Ipsos MORI
Social Research Institute

BUILDING
A STRONGER
BRITAIN
TOGETHER

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Building a Stronger Britain Together: RJ Working

Call 1 in-depth project evaluation report

Summary

Project scope and aims

[RJ Working](#) is a community interest organisation based in Cornwall. They seek to promote restorative processes, equipping young people and their communities with the principles, language and confidence to build a more compassionate and fairer society.

RJ Working was awarded a **£12,956 BSBT grant** to cover the costs of running their Ripple Effect training programme in schools in West Cornwall. The training programme used restorative approaches to explore the different types of prejudice, discrimination and conflict that can exist and cause harm in society, including how these attitudes are formed and how they can be challenged. The programme was delivered in eight secondary schools between May 2017 and November 2017. In total 80 young people aged 13-15 years and 16 school staff who supported them (2 staff per school) took part. In each school, the programme was delivered over six half-day sessions. RJ Working was also awarded **In-Kind Support** as part of which M&C Saatchi produced three films that were used during the training delivery of the Ripple Effect Programme.

The Ripple Effect Programme was aligned with the BSBT macro-outcome: "**Fewer people holding attitudes, beliefs and feelings that oppose shared values**".

Project rationale and local need

An increase in Hate Crime was reported in Cornwall after the EU referendum; the increase between July and September 2016 was one of the highest in England.[1] RJ Working believed that conducting restorative training with young people could help to challenge the harms associated with hate crime and help promote shared values.

Evaluation scope

The mixed mode evaluation design comprised quantitative and qualitative phases. The quantitative element included a set of two surveys with young people: pre (n=80), and post (n=49). It was possible to match 36 young people across the pre- and post- surveys in four schools. Matched responses across both surveys were then compared to measure longitudinal changes following the training. The qualitative phase included two focus groups with young people, two depth interviews with school staff and two depth interviews with RJ Working delivery staff. Evaluation activities took place between May 2017 and May 2018.

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[1] http://www.bbc.co.uk/news/uk-38976087

Project impact

- There was limited evidence that training equipped young people with **improved listening and communication skills,** enabling them to **better communicate with others**.

- The evidence suggests that, to some extent, young people felt they had a **better understanding of identity related harm, stereotyping, prejudice and discrimination** following their training.

- The training equipped young people to better understand other points of view. They demonstrated **increased empathy** towards others, **leading them to hold more positive attitudes, beliefs and feelings towards people who are different from them.**

- The Ripple effect programme also helped young people to be **better able to deal with identity related harm and conflict,** and help their peers to do the same.

- The training helped to give school staff members **increased confidence in dealing with conflict** among young people, equipping them with a **range of tools** to achieve this and to promote positive behaviours and values in practice.

What works

Success factors

- The **structure of activities** during the training and the **programme's flexibility** helped to create an environment in which young people felt listened to and importantly, where they felt able to discuss topics openly. This **safe space** allowed them to challenge their own and others' views, helping to shift attitudes and foster feelings of empathy towards those who are different.

- While the training helped to change the views and attitudes of those taking part, the impact of the programme was felt more widely in schools where **buy-in from their senior leadership team** was stronger. In these cases, follow up activities (e.g. peer mentoring) were rolled-out across the school enabling the impact to be felt more widely.

- **RJ Working's network**, both in the restorative justice field and the education sector in Cornwall, helped to contribute towards the success of the programme. Collaborative working with partners helped RJ Working to design and implement an effective training programme and sector contacts allowed them to reach out to schools and recruit them into the programme.

- **BSBT funding** was an essential enabler in delivering the training in schools, as otherwise RJ Working would have had to charge a fee to cover the cost of the training. Without the funding, the schools would not have been able to take part –

either because of the considerable financial pressures they face and/or because they had no evidence to support the investment. Now that the values of the programme are clear, the schools are in a stronger position to support the investment (risk has been reduced).

Challenges

- There was some difficultly **recruiting schools** in cases where RJ Working did not have an existing relationship.

- At times, some young people felt that given the complex content, **the pace of the training was too fast** and that they would have benefited from spending more time on some of the activities.

- Due to the time pressures the schools faced in delivering their curriculum, there was some difficultly in **scheduling** the sessions with schools.

- RJ Working was constrained by **the level of BSBT funding they had requested**. The programme cost more than they had expected and the impact of this was that they were unable to deliver the programme in as many schools as planned.

1.   Project summary

Aims and rationale

RJ Working is a community interest group that seeks to promote restorative processes in Cornwall. Their mission is to promote and enable constructive dialogue and outcomes for the benefit of victims (of crimes or abuse), offenders, families, organisations (both statutory and voluntary) and communities. Their overarching objective is to build trust within communities and increase shared values in Cornwall.

RJ Working's board of directors decided to prioritise working with young people in schools[2], as they felt that this group could benefit considerably from learning and developing restorative techniques.

There is evidence that restorative justice practices are particularly relevant when addressing harms that target identity[3]. Restorative approaches support parties exposed to harm through facilitating/encouraging open dialogue between them, helping each party to understand the harm that prejudice and discrimination can cause. RJ Working set out to train young people who were disadvantaged (e.g. social and/or economic) in restorative principles and skills, providing them with the skills and confidence to challenge discriminative and prejudiced views and deal with identity-related harms. Through this work, RJ Working was specifically aiming **to change attitudes and beliefs that oppose shared values, aligning with the BSBT programme outcome**.

Local issues the project is trying to address

There was an increase in reported hate crime within Cornwall after the EU referendum – with the rise seen between July and September 2016 (following the EU referendum) one of the highest in the country.[4] RJ Working believed that this was partly due to a lack of exposure to different culture and ethnicities. In comparison to the rest of England, the ethnic diversity in Cornwall is relatively low. According to the last Census, 83% of the population in England defined themselves as White British, compared to 93% of the

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[2] RJ Working trialled running the Ripple Effect programme in one university campus at the same time as this schools-based programme. The university-based work is out of scope for the evaluation so is not included in this report.

[3] Hate crime and restorative justice: Exploring causes, repairing harms. Mark Walters. 2014; https://restorativejustice.org.uk/sites/default/files/resources/files/The%20use%20and%20 effectiveness%20of%20anti%20bullying%20strategies%20in%20schools.pdf

[4][4]Devon & Cornwall saw a 63% rise in reported hate crime in July-September 2016 compared with April-June 2016 http://www.bbc.co.uk/news/uk-38976087

population in Cornwall.[5] RJ Working's belief was that because young people in Cornwall had relatively little exposure to minority groups, they were more likely to form negative views about them, with these views formed by what was seen in the media, online or what they heard from family and friends. They felt that exposing young people to those who had different backgrounds to them and discussing how they felt about them, could help tackle and reduce any negativity.

Project scope

The project included two strands of activities.

1) BSBT grant funding

The training was carried out in eight schools in Cornwall. In each school, it was delivered through six half-day workshops involving up to ten young people (aged 13-15) and two school staff members. The training was delivered by RJ Working staff and/or partners, all of whom were accredited members of the Restorative Justice Council.[6] A range of techniques were used to explore the different types of prejudice, discrimination, conflict and identity related harms that can exist, how these attitudes are formed and how they can be challenged. By discussing these issues in an open and inclusive environment, it was hoped that the training would equip young people with the knowledge, skills and confidence to challenge and deal with conflict. At the same time, the training was designed to equip school staff members with new tools and approaches to help them promote positive behaviours and shared values in their school.

Prior to receiving their BSBT funding, RJ Working had one full time staff member, six part-time staff members and one volunteer. Due to their relatively small capacity they had not previously been able to reach out and expand their work into schools, having previously worked with a range of organisations, families and individuals across Cornwall; the grant made this possible.

The BSBT grant supported restorative training in eight schools (and in one university campus) across Cornwall; training 80 school-based young people and 16 members of staff. This evaluation covers the training programme in schools only, as agreed from the outset and set out in the evaluation plan[7].

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[5] https://www.theguardian.com/news/datablog/2011/may/18/ethnic-population-england-wales
[6] https://restorativejustice.org.uk/
[7] Originally RJ Working were not planning to work with university students. A decision to work with them after the initial evaluation plan was finalised, due to this no plans were made to include them in the evaluation or how to assess the impact of the training on them

Schools were recruited via RJ Working's existing links and informal networks.[8] RJ Working held assemblies in the participating schools to explain and promote the programme. There were no absolute criteria for selection with the training open to all students in either Year 9 (aged 13-14 years) or Year 10 (aged 14-15 years). The school determined which year group would be involved. In many cases, the young people volunteered for the programme, while in others, they were invited by school staff to take part in the training. Invitations were made in circumstances where school staff felt the programme would be particularly beneficial to the young person; for example, if they had behavioural problems or were more likely than others to be involved in conflict.

2) BSBT In-Kind Support

In-Kind Support (IKS), delivered by M&C Saatchi, provides practical support to organisations to help expand and enhance their capabilities in delivering communications aligned with their organisation's objectives. RJ Working sought the following IKS deliverables:

- **3 Films (Communication Collateral Production):** Development and production of a suite of 3 short films, each 2-4 minute long, about moments of prejudice, discrimination and stereotyping, to stimulate discussion with and between young people. These short films were used in delivery of the training evaluated for this report

- **Communications Strategy (Communications Strategy & Messaging):** A report, provided in PowerPoint, that set out how RJ Working could position their programme and effectively communicate their offer to schools. The report would include clear, actionable recommendations. Being a deliverable of the BSBT IKS, the strategy was not used in delivery of the RJ Working project evaluated for this report but was produced to inform future RJ Working activity.

2. Logic Model

A logic model is a diagrammatic representation of a project, depicting the various stages required in a programme or intervention that are expected to lead to the desired outcomes. Evaluations use logic models to establish the types of outcomes and impacts a programme expects to see.

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[8] RJ Working wrote to all 31 secondary schools in Cornwall to introduce themselves in the context of an Anti-Bullying Survey; response and engagement following this approach was varied. A mix of formal and informal connections ultimately led to the successful engagement with eight schools.

Figure 1 presents the Ripple Effect Programme logic model, which was drafted based on an initial telephone conversation with RJ Working and further refined during a face-to-face meeting with their key staff and Ipsos MORI.

