



Schools & Solutions

Upscaling school restorative approaches to foster school climate and improve students' competences on managing conflicts.

Guide to Implement a Restorative School Center and partnering with local schools & community

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1. Introduction

1.1. *Schools&Solutions initiative*

Schools & Solutions (2020-2023) is an initiative funded by the Erasmus+ Programme, and it is implemented in Romania, Portugal, Turkey, United Kingdom, Latvia and Spain. The project proposes to develop an innovative and interactive way to include the school community (students, teachers, principals, parents, community NGO etc.) in creating solutions for problems, upscaling existing restorative approaches by training teachers to deal with complex school realities, using restorative practices, creating mechanisms for improving student behaviour and reducing the need for suspensions. To achieve this, three different groups will be involved in the activities of the project: learners, along with the pedagogical and technical teams, direct and indirect stakeholders, namely parents and other organizations that contribute to the schools' day to day operations, and finally the communities which the schools belong to, along with public and private organizations and policy makers.

The goals of the project are:

- o To develop innovate and interactive ways to include the school community (students, teachers, principals, parents, community NGO, etc.) in creating solutions for problems;
- o To train teachers to deal with complex school realities, using restorative practices;
- o To create mechanisms for improving student behaviour and reducing the need for suspensions helping to respond to conflict in ways that repair damaged relationships;
- o To convert damage on opportunities for students to take responsibility and accountability for their actions and face the impact of their behaviour on others.

The project' goals were pursued by developing **three main Intellectual Outputs:**

Intellectual Output 1 - Report on school solving practices: mapping exercise on current practices to solve problems at school level & community engagement processes

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. In the first two activities of the project partnership intended to map current school practices correlated to our subject through research, establish a screen tool and engage stakeholders. The research will allow the partnership to understand different contexts, competences frameworks and current practices that involve stakeholders in a participative way, promote the project and, above all, create a standard procedure for exchange of this practices of what is done local and nationally on school problem solving practices and community engagement processes. The final product was a report containing brief national context information, listing the current practices per school and country for problem solving and community



engagement processes, with recommendations for the following project IO, as well as policies recommendations to influence policymakers and school quality and equity.

Intellectual Output 2 - Restorative Practices in Schools – a replicating model

The objective of this IO was to, through a benchmarking process, identify best practices to develop a RP Model. In this output we concentrated our attention in restorative practices and its implementation through a model that includes all the practices able to respond to the participant schools' needs. For this purpose, a collection of existing models of restorative practices was made and adapted to the needs of local schools (based on IO1 results). We developed a generic and flexible model, that was piloted in each partner country, confirming its viability and adaptability to the specific contexts. After this phase, a replicable model was defined, that can be transferred to other school contexts, and with other educational actors, and ultimately to all schools in all European countries.

Intellectual Output 3 - Guide to Implementing a Restorative School Center: Guide on partnering with local schools and community

The objective of output 3, was to define a work methodology and guidelines to support the creation of a Restorative School Center (RSC). The Methodology was validated in all partner countries and piloted to understand the effectiveness of the model and to fine-tune strategies for the implementation of the RSC. Finally, and according to the results of the pilot, a guide was drawn up for schools and educational stakeholders that are interested to implement and replicate the Restorative School Center.

For detailed information on these results, please access S&S website:

<https://www.schoolssolutions-project.org/results.html>

2. What is this guide intended for?



The **objective** of this guide is mainly to **define a work methodology** with high potential of transference and guidelines to support the creation of a Restorative School Center. To support the implementation and piloting of the methodology, this guide intends to explain the logic behind the methodology, how to use each of the tools, as well as to provide some tips on how to partner with local schools and community. The ultimate goal is to provide a step-by-step method that any school can use to replicate this process and, therefore, set their own Restorative Schools Center.



The **audience** that this guide was developed for: Pedagogical staff, teachers, principals, social workers, psychologists, educational stakeholders.



The guide **structure** starts by introducing the step-by-step methodology that provides some practical tools that are meant to be used in the suggested order, as well as some direction to other materials regarding the restorative practices' implementation by the school staff. After going through all the steps of the methodology, the guide offers some additional information and tips on how to partner and to engage the school community. The guide also offers information about replication and transferability of this methodology to other contexts besides S&S.



3. Methodology and tools to implement a Restorative School Center

This methodology intends to provide strategies for the implementation of **Restorative School Centers (RSC)** and to provide guidance on partnering with local schools and community.

What is a Restorative School Center?

RSC can be considered as schools, group of schools or a network of education trained professionals that are implementing restorative practices in school settings.

Therefore, the tools provided within the methodology can be used by teachers, pedagogical and technical teams in schools to successfully implement a restorative approach to deal with an array of problems and conflicts within the school.

This methodology defines the whole process for a successful implementation of the Restorative School Center, and it's composed by **5 stages**:

Stage 1 – Understand the context

Stage 2 – Design and plan

Stage 3 – Mobilize school community

Stage 4 – Implement the Restorative School Centre

Stage 5 - Evaluate

Each of the stages in this methodology provide a set of **tools** that can be used in the order that we suggest throughout this guide, to implement restorative practices from putting together a Restorative Centre Team, to evaluation of the implementation and strategies to maintain these practices in your school. The tools included in the methodology are not mandatory to fill in order to set the RSC and were created to support the professional, structure the process and enable future replication.

