

Restore Project Tool Kit



Co-funded by the
Erasmus+ Programme
of the European Union

Tool 1: Professional Learning Groups (PLG's)

Presents two versions of the PLG:

1: Restore 'Practical Application' PLG

2: IIRP's 'Theory Reinforcement' PLG



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Professional Learning Group (PLG)

The Professional Learning Group (PLG) (A.K.A. – ‘*Professional Learning Community*’) is a key part of the process required to successfully implement, embed, maintain and sustain restorative practices in any organisation.

PLG’s are particularly useful in the implementation of restorative practices (RP) in schools, where competing demands due to high level of abstractions and the constant pressure to deliver in other areas. This environment demands a very focussed approach if RP is to be delivered in a safe, efficient and effective way, meeting the needs of the school and all those it serves.

This Restore Project tool introduces two versions of the PLG process and its application to RP. The first is a ‘practical application’ of RP version developed by the Restore Project and the second is a ‘theory reinforcement’ version developed by IIRP www.iirp.edu

The Restore Project acknowledges IIRP’s copyright in their material, and thanks them for giving their permission to use the extracts from their program.

IIRP can provide further support and provide complete tools through their ‘SaferSanerSchools’ whole school change program. Visit <https://www.iirp.edu/continuing-education/safer-saner-schools> for more details.

1. Restore 'Practical Application' style of PLG

The **Restore style of PLG** focuses upon the practical application of restorative practices (RP) across the whole school. This involves reviewing current practice and deciding if and how RP might improve, enhance or replace existing practice, thereby ensuring RP is experienced throughout the school and all those they serve in a very real and tangible form.

This PLG process focuses upon the application of the following key elements of restorative and relational practice:

The Social Discipline Window (SDW)

Fair Process

Free expression of Emotions (Affect Theory)

Restorative Questions (and language)

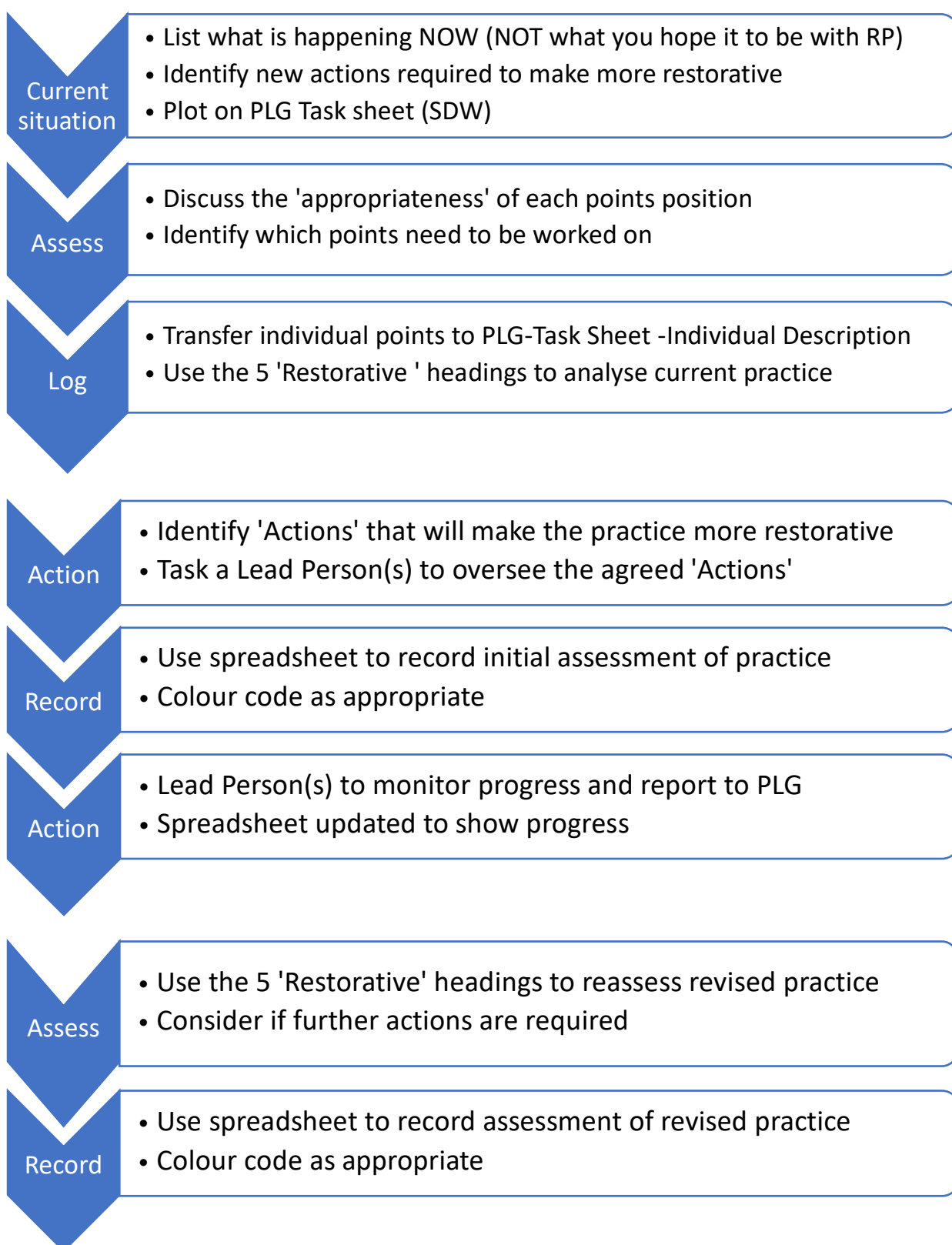
Separating the 'Deed for the Doer' / 'Act from the Actor'