The Ripple Effect Programme was aligned with the BSBT macro level outcome of "***Fewer people holding attitudes, beliefs and feelings that oppose shared values***".
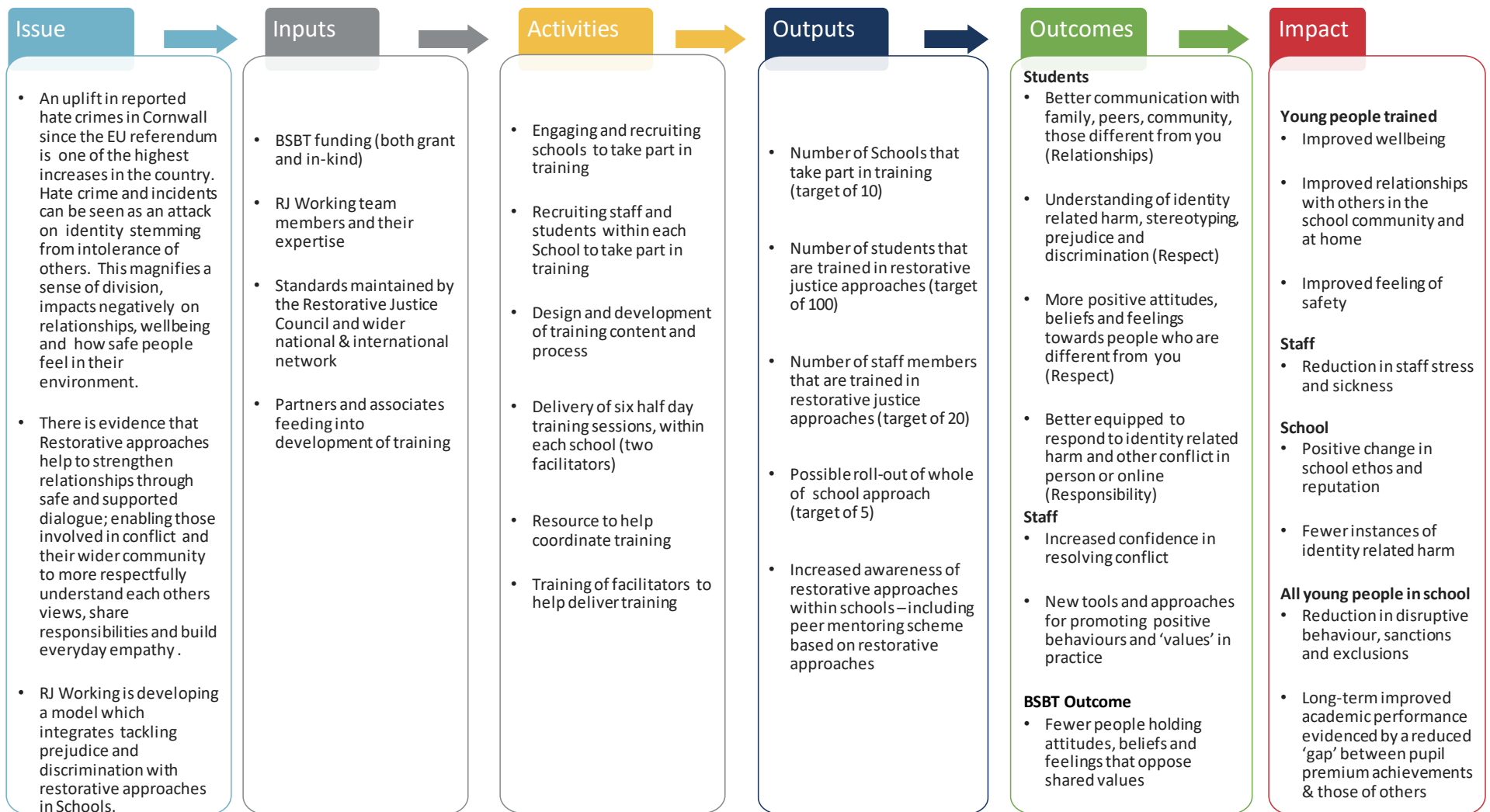
Key desired outcomes from the Programme included:

1) **Young people**

- Helping to improving communication with family, peers and community other than the young person's (relationships)

- Gain or improve the understanding of identity related harm, stereotyping, prejudice and discrimination (respect)

- Helping to improve attitudes, beliefs and feelings to people who are different from them (respect)

- Equip young people to respond to identity related harm and other conflict in person or online (responsibility)

2) **School staff**

- Increasing confidence in resolving conflict

- Developing new tools and approaches for promoting behaviours and values in practice

Figure 1 Ripple Effect training programme logic model

Issue	Inputs	Activities	Outputs	Outcomes	Impact
• An uplift in reported hate crimes in Cornwall since the EU referendum is one of the highest increases in the country. Hate crime and incidents can be seen as an attack on identity stemming from intolerance of others. This magnifies a sense of division, impacts negatively on relationships, wellbeing and how safe people feel in their environment. • There is evidence that Restorative approaches help to strengthen relationships through safe and supported dialogue; enabling those involved in conflict and their wider community to more respectfully understand each others views, share responsibilities and build everyday empathy. • RJ Working is developing a model which integrates tackling prejudice and discrimination with restorative approaches in Schools.	• BSBT funding (both grant and in-kind) • RJ Working team members and their expertise • Standards maintained by the Restorative Justice Council and wider national & international network • Partners and associates feeding into development of training	• Engaging and recruiting schools to take part in training • Recruiting staff and students within each School to take part in training • Design and development of training content and process • Delivery of six half day training sessions, within each school (two facilitators) • Resource to help coordinate training • Training of facilitators to help deliver training	• Number of Schools that take part in training (target of 10) • Number of students that are trained in restorative justice approaches (target of 100) • Number of staff members that are trained in restorative justice approaches (target of 20) • Possible roll-out of whole of school approach (target of 5) • Increased awareness of restorative approaches within schools – including peer mentoring scheme based on restorative approaches	**Students** • Better communication with family, peers, community, those different from you (Relationships) • Understanding of identity related harm, stereotyping, prejudice and discrimination (Respect) • More positive attitudes, beliefs and feelings towards people who are different from you (Respect) • Better equipped to respond to identity related harm and other conflict in person or online (Responsibility) **Staff** • Increased confidence in resolving conflict • New tools and approaches for promoting positive behaviours and 'values' in practice **BSBT Outcome** • Fewer people holding attitudes, beliefs and feelings that oppose shared values	**Young people trained** • Improved wellbeing • Improved relationships with others in the school community and at home • Improved feeling of safety **Staff** • Reduction in staff stress and sickness **School** • Positive change in school ethos and reputation • Fewer instances of identity related harm **All young people in school** • Reduction in disruptive behaviour, sanctions and exclusions • Long-term improved academic performance evidenced by a reduced 'gap' between pupil premium achievements & those of others

3. Overview of the evaluation approach

The evaluation approach was developed alongside the RJ Working project lead with the aid of restorative justice practitioners and consultants, who were supporting them with the Programme. The project lead and their support staff played a key role in facilitating quantitative data collection and in helping to coordinate the qualitative consultations.

It was not possible to identify a control group and conduct a counterfactual analysis. This was due RJ Working feeling it was ethically inappropriate to do so as it was not in keeping with the ethos of restorative approaches, which are typically inclusive. Moreover, it would not have been possible to involve any comparison group in the restorative justice training at a later stage; and RJ Working were uncomfortable with this.

Three surveys were administered to the young people and staff members over the course of the evaluation. However, as described below, only the pre- and post-questionnaires were used to quantitatively assess the outcomes achieved for the young people. The training assessment survey was used to assess the outcomes for staff.

3.1 Evaluation tools

Two forms of primary data collection were used.

1. Quantitative

- **Pre-training questionnaires** were administered to young people (n=80) and staff/consultants (n=14) before the programme started at all schools, by RJ Working staff or consultants running the training. The young people's questionnaire included questions on how well they felt they would do a range of things relating to the Programme outcomes (e.g. communicate with others, listen to others, manage conflict) and to measure wellbeing (e.g. how relaxed, confident, loved, cheerful they were). The staff questionnaire focused on what benefits the staff thought the training would provide, and views on dealing with conflict and identity related harm.

- **Training assessment questionnaires** were administered to young people (n=80) and staff (n=14) at the end of the last training session by RJ Working staff/consultants running the training. These questionnaires were distributed following RJ working initiative and focused on how participants felt about doing

a range of things relating to conflict, identity-related harm and how they felt about using the restorative principles they had learnt. The questionnaires also asked about their experiences of the training. Questions did not match the pre-training questionnaires and are therefore not used in the quantitative analysis of outcomes. However, staff feedback in the training assessment questionnaires was used to complement our assessment of the training effectiveness.

- **Post questionnaires** were administered to young people (n=49) three to five months after the training had finished at their schools by RJ Working staff or consultants (n=12). The post questionnaires cover the same questions as the pre- training questionnaires. This gave the potential for measurement of longer-term impacts of the training through comparison of training responses of the pre-questionnaire with those to the post questionnaire. The post-questionnaire for staff was administered online in March 2018 and focused on how they now deal with conflict, whether they did anything differently because of the training and whether they felt well supported in taking the learnings from the training forward (both internally and by RJ Working). Post- questionnaires were completed by 49 pupils across five schools – of which 36 across four schools were matched to the pre- questionnaire. RJ Working did not have sufficient resource to deliver the post- questionnaires at the remaining three out of eight schools.

2. Qualitative interviews and focus groups

- **Young people** – Two focus groups were conducted among young people from two schools who had participated in the Programme. They were conducted, by Ipsos MORI, at schools in November 2017. These discussions focused on the impact the training had on them, the training programme itself and whether they could define or explain a number of identity-related harms (e.g. stereotyping, discrimination and prejudice), which had been explored during the training. One of the focus groups had eight participants and the other six. Participants were any of the young people who had taken part in the training on that day and were available.

- **School staff** – Two in-depth telephone interviews were conducted by Ipsos MORI with school staff (one in each school) from two of the eight schools that had participated in the training. Interviews were conducted in May 2018. Due to limited availability of the school staff it was not possible to speak to more school staff members

- **RJ Working staff delivering the training sessions** – Two telephone consultations were carried out by Ipsos MORI with delivery RJ Working delivery

staff to reflect on the project. Interviews were conducted in May 2018 after the project had ended

- **IKS** – A phone consultation, in July 2018, with the M&C Saatchi IKS account manager I to explore their viewpoint on IKS delivery, their perceived benefits on the end-beneficiaries (young people and teachers). The consultation also sought to explore anticipated benefits to RJ Working if/when applying the Communications Strategy and its recommendations. .[9]

See annexes C-E for research tools used.

3.2 Strengths and limitations of the evaluation approach

Due to the absence of a counterfactual it is not possible to say conclusively that any changes (e.g. in young people's attitudes) observed from the pre- to the post-training period can be attributed to the training itself. Comparison of pre- and post-training data can however give an indication of whether the training appears to be having the intended effects. Indeed, triangulating the range of quantitative and qualitative evidence gathered from across different informants (young people, school staff, project staff) enables an assessment to be made with greater confidence than would be possible if only one evidence source were available.

More information on the strengths and limitations of the approach can be found in Annex A.