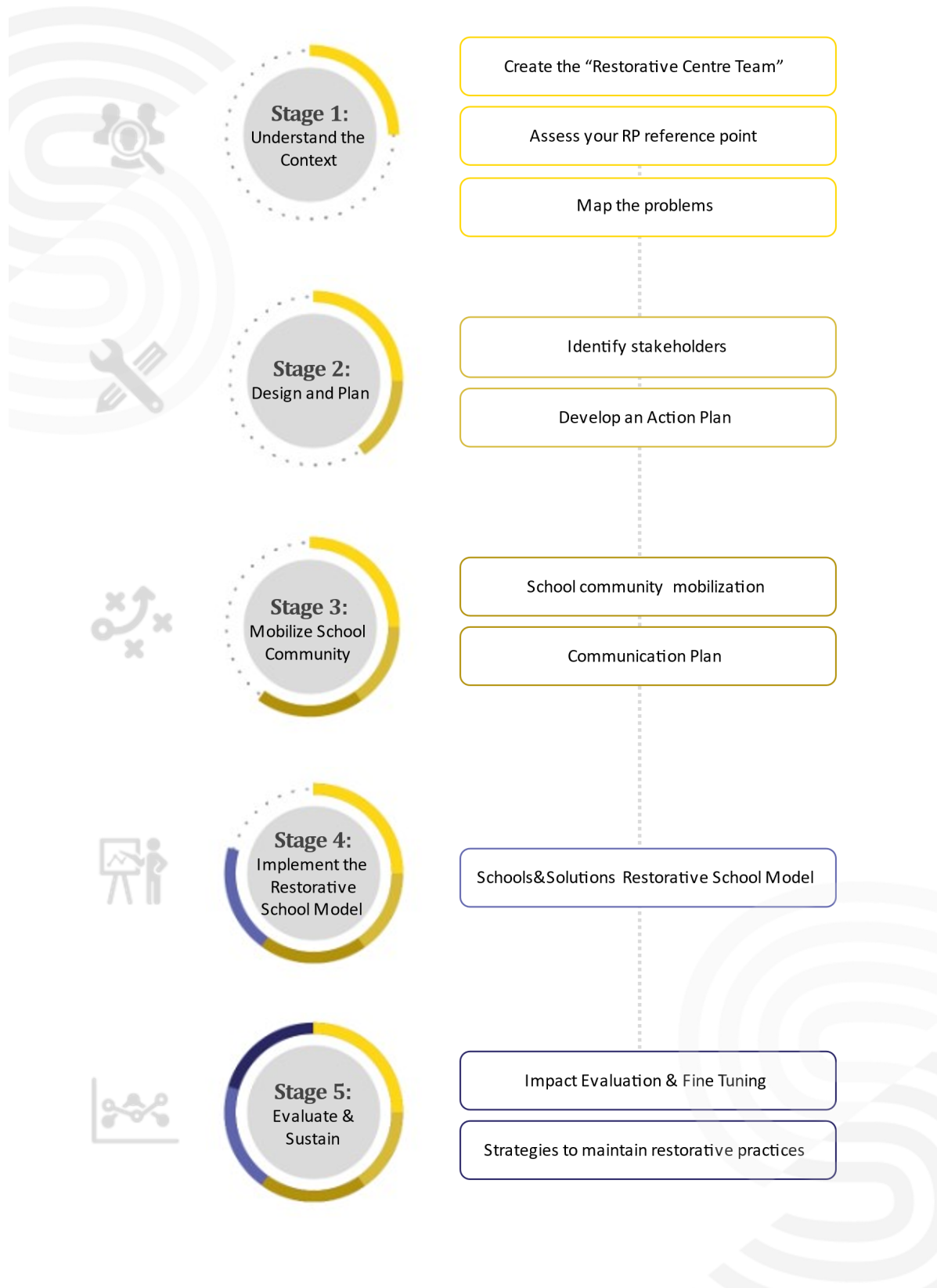


Figure 1 - Stages and tools of the Methodology to create a Restorative School Centres



Step 1: Understand the Context



Stage 1: Understand the Context

The first stage of this methodology is to understand what kind of work have been developed in a specific school context in order to create a Restorative School Centre and in order to adjust the practices that the RSC will put in place. To achieve this, you can start to establish the centre team and to have a general overview of the type of practices that are being implemented in the school (e.g.: punitive vs restorative). To go further in this methodology and to create a Restorative School Centre, it's imperative to first have **an effective team with the respective roles established**, to assess your starting point and map the main problems in your school community.

1.1 Create the "Restorative Centre Team"

Regardless of what methodology you choose to follow, organizing work within a committed team involves special attention, and is the first step towards a determined project goal, especially in distributing roles and assigning responsibilities. Creating a Restorative Centre Team is a strategic phase since the outcome and success of the implementation will rely on the team. Therefore, start by assembling a project team. Discuss and establish clear roles and responsibilities within it.

After you have assembled a team, you can use a **RACI matrix** which is recommended tool for clarifying team member functions. This step makes it easy for team members to know what their specific role is for each task. You can use a RACI matrix to set clear expectations for your team members and as a reference when executing any project.

The Figure below explains in greater detail what team roles work best with each letter of the RACI chart.

R = Responsible. This person performs the work. There should only ever be one Responsible per task, so everyone on the team knows who to go with for questions and updates.

A = Accountable. This person is responsible for approving the work, make the final decision, is answerable for the correct completion of the deliverable and will likely be a manager.

C = Consulted. This person should give input on the work, the person that must be consulted before the action is taken, a subject matter expert. This could be a team member or someone on another team.

I = Informed. This person should be informed of the progress and the outcome of the work, but they don't give input on the work as it's being performed.

Tips to fill the tool:

- ✓ There should only ever be one Responsible (R) per task, so team members know who is in charge of the work. If a task has more than one Responsible, team members can easily become confused.
- ✓ Only one person should be Accountable (A). Nevertheless, for each task that same person can also be Responsible (AR) for the task.
- ✓ Keep I's low: limit the number of people you inform, to avoid turning the process unnecessarily complex

❓ RACI Chart or Decision and Responsibility Chart

Description: Complete the table with the name of each of your member team with the respective role, responsibilities, and main deliverables/activities that they are responsible for. Fill the RACI matrix to set clear expectations for your team members. Assign one of the four RACI letters (R; A; C; I) to each task and team member.





