



A Community-Wide Restorative Practices Programme: Implementation Guide



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Glossary

Booster training: Follow-up training for practitioners subsequent to, and complementary of, initial training.

Evidence-based programme: Programmes that are based on research and are proven to work.

Evidence-informed practice: Use of the best available research and practice knowledge to guide programme design and implementation.

Fidelity: The degree to which a programme is delivered compared to the essential elements of the original programme.

Manualised: Service delivery is guided by a manual. The manual should contain clearly defined outcomes to be achieved, clear target criteria, a strong logic model and well-defined service components.

Quality: The standard of something as measured against other things of a similar kind.

Acronyms used

ABC	Area-Based Childhood Programme
AP	The Atlantic Philanthropies
CDI	Childhood Development Initiative
CES	Centre for Effective Services
COP	Community of Practice
DCYA	Department of Children and Youth Affairs
FETAC	Further Education and Training Awards Council
FRESH	Fair, Respectful, Engaging, Safe and Honest
HCRP	Hull Centre for Restorative Practice
HR	Human Resources
IG	Implementation Guide
IIRP	International Institute for Restorative Practices
MoU	Memorandum of Understanding
PEIP	Prevention and Early Intervention Programme
PLC	Professional Learning Community
QQI	Quality and Qualifications Ireland
RP	Restorative Practices
ToT	Training of Trainers

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CDI gladly acknowledge and thank the many, many children, young people and adults of Tallaght West who are using restorative practices in their lives and work. You know who you are! The Restorative Practices Programme would not exist without the support of so many innovative leaders living and/or working in Tallaght West who are actively building a strong, safe and healthy community for all.

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Claire Casey

Restorative Practices Programme Coordinator

Introduction

This Implementation Guide describes the steps involved in establishing a community-wide Restorative Practices (RP) Programme. This is not a manual for delivering RP training; rather, this Guide will explain the recommended steps for setting up and implementing an RP programme aimed at establishing a cohesive, community-wide approach, and what is required in terms of ongoing support to ensure both effective service delivery and ongoing sustainability of the programme. (Information about 1.1 training provision in Ireland is available from www.restorativepracticesireland.ie).

The Guide is presented in six sections, with accompanying appendices, as follows:

- This **Introduction** provides an overview of the Childhood Development Initiative (CDI) and its Restorative Practices Programme, and then goes on to discuss implementation, how to use this Guide and logic modelling.
- **Section 1** provides an overview of Restorative Practices (RP), the benefits that RP have been shown to accrue for communities that use these practices and a brief outline of evidence of RP as a best practice approach in communities. It goes on to outline the steps to be taken in **exploring and preparing** for the introduction of a community-wide RP programme by discussing community readiness, the identification of key stakeholders, the importance of leaders, consulting with stakeholders, identifying RP champions in the community and achieving buy-in for a community-wide RP programme.
- **Section 2** looks at what is involved in **planning and resourcing** a community-wide RP programme, including gathering resources,

establishing a steering committee, developing a Memorandum of Understanding and putting an effective plan of action in place.

- **Section 3** is about **implementing and operationalising** your RP programme. It discusses the delivery of RP training, supporting the training of local RP trainers, developing local promotional and resource materials, and the importance of ongoing quality assurance processes, Communities of Practice and robust evaluation mechanisms.
- **Section 4** concerns **'business as usual'** and discusses reflective practice and its role in bedding down RP as a way of working, methods of promoting RP in the community, ongoing monitoring and development of the RP programme, and what it takes to become a restorative organisation and a restorative community.
- **Section 5** concludes the Guide with a list of things to consider to keep your RP programme running smoothly, and to maximise its' sustainability.

The Childhood Development Initiative (CDI)

CDI is funded under the Government's Area-Based Childhood (ABC) Programme, which builds on the learning to date from the Prevention and Early Intervention Programmes (PEIP). The ABC aims to break the cycle of child poverty in areas where it is most deeply entrenched and to improve the outcomes for children and young people (DCYA, 2013).

CDI is based in Tallaght West and is the result of the professionalism, passion and persistence of a consortium

of 23 concerned individuals and organisations in the community, who had a vision of a better place for children. Through innovative partnerships, they brought together the science of evidence-based practice and rigorous evaluation, with the spirit of an approach focused on the identified needs of children and families.

CDI was initially established through a partnership between the Department of Children and Youth Affairs (DCYA) and The Atlantic Philanthropies (AP) under the Prevention and Early Intervention Programme (PEIP), which was set up with the objective of testing innovative ways of delivering services and early interventions for children and young people, including the wider family and community settings.

CDI designed, delivered and evaluated a suite of programmes across a spectrum of local needs on language, literacy, health, early years, conflict management and community safety. All CDI programmes are evidence-informed and manualised, and are delivered through existing structures and services. This Implementation Guide draws on the independent evaluations of CDI's programmes (available at www.twcdi.ie/resources-information-centre/evaluation-reports) and lengthy experience in supporting the delivery of high-quality evidence-informed services.

CDI's Restorative Practices Programme

The aim of restorative practices is to build strong, happy communities and to manage conflict or tensions by actively developing good relationships and easily resolving conflict in a healthy manner. In 2010, CDI identified the work of the Hull Centre for Restorative Practices (HCRP) (see www.hullcentreforrestorativepractice.co.uk) as being relevant to the Tallaght West context and offering a model that could meet locally identified needs. An approach that

supports everyone to build healthy relationships, to look at where we are accountable and to take responsibility for our actions was regarded as an appropriate fit with the dynamics and relationships within Tallaght West, and the HCRP solution-focused model offered an evidenced, outcomes-based and sustainable intervention.

CDI's Restorative Practices Programme got underway in mid-2010 when CDI established an RP Programme Management Committee to oversee the roll out of training, the development of supports and the independent evaluation of the work. Training was delivered by the UK Office of the International Institute for Restorative Practices (see <http://uk.iirp.edu>) on a monthly basis and targeted all of the agencies with responsibility for children and young people (including schools, Early Years services, youth services, education welfare staff, local authority staff, probation services, community centres, community Gardaí, adult education services), as well as parents and young people themselves. Between July 2010 and September 2013, 971 people from Tallaght West and other communities received training (including 109 young people, aged 14-20) and 14 people living and/or working in Tallaght West were accredited as RP trainers as part of building capacity to sustain the programme in Tallaght and to develop RP approaches in Ireland as a whole.

RP training provides people with a simple set of tools for building and sustaining healthy personal and work relationships and with a very straightforward, fair and effective means of resolving conflict when it arises. As part of CDI's 'business as usual', the delivery of the RP Programme between 2010 and 2012 was independently evaluated by the Child and Family Research Centre at the National University of Ireland, Galway (Fives *et al*, 2013). The research showed that RP training had proved very effective in improving people's confidence and skills in

relation to resolving conflict. This result has had obvious follow-on benefits for the work that is being done for and with children and families in Tallaght West, the details of which are discussed in more detail in Appendix 1.

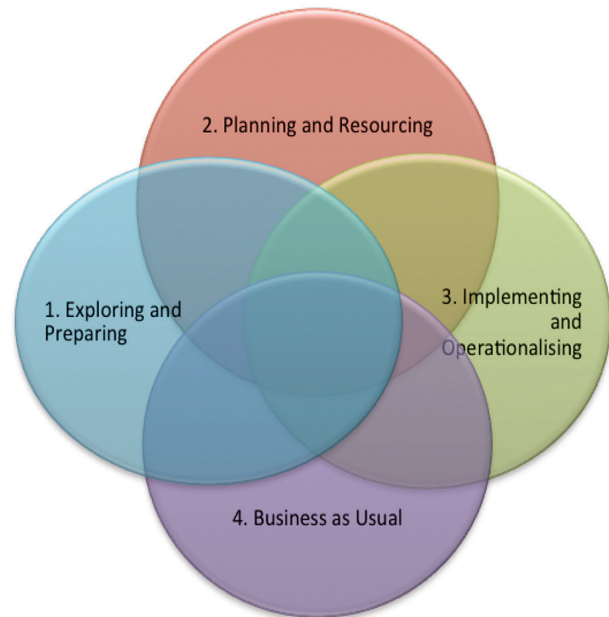
Introduction to implementation

Implementation refers to the process of carrying out a plan and focuses on the 'how' rather than the 'what' of the programme in question (Burke *et al*, 2012). It relates to all aspects of putting a programme into operation and bridges the gap between theory or training and using practice or an approach at an individual or organisational level.

An Implementation Guide sets out the 'how to' of getting programme delivery underway. It supports the set-up phases and guides the user through a step-by-step process to bring the programme to the 'business as usual' phase. Implementation is seen as crucial in the delivery of a programme since it can have a huge impact on whether or not the programme achieves its intended outcomes. This Implementation Guide draws on work done by the Centre for Effective Services (CES) in that the implementation phases described in the following sections are adopted from *An Introductory Guide to Implementation: Terms, Concepts and Frameworks* (Burke *et al*, 2012).

This Guide is presented in four phases, focusing on (1) start-up of programme (exploring and preparing); (2) planning and resourcing; (3) implementing and operationalising; and (4) sustaining the programme ('business as usual'). These phases operate in a parallel rather than linear fashion, and so the community or organisation may move back and forth between phases. Each of these phases, as they relate to a community-wide RP programme, is described in detail in the following sections of the Guide.

Figure 1: The Four Phases of Implementation



Source: Burke *et al* (2012)

How to use this Implementation Guide

The information contained in this Implementation Guide is based on CDI's experience of establishing a Restorative Practices Programme within a community, where community safety was identified as a priority for development (*see Appendix 1*). Working with various stakeholders to make the programme a success, CDI drew on international research and best practice in relation to the delivery of evidence-based programmes.

The Guide outlines the processes needed to establish relationships, identify key stakeholders and get people involved. It also describes the training and quality assurance methods that are used to ensure that the best

possible service is developed and delivered. Each phase of the implementation process concludes with a checklist to track progress as well as to act as a way of identifying any areas in need of further support.

While the work of implementing an RP programme is described in discrete phases, these may merge and be revisited a number of times, whilst some aspects of implementation will be ongoing throughout. It is therefore recommended to read the entire Guide at the outset of the programme and to refer back to the relevant sections for detailed consideration as implementation progresses.

Introduction to Logic Modelling

Logic modelling is a relatively new term for child and family services, and is a central element of developing and implementing evidence-based programmes. Many organisations, having experienced the benefits that come with the clarity and focus of a logic model, have now integrated logic modelling into their management processes. Some organisations have been using similar methods, such as developing a theory of change or even a business plan, and processes that include identifying specific objectives, activities to achieve them and the rationale for the activities. All of these are very similar to the logic model approach.

A logic model is defined as a framework or tool that may be used for programme planning, implementation and evaluation (Alter and Egan, 1997; Julian, 1997; McLaughlin and Jordan, 1999). It links the **evidence** (i.e. what research and best practice tells us about a programme – issues/ anticipated outcomes), **inputs** (i.e. the resources available to and required by the programme) and **activities** (i.e. what you deliver) to the anticipated **outputs and outcomes** (Hernandez, 2000; McLaughlin and Jordan, 1999). In other

words, the logic model process provides the rationale for delivering specific programme activities (i.e. that X will lead to Z if Y is implemented).