4. Key Findings: Outputs/Outcome/ Impact Evaluation

4.1 Outputs

Table 1 presents the various target project outputs and their level of achievement.

Table 1: Target and achieved outputs

Output	Target	Achieved
No. of schools that participated in training	10 schools	8 schools
No. of young people trained in restorative justice approaches	100	80

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[9] This report includes M&C Saatchi's comments and feedback on the processes involved in the delivery of the IKS elements listed above. This feedback was collected after evaluation activities with the project had completed. RJ Working deliver staff were not specifically consulted on their IKS during the in-depth evaluation activities although they did offer a small number of spontaneous comments during their interviews. These spontaneous comments have been used to balance the views of M&C Saatchi.

No. of school staff trained in restorative justice approaches	20	16
Roll-out of whole of school approach	5	5

RJ Working was not able to deliver the training in as many as schools as they had intended because the programme was more resource-intensive to run than the organisation had expected. Delivery staff felt it was remarkable that they had delivered so much given the relatively tight budget for the training – it was felt that the initial target was ambitious.

There were other factors that contributed to a lower than expected number of participating schools. Competing priorities within the schools, such as preparing students for exams and ensuring coverage of the curriculum, meant it was simply not possible to run the training in some schools. Delivery staff also felt that some senior leaders at schools that were invited to take part in the training, did not do so because they were risk adverse or because no other school in their area was taking part or doing anything similar.

Desired output 5: Increased awareness of restorative approaches within schools – including peer mentoring scheme based on restorative approaches

Among all schools involved in the programme, there was an increase in awareness of restorative approaches. In the majority of schools, this was confined only to those young people and school staff members who had taken part in the training.

"I don't think the entire school really understands and some teachers don't agree with it and don't understand what it is. A lot more things to do and they should come in gradually" – Young person during focus group

In a minority of schools, the principles of the restorative approach had spread more widely, particularly where further training with other young people or staff members had been run after the schools had seen the success of the initial training. This output occurred where buy-in from those leading the schools was stronger. Buy-in was more likely to be stronger in schools that were moving towards a more relationship-based behavioural approach focused on considering young peoples' views (one of the key things that the training endorses).

"We are moving in this direction but it (the restorative training) has really pushed things on. We have changed behaviour policy; a lot of teachers have had training and are using restorative enquiry questions. Has helped to move the (our behavioural) programme on" – Member of school staff involved in training programme

"Buy-in is good if the senior leader wants to do it or has heard about it (restorative approaches) before. Or schools where they have 'something' going on – schools that want to be at the forefront of things" – Member of delivery staff

There were examples of schools that had taken the training a step further and had implemented whole school restorative approaches. For example:

- In one school, staff members have been trained in restorative approaches, with training delivered to a further cohort of young people. In this school, the young people who had received RJ Working's training became 'restorative leaders' and had an informal mentoring role within school.

- In another school, the young people who had received RJ Working's training acted as 'mentors' to a year seven (aged 11-12 years) tutor group. The mentors led sessions where they explored some of the themes covered by their initial training programme, including stereotyping, discrimination and prejudice.

4.2 Outcomes

The section presents project achievements against the intended outcomes for young people and school staff members who participated in training and is based on survey and focus group data.

4.2.1 Young people outcomes

Young people outcomes are assessed by making comparisons of the pre- and post-survey data (see section 3.1 for more details).

Comparisons were made by matching pre- and post- questionnaires responses for **36 individuals across four schools,** out of the 49 post- questionnaire responses (identified by matching unique identifiers across both data sets). The difference of 13 individuals in the post- questionnaire could not be identified and matched to a pre-questionnaire set of responses.[10]

The difference between pre- and post- average score for each measure was then calculated and tested for statistical significance (two tailed paired T-test). Results showing statistical significance are indicated by * in tables below. With the low sample size of 36 affecting the power of the test, caution is required when assessing outcomes. As such, our inferences are based on indication of outcome achievement using the qualitative evidence.

In the pre- training and post- questionnaires, young people were asked how well they felt they could do a range of different activities and/or actions on a scale from 1 to 10

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[10] Respondents were not identifiable based on the information available. Therefore, the evaluation could not match pre- and post- responses.

where 1 meant "not very well" and 10 meant "very well". This included questions on how well they communicated with others, their attitudes towards others, how well and what they understood different types of harm to be, as well as a variety of questions on how they deal with conflict.

See Annex B for unmatched pre- and post- results comparisons.

Desired outcome 1: Better communication with family, peers, community, and those different from you

Table 2 presents the differences between mean item scores pre-training and mean item scores from the post- questionnaire. The differences with the outcome measure "*I have good relationships with others in my* school/college", the only one that saw movement in a positive direction. Mean scores in this measure were 4% higher in the post- questionnaire than the mean score pre-training. There were, however, decreases in mean scores from pre- to post training on all other measures.

Table 2: Change in average measure (between pre- and post- questionnaire) that align with the desired outcome – Better communication with family, peers, community, and those different from you

	Pre-	Post-	Difference	Percentage change
Base	*36*	*36*		
Communicate with your family	7.42	7.28	-0.14	-2%
Communicate with your friends	8.22	7.92	-0.31	-4%
Communicate with others in your community	6.06	5.92	-0.14	-2%
Communicate with people who are different from you	6.83	6.69	-0.14	-2%
I have good relationships with others in my school/college	7.06	7.31	0.25	4%
I have good relationships with others in my community and at home	7.61	7.58	-0.03	0%

While the survey results did not provide conclusive evidence on whether the training led to improved communication skills the qualitative work did. During the focus

groups, young people discussed what they had learnt about how to communicate with different people. They referred specifically to pointers they had been given to show to others that they were listening (e.g. keeping eye contact, open body language) and about how they felt it was important to hear the other person's point of view. They felt they were much more likely to do this now than they were before the training.

"It helped me to develop listening skills, nodding and show that you are making eye contact with them" – Young person during focus group

"Communication and being able to speak to other people who you wouldn't usually talk to. And speaking to other people about how they feel" – Young person during focus group

Specific examples were given by the young people about how they felt better able to communicate with those involved in the training and school staff members generally – this feeling was particularly strong if they school had implemented a whole school restorative approach.

School staff members and RJ Working delivery staff felt that the format of the training had helped to create an environment where the young people felt listened to and where they could talk about things that they would usually find difficult to discuss, such as stereotyping, discrimination and prejudice. They wanted to make sure the young people felt empowered and had the confidence to talk about these difficult issues.

"We really listened to them (pupils), reframed what they said (…) and they (pupils) felt they could really open up to others" – Member of staff from a school involved in the training

Desired outcome 2: Understanding of identity-related harm, stereotyping, prejudice and discrimination

Findings showed that there was an increase in understanding of what constitutes identity-related harm (increase in average score of 65%) and in recognising stereotypes and prejudice (increase in average score of 5%), after the training had taken place.

Table 3: Change in average measures (between pre- and postquestionnaires) that align with the desired outcome – Understanding of identity-related harm, stereotyping, prejudice and discrimination

	Pre-	Post-	Difference	Percentage difference
Base	*36*	*36*	*n/a*	

Understand what identity related harm is	4.46	7.33	+2.88	+65%
Recognise stereotypes and prejudice	7.19	7.58	+0.39	+5%

In addition to the survey, evidence from the focus groups with young people supported the achievement of this outcome. In both focus groups, young people gave clear of examples of what they felt identity related harm was, stating that it could come in the form of either physical or verbal abuse.

"It's (stereotyping if you are) harming someone because of their identity, religion or the way that they are." – Young person during focus group

When asked about stereotypes, both groups gave an example of watching one of the training films – it showed a Muslim woman on a plane and how she was treated badly by other passengers because of her identity. After watching the training film, they discussed how they felt sorry for the woman (showing signs of empathy) and how they felt it was unfair to treat someone badly just because of who they are. It was clear from their feedback that they understood stereotyping and, to an extent, what discrimination was and that they expected to now be less likely to demonstrate this behaviour themselves.

Desired outcome 3: More positive attitudes, beliefs and feelings towards people who are different from you

The questionnaire data suggested that young people were more likely to say that they understood others' views. However, it did not suggest they could better communicate with those who were different from them, after taking part in the training, nor that they had good relationships with others in their community and at home. Whilst the evaluation did not systematically explore the reasons for these results, a possible explanation could be that the initial learning and encounters with others was deemed as challenging and therefore rated negatively.

Table 4: Change in average measure (between pre- and post- questionnaire) that align with the desired outcome – More positive attitudes, beliefs and feelings towards people who are different from you

	Pre-	Post-	Difference	Percentage change
Base	*36*	*36*	*n/a*	
I understand things from other people's points of view through listening	7	7.11	+0.11	+2%

	Pre-	Post-	Difference	Percentage change
I have good relationships with others in my community and at home	7.61	7.58	-0.03	0%
Communicate with people who are different from you	6.83	6.69	-0.14	-2%

However, focus groups with pupils and depths with staff members suggested that views had changed and that young people were more likely to question their own, and indeed others, negative pre-existing beliefs.

"When we watch the video with Muslims, I thought it was really good as we get to see how that girl feels. Everyone thinks a certain way about her and it just shows us that they are not all bad...and before, I thought that they were" – Young person during focus group

After the video was watched by the group an open discussion was held were pupils and staff a like expressed how they felt about the video. This example of using a training film demonstrates how tools were successfully used to cause young people to question/ challenge what they think of others, leading to them thinking differently about how they view Muslims and other people. This method of exploring harm using examples and a variety of tools (including role plays and videos) was used across the training and was clearly key in helping to achieve this outcome.

Desired outcome 4: Young people are better equipped to respond to identity related harm and other conflict in person or online

Questionnaire data indicated that young people felt better able to deal with identity related harm in particular after the training than they had done before. There were also positive average increases across indicators of ability to deal with conflict.

Table 5: *Average change in measures (between pre- and post- questionnaire) that align with the desired outcome – Young people are better equipped to respond to identity related harm and other conflict in person or online*

	Pre-	Post-	Difference	Percentage change
Base	*36*	*36*	*n/a*	
Respond to identity related harm.	3.82	6.58	+2.76	+72%
Stop conflict getting out of hand	5.75	6.72	+0.97	+17%*

Manage conflict between others (on your own)	5.86	6.83	+0.97	+17%*
Manage conflict with others (with support)	7.31	7.61	+0.30	+4%

*Statistically different at the 95% confidence level

During qualitative discussion, several examples were given on situations in which young people had dealt with conflict since receiving their training, including:

"Used to take my friend's side in an argument...but now you have to see both sides and see what has actually gone on" – Young person during focus group

"My friends now all come to me when they have problems" – Young person during focus group

"Training had a massive impact on one girl; she used to resolve her problems through fighting and now doesn't. And I saw the same girl giving advice to a year 7 "(inferred that she would not have done this before) – Member of staff from school, during a telephone interview

These examples indicated that the young people felt both more adept at resolving conflict and that they were more likely to do so on their own accord.