RACI Chart

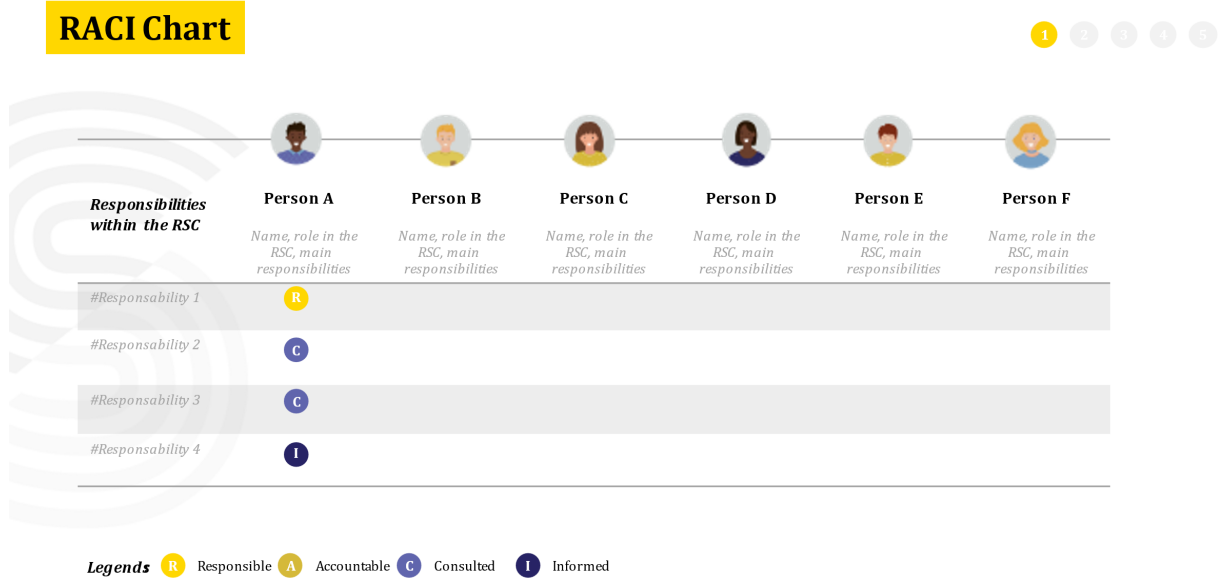


Figure 2 - RACI Chart tool

Source: Adapted from Graffius (2020)

1.2 Assess your RP reference point

Since each school community has its own practices, protocols and policies, it's important to identify what it's being done so far in your school. You can analyse national legislation, school documents and reports regarding this matter, as well as brainstorm with your colleagues. The next tool can be used as a complementary strategy that allows you to understand if your school uses Restorative Practices. After completing this tool, you will have an insight on what the school does that align with the restorative approach as well as the areas that the school community needs to invest more.

Practices MAP

Since each school community has its own practices, protocols and policies, it's important to identify what it's being done so far in your school. You can analyse national legislation, school documents and reports regarding this matter, as well as brainstorm with your colleagues. At this point, we highly recommend the RSC to adopt a **pre-test/post-test model**, a common technique for capturing change in programmes implementation (Allen & Nimon, 2007). In this stage of the methodology, the **pre-test** tool should be filled not only by the RSC team but also by all professional that will be involved in applying restorative practices in the school (teachers, psychologists, staff, etc.) **prior to starting the implementation**. It can be useful not only to compare the results with the post-test (at the end of the implementation period) but also to understand if your school uses Restorative Practices, before setting the RSC.



After completing this tool, you will have an insight on what the school does that align with the restorative approach as well as **the areas that the school community needs to invest more**. The toll could be used after mobilizing the school community and after conducting an awareness session with the staff (Stage 3).

*Description: This tool intends to map the practices in your school in terms of what is done locally on school problem solving practices and community engagement processes. The results obtained after applying this tool will be used in Stage 5, to understand the impact of the implementation. Fill this tool **prior** to starting the implementation of restorative school practices (target: members of RSC and all professionals involved in the implementation). Please use a scale from **1 (Strongly Disagree)** to **5 (Strongly Agree)** to classify the following statements.*

Evaluation Quiz (Pretest)



In this school...		1	2	3	4	5
I. School Climate	1. The students and their caregivers are invited to contribute to resolve school-based behavioural problems that affect them.					
	2. When students, staff and/or parents/carers are in conflict, everyone's views are listened to.					
	3. Students are given opportunities to make amends if they are responsible for causing harm.					
	4. When a student causes harm, the main response by the school is a sanction or punishment.					
II. Discipline Procedures and Protocol	5. Teachers/staff communicate with students in a manner that reinforces positive and de-escalates negative behaviour.					
	6. All classrooms have established explicitly clear guidelines, procedures, and expectations of behaviour.					
	7. Students learn how to solve problems among themselves within the school community.					
	8. Discipline procedures address the root causes of behaviours.					
	9. Students learn how their actions impact the school community and take responsibility for their actions.					
	10. School and/or community members who are harmed are given opportunities to voluntarily participate in a restorative process.					
	11. School and/or community members who are harmed are given opportunities to voluntarily participate in a restorative process.					
	12. Students feel comfortable reporting harassment, bullying, and racial slurs/abuse to school officials.					
III. Systems, Structures and School Community	13. Written protocols are in place for inviting and engaging students to participate in a restorative intervention (i.e., voluntarily).					
	14. Teachers/Staff have a system for tracking and following up on agreements made by participants during restorative interventions.					
	15. Teachers/Staff regularly uses data (e.g., surveys of students, staff, and parents/carers) to assess effectiveness of restorative practice efforts.					
	16. Procedures are in place for staff, students, and parents/carers to request restorative interventions.					
	17. A restorative culture prevails and there are explicit reminders of restorative practices throughout the school (e.g. posters).					
	18. When a behaviour incident arises, staff use restorative questions ("Who has been affected by your actions?") to promote conflict resolution.					



Figure 3 - Evaluation Quiz (Pretest) Tool

Source: Questionnaire to capture good practices in schools (I01)



1.3 Map the problems

As Albert Einstein said, "If I had an hour to solve a problem, I'd spend 55 minutes thinking about the problem and five minutes thinking about solutions", before designing, planning, implementing or evaluate, first is primordial to focus on the problems that we intend to solve. Which is why this methodology gives so much importance to problem analysis.

Within the School&Solution research and during the desk research and data collection in IO1, we did the same exercise and identified the main school problems at the partners countries level. We concluded that the main problems were bullying, violence/disruptive behaviour and parental participation and we developed a model that is adjusted to these problems. Nevertheless, **each school community is different and unique and has its own dynamics and specific problems that are more prominent**. Thus, to adjust the practices to your school you need first to identify the problems that need intervention using restorative practices, such as bullying, cyberbullying, lack of student motivation/parental engagement/community engagement, inefficacy of school policies (e.g., suspensions); behavioural problems, school violence, teacher-student relationship, etc.

