

4 - Interview guide documentation

4.1: Interview guide for trainers

Topic guide for interviews with RP trainers

INTRODUCTION

Thank you for taking the time to participate in this interview. The purpose of the interview is for the research team to understand your views and experiences of the trial. This will help us better understand how the intervention has been implemented across our intervention schools, as well as your experience of the trial. The interview is not aimed at measuring your performance and there are no right or wrong answers.

The interview should take about 30 minutes. Everything we talk about will be completely **confidential**. You will not be identified at any point nor will the schools you worked with.

Have you provided your written consent via email to take part? Have you got any questions before we start?

BACKGROUND INFORMATION

Briefly, what is your background and experience in terms of restorative practice and work in schools?

Part 1: All-staff training

| | |
|--|--|
| What were you aiming to achieve in the all-staff training? | What impacts did you hope to achieve re. staff knowledge, attitudes or skills? |
| Describe how the training went? | How might this translate into practice ? What learning strategies did you use? How did it compare to other training you do? Was the large number of participants a problem? |
| To what extent was the content of the all-staff awareness training standardised across the schools you visited? | Did you use the same materials (e.g. videos, activities)? What were the reasons for amendments in some schools (e.g. time, culture)? |
| How was all-staff training coordinated with schools? | Did you contact schools directly or via Miranda (lead facilitator)? When did schools tend to schedule training |

| | |
|---|--|
| What were the main successes and challenges of the all-staff training? | (time of day/ school term)? What worked/didn't work in regards to scheduling; implementation; buy-in from school staff? |
| Did you find 3 hours for the all-staff session suitable for the purpose of raising awareness and engaging staff? | Did staff appear willing and/or enthusiastic about participating? Could this be shortened/lengthened? |
| Part 2: In-depth restorative training | |
| What were you aiming to achieve in the in-depth training? | What impacts did you hope to achieve re. staff knowledge, attitudes or skills? |
| Describe how the training went? | How might this translate into practice ? What learning strategies did you use? |
| Which parts of the training were tailored / standardised? | Was the large number of participants a problem? How did it compare to other training you do? |
| How was the in-depth training coordinated? | Did you use the same materials (e.g. videos, activities)? How were decisions on amending sessions or sections of sessions made? |
| What were the main successes and challenges of delivering the in-depth training? | Who was your main point of contact (schools or intervention team/Miranda) for scheduling sessions? When did schools tend to schedule training (time of day/ school term)? |
| Did schools contact you after the in-depth training to get restorative practice materials? | What worked/didn't work in regards to scheduling; implementation; buy-in from school staff? |
| Have any of our intervention schools commissioned you to conduct further training with their staff or students? | Did staff appear willing and/or enthusiastic about participating? |
| How did school staff feel about the length | Did any of the intervention schools contact other 'restorative' schools you've worked with in the past? Which schools? What was delivered? For how long? |
| | Should this be shortened/lengthened ? |

of training (3 days)?

Part 4: Other barriers and Facilitators

Do you think the schools you trained have the capacity to deliver restorative practice?

Thank you for your time

In your view, what are main **barriers to implementing** restorative practice in schools?

Topic guide for interviews with Facilitators

INTRODUCTION

Thank you for taking the time to participate in this interview. The purpose of the interview is for the research team to understand your views and experiences of the trial. This will help us better understand how the intervention has been implemented across our intervention schools, and how this relates to school context, as well as your experience of the trial. The interview is not aimed at measuring your performance and there are no right or wrong answers.

The interview should take about 60 minutes. Everything we talk about will be completely **confidential**. You will not be identified at any point nor will the schools you worked with.

Have you provided your written consent via email to take part? Have you got any questions before we start?

BACKGROUND INFORMATION

1 Which school(s) did you work with on this project?

2 What is your background and experience in terms of teaching and other work in schools?

Part 1: School context

First, we would like to get a sense of the context of the schools you worked with on this project.

Where >1 school: Let's go through each school individually, starting with School A.

| | |
|--|---|
| Can you describe the schools you work with on this project (for example, in terms of its organisation, culture, relationships)? | How would you describe the school? How would you describe school leadership and management? What are the main priorities and challenges |
|--|---|

| | |
|--|--|
| | <p>faced by this school?</p> <p>What are the relationships among and between staff and students like?</p> <p>Is bullying, violence and aggressive behaviour a problem at the school?</p> |
| Part 2: Intervention implementation | |
| Next, we would like to get an idea of how the intervention was implemented at the schools you worked with. | |
| <i>Where >1 school: Let's go through each school individually, starting with School A.</i> | |
| What typically happened at an Action Group meeting at the schools you worked with? (Just a general idea of how it was formatted, don't need in-depth descriptions of what happened at each meeting) | <p>How were Action Group meetings organised (e.g. scheduling/ timetabling)?</p> <p>What was the format of the Action Group meeting (e.g. open discussion, presentations, small group activities etc.)?</p> <p>Were meetings attended by an SLT member?</p> <p>Who spoke most and who spoke least re. staff and students?</p> <p>Did you have to prepare for meetings? After meetings?</p> <p>How many AGM meeting were held at the school? What were the barriers, if any, in scheduling and implementing these?</p> |
| Did the Action Group find the needs- | How did the group(s) review the needs- |

| | |
|--|---|
| <p>assessment report useful for identifying priorities at the start of the project?</p> | <p>assessment report?</p> <p>What was good about this? What was not good?</p> <p>What priorities were identified?</p> <p>Did schools use other data to inform what priorities to focus on?</p> |
| <p>What actions were taken by the Action Groups at the schools you worked with?</p> | <p>How were these actions decided?</p> <p>Which school policies/practices and school rules were reviewed? Were changes made to these?</p> <p>What other actions were taken by the Action Group(s)?</p> <p>What actions have been <i>implemented</i> in the school?</p> <p>Were there any actions that were planned but not achieved? If so, why?</p> <p>Who if anyone was responsible for reviewing whether actions had been implemented?</p> |
| <p>What were the main challenges of the Action Group?</p> | <p>For example, decision making, scheduling, implementation, involvement? How were these challenges affected by the culture of the school? Or the types of students/staff involved?</p> |
| <p>Was the Learning Together curriculum</p> | <p>How were optional units/lessons decided?</p> |

| | |
|---|---|
| <p>delivered as planned at the schools you worked with?</p> | <p>What year group received the curriculum? How was it delivered (e.g. tutor time, subject, drop down day)?</p> <p>Do you know how well the curriculum was received by students and staff?</p> <p>What were the barriers, if any, to delivering the curriculum at the schools?</p> <p>Were you involved in supporting the implementation of the curriculum? What was your role?</p> |
| <p>What did the school(s) you worked with think of the restorative practices training?</p> | <p>How are schools using 'restorative' approaches in their work?</p> <p>Did the restorative practice training inform any decisions/actions made on the Action Group?</p> <p>What are the barriers, if any, to implementing restorative practices at the schools you work with?</p> |

Part 3: Adaptations and deviations

Next we would like to know if there were any adaptations or deviations to the way in which the intervention was implemented at the schools you worked with.

Where >1 school: Let's go through each school individually, starting with School A.

| | |
|---|---|
| <p>Were there any adaptations made to how the intervention was intended to be delivered?</p> | <p>For example, in terms of scheduling of the Action Group? Action Group membership? Decision making procedures on the Action</p> |
|---|---|

| | |
|--|--|
| | Group? |
| What were the reasons for the adaptations/deviations? | <p>Were these logistical changes (e.g. timing, scheduling)?</p> <p>Were these changes made in order for the intervention to be appropriate for your particular school context (e.g. made sense based on school culture, participants)?</p> |
| Part 4: Other barriers and Facilitators | |
| We would like to get a sense of key barriers and facilitators to implementing the interventions at the schools you work with. | |
| <i>Where >1 school: Let's go through each school individually, starting with School A.</i> | |
| What were the main successes of the Action Group? | What went well? What didn't go well? |
| | |
| Do you think the schools you work with have the right capacity to deliver the intervention? | <p>In your view, are any of the schools failing?</p> <p>Are the schools undergoing any big changes?</p> <p>Is there a commitment from the senior leaders?</p> |
| Are any of the schools you work with at risk of dropping out of the trial? | What are the reasons? |
| Part 5: Coordination | |
| Finally we would like to get a sense of how Action Groups and other activities were coordinated by the Learning Together team | |
| How were you recruited to participate in the trial? | What attracted to you to participate? |

| | |
|---|---|
| How did coordination of the Action Groups at your school(s) work? | What was good about the coordination, what was bad? |
| How did you work with Miranda? | What was good about the coordination, what was bad? |
| How did you work with the research team? | What was good about the coordination, what was bad? |

Thank you for your time

Topic guide for interviews with AG members at intervention schools

INTRODUCTION

The interview should take about 30 minutes. We will ask you questions about your views of the Learning Together Action Group. Everything we talk about will be completely **confidential**. You will not be identified at any point nor will your school. Also, if you don't want to answer a particular question, you don't have to and if you feel uncomfortable or find it difficult to talk about things we can stop the interview at any point.