4.2.2 School staff outcomes

The outcomes for school staff members have been assessed using findings from their completed pre, training assessment and post- questionnaires and from two qualitative in-depth interviews with staff members.

Desired Outcome 1 (staff): Increased confidence in resolving conflict

Survey data suggested that staff had increased confidence when dealing with conflict and justice; 12 out of 14 staff responding to the training assessment questionnaire agree that they '*Feel more confident in dealing with conflict and justice*'.

"Discussions with students and letting them have a voice to explain their side of the story. Following up what you say you will do. Focus on the positives that could result from a conflict." – Written feedback from member of school staff (from the training assessment *questionnaire)*

In only one school was this outcome not achieved. Two staff members from one school completely disagreed with the dominant view – it was clear from their response that they did not think the training had gone well or that it had been a good use of their time.

"Not a realistic programme, poorly delivered with no supporting materials given at the time of delivery. Unrealistic expectations of children to deal with potentially harmful situations. No safeguarding training for children." – Written feedback from member of school staff (from the post- questionnaire)

RJ Working acknowledged that there had been difficulties with the training at this particular school. They have sought further feedback from this school, so that they could improve the training programme.

Desired outcome 2 (staff): New tools and approaches for promoting positive behaviours and values in practice

In the post- questionnaire, school staff members were asked specifically if, they had 'used a different approach to conflict or behavioural issues' since completing their training. Staff members at six schools stated that they had used a different behavioural approach since taking part in the training. For example:

"If a student is not as engaged as before, rather than punish them with a detention for example I would have a restorative learning conversation to find out what the problem is and how we can work together to resolve it. It is about giving the students voices and allowing them supported time to express how they feel on certain issues." - Written feedback from member of school staff (in the postquestionnaire)

"Sitting pupils down more and discussing the issues" – Written feedback from member of school staff (in the postquestionnaire)

Staff were also asked in the post- questionnaire if they had taken Restorative Practises forward and whether they felt supported by the school in doing so. School staff reported use of several different behavioural tools or approaches:

- **Implemented new restorative whole academy approaches** across the school or as part of the behaviour policy within school. At one school, restorative training had been conducted with a large number of staff members.

- **Young people involved in the training acting were now peer mentoring** or taking turns to lead tutor group meetings (working on social skills, social responsibilities and getting to know each other).

- **Restorative justice group meetings** being held among young people

4.3   Longer term outcomes

The longer-term outcomes and impact that the project expected to see were not the focus of evaluation activities – these outcomes correspond to the impact column in the logic model (e.g. improved pupil wellbeing, improved feelings of safety, fewer

instances of identity-related harm in schools, see page 6). This is because they were anticipated to take longer to be realised meaning it has not been possible to evaluate them within the timeframe of the evaluation. Additionally, it would be challenging to assess reliably the longer-term outcomes due to the number of potential factors external to the RJ Working training that might influence the outcomes of interest.

To evaluate the longer-term outcomes a longer running and more robust evaluation design would be required. For instance, it may be possible to evaluate the impact of the training on well-being by measuring it before and after the training took place among participants and in a control group, at the same interval. This would allow an assessment to be made on whether the impacts would have occurred in the absence of the training or not.

5. Key Findings: Process Evaluation

5.1 Project delivery

Timings

The project was delivered within the intended timescales (according to a member of staff involved in delivery). There was a degree of flexibility with the timescales due to the competing priorities within schools – preparing for exams, the exams themselves, inspections etc.

RJ Working had not anticipated the extent to which they would have to be flexible and how difficult it would be to schedule training in schools. It did help that the training was delivered in six half-day sessions, as this allowed RJ Working to be flexible in their delivery of the programme and to fit it around the needs of the school.

Assembly

Assemblies were run by RJ Working in the recruited schools. RJ Working designed their pitch to make young people aware of the training and offer them the chance to apply to take part in it. It was clear that this was how many young people first heard about the training and was the catalyst to some applying to take part in it.

Number of schools training took part in and young people that were involved in the training

RJ Working originally planned for the training to take place in ten schools, but ended up delivering it in eight schools (and with one group of university students).

This lower than expected the number of participating schools was partly due to the size of the organisation (RJ Working) and the limited budget available for the training programme, meaning they had limited staff resources to support the project.

Preparing the training programme

RJ Working used a variety of resources to develop their Ripple Effect training programme. They drew on literature and experience from across the restorative justice field, to enable them to come up with their own unique training programme focused on the outcomes they wanted to achieve.

The project lead's input was key to this and their wide network and resource library allowed RJ Working to pull together a new model for working restoratively within schools. The effectiveness of the programme can be seen by the number of short-term project outcomes that were achieved: outcomes 1 for young people and staff were at least partially met, and all other outcomes were fully met (outcomes 2-4 for young people and 2 for staff).

5.2   Recruitment

Schools

RJ Working had originally written to all 31 secondary schools in Cornwall to introduce themselves, with an anti-bulling survey in September / October 2016. After doing this, RJ Working either utilised their existing network of contacts to recruit schools and/or emailed senior leaders (e.g. head teachers or other members of the school's senior leadership team), asking if their school would be interested in taking part in their programme. After initial contact, and after the schools had put themselves forward, RJ Working staff had internal discussions to decide whether it was appropriate for the training programme to be run there. The next stage for RJ Working was to go to the school and talk with relevant staff members about the programme in more detail.

In schools in which training was run, RJ Working had a degree of buy-in from senior leadership, which was key. Based on interviews with delivery staff, this appeared to be easier in schools which had started moving away from the traditional 'consequence' based behavioural, towards a more inclusive approach focusing on relationships. It was also easier in schools where there were existing contacts who had previous experience of restorative justice.

Schools were also more likely to take part in the training if another school locally was taking part. It also helped that schools were often part of multi-academy trusts.

It was more difficult to get in buy-in from schools in which there were no existing contacts. Here it was a much harder sell and more difficult to demonstrate to the school the potential benefits of the programme. It took a lot more effort and time to try to get these schools on board. There was also an issue of some schools finding it difficult to fit the training in due to competing priorities and the pressure they are under to deliver academically.

"So hard working with schools as they are so incredible busy and have so many competing priorities going on". - Member of the team involved in delivery of the programme

Both delivery staff and staff members at schools felt that the training could not be run in schools without the BSBT grant. They reported that, as this time of considerable financial pressure, schools could not afford to pay for the training and take that initial risk simply to see if it was beneficial to the school.

"First one free, paid for subsequent training as we can see real value in it. Probably wouldn't have done it if we hadn't had that first bit free. (We wanted to know) were they going to be any good and we were the first school it was tried in. Times of austerity schools can't afford things like this – deciding between paying a teacher or the training, easy call for most schools to make" – Member of staff, from school, during telephone interview

Young people

Once RJ Working had recruited schools and agreed with them how it was going to be delivered, they then ran assemblies to explain restorative approaches and what they were hoping to achieve through the programme. After the assemblies, the young people were invited to apply to take part in the training – if more young people applied than there were places, those who had not been involved in similar activities previously or were not involved in extra-curricular activities, were invited to take part.

In some schools, a dual-approach was employed to recruitment. In such cases, whilst some young people applied to take part, others were invited to take part by members of school staff. These young people were invited to take part because staff thought the training would be beneficial for them. A member of RJ Working staff noted that it was not how young people were recruited that really mattered, rather it was ensuring that those on the training 'had a diversity of opinions' – this aided discussion about different types of identity-related harm. They considered that this was achieved without selection at recruitment.

The training was mainly delivered to Year 9 students (aged 13-14 years) in schools but there was one instance of it being delivered to a Year 10 group (aged 14-15 years). A school staff member involved in the training felt that perhaps, in hindsight, it would have been better to run with Year 9 students, as the young people would remain at the school for longer *after* they had finish their training; there was a greater chance that they would share what they had learnt and for the school to benefit from this.

Staff members

The school staff members who were involved in the training already had a relationship with that year group. The staff member was likely to be a head of year, member of the senior leadership team, tutor, teacher or learning support assistant. From the perspective of the RJ Working delivery staff, the training was more likely to be effective in schools in which a senior member of staff was involved in the training. Here the training was more likely to be taken on board across the schools with it much more likely that the school would either roll out peer mentoring, seek to roll-out a whole school approach or maintain interest in rolling out a restorative behavioural system.

IKS and revised communication strategy

M&C Saatchi produced a Communication Strategy to help RJ Working better target and communicate their programme. The IKS Communication Strategy delivery (timeline and outputs) was independent of that for the RJ Working grant-funded project. The anticipated IKS outputs were intended to provide coherent recruitment resources for ongoing use by RJ Working after the grant-funded project completion. Hence, except for the training videos whose delivery fell within the evaluation timeline (see section 5.5), the remaining IKS elements took longer to produce and therefore fall outside the scope of the evaluation reported here.

Post- project consultation with the IKS account manager does however indicates success in delivering the IKS elements that would not require ongoing high-level maintenance and is believed will lead to contributing to the effective recruitment.

"They now have a set of school materials which they can use, they wouldn't have been able to afford to do that had they not had in kind support (...) with their brand messaging they've already made changes to their website which means more people will understand what it is that they're doing, which means again that there will be more people interested in what they are doing and also people working at RJ Working are much more competent about talking about RJ Working because we've given them very consistent brand messages. Their whole business has become stronger because of the communications we delivered through in-kind support" – M&C Saatchi

"The tools we've given them shouldn't go out of date for at least 5 or 6 years, and if they need to do more, RJ Working would do it through funding with another partner and would get them to do what is needed. Organisations like this will never have the money to make the type of film we made them." – M&C Saatchi

5.3   Coordination / Conflicting priorities

Alongside the Ripple Effect training programme, RJ Working continued to work on their other commitments. This included seeking to develop the training programme in

primary schools, applying for further grant funding, organising a large scale Royal visit for schools in Cornwall (positioned as a celebration of restorative practise within schools in Cornwall) and working with the Cornish Resettlement Network.

The BSBT grant-funded Ripple Effect training programme was an important step in developing RJ Working's work in schools and there were no signs that *non*-BSBT funded work would detract from their wider set of activities.

5.4   Content

The training programme comprised of six half-day sessions. These sessions were designed to be run in sequence but did not have to be run back-to-back i.e. a school could choose to run one session a week for six weeks, run the sessions over three days over three weeks or run all the sessions in a three-day block. There was not enough evidence to determine which delivery timeline had the greatest impact. However, the flexibility of the programme was key for schools who faced a variety of priorities and often struggled to fit things in that were not a core part of their curriculum.