Also known as the tree method, the problem tree tool, allows to map or diagram a specific problem. It is a great way to represent a problem and to break it down attaining at a look to comprehend **what** is happening (main problem), **why** it is happening (causes) and **what** is causing it (effects or consequences). Finally, by having this general view on the problem, you can suggest solutions to mitigate the problems. Identifying these aspects, allows you to proceed with a project planning and implementation, and to understand which restorative practices you can adopt for the respective issues that emerges in your school. Replicate this tool as often as you think is necessary, depending on the number of problems you consider as disruptive in your school context. The problem tree can also be used together with students or school staff that you usually don't work with in your day-to-day school life, to understand their view on the school issues that affect the school climate.

Problem Tree

Description: Ask yourself "What problems are more prevalent in my school?". Build the problem tree by identifying the problem, causes and effects. Analyse these aspects and try to reflect on the optimal solutions. This tool helps to identify the main problems as well as which branches will be the main focus to work on using restorative practices.



Problem Tree

1 2 3 4 5

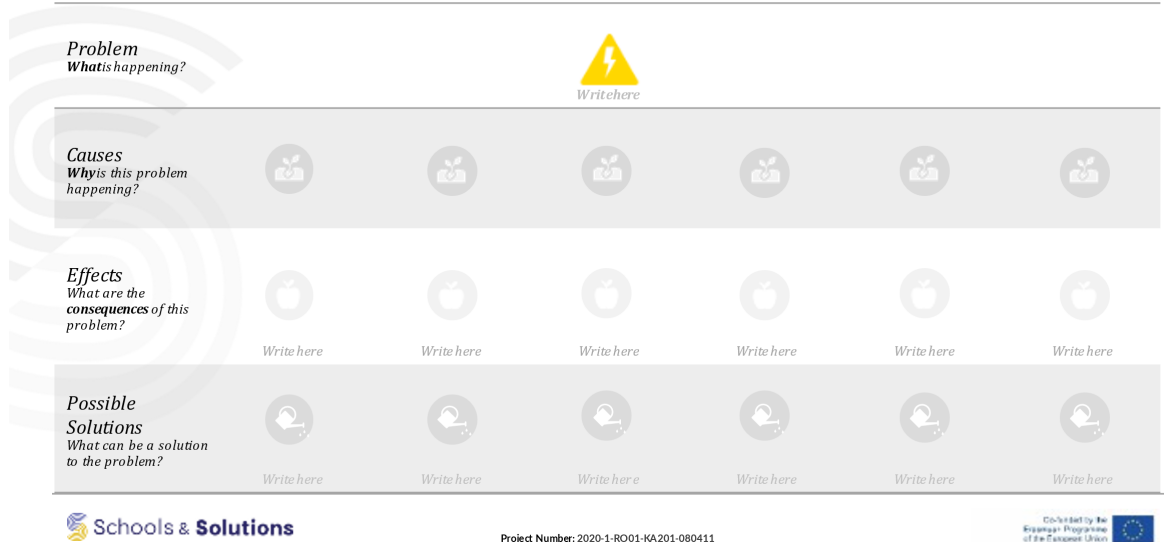


Figure 4 - Problem Tree tool

Source: Adapted from (Hanington, 2012) and Mobi Project – Mobilizing Society Towards (ex) Offenders Re-integration (mobi-initiative.org)



Step 2: Design and Plan



Step 2: Design and Plan

After you assembled your team, discussed responsibilities, and analysed your context, it's time to plan and design the implementation of the Restorative School Centres. In this second step of the methodology, you will be provided with tools to analyse and map the stakeholders that will support its implementation. At this point of the methodology, you will be invited to develop a SMART action plan to successfully implement the centre and respective restorative practices.

2.1. Identify the stakeholders

A stakeholder is an individual person, a group, or an organization with a certain interest in or a relationship to a specific topic, project or business. A stakeholders can be external and with no direct relationship to your team/organization or internal and with a direct relationship to your team/organization. Since the implementation of the restorative approach in school highly rely on the members of the community and both internal and external stakeholders can have an impact the centre actions and operations or be affected by them, an important step is to analyse and identify the main stakeholders

In this methodology we propose to fill a stakeholder map tool that aims to map the internal and external stakeholders in terms of **influence** and **support** issues.

You can follow this sequence:

1. Before filling this tool ask yourself: *"Which stakeholders have the power to mobilize and support our restorative centre? Who has the most influence on this centre? Who will be most impacted by this centre? Who controls the resources I need for the implementation? Who has financial stake or interest?"*
2. You can identify together with your team the **different types** of stakeholder support that you may obtain, such as financial, government, material support, communication (e.g.: Municipalities, group communities, parent associations, local organizations that have experience in restorative practices or dealing with conflict, governmental institutions, etc.).
3. Once you have your list of stakeholders, it's time to **prioritize** them based on the support they can provide, relative importance and influence on your centre. The more power and interest a stakeholder have, the more attention they will need to stay informed and engaged. (e.g.: a stakeholder with high influence but little interest to provide you support won't need as much engagement as a stakeholder with high influence and high levels of support).

A stakeholder map is a visual representation of the ecosystem of stakeholders involved a project or business that should be used at the beginning of the project and can be repeated various times during the project cycle adjusting it to your needs. "In addition to identifying end users, it is critical to include people who will benefit from the project, those who have power, those who may be negatively affected, and even those who may frustrate or sabotage projected results or services" (Martin and Hanington, 2012, p.166).

2 Stakeholder Ecosystem Map

Description: Reflect on the stakeholders that have the influence to mobilize and support you? Use colours to classify the type of stakeholder.