Do you agree to take part? We need you to fill in and sign a consent form. Is that OK?
Have you got any questions before we start?

BACKGROUND INFORMATION

How long have you worked/been at this school?

Staff: what is your job title at this school & what are your main responsibilities?

Students: what school-year are you in?

| Question | Additional probes |
|---|-------------------|
| Begin by asking them to tell you what they know about the INCLUSIVE trial. | |

| | |
|---|---|
| <p><u>1. RECRUITMENT</u></p> <p>How did you end up being on the Action Group?</p> | <p><i>Tell me what happened.</i></p> <p>What attracted you?</p> <p>What do you think of the process of recruiting <i>staff</i>?</p> <p>What do you think of the process of recruiting <i>students</i>?</p> <p>Who is/is not represented (staff and students)?</p> <p>How could recruitment and representation be improved?</p> <p>What sort of people should be recruited that are not at the moment?</p> |
| <p><u>2. NEEDS-ASSESSMENT</u></p> <p>Was the needs-assessment report provided useful?</p> | <p>What was useful? What was not?</p> <p>What was missing?</p> <p>What other important would be useful? (e.g. school data)</p> <p>How could it be improved?</p> |
| <p><u>3. ACTIONS</u></p> <p>Do you think the Action Group has</p> | <p>Which school policies and practices have been reviewed and changes?</p> |

| | |
|---|--|
| <p>been useful at this school?</p> | <p>What actions were taken by this group?</p> <p>How else could we get a range of staff and students working together?</p> <p><i>Tell me what the main successes have been.</i></p> <p>What is <i>beyond the scope</i> of the Action Group?</p> <p>How could the Action Group have more power and/or improved?</p> |
| <p><u>4. STUDENT VOICE</u></p> <p>Do you think the Action Groups is an effective mechanism for promoting student voice?</p> | <p>How much say do the students on the Action Group have? (To student: Do you feel your views are taken seriously?)</p> <p>Have could this be improved?</p> <p>How do staff listen to students' view (if at all) normally – <i>formally and informally</i>?</p> <p>Are there any <u>problems</u> with increasing student voice through the Action Group?</p> |
| <p><u>5. GENERAL VIEWS</u></p> <p>Tell me more about how the action group is going.</p> | <p>Do you enjoy it?</p> <p>Do you feel it is a good use of time for improving the school ethos and practices?</p> <p>What would you change?</p> |

| | |
|---|---|
| <p><u>6. OTHER</u></p> <p>Do other staff or students in the school know about the action group?</p> | <p>Are other staff/students involved in making changes to the school ethos/practice from ideas emerging from the action group?</p> <p>Do other staff/students know what the Learning Together programme is?</p> |
| <p>If there is time also explore the broader school context.</p> | |
| <p>For staff: What do you think the over-arching priorities for you/the head/senior management team at the moment?</p> <p>For student: What do you think the school staff (teachers, SLT) are most concerned about in the school?</p> | <p>How is this school rated in terms of Ofsted reports, SATS scores and GCSE results?</p> <p>How much is student voice and participation in decision-making prioritised?</p> <p>How much are bullying and aggression prioritised?</p> <p>How much is students' health prioritised? What public health issues?</p> |
| <p>In your experience, how can schools foster really supportive teacher-student relationships?</p> | <p><i>What causes difficult relationships between staff and students at times?</i></p> |

Thank you for your time.

4.4: Interview guide for school staff delivering the curriculum

Learning Together Curriculum Interviews

Telephone interviews with a teacher involved in delivering the Learning Together curriculum

Thank you for agreeing to take part in this interview. I'm a member of the Learning Together research evaluation team and as part of our research we want to find out more about your school, and get your views about the Learning Together social and emotional curriculum which you delivered at your school.

This interview should take 15-20 minutes. Everything we talk about will be completely confidential. You will not be identified at any point nor will your school and what you say will be private. Also, if you don't want to answer a particular question, you don't have to and if you feel uncomfortable or find it difficult to talk about things we can stop the interview at any point.

Are you happy to continue?

| Questions | Prompts |
|--|--|
| General delivery | |
| What units and lessons of the curriculum were taught? | |
| Was Unit 1 delivered first? | |
| How did you decide which additional units to deliver? | Did you use the needs assessment report to decide? |
| What year groups was it delivered to? | Did all students in the year group receive it? Was there any variability? |
| How was it delivered? | E.g. drop down day; form time; subject lesson |
| Typically, how long do you think (each) teacher(s) spent delivering the curriculum in total? In other words, how many hours was spent delivering the curriculum? | |
| Did you use the learning together resources? | What kind of adaptations did you make? |

| | |
|---|---|
| | Did individual teachers (if delivered by many) decide how to deliver it on their own? |
| Did you take time to prepare before delivering the curriculum? | For example, did you modify the lesson; read the resources or Learning Together handbook? |
| Views about delivery | |
| Is the curriculum different to what is normally delivered to students? | In what way? E.g. topics, method of delivery, time commitment |
| What did you like about the curriculum? | |
| What would you change about the curriculum? | Was it locally appropriate to your school context? For your students? |
| In your view, how did students react/receive the curriculum? | Did students enjoy the activities or not? Were they able to understand the material? |
| In what way, if any, do you think the lessons will improve student behaviour? | |
| School context | |
| To what extent is social and emotional learning prioritised at the school? | |

4.5: Survey of staff implementing restorative practice (restorative monitoring tool)

Restorative Monitoring Tool

This survey is part of the evaluation of the Learning Together programme. It will be sent to you once in Spring, Summer and Autumn. It should take 5 minutes to complete. Return the completed survey to the research team via email: Emily.Warren@lsh.ac.uk

Please respond truthfully.

Your responses will only be seen by the research team.

Your name and your school name will never feature our reporting.

SECTION 1: GENERAL INFORMATION

| Identifying Information | |
|--|--|
| School name | |
| Your role in the school | |
| Date | |
| Select the time period for which this form is being completed by clicking 'choose an item' drop down list here | |
| Choose an item | |

SECTION 2: USE OF RESTORATIVE PRACTICES FOR PREVENTION

Please select which restorative practices were used this term proactively to prevent student misbehaviour

| | |
|---|--|
| Description of restorative practices for prevention of misbehaviour | <input checked="" type="checkbox"/> all that apply |
| Restorative mind-set | <input type="checkbox"/> |
| I have viewed situations in an open and non-judgemental manner | |

| | |
|---|--------------------------|
| Self reflection | <input type="checkbox"/> |
| I have reflected on my practice and actions to examine strengths and areas of development | <input type="checkbox"/> |
| Affective language | <input type="checkbox"/> |
| I have used language to challenge or support behaviour in a manner that preserves or enhances the relationship. | <input type="checkbox"/> |

| | |
|--|--|
| Were the preventive restorative practices selected above used for students in your own classroom or outside your classroom? Select all that apply | |
| Used in my own classroom <input type="checkbox"/> | Used outside my classroom <input type="checkbox"/> |

Overall, were the restorative practices you selected useful in preventing misbehaviour? Select one response.

| | | | |
|---|--|---|---|
| Yes, definitely <input type="checkbox"/> | Yes, probably <input type="checkbox"/> | No, not really <input type="checkbox"/> | No, definitely not <input type="checkbox"/> |
|---|--|---|---|

Did you feel confident in applying the restorative practices listed above? Select one response.

