

## TOPIC GUIDE - INTERVIEW FOR TRAINERS

### Mechanisms of change

*For Wales trainers only:*

- What were the strengths and limitations of the train the trainer course?
- *If not commented on explicitly* How well did the MHFA instructor training prepare you to deliver the training to schools? *Explore if the same for the 1 and 2 day courses, if not, go through each in turn*

*For all:*

- Can you tell me how delivery of the 1 day training for WISE went?
  - Prompt for what was good and bad
  - Did it vary from one school to another? If so, in what ways?
  - How well do you think this training prepares teachers to support student mental health and wellbeing?
  - Is there anything that could be improved to better prepare teachers for this?
- Can you tell me how delivery of the 2 day training for WISE went?
  - Prompt for what was good and bad
  - Did it vary from one school to another? If so, in what ways?
  - *England only* How did you find delivering the peer support service slides? *Explore any difficulties they had with this and what would have helped*
  - How well do you think this training prepares school staff to act as peer supporters to their colleagues?
  - Is there anything that could be improved to better prepare school staff for this?
    - Was there evidence of participants gelling as a team?
    - Was there opportunity for them to discuss how to run the PS service?
- Can you tell me how delivery of the 1 hour MH awareness raising session went?
  - Prompt for what was good and bad
  - Did it vary from one school to another? If so, in what ways?
  - How well do you think this session raises awareness about mental health and gives practical pointers to teachers?
  - Is there anything that could be improved to do this better?

### Contextual barriers and facilitators

- Did difficulties arise during any of the courses you delivered? *Prompt: attendees having to leave, disruptions to the day, lacking equipment, poor space, getting to the schools, also non practical e.g. attitudes of staff...*
- What if anything could have been done differently to avoid such difficulties?
- *If not already raised* Did you always have enough time to deliver the courses? *Gain details of any courses where timings were too short and how they dealt with this*
  - Could the one day course be adapted to fit more easily into a shorter, school friendly day? In what ways? If not why not?
- Were there things that facilitated delivery of the courses? Get details

## Implementation

*For all:*

- As well as MHFA instructor training, what other experiences/training/pre-existing personal skills did you draw on to aid your delivery of the courses?
- How closely do you feel you adhered to the lesson plans/training delivery model in the one day courses?

*If applicable*

- What bits did you leave out, add in or change?
- Why did you undertake these changes?
- How closely do you feel you adhered to the lesson plans/training delivery model in the two day courses?

*If applicable*

- What bits did you leave out, add in or change?
- Why did/didn't you stick to the model more closely?
- How closely do you feel you adhered to the slides in the one hour awareness sessions?

*If applicable*

- What bits did you leave out, add in or change?
- Why did/didn't you stick to the slides more closely?
- Did your delivery of the course differ across the different WISE schools for the one day course?

*If yes*

- In what ways?
- What caused this?
- Did your delivery of the course differ across the different WISE schools for the two day course?

*If yes*

- In what ways?
- What caused this?
- Did your delivery of the course differ across the different WISE schools for the one hour session?

*If yes*

- In what ways?
- What caused this?

*For England trainers only:*

- Did your delivery of the 2 day course differ compared to when you have delivered it to other settings? In what ways? What caused these differences?
- Did your delivery of the 1 day course differ compared to when you have delivered it at all? In what ways? What caused these differences?
- How did you decide if someone had successfully completed the course or not? *Find out if anyone missed any bit of their courses and what happened about this, e.g. passed them anyway, sought advice from MHFA or the study team etc.*
- *For England trainers only* What would usually happen if someone missed some of the course?

## Acceptability

- How well did participants respond to the training?
  - Did this vary from school to school?
  - Did this vary by course – were any more or less popular?
  - What particular questions / topics arose? Were you able to address all these? Were there any that you couldn't address?
  - To what extent did participants appear to relate the course to their role in schools? *Examples*
  - To what extent did participants appear to consider their own mental health as a result of course attendance? *Examples*
- If you were to deliver the training course to schools again, is there anything you would change? If yes, what?
  - Is there anything more the schools could have done to ensure participants were adequately prepared for the learning?
  - Is there anything you think schools could do to help participants put their learning from the courses into practice?
- Overall, what is your opinion of the MHFA training and its suitability for school staff?
- What has your experience been of contributing to the WISE project?
  - Have you experienced any personal benefits or difficulties through taking part?
  - If you have difficulties when delivering a course, what support can you access from MHFA?
  - *For Wales trainers only* Can you access any support regarding your MHFA delivery for the WISE study via your usual line management/workplace support?
- Is there anything else you want to say about MHFA, or your experience of delivering it as part of the WISE project?