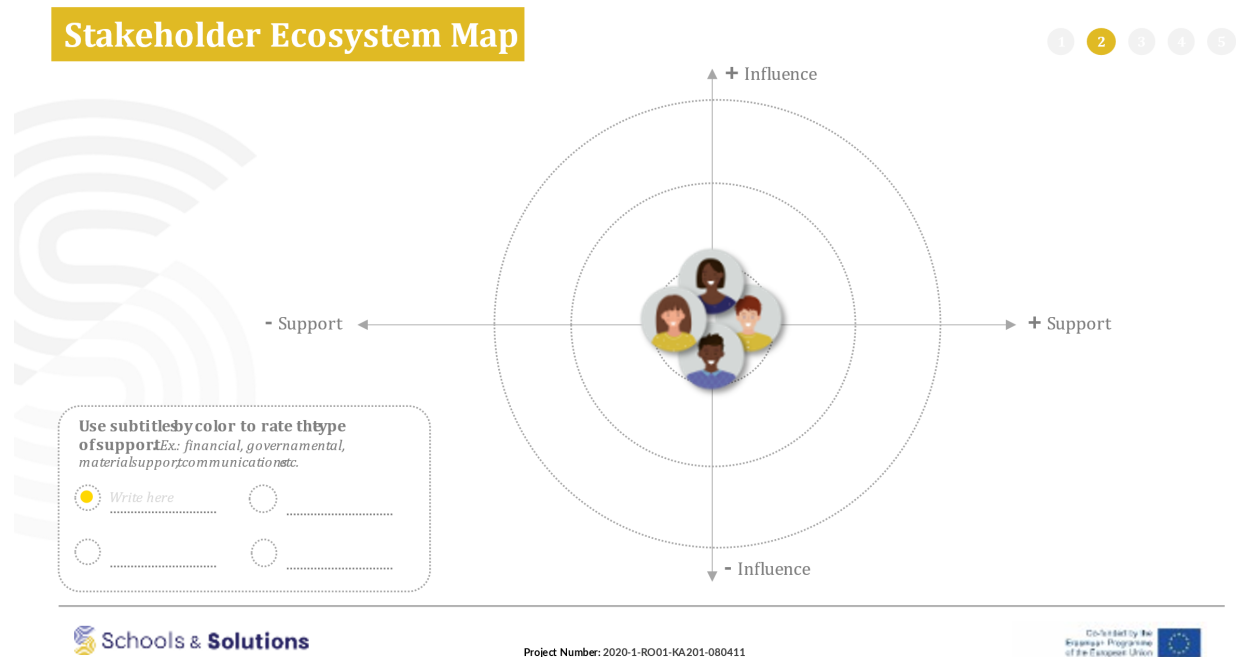


Figure 5 - Stakeholder Ecosystem Map tool

Source: Mobi – Adapted from Mobilizing Society Towards (ex) Offenders Re-integration (mobi-initiative.org)

2.2. Develop an Action Plan

An action plan is a tool that outlines the steps or tasks you need to achieve to accomplish the goals you previously set. This document is an essential part of the strategic planning and plays a critical role in project management since it supports teams work together and communicate effectively. A **SMART** action plan combines 5 characteristics of a goal:

- Specific (simple, sensible, significant);
- Measurable (meaningful, motivating);
- Achievable (agreed, attainable);
- Relevant (reasonable, realistic and resourced, results-based);
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

SMART action plan

Description: Having in mind the 5 characteristics of a SMART action, fill the tool with what your team wants to accomplish by implementing RP, who will be responsible for each of the actions and when you intend to accomplish. Use the available captions or other that you find relevant to label the priority of the actions (“Low”, “Normal”, “High”) and the status of the proposed activities (e.g.: “Pending”, “In progress”, etc.). Use this tool to organize the work ahead and to monitor the work progress together with your team.

SMART action plan

1
2
3
4
5

What do we need to accomplish?	Who is leading this action? <small>(Name of the responsible)</small>	When it will be accomplished? <small>(The deadline)</small>	Priority <small>(What is the level of priority?)</small>	Status <small>(How is the action progressing?)</small>
action #1			H	●
action #2				
action #3				
action #4				
action #5				

Caption:

Priority L Low
 N Normal
 H High

Status Unassigned
 Check
 Pending
 In progress
 Completed

Figure 6 - SMART action plan tool

Source: Mobi – Adapted from Mobilizing Society Towards (ex) Offenders Re-integration (mobi-initiative.org)



Step 3: **Mobilize School Community**



Step 3: Mobilize School Community

3.1. School Community mobilization

School community mobilization is a procedure that seeks to engage all parties of the school community to encourage individual, family and community action. It utilizes a range of community engagement approaches to raise awareness and empower everyone involved toward the planned activities, creating a facilitating environment, and accomplishing positive change.

After finishing the designing and planning stage, where you identified the main stakeholders to involve in the implementation and developed a SMART action plan, now it's time for your team to mobilize the school community so everyone can be on board of implementing the RP model. School community mobilization efforts are essential since all community members must be involved as active participants from the beginning to end of the implementation, i.e., from the definition of the problems, generating solutions as well as evaluating the results and achieved impact. In this stage you can find tools to plan the community engagement, to facilitate awareness within school community of the pertinence of implementing RP as well as to plan the communication.

School community engagement planning canvas

Description: Plan the school community engagement by brainstorming with your RPC team by using the engagement canvas. This tool will allow you to have a wide perspective on the characteristics of the people you want to engage, what methods are the best to engage the specific audience, what resources (e.g., human, materials, etc) do you need to effectively engage the community and plan the evaluation of this process.

School community engagement planning canvas









 Desired engagement outcomes <i>Why engage the community?</i>	 Target <i>What are the characteristics of people that we want to engage (criteria that qualifies a person/group to be engaged with)</i>	 How <i>How will we engage this people/groups/ organization? What tools and methods will we use?</i>
 Resources <i>What resources are available right now? What other resources do we need? (staff; external support; financial resources; materials)</i>	 Evaluation <i>What tools do we have or need to create to evaluate the achievement of the engagement goals? What data we need to collect and with whom? How will the results be presented?</i>	
 Risks <i>What are the main risks that could affect the outcomes?</i>	 Mitigation <i>What could you do to mitigate these risks?</i>	

Figure 7 - School community engagement canvas

Source: Adapted from Business Lab Engagement Canvas (<https://www.businesslab.co.nz/>)

3.2. Communication Plan

Poor communication may have a negative impact on a programme implementation meanwhile high-performing teams communicate more frequently and more effectively. Therefore, after raising awareness of the school community, it's essential to develop a successful communication plan that clearly defines how crucial information will be communicated to stakeholders, who will receive the communication, how they will receive it, when they'll receive it, and how often they should expect to receive that information.