The sessions were each run by two RJ Working trainers (staff or partners) and concentrated on providing an interactive learning experience to the young people, with an emphasis on listening to others and respecting their opinions. To do this several tools and techniques were used including training films (KS produced), role plays, written tasks and talking pieces. These were tools were mentioned spontaneously by young people in the focus groups – it was apparent that the training films were particularly effective in helping to show different types of harm and in generating discussion about them.

There were differing views on the content and pace on the sessions:

- Young people, when asked during the focus group, felt that the pace of learning was occasionally too fast and that sometimes they moved from one topic to another before they had a chance to fully discuss it. Those reporting this feedback, still enjoyed the training.

"it was useful as they gave us information quickly…at the start, we weren't used to getting information so quickly, but we got used to it in the end" – Young person during focus group

- It was felt by a member of school staff, who participated in the training, that 'lots of activities were pitched in a way that young people could handle'. Overall, the training sessions were considered well run and that lots of thought had gone into their design and delivery. When asked how the training could be improved in the training assessment questionnaire, staff members had a few ideas:

"As a staff member, it was sometimes difficult to join in with certain things, and to say certain things or give views in front of pupils - also a lot of time sitting down over the 3 days" – Written feedback from a member of staff in the training assessment questionnaire

"At times the level of the group's participation got low and could have been raised more quickly." – Written feedback from a member of staff in the training assessment questionnaire

A member of the delivery staff did feel as if the training was quite resource intensive (lots of materials) but knew that this something that is being looked at to try and make it more efficient.

As the Ripple Effect training programme is comparatively new and something which RJ Working have pulled together themselves, it is only natural that there will be refinements as it finds out what works well and what doesn't within schools. It is important that RJ Working continues to reflect on the content and pace of the sessions for their different audiences.

5.5   IKS and training films production

The below refers to the logistics behind the production of training videos. Feedback referring to their outcomes is reported, wherever relevant, throughout this report.

A series of three training films were produced and used for project delivery within the BSBT grant-funded timeline. These educational resources were designed specifically for use in the training sessions with both teachers and young people and intended to showcase examples of when a restorative approach can be used. Feedback from M&C Saatchi suggested that an unanticipated challenge for them in producing these films was the permission and rules applicable to working with young people, which to an extent stymied the creative process.

"You're not allowed to work with them (young people) without there being a chaperone, you have to get permission from parents and from the school. There are some young people in care and they can't be filmed, so the legal side of working with anyone under the age of 15 is hard" – M&C Saatchi

A recommendation for future rounds of IKS working with projects whose end-beneficiaries are under 16 is therefore to account for the possible limitations in the creative process; seeking to clarify consent requirement from the outset with both the project and the institution attended by young people to be filmed. In the case of RJ Working, feedback indicated that the project communicated set-backs and/or challenges in a timely manner.

"The strategy came first (...) and once everything was in line for that they delivered the three films to be used in schools for debates around the topic of restorative justice practice.
RJ Working were very engaged an ideal partner, and if they weren't able to complete something by a certain date, they would let us know. They were always in communication with us, whether it be by phone, text or email." – M&C Saatchi

6.   Lessons learnt and conclusions

Based on the evidence gathered, the Ripple Effect training programme, designed and delivered by RJ Working (and their partners) met its intended outcomes and so contributed to the macro-level outcome of **'fewer people holding attitudes, beliefs and feelings that oppose shared values'**.

In challenging and changing the negative stereotypes that young people had about those who were different to them, the training programme helped to promote shared values, and change feelings and beliefs that opposed them. The BSBT funding enabled RJ Working to conduct the programme in schools. There was nothing from the schools to suggest that the type of content tackled in the programme would have been delivered through any other means.

6.1   Capacity building, sustainability and scalability

The BSBT funding helped to build capacity within RJ Working as it enabled them (1) to hire an additional member of staff to support the programme and (2) allowed them to work in an area they had been unable to access in the past.

Some schools that have taken part in the programme have gone on to commission paid-for services from RJ Working (to deliver further training). As such, the organisation has opened up a new revenue stream, albeit, it is unlikely that schools will ever be able to fully support delivery of the programme as they do not have the financial resources to do so. It is most likely that RJ Working will remain somewhat reliable on grants to continue their work and roll it out further. Additional funding could be used to:

- Conduct further work among schools where the training programme has already been delivered – e.g. in schools that have limited capacity or cannot afford to deliver this work themselves.

- Enable RJ working to conduct the training programme among other secondary schools in Cornwall.

Since receiving their BSBT funding, RJ Working has also received grant funding from other organisations enabling them to adapt and extend the training programme into

primary schools. The Ripple Effect training programme has also been delivered to university students and this is a group they could look to work with again.

Similar training programmes to The Ripple Effect training programme have been run by other organisations across the UK[11] and RJ Working are now a point of contact for organisations who are interested in doing work of this nature. Based on the available evidence, it is likely that this type of programme would have a similar if not greater impact in locations where there is greater diversity among the population, and where reported hate crime is high.

6.2 Key success factors

Improved communication

Communication sits at the heart of RJ Working's programme. The available evidence, indicates that the training helped to improve young peoples' communication skills, their ability to listen, to empathise and to talk to those who are different from them (including peers and school staff members). These skills enabled recipients of the training to better understand others' view points and in doing so has helped to change their views about those who are different from them – a contributory factor in helping to achieve the project's BSBT macro-outcome.

Flexibility with the offer

The flexibility of the programme was key to working in schools. At the outset of the programme, RJ Working did not realise how hard it would be to work with them (due to schools' competing priorities), and providing flexibility allowed them to work around this challenge. Linked to delivery, whilst the evidence suggested that, initially, the programme may have been too fast paced for some participants, and that it was quite resource intensive, RJ Working are addressing these point to further improve their programme.

Buy-in from schools and roll out of restorative approaches

Based on the evidence, the training programme appears to have been most effective where there was buy-in from senior members of staff and where the school was already moving away from the punitive/ consequence-based behavioural system employed by most schools. These schools appear more likely to have rolled-out some form of peer mentoring scheme or conduct further training among staff and/or young people.

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[11] Ofsted, 2015 Hackney FE College Report - https://www.aoc-create.co.uk/wp-content/uploads/2018/03/Ofsted-Report-Hackney-Community-College-2015.pdfl; Evaluation of the Restorative Approaches in Schools, in Bristol, Programme https://restorativejustice.org.uk/sites/default/files/resources/files/Bristol%20RAiS%20full%20report.pdf

When schools did not fully buy-into the training, delivery staff felt that the training was not as effective and less likely to achieve the desired outcomes.

There is also an important element of sustainability and scalability of the training programme. The BSBT funding enabled RJ Working to conduct this training within eight schools without any cost to them. Where the training was considered effective, a small number of schools have subsequently paid for RJ Working's services to continue the programme.

One member of school staff highlighted how important they believed it was for the Home Office to continue to fund programmes like this, stating that the school would not have been able to justify paying for the training programme initially. Only once the benefits of the programme were seen, can a school rationalise this spending.

6.3 Key challenges

Budget and resource limitations

Available resources clearly did limit RJ Working as they were not able to deliver in as many schools as they had initially intended. They were not prepared to 'fit in' more groups as this would potentially damage quality and reputation.

The project was partly funded by the BSBT grant. With the available resources/budget, to RJ Working, one of the key limitations for them. It was felt by programme delivery staff that their original goals were extremely stretching and they had done well to delivery in as many schools as they had, and to as many young people, with the available resources.

Additional resource could have perhaps enabled RJ Working to deliver in as many schools as they had originally planned to, would have perhaps have enabled them to work with schools more flexibly, and achieve greater coverage in Cornwall, instead of being confined to a relatively small geographic area (West Cornwall).

Recruiting schools

RJ Working relied heavily on existing contacts to recruit schools and where these were not present within schools they struggled to get buy-in. For an organisation of RJ Working's size and reach, it might be expected that there would be difficulties in recruitment, particularly without a track record of working within schools.

When RJ Working had recruited a school it then became easier for them to 'get in' to other schools who were present in the area or who were linked to the school i.e. part of the same academy trust.

The findings from this IDPE will be integrated into the overall analysis and synthesis of the BSBT programme in order to establish to what extent the programme as whole has

contributed to an increased sense of belonging, more resilient communities and increased support for shared values at a local level.

Annex A – Additional methodological information

This annex contains further information on the limitations of the evaluation and on the analysis approach used for the young people's survey results

Analysis approach used for the young people's survey data

The young people's pre- and post-surveys included questions on how well they could do a range of things relating to the Programme outcomes (e.g. communicate with others, listen to others, manage conflict). Respondents were asked on a scale from 1-10 how well they thought they would be able to do each of these or not. The score 1 meant "not very well" and 10 meant "very well". As respondents were asked about each of these in the pre- and f post- surveys it was possible to measure the difference between the scores to gauge the impact of the training on those who took part.

Each of the questionnaires captured a unique participant ID and the participant's school. The intention was to match pre, training assessment and post questionnaires for individual pupils to enable the most robust assessment possible of changes associated with training participation. It was not ultimately possible to match all completed questionnaires based on this at an individual level, due to a lack of consistency in the unique ID used on some of the questionnaires. Instead, it was possible to match pre- and post- questionnaire data from **36 young people** across four schools.

Means for the measures associated with each outcome were then compared from the pre- and post- questionnaire data with the difference between the pre- and post- questionnaire data calculated. The statistical programme SPSS was then used to test if any of the differences were significant at the 5% level using a two-tailed paired T-test.

The observed differences between measures were then used to help conclude whether an outcome had been met, with qualitative data used as evidence to further support this or to aid a conclusion where survey data was inconclusive.

Due to very small sample size e.g. less than 10 entries, it was not possible to draw conclusions from the data at a school and individual level. As such, it was instead decided to analyse and compare the results between the pre- and post- surveys at an overall level. While this doesn't take account of individual or school level differences it was the most robust approach to take given the data available.

Strengths and limitations of the evaluation

It is important to understand the strengths and limitations of the evaluation approach, to be able to interpret the results

Strengths

- The **pre/ post design** allowed measurement of views and attitudes before and after the training so that findings could be compared and differences identified.

- The quantitative outputs provided **coverage across all participating schools**. However, for the post survey it was only possible to administer questionnaires to five schools with data used to assess outcomes extracted from four of those.

- The **mixed methodology** (comprising questionnaires, focus groups and depth interviews) led to greater understanding of the issues than either method could in isolation. By mixing both quantitative and qualitative data, evaluation analysis involved triangulation of findings to gain deeper insights.

Limitations

- The **absence of a counterfactual** meant that the evaluation could not explore what would have happened in the absence of this programme.