## **TOPIC GUIDE - INTERVIEW WITH HEADTEACHER**

### **Context**

*For all:*

- How long have you been a headteacher at this school?
- What do you think the role of schools is in supporting the mental health and wellbeing of teachers?
- What do you think the role of schools is in supporting the mental health and wellbeing of students?
- What enables a school to support teachers' mental health and wellbeing?
- What are the barriers to supporting teachers' mental health and wellbeing?
- What enables a school to support student mental health and wellbeing?
- What are the barriers to supporting student mental health and wellbeing?
- *Explore funding, leadership support or not, policy level support or not in the above four questions if not spontaneously mentioned*
- What is your view of the things this school currently does to support teacher and student mental health and wellbeing? *Do they think it is about right, would they like to do more*
- Why did your school agree to be involved in the WISE study? [recap what the study is if necessary, using the info in the headteacher info sheet]
- What do you hope the school will gain from being part of the project?

### **Acceptability of the intervention and sustainability**

*For control schools only:*

- What do you think of the idea of a peer support service for staff?
- What do you think of the idea of mental health first aid training for teachers to support students and each other?

*For intervention schools only:*

**– Make sure it is clear that MHFA training and peer support service are two separate aspects that we ask about one at a time.**

- What do you think of the idea of mental health first aid training for teachers to support students and each other?
- What if anything have you heard about the mental health training that was delivered to staff at this school recently? *If needed give a brief summary*
- Would you like to see more of such training? Why/why not?
  - What would help ensure this happened?
  - What might be barriers to this happening?

- Explore funding, leadership support or not within the school/academy, policy level support or not if not spontaneously mentioned

- How could the learning from those who attended the MHFA training become embedded in school?
- What barriers might prevent this from happening? *Explore barriers at individual, organisational, and policy level*
- What do you think of the idea of a peer support service for staff?
- What if anything have you heard about the peer support service in your school, and how it has been going? *If needed give a brief summary*
- What barriers might arise to it being delivered successfully?
- What will help it to be delivered successfully?
- If found to be effective, what needs to happen to ensure the peer support service in this school is sustainable?
- Do you think there are any barriers to the sustainability of the peer supporter service? If so, what?

- In the above questions, explore willingness and ability of key individuals, organisational level factors, policy level factors – prompt them to think about at national level and more local initiatives (encourage them to be specific about any relevant policies, guidance or initiatives that they know of)

## **Contamination**

*For all:*

- Have you introduced any new services/activities/events/policies that support teacher mental health and wellbeing since September 2016? *Explore what, when and why they've been introduced.*
- Have you introduced any new services/activities/events/policies that support student mental health and wellbeing since September 2016? *Explore what, when and why they've been introduced.*
- Do you have plans to introduce any new services/activities/events/policies that support teacher/student mental health and wellbeing? *Explore what, when and why*

## **For all**

- Is there anything else you want to say about mental health and wellbeing in schools?

## **TOPIC GUIDE - PEER SUPPORTERS (POST-TRAINING)**

*Read through observation of this session before conducting focus group and explore anything if needed, e.g. key content being missed out, lack of engagement among participants*

### **General**

- Collect basic info –how many years in the job, job title.

### **MHFA training for peer supporters**

- What did you think of the MHFA training?
  - Coverage of topics, quality of delivery, modes of delivery
- Which, if any, were the most useful elements of the training?
- Which, if any, were the elements of the training that could be improved?
- Which, if any, elements of the training could be given more or less time?
- What do you think you learned from the training? (*Explore skills, confidence/efficacy, knowledge*)
- Have you shared any of the learning with colleagues or students? *E.g. staff meetings, assemblies*
- How well did the training prepare you for being a peer supporter?
- Were you given enough information about the peer support service to be able to set this up? What else would have helped?
- Has completing the training had an impact on your own mental health and wellbeing?
  - In what ways?

*Find out if they attended the 1hour awareness raising session, and if so ask:*

- What was your experience of the one hour awareness raising session on mental health?
- Which, if any, elements of the session were useful?
- How could the session be improved if at all?

### **Experiences as a peer supporter**

- Before becoming a peer supporter, did you already provide much support to colleagues? Please give details.
- Talk me through what you have done to get the service going since the training
  - What support were you given from school / SLT with this?
  - How is it run – does one person take the lead? Different people take responsibility for different aspects?
- Could you give me some examples of the support that you have offered to colleagues? (*Type of problems, how they were approached, what they have done to help, any particular pattern in those seeking help e.g. gender, experience in the job, role*)
- Do you think there are particular things that help staff approach the service for help?
- Do you think there are particular barriers that make it difficult for staff to approach the service for help?