Planning this in advance will provide you a blueprint of the internal communications until the end of the implementation period. Thus, this plan should be created and kept up to date according to your communication strategy. Moreover, your team will have a reference written document that sets expectations of when stakeholders will receive important information, and more importantly, it will increase visibility into the project and the RSC.



Internal Communication Plan

Description: Think about what it's important to communicate to your school community and external stakeholders. Identify who you want to inform, what information you will provide and when.

Communication Plan

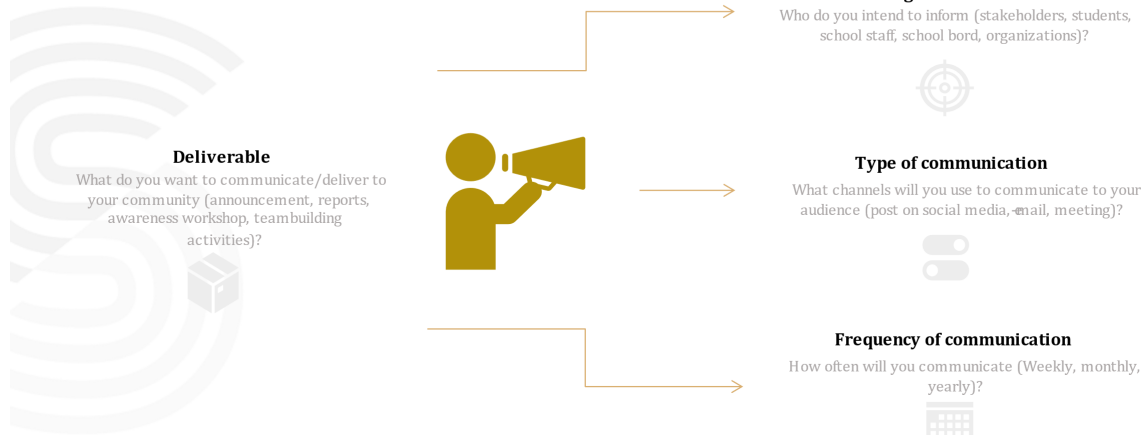


Figure 8 - Communication Plan

Source: Adapted from "Detailed Communication Plan Ppt Summary Visual Aids"
(<https://www.slideteam.net/detailed-communication-plan-ppt-summary-visual-aids.html>)









Step 4: **Implement the Restorative School Model**



Step 4: Implement the Restorative School Model

4.1. Schools&Solutions Restorative School Model

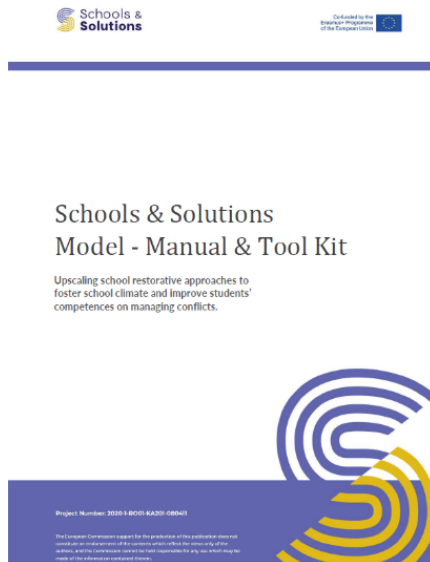
By getting to this step of the methodology, you already:

-  Have a restorative school centre team with assigned responsibilities and roles;
-  Assessed your reference point in terms of whether or not you already implement restorative practises in your school and what kind of problem-solving politics are in place;
-  Mapped the most prominent problems in your school, with the associated causes, effects, and possible solutions;
-  Understood who are the main stakeholders that you can partner with to successfully implement the restorative school canter and to widen your network;
-  Work out how will you engage the school community;
-  Planned how you will raise awareness towards the importance of solving problems restoratively and the way that you will communicate the main activities and results obtained in the RSC.

Now that you understand the context that you will set the Restorative Schools Center, designed and plan your intervention and mobilized your school community, you are ready to implement the S&S restoratives School Model.

The desk research from the first stage of the Schools&Solutions project, that consisted in a mapping exercise on current practices to solve problems at school level & community engagement processes', provided some clear indication as to what is happening in European schools. The identified problems by the S&S partner countries are summarized in Figure 9.





To assist schools to implement restorative practices in, a **manual** was developed offering a wide range of materials to address how the Restorative Model and its processes might be introduced and implemented in schools.

It is expected that once people have an understanding of the key elements which underpin ‘the model’, they will then be able to apply that knowledge and the processes, to each and any of the issues previously identified.

The Manual is available for consultation and download in the S&S website:

<https://www.schoolsolutions-project.org/results.html>

Step 5: Evaluate



Step 5: Evaluate

5.1. Impact evaluation & Fine Tuning

An evaluation of a programme, activities or a project provides information about the impacts produced by their intervention. This step is very important to show the impact of the RP implementation in the school, comparing the results from the pre-test with the post-test'. The results obtained within this analysis can allow you to adjust and improve further implementation or even replication of this methodology. Moreover, it can have a great impact on the possibility to change protocols and policies (e.g., going from a more punitive approach towards a more restorative one) in your school.

Evaluate and fine tune

This tool is complementary to the “*Evaluation Quiz (Pre-test)*” tool in **Stage 1** of the methodology. Ask the same professionals and the same RSC team members that filled the initial assessment (if possible) to fill this tool after the implementation period. By measuring the variables of interest and then administering a **post-test**, you will measure the same variable of interest again (Gall, Gall, & Borg, 2003). With measurements being assembled at the beginning and end of the period of implementation, your team will identify the changes in the participants’ information caused by implementing restorative practices with the students as well as what you need to invest more. After having the results of pre-test and post-test evaluation do a simple report that translate the impact of the RP model implementation.

*Important note: The questions included in this tool are the same as in the pre-test tool, with the particularity of having additional open questions regarding general impact of the RP model implementation (relevance, effectiveness, efficiency, impact and sustainability). Meaning: Section I, II and III are to be applied **before and after** the implementation (at least six months or the stipulated period of implementation) and section IV is to be applied only **after** the stipulated period of implementation & evaluation.*

Description: This tool intends to evaluate the impact of the project, by comparing the results from pre-test and post-test. Ask the same professionals and the same RSC team members that filled the initial assessment (if possible) to fill this tool after the implementation period. Please use a scale from 1 (Strongly Disagree) to 5 (Strongly Agree) to classify the following statements.