Overleaf you will find the Guidelines for this style of PLG, followed by relative materials required to carry them out and three PLG 'Individual Task' examples.

Using the process described on page 4, the school's Senior Leadership Team (SLT) identified several issues identified by them as a result of this PLG process, using the four boxes to map them. They then recorded them all on 'Individual Task' sheets, of which the following are three examples:

1. Transition of Year 6 pupils to feeder High School. Information sharing and continued support plan. (*Identified as in the WITH box*)
2. Occurrences of unacceptable behaviour at lunch time, mainly boys not taking part in unfocused adult led activities. (*Identified as in the TO box*)
3. Chill out club/room (my cloud space) to be available at breaks to use as a sanction for poor behaviours. (*Identified as in the NOT box*)

Professional Learning Groups (PLG'S) Guidelines



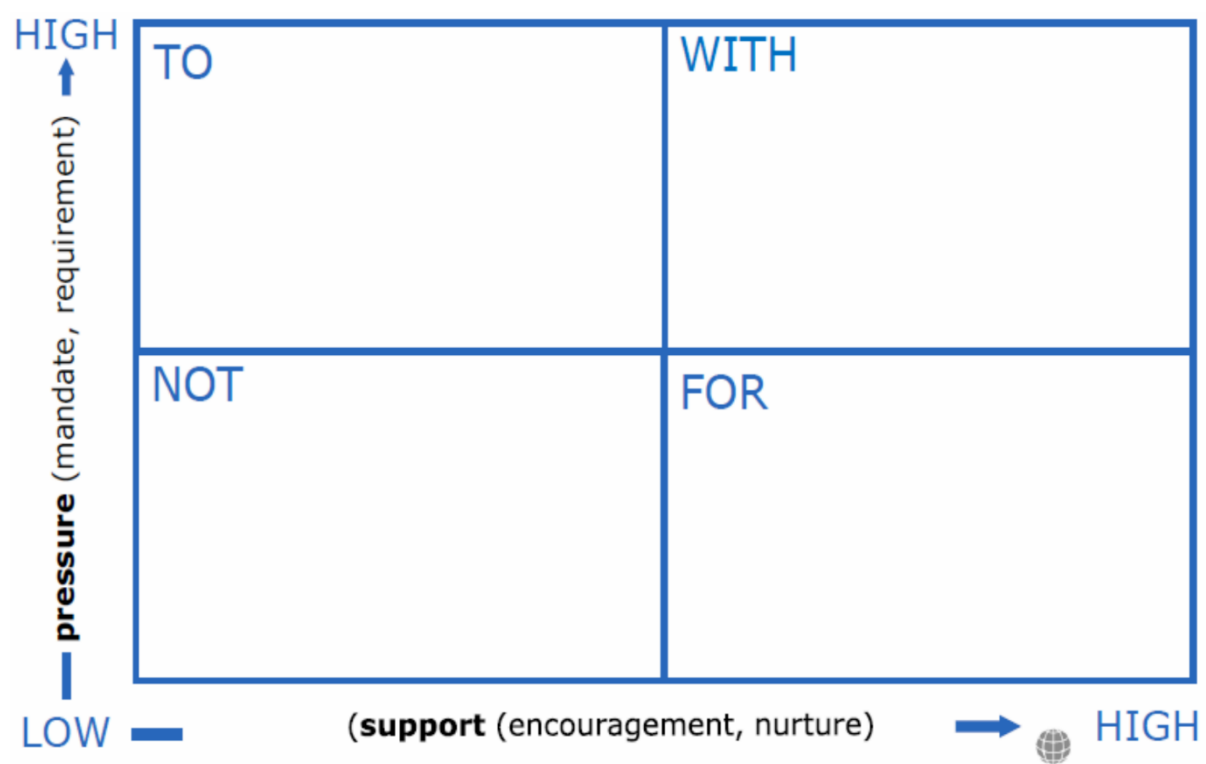
Example forms for use with this style of PLG:

- The first form is used to record the current situation and document what is happening NOW (NOT what you hope it to be with RP)
- Identify new actions required to make more restorative
- Plot on PLG Task sheet Social Discipline Window (SDW)

Needs to be printed/drawn on at least A3 sheet to give room for full record to be created, as below:

PLG TASK SHEET: **SCHOOL NAME?** – Senior Leadership Team (SLT)