| | | |
|------------------------------|-----------------------------|-----------------------------------|
| Yes <input type="checkbox"/> | No <input type="checkbox"/> | Somewhat <input type="checkbox"/> |
|------------------------------|-----------------------------|-----------------------------------|

SECTION 3: USE OF RESTORATIVE PRACTICES TO RESPOND TO AN INCIDENT

Please select which restorative practices were used this term reactively in response to an incident of student misbehaviour.

| Description of restorative practice (select all that apply) | ✓ all that apply |
|---|--------------------------|
| Affective language I have used language to challenge or support behaviour in a manner that preserves or enhances the relationship. | <input type="checkbox"/> |
| Circles I have brought students together in a circle to respond to misbehaviour and allowed all involved the opportunity to speak and be heard. | <input type="checkbox"/> |
| Mediation I have facilitated a discussion about the views of students involved in an incident with a view to finding some agreement on a way forward. | <input type="checkbox"/> |
| Restorative conferencing | <input type="checkbox"/> |

| | |
|---|--------------------------|
| I facilitated a restorative conference in response to an incident and all the people involved agreed on a contract or plan for what needs to happen to repair any harm and ensure that it does not reoccur. | <input type="checkbox"/> |
| Family group conferencing I was involved in a process of bringing together students' families or outside agencies to identify a plan for addressing an incident/behaviour. | <input type="checkbox"/> |
| Community conferences I was involved in a process of bringing together a large number of people in the school community to discuss an incident or situation. | <input type="checkbox"/> |

Were these restorative practices used for students in your own classroom or in response to incidents outside your classroom? Select all that apply

Used in my own classroom

Used outside my classroom

Overall, were the restorative practices you selected useful in addressing misbehaviour? Select one response.

Yes, definitely

Yes, probably

No, not really

No, definitely not

Did you feel confident in applying the restorative practices selected above? Select one response.

Yes

No

Somewhat

4.6: Baseline control school SLT and staff interview guide

Year 1: Survey and interview SLT and school staff COMPARISON SCHOOLS

I am a researcher working on a trial to evaluate the Learning Together project in which your school is taking part. Learning Together aims to enable secondary-schools to reduce bullying and aggression, and promote students' academic attainment. Your school was randomly chosen to be in the 'control/comparison group'. I'd like to first conduct a short survey about your school practices and policies. I'll then interview you about your views of about your school and existing practices and programs.

The survey and interview should take about 30-35 minutes. Everything we talk about will be completely **confidential**. You will not be identified at any point nor will your school. We do this by using pseudonym's which are fictitious names in our reporting so you always remain anonymous. Also, if you don't want to answer a particular question, you don't have to and if you feel uncomfortable or find it difficult to talk about things we can stop the interview at any point.

Can I confirm that you have given consent to participate in this interview?

Note: Respondents will be sent information via email and asked to provide consent via email (to [REDACTED]) ahead of the scheduled interview.

Have you got any questions before we start?

BACKGROUND INFORMATION

Fill in respondents information in this box

1 How long have you worked at this school?

2 What is your job title at this school & what are your main responsibilities?

**School policies and practices survey with SLT and other staff members at all schools
(n=40)**

Before starting the main interview, I'd like to ask you a few survey questions regarding your school policies and practices. I'll ask you a set of questions and you can respond on a scale of 1 to 4 where 1 is 'strongly agree' and 4 is 'strongly disagree'.

So the options are as follows:

- 1 Strongly Agree
- 2 Slightly Agree
- 3 Slightly Disagree
- 4 Strongly Disagree

SET A: The first set of questions is concerned with staff authority and responsibility in your school (Hierarchical or distributed staff authority).

| Questions | Rating |
|---|--------|
| A1. The head teacher takes most of the decisions with little staff consultation | |
| A2. Teachers participate on a regular basis in the development of school policies | |
| A3. The senior leadership team consult with staff when making decisions | |
| A4. Teachers in this school take collective responsibility for student learning | |
| A5. Teachers in this school take collective responsibility for student wellbeing | |
| A6. Teachers and other staff in the classroom work collaboratively | |

SET B: The next set of questions is concerned with teacher-student collaboration at your school (Teacher authority or teacher-student collaboration).

| Questions | Rating |
|--|--------|
| B1. In my school students participate in decision making | |
| B2. Teachers in this school always show respect towards students | |
| B3. Students' views are listened to and taken seriously by staff in this school | |
| B4. Teaching strategies at this school enable students to build their own knowledge | |
| B5. There are opportunities for students to take responsibilities for their own learning in school | |
| B6. In this school the senior leadership team makes decisions without consulting students | |

SET C: The next set of questions is concerned with teachers support for students in your school (Teacher support for students across school or restriction to classroom)

| Questions | Rating |
|---|--------|
| C1. Many teachers at this school are involved in extracurricular activities | |
| C2. In my school teachers usually mix with students at break times | |
| C3. In my school teachers usually mix with students at lunch time | |
| C4. In my school, a lot of student pastoral care is delegated to non teachers | |
| C5. In my school, teachers usually avoid intervening in students disputes outside the classroom | |

SET D: The next set of questions tries to get a sense of how student learning is organised (Dividing up or bringing together students (learning)).

| Questions | Rating |
|---|--------|
| D1. Teachers at this school usually tend to focus on the students who have the potential to do well in tests and examinations | |
| D2. The school has a system for rewarding students who work hard and/or make good progress even if they do not reach high standards | |
| D3. Students of similar academic ability are grouped together for teaching in most subject areas | |
| D4. This school makes a special point of targeting resources on the students on the borderline of achieving 5 good GCSEs | |

SET E: The next set of questions tries to get a sense of the nature of discipline and pastoral care practices in your school (Dividing up or bringing together students (discipline and pastoral))

| Questions | Rating |
|---|--------|
| E1. My school mixes together students who are of different ages e.g. through tutor groups or extracurricular activities | |
| E2. Certain students in my school are repeatedly isolated from other students in response to misbehaviour | |
| E3. My school has a strong system of peer mentoring or peer buddying | |
| E4. My school runs conflict resolution programmes for students | |

SET F: The next set of questions is concerned with activities, practices or policies around student development (Focus on academic or broader development).

| Questions | Rating |
|--|--------|
| F1. The school has a system for rewarding students who achieve in non academic areas e.g. sport, arts | |
| F2. Our school provides a broad range of extracurricular activities for students (e.g. plays, athletics, music, dance) | |
| F3. The school development/improvement plan has targets related to student health and wellbeing | |
| F4. School INSET/training days often focus on student health | |
| F5. The school has a comprehensive written policy to address student smoking, drugs or alcohol use | |
| F6. The school teaches a social and emotional learning curriculum | |
| F7. My school offers a range of non traditional subjects for students in years 10 and 11 | |

SET G: The final set of questions is concerned with the extent to which your school is linked with the local community (Links to or separation from the local community).

| Questions | Rating |
|---|--------|
| G1. Parents often visit the school | |
| G2. This school engages parents in school improvement efforts | |
| G3. This school aims to build community support for the school's improvement efforts | |
| G4. Parents are regularly informed about the progress and achievements at school of their child | |
| G5. Parents give a lot of support to the work of the school | |

Thank you for time the survey.

Topic guide for interviews with SLT and other staff members at control schools

I'll now begin the discussion portion.