CDI and many others have used logic models to agree objectives, to maximise the potential to improve outcomes for children, to manage programmes and shape their associated evaluations, and to ensure accountability of resources and outcomes. Figure 2 gives an outline of the various elements to be considered when completing a logic model, which can be used at a strategic organisational level or very specifically for a certain piece of work. CDI's *Quality Services, Better Outcomes* (Murphy *et al*, 2011), which acts as a companion to this Guide, provides further information on developing and maintaining a logic model.

Figure 2: Logic Model Elements







Source: Murphy *et al* (2011)

The clear description of a programme's goals, tasks or activities, and anticipated outcomes provides an opportunity to involve programme managers, staff and other key stakeholders in the identification of the necessary resources (i.e. what do we need?), the assignment of responsibilities (i.e. who is responsible for what?) and the clarification of relationships between specific activities and expected outcomes (i.e. will implementing these activities produce the desired results?) (Millar *et al*, 2001). However, it is important to note that an examination of existing practice in terms of, for example, how resources are allocated, the way in which activities are implemented or whether anticipated outcomes are achieved may encounter resistance at an organisational or individual level (Kaplan *et al*, 2004) and so we need to be prepared for this.

Table 1 provides a detailed example of a logic model for a community-wide restorative practices (RP) programme.

Table 1: Logic Model for a Community-Wide Restorative Practices (RP) Programme

What you would like to change	What the research tells us	What you plan to do	
THE CURRENT ISSUE/ CHALLENGE	RESEARCH EVIDENCE/ BEST PRACTICE	INPUTS/ RESOURCES	ACTIVITIES
<ul style="list-style-type: none"> • Unacceptable levels of conflict at neighbourhood or organisational level. • Lack of a common approach to resolving conflict. • Lack of competency and skills in terms of dealing with conflict among children and young people. 	<ul style="list-style-type: none"> • RP found to be an effective tool for building and maintaining relationships. • Numerous case studies and evaluations show positive outcomes for children and young people where organisations or communities take on a restorative approach. • Several empirical studies show that using RP results in improved outcomes for children and young people in schools, care homes and detention centres. 	<ul style="list-style-type: none"> • Funding. • Training. • Staff. • Time. • Materials and equipment. • Technology. • Evaluation expertise. 	<ul style="list-style-type: none"> • Seek buy-in and identify champions through seminars and meetings. • Establish RP Programme Steering Committee. • Identify training provider. • Deliver training programme targeted at all concerned with the welfare of children and young people, and at young people themselves. • Develop local capacity through accreditation of local trainers, production of local materials and development of national links. • Support use of RP through Communities of Practice (COPs) and direct supports. • Evaluate use and effectiveness of RP and share learning.
		 Evaluation (Implementation process)	

What you expect to occur			
OUTPUTS	SHORT-TERM OUTCOMES Years 1 – 2	INTERMEDIATE OUTCOMES Years 3 – 4	LONG-TERM OUTCOMES Years 5+
<ul style="list-style-type: none"> • X seminars for managers. • X seminars for key stakeholder groups. • X meetings with potential champions. • Steering Committee established. • X number of staff working with children and young people receive training. • X number of parents receive training. • X number of young people receive training. • X number of local trainers accredited. • X COPs. • DVDs, publicity materials, evaluation report, policy papers. • X RP champions in the community. • X number of restorative groups/organisations established in the community. 	<ul style="list-style-type: none"> • Increased confidence among participating parents in managing their children's behaviour and being solution-focused. • Improved capacity among participating children and young people for dealing with conflict and managing problems. • Buy-in to RP programme across a range of stakeholders. • Key organisations committed to an integrated approach. • Improved staff morale within participating organisations. 	<ul style="list-style-type: none"> • Improved interagency collaboration among front-line staff. • Improved relationships between service providers and residents. • Increased confidence of front-line staff in dealing with conflict situations. • Increase in use of a common approach and language across sectors and disciplines. • Increased reporting of anti-social behaviour/crime. • Increased satisfactory resolution of neighbourhood disputes. • The community is widely recognised as a restorative one. 	<ul style="list-style-type: none"> • RP is 'business as usual' in the community. • All children and young people in the community are dealt with restoratively by the adults in their lives. • RP training modules are included in professional development training courses. • Relevant professional associations and support organisations recognise RP as a core skill for the continuing professional development of people with responsibility for children and young people. • RP comprises an integral element of training for all those working with children, young people and communities.
		 Evaluation (Outcomes) 	

SECTION 1:

Phase 1: EXPLORING AND PREPARING

1.1 Introduction

'Exploring and preparing' refers to the process of identifying local needs and then finding a programme that addresses these needs. Having identified RP as an appropriate response, developing a logic model for the programme will be helpful since it links the evidence, literature, inputs and activities to the intended outcomes and outputs for the programme, and this will be a first step in establishing what an RP programme in your community or organisation will aim to do.

The first phase of implementation will focus on how to begin developing the RP programme, once it has been decided that this is the appropriate mechanism by which to respond to local needs. Reading all of this Implementation Guide is an important part of Phase 1 since the information contained in it will assist you in exploring what restorative practices can offer individuals, organisations and communities in terms of improved outcomes. When starting up a new RP programme, the initial steps will include preparing the ground, identifying the key people to consult with and developing promotional materials. Consultation with key stakeholders is important at this stage because it will promote buy-in and help to identify programme champions who can, in turn, support and drive the implementation of the programme (Burke *et al*, 2012).

By the end of Phase 1, you will have:

- developed an understanding of restorative practices;

- recognised the benefits of taking a RP approach and the evidence of RP as a model of best practice;
- developed a logic model for an RP programme;
- completed your Community Readiness analysis;
- identified the key stakeholders and potential programme leaders specific to your community, organisation or service;
- consulted with the key stakeholders and established their necessary buy-in to the programme;
- sourced potential champions for the RP programme.

1.2 An Overview of Restorative Practices

Restorative practices (RP) is both a philosophy and a set of skills that have the core aim of building strong relationships and resolving conflict in a simple and emotionally healthy manner. The word 'restorative' comes from the word 'restore'. Being restorative means being able to easily and effectively restore broken relationships and, more importantly, consciously prevent relationships breaking down in the first place.

Training in RP provides the skills to both build good relationships and to repair damaged ones, meaning that trainees are better equipped to manage conflict when it arises. Individuals or organisations can engage in basic training that is accessible and appropriate to anyone aged 12 years or over. Anyone can become competent to begin using RP after one day's training and can gain the skills to become an expert RP practitioner after a further three days' training. This is possible because RP builds on skills that everyone has instinctively and provides a simple

framework for using those skills more consistently and, consequently, more effectively. Using the skills acquired to improve outcomes in your life or work is supported by participating in ongoing meetings called Communities of Practice (COPs), where people come together to share experiences and learning, and by taking part in booster training from time to time if a new need arises and to keep the approach fresh and focused.

1.2.1 Benefits of the RP Approach

People who are using RP as a way of working report that it makes their professional relationships easier, more enjoyable and more effective. Parents report better relationships with their children, residents report better relationships with their neighbours and young people report increased confidence and better relationships with their teachers, their families, their friends and their peers.

The use of RP has the potential to positively influence human behaviour and strengthen social capital within communities and throughout society as a whole. This has considerable implications for all aspects of our lives, including families, schools, prisons, workplaces, associations and statutory agencies, because RP can improve relationships among these constituents and develop more effective work practices.

1.2.2 Evidence of RP as Best Practice

Research carried out in Tallaght (Fives *et al*, 2013) found that there was a 43% reduction in overall disputes in home, schools and families through the use of restorative practices. The same report shows that 87% of those that had undertaken RP training reported being better able to manage conflict and 82% reported being better able to manage other problems within their workplace or family structure as a result of undertaking the training.

Restorative techniques like mediation and conferencing have been used to solve conflicts between neighbours and within families (Gellin and Joensuu, 2011). In schools, restorative techniques have been shown to improve the attitudes of students towards learning, boost their morale, encourage them to take responsibility for their actions, improve relationships between teachers and students, enhance school culture, and improve pupils' grades (Wearmouth *et al*, 2007; Gellin, 2011).

Research from the United Kingdom (Mirsky, 2009; Carlile, 2008) has demonstrated a wide range of benefits arising from the integration of restorative practice across disciplines and sectors. These have included:

- improved school attendance (primary and secondary);
- improved school attainment (primary and secondary);
- improved behaviour and attitudes among students (primary and secondary);
- reduction in the number of young people categorised as 'Not in Education, Employment or Training';
- improved attendance and morale among teachers and school staff (primary and secondary);
- increased stability in foster care placements and residential care;
- increased resolution of community disputes and reduction in disorder at community level;
- improved attendance and morale among staff and personnel of services dealing with children and young people.

1.3 Developing an RP Programme Logic Model

Developing a logic model for your RP programme will be a very helpful start to the process of implementation. It acts as a **framework to provide guidance** through the early stages of implementation and will be useful in communicating the intentions and potential benefits of the RP programme to stakeholders. Basically, you need to think about your RP programme under the following five headings:

1. Current situation (i.e. the situation that requires changing).
2. Research evidence (i.e. what the research or best practice tells us about the situation).
3. Inputs (i.e. the resources necessary to bring about the change required).
4. Activities (i.e. the activities expected to occur or be delivered).
5. Outcomes (i.e. changes in attitudes, behaviour, knowledge and perceptions).

You will find a detailed description and example of how to develop and maintain a logic model in CDI's *Quality Services, Better Outcomes* (Murphy *et al*, 2011), which acts as a companion to this Guide. Essentially this requires completing a template as shown in Table 1; this process should involve all key stakeholders and result in a realistic and achievable overview of the RP programme.

It is important to remember that a logic model is a **live, working document** and therefore should be reviewed at regular intervals and updated in line with developments. It is highly recommended that the RP Steering Committee, once established, commits to an annual review of the RP programme's logic model.

1.4 Community Readiness

An important initial step in implementing an evidence-informed programme involves checking for community readiness by assessing the needs of the community and answering the questions 'Are we up for this?', and 'Do we have what it takes?' (CES, 2012). In order to assist you and your community to answer these questions, we recommend using an adaptation of work by the National Implementation Research Network (Blase *et al*, 2013). This is a method that helps communities and agencies to systematically evaluate new and existing interventions by considering six broad factors:

- need (what are the priority unmet needs in our community?);
- fit (to what extent will introducing restorative practices address unmet needs?);
- resource availability (what resources will be needed and where can they be sourced?);
- evidence (what is the evidence that this is the appropriate initiative at this time?);
- readiness for replication (what level of relevant skill and expertise is already present in the community?);
- capacity to implement (what level of interest, energy and enthusiasm is there for adopting restorative practices?).

The organisational readiness assessment tools described by Barwick (2011) have also been adapted to fit the Irish context and the **Community Readiness Checklist** in Table 2 draws on both Barwick's work and the work of Blase *et al* (2013). Working through this checklist to make an assessment of community readiness will assist you in laying the groundwork for a community-wide RP programme, and in identifying areas for development. A plan of activities may be required to address these, such as ascertaining whether there are organisations interested

in championing RP in the community, identifying potential resources for implementing the programme, or gathering the evidence of the outcomes from using RP in a similar community.