- It was only possible to conduct in-depth interviews with two school staff members, due to their **limited availability within the timeframe available for evaluation fieldwork**. The training was run by different members of delivery staff and was designed to be flexible to fit around the competing priorities in schools. This may have impacted on the delivery of the training and impact of it a nuance which could not be fully assessed base on only two depth interviews.

- It was **not possible to administer the post- questionnaires at the same time interval** (after the training was completed) for all schools. This was partly due to the limited availability of the participating young people and partly due to the fact that the training was not delivered at the same time in each school. Due to external competing factors to the BSBT grant-fund project that over time may increase in incidence and therefore affect the performance of project outcomes e.g. school event (assemblies, trips) or unrelated teachers training both related to topics discussed in the project can further reinforce intended outcomes although not related to BSBT activities – these are also known as contributing factors. The impact of the intervention can therefore change overtime and because of this limitation we could not consistently measure the impact of the training within the same time frame for all schools; which may have had an impact on any change in measures observed.

- **Focus groups were not carried out in all schools** – they were only carried out in two of the eight participating schools, which represented the first cohort of schools trained by the programme. The training was initially developed for the Ripple Effect programme and it is likely that adjustments and changes to the

training where made after the first cohort of schools were trained, which the focus groups will not reflect.

- Not all young people and staff members completed all three questionnaires – 80 young people completed the pre- and training assessment questionnaires but only 49 completed the post questionnaire. This reduced participant base meant that it was **not possible to conduct detailed analysis of sub-groups or to conduct statistical analysis** of the questionnaire results.

- The evaluation excludes RJ Working's programme delivery among the one participating university-based group of young people – they were considered out of scope. Including this group in the evaluation would have allowed an assessment to be made on the suitable of conducting the training among different groups, and the sustainability of running it going forward

- It was not possible to match all young people pre- and post- questionnaire data. The reduction in base size from 36 to 49 impacted on the level of analysis that it was possible to carry out. With larger differences required between the pre- and post- survey data, for significant results to be observed, than if the base was larger

Annex B: Comparison of full pre- and post- questionnaire data

The table below outlines the observed difference seen in mean scores for all measures associated with the young people desired outcomes. This analysis draws on unmatched data from the pre- and post- questionnaires.

Table 6: Change in average measure (between pre- and post- questionnaire) that align with the desired outcomes for young people

	Pre-	Post-	Difference	Percentage change
Base	*80*	*49*	*n/a*	*%*
Communicate with your family	7.63	7.51	-0.12	-2%
Communicate with your friends	7.96	8.10	+0.14	+2%
Communicate with others in your community	6.18	6.10	-0.08	-1%
Communicate with people who are different from you	6.59	6.65	+0.06	+1%
I have good relationships with others in my school	7.18	7.43	+0.25	+3%
I have good relationships with others in my community and at home	7.71	7.57	-0.14	-2%

Understand what identity related harm is	4.9	7.33	+2.43	+50%
Recognise stereotypes and prejudice	7.5	7.81	+0.31	+4%
I understand things from other people's points of view through listening	7.16	7.33	+0.17	+2%
Respond to identity related harm.	4.78	6.65	+1.87	+39%
Stop conflict getting out of hand	6.22	6.73	+0.51	+8%
Manage conflict between others (on your own)	6.22	6.94	+0.72	+12%
Manage conflict with others (with support)	7.28	7.57	+0.29	+4%

Annex C - Young person research tools

This annex contains the research tools used to evaluate young people.

1. Young Person Pre-Training Questionnaire

NUMBER: **AGE:**
SCHOOL/ COLLEGE: **DATE:**
YEAR GROUP:

Please indicate how well you feel you can do the following things:

Please indicate how much you agree or disagree with the following statements:

	☹ **Not Very Well**								☺ **Very Well**	
Communicate with your family	1	2	3	4	5	6	7	8	9	10
Communicate with your friends	1	2	3	4	5	6	7	8	9	10
Communicate with others in your community	1	2	3	4	5	6	7	8	9	10
Communicate with people who are different from you	1	2	3	4	5	6	7	8	9	10
Understand things from other people's points of view through listening	1	2	3	4	5	6	7	8	9	10
Talk about identity (self and others)	1	2	3	4	5	6	7	8	9	10
Understand what identity related harm is	1	2	3	4	5	6	7	8	9	10
Manage your feelings (eg. Anger)	1	2	3	4	5	6	7	8	9	10
Work out problems (problem-solving)	1	2	3	4	5	6	7	8	9	10
Recognise stereotypes and prejudice	1	2	3	4	5	6	7	8	9	10
Respond to identity harm	1	2	3	4	5	6	7	8	9	10
Stop conflict getting out of hand	1	2	3	4	5	6	7	8	9	10

Manage conflict between others (on your own)	1	2	3	4	5	6	7	8	9	10
Manage conflict between others (with support)	1	2	3	4	5	6	7	8	9	10
Use restorative principles to understand yourself and other people in challenging situations	1	2	3	4	5	6	7	8	9	10

Please indicate how well you feel you can do the following things:

	☹ **Disagree Strongly** **Agree Strongly** ☺									
I have good relationships with others in my school/college	1	2	3	4	5	6	7	8	9	10
I have good relationships with others in my community and at home	1	2	3	4	5	6	7	8	9	10
I feel safe in school/college	1	2	3	4	5	6	7	8	9	10
I feel safe outside school/college	1	2	3	4	5	6	7	8	9	10
I feel adults listen to me	1	2	3	4	5	6	7	8	9	10
I feel safe from unfair treatment online	1	2	3	4	5	6	7	8	9	10

What is your Gender Identity?		What is your Ethnicity?			
Would you say you are at risk of racism?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination due to your (or your parents) country of origin or language?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on your religion?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on a physical disability?	Yes	No	Don't know	Prefer not to say

Would you say you are at risk of discrimination based on a learning disability?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on mental health?	Yes	No	Don't know	Prefer not to say

2. Young Person course completion questionnaire (Training assessment questionnaire)

Young Person Course Completion Questionnaire

NUMBER:

SCHOOL/ COLLEGE:

YEAR GROUP:

AGE:

DATE:

Please indicate how much you agree or disagree with the following statements:

	☹ Disagree Strongly							☺ Agree Strongly		
I understand the principles of restorative practice	1	2	3	4	5	6	7	8	9	10
I understand what restorative language is	1	2	3	4	5	6	7	8	9	10
I have had a chance to practice using restorative language	1	2	3	4	5	6	7	8	9	10
I have a better understanding of prejudice and discrimination	1	2	3	4	5	6	7	8	9	10
I feel more confident in dealing with conflict and injustice	1	2	3	4	5	6	7	8	9	10
I understand what identity related harm is	1	2	3	4	5	6	7	8	9	10
I feel better able to respond to identity harm	1	2	3	4	5	6	7	8	9	10
I know better what is 'the restorative thing to do'	1	2	3	4	5	6	7	8	9	10
I have had a chance to practice 'the restorative thing to do' with my peers	1	2	3	4	5	6	7	8	9	10
We have planned how we can introduce this approach to the wider year group	1	2	3	4	5	6	7	8	9	10

Please choose three words to describe your experience on the course

What part did you like the most?

1

Young Person Course Completion Questionnaire

RJ Working
Restorative Approaches to Harm

Has anything changed for you because of this course? If so, what?

Please indicate how much you agree or disagree with the following statements

	☹ Not							☺ Agree Strongly		
The facilitators have excellent knowledge of the subject	1	2	3	4	5	6	7	8	9	10
The facilitators were well prepared	1	2	3	4	5	6	7	8	9	10
The style and pace of the sessions was good	1	2	β	4	5	6	7	8	9	10
The facilitators were responsive to the group	1	2	3	4	5	6	7	8	9	10
The facilitators developed a good environment for learning	1	2	3	4	5	6	7	8	9	10
The facilitators created an inclusive environment where equality and diversity were valued	1	2	3	4	5	6	7	8	9	10

How can we improve the course?

.

Do you have any other comments?

2

3. Young person post- training questionnaire

NUMBER:
SCHOOL/ COLLEGE:
YEAR GROUP:
AGE:
DATE:

	☹ Not Very Well									☺ Very Well
Communicate with your family	1	2	3	4	5	6	7	8	9	10
Communicate with your friends	1	2	3	4	5	6	7	8	9	10
Communicate with others in your community	1	2	3	4	5	6	7	8	9	10
Communicate with people who are different from you	1	2	3	4	5	6	7	8	9	10
Understand things from other people's points of view through listening	1	2	3	4	5	6	7	8	9	10
Talk about identity (self and others)	1	2	3	4	5	6	7	8	9	10
Understand what identity related harm is	1	2	3	4	5	6	7	8	9	10
Manage your feelings (eg. Anger)	1	2	3	4	5	6	7	8	9	10
Work out problems (problem-solving)	1	2	3	4	5	6	7	8	9	10
Recognise stereotypes and prejudice	1	2	3	4	5	6	7	8	9	10
Respond to identity harm	1	2	3	4	5	6	7	8	9	10
Stop conflict getting out of hand	1	2	3	4	5	6	7	8	9	10
Manage conflict between others (on your own)	1	2	3	4	5	6	7	8	9	10
Manage conflict between others (with support)	1	2	3	4	5	6	7	8	9	10

Use restorative principles to understand yourself and other people in challenging situations	1　　2　　3　　4　　5　　6　　7　　8　　9　　10

Please indicate how well you feel you can do the following things:

Please indicate how much you agree or disagree with the following statements:

	☹ **Disagree Strongly** **Agree Strongly** ☺
I have good relationships with others in my school/college	1　　2　　3　　4　　5　　6　　7　　8　　9　　10
I have good relationships with others in my community and at home	1　　2　　3　　4　　5　　6　　7　　8　　9　　10
I feel safe in school/college	1　　2　　3　　4　　5　　6　　7　　8　　9　　10
I feel safe outside school/college	1　　2　　3　　4　　5　　6　　7　　8　　9　　10
I feel adults listen to me	1　　2　　3　　4　　5　　6　　7　　8　　9　　10
I feel safe from unfair treatment online	1　　2　　3　　4　　5　　6　　7　　8　　9　　10

What is your Gender Identity?		What is your Ethnicity?			
Would you say you are at risk of racism?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination due to your (or your parents) country of origin or language?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on your religion?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on a physical disability?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on a learning disability?	Yes	No	Don't know	Prefer not to say

Would you say you are at risk of discrimination based on mental health?	Yes	No	Don't know	Prefer not to say

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks

	None of the time	Rarely	Some of the time	Often	All of time
I've been feeling optimistic about the future					
I've been feeling useful					
I've been feeling relaxed					
I've been feeling interested in other people					
I've had energy to spare					
I've been dealing with problems well					
I've been thinking clearly					
I've been feeling good about myself					
I've been feeling close to other people					
I've been feeling confident					
I've been able to make up my own mind about things					
I've been feeling loved					
I've been interested in new things					
I've been feeling cheerful					

	Strongly Agree	Agree	Not sure	Disagree	Strongly disagree

It is better for society if people from different backgrounds mix with each other	☐	☐	☐	☐	☐
I would not feel confident talking to someone of a different background to me	☐	☐	☐	☐	☐
If a close friend/relative expressed a negative view about someone because they were from a different background, I would feel confident about challenging them	☐	☐	☐	☐	☐

Have you used the skills that you developed on the training? *Please circle the answer that applies to you*

Yes   **No**

If so, have you used these skills? *Please write your answer below, if necessary continue writing on the next page*

4. Discussion guide: Focus group among pupils

Thank participant for taking part.