Part 1: Schools are often run in very different ways, so I'd like to find out more about your school.

| Question | Additional probes |
|--|---|
| <p>What are the over-arching priorities for you/the head/senior management team at the moment?</p> | <p>How much are bullying and aggression prioritised?</p> <p>How much is students' health and wellbeing prioritised? What health issues?</p> <p>In your view, how do you feel your school is performing?</p> <p>(We know what the school is rated in terms of Ofsted reports, SATS scores and GCSE results – this question is to get a sense of how the respondent feels about the school)</p> |
| <p>What do you do at this school to prevent bullying?</p> <p><i>*ensure these questions are asked clearly (for economic evaluation)</i></p> | <p>*What policies (did) do you have related to bullying and aggression?</p> <p>---How often (did) do you review them?</p> <p>---Who (did) does this and how long does it take?</p> <p>*What other programs related to bullying and aggression do you have at your school?</p> <p>---Who delivers them?</p> <p>---How long does it take?</p> |

| | |
|--|---|
| | <p>Do you think existing policies or programmes are useful?</p> <p>Which students are involved? Are certain groups targeted rather than the whole school?</p> <p>Probe any specific initiatives re: cyber-bullying?</p> <p>What methods are used...</p> <p>... classroom-based curriculum?</p> <p>... peer-led approaches?</p> <p>... theatre in education?</p> <p>... anything else?</p> |
| <p>Does this school use any 'restorative justice' approaches?</p> | <p>Why did you start? When? How delivered (circle time? conferencing?)? Who delivers?</p> <p>Which students are involved?</p> <p>Which staff are involved?</p> |
| <p>What training is provided to staff to address bullying and aggression?</p> <p><i>*ensure these questions are asked clearly (for economic evaluation)</i></p> | <p>*What training do staff get on bullying and aggression?</p> <p>---Who gets it?</p> <p>---How often?</p> <p>---Who delivers?</p> |
| <p>How much are students involved in decision-making at this school?</p> | <p>In what capacity (do they make decisions; are they consulted about decisions)?</p> |

| | |
|--|---|
| | <p>How is student decision making implemented in the school (e.g. school council, student committees etc)?</p> <p>Are students' views taken seriously?</p> <p>Could you give me an example of student led decision making which was adopted at this school?</p> <p>What types of students are invited or volunteer to participate?</p> |
| <p>What do you do at this school promote students health and wellbeing more generally?</p> | <p>Are you part of any local or national initiatives to address young people's <u>emotional / mental health</u>? <i>Give examples to probe e.g. TAMHS etc.</i></p> |
| <p>How do you deliver/teach PSHE at this school?</p> <p><i>*ensure these questions as asked clearly (for economic evaluation)</i></p> | <p>*What PSHE provision is there for social and emotional education?</p> <p>--- Who delivers it? Which students receive it? How many hours?</p> <p>What do you cover?</p> <p>Do you think this is good/useful at this school? Could the school do more?</p> <p>Is health and well-being addressed in any other subjects, besides PSHE at this school?</p> |
| <p>Do you think bullying and aggressive behaviour is a problem at this school?</p> | <p>Probe why/why not.</p> <p>Ask about any serious incidents at school recently – why do these occur? What is being done to prevent? How dealt with?</p> |

| | |
|---|---|
| | <p>Probe any specific initiatives re:</p> <p>... knife-crime/gang-involvement?</p> <p>... dating/gender violence?</p> |
| Finally, is there anything unusual about this school we should know? | <p>Probe use of any 'innovative' approaches (e.g. vertical tutoring; peer mentoring etc.)</p> <p>Compare it to other schools you've worked at</p> |

Part 2: Last, I'd like to get a sense of the relationships between staff and students at your school.

| Question | Additional probes |
|---|--|
| Do you feel relationships between students and teachers in your school are supportive/ positive? | <p>Do teachers spend time with students outside of the classroom (e.g. extracurricular activities; lunch; break)?</p> <p>Do students communicate to teachers openly about learning issues?</p> <p>Do students communicate to teachers openly about their social or emotional issues?</p> |

Thank you for your time.

4.8: Baseline intervention school SLT and staff interview guide

Year 1: Survey and interview SLT and school staff INTERVENTION SCHOOLS

I am a researcher working on a trial to evaluate the Learning Together project in which your school is taking part. Learning Together aims to enable secondary-schools to reduce bullying and aggression, and promote students' academic attainment. Your school was randomly chosen to be in the 'intervention group'. I'd like to first conduct a short survey about your school practices and policies. I'll then interview you about your views of being in the trial (part 1), find out more about your school and existing practices and programs (part 2) and about relationships between staff and students (part 3).

The survey and interview should take about 35 minutes. Everything we talk about will be completely **confidential**. You will not be identified at any point nor will your school. We do this by using pseudonym's which are fictitious names in our reporting so you always remain anonymous. Also, if you don't want to answer a particular question, you don't have to and if you feel uncomfortable or find it difficult to talk about things we can stop the interview at any point.

Can I confirm that you have given consent to participate in this interview?

Note: Respondents will be sent information via email and asked to provide consent via email (to Farah Jamal) ahead of the scheduled interview.

Have you got any questions before we start?

BACKGROUND INFORMATION

Fill in respondents information in this box

1 How long have you worked at this school?

2 What is your job title at this school & what are your main responsibilities?

**School policies and practices survey with SLT and other staff members at all schools
(n=40)**

Before starting the main interview, I'd like to ask you a few survey questions regarding your school policies and practices. I'll ask you a set of questions and you can respond on a scale of 1 to 4 where 1 is 'strongly agree' and 4 is 'strongly disagree'.

So the options are as follows:

- 1 Strongly Agree
- 2 Slightly Agree
- 3 Slightly Disagree
- 4 Strongly Disagree

SET A: The first set of questions is concerned with staff authority and responsibility in your school (Hierarchical or distributed staff authority).

| Questions | Rating |
|---|--------|
| A1. The head teacher takes most of the decisions with little staff consultation | |
| A2. Teachers participate on a regular basis in the development of school policies | |
| A3. The senior leadership team consult with staff when making decisions | |
| A4. Teachers in this school take collective responsibility for student learning | |
| A5. Teachers in this school take collective responsibility for student wellbeing | |
| A6. Teachers and other staff in the classroom work collaboratively | |

SET B: The next set of questions is concerned with teacher-student collaboration at your school (Teacher authority or teacher-student collaboration).

| Questions | Rating |
|--|--------|
| B1. In my school students participate in decision making | |
| B2. Teachers in this school always show respect towards students | |
| B3. Students' views are listened to and taken seriously by staff in this school | |
| B4. Teaching strategies at this school enable students to build their own knowledge | |
| B5. There are opportunities for students to take responsibilities for their own learning in school | |
| B6. In this school the senior leadership team makes decisions without consulting students | |

SET C: The next set of questions is concerned with teachers support for students in your school (Teacher support for students across school or restriction to classroom)

| Questions | Rating |
|---|--------|
| C1. Many teachers at this school are involved in extracurricular activities | |
| C2. In my school teachers usually mix with students at break times | |
| C3. In my school teachers usually mix with students at lunch time | |
| C4. In my school, a lot of student pastoral care is delegated to non teachers | |
| C5. In my school, teachers usually avoid intervening in students disputes outside the classroom | |

SET D: The next set of questions tries to get a sense of how student learning is organised (Dividing up or bringing together students (learning)).

| Questions | Rating |
|---|--------|
| D1. Teachers at this school usually tend to focus on the students who have the potential to do well in tests and examinations | |
| D2. The school has a system for rewarding students who work hard and/or make good progress even if they do not reach high standards | |
| D3. Students of similar academic ability are grouped together for teaching in most subject areas | |
| D4. This school makes a special point of targeting resources on the students on the borderline of achieving 5 good GCSEs | |

SET E: The next set of questions tries to get a sense of the nature of discipline and pastoral care practices in your school (Dividing up or bringing together students (discipline and pastoral))

| Questions | Rating |
|---|--------|
| E1. My school mixes together students who are of different ages e.g. through tutor groups or extracurricular activities | |
| E2. Certain students in my school are repeatedly isolated from other students in response to misbehaviour | |
| E3. My school has a strong system of peer mentoring or peer buddying | |
| E4. My school runs conflict resolution programmes for students | |

SET F: The next set of questions is concerned with activities, practices or policies around student development (Focus on academic or broader development).

| Questions | Rating |
|--|--------|
| F1. The school has a system for rewarding students who achieve in non academic areas e.g. sport, arts | |
| F2. Our school provides a broad range of extracurricular activities for students (e.g. plays, athletics, music, dance) | |
| F3. The school development/improvement plan has targets related to student health and wellbeing | |
| F4. School INSET/training days often focus on student health | |
| F5. The school has a comprehensive written policy to address student smoking, drugs or alcohol use | |
| F6. The school teaches a social and emotional learning curriculum | |
| F7. My school offers a range of non traditional subjects for students in years 10 and 11 | |

SET G: The final set of questions is concerned with the extent to which your school is linked with the local community (Links to or separation from the local community).

| Questions | Rating |
|---|--------|
| G1. Parents often visit the school | |
| G2. This school engages parents in school improvement efforts | |
| G3. This school aims to build community support for the school's improvement efforts | |
| G4. Parents are regularly informed about the progress and achievements at school of their child | |
| G5. Parents give a lot of support to the work of the school | |

Thank you for time the survey.