Table 2: Community Readiness Checklist

	Factors	Not even close	Some way to go	Nearly there	We're there
	SCORE	1	2	3	4
A. NEED					
To what extent:					
A1	Do you think the community needs an RP programme?				
A2	Do you have any evidence of the need for an RP programme in the community?				
A3	Has any person or organisation expressed an interest in restorative practices?				
A4	Other (<i>specify</i>):				
Total for NEED					
B. FIT					
To what extent:					
B1	Will RP build on existing work to support children and families in the community?				
B2	Are you confident RP will not undermine existing work to support children and families in the community?				
B3	Are there groups, organisations or structures that will facilitate the use of RP?				
B4	Other (<i>specify</i>):				
Total for FIT					
C. RESOURCE AVAILABILITY					
To what extent:					
C1	Are there people available to lead an RP programme?				
C2	Is there an organisation or group available to take on the role of Lead Agency?				
C3	Are resources or funding available to: <ul style="list-style-type: none"> • Engage RP trainers? 				

Table 2: Community Readiness Checklist Continued

	Factors	Not even close	Some way to go	Nearly there	We're there
	SCORE	1	2	3	4
	<ul style="list-style-type: none"> • Produce local materials? 				
	<ul style="list-style-type: none"> • Conduct evaluation(s)? 				
	<ul style="list-style-type: none"> • Undertake PR activities? 				
C4	Other (<i>specify</i>):				
	Total for RESOURCE AVAILABILITY				
D: EVIDENCE					
Do you have evidence:					
D1.	Of beneficial outcomes from using RP in a similar community?				
D2.	Of the cost-effectiveness of using RP in a similar community?				
D3.	Of beneficial outcomes from using RP with similar target groups?				
D4.	Of the cost-effectiveness of using RP with similar target groups?				
D5.	That the use of RP in this community is likely to improve outcomes for children and families?				
D6.	Other (<i>specify</i>):				
	Total for EVIDENCE				
E: READINESS					
Do you have:					
E1	Restorative Practice trainers and/or practitioners available to support your RP programme?				
E2	Other useful expertise or technical assistance, e.g. <ul style="list-style-type: none"> • Programme management skills 				
	<ul style="list-style-type: none"> • Evaluation expertise 				
	<ul style="list-style-type: none"> • Fund-raising expertise 				
	<ul style="list-style-type: none"> • Other (<i>specify</i>): 				
E3	Examples of communities where RP has been adopted that can be visited/observed?				

Table 2: Community Readiness Checklist Continued

	Factors	Not even close	Some way to go	Nearly there	We're there
	SCORE	1	2	3	4
E4	The necessary support in the community to initiate and implement an RP programme, e.g.				
	• People with RP skills				
	• Leaders				
	• Individual champions				
	• One or more 'champion' organisations (<i>specify number</i>)				
	• Other (<i>specify</i>):				
E5	Other (<i>specify</i>):				
	Total for READINESS				
	F. CAPACITY				
	To what extent:				
F1.	Are individuals and organisations in the community open to new learning and ways of working?				
F2.	Will the use of RP in the community be easily maintained and developed over time?				
F3.	Other (<i>specify</i>):				
	Total for CAPACITY				

Source: Adapted from Blase *et al* (2013); Barwick (2011)

1.5 Identifying Key Stakeholders

Where you wish to incorporate restorative practices will determine who you need to target to get buy-in to the programme. The list below is based on developing a restorative community, for smaller or more targeted settings, the list will be different. Key stakeholders in any setting will include leaders and champions, as discussed below.

When identifying stakeholders for **developing a restorative community**, consider the inclusion of all

organisations with a remit for supporting children and families, together with identified leaders in the community. The key stakeholder agencies and constituent groups that will need to be included are:

- schools (primary and secondary);
- out-of-school services such as Youthreach;
- youth organisations and services;
- An Garda Síochána;
- probation services;

- the Local Authority (particularly the section(s) responsible for Housing, Social Work, Environment and Social Inclusion);
- Tusla, Child and Family Agency (particularly School Completion, Social, Family and Community Workers);
- Health Service Executive (particularly Public Health Nurses);
- County Childcare Committee;
- County Partnership;
- Early Years Services;
- community projects and centres;
- addiction and mental health services and projects;
- restorative justice or restorative practice groups already present in the community;
- parents;
- young people.

This phase of implementation will be assisted by having an understanding of the programme’s logic model, thereby having clarity about the objectives, research underpinning the approach, the outcomes you can expect and the required activities to deliver an RP programme. Understanding these will help communications with stakeholders since you will have a clear overview of what the programme sets out to do and what it takes to achieve this. In addition, knowing the findings from the independent evaluation of CDI’s RP Programme will also help to engage stakeholders in the early stages because it is a proven programme with a set of robust findings; the report by Fives *et al* (2013) is available at: http://www.twcdi.ie/images/uploads/general/CDI-RP_Report_-Web.pdf.

1.5.1 Importance of Leaders

Enhancing our skills by learning restorative practices will require altering the way we normally work. Transforming organisational or community structures and cultures, such as revising our values and opinions or changing our everyday practice, is undeniably challenging. Such change requires time, commitment and self-belief on the part of those working for change, in addition to good planning and a shared vision on the part of leaders, enabling the delivery of consistent messages in relation to the transformation that is anticipated.

Leaders play a vital role in organisational and community activities and in creating a shared vision among all staff or community members. They are therefore a key determinant of success or failure in the implementation of an RP programme. Leaders have the ability to embed RP processes because once the training is delivered, they can play a huge part in further developing and bedding down RP approaches.

In the process of consulting with stakeholders and during training, leaders will stand out and are easily identifiable because they clearly ‘get it’ – i.e. they understand the potential of RP and express the enthusiasm and drive to promote its adoption and use across the community.

1.6 Consulting with Stakeholders

In this exploring and preparing phase, it is important to seek the buy-in of people at various levels in your target groups, but especially senior management in stakeholder agencies, such as school Principals, Directors with local authorities, Garda Superintendents, chairpersons and managers of community projects, managers of youth services, and so on. Their buy-in from the start will be extremely helpful since they will be able to encourage and support their staff to participate.

Once you have identified your stakeholders, the next step is to consult with them in a meaningful way, which may include:

- individual meetings;
- information sessions for groups of stakeholders;
- workshops that give an overview of RP and explore its possible benefits for the community;
- circulation of an information leaflet about RP along with a survey to establish levels of interest in taking on a restorative approach (see Appendix 2 for a Sample Consultation Survey).

When consulting with stakeholders, it is useful to think about the type of information each agency, organisation or person will need and how best to communicate this to them. Think through how to present their potential involvement in the RP programme as an opportunity for them – what the benefits to them will be and that this is a win-win proposal. In every case, it is important to be clear about what you are asking of stakeholders and what they can expect from you. For example, depending on the context, it may be very important to have one or more agencies, organisations or individuals centrally involved in planning and delivering the RP programme (e.g. schools, youth services, the Gardaí) and you will need to be especially clear about what you will be offering them and asking of them.

1.7 Champions of RP Programme

Look among your targeted stakeholders for potential RP champions who may join the Steering Committee for the RP programme. These will be people who have credibility and influence with their peers, experience of working in partnership with others and an interest in their organisation or community developing as a restorative one. For a community-wide process, it will be very helpful

to start with a few ‘champion’ groups or organisations that are interested in taking on and modelling the use of RP for other groups and agencies. These are the people and groups that you should approach first as part of your stakeholder consultation in order to seek their agreement to championing an RP approach and obtain their assistance in identifying, consulting and engaging with other key stakeholders.

1.8 Achieving Buy-in

Achieving buy-in is essentially about making others an offer that they are happy to receive and in which they can immediately see one or more benefits to them. Different stakeholders may need to be involved in the process in different ways, so it will be useful to offer a variety of options for participation that are relevant to and workable for the agency, organisation or individual. For example: Do they need to attend every meeting? How often can they attend meetings? Is it sufficient that they receive regular updates and opportunities for input by e-mail?

It will also be very helpful to agree clear lines for ongoing communication with and involvement by your stakeholders. For example: How will you follow up after the initial consultation with them? What level of involvement will they have in the ongoing management of the programme? When and how can they expect to hear back from you?

1.9 Checklist and Next Steps...

Track your progress throughout this Phase 1 by completing the **Exploring and Preparing Checklist** given in Table 3. This will help to ensure that the essential steps have all been considered, taken or progressed during this first phase.

Now you can move on to Phase 2 – Planning and Resourcing your RP programme.

Table 3: Phase 1 – Exploring and Preparing Checklist

Activity	Description	Implementation Status:			Comments/Actions Required
		FULL	PARTIAL	NOT AT ALL	
Community readiness	Has the local community/target group been identified as having a need for an RP programme? Has the Community Readiness Checklist (Table 2) been completed?				
Understanding of Restorative Practices and the RP programme	Are you familiar with restorative practices? Are you familiar with the RP programme’s logic model?				
Identifying key stakeholders	Have the key stakeholders for the RP programme been identified?				
Leaders	Are you confident that the community will yield leaders? Have leaders within key organisations and sectors been identified and approached?				
Consulting with stakeholders	Have you met the relevant stakeholders and shared information regarding RP and how they can be involved in developing a restorative community?				
Programme champions	Have you found individual champions for the RP programme? Have you found any agencies or organisations interested in championing the RP approach?				
Achieving buy-in	Have you secured the buy-in of the relevant stakeholders? Have you secured the buy-in of a sufficient number of stakeholders to get the RP programme underway?				
Other					
Other					

SECTION 2: Phase 2: PLANNING AND RESOURCING

2.1 Introduction

The second phase of implementation focuses on gathering the resources for the RP programme, preparing documents and ensuring that the elements needed for delivery are in place. This phase will also involve ensuring that the structures to support delivery are established. These will include establishing a Steering Committee, securing funding, confirming the budget and putting in place the necessary resources (Burke *et al*, 2012).

At the end of Phase 2, you will have:

- gathered together the required resources for the RP programme;
- established a Steering Committee;
- developed and agreed a Memorandum of Understanding;
- agreed an Action Plan for the programme.

2.2 Gathering Resources

A community-wide RP programme will require resources. The good news is that the resources required are very probably already present in the community or easily accessible with a little effort.

One important resource to identify and agree is a 'home' for the RP programme in an organisation (statutory, voluntary or community) that will act as the **Lead Agency** for the programme. The Lead Agency should be able to

provide administrative support for the programme and will greatly benefit from having:

- community development experience and experience of engaging communities in initiatives similar to the RP programme;
- project management, administration, implementation and evaluation experience and expertise;
- communication skills;
- organisational skills;
- facilitation skills;
- IT skills;
- report-writing skills.

The responsibilities of the Lead Agency can vary over the lifetime of the RP programme and, depending on the engagement and expertise of local partners, may include:

- coordinating and supporting the programme's Steering Committee;
- sourcing and managing funding for the programme;
- facilitating others to be involved;
- implementing elements of the RP Action Plan, such as appointing trainers, recruiting trainees, coordinating Communities of Practice and developing resources;
- managing the involvement of any external expertise/consultancy engaged to assist the RP programme;
- managing the evaluation of the RP programme;
- preparing reports as needed.

Funding can be generated for an RP programme in a variety of ways. For example, any training provided can

be charged for; public sector grants can be applied for; and private sector company or individual donations can be sought. In addition, once a local panel of RP trainers has been established, the cash costs of the RP programme will be greatly diminished, if not eliminated.