Evaluation Quiz (Posttest)



In this school...		1	2	3	4	5
I. School Climate	1. The students and their caregivers are invited to contribute to resolve school-based behavioural problems that affect them.					
	2. When students, staff and/or parents/carers are in conflict, everyone's views are listened to.					
	3. Students are given opportunities to make amends if they are responsible for causing harm.					
	4. When a student causes harm, the main response by the school is a sanction or punishment.					
II. Discipline Procedures and Protocol	5. Teachers/staff communicate with students in a manner that reinforces positive and de-escalates negative behaviour.					
	6. All classrooms have established explicitly clear guidelines, procedures, and expectations of behaviour.					
	7. Students learn how to solve problems among themselves within the school community.					
	8. Discipline procedures address the root causes of behaviours.					
	9. Students learn how their actions impact the school community and take responsibility for their actions.					
	10. School and/or community members who are harmed are given opportunities to voluntarily participate in a restorative process.					
	11. School and/or community members who are harmed are given opportunities to voluntarily participate in a restorative process.					
	12. Students feel comfortable reporting harassment, bullying, and racial slurs/abuse to school officials.					
III. Systems, Structures and School Community	13. Written protocols are in place for inviting and engaging students to participate in a restorative intervention (i.e., voluntarily).					
	14. Teachers/Staff have a system for tracking and following up on agreements made by participants during restorative interventions.					
	15. Teachers/Staff regularly uses data (e.g., surveys of students, staff, and parents/carers) to assess effectiveness of restorative practice efforts.					
	16. Procedures are in place for staff, students, and parents/carers to request restorative interventions.					
	17. A restorative culture prevails and there are explicit reminders of restorative practices throughout the school (e.g. posters).					
	18. When a behaviour incident arises, staff use restorative questions ("Who has been affected by your actions?") to promote conflict resolution.					
IV. General Impact						
Relevance To what extent did the RP match the stated priorities of the school community and intended participants?		Effectiveness Did the RP produce the intended impacts in the short, medium and long term? If so, for whom, to what extent and in what circumstances?				
Impact What unintended impacts, positive and negative, did the RP produced? What helped or hindered the intervention to achieve these impacts?		Sustainability Are impacts likely to be sustainable? How can they be sustained?				

Figure 10 - Evaluation Quizz (Posttest) Tool

Source: Questionnaire to capture good practices in schools (101)

5.2. Strategies to maintain restorative practices

Sustainability includes effectively using partnerships and resources to maintain programs, services or activities that the team considers strategic. Guaranteeing sustainability can be translated as institutionalizing services, adapting activities or policies, sharing positive outcomes, continuing the key organizational ideals, principles, or beliefs, as well as upholding existing beneficial relationships (Hall & Berger, 2013).

Since all projects have a life cycle and end eventually, the project impact should continue. In this context, sustainability is ability of the school community and the RSC team to continue S&S mission far into the future, by carrying out the project activities even after the project reaches its end. Thus, once you evaluated the RP model implementation and understand what have worked and what needs improvement, now the RSC team must find together strategies to maintain the positive results of RP and to make these practices sustainable.

Sustainability canvas

Description: Fill the sustainability canvas by identifying the positive and negative impact of the project (using the evaluation results) as well as identifying the value of the project, how to maintain positive relationship with stakeholders and key strategies towards sustainability.

Sustainability canvas







 Positive impact (Maximise) <i>What are positive effects of this project on your organization? How can these effects be maximized?</i>	 Negative impact (Minimize?) <i>What are the negative effects of this project on your organization? How can these be minimized?</i>
 Value Creation <i>Which are our key activities? How can we adjust and improve them to ensure sustainability?</i>	
 Relationships <i>How can we make current relationships with the stakeholders and target groups more sustainable? Which partners helped us to promote our sustainable solution?</i>	 Resources <i>Think about the human resources, the time that involved people have spent. Which activities are more expensive/ the least sustainable? Who can fund us or provide needed resources?</i>
 Key strategies towards sustainability <i>What happens at the end of the project life cycle? How can the activities be sustained?</i>	

Figure 11 - Sustainability canvas Tool

Source: Sustainable Business Model Canvas (<https://www.case-ka.eu/index.html%3Fp=2174.html>)

4. Partnering and collaborating with local schools & community

4.1. Community–School Potential Partners

Community–school partnerships can be perceived as the networks that are created between schools and community-based organizations, with the main aim to stimulate directly or indirectly students’ socio-emotional, physical, and intellectual development. These connections are not constrained by the geographic limitations of neighbourhoods. Thus, the partnerships represent social interactions that can happen within or outside these boundaries (Sanders, 2017). As you already established in the “*Stakeholder Map Tool*”, some of these partners have more or less influence, are more or less accessible, provide more or less support in terms of resources. Nevertheless, within these possibilities, there are a lot of potential to create opportunities for community collaborations. Within the educational field, a school can partner with a wide array of organization to achieve common goals, which are, in this case, spread the restorative practices. Potential community-based partners can include from corporations, small businesses, educational institutions, government entities, health care organizations, as well as faith-based organizations, volunteer organizations, etc. (Table 1).








Educational institutions 	Universities, high schools, study centres
Health care organizations 	Mental health facilities, health care centres, health foundations & associations
Government agencies 	City councils, municipalities, fire & police departments
Faith-based organizations 	Churches; religious organizations; charity associations
Cultural entities 	Museums, libraries & recreational centres
Media 	Local newspapers & radio stations
Community-based associations 	Volunteer organizations; recreational institutions; neighbourhood associations

Table 1 - Examples of partnership School-Community; Source: Sanders (2001, 2006)

4.2. Stages of Partnering and Collaboration

The collaborative processes differ in terms of intensity, duration, flexibility, planning level and leadership. Nevertheless, all collaboration processes include creative thinking, problem solving skills, trust establishment as well as flexibility and capacity to work through changes (Mattessich, et al., 2001). In a more practical way, and independently of these differences, the partnering and collaboration process have some common stages. The early stages of partnerships are marked by selecting the members, building trust, identify goals and respective outcomes. Later, the process and progress are evaluated and renegotiated if needed. The collaborative process may be comprehended as having the following stages (Gajda, 2004):










4.3. How does the collaborative process promote and sustain healthy school-community partnerships?

All schools belong to a community, being in constant connection with families, their neighbourhoods, other schools, and other educational agencies, that work together to solve problems and to improve the student's well-being. Nevertheless, the bridges between school and the community are fragile and constant efforts are needed to maintain a strong and healthy connection. Increasingly, a lot of evidence point towards the fact that schools benefit from forming strong connections with families, and communities to meet their shared goals, minimize and prevent problems. In this sense, it's recommended to opt for approaches that are comprehensive, strategic, and cohesive to strengthen the connection with families, neighbourhoods and collaborate with relevant key stakeholders.