Introduce self, Ipsos MORI.

Text in italics refer to interviewer notes.

Introduce research

-   We are conducting an evaluation of the restorative justice training programme that you were involved in with RJ working, to find out about your experiences of the training, how you are using what you learnt and where you believe it could be improved
-   Before we begin it is important that you understand that participation in this discussion is completely voluntary and you should only take part in it if you are comfortable doing so
-   You should know that Ipsos MORI is bound by the data protection act and MRS code of conduct, what this means for you is everything that you tell us is completely confidential
-   the only time we would have to tell someone is if you discuss an undisclosed illegal act or say something we think may put you at harm or if there is a perceived risk of harm to you or someone else. If this does need to be taken further, were appropriate, we will discuss this with you
-   There are no right or wrong answers feel free to say whatever you are thinking. Feel free to agree or disagree with what someone says but please do so in a polite manner, in the interest of an honest and inclusive discussion

- We have a lot to get through in a limited time and so time to time I may move you on, this is not because what you are saying is not relevant but is just to ensure that we get through all of the appropriate topics
- Is it okay with you I would like to record this discussion – this is for my use only, so I ensure everything is captured, and it will only me listened to by myself (Turn on recorder if consent is given)

Introduction

Use the below as ice breakers, go around the group and let each of the pupils respond to these in turn

- Tell me a bit about yourself – what is your name? what is your favourite subject?
- What do you like to do outside of school?

Recruitment

To begin with I am just going to ask you a few questions about how you heard about the training and why you decided to take part in it:

- How did you hear about the restorative training programme?
- What made you want to take part in the training programme?
- How did you join the activities i.e. opt-in, email register etc – were you invited to join or did you proactively seek out the project?
- How easy was it to sign up?
- Have you taken part in or received any support from RJ working or in restorative activities before? If yes - when did it start/ is it ongoing? What type of activities/ support? Frequency of support/ activities?
- What other activities do you take part in within school? Do you / have you done anything similar to this or that builds on this i.e. peer mentoring scheme or being part of the school council

Participation

We are going to talk briefly about the training itself before moving on to talk about how the training has impacted you

- What were your expectations of the training?
- Did you attend all six of the training sessions? What was the structure of them? Do you feel any of the training sessions were better than other? – why do you think this was the case?
- What type of activities took place during the training? Did any of these work better than others? Where all activities appropriate?
- Did the training involve watching videos? If so what did you think of these? Where some of these videos more appropriate than others?

- How did you feel about conducting the training alongside your teachers / staff members? What was it like? What do you think the reasons were for doing this? Were there any positives or negatives to doing this?
- Did anything surprise you about the training?
- Did you experience any difficulties in taking part in the training and how much of a problem were these e.g.
    o Do you feel as if the training was appropriate for your age group? Do you feel as if it was easy to understand?
    o Has it / did it impact on your studies at all?
    o Did the timing of the training clash with other commitments in school?
- Did they participate in the project with existing friends, class mates or teachers that you knew? If yes – how important was this in encouraging them to participate?
- What did you think of the environment of the event?
- What do you think about the delivery of the training by the facilitators? Do you feel they covered the subject appropriately? Did you feel as if it was appropriate to you?
- How do you feel the training dealt with covering difficult topics? Did you feel comfortable doing this within the environment?
- Did you feel they could talk freely? Did you feel supported? Do you feel as if you have had the opportunity to take part in all the training activities?
- What did you enjoy most about taking part in the training?
- What did you like the least about taking part in the training?
-

Outcomes

During this part of the discussion we are going to talk about how, or even if, the training has made you do things or made you think about things differently. We are also going to talk about what you understand by some terms / phrases that you may have talked about during the training

- Firstly, we are going to conduct an exercise with post stick notes. If you could take a couple of minutes to write down on them what you understand by the following words or phrases. Please use one post stick note per word/ phrase:
    o Identity related harm
    o Stereotyping
    o Prejudice
    o Discrimination
    o Restorative justice
- *Gather post stick notes and then read them aloud for each word / phrase.* For each word go through the following questions, after reading the post stick notes:
    o What do you mean by this?

- o It is interesting that some of you have written down different things, why do you think this is?
- o Do you think the training has changed how you would describe this word or phrase? If so / if not, why do you think this is?
- o *Specifically, about restorative justice:* Do you feel as if you understand what the restorative thing to do is? Can you explain what restorative principles are?

Moving on from what you think about certain words or phrases, that you may have talked about during the training, we are now going to talk about how the training has impacted you. If it has changed how you think and feel about people who are different from you, if you have changed how you act or how you behave towards others because of it, and if the training helped you improve or develop any skills

- How has taking part in this training affected them? Why do you think this is? Were you expecting the training to affect you in this way?
- How do you feel about people who are different from you? Have these views changed since you began the training? Was there anything specific in the training that made you change your view towards this group? *PROBE specifically on gender, ethnicity, religion, disability, race and sexuality*
- Do you or will you behave differently, to people who are different from you, as a result of the training? Is this specific to any group or is this just in general? Why do you think this is the case? Do you think other pupil's behaviour has changed, as a result of the training?
- Do you talk or interact with people who are different from you as a result of attending the training? s this specific to any group or is this just in general? Why do you think this is the case?
- To wrap up this section, I just want to ask do you feel there are things that the training has helped you with? Has it helped you develop any other skills?

Impact

Finally, I just want to talk about specific things that you may or not differently as a result of taking part in the training.

- Do you think you will do anything differently as a result of taking part in this training?
- Have you talked to others not involved in the training about it? Why did you do this? Do you feel as if it is important to share what you have learnt?
- Have you / will you be involved in:
  - o Restorative peer mentoring
  - o Involved in resolving cases where there has been conflict, since the end of the training
  - o Involved in anything else relating directly to the training

Wrap-up

And just a final few questions to wrap things up:

- What do you feel could be improved about this training?
- Would you recommend this training to others?
- Do you think this project has had an effect on your class / year / school? What effect? Do you think there is a reason for this?
- Anything else they would like to add about taking part in the training?

Thank and close. *Ensure the pupils takes participant information leaflet with Ipsos MORI contact details.*

Annex D – School staff research tools

This annex contains the research tools used to evaluate school staff.

1. Staff pre-training questionnaire

NAME:
DATE OF FIRST TRAINING SESSION:
SCHOOL/ COLLEGE:

What is your Gender Identity?		What is your Ethnicity?			
Would you say you are at risk of racism?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination due to your (or your parents) country of origin or language?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on your religion?	Yes	No	Don't know	Prefer not to say
Would you say you are at risk of discrimination based on a physical disability?	Yes	No	Don't know	Prefer not to say

1. Please tell us why you want to attend this training, what you would like to achieve from it and how you think you will be able to use it in the future:

2. Have you previously participated in training for working with conflict eg mediation?	Y	N
2a. If yes, what training, how long was it and when?		
3. Have you previously participated in training for building relationships with students?	Y	N
3a. If yes, what training, how long was it and when?		
4. Have you previously participated in training for working with identity-related harm?	Y	N
4a. If yes, what training, how long was it and when?		
5. Do you feel your School / College knows how to deal with identity-related harm?	Y	N

(can answer both)		
5a. Do you feel you know how to deal with identity- related harm? (can answer both)	Y	N
5b. If 'yes' to either 5 or 5a, please explain what works well.		
5c. If 'no', what do you think is needed to support this work? (You will have the opportunity to answer this question again at the end of the 3-day or 6 sessions YP-RP training)		
6. Do you feel your School / College knows how to deal with conflict? (can answer both)	Y	N
6a. Do you feel you know how to deal with conflict? (can answer both)	Y	N
6b. If 'yes' to either 6 or 6a, please explain what works well.		

6c. If 'no', what do you think is needed to support this work?   (You will have the opportunity to answer this question again at the end of the 3-day or 6 sessions YP-RP training)

2.Staff course completion questionnaire (Training assessment questionnaire)

YP_RP Training Staff Course Completion Survey

NAME: **SCHOOL/ COLLEGE:**

Please indicate how much you agree or disagree with the following statements:

	☹ Disagree Strongly							☺ Agree Strongly		
I understand the principles of restorative practice	1	2	3	4	5	6	7	8	9	10
I understand what restorative language is	1	2	3	4	5	6	7	8	9	10
I have had a chance to practice using restorative language	1	2	3	4	5	6	7	8	9	10
I have a better understanding of prejudice and discrimination	1	2	3	4	5	6	7	8	9	10
I feel more confident in dealing with conflict and injustice	1	2	3	4	5	6	7	8	9	10
I understand what identity related harm is	1	2	3	4	5	6	7	8	9	10
I feel better able to respond to identity harm	1	2	3	4	5	6	7	8	9	10
I know better what is 'the restorative thing to do'	1	2	3	4	5	6	7	8	9	10
I have had a chance to practice 'the restorative thing to do' with my peers	1	2	3	4	5	6	7	8	9	10
We have planned how we can introduce this approach to the wider year group	1	2	3	4	5	6	7	8	9	10

Please choose three words to describe your experience on the course

What part did you like the most?

1

YP_RP Training Staff Course Completion Survey

Did the training meet your objectives? Please explain.

How are you planning to use Restorative Practice in school?

What do you think is needed to support Restorative Practice in your school?

Please indicate how much you agree or disagree with the following statements

	🙁 Not							🙂 Agree Strongly		
The facilitators have excellent knowledge of the subject	1	2	3	4	5	6	7	8	9	10
The facilitators were well prepared	1	2	3	4	5	6	7	8	9	10
The facilitators were responsive to the group	1	2	3	4	5	6	7	8	9	10
The facilitators developed a good environment for learning	1	2	3	4	5	6	7	8	9	10
The facilitators created an inclusive environment where equality and diversity were valued	1	2	3	4	5	6	7	8	9	10

How can we improve the course?

.

Do you have any other comments?

Thank you

2

3. Staff post- survey (administered online)

Email address:

Name:

School/College:

On Day 3 of the Ripple Effect Training, your group discussed ways to take Restorative Practice forward in your school. Has it been possible to achieve the goals set?