2.3 Establishing a Steering Committee

At the start of an RP programme, it is very useful to establish a Steering Committee to oversee its implementation and to monitor and drive progress. Membership of the Steering Committee can be determined from the stakeholder list you have developed and from the potential RP champions identified through the consultation process. Senior management from each sector can nominate the appropriate person to sit on the Steering Committee.

The ideal is to have a Steering Committee that includes members from the community and from a range of key agencies or organisations, who will be able to:

- consider the big picture (i.e. collectively possess knowledge of the community as a whole and have a common vision of what the long-term goals are);
- develop and implement the RP action plan;
- monitor and evaluate current programme activities and plans;
- be accountable for the programme's overall work;
- link what the programme is planning and doing to developments, problems and opportunities in the wider community;
- plan and work for sustainability (i.e. that the programme will be maintained within the community, without additional resourcing, in the future).

2.4 Memorandum of Understanding

A Memorandum of Understanding (MoU) can be very helpful as a mechanism for being explicit about the expectations of stakeholders working towards a common goal. An MoU is simply an agreement between two or more parties that expresses a clear and common understanding of the intended line of action. It is appropriate to use an MoU when a number of agencies are involved in leading the introduction of RP approaches across a community (*see Appendix 3 for checklist in developing an MoU*). For individual organisations or in smaller settings, it will only be necessary to develop Terms of Reference (ToR) for the work of the group steering the process (*see Appendix 4 for checklist in developing a ToR*).

An MoU should include the following:

- aims and objectives of the Steering Committee;
- timeframes for completing activities;
- the commitment expected from each partner;
- management and operational arrangements (e.g. resources);
- reporting structures;
- restorative conflict resolution mechanisms;
- governance issues (e.g. reporting lines and decision-making processes);
- monitoring and evaluation;
- quality assurance procedures and mechanisms.

Many issues that have the potential to throw the group and its work off course will arise in the lifetime of the Steering Committee. If these issues have been anticipated and discussed in advance, which is possible through the development of an effective MoU, it is more likely that the

Steering Committee will be in a position to address these issues proactively and continue to work effectively.

2.5 Action Planning

CDI's work over the years has greatly benefitted from using a straightforward form of **action planning** as its general *modus operandi*. An action plan is simply a list that includes the activities to be undertaken, the timeframe for each activity, what output or outcome will be achieved through each activity (a performance indicator) and who will be responsible for ensuring that the activity is undertaken as planned.

There are a number of aspects of the action planning process that will be highly beneficial to the Steering Committee (indeed, to any group adopting RP as a way of working), including:

- Action planning will translate overall objectives into a series of achievable activities.
- Developing an action plan will enable everyone to be explicit about both their responsibilities for and contribution to getting the work done.
- Agreeing an action plan means making concrete decisions about what activities will happen, when they will happen and who will be responsible for making them happen.
- When the Steering Committee is meeting on a regular basis, an action plan will show regular progress in the work, which is good for maintaining motivation among members.
- The action plan process will also show where there are blocks to getting work done, enabling the committee to adjust plans appropriately.
- Using an evolving action plan gives everybody in the group the chance to both take responsibility

for getting work done and to be acknowledged for the work that they do. Again, this is a very good way of maintaining motivation in the group.

A template for developing a **community-wide RP Action Plan**, including a number of key tasks required to get the programme underway, is provided in Table 4.

Table 4: RP Action Plan Template

Key objectives <i>(What do we want to achieve?)</i>	Activities to achieve objectives <i>(What will we do to achieve it?)</i>	Performance indicators <i>(How will we know we have achieved it?)</i>	Timeframe <i>(By when?)</i>	Lead <i>(Who is responsible for getting this done?)</i>
Establish effective planning and strategic structures	Identify stakeholders			
	Identify and consult with potential champions			
	Consult with remaining stakeholders			
	Negotiate nominations by senior managers to Steering Committee			
	Convene 1st Steering Committee meeting			
	Agree MoU, including Lead Agency			
	Agree Action Plan			
	AOB			
Develop a restorative community	Identify and engage trainers			
	Prioritise and recruit target group(s) for training			
	Develop training schedule			
	Deliver training			
	Agree trainee recruitment plan			
	Track training participation by sector			
	Target and support participation by sectors slow to participate			
	Utilise existing networks and connections to promote participation			
AOB				
Ensure quality and fidelity	Identify facilitators and establish Communities of Practice (COPs)			
	Develop and disseminate reflective practice tools to enhance delivery			
	Support organisations to identify and track anticipated outcomes			
	Support organisations to develop fidelity checklists			

Table 4: RP Action Plan Template Continued

Key objectives <i>(What do we want to achieve?)</i>	Activities to achieve objectives <i>(What will we do to achieve it?)</i>	Performance indicators <i>(How will we know we have achieved it?)</i>	Timeframe <i>(By when?)</i>	Lead <i>(Who is responsible for getting this done?)</i>
Develop sustainability	Collect 'good news' stories			
	Develop and disseminate promotional materials			
	Develop local resources to increase ownership			
	Conduct regular planning and review			
	Develop and institute evaluation mechanism(s)			
	AOB			
Develop a panel of local trainers to support sustainability	Identify potential trainers			
	Recruit trainee trainers			
	Deliver training of trainers			
	AOB			

2.6 Checklist and Next Steps ...

Track your progress throughout this Phase 2 by completing the **Planning and Resourcing Checklist** given in Table 5. This will help to ensure that the essential steps have all been considered, taken or progressed during this second phase.

Now you can move on to Phase 3 – Implementing and Operationalising your RP programme.



Table 5: Phase 2 – Planning and Resourcing Checklist

Activity	Description	Implementation status:			Comments/Actions Required
		FULL	PARTIAL	NOT AT ALL	
Gathering resources	Have you agreed a Lead Agency? Have you identified resources available and/or secured funding for your RP programme?				
Establishing Steering Committee	Have you secured the commitment of the key stakeholders needed to drive your RP programme? Have you established a Steering Committee?				
Memorandum of Understanding	Has your Steering Committee agreed a Memorandum of Understanding?				
Action Plan	Has your Steering Committee agreed an Action Plan for at least the first year of operation of your RP programme?				
Other					
Other					

SECTION 3:

Phase 3: IMPLEMENTING AND OPERATIONALISING

3.1 Introduction

Programme delivery begins in Phase 3. This may be the first time that RP is introduced to the group or community you are working with and it may be introduced on a pilot basis before being rolled out to the whole community (Burke *et al*, 2012).

By the end of Phase 3, you will have:

- delivered RP training to your targeted community or groups;
- developed a panel of local trainers;
- developed local promotional materials and resources;
- established mechanisms for ongoing supports to individuals and groups taking on RP as a way of working;
- have evaluation mechanisms in place.

3.2 Delivering Restorative Practice Training

There are a number of considerations that need to be taken into account in order to make decisions about the delivery of training in restorative practices (RP). These include:

Choosing a training programme

There are a number of RP models that are in operation in different parts of the world and a range of training

programmes drawing on all or some of these models are available in Ireland. The different RP models fall into three broad categories. Two of these are purely justice-focused models, one of which emphasises support for victims of crime, while the other emphasises supporting offenders to change their behaviour. The third RP model, developed in Northern Ireland since the mid-1990s, is known as the Balanced Model because it emphasises equal support for victims, offenders and the wider community. In addition, the Balanced Model moves beyond a justice focus in that it promotes restorative practices that help to prevent conflict as well as resolve it, and caters for conflicts that are 'victimless' (i.e. where everybody has responsibility for a conflict and therefore a part to play in it being resolved). When planning the delivery of RP training, it will therefore be useful to 'shop around' for the training that will be the best fit for your community.

Identifying trainers

Although RP training can be sourced from a number of places worldwide, Ireland is currently building itself as a comprehensive resource in RP. Using Irish trainers can help keep the focus local and relevant to the audience. It may also be more cost-effective. RP is used widely across Ireland and there are a number of trainers and training agencies delivering the training (*see* www.restorativepracticesireland.ie for a list of resources and trainers in Ireland).

Cost of training

The costs involved in providing RP training will be influenced by your choice of trainer(s) and can be reduced over time by planning ahead to develop your own pool of local trainers. One or more organisations could take the lead in this by investing in the development of in-house trainers who can then deliver the training to their peers and others in the community. Consideration will also need to be given to mechanisms for training local residents who are not part

of any organisation to become trainers and who can, in turn, deliver RP training to their fellow-residents.

Costs for training will include promotion costs, trainer's fees, venues and materials. For some target groups, provision of childcare may be a training cost. Accreditation of RP trainers will be a cost in itself and different training providers may have licensing arrangements for accreditation of trainers whereby there will be ongoing charges for keeping an RP trainer's accreditation active. Careful planning of budgets will therefore include identifying the most cost-effective accreditation route for local RP trainers, along with negotiating with key stakeholders for access to venues and administration resources for the provision of training (e.g. using school or community halls; photocopying facilities on site).

Accreditation processes

In planning the provision of RP training, it is important to consider what is needed by your community in terms of accreditation of any training being delivered. It may be the case that there are individuals in your community who are keen to gain restorative skills without necessarily acquiring any accreditation for the training they receive. For example, a parent seeking skills in improving communication with their children may not be concerned about being accredited for training received. However, given the option, most people will accept accreditation if it is on offer. In addition, accreditation is an important element of quality assurance of any training being delivered, so thinking it through when planning your training will support you in taking a quality-focussed approach (see Section 4.2).

Currently, there are a number of ways to be accredited in the use of RP or as an RP Trainer and these accreditation options include:

- certificates of attendance at training, which provide documentation for building CVs or a learning portfolio;
- training certificates, which provide documentation of continuing professional development;
- FETAC¹ modules awarded by Quality and Qualifications Ireland (QQI);
- modules within courses provided by Irish universities, third-level institutions or professional bodies (e.g. The Law Society);
- accreditation by private commercial training providers based in Ireland or abroad.

The Restorative Practices Strategic Forum (an all-Ireland Forum for RP organisations and practitioners) is working to develop and promote Irish accreditation routes (see www.restorativepracticesireland.ie for details and updates).

Potential for local organisations to deliver training

In planning an RP training programme, the potential for local delivery should be taken into consideration. The Action Plan should include identifying potential RP trainers from key sectors that have the prospect of delivering to work colleagues and in the wider community. For example, it will be very useful to have a teacher trained as a trainer who can then be available to deliver training to schools. This will require negotiation with managers for staff to be freed up to both undergo training as a trainer and subsequently to deliver the training within their own organisation, as well as to provide *quid pro quo* by delivering an agreed number of training sessions in other community settings. Developing a panel of local trainers will cut the costs of the RP programme, build local resources and maintain buy-in and a collective sense of responsibility for the ongoing support of the programme.

