#### Learning Together Logic Model

# Inclusive intervention inputs

Survey needs of year-8 students

Facilitator for action group meetings comprising staff and students

All-staff training in restorative practices; and in-depth training for 8-10 staff per school

New social and emotional skills curriculum and learning materials

#### Intervention processes

#### Action group decides priorities, oversees actions

- School policies and rules revised
- Social / emotional curriculum delivered

## Primary restorative practice

- Staff use restorative language
- 'Circle time'

Secondary restorative practice

Conferencing

## Changes to school environment

Improved communication and relationships between:

- students
- staff and students

More studentcentred, responsive 'framing' of:

- learning and teaching
- discipline
- social support
- management / organisation

# Student intermediate impacts

More students engage in education

More students connect to school community, and avoid anti-school groups and risk behaviours

More students develop 'life skills'

More students form trusting, empathetic and warm

More students make healthier decisions

### Student health outcomes

Primary outcome: Reduced experience of violence and bullying

Improved quality of life and psychological function and

Reduced substance use; and sexual risk behaviours

Reduced use of NHS services; contact with the

Reduced truancy and school