1. Yes
2. No
3. Partially

Please explain:

{NEW SCREEN}
Do you feel your school / college knows how to deal with identity related harm?

1. Yes
2. No
3. Both

Do you feel you know how to deal with identity related harm?

1. Yes
2. No
3. Both

If yes to either of the above, please explain what works wells. If no to either of the above, what do you think is needed?

{NEW SCREEN}

Do you feel your school / college knows how to deal with conflict?

1. Yes
2. No
3. Both

Do you feel you know how to deal with conflict?

1. Yes
2. No
3. Both

If yes to either of the above, please explain what works wells. If no to either of the above, what do you think is needed?

{NEW SCREEN}

Since completing your training, have you used a different approach to conflict or behavioural issues?

1. Yes
2. No

If yes, please could you describe / give an example?

{NEW SCREEN}

Do you feel that there is further support that RJ Working could offer you or your school?

1. Yes
2. No
3. Not sure

Please explain your answer

4. Discussion guide: Teachers and staff members

Thank participant for taking part.

Introduce self, Ipsos MORI.

Text in italics denotes interviewer instructions.

Introduce research

- We are conducting an evaluation of the restorative training programme, run by RJ working, as part of the Building a Stronger Britain Together, to find out how well it is working and how it can work better.
- The discussion is completely voluntary and they are free to decline to answer any question or to stop the interview at any time. They will be at no advantage or disadvantage as a result of their decision about taking part.
- Talk through participant information sheet (read this through if necessary). Make sure that they understand all of the details of this and if they're prepared to go ahead.
- Reiterate voluntary nature of interview and they are at no advantage or disadvantage if they decide to take part.
- Reiterate confidentiality and anonymity – we will protect their identity as far as possible but it may be possible to identify them in outputs due to the small numbers participating.
- Ask their permission to record the interview, ensuring that all recordings are securely stored under the Data Protection Act and the research team are the only people who will listen back to the recording.
- Turn on recorder.

Background and intro

- Background, role, organisation
- What is your role in school?

- Was the training the first time you had heard of the BSBT initiative or have you heard of it before?
- Have you been involved in anything similar before?

Awareness and knowledge of project
Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section

- How and when did they first hear about the organisation and the training programme?
- What is their understanding of the project? (Why? Objectives? What activities? For whom?)
- How did you become involved in the training programme?
- What is your view on how pupils were recruited?
- What is their view on how it has been set-up within your school?

Perception of the project rationale and scope and relevance
- To what extent do you think there is a need for the project? Why?
    o What particular problems in the school is the project focused on addressing?
    o Do you think the project is engaging the right year group? Why?
    o How well does the project fit with the school ethos and what you are trying to do in school? Why?
- Does the work align with anything you are trying to do in school? Does it fit with anything objectives you have?

Outcomes and impacts
Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section

- To what extent do they feel that the project addresses the issue or problem identified?
- How has the training impacted you? Do you do anything differently as a result of it? Has it changed how you deal with conflict?
- Have any tools and approaches for promoting positive behaviour and values come out of the training? If so, how do they work within the school?
- What do they think some of the benefits of the project have been on:
    o Pupils taking part in training
        ▪ Has it had any impact on their communication skills?
        ▪ Do you feel as if they have a greater understanding of prejudice and discrimination, as a result of the training? Stereotypes? Identity related harm?
        ▪ Have you noticed any difference in how they deal with others / those who are different to them?
    o Pupils not involved in training
    o The school as a whole
        ▪ Has / will the training be rolled out to the rest of the school or to a wider group of pupils?

- What do they think the longer term impact of the project will be on the pupils involved and the school as a whole?
- What needs to happen to ensure the project has a legacy in the school?
- Is there an ongoing need for the project or similar ones in the school?
- Will you / have you tried to embed restorative practises within the school? Why? What have the impacts been of doing this
- How replicable and scalable do they think the training is?
- What do they think would have happened without the training?
- Is there any learning you think could be applied to similar training programmes in future?

Project delivery
- What do you think were any particular strengths or weaknesses of the training?
- Are there any challenges that the training has faced? *For those where the training has implemented across the school or a whole school model has been applied, probe about this*
- How well did different organisations partner in order to deliver and/or disseminate the project?
- What do they feel was achieved as a result of their involvement in the restorative training programme?
  o What was the impact on them?
- Anything else to add?

Thanks and close.

Annex E – Delivery staff research tools

This annex contains the research tools used to evaluate delivery staff.

1. Discussion guide: Delivery staff

Thank participant for taking part.

Introduce self, Ipsos MORI.

Text in italics denotes interviewer instructions.

Introduce research

- We are conducting an evaluation of the young person's training programme as part of the Building a Stronger Britain Together, to find out how well it is working and how it can work better.
- The discussion is completely voluntary and they are free to decline to answer any question or to stop the interview at any time. They will be at no advantage or disadvantage as a result of their decision about taking part.
- Talk through participant information sheet (read this through if necessary). Make sure that they understand all of the details of this and if they're prepared to go ahead.
- Reiterate voluntary nature of interview and they are at no advantage or disadvantage if they decide to take part.
- Reiterate confidentiality and anonymity – we will protect their identity as far as possible but it may be possible to identify them in outputs due to the small numbers participating.
- Ask their permission to record the interview, ensuring that all recordings are securely stored under the Data Protection Act and the research team are the only people who will listen back to the recording.
- Turn on recorder.

Interviewers should note that not all delivery staff will have knowledge/be able to respond to all sections of the guide.

Background and intro

- Background, role, how long they have worked at RJ working for
- Role in relation to the young person's training programme
- Previous/ wider involvement in counter-extremism work or safeguarding/ vulnerability work
- Knowledge of the BSBT programme: what do they think BSBT is about?
- Overview of local counter-extremism work in the area

Developing the project

Much of this section has already been covered in detail at the first telephone consultation with the project lead; ensure you have read notes from these interviews and cover anything missing / revisit uncertainties discussed last time.

- What is the need for the project in their local area? How was this identified/ evidenced?
- Designing the project: who involved, how was it developed (*was the project designed with the BSBT programme aims in mind – or was a pre-existing project idea adapted to meet BSBT criteria*), how was the target audience determined?
- What was the basis for deciding how best to meet the needs identified? Any evidence of effectiveness of the planned approaches? What was the theory of change?
- How did they think their project would contribute to delivering the government's counter extremism strategy?
- Had the project run previously (with different funding)? Was this project adapted/developed from one previously run – or was it a completely new venture for your organisation?
- Applying to BSBT: motivation to apply, application process
- Contact and support from BSBT Community Coordinator: frequency, extent of involvement and support
- Contact and support from the UK Community Foundation: frequency, extent of involvement and support
- Contact and support from any other local experts or stakeholders in CE, vulnerability and safeguarding activity e.g. Prevent coordinators?
- Anything that went particularly well/ badly; any learning they would share with others about project scoping and applying for funding?

Recruitment and referral process
- What approach to recruitment was used on the project? What proportion of their project participants were already engaging with the organisation before the BSBT project started? How many of the schools were already engaged with RJ working before the training programme began?
- Were any assessment / qualifying criteria used on the project? If so, what and why?
- Are they on course to achieve the anticipated participation numbers and participant profile? If not – any key factors?
- What improvements could be made to the recruitment process for schools, pupils, and teachers?

Marketing and advertising the project
- What approaches were used to get pupils and teachers to take part?
- How well does the project fit with the local context/issues?

Delivering the project
Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section

- Setting project milestones and delivery dates: was this done? how easy/difficult? What were the challenges?
- To what extent have project activities been delivered and received as planned?
- Did you anticipate any challenges in project delivery: attrition, project content, language barriers, problems with understanding the restorative process etc. If yes, how have they overcome these challenges?
- Any unanticipated challenges to project delivery? How did you manage these?
- To what extent could the project be replicated?
- To what extent could the project be scaled up? Have any schools implemented a whole-school approach?
- If working with partners for delivery, how well has this worked?
- [If responsible for project finances] Has funding received allowed you to complete all activities outlined in the application form? Was the budget planning accurate?
- What changes – if any – would you make to project delivery if you were running it again?

Outputs

Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section. Please refer to the outputs section in the project logic model.

- Have outputs been as expected:
    o Was the programme completed in all ten schools?
    o Are you still working with any of the schools involved? In what way?
    o Did you have the anticipated number of students and staff participating?
    o Are any of the schools rolling out a whole school approach? What are the reasons for them doing this?
    o Is a restorative peer mentoring scheme in place in any of the schools?
    o Do you think awareness of restorative approaches have increased within the school? In the whole school/ in year 9s / in a particular class?
    o How/ why not?
- How have they monitored output delivery?
- Do they have systems in place to collect numeric information about the project i.e. recruitment and attendance registers, demographic information about participants etc
- Do they think the targets / expectations set were realistic?
- Have they been required to provide monitoring data to UKCF/ HO? How easy has this been? Any particular challenges.

Outcomes and impacts

Please use the content below as a set of core prompts and include additional project related activities / issues / discussion points to the below section. Please refer to the outcomes section in the project logic model.

- To what extent do they feel that the project addresses the issue or problem identified?
- What do they think some of the benefits of the project been on:
    o Students
    o Staff

- o RJ working
- o The local area
- o Counter-extremist narrative
- To what extent do they think the project has met/realised their expected outcomes? *Ensure that each of the outcomes identified in the logic model are discussed in full*
  - o Students
    - ▪ Helped to change attitudes and beliefs that opposed shared values? Do they have more positive attitudes, views and believes to people you are different from them?
    - ▪ Do you feel the training programme helped them to improve their communication skills?
    - ▪ Do you feel as if students now have a better understanding of identity related harm / stereotyping, prejudice and discrimination?
    - ▪ Are they better equipped to respond to identity related harm or other conflicts?
  - o Staff
    - ▪ Do you feel as if staff developed New tools and approaches for promoting positive behaviours and 'values' in practice?
    - ▪ Did the training help to increase staff members confidence in resolving conflict?
- Have they identified any unexpected outcomes as a result of the project?
- What are some of the challenges the project has faced?
- What do they think the longer term impact of the project will be?
- What needs to happen to ensure the project has a legacy in the school? In the local area?
- How replicable and scalable do they think the project is?
- What are the anticipated longer-term impacts of the project (if any)? Have these changed from what you originally thought they would be?
- What do they think would have happened without the project and BSBT funding?
- What were the particular strengths and any weaknesses of the project?
- What learning would they apply if they were running the project again?

Wrap up
- What is the biggest difference they think the project has had on them, participants, the school and their local community?
- Anything else they would like to add about delivering the young people training programme in schools
  Thanks and close.

For more information

About Ipsos MORI's Social Research Institute

The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methods and communications expertise, helps ensure that our research makes a difference for decision makers and communities.