Topic guide for interviews with SLT and other staff members at intervention schools

I'll now begin the discussion portion.

Part 1: First, I'm interested in your expectations of participating in this trial.

| Question | Additional probes |
|--|--|
| <p>Begin by asking them to very briefly tell you what they know about the Learning Together trial.</p> <p><i>Note: avoid getting drawn into lengthy discussion on the trial itself. The purpose is to 'break the ice' and lead into the set of questions below.</i></p> | |
| <p>Why did your school sign up to the trial? If they don't know, "why do you think the head teacher signed up...?"</p> | <p>Tell me what happened.</p> <p>What attracted you/the head?</p> <p>Did you and/or the head have doubts?</p> |
| <p>How do you feel about the intervention being delivered at your school?</p> | <p>Do staff and students at the school know about the intervention?</p> <p>Do you anticipate staff or students will be keen/ interested to participate?</p> <p>--- what are the concerns/worries?; what are they looking forward to?</p> |

Part 2: Schools are often run in very different ways, so I'd like to find out more about your school.

| Question | Additional probes |
|--|---|
| <p>What are the over-arching priorities</p> | <p>How much are bullying and aggression</p> |

| | |
|--|---|
| <p>for you/the head/senior management team at the moment?</p> | <p>prioritised?</p> <p>How much is students' health and wellbeing prioritised? What health issues?</p> <p>In your view, how do you feel your school is performing?</p> <p>(We know what the school is rated in terms of Ofsted reports, SATS scores and GCSE results – this question is to get a sense of how the respondent feels about the school)</p> |
| <p>What do you do at this school to prevent bullying?</p> <p><i>*ensure these questions are asked clearly (for economic evaluation)</i></p> | <p>*What policies (did) do you have related to bullying and aggression?</p> <p>---How often (did) do you review them?</p> <p>---Who (did) does this and how long does it take?</p> <p>*What other programs related to bullying and aggression do you have at your school?</p> <p>---Who delivers them?</p> <p>---How long does it take?</p> <p>Do you think existing policies or programmes are useful?</p> <p>Which students are involved? Are certain groups targeted rather than the whole school?</p> <p>Probe any specific initiatives re: cyber-bullying?</p> |

| | |
|---|--|
| | <p>What methods are used...</p> <p>... classroom-based curriculum?</p> <p>... peer-led approaches?</p> <p>... theatre in education?</p> <p>... anything else?</p> |
| Does this school use any 'restorative justice' approaches? | <p>Why did you start? When? How delivered (circle time? conferencing?)? Who delivers?</p> <p>Which students are involved?</p> <p>Which staff are involved?</p> |
| What training is provided to staff to address bullying and aggression? <i>*ensure these questions are asked clearly (for economic evaluation)</i> | <p>*What training do staff get on bullying and aggression?</p> <p>---Who gets it?</p> <p>---How often?</p> <p>---Who delivers?</p> |
| How much are students involved in decision-making at this school? | <p>In what capacity (do they make decisions; are they consulted about decisions)?</p> <p>How is student decision making implemented in the school (e.g. school council, student committees etc)?</p> <p>Are students' views taken seriously?</p> <p>Could you give me an example of student led decision making which was adopted at this school?</p> <p>What types of students are invited or</p> |

| | |
|---|--|
| | volunteer to participate? |
| What do you do at this school promote students health and wellbeing more generally? | Are you part of any local or national initiatives to address young people's <u>emotional / mental health</u> ? <i>Give examples to probe e.g. TAMHS etc.</i> |
| How do you deliver/teach PSHE at this school? <i>*ensure these questions as asked clearly (for economic evaluation)</i> | *What PSHE provision is there for social and emotional education? --- Who delivers it? Which students receive it? How many hours? What do you cover? Do you think this is good/useful at this school? Could the school do more? Is health and well-being addressed in any other subjects, besides PSHE at this school? |
| Do you think bullying and aggressive behaviour is a problem at this school? | Probe why/why not. Ask about any serious incidents at school recently – why do these occur? What is being done to prevent? How dealt with? Probe any specific initiatives re: ... knife-crime/gang-involvement? ... dating/gender violence? |
| Finally, is there anything unusual about this school we should know? | Probe use of any 'innovative' approaches (e.g. vertical tutoring; peer mentoring etc.) Compare it to other schools you've worked at |

Part 3: Last, I'd like to get a sense of the relationships between staff and students at your

school.

| Question | Additional probes |
|---|--|
| Do you feel relationships between students and teachers in your school are supportive/ positive? | <p>Do teachers spend time with students outside of the classroom (e.g. extracurricular activities; lunch; break)?</p> <p>Do students communicate to teachers openly about learning issues?</p> <p>Do students communicate to teachers openly about their social or emotional issues?</p> |

Thank you for your time.

4.10: Year 3 control school SLT interview guide

Year 3: Survey and interview SLT and school staff COMPARISON SCHOOLS

I am a researcher working on a trial to evaluate the Learning Together project in which your school is taking part. Learning Together aims to enable secondary-schools to reduce bullying and aggression, and promote students' academic attainment. Your school was randomly chosen to be in the 'control/comparison group'. I'd like to first conduct a short survey about your school practices and policies. I'll then interview you about your views of about your school and existing practices and programs.

The survey and interview should take about 35-45 minutes. Everything we talk about will be completely **confidential**, so please be as honest as possible. You will not be identified at any point nor will your school. We do this by using pseudonym's which are fictitious names in our reporting so you always remain anonymous. Also, if you don't want to answer a particular question, you don't have to and if you feel uncomfortable or find it difficult to talk about things we can stop the interview at any point.

Can I confirm that you have given consent to participate in this interview?

Note: Respondents will be sent information via email and asked to provide consent via email (to Emily Warren) ahead of the scheduled interview.

Have you got any questions before we start?

BACKGROUND INFORMATION

Fill in respondents information in this box

1 How long have you worked at this school?

2 What is your job title at this school & what are your main responsibilities?

**School policies and practices survey with SLT and other staff members at all schools
(n=40)**

Before starting the main interview, I'd like to ask you a few survey questions regarding your school policies and practices. I'll ask you a set of questions and you can respond on a scale of 1 to 4 where 1 is 'strongly agree' and 4 is 'strongly disagree'.

So the options are as follows:

- 1 Strongly Agree
- 2 Slightly Agree
- 3 Slightly Disagree
- 4 Strongly Disagree

SETA: The first set of questions is concerned with staff authority and responsibility in your school (Hierarchical or distributed staff authority).

| Questions | Rating |
|---|--------|
| A1. The head teacher takes most of the decisions with little staff consultation | |
| A2. Teachers participate on a regular basis in the development of school policies | |
| A3. The senior leadership team consult with staff when making decisions | |
| A4. Teachers in this school take collective responsibility for student learning | |
| A5. Teachers in this school take collective responsibility for student wellbeing | |
| A6. Teachers and other staff in the classroom work collaboratively | |

SETB: The next set of questions is concerned with teacher-student collaboration at your school (Teacher authority or teacher-student collaboration).

| Questions | Rating |
|--|--------|
| B1. In my school students participate in decision making | |
| B2. Teachers in this school always show respect towards students | |
| B3. Students' views are listened to and taken seriously by staff in this school | |
| B4. Teaching strategies at this school enable students to build their own knowledge | |
| B5. There are opportunities for students to take responsibilities for their own learning in school | |
| B6. In this school the senior leadership team makes decisions without consulting students | |

SETC: The next set of questions is concerned with teachers support for students in your school (Teacher support for students across school or restriction to classroom)

| Questions | Rating |
|-----------|--------|
|-----------|--------|

| | |
|---|--|
| C1. Many teachers at this school are involved in extracurricular activities | |
| C2. In my school teachers usually mix with students at break times | |
| C3. In my school teachers usually mix with students at lunch time | |
| C4. In my school, a lot of student pastoral care is delegated to non teachers | |
| C5. In my school, teachers usually avoid intervening in students disputes outside the classroom | |

SETD: The next set of questions tries to get a sense of how student learning is organised (Dividing up or bringing together students (learning)).