- Have any difficulties relating to confidentiality arisen? Have there been any times when you've had to breach confidentiality? *If so explore details*
- What if anything has been beneficial for you about being a peer supporter?
- What if anything has been difficult for you about being a peer supporter? (E.g. time, space, lack of support from management, don't know how to help, emotionally draining – lack of adequate support for themselves)
  - What if anything would address those difficulties?
- How have you used the learning from MHFA as a peer supporter? Which aspects? *Explore content but also quality of support they now provide e.g. more confident/proactive, active listening*
  - *If not mentioned spontaneously* Do you make use of the ALGEE model when providing support?
- Have you used the MHFA training in any other ways? *To support colleagues? In other roles in school? Support people in personal life?*

### **Into the Future**

- Do you have any plans to develop or change the peer support service? *Get details*
- How sustainable do you think the service is in your school?
  - What will help it be sustainable?
  - What will get in the way of it being sustainable?
- Do you think having a peer support service is a good idea for a school? Why/why not?
- What else does the school do to support teachers? *Discuss how useful this is*
- Are there ways teacher support could be improved in this school?
- Have you noticed any wider changes in school regarding attitudes towards mental health and wellbeing since the WISE study began (ie. since September 2016)?
- Is there anything else you want to say about the peer support service or MHFA training?
- Is there anything else you want to say about teacher mental health and wellbeing, or mental health and wellbeing in schools generally?

## TOPIC GUIDE - PEER SUPPORTERS (ONE YEAR ON)

### Experiences as a peer supporter

- How has the peer support service been going over the year?
  - What has worked well?
  - What has not worked?
- Could you give me some examples of the support that you have offered to colleagues over the past year? (*Type of problems, how they were approached, what was done to help*)
- Do you think the service is used by any particular 'types' of people? *E.g. gender, years of experience, role in school.*
  - Have you tended to be approached by those in the same role?
  - Have you tended to be approached by those who already know you?
- Do you think there have been particular things that have encouraged staff to approach the service for help?
- Do you think there have been particular barriers that have made it difficult for staff to approach the service for help?
- Have any difficulties relating to confidentiality arisen? Have there been any times when you've had to breach confidentiality? *If so explore details.*
- Has use of the peer support service changed over the past year? In what ways? *E.g. busier as people get to trust it.*
- Has anything about the way the service works changed over the past year? *E.g. is a buddy system still going, how much senior management support the service, explore reasons for any changes.*
- What if anything has been beneficial for you about being a peer supporter over the past year?
- What if anything has been difficult for you about being a peer supporter over the past year? (*E.g. time, space, lack of support from management, don't know how to help, emotionally draining – not getting enough support for themselves*)
  - What if anything would address those difficulties?
- Has being a peer supporter had an impact on your other roles and responsibilities in school over the past year? (*Ask about positive and negative impacts*)

### MHFA training

- What do you remember about the MHFA training?
- How have you used the learning from MHFA as a peer supporter over the past year? Which aspects? *Explore content, but also quality of support e.g. more confident, proactive, active listening*
  - *If not mentioned spontaneously* Do you make use of the ALGEE model when providing support?
- Have you used the MHFA training in any other ways? *To support colleagues? In other roles in school? Support people in personal life?*
- Has completing the training had an impact on your own mental health and wellbeing? In what ways?
- Do you think top up MHFA training would be a good idea for peer supporters? Why/why not?



## Into the Future

- What do you think the main outcomes of the peer support service have been? (*for peer supporters, for individuals receiving help and for all colleagues and students, at school level?*)
  - Do you think there have been any unexpected consequences of the peer support service (good or bad)?
- Have you noticed any wider changes in school regarding attitudes towards mental health and wellbeing since the WISE study began? (I.e. since September 2016)
- How sustainable do you think the peer support service is in your school?
  - Do you think it will continue after the study finishes?
  - What would make it sustainable?
  - What will get in the way of it being sustainable?
- How long would you be willing to do this role for? (*Reasons*)
- Do you think having a peer support service is a good idea for a school? Why/why not?
- What do you think would encourage other schools to take on something like this?
- What else does the school do to support teachers? *Discuss how useful this is*
- Are there ways teacher support could be improved in this school?
- Is there anything else you want to say about the peer support service or MHFA training?
- Is there anything else you want to say about teacher mental health and wellbeing, or mental health and wellbeing in schools generally?

## TOPIC GUIDE - MHFA FOR SCHOOLS TRAINING

*