

Summary of Process Evaluation Research Questions and Data Sources

Research Domain	Research Question	Data Source	Informant	Procedure of Data Collection	Time of Data Collection	Analysis	
Mechanisms of Change	RQ1: Operationalization of intervention mechanisms	A. Teacher questionnaires; Student questionnaires	Teachers (n≈1440); Students (n≈3600);	Self-assessment; survey questions regarding school-related stress and satisfaction, support and quality of relationships	Baseline; 12 mth follow-up; 24 mth follow-up	Logistic regression examining impact on outcomes (part of main analysis)	
	RQ2: Contextual factors	B. Audit of School Policies	Key school contact (n=25)	Self-assessment; paper audit	Baseline; 24 mths follow-up	Tables of activities/policies; narrative description	
	RQ3: Unintended effects	D. Observation of intervention training courses in 4 case study schools	Study team member		Independent assessment of intervention training course by study team (n=2); completion observation schedules	During intervention training course	Summaries of scores (means/medians); narrative description; inter-rater reliability
		G. Peer supporter log and feedback in all intervention schools	Peer supporters (n=113)		Self-assessment; logs; feedback session hosted by study team	Termly following intervention training course; 2 x feedback sessions	Tables and summaries of quantitative data; thematic analysis
		I. WISE trainer interview	WISE trainers (n=6)		Interview led by study team	Within 6 mths post-training	Thematic analysis

		J. Head teacher interview	Head teachers (n=25)	Interview led by study team	From 6 mths post-training	Thematic analysis
		K. 1 x Peer supporter and 1 x Schools MHFA attendee focus groups in 4 case study schools	Training course attendees (n=4-8 per group)	Focus group led by study team	6 mths post-training; 18 mths post-training	Thematic analysis
		L. Recipient of peer support service interviews	Peer support recipients (n=5)	Interview led by study team	12 mths post-training	Thematic analysis
		M. Untrained teacher focus group in 8 case study schools	Teachers (n=4-8 per group)	Focus group led by study team	12 mths post-training	Thematic analysis
		N. Year 10 focus group in 8 case study schools	Students (n=6-8 per group)	Focus group led by study team	12 mths post-training	Thematic analysis
Programme Differentiation and Usual Practice	RQ4: Differentiation	A. Teacher questionnaires; Student questionnaires	Teachers (n≈1440); Students (n≈3600);	Self-assessment; survey questions regarding training and support received through school	Baseline; 12 mth follow-up; 24 mth follow-up	Tabulate responses
	RQ5: Contamination	B. Audit of School Polices	Key school contact (n=25)	Self-assessment; paper audit	Baseline; 24 mths follow-up	Tables of activities/policies; narrative description
		J. Head teacher interview	Head teachers (n=25)	Interview led by study team	From 6 mths post-training	Thematic analysis

		L. Recipient of peer support service interview	Peer support recipients (n=5)	Interview led by study team	12 mths post-trainings	Thematic analysis
		M. Non-trained teacher focus group in 8 case study schools	Teachers (n=4-8 per group)	Focus group led by study team	12 mths post-trainings	Thematic analysis
		N. Year 10 focus group in 8 case study schools	Students (n=6-8 per group)	Focus group led by study team	12 mths post-trainings	Thematic analysis;
Implementation (Training)	RQ6: Reach	C. Attendance records	Trainers (n=10)	Course registers	During intervention training course	Tabulate attendees
	RQ7: Completion RQ8/RQ9: Fidelity RQ10: Quality	D. Observation of intervention training courses in 4 case study schools	Study team member	Independent assessment of intervention training course by study team (n=2); observation schedules	During intervention training course	Summaries of scores (means/medians); narrative description; inter-rater reliability
		E. Fidelity checklist in all intervention schools	WISE trainers (n=10); MHFA training attendees (n=259)	Self-assessment; checklists and materials log	During intervention training course	Summaries of scores (means/medians); tabulate materials used
		F. Training evaluation form in all intervention schools	All training attendees (n=925)	Self-assessment; evaluation forms	Following intervention training	Summaries of scores (means/meidans); paired t-tests

		J. Head teacher interview	Head teachers (n=25)	Interview led by study team	From 6 mths post-training	Thematic analysis
		I. WISE trainer interview	WISE trainer (n=6)	Interview led by study team	I. WISE trainer interview	Thematic analysis
Implementation (Peer support service)	RQ11: Reach	A. Teacher questionnaires; student questionnaires	Teachers (n≈1440); Students (n≈3600);	Self-assessment; survey questions regarding use of peer support service	Baseline; 12 mth follow-up; 24 mth follow-up	Tabulate responses
	RQ12: Fidelity					
	RQ13: Barriers and facilitators	G. Peer supporter log and feedback in all intervention schools	Peer supporters (n=113)	Self-assessment; logs; feedback session hosted by study team	Termly following intervention training course; 2 x feedback sessions	Tables and summaries of quantitative data; thematic analysis
		J. Head teacher interview	Head teachers (n=25)	Interview led by study team	From 6 mths post-training	Thematic analysis
		K. 1 x Peer supporter and 1 x Schools MHFA attendee focus group in 4 case study schools	Training course attendees (n=4-8 per group)	Focus group led by study team	6 mths post-training; 18 mths post-training	Thematic analysis
		M. Untrained teacher focus group in 8 case study schools	Teachers (n=4-8 per group)	Focus group led by study team	12 mths post-trainings	Thematic analysis
Acceptability	RQ14: Acceptability	G. Peer supporter log and feedback in all intervention schools	Peer supporters (n=113)	Self-assessment; logs; feedback session hosted by study team	Termly following intervention training course; 2 x feedback sessions	Tables and summaries of quantitative data; thematic analysis

		I. WISE trainer interview	WISE trainer (n=6)	Interview led by study team	Within 6 mths post-training	Thematic analysis
		J. Head teacher interview	Head teachers (n=25)	Interview led by study team	From 6 mths post-training	Thematic analysis
		K. 1 x Peer supporter and 1 x Schools MHFA attendee focus group in 4 case study schools	Training course attendees (n=4-8 per group)	Focus group led by study team	6 mths post-training; 18 mths post-training	Thematic analysis
		L. Recipient of peer support service interview	Peer support recipients (n=5)	Interview led by study team	12 mths post-training	Thematic analysis
		M. Untrained teacher focus group in 8 case study schools	Teachers (4-8 per group)	Focus group led by study team	12 mths post-training	Thematic analysis
		N. Year 10 focus group in 8 case study schools	Students (n=6-8 per group)	Focus group led by study team	12 mths post-trainings	Thematic analysis
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		J. Head teacher interview	Head teachers (n=25)	Interview led by study team	From 6 mths post-training	Thematic analysis
		K. 1 x Peer supporter and 1 x Schools MHFA	Training course attendees (n=4-8 per group)	Focus group led by study team	6 mths post-training; 18 mths post-training	Thematic analysis

		attende focus group in 4 case study schools				
		L. Recipient of peer support service interview	Peer support recipients (n=5)	Interview led by study team	12 mths post- trainings	Thematic analysis
		M. Untrained Teacher focus group in 8 case study schools	Teachers (4-8 per group)	Focus group led by study team	12 mths post- trainings	Thematic analysis
Sustainability	RQ15: Sustainability	H. Funding organisation interview	Funding organisation representative (n=3)	Interview led by study team	From 6 mths post-training	Thematic analysis
		J. Head teacher interview	Head teachers (n=25)	Interview led by study team	From 6 mths post-training	Thematic analysis