| Questions | Rating |
|---|--------|
| D1. Teachers at this school usually tend to focus on the students who have the potential to do well in tests and examinations | |
| D2. The school has a system for rewarding students who work hard and/or make good progress even if they do not reach high standards | |
| D3. Students of similar academic ability are grouped together for teaching in most subject areas | |
| D4. This school makes a special point of targeting resources on the students on the borderline of achieving 5 good GCSEs | |

SETE: The next set of questions tries to get a sense of the nature of discipline and pastoral care practices in your school (Dividing up or bringing together students (discipline and pastoral))

| Questions | Rating |
|---|--------|
| E1. My school mixes together students who are of different ages e.g. through tutor groups or extracurricular activities | |
| E2. Certain students in my school are repeatedly isolated from other students in response to misbehaviour | |
| E3. My school has a strong system of peer mentoring or peer buddying | |
| E4. My school runs conflict resolution programmes for students | |

SETF: The next set of questions is concerned with activities, practices or policies around student development (Focus on academic or broader development).

| Questions | Rating |
|--|--------|
| F1. The school has a system for rewarding students who achieve in non academic areas e.g. sport, arts | |
| F2. Our school provides a broad range of extracurricular activities for students (e.g. plays, athletics, music, dance) | |
| F3. The school development/improvement plan has targets related to student health and wellbeing | |
| F4. School INSET/training days often focus on student health | |
| F5. The school has a comprehensive written policy to address student smoking, drugs or alcohol use | |
| F6. The school teaches a social and emotional learning curriculum | |
| F7. My school offers a range of non traditional subjects for students in years 10 and 11 | |

SETG: The final set of questions is concerned with the extent to which your school is linked with the local community (Links to or separation from the local community).

| Questions | Rating |
|---|--------|
| G1. Parents often visit the school | |
| G2. This school engages parents in school improvement efforts | |
| G3. This school aims to build community support for the school's improvement efforts | |
| G4. Parents are regularly informed about the progress and achievements at school of their child | |
| G5. Parents give a lot of support to the work of the school | |

Thank you for time the survey.

Topic guide for interviews with SLT and other staff members at control schools

I'll now begin the discussion portion.

Part 1: Schools are often run in very different ways, so I'd like to find out more about your school.

| Question | Additional probes |
|--|--|
| <p>What are the over-arching priorities for you/the head/senior management team at the moment?</p> | <p>Have these priorities changed over the last few years?</p> <p>How much is students' health and wellbeing prioritised? What health issues?</p> <p>How much are bullying and aggression prioritised?</p> <p>In your view, how do you feel your school is performing?</p> <p>(We know what the school is rated in terms of Ofsted reports, SATS scores and GCSE results – this question is to get a sense of how the respondent feels about the school)</p> <p>What is the school's general approach or philosophy about controlling student behaviour? Is the approach more directive (authoritarian) or collaborative?</p> |
| <p>What do you do at this school to prevent bullying?</p> <p><i>*ensure these questions are asked clearly (for economic evaluation)</i></p> | <p>*What policies (did) do you have related to bullying and aggression?</p> <p>---How often (did) do you review them?</p> <p>---Who (did) does this and how long</p> |

| | |
|--|---|
| | <p>does it take?</p> <p>*What other programs related to bullying and aggression do you have at your school?</p> <p>---Who delivers them?</p> <p>---How long does it take?</p> <p>Do you think existing policies or programmes are useful?</p> <p>Which students are involved? Are certain groups targeted rather than the whole school?</p> <p>Probe any specific initiatives re: cyber-bullying?</p> <p>What methods are used...</p> <p>... classroom-based curriculum?</p> <p>... peer-led approaches?</p> <p>... theatre in education?</p> <p>... anything else?</p> |
| <p>Does this school use any 'restorative justice' approaches?</p> | <p>Why did you start? When? How delivered (circle time? conferencing?)? Who delivers?</p> <p>Which students are involved?</p> <p>Which staff are involved?</p> |
| <p>What training is provided to staff to address bullying and aggression?</p> | <p>*What training do staff get on bullying and aggression?</p> <p>---Who gets it?</p> |

| | |
|--|--|
| <p><i>*ensure these questions as asked clearly (for economic evaluation)</i></p> | <p>---How often? --How long does the training last? ---Who delivers? --Do you know how much the training cost?</p> |
| <p>How much are students involved in decision-making at this school?</p> | <p>In what capacity (do they make decisions; are they consulted about decisions)?</p> <p>How is student decision making implemented in the school (e.g. school council, student committees etc)?</p> <p>Are students' views taken seriously?</p> <p>Could you give me an example of student led decision making which was adopted at this school?</p> <p>What types of students are invited or volunteer to participate?</p> |
| <p>What do you do at this school promote students health and wellbeing more generally?</p> | <p>Are you part of any local or national initiatives to address young people's <u>emotional / mental health</u>? <i>Give examples to probe e.g. TAMHS etc.</i></p> |
| <p>How do you deliver/teach PSHE at this school?</p> <p><i>*ensure these questions as asked clearly (for economic evaluation)</i></p> | <p>*What PSHE provision is there for social and emotional education? --- Who delivers it? Which students receive it? How many hours?</p> <p>What do you cover?</p> <p>Do you think this is good/useful at this school? Could the school do more?</p> <p>Is health and well-being addressed in</p> |

| | |
|--|--|
| | any other subjects, besides PSHE at this school? |
| Do you think bullying and aggressive behaviour is a problem at this school? | <p>Probe why/why not.</p> <p>Ask about any serious incidents at school recently – why do these occur? What is being done to prevent? How dealt with?</p> <p>How often are there instances of violence at the school?</p> <p>Are there any patterns you have noticed in aggression or violence: motivation, causes, role of peers or social media?</p> <p>Probe any specific initiatives re:</p> <ul style="list-style-type: none"> ... knife-crime/gang-involvement? ... dating/gender violence? <p>How do students respond to incidence of bullying, aggression, or violence?</p> |
| Is there anything unusual about this school we should know? | <p>Probe use of any ‘innovative’ approaches (e.g. vertical tutoring; peer mentoring etc.)</p> <p>Compare it to other schools you’ve worked at</p> |

Part 2: Last, I’d like to get a sense of the relationships between staff and students at your school.

| Question | Additional probes |
|---|--|
| Do you feel relationships between students and teachers in your school are supportive/ positive? | Do teachers spend time with students outside of the classroom (e.g. extracurricular activities; lunch; break)? |

| | |
|--|--|
| | <p>Do students communicate to teachers openly about learning issues?</p> <p>Do students communicate to teachers openly about their social or emotional issues?</p> |
|--|--|

Thank you for your time.

4.12: Year 3 intervention school SLT interviews guide

Year 3: Survey and interview SLT and school staff INTERVENTION SCHOOLS

I am a researcher working on a trial to evaluate the Learning Together project in which your school is taking part. Learning Together aims to enable secondary-schools to reduce bullying and aggression, and promote students' academic attainment. Your school was randomly chosen to be in the 'intervention group'. I'd like to first conduct a short survey about your school practices and policies. I'll then interview you about your views of being in the trial (part 1), find out more about your school and existing practices and programs (part 2) and about relationships between staff and students (part 3).

The survey and interview should take about 45 minutes. Everything we talk about will be completely **confidential**. You will not be identified at any point nor will your school. We do this by using pseudonym's which are fictitious names in our reporting so you always remain anonymous. Also, if you don't want to answer a particular question, you don't have to and if you feel uncomfortable or find it difficult to talk about things we can stop the interview at any point.

Can I confirm that you have given consent to participate in this interview?

Note: Respondents will be sent information via email and asked to provide consent via email (to Emily Warren) ahead of the scheduled interview.

Have you got any questions before we start?

BACKGROUND INFORMATION

Fill in respondent's information in this box

1 How long have you worked at this school?

2 What is your job title at this school & what are your main responsibilities?

**School policies and practices survey with SLT and other staff members at all schools
(n=40)**

Before starting the main interview, I'd like to ask you a few survey questions regarding your school policies and practices. I'll ask you a set of questions and you can respond on a scale of 1 to 4 where 1 is 'strongly agree' and 4 is 'strongly disagree'.