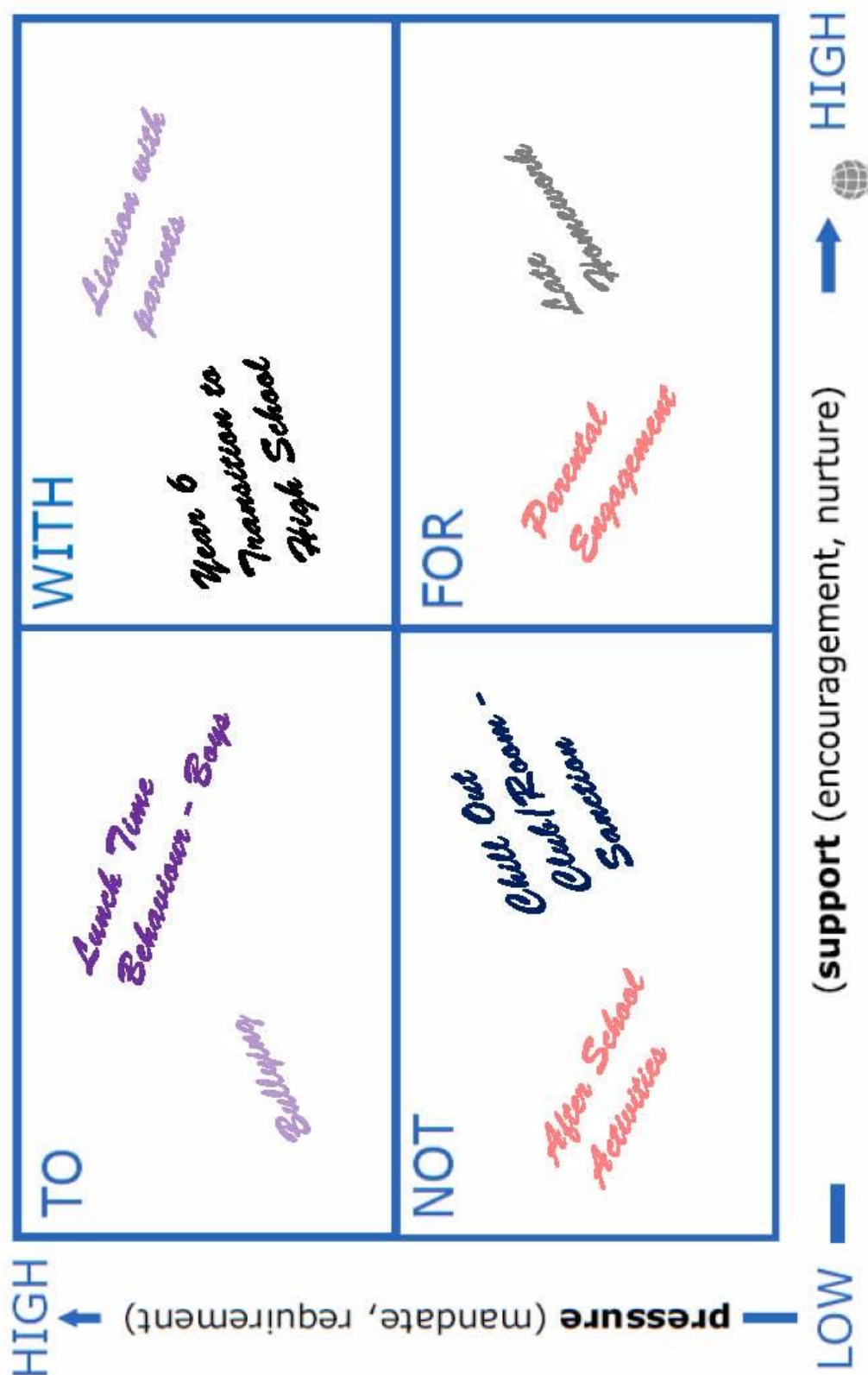
TASK: A PLG to implement and put theory into practice within **SCHOOL NAME?**



See the completed example overleaf.

PLG TASK SHEET (EAST WARD GROUP [EW.SLT])

TASK: A PLG to implement and put theory into practice within East Ward Primary School



The PLG then discuss the 'appropriateness' of each points position in the grid and then identify and agree which points need to be worked on.

- These are then all individually transferred to a PLG 'Individual Task' sheet as overleaf, using the 5 'Restorative ' headings to analyse current practice.

PLG 'INDIVIDUAL' TASK SHEET

(**SCHOOL NAME?** SENIOR LEADERSHIP TEAM GROUP (SLT))

INDIVIDUAL TASK DESCRIPTION:

TASK LEADER/s: _____

Does this task work WITH – TO – FOR - NOT? *(Circle as Appropriate)*

NOTES:

ACTION/s *(SMART?)*:

Is fair process being observed in this task? Y/N

(ENGAGE – EXPLAIN - CLEAR EXPECTATION)

NOTES:

ACTION/s *(SMART?)*:

Relational language and questions are used within this task? Y/N

NOTES:

ACTION/s (*SMART?*):

Does this task allow for the free expression of all emotions? Y/N

NOTES:

ACTION/s (*SMART?*):

Where appropriate, does this task separate the Act from Actor/Deed from Doer? Y/N

