answered "Yes" and "N/A" and the other countries cover all variants of answers. It may be useful that a person to be responsible for the adoption of RP within the school.

**Is the school willing to openly and actively give ongoing support for RP?**

England, Germany and Poland said "Yes". Latvia, Spain, and North Macedonia answer was "Yes" and "N/A", and the other countries cover all variants of answer. It is possible that after creating a clear methodology in applying RP within schools, there will be more interest and more availability to actively give ongoing support for RP.

**Are you open to your school receiving training of RP? Would you like your school to deepen its practice of RP?**

England, Germany, North Macedonia, Poland answer "Yes", Portugal - "Yes" and "N/A". Romania, Spain, and Turkey cover all variants of answers. Receiving training will create new possibilities and new perspectives in appliance and in researching the best approaches regarding RP.

# 3 / Recommendations



### 3. Recommendations

Keeping in mind the objectives of this project and based on the data resulting from the quantitative and qualitative research, we may recommend the following:

Creating a clearer definition of RP, flexible enough to be applied in all circumstances and able to meet the needs of different schools and situations;

Developing a program of preparation before applying the RP in schools: increasing emotional intelligence in students and parents, increasing the assertiveness, reinforcing the trust in the staff and increasing the level of bondage between the school staff, the families, the communities in order to transform them into resources for the application of RP in schools;

Training the teachers in order to identify the best RP for the specific circumstances and the problems they have;

Transforming the conflicts into opportunities of growth by taking responsibility and working together to solve the problems;

Increasing the consciousness regarding the consequences of different types of behaviour;

Reconsidering the responses of the school regulations regarding the unwanted behaviours and making the switch from punishment to RP;

Developing a new kind of communication based on positive psychology and mindfulness in students, families, staff and community areas;

Preparing the appliance of RP in schools, by clear and flexible models able to be implemented for students (peer to peer mediation), for the staff ,for parents and also for the team created by all these ( students, parents, teachers, communities);

Hosting school events, and creating reminders regarding RP, spaces for mediation and establishing persons responsible for the processes.

We invite you to read the full version of the report and to consult the bibliography on the project website: <https://www.schoolsolutions-project.org/results.html>

For more information about the project progress and achievements you can follow us on Facebook: <https://www.facebook.com/schoolswithsolutions>

## PARTNERS



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