¹ Further Education and Training Awards Council (FETAC)

Pilot phase

At the outset of delivering RP training in a community, it is highly recommended that the training be piloted with the Steering Committee before being offered more widely. This will accomplish a number of important implementation tasks. Firstly, this approach ensures that the Steering Committee are all ‘skilled up’ as restorative practitioners and therefore have credibility when asking others to undertake the training. Second, it will also afford the Steering Committee the opportunity to provide constructive feedback to trainers on how to ensure that the training is a good fit for the community. Finally, it will mean

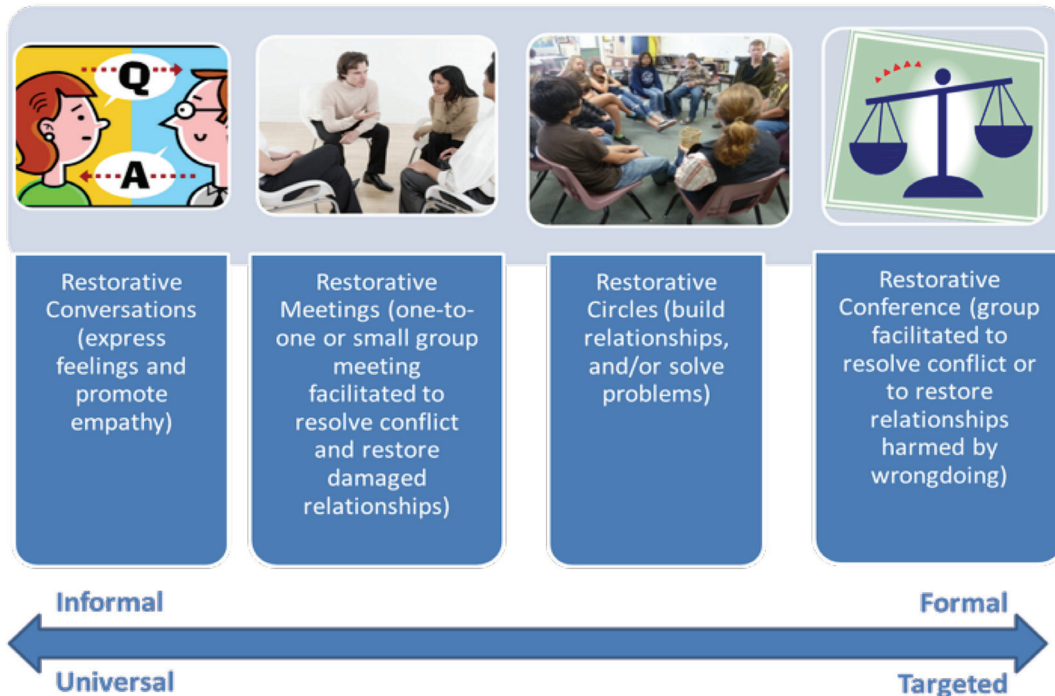
that all members of the Steering Committee are aware of the content of the RP training they are promoting in the community and are able to explain it to other members of the community.

3.2.1 RP Toolkit and Training

The range of tools used in restorative practice are summarised in Figure 3 and there are a number of levels of RP training that will equip a practitioner or organisation with some or all of these tools.

Figure 3: Tools Used in Restorative Practice

RESTORATIVE PRACTICES TOOLKIT



As outlined in Figure 3, the tools used in restorative practice range from informal **conversations** (which promote emotional intelligence, empathy and stronger relationships) to highly structured **conferences**. Restorative **circles** can be used in a group or organisational setting to actively build good relationships and to solve problems effectively as they arise. Restorative **meetings** can be used in families, groups or organisations that are committed to working restoratively; they will involve small numbers of people constructively resolving conflict as it arises. Formal restorative conferences can be used to resolve serious conflicts in groups and communities or to restore the harm caused by a criminal offence; in either case, they seek to support the needs of every participant in devising a resolution to the conflict that everyone can live with.

The skills required to work in a restorative manner include listening, communication, facilitation, planning and evaluation skills. RP training provides a framework for using all of these skills to build relationships consciously and to resolve conflict easily. As mentioned above, there are a number of trainers and training courses available and these include training for the range of levels of restorative practices (from the informal to the formal), as well as courses aimed at particular target groups, such as schools, parents, youth workers and Gardaí (see www.restorativepracticesireland.ie for further information).

3.2.2 Training Programme Design

Different groups and organisations will be interested in different levels, and types, of RP training. However, a rule of thumb for groups or organisations wishing to adopt a restorative approach is for **all members** of the group or organisation to do **basic training**, which provides an overview of RP and offers practical tools for **conducting restorative conversations and meetings**.

This is an important first stage of becoming a restorative group or organisation since it ensures that everyone has an understanding of how RP works and can be part of integrating the approach in the group or organisation. It is important to stress that ‘all members’ means just that – for example, in a school it will mean all members of the Board of Management; the teaching staff; the classroom support staff; the administration, catering and maintenance staff; and any other personnel who regularly work with the school, such as youth workers or School Completion Programme staff.

In addition, for schools and a whole range of other organisations providing services for children, young people and their parents (e.g. childcare services, youth services, community development services), ‘all members’ includes these service users. It will be important for the children, young people and parents using a service to receive the basic training when the organisation or group is embarking on becoming restorative.

Following on from this basic RP training, it is usual (and recommended) for at least 10% of the members of a group or organisation to do **further training** in the use of **restorative circles** and the facilitation of **conferences**. These will be people in the group or organisation who have a particular interest in or passion for RP, who have leadership positions, or who have responsibility for discipline or human resources (HR) functions.

3.3 Training Children and Young People

Any community-wide RP programme will include RP training for children and young people as key stakeholders in the community working to become restorative. CDI’s experience has been that children and young people

respond extremely well to restorative practices and that young people need less training in the approach than their adult counterparts to take it on.

It will be very helpful to include training for young people from the start of your RP programme because these young people will naturally evolve as role models and mentors for their peers, their juniors – and their seniors. Young leaders will be identified through this process and these RP ‘champions’ should be supported to become RP trainers, who can and will be very effective in delivering further training to other children and young people.

3.4 Training of trainers

As mentioned above, it will greatly enhance the ongoing sustainability of a community-wide RP programme to have people in the community who are trained as RP trainers. There are currently a variety of routes available for doing so (see www.restorativepracticesireland.ie). Potential RP trainers can be identified during the delivery of RP training or can be self-selecting from those who are interested.

In Tallaght, CDI advertised places on Training of Trainers (ToT) courses and also approached particular people who had undergone training and were using RP in their work or home and who were within key organisations or target groups (e.g. teachers, youth workers and residents were priorities). Due to the large number of applications received to do this training, CDI had to make a short-list of applicants and conduct group interviews (*see Appendix 5 for the application form used for this ToT selection process*).

3.5 Promotional Materials

Promotional materials are important in raising awareness of restorative practice and promoting the benefits of its use throughout the community. There are a range of videos, leaflets and brochures freely available on the Internet (*see* www.restorativepracticesireland.ie) that will be of use at the outset of your RP programme. In a local context, the best promotional materials you can have are the stories that people tell you about how they are using RP and the results they are getting. It is highly recommended that you have a system for collecting these stories right from the start.

The promotional materials you develop may include leaflets, brochures, newsletters, webpages, posters, DVDs and slide shows. It is extremely helpful to have a plan in place for photographing or filming the delivery of your training, and the conduct of RP circles or conferences when they begin to occur. **However, it is important to remember that you will need the permission** of the people recorded in this way (and the permission of parents/guardians of young people under the age of 18) for any photos or films to be published in any form, whether in print, digitally or online, etc.

3.6 Resource materials

It is very useful if development of **local resource materials** is an explicit element of the RP programme since doing so will contribute to building the capacity of your community to take on and sustain restorative practices as a way of working and living. The kinds of materials that can and should be developed locally will include posters and training materials.

There are lots of possible ways to develop local materials. For example, the International Institute for Restorative

Practices (Europe) describes RP as taking a FRESH approach, where FRESH signifies that we are consciously striving to be:

F	Fair
R	Respectful
E	Engaging
S	Safe
H	Honest

In CDI's RP Programme, schools, youth groups and community centres in Tallaght developed a variety of posters using this theme, by either spelling out FRESH or expressing these values with graphics. The process of producing posters has itself been part of promoting RP within these organisations.

Similarly, organisations have been producing materials that they are using to train children and young people in the use of RP. Part of the restorative approach is about being able to express emotions constructively. It can be a challenge for children and young people to accurately name what they are feeling and schools, youth groups and parents have found it useful to develop wall charts, flash cards or posters illustrating emotional scales and a range of words for different feelings. Again, the process of developing these materials along with the children and young people is itself restorative and educational.

3.7 Communities of Practice

A Community of Practice (COP) is a space where a group of people come together to share their experiences and knowledge in creative ways that foster new and improved approaches to delivering services and programmes (Wenger and Snyder, 2000). COPs intend to be a key support for service providers and may include sessions involving invited

speakers on relevant topics, case study presentations or facilitated sessions on issues identified as affecting service delivery.

The objectives of Communities of Practice include:

- to support fidelity to a manual/programme;
- to provide technical assistance in programme delivery, particularly in terms of connecting practice and theory;
- to offer a space for reflection, consideration and sharing the learning;
- to identify and respond to training and support needs;
- to collectively identify solutions to issues impacting on service delivery;
- to inform the development of best practice guidelines for services;
- to improve practice and programme delivery.

To ensure that the benefits of RP training are maximised, it is essential to have a plan in place to provide **post-training supports**. Regular COPs provide an excellent forum in which to facilitate the use of RP. They also allow for necessary supports to be identified and put in place to ensure the training is being used, such as peer mentoring, sector-specific COPs and identification of further target groups to engage in RP. COPs encourage reflective practice, which supports quality service delivery.

RP Communities of Practice can be organised in a number of ways:

- Where an organisation or group is developing as a restorative one, the RP COP will effectively be in-house (e.g. in schools RP champions have organised their COP as a Professional Learning Community (PLC); other organisations have established RP Implementation Teams or Committees).
- People who have undergone training can be offered the opportunity to meet together to share information about how they are using the training; troubleshoot by sharing ideas about how to respond restoratively to issues or problems; and develop collaborative actions as appropriate. These meetings can also be used to identify outstanding training or support needs. Such COPs will require one or more people taking on their organisation and facilitation, a role that could be rotated among members of the group.
- COPs can also be organised by sector or by theme (e.g. a COP for youth workers or a COP for parents).

- Individual trainees can network with restorative practitioners around the country through the Restorative Practices Strategic Forum (see www.restorativepracticesireland.ie).

Research conducted by the US National Staff Development Council and Stanford University (2002) indicates that without having support structures in place (such as communities of practice) to provide peer coaching and support, the knowledge and skills available from training that are transferred into practice remain extremely low. This phenomenon is clearly illustrated in Table 6.

Establishing strong systems of support is therefore a critical component of implementing an RP programme in a community or group, and the programme’s Steering Committee will need to have a strategy for the development of COPs in place before any training is delivered. Agreements will need to be made about what kind of COPs are needed, who will take on responsibility for organising them, how will they be reviewed and who will support the establishment and development of in-house COPs.

Table 6: Transfer of Skills or Knowledge from Professional Development Training

Components of professional development	Knowledge	Skill	Transference into practice
Theory	10%	5%	0%
Modelling/Demonstration	30%	20%	0%
Practice	60%	60%	5%
Peer coaching (Community of Practice)	95%	95%	95%

3.8 Evaluation Mechanisms

It will be very useful for the Steering Committee to decide on a system which can be put in place from the outset, for evaluating the outcomes and impact of the RP programme. Obviously, measurement of progress towards intended outcomes and assessment of their impact will depend on what objectives are set for the RP programme – you need to know what you are trying to achieve in order to decide what you will monitor, measure and evaluate. The logic model developed for your RP programme will be central to informing this process.