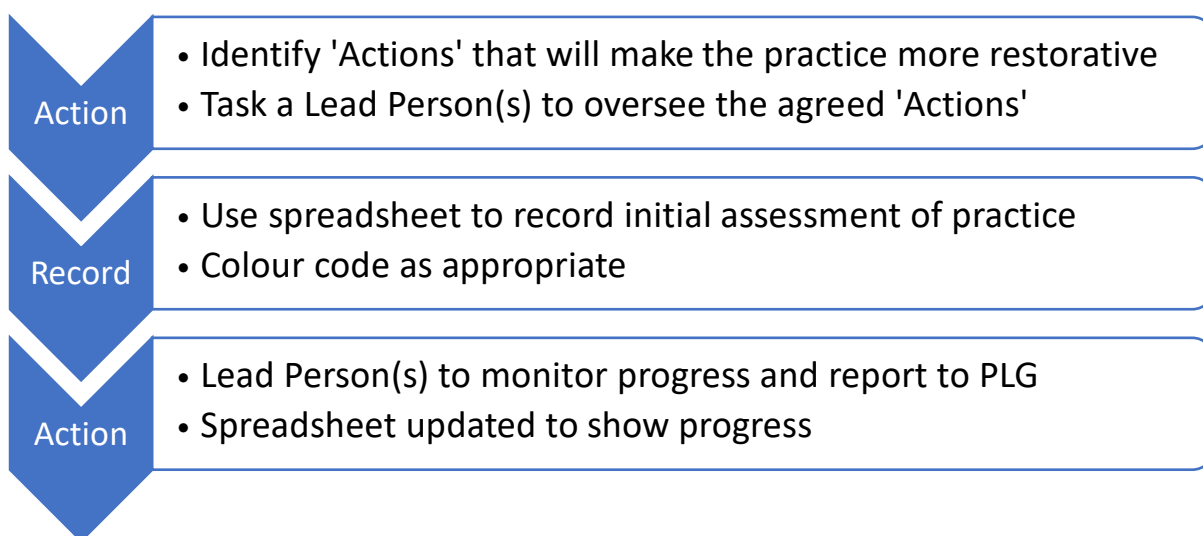
NOTES:

ACTION/s (*SMART?*):

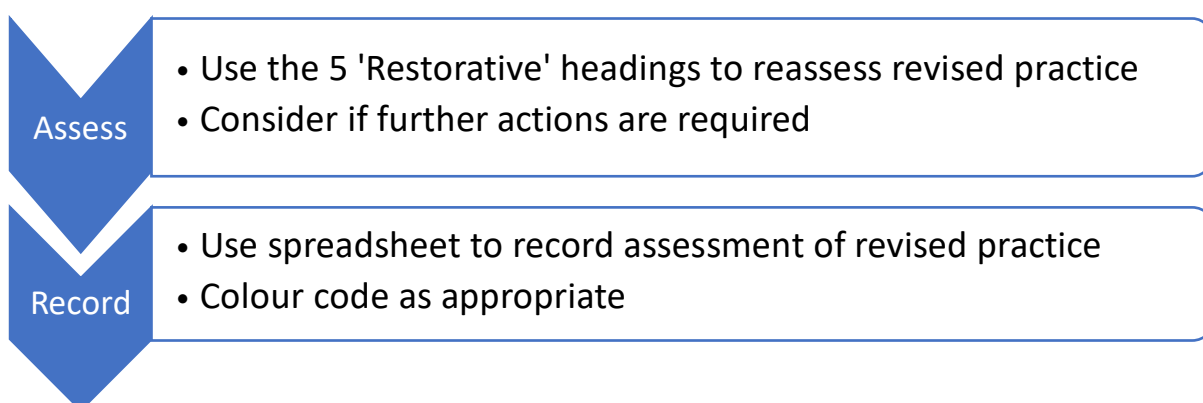
REVIEW DATE: _____

Page 2

The following tasks are then carried out for **each & every** individual task sheet:



A review date is set and recorded at the bottom of **each & every** individual task sheet, which then leads to the below processes:



Overleaf you will find three examples of completed 'Individual Task' sheets (kindly supplied by one of our Restore Project - Bury, UK schools). To aid recognition, we used different coloured paper for each of the five separate PLG's formed across the two schools we worked with on the project.