So the options are as follows:

- 1 Strongly Agree
- 2 Slightly Agree
- 3 Slightly Disagree
- 4 Strongly Disagree

SETA: The first set of questions is concerned with staff authority and responsibility in your school (Hierarchical or distributed staff authority).

| Questions | Rating |
|---|--------|
| A1. The head teacher takes most of the decisions with little staff consultation | |
| A2. Teachers participate on a regular basis in the development of school policies | |
| A3. The senior leadership team consult with staff when making decisions | |
| A4. Teachers in this school take collective responsibility for student learning | |
| A5. Teachers in this school take collective responsibility for student wellbeing | |
| A6. Teachers and other staff in the classroom work collaboratively | |

SETB: The next set of questions is concerned with teacher-student collaboration at your school (Teacher authority or teacher-student collaboration).

| Questions | Rating |
|--|--------|
| B1. In my school students participate in decision making | |
| B2. Teachers in this school always show respect towards students | |
| B3. Students' views are listened to and taken seriously by staff in this school | |
| B4. Teaching strategies at this school enable students to build their own knowledge | |
| B5. There are opportunities for students to take responsibilities for their own learning in school | |
| B6. In this school the senior leadership team makes decisions without consulting students | |

SETC: The next set of questions is concerned with teachers support for students in your school (Teacher support for students across school or restriction to classroom)

| Questions | Rating |
|-----------|--------|
|-----------|--------|

| | |
|---|--|
| C1. Many teachers at this school are involved in extracurricular activities | |
| C2. In my school teachers usually mix with students at break times | |
| C3. In my school teachers usually mix with students at lunch time | |
| C4. In my school, a lot of student pastoral care is delegated to non-teachers | |
| C5. In my school, teachers usually avoid intervening in students disputes outside the classroom | |

SETD: The next set of questions tries to get a sense of how student learning is organised (Dividing up or bringing together students (learning)).

| Questions | Rating |
|---|--------|
| D1. Teachers at this school usually tend to focus on the students who have the potential to do well in tests and examinations | |
| D2. The school has a system for rewarding students who work hard and/or make good progress even if they do not reach high standards | |
| D3. Students of similar academic ability are grouped together for teaching in most subject areas | |
| D4. This school makes a special point of targeting resources on the students on the borderline of achieving 5 good GCSEs | |

SETE: The next set of questions tries to get a sense of the nature of discipline and pastoral care practices in your school (Dividing up or bringing together students (discipline and pastoral))

| Questions | Rating |
|---|--------|
| E1. My school mixes together students who are of different ages e.g. through tutor groups or extracurricular activities | |
| E2. Certain students in my school are repeatedly isolated from other students in response to misbehaviour | |
| E3. My school has a strong system of peer mentoring or peer buddying | |
| E4. My school runs conflict resolution programmes for students | |

SETF: The next set of questions is concerned with activities, practices or policies around student development (Focus on academic or broader development).

| Questions | Rating |
|--|--------|
| F1. The school has a system for rewarding students who achieve in non-academic areas e.g. sport, arts | |
| F2. Our school provides a broad range of extracurricular activities for students (e.g. plays, athletics, music, dance) | |
| F3. The school development/improvement plan has targets related to student health and wellbeing | |
| F4. School INSET/training days often focus on student health | |
| F5. The school has a comprehensive written policy to address student smoking, drugs or alcohol use | |
| F6. The school teaches a social and emotional learning curriculum | |
| F7. My school offers a range of non-traditional subjects for students in years 10 and 11 | |

SETG: The final set of questions is concerned with the extent to which your school is linked with the local community (Links to or separation from the local community).

| Questions | Rating |
|---|--------|
| G1. Parents often visit the school | |
| G2. This school engages parents in school improvement efforts | |
| G3. This school aims to build community support for the school's improvement efforts | |
| G4. Parents are regularly informed about the progress and achievements at school of their child | |
| G5. Parents give a lot of support to the work of the school | |

Thank you for time the survey.

| Topic guide for interviews with SLT and other staff members at intervention schools | | |
|--|---|--|
| Question | Additional probes | |
| <p>Begin by asking them to very briefly tell you what they know about the Learning Together trial.</p> <p><i>Note: The purpose is to 'break the ice' and lead into the set of questions below.</i></p> | | |
| <p>What have you done this year in the study?</p> | <p>Did you have Action groups this year? How many? Who led them? How was it not having a facilitator?</p> <p>Was the NAR read or used? Did it lead to any specific actions?</p> <p>Did you use the curriculum?</p> <p>Does the school continue to use restorative practice?</p> | |
| <p>How has the school responded to Learning Together?</p> | | |
| <p>Do staff and students at the school know about the intervention?</p> <p>Has the staff or students will be keen/interested to participate?</p> <p>--Was it difficult getting or keeping students and/or staff engaged?</p> <p>--- What has worked well?</p> <p>----What has not worked well?</p> | | |

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| | <p>-Did you have any issues with handover between staff?</p> <p>-Was SLT supportive?</p> <p>-Do you think LT is cohesive with the schools general ethos? Or was it used to redirect the school?</p> <p>Do you think the intervention has or has not changed your school culture? Why?</p> <p>-What would you change to make the intervention more impactful?</p> <p>Do you think these changes will remain in place over the coming years?</p> |
|--|--|

Part 2: Schools are often run in very different ways, so I'd like to find out more about your school.

| Question | Additional probes |
|---|---|
| If you could describe your school's ethos or culture in three words, what would they be? | <p>(We are just trying to get a general sense of how the school sees itself)</p> <p>How would you describe the student body?</p> <p>What is the school's general approach or philosophy about controlling student behaviour? Is the approach more directive or collaborative?</p> |
| What are the over-arching priorities for you/the head/senior management | In your view, how do you feel your |

| | |
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| <p>team this year?</p> | <p>school is performing?</p> <p>(We know what the school is rated in terms of Ofsted reports, SATS scores and GCSE results – <i>this question is to get a sense of how the respondent feels about the school</i>)</p> <p>How much is students' health and wellbeing prioritised? What health issues?</p> <p>How much are bullying and aggression prioritised?</p> |
| <p>What do you do at this school to prevent bullying?</p> <p><i>*ensure these questions are asked clearly (for economic evaluation)</i></p> | <p>*What policies (did) do you have related to bullying and aggression?</p> <p>---How often (did) do you review them?</p> <p>---Who (did) does this and how long does it take?</p> <p>*What other programs related to bullying and aggression do you have at your school?</p> <p>---Who delivers them?</p> <p>---How long does it take?</p> <p>Do you think the policies are applied consistently?</p> <p>Which students have been involved (especially in the action group)? Are certain groups targeted rather than the whole school?</p> |
| <p>Tell me more about how the school uses restorative process?</p> | <p>Why did you start (was it because of LT?)?</p> |

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| | <p>Who uses it (students? Which staff members?) Is it consistent across staff?</p> <p>With what groups have restorative practices been useful? Are there any groups of students with whom RP has not worked? Why?</p> <p>Is it normalized within the school's culture? (Do you think this approach will be used after the trial is over?)</p> <p>Is the student's behaviour different from before the trial began?</p> |
| <p>What training is provided to staff to address bullying and aggression?</p> <p><i>*ensure these questions are asked clearly (for economic evaluation)</i></p> | <p>*What training do staff get on bullying and aggression?</p> <p>---Who gets it?</p> <p>---How often? How long does the training last?</p> <p>---Who delivers?</p> |
| <p>How much are students involved in decision-making at this school?</p> <p>How are students listened to?</p> | <p>Did any concrete actions happen as a result of Action Group meetings?</p> <p>How else is student decision making implemented in the school (e.g. school council, student committees etc)? What issues do they look at and does it lead to actions or not?</p> <p>What types of students are invited or volunteer to participate?</p> <p>Are students' views taken seriously or are they tokenistic?</p> |

| | |
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| | <p>Could you give me an example of student led decision making which was adopted at this school?</p> |
| <p>What do you do at this school to promote students' health and wellbeing more generally?</p> | <p>Are you part of any local or national initiatives to address young people's <u>emotional / mental health</u>? Healthy Schools? PE? Anger management?</p> <p>What data sources do you use to assess student health and wellbeing?</p> |
| <p>How do you deliver/teach PSHE at this school?</p> <p><i>*ensure these questions are asked clearly (for economic evaluation)</i></p> | <p>*What PSHE provision is there for social and emotional education?</p> <p>Does it address social and emotional skills?</p> <p>--- Who delivers it? Which students receive it? How many hours?</p> <p>Do you think this is good/useful at this school? Could the school do more?</p> <p>Is health and well-being addressed in any other subjects?</p> <p>Did you use the curriculum included in the study?</p> <p>What topics do you feel need more attention in PHSE generally?</p> |
| <p>Do you think bullying and aggressive behaviour is a problem at this school?</p> | <p>Probe why/why not.</p> <p>Ask about any serious incidents at school recently – why do these occur? What is being done to prevent? How</p> |

| | |
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| | <p>dealt with?</p> <p>Are there any patterns you have noticed in aggression or violence: motivation, causes, role of peers or social media?</p> |
| Is there anything unusual about this school we should know? | <p>Probe use of any 'innovative' approaches (e.g. vertical tutoring; peer mentoring etc.)</p> <p>Compare it to other schools you've worked at</p> |