For a community-wide RP programme, look for opportunities for collecting and developing both **qualitative and quantitative data for measuring progress**. As far as possible, data collection should be built around what is already in place. For example, trainees will be filling out evaluation forms at the end of training sessions. But you can also build in questions in, for example, the application forms for training that enquire about their confidence in dealing with conflict (*see Appendix 6*) and then ask the same questions at the end of training or at a subsequent COP.

Where individual organisations are adopting a restorative approach, the evaluation should be framed around the aspects of the organisation's work that it is seeking to improve. Again, where possible, systems for collecting data that are already in place should be used, built on or adapted as appropriate. For example, schools in Hull have been able to show the positive impact of RP by comparing the frequency and types of disciplinary procedures required *before* they started using RP to the same information one and two years later (Mirsky, 2009; Carlile, 2008).

The kinds of evaluation mechanisms that are used can vary enormously depending on what questions you are seeking to answer about how the RP programme is working. Large or in-depth research projects can be costly, but one option is to offer a **research opportunity** to Masters or PhD students. Since RP is increasingly being used in Ireland in a whole range of settings, there is a rich source of new research available to students across a range of disciplines, including childcare, education, social care, youth work, management or criminology.

3.9 Monitoring Progress

How progress is monitored will depend on what it is hoped to improve by adopting a restorative approach in a community or organisation. It is highly recommended to start small when introducing any new RP programme and to aim for some early 'wins' that can be built upon. Regular monitoring of progress serves the dual functions of ensuring that plans are being followed and meeting the identified needs, and of identifying both successes and obstacles. Progress can be monitored through ongoing self-reflection by individual practitioners, by the RP Steering Committee and by Communities of Practice. Independent observation of restorative interventions (such as circles, conferences or training sessions) can also be established.

The RP Steering Committee will also have a function in monitoring the use of RP in the community and supporting its development on an ongoing basis. In order to monitor the implementation of restorative practices, the Steering Committee will find it useful to agree criteria for being named a restorative organisation or group that are adaptable to a range of organisations. O'Dwyer's (2014) publication *Towards Excellence in Restorative Practices – A Quality Assurance Framework for Organisations and Practitioners* contains a clear set of standards and values

that can be used and adapted by restorative practitioners, organisations and communities.

Organisations or groups committed to being restorative can be supported by the Steering Committee to develop **Restorative Practices Fidelity Checklists** that will assist with both monitoring the implementation of RP and with ongoing internal reflective practice. Fidelity in this context is simply the extent to which practices adhere to the standards and values established for the organisation or community. A sample of such checklists is included in Appendix 7.

3.10 Checklist and Next Steps ...

Track your progress throughout this Phase 3 by completing the **Implementing and Operationalising Checklist** given in Table 7. This will help to ensure that the essential steps have all been considered, taken or progressed during this third phase.

Now that your RP programme is fully operational, you can move on to Phase 4 – ‘Business as Usual’ or sustaining your programme.

Table 7: Phase 3 – Implementing and Operationalising Checklist

Activity	Description	Implementation status:			Comments/Actions Required
		FULL	PARTIAL	NOT AT ALL	
Training programme	Have you identified who will deliver the training? Have you agreed your target group(s) for training?				
Training children and young people	Do you have a strategy in place for the training of young people and children?				
Training of trainers	Have you agreed a mechanism for training local RP practitioners to become RP trainers?				
Promotional materials	Have you agreed what promotional materials you need? Have you mechanisms in place for developing promotional materials?				
Resource materials	Have you agreed what resource materials you need? Have you mechanisms in place for developing resource materials?				
Communities of Practice (COPs)	Have you identified how to deliver Communities of Practice? Have you the necessary supports in place for your COPs?				
Evaluation mechanisms	Does your logic model adequately state what it is you are trying to change? Have you agreed how your RP programme will be evaluated? Have you put evaluation mechanisms in place?				
Monitoring progress	Have you agreed how your RP programme will be monitored? Have you put monitoring mechanisms in place?				
Other					
Other					

SECTION 4:

Phase 4: BUSINESS AS USUAL

4.1 Introduction

Phase 4 is the final phase of implementation and whilst any initiative requires constant review, it will mean that your RP programme is fully operational and embedded in the community. This phase relates to consolidating the programme and ensuring continued sustainability.

Reaching Phase 4 means you will have:

- received results from your evaluation and monitoring strategies that will enable you to reflect on the implementation process and how RP is meeting the needs of your target group(s);
- progressed actions to embed RP as the modus operandi of individuals or groups that you have targeted;
- established a system for ongoing monitoring and development of the programme.

4.2 Quality Assurance

Quality is defined by the Oxford English Dictionary as *'the standard of something as measured against other things of a similar kind; the degree of excellence of something'*. Quality assurance is defined as *'the maintenance of a desired level of activity in a service or product, especially by means of attention to every stage in the process of delivery or production'*.

O'Dwyer (2014) points out that quality in restorative practices *'is about safety and consistency, adherence to principles and values and achievement of fair outcomes'* and is important for a number of reasons, including consumer and/or funder confidence in RP. Perhaps the most important rationale for paying attention to quality is that there is evidence that poor outcomes in restorative interventions have been the result of poor practice rather than the result of using the restorative approach (Brathwaite, 1994, Morris and Maxwell, 2001). Fidelity to good practice is therefore crucial to achieving the desired outcomes when adopting a restorative approach. Achieving this fidelity means being aware of the values, standards and methodologies which underpin restorative practices and undertaking regular, structured, reflective review of practices (see below and Appendix 7).

O'Dwyer (2014), in his book *Towards Excellence in Restorative Practices – A Quality Assurance Framework for Organisations and Practitioners*, examines key elements of quality assurance, such as adherence to restorative values and standards, and it is **recommended reading** for anyone seeking to implement an RP programme in a community or organisation (available at: <http://www.restorativepracticesireland.ie/resources/publications/>). This Implementation Guide draws on O'Dwyer's framework for achieving excellence in restorative practices.

4.3 Reflective practice

Reflective practice involves learning through experience: your practice, or how you do your job, is shaped and informed by a range of behaviours, skills, dispositions, assumptions and theories you employ to carry out your professional duties (Larrivee, 2008). Reflection is the process of exploring and analysing your practice, including your feelings and perceptions, and it generates knowledge about the reality of what is happening and about your

own practice (Barnett and O'Mahony, 2006). Reflective practitioners aim to use learning to improve their future practice. As Daudelin (1996, p. 39) puts it:

'Reflection is the process of stepping back from an experience to ponder, carefully and persistently, its meaning to the self through the development of inferences; learning is the creation of meaning from past or current events that serves as a guide for future behaviour.'

Adopting RP as an individual or organisation will be supported by having regular and focused opportunities for reflection on how the use of RP is working (such as Communities of Practice). One such opportunity is provided when monitoring and evaluation results are received. These will provide the basis for reflecting on progress towards the improvements that are intended, including celebrating any achievements to date and identifying barriers that need to be overcome. They also provide an opportunity to identify solutions to any challenges that have been encountered.

4.4 Bedding RP in as a Way of Working

'Bedding in' is about making restorative practice the 'business as usual' for a group, organisation or community. A range of key actions can be taken so that people use RP as a way of working with or relating to others, as opposed to simply having undertaken the training (*see below*).

4.4.1 Bedding RP into Groups or Organisations

'Bedding in' or integrating restorative approaches into everyday practice is the process that takes place when an organisation or group commits itself to being a restorative one, which, in turn, means that the organisation or group wants to operate in a manner that is demonstrably fair,

respectful, inclusive, safe and honest in all its dealings. RP is a framework that supports and promotes this way of working and it can be adopted by groups or organisations by ensuring that all members undertake basic RP training and a core group (of at least 10%) undertake further training (*see Section 3.2.2*). This core group of people will constitute the '**RP Team**' within the organisation or group. Small organisations and individuals can collaborate with other services to establish this support.

The RP Team is effectively the in-house COP for the group or organisation and will meet regularly to:

- develop and implement an action plan based on the priorities for change agreed by the whole organisation or group and plan additional work as appropriate;
- reflect on their use of RP and its use in the organisation or group as a whole;
- share learning about how RP is developing in the organisation;
- monitor progress towards the envisaged improvements agreed at the outset;
- organise celebrations of achievement of any envisaged improvements;
- support RP to become 'business as usual' for the organisation or group.

4.4.2 Bedding RP into the Community

Once the RP programme is up and running, with people using RP in their daily practice and fully aware of its benefits, it is important to keep the momentum going and continue to work on maintaining the programme's strength, stability and quality of practice. It is easy to lose focus or forget core principles, and the programme can become less effective as a result. Maximising the potential for positive outcomes

through the use of RP requires **ongoing reflection and review**, along with openness to learning from each other. This can be achieved by setting up regular local meetings where all users of RP can come together to discuss and share both experiences and concerns.

The Steering Committee has a role in 'bedding in' RP across the community and in maximising opportunities for the promotion of RP. The kinds of actions that will be useful to undertake in this respect include:

- raising awareness of RP by using local media opportunities;
- sharing the positive benefits and challenges of RP within the community (e.g. through newsletters, e-zines or bulletins);
- keeping Heads of Departments and managers informed of the benefits of RP;
- tracking and disseminating both factual data about outcomes from evaluations and 'good news' stories from RP practitioners;
- using presentations, DVDs and social media to promote RP in the community;
- organising community celebrations of significant restorative milestones.

Having examples of RP in action in the organisation or community will be crucial for all of the above. Ask people who undertake the training to **provide you with feedback** about how they are using RP and its impact. Actively seek their input by providing them with a 'Feedback Form' with a few simple questions about their experiences (*see template in Appendix 8*).

4.5 Ongoing Review and Development

The RP Steering Committee will also play an important role in being responsible for ensuring that there is ongoing review and development of the community-wide RP programme. Opportunities for bringing stakeholders together to share learning, to reflect on their practice and to plan further restorative projects should be built into the Steering Committee's annual action plans.

The Steering Committee itself should also allocate time to review and reflect on its own work and plan ahead based on the learning from this process. Successes should be acknowledged as part of the Steering Committee's review procedures and celebrated as part of the strategy for promoting RP in the wider community.

4.6 Checklist and Next Steps ...

Reaching the end of Phase 4 will mean that restorative practices have become fully embedded in your community or organisation. Track your progress through this final phase by completing the **Business as Usual Checklist** given in Table 8. This will help to ensure that attention is paid to all ongoing tasks for the maintenance and development of your RP programme and that a restorative approach is now the norm in your community or organisation.