Beyond the end of the project, our IIRP Europe partner can provide further advice and support in the use of this style of PLG at Europe@iirp.edu

Example 1. Transition of Year 6 pupils to feeder High School. Information sharing and continued support plan. (Identified as in the WITH box)

PLG TASK SHEET (JOINT TRANSITION GROUP [J.TRANI])

INDIVIDUAL TASK DESCRIPTION:

Transition of y6 pupils to feeder high school.
Information sharing and continued support plan.

TASK LEADER/s: DC/CO

Does this task work WITH - TO - FOR - NOT? (Circle as appropriate)

NOTES:

Opportunity to discuss individual pupils and effective strategies

ACTION/s (SMART?):

2 transition meetings to be held following completion of individual transition forms with head of y7 of feeder schools. Visit to school for identified children. Visit to primary from high school staff. Children to share work they are proud of.

Is fair process being observed in this task? Y/N

(ENGAGE - EXPLAIN - CLEAR EXPECTATION)

NOTES:

Clear communication and follow up meetings planned.

ACTION/s (SMART?):

* See above

1

Relational language and questions are used within this task? Y/N

NOTES:

Used within examples of effective strategies

ACTION/s (SMART?):

Chs identified as R ambassadors to move project on in high school.

Does this task allow for the free expression of all emotions? Y/N

NOTES:

All staff and children given a voice and forum to discuss praise concerns and clarify.

ACTION/s (SMART?):

Individual meetings
Group meeting
Extend transition visit

Where appropriate, does this task separate the Act from Actor/Deed from Doer? Y/N

NOTES:

ACTION/s (SMART?):

REVIEW DATE: _____

2

Example 2. Occurrences of unacceptable behaviour at lunch time, mainly boys not taking part in unfocused adult led activities. (*Identified as in the TO box*)

PLG TASK SHEET
(EAST WARD SENIOR LEADERSHIP TEAM GROUP [EW.SLT])

INDIVIDUAL TASK DESCRIPTION:
Occurrences of unacceptable behaviour at lunch time, mainly boys taking part in unfocused activities.

TASK LEADER/s: D Toffey + D Christensen

Does this task work WITH - TO - FOR - NOT? (Circle as Appropriate)

NOTES:
Activities are decided by adults meaning that station "Are children motivated to engage in task?"

ACTION/s (SMART?):

- Children to be consulted via school council reps on what activities they would like to access at lunchtime.
- More flexible approach to lunchtime club - drop in session for children requiring support can return to playground.

Is fair process being observed in this task? Y/N
(ENGAGE - EXPLAIN - CLEAR EXPECTATION)

NOTES:

Children are engaged in the planning process, peer mediators given a role to facilitate the activities.

Process explained to all children in an expectation assembly.

ACTION/s (SMART?):

- Peer mediators to demonstrate the different activities on a Monday during assembly.
- Half termly pupil review to take place in each class to decide new terms activities, and fed back in school council meeting.

1

Relational language and questions are used within this task? Y/N

NOTES:
Q's are asked of children to deescalate and re-engage and motivate. All PM to have RP cards. Photos to be displayed around school.

ACTION/s (SMART?):

- Peer mediators to use the RP Qs to repair harm.
- D Toffey to model the use.

Does this task allow for the free expression of all emotions? Y/N

NOTES:
Children and staff are free to express how they feel and what they would like to see in the future, and how to improve lunch.

ACTION/s (SMART?):

- Use "even better if's" to review the success of activities.
- Resources to be purchased.
- Staff to mean activity they feel confident leading on.

Where appropriate, does this task separate the Act from Actor/Deed from Doer? Y/N

NOTES:
Children now take ownership of activity/have a voice.

Do we need to have a carousel system on football?