Part 3: Last, I'd like to get a sense of the relationships between staff and students at your school.

| Question | Additional probes |
|--|--|
| How would you describe the relationships between students and staff at your school? | <p>Do teachers spend time with students outside of the classroom (e.g. extracurricular activities; lunch; break)?</p> <p>Do students communicate to teachers openly about learning issues?</p> <p>Do students communicate to teachers openly about their social or emotional issues?</p> <p>How common are problems with families addressed in school? What sort of issues are common for students to be dealing with?</p> <p>What is the involvement of parents like?</p> |

IS THERE ANYTHING ELSE YOU WOULD LIKE ME TO KNOW ABOUT LEARNING TOGETHER, BEING IN THE STUDY, YOUR SCHOOL?

Thank you for your time.

4.14: Interview guide for case study students involved in restorative practices

Learning Together Student INTERVIEW (Restorative practice)

This interview should involve 1 student that has been involved in a restorative conference (or equivalent) at the school, following an incident of misbehaviour (Duration: 40-60 minutes)

| Topics | Prompts |
|---|---|
| Introduction (2 minutes) | <p>Introduce yourself to interviewee.</p> <p>Explain why you're speaking to them: I want to know more about what you think about your school, and your experience of bullying and aggressive behaviour at school.</p> |
| Consent and procedures (2 min) | <p>Emphasise that we have questions for them, but it's a conversation, and they can ask questions to you as well. There's no right or wrong answers to anything we're going to talk about today.</p> <p>We're trying to find out your experience and views and so anything you say, whatever your opinions are, will be really useful for us. You can stop at anytime and if you'd rather not answer a question.</p> <p>Emphasise that what they say will be kept private. We will not tell the school or their parents (except in case of serious disclosure).</p> <p>Ask student to read and sign consent forms.</p> <p>Discuss:</p> <ul style="list-style-type: none"> ▪ confidentiality and anonymity – discuss reporting serious personal disclosures; pseudonyms <p>Any questions before we start? Remind them they can ask questions at any point during the interview as well.</p> |
| What aggressive behaviours happen at this school? (10 min) | <p>Take a moment to think about types of bullying, violence or aggressive behaviour that tends to happen at your school. What are they? <i>Tell them to explain the key ones. Describe what that is/ how that happens.</i></p> <p>Have you been involved in any of these? Give me an example of a serious incident you were involved in. What happened? Where did it happen?</p> <p>What happened before the incident/ what led up to the incident? What were you thinking? How did you feel?</p> |
| How does your school deal with problems of aggressive behaviour? (School climate) (10 min) | <p>How did your teachers react to the incident? What did they do?</p> <p>Do you know what restorative practice is? Tell me about what you know. Have you ever been involved in a restorative conversation (i.e. conference)?</p> <p><i>Some students may not know the term restorative, but have been involved in this practice, so can phrase it as:</i> Have you been involved in an incident of misbehaviour or a falling out where you came together with the other people involved in the incident to talk about what happened and try to resolve it together? Can you give me an example. What happened?</p> |

| | |
|---|--|
| <p>What was the process of (restorative) conversation? (10 min)</p> | <p>What happened leading up to the restorative conversation?</p> <p>Additional prompts:</p> <ul style="list-style-type: none"> • Who decided to have a restorative conference? Were you involved in the decision? Did you have a choice in participating? • How did you feel before the (restorative) conversation? Did you do anything to prepare? <p>What happened during the restorative conversation?</p> <p>Additional prompts:</p> <ul style="list-style-type: none"> • Who attended the restorative conversation? Why were they there? • Did everyone get a chance to speak? • Did you feel like people were listening to what you were saying? • Was there enough time? • How did you feel at the time? Were you comfortable talking about what happened? <p>How did you feel about the process?</p> <p>Additional prompts:</p> <ul style="list-style-type: none"> • Did you take the meeting (restorative conversation) seriously? • Did you go into the meeting with the intention to resolve the problem in your relationship with the other person/people? • Did you want to take part? • Did you feel you could be yourself? (e.g. did you act the way you normally act in class)? |
| <p>What changed afterwards? (5 min)</p> | <p>What was the outcome of the conversation? How was it decided?</p> <p>Did you agree with the outcome/ how it was resolved?</p> <p>Do you think the restorative conversation was better or worse than other ways in which the school responds to problems (e.g. sanctions; exclusion)?</p> <p>Do you think the process was fair?</p> <p>What's your relationship like with the other student(s) involved? Do you talk or hang out?</p> |

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| | Is your relationship with them the same as before or different? How do you think your relationship with the other person/people was affected by the session? |
| How is aggressive behaviour dealt with at home? (Family climate) (10 min) | <p>Do your parents/carers know about what happened at school (re: incident of bullying/aggressive behaviour)?</p> <p>How did your parents/carers react when they found out? What did they do?</p> |
| School context (5 min) | <p>In general, do you think the school is fair about how they deal with problems of bullying/violence/aggressive behaviour?</p> <p>Do you feel safe at your school? What makes you feel safe/ unsafe?</p> <p>Are teachers concerned about making sure the school is safe for you?</p> <p>Do you have an adult you can trust at school?</p> |
| Curriculum (5 min) | <p>Do you learn anything, for example in PSHE, about Trust? How to express your feelings? Manage emotions? Solve problems you have with friends?</p> <p>What did you learn?</p> <p>Has learning this been useful to you?</p> |
| Wrap up/ de brief | <p>Are you happy with the discussion we had?</p> <p>Do you have any questions for me?</p> <p>Repeat anonymity, confidentiality and pseudonyms.</p> <p>Provide information for helpline if necessary (e.g. Child line etc.)</p> |

Information Sheet for Students

We are researchers working at your school. As part of our research we would like to invite you to take part in an interview. Please read this sheet. If you're willing to take part then you can sign that you understand what this involves and are happy with this.

What is an interview?

An interview involves you talking with a researcher for up to one hour. If you agree to take part you will be asked by a researcher about your experiences of life at this school and your views on aggressive behaviours.

What will we do with the information?

We would like to audio-record the interview and then produce a written record of what was said. This record will not have anyone's name on it. No-one else such as parents or guardians, teachers or the police will be told what was said. We will write a report about what we find but it will not include the names of anyone that took part.

If you tell us that you or someone else is at risk of very serious harm we will need to respond. If this happens, we will first discuss it with you.

If you're happy to take part, please fill in the box below.

Name

I have read the information above.

I understand that I can choose to take part or not.

I understand that I can stop taking part at any time.

I agree to take part in this interview.

Signed **Date**



Information sheet for teachers

As part of our research we want to find out your experiences of being in the trial so far, find out more about your school for our research, and get your views about what else you think could be done to reduce bullying and aggression among young people.

This interview should take about 45-60 minutes. Everything we talk about will be completely confidential. You will not be identified at any point nor will your school and what you say will be private. Also, if you don't want to answer a particular question, you don't have to and if you feel uncomfortable or find it difficult to talk about things we can stop the interview at any point.

If you're happy to take part, please fill in the consent box below. This information sheet will be kept separately from the questionnaire.

Name

I have read the information sheet above.

I understand that I can choose to take part or not.

I understand that I can stop taking part at any time.

I agree to take part in this interview.

Signed **Date**