Table 8: Phase 4 – Business as Usual Checklist

Activity	Description	Implementation status:			Comments/Actions Required
		FULL	PARTIAL	NOT AT ALL	
Reflective practice	Have you organised opportunities for all of the key stakeholders to reflect on their practice of RP?				
Promoting RP in the community	Have you developed appropriate mechanisms to capture and disseminate impacts and outcomes? Have you a local promotion strategy in place?				
Ongoing review and development	Have you organised ongoing opportunities for all of the key stakeholders to discuss the development of your RP programme? Has your Steering Committee agreed a process for ongoing review and development of the RP programme?				
Other					
Other					

SECTION 5: Some Things for Consideration

Implementing an RP programme in your community or organisation can be a challenge. The four phases given in this Guide provide you with a solid framework on which to develop your programme and the following thoughts may help in your work:

- **Planning:** Careful consideration needs to be given to the process of implementing a new programme. As the implementation process progresses, a number of phases can be active at the same time and you may move back and forth between these. Remember to track your progress and be prepared for items that will come up in subsequent phases. This can be helped through the use of some of the resources included in this Implementation Guide (such as the checklists), but can also be assisted through contact with other people who have implemented the programme.
- **Time:** Implementing a new programme takes time. This can relate to all aspects of the implementation process, but is particularly true as implementation commences. Perseverance is the key – stick with it. The experience to date is that the first few months of delivery are tough, but that this quickly becomes easier and, indeed, can offer greater clarity and focus to the Steering Committee. There may also be a need to refer back to the activities of the previous phases in the implementation process or for some stages to run simultaneously.
- **Communication:** Good communication is essential in ensuring that stakeholders, programme champions and programme participants are all kept on board. Consider feedback loops and appropriate ways for keeping the key people you are working with engaged with the programme. Newsletters, public celebrations and local media interest are just some of the ways of keeping people motivated.
- **Support:** Trying something new, however positive it is, can be daunting, irritating, frustrating and exciting – perhaps all at the same time! Use your contacts, check in with other areas using RP, think about how best to use your time at Communities of Practice and stay in touch with the Restorative Practices Strategic Forum for support and resources (see www.restorativepracticesireland.ie/).

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Appendix 1: CDI's Restorative Practice Programme – Overview and Key Findings

The Child and Family Research Centre at the National University of Ireland, Galway, conducted an evaluation of CDI's Restorative Practice Programme between 2010 and 2012 (Fives *et al*, 2013, available at: http://www.twcdi.ie/images/uploads/general/CDI-RP_Report_-Web.pdf). The following extract from the evaluation report (pp. 12-15) includes an overview of the development of the programme, and key findings are also highlighted.

The Childhood Development Initiative (CDI) and Restorative Practice (RP)

In developing this programme, CDI's overarching goal was to develop a 'restorative community' in Tallaght West. It was envisaged that the RP approach could offer a 'common language' whereby people in Tallaght West could share an agreed approach to the resolution of conflicts and disputes. The approach taken was to train a wide range of stakeholders in RP and to support them in embedding this approach in dealing with conflict situations that arise. Specifically, the initiative aimed to improve relationships between agencies, between agencies and services users, between residents, between employees in local schools and agencies, and between students and teachers in schools. Through the RP approach, they aimed to offer 'a framework which focuses on identifying solutions, being explicit about practice and challenging and supporting one another to take responsibility' (CDI, 2011). In addition to improving relationships between a wide range of stakeholders, it was also hoped that the initiative would help to reduce conflict and anti-social behaviour in the area and to improve pupil retention in schools.

This section reviews the various phases in the development of the RP programme. Firstly, the origins and early development of the programme are outlined, followed by an overview of the programme targets, the consultation undertaken, and the training provided.

Origins and early development of the Restorative Practice Programme

The interest of CDI in RP was stimulated by a presentation at a conference run by the Irish Youth Justice Service. CDI staff identified the potential of the approach in progressing the work of CDI's Community Safety Initiative (CSI) and proceeded to engage with a range of stakeholders to develop an RP initiative in Tallaght West. As one staff member noted, the main vision in the first instance was that there would be a consistency of approach around how young people were interacted with by authority figures, whether parents, school staff, An Garda Síochána, anti-social behaviour officers, youth workers, or others.

CDI staff subsequently made contact with external stakeholders who had an interest in or experience of RP, which proved to be a valuable learning experience in terms of deciding how best to approach the initiative in Tallaght West. Key stakeholders from within the local area, who were perceived to be important to the implementation of RP in Tallaght West, and external stakeholders who could advise on the effective development of the initiative, were invited to form a management committee. The management committee was made up of representatives of CDI staff, schools, restorative justice services, An Garda Síochána, residents, youth services, county council staff, county childcare committee staff, and community education and enterprise staff. CDI's reputation and pre-existing involvement with CDI were key factors in participants' decision to become members of the management committee. The management committee's role encompassed both operational and strategic functions, including the following:

- promoting the implementation process and the training programme;
- recruiting participants for training;
- providing support, advice, and guidance to trainees;
- strategic planning;
- representing their own organisations/agencies.

The management committee oversaw the development of a business plan for the initiative. According to CDI's *Restorative Practice Business Plan* (2011, p. 2), by the end of 2011, 800 people (including 100 young people and 100 parents) living and working in Tallaght West would have received RP awareness training. Of these, it was proposed 150 would have completed RP facilitation skills training (i.e. Phase 2) and a further 20 participants would have completed the 'training for trainers' level (i.e. Phase 3), allowing them to train others in the RP approach. It was also proposed that RP training in Tallaght West would use Irish-based trainers where possible in order to build awareness and capacity in RP training both in Tallaght West and in Ireland (CDI, 2011, p. 3).

In a parallel process, CDI co-founded the all-Ireland Restorative Practice Strategic Forum (RPSF), which facilitated networking with agencies that had an interest in and strategic role regarding RP in Ireland. The RPSF aims to promote and support the use of RP across schools, communities, and services, both locally and regionally, throughout the island of Ireland. It also aims to support the national development of a strategy designed to embed these practices across the range of services within the context of a life-cycle approach (RPSF, 2012). The RPSF is open to all those across the island of Ireland who have a role in the strategic management and development of restorative practices and includes participants from academic, policy, and practice settings.

Through taking this approach, CDI's intention was to build the programme on best international practice, on national expertise and experience, and in conjunction with stakeholders who were identified as central to successful implementation. In this way, as one respondent observed, conceptual and pragmatic issues 'were able to be ironed out early on'. One example is the attention that was given to the relationship between this new project and pre-existing restorative justice projects in

the area. Taking such a combined local, national, and international approach to the development of the programme was important in getting buy-in from agencies.

Programme targets

The RP training programme as implemented by CDI had a number of overarching targets to be achieved by the end of 2011. Those targets were as follows:

- that 800 people living and working in Tallaght West will have participated in awareness raising training;
- that 150 of the above will have completed facilitation skills training;
- that these participants will be drawn from residents, NGOs, local service providers and statutory agencies;
- that at least one training session will be held for senior managers in order to ensure an organisational awareness of the commitment to the approach and support its integration;
- that a group of 20 practitioners will be trained as trainers and accredited by the IIRP;
- that RP training is delivered to 100 young people (aged 10-25 years) in targeted locations/settings in order that they can become drivers of the approach with their peers;
- that 100 parents living in Tallaght West will be targeted to participate in awareness raising training and supports established to enable them to utilise the approach;
- that trainer capacity in both Tallaght West and across Ireland is developed by utilising and enhancing the experience of Irish-based trainers wherever possible;
- that a forum is established in Tallaght West to support and promote participation in a learning environment that enables reflection and sharing of the learning from the implementation of the RP approach.

The targets of the RP Programme were linked to a number of anticipated outcomes as follows:

- that each participating organisation identifies one or two specific targets to be achieved through the implementation of RP approaches, the achievement of which will be tracked over the next 12 months;
- improved interagency collaboration among front-line staff;
- improved relationships between service providers and residents;
- increased confidence of front-line staff in dealing with conflict situations;
- increased confidence among participating parents in managing their children's behaviour and being solution-focused;
- increase in use of a common approach across sectors and disciplines;
- increased satisfactory resolution of neighbourhood disputes in the Community Safety Initiative (CSI) pilot sites;
- increased reporting of anti-social behaviour and crime in the CSI pilot sites;

- improved capacity among participating children and young people for dealing with conflict and managing problems;
- improved staff morale within participating organisations.

Consultation Phase

A two-month consultation process was undertaken by CDI in Spring 2010 in order to gather views and opinions regarding the introduction of RP training to Tallaght West. Those consulted included service agency management and policy-makers, front-line staff, teachers, An Garda Síochána and local residents. This consultancy work included:

- a number of seminars delivered by the Hull Centre for Restorative Practices in the UK and attended by service providers and community residents;
- the distribution and analysis of a questionnaire concerning the RP training programme to interested service agencies and community groups;
- the circulation of an RP newsletter to service agencies and community groups.

Training Phase

Training was coordinated by a part-time member of CDI staff and was delivered by trainers supplied by the United Kingdom branch of the IIRP (IIRPUK). Three levels of training were provided, which were as follows:

- **Phase 1: Restorative Practice in Neighbourhoods.** This awareness training is a one-day session introducing restorative concepts and the RP framework and how these can be applied in workplaces and neighbourhoods.
- **Phase 2: Upskilling.** This is a two-day session which provides the tools to organise restorative 'conferences' to repair broken or damaged relationships.
- **Phase 3: Training for Trainers.** This five-day course and follow-up observation of trainees delivering the training enables participants to become trainers in RP.

The timeframe for the roll-out of training was as follows:

- planning and piloting (June – October 2010);
- training roll out (November 2010 – May 2011);
- review, consolidation (May – October 2011).

Beginning in November 2010, training in Phase 1 and Phase 2 was delivered on a monthly basis during school terms. The first round of Training for Trainers began in June 2011, with nine local trainers achieving full accreditation by June 2012. CDI also designed their RP Programme to provide ongoing support to training participants in the implementation of RP approaches. All participants who took part in training were invited to engage in follow-up peer support through attendance

at Communities of Practice (COPs). In addition to peer support, it was intended that COPs would help to maintain quality and fidelity in the application of RP throughout Tallaght West.

Trainees included local residents, both adults and young people, and people employed in local agencies and schools. Employees were drawn from a diversity of occupational backgrounds, including teachers (primary and secondary), school principals, childcare workers, mediators, early years' educators, An Garda Síochána, youth probation services, council employees, managers of childcare facilities, community workers and youth workers. The majority of the participants lived and worked in the Tallaght area.

Impacts of RP in Tallaght

The authors of the evaluation report (Fives *et al*, 2013) conclude that:

'The findings demonstrate the effectiveness of the RP programme for the management of conflict in Tallaght West. There were improvements in people's ability to deal with conflict in work, school, in the home, in the community and in interagency settings.'

Key Findings:

- A restorative approach is being used frequently across a range of sectors in Tallaght West. 75% of those surveyed reported that they had experienced RP being used at work, home or in the community.
- For those who had undertaken RP training, there were significant improvements in their ability to manage conflict – 87% reported being better able to manage conflict and 82% found that they were better able to manage other difficulties by using a restorative approach.
- In terms of prevention, 43% of those surveyed reported experiencing a reduction in disputes, with the greatest gain made in the reduction of disputes at work (reported by 23% of those surveyed).
- Prevention of conflict was supported by the reported improvements in a variety of relationships. 61% of those surveyed reported that taking a restorative approach had improved relationships between service providers and service users. 47% reported improved relationships with their work colleagues as a result of using RP and an equal proportion of those surveyed (47%) said that relationships with their family members had improved through using RP. The lowest (yet still significant) gain in this respect was the reported improvement in relationships with neighbours (14%).
- Significantly, from a community safety point of view, 36% of those surveyed said that they were more willing to report crime and/or anti-social behaviour as a result of restorative approaches being employed across the community.

The evaluation of CDI's RP programme found that a number of schools had taken a whole-school approach to RP, which led to a number of young people stating that the previous two years in school had been the happiest in their lives.