ACTION/s (SMART?):

REVIEW DATE: December 2019

2

Example 3. Chill out club/room (my cloud space) to be **available at breaks to use as a sanction** for poor behaviours. (Identified as in the NOT box)

<p>PLG TASK SHEET (EAST WARD SENIOR LEADERSHIP TEAM GROUP [EW.SLT])</p> <p>INDIVIDUAL TASK DESCRIPTION: Chill out club/room (my cloud space) to be available at breaks to use as a sanction for poor behaviours.</p> <p>TASK LEADER/s: Daffney Dwailes - Staff consultation.</p> <p>Does this task work WITH – TO – FOR –NOT? (Circle as appropriate)</p> <p>NOTES: Children are directed by adults following a clear behaviour system</p> <p>ACTION/s (SMART?): Children to write written responses to RP questions when having time out/sanction in Chill Club</p>	<p>Relational language and questions are used within this task? Y/N</p> <p>NOTES: Both verbal and written form.</p> <p>ACTION/s (SMART?):</p> <p>Does this task allow for the free expression of all emotions? Y/N</p> <p>NOTES: All people effected are given opportunity to express feelings/wishes/needs and wants.</p> <p>ACTION/s (SMART?): RP session held - impromptu or planned. Delivered/facilitated by DC, BS, LM</p> <p>Where appropriate, does this task separate the Act from Actor/Deed from Doer? Y/N</p> <p>NOTES: Opportunity to repair harm.</p> <p>ACTION/s (SMART?):</p>
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REVIEW DATE: Dec 2019 2

<p>PLG TASK SHEET (EAST WARD SENIOR LEADERSHIP TEAM GROUP [EW.SLT])</p> <p>INDIVIDUAL TASK DESCRIPTION: Chill out club/room (my cloud space) to be available at breaks to use as a sanction for poor behaviours.</p> <p>TASK LEADER/s: Daffney Dwailes - Staff consultation.</p> <p>Does this task work WITH – TO – FOR –NOT? (Circle as appropriate)</p> <p>NOTES: Children are directed by adults following a clear behaviour system</p> <p>ACTION/s (SMART?): Children to write written responses to RP questions when having time out/sanction in Chill Club</p>	<p>Is fair process being observed in this task? Y/N (ENGAGE – EXPLAIN – CLEAR EXPECTATION)</p> <p>NOTES: Following staff well-being consultation session, staff agreed that there needs to be a for consistent approach to dealing with incidents of inappropriate behaviour and a necessary consequence to actions. Staff agreed to a necessary consequence to actions. Staff agreed to a necessary consequence to actions. Staff agreed to a necessary consequence to actions.</p> <p>ACTION/s (SMART?): not to report this as a detention. Children are identified following logs to CPOMS. Verbal RP on 1:1 in first instance. Referred to chill club at next point following incident to complete RP sheet with Os. If necessary a group RP session held to restore harm or action points raised in meeting.</p>
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1

2. IIRP's 'Theory Reinforcement' style of PLG

The IIRP style of PLG involves a series of 17 PLG meetings (as outlined below), which build upon the related training sessions the school staff have received. The meetings focus on the whole range of underlying restorative practices and circles theories in detail, thereby reinforcing them and ensuring they are embedded within the school's culture.

PLG #	Date	Topic	Specialist
1		Organisational Meeting	
2		Fundamental Hypothesis	
3		Fundamental Hypothesis	
4		Affective Statements	
5		Affective Statements	
6		Fair Process	
7		Fair Process	
8		Fair Process	
9		Reintegrative Management of Shame	
10		Reintegrative Management of Shame	
11		Restorative Questions	
12		Restorative Questions	
13		Proactive Circles	
14		Proactive Circles	
15		Proactive Circles	
16		Restorative Staff Community	
17		Restorative Staff Community	

**See link to full 'IIRP PLG Planning and Reflection Guide', which covers all 17 PLG sessions, on page 16.*

These meetings are all run to the same format, as outlined overleaf:

Professional Learning Group (PLG)

Meeting Agenda

There are 4 phases to each meeting of the PLG: (it is the facilitator's responsibility to move the PLG from one phase to the next).

1. **Opening Go-around (storytelling)** – The opening go-around is a brief storytelling exercise during which all staff members share one experience they have had implementing restorative practices. This is a sequential go-around in which everyone participates.