Collaboration is necessary to focus on **complex problems**, such early school leaving, parental engagement, disruptive behaviours, violence, bullying, etc., since it brings organizations together to deal with the common problems rather than using distinct organizations to solve individual issues. Furthermore, partnership can be used to achieve more outcomes when addressing a problem than in isolation. Having this in mind, organizations are collaborating as a way to achieve long term goals that would not be possible working in isolation (Gajda, 2004). Another major benefit for those accessing a determined service in the educational field is that its easily



accessible and is not duplicated across educational organizations. Additionally, collaboration is understood to be crucial for the sustainability of projects and programs success since it allows access to resources that most likely only external agencies have. Collaboration is also useful in the growth of new knowledge, created out of permanent conversations among cooperative partners who promote innovative and new ideas (Minnesota Department of Education, 2019). This **collaborative processes** with partners **can depend on** (Frey, et al., 2006):

-  Purpose (networking; cooperation; alliances; partnerships; collaboration)
-  Type of tasks
-  Organizational strategies
-  Type of collaboration (formal vs informal)
-  Leadership and decision making
-  Type and frequency of communication
-  Required time, effort and energy

4.3.1. Benefits of the collaboration

The collaborative process of school-community partnerships has a lot of benefits for the school, teachers, staff, family and students, including (Harvard Family Research Project, 2010):

- ✓ **Shared vision.** This vision recognizes the important, matching roles of school, family, and community, helping partners follow a common vision of student accomplishments. This implies considering students' physical, emotional, social well-being, and academic success.
- ✓ **Diverse set of relationships.** A successful and sustainable collaboration are built on multiple level relationships (e.g.: district level, classroom levels) and with multiple school people (teachers, staff, psychologists, social workers, etc.). Working with partners at from different backgrounds helps the programs become central to the daily life and culture of the school and can help mitigate the effects of staff turnover (e.g.: positive relationship family-teachers can help maintain the partnership if the principals change).
- ✓ **Data sharing and agreements.** Strong collaboration implies the capability of partners to gain access to information and data from each other (e.g., test scores, academical evolution, grades, health problems). Programs can use these data not only to follow and improve student performance as well as to demonstrate the impact of the programme on the school community.



4.4. Partnerships in Projects to Wide-Spread Practice in the School-Community

As discussed through this guide, particularly in the “STEP 5 – Evaluate” of the S&S Methodology, once a project reaches the end of its life cycle, strategies to maintain the positive outcomes must be allocated. Thus, an outline must be applied towards a systemic restructuring at several levels that implies establishing partnerships with key stakeholders that commit to the needed reforms. This commitment must translate in policy statements and development of an infrastructure that guarantees necessary resources (e.g.: capacity building; monetary resources, etc.). There are some mechanisms that the Restorative School Center can put in place to enable that those partnerships are sustained and to assure a wide spread of the practices in the school community locally and nationally. These mechanisms can be grouped in **3 main factors** (UCLA, 2006), that follow the logic of the proposed methodology in this guide:

- **Creating Readiness**

- ✓ Work closely with teachers and school staff to promote interest in the practices and generating consensus of the importance of spreading them on the student’s well-being.
- ✓ Raise awareness in the school community regarding the innovative aspects of the restorative practices in schools.
- ✓ Introduce the key ideas and results of the project achieved so far to relevant groups of stakeholders.
- ✓ Develop a policy framework for the restorative school centre to establish clear strategies to set the programme.
- ✓ Designate experienced leaders to ensure responsibility and accountability for the established policy commitments.

- **Execution and Institutionalization**

- ✓ Establish a team and a infrastructure to support the process of change, namely prepare a plan for launching and phasing the actions of the restorative school centre.
- ✓ Develop mechanisms for successful communication and visibility, by sharing the RSC implementation to all the target groups and key stakeholders (e.g., demonstrate how the school problems are being prevented and solved effectively using restorative practices; discuss study cases; show quantitative and qualitative results of the implementation).
- ✓ Promote training and capacity building seminars to school staff and potential partners.



- **Evolution**

- ✓ Find strategies for maintaining progress (e.g.: advocacy, capacity building, reporting, quality assurance methods, fine tuning).
- ✓ Create a plan to expand your network and partnerships, keep searching for new training opportunities in the area of restorative practices.
- ✓ Celebrate accomplishments with students, families and partners.

4.5. Quality implementation of programmes with school community partnerships

High-quality execution is a vital factor of positive program results, and depends on policy decisions, resource distributions, technical support and family and community engagement. A successful implementation and sustainability result from involved stakeholders taking proactive roles in working together to enhance their schools. To sustain high quality results and successful collaboration there are some standards that are important to respect (Podolsky, et al, 2016):

1. Cooperative planning, implementation, and supervision at school and local level are conducted by a team that includes students, teachers, families, school staff, principals, community partners.
2. Principals work with the community school partners, and staff to actively engage families and community-based partners in school initiatives promoted by the school.
3. All stakeholders work together to generate a shared vision of student wellbeing and success that drives educators and community collaborators in their organization.
4. School leaders assess needs and support the school, family, and provide community resources, as well as facilitate communication between partners.
5. School staff and partners are organized into effective and specialized working teams focused on issues.
6. Program quality is assessed feedback is obtained from family, students and staff, analysed and strategies for improvement are allocated.
7. School staff, families and partners publicly advocate and celebrate the school community successes.
8. Multi-level collaborative practices are promoted, and partners meet regularly to discuss implementation, share experiences, discuss cases and plan policies, practices, and procedures improvements.



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