Feedback

CDI have also had a large amount of feedback from people who have undertaken RP training about how it has helped in their work and their relationships. The following are a small sample of the stories collected by CDI over the first two years of the implementation of the Restorative Practice Programme:

'I felt the restorative approach would really allow me to help this young person who had been bullied. It was on my mind all weekend, but I had confidence in the process and believed it would be effective. I was right. The issue was resolved most respectfully. I could not have anticipated just how effective the process was going to be.'

[Secondary School Teacher]

'There are difficulties that cannot be resolved by restorative practice. It can't sort everything, but the RP approach helps me to understand both perspectives, not get caught up in the emotion, blaming and anger. RP has enabled me to hear the different perspectives, stand back from the conflict.'

[Volunteer]

'Being able to step out of the parental role enabled me to really listen to and understand my daughter. It gave me an empathy that was missing previously. I needed to leave my own emotions out of it. It allowed both of us to offload something.'

[Parent]

'Restorative approaches were used to manage disruptive behaviour in a youth group. The outcome was the group became self-regulating, managing their own ground rules and taking responsibility for how they participated. They got to say how they felt and also to hear how it was for the staff. A lot of the time, discussions are just about the behaviour and not about what underpins the behaviour. It was also really important that the process allowed the young person to hear and understand the experience of the staff.'

[Youth Worker]

Appendix 2: Sample RP Consultation Survey

Sample Cover Letter for RP Consultation Survey

Dear Colleagues,

We are proposing to develop a community-wide Restorative Practices Programme and are seeking your support in doing so. Restorative Practices (RP) is both a philosophy and a set of skills that have the core aim of building strong relationships and resolving conflict in a simple and emotionally healthy manner. Being restorative means being able to easily and effectively restore broken relationships and, more importantly, it means being able to consciously prevent relationships breaking down in the first place. We believe that a community-wide RP Programme will help us all to build even better relationships, to actively prevent conflict at all levels and to resolve conflict that arises in a positive manner.

It is easy to adopt and use an RP approach. Individuals or organisations do basic training which is accessible and appropriate to anyone aged 12 years or over. Anyone can become competent to begin using RP after training for one day and can gain the skills to become an expert RP practitioner after a further three days training. This is possible because RP builds on skills that everyone has and provides a simple framework for using those skills more consistently and, consequently, more effectively. Using the skills acquired to improve outcomes in your life or work is supported by participating on-going “communities of practice”, where people come together to share experiences and learning, and by taking part in short “booster training” from time to time if a new need arises. People who are using RP as a way of working report that it makes their work easier, more enjoyable and more effective. Parents report better relationships with their children, residents report better relationships with their neighbours and young people report increased confidence and better relationships with their teachers, their families, their friends and their peers. (See Fives, A., Keenaghan, C., Canavan, J., Moran, L. and Coen, L. (2013) Evaluation of the Restorative Practice Programme of the Childhood Development Initiative. Dublin: Childhood Development Initiative (CDI), available at http://www.twcdi.ie/images/uploads/general/CDI-RP_Report_25.09.13.pdf)

To gauge general interest in getting an RP Programme underway in our community, we would really appreciate if you would complete the enclosed short survey and return it to [NAME] by [DATE]. If you need any further information at this time, please contact [NAME/EMAIL/PHONE].

Yours etc.

RESTORATIVE PRACTICES PROGRAMME SURVEY

NAME (of person completing the survey):

ADDRESS:

CONTACT PHONE/EMAIL:

ORGANISATION (if applicable):

Number of Staff in your organisation:

I/We are interested in taking part in the development of a community-wide Restorative Practices Programme	Yes	No	Maybe
What contribution do you think you/your organisation could make towards the development of a community-wide RP Programme? Please tick relevant boxes.	Staff/Volunteer Time		Administrative
	Premises		Financial
	Other		

What, if any, barriers may prevent your group from taking part in the development of a community-wide RP Programme?

If you have any suggestions or comments, please include these here.

THANKS FOR YOUR TIME AND YOUR FEEDBACK!

Appendix 3: Developing a Memorandum of Understanding (MoU) Checklist

Area for consideration	What is agreed?	Who has lead responsibility?	Review date
Aims and Objectives <ul style="list-style-type: none"> • What is our overall aim? • What are our short-term objectives? • What are our long-term objectives? • Is there a good fit between these and the logic model? 			
The decision-making process <ul style="list-style-type: none"> • How do decisions get made? • Who has overall responsibility for the programme? 			
Timeframes <ul style="list-style-type: none"> • What is the timeframe in which we have to deliver the programme? • What are the timeframes for collecting, analysing and publishing evaluation data? 			
Commitment expected from each partner <ul style="list-style-type: none"> • What is involved for each party? • Are the roles clearly defined? 			
Management and operational arrangements <ul style="list-style-type: none"> • Who is responsible for overseeing the budget? • Which party will be responsible for gathering the necessary resources and materials? • What parties have a managerial role and what is the line of management? 			
Communication and information management <ul style="list-style-type: none"> • How will information be shared among the parties? • What meeting structures will be in place and how frequently will meetings be held? • Who will identify and progress PR opportunities? • Who is responsible for collating data to inform the monitoring of programme delivery? 			

Area for consideration	What is agreed?	Who has lead responsibility?	Review date
Reporting structures <ul style="list-style-type: none"> • What reports need to be completed and by whom? • Who are reports submitted to? • Who do RP trainers report to? 			
Conflict resolution <ul style="list-style-type: none"> • What are the procedures for resolving conflict? 			

Appendix 4: Terms of Reference for a Restorative Practices Team

Clear terms of reference will greatly assist and guide the work of an RP Team within an organisation or group. Terms of reference generally include statements on: what the group hopes to achieve; the role and responsibilities of the group and individual members; frequency of meetings; reporting procedures; how the work of the group will be managed; how the resources will be allocated, distributed and managed; how any potential conflicts will be addressed.

Completing Table A3.1 collectively will assist everyone to be clear about their role within the RP Team.

Table A3.1: Identifying and agreeing roles and responsibilities in RP Team

List all the members of the RP Team here	Each member's expectations regarding their involvement	Role and responsibility at Team meetings	Role and responsibility in progressing the work outside of meetings	Reporting to?
1.				
2.				
3.				
4.				
5.				

Appendix 5: Training of RP Trainers Application Form

Name: _____

Address: _____

Job Title/Role (where applicable): _____

Telephone: _____

E-mail: _____

Please answer the following:

1. Describe your experience of working with groups.
2. What training or experience have you had which you think prepares you for delivering restorative practice training?
3. What is your motivation for applying to undertake this training?
4. Please provide any other information you believe is in support of your application.

Declaration:

I understand that part of both training and practising as an RP Trainer is the requirement to attend a regular two-hour Community of Practice.

I also agree that once accredited as an RP Trainer, I will deliver a minimum of **XX** days of training within **(name of community)** over the subsequent 12 months.

Signed: _____

Date: _____

Training of RP Trainers Application Form Continued

To be completed by your line manager (where applicable):

Name: _____

Address: _____

Job Title/Role (where applicable): _____

Telephone: _____

E-mail: _____

I am willing to support (name) in participating in the Restorative Practice Training of Trainers Programme.

I understand that this will require (name) to undergo (X days) training. I also understand (name) will be required to attend a monthly two-hour Community of Practice. Once accredited as an RP Trainer, I authorise (name) to deliver a minimum of XX days of training within (name of community) over the subsequent 12 months.

Signed:

Date:

Appendix 6: Examples of Evaluation Questions

A: Questions that can be used pre- and post-training

1. How confident are you about **managing conflict?** *(please tick as appropriate)*

	Really poor	Poor	Average	OK	Good	Brilliant
At home						
In work						
In the community						

2. How confident are you about identifying **solutions in conflict situations?** *(please tick as appropriate)*

	Really poor	Poor	Average	OK	Good	Brilliant
At home						
In work						
In the community						

3. How do you rate your **skills in managing conflict?** *(please tick as appropriate)*

	Really poor	Poor	Average	OK	Good	Brilliant
At home						
In work						
In the community						

4. How do you rate **your skills in preventing and diminishing conflict?** *(please tick as appropriate)*

	Really poor	Poor	Average	OK	Good	Brilliant
At home						
In work						
In the community						

B: Questions that can be used post-training

Rate the following statements (please tick as appropriate)

As a result of restorative practice training ...	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know	Not applicable
I get on better with my neighbours.							
I get on better with my work colleagues.							
I get on better with my classmates.							
I get on better with family members.							
I get on better with my organisation's service users.							
I feel I can manage conflict (in home, class, work, community) better.							
I feel I can manage other problems (in home, class, work, community) better.							
There are less disputes in my work/class/ neighbourhood.							
I am more willing to report crime and anti-social behaviour in my community.							

Appendix 7: Sample RP Fidelity Checklists

Adapted from Stowe (2012) and Van Ness (2002)

Event	Measures of Restorativeness	Absent	Somewhat	Adequate	Excellent	Learning/ Action
RESTORATIVE CONVERSATION	Extent to which participants were facilitated to express feelings.					
Describe the event:	Extent to which everyone was facilitated to have their say.					
	Extent to which the interests of participants have been taken into consideration.					
	Extent to which the conversation focused on finding a solution.					
	Extent to which a way forward which is acceptable to all was agreed and implemented.					

Event	Measures of Restorativeness	Absent	Somewhat	Adequate	Excellent	Learning/ Action
RESTORATIVE CIRCLE	Extent to which everyone in the circle could see everyone else.					
Describe the event:	Extent to which participants were facilitated to express feelings.					
	Extent to which everyone was facilitated to have their say.					
	Extent to which the interests of participants have been taken into consideration.					
	Extent to which the conversation focused on finding a solution.					
	Extent to which a way forward which is acceptable to all was agreed and implemented.					

Sample RP Fidelity Checklists Continued

Event	Measures of Restorativeness	Absent	Somewhat	Adequate	Excellent	Learning/ Action
RESTORATIVE MEETING	Extent to which participants were facilitated to express feelings.					
Describe the event:	Extent to which everyone was facilitated to have their say.					
	Extent to which the interests of participants have been taken into consideration.					
	Extent to which the conversation focused on finding a solution.					
	Extent to which a way forward which is acceptable to all was agreed and implemented.					

Event	Measures of Restorativeness	Absent	Somewhat	Adequate	Excellent	Learning/ Action
RESTORATIVE CONFERENCE	Extent to which all those affected have been invited to take part in the process.					
Describe the event:	Extent to which everyone's participation was informed and voluntary.					
	Extent to which participants were facilitated to express feelings.					
	Extent to which everyone was facilitated to have their say.					
	Extent to which the interests of participants have been taken into consideration.					
	Extent to which an apology, promise of restitution and change occurred.					
	Extent to which the process focused on finding a solution.					
	Extent to which a way forward which is acceptable to all was agreed and implemented.					

Appendix 8: Feedback Form Template

Have you used skills acquired during restorative practices (RP) training? Have you seen others using restorative skills? We would really appreciate any feedback you could give us by filling in the following form. We will use any information provided anonymously to:

- inform our ongoing learning;
- explain to others how RP works; and/or
- promote our RP Programme.

What happened?

How did using RP skills impact the situation?

Any other feedback about your use of RP skills?

Thank you for your feedback.