2. **Learning Activity** – This phase of the PLG meeting is guided by the specialist assigned to the essential element currently under intensive focus. The activity is designed to provide a deeper understanding of the essential element and to move staff toward proficiency.

3. **Restorative Problem Solving (brainstorming)** – During this phase the facilitator leads the group through an experience called "restorative problem-solving", this exercise has 3 parts:

- First, one member of the PLG is selected to share an issue or problem they are currently experiencing and for which they would like to receive some help. Once this person shares all the pertinent information about their situation with the group, they must listen to all restorative brainstorms without question or comment.
- The group then offers restorative suggestions or brainstorms. It is best for these brainstorms to be in the form of direct suggestions, not questions.
- Finally, at the end of a specified amount of time, the person receiving the suggestions shares with the group something they would like to try from the brainstorms.

4. **Closing Go-around (commitments)** – During the final go-around each member of the PLG states one thing they will do related to implementing restorative practices before the next PLG meeting. This is a sequential go-around in which everyone participates. Facilitator then ensures that meeting minutes are submitted to the online group space. This can be done by the facilitator or another designated group member.

Overleaf is a suggested template for use by the meeting facilitator (*using **PLG Meeting 2** as just one example from the 17 PLG meetings*).

PLG Meeting #2 PLG Fundamental Hypothesis

(Explores the Social Discipline Window)

Meeting Date & Time:	Facilitator:
Location:	Specialist:

Meeting Agenda

- Opening go-around (Proactive Topic)
- Learning Activity: Review pages 45-68 in the Restorative Practices Handbook and discuss ways in which you work with people rather than to them or for them.
- Restorative Problem Solve: Open for one staff member
- Assign next learning activity for E.11 Understanding Fundamental Hypothesis from list below.
- Closing go-around and restorative commitment: "I commit to..."

*PLG Facilitator records and post meeting minutes

Learning Activity Assignment #2: (Choose One) Role-play ways in which you work with people; or Play the "With" Game. Using masking tape on the floor, create four boxes (See Learning Activities Resources Guide – Page 5)

Person Responsible: PLG facilitator leads group using four-phase process. Specialist leads group in learning activity.

Resources Needed:

- PLG assigned meeting space with chairs in a circle
- Talking Piece
- PLG Meeting #2 Agenda
- PLG Learning Activities Resource Guide
- The Restorative Practices Handbook (Blue Book)

Minutes:

Here are the 'WITH' game instructions linked to PLG Meeting 2 Fundamental Hypothesis, taken from Page 5 of the 'Learning Activities Resources Guide' (*see link to full guide below). This will give you an idea how you might use them for your own PLG's:

The Fundamental Hypothesis (*Explores the Social Discipline Window*)

1. Reread pages 45-68 in *The Restorative Practices Handbook*. Discuss ways in which you work *with* people rather than *to* them or *for* them.
2. Role-play ways in which you work *with* people.
3. Play the "With" Game. Using masking tape on the floor, create four boxes. Ask a few people to sit in each box. Do *not* tell them which box they are in. Give them a piece of paper, a few markers and the task to draw "something" as a group. You must interact with each group. Ignore the people in the "not" box. Bark directions to those in the "to" box. Do the work for those in the "for" box. Work with those in the "with" box. When the task is done, have members of each group talk about how it felt to be treated the way they were treated. Identify the "to," "for," "not" and "with" boxes. Process.

*With kind permission of **IIRP**, the **Restore website** at <https://www.restore-project.eu/>, has links to the **IIRP PLG Planning and Reflection Guide** (which covers all 17 PLG sessions), plus the **PLG Learning Activities Resource Guide** and **Tuckman's Stages of Group Development** it refers to. All **textbooks** referred to can be purchased via: <https://www.iirp.eu/shop/>.

IIRP can provide further support plus details of the whole school change program through '**SaferSanerSchools**'. Visit <https://www.iirp.edu/continuing-education/safer-saner-schools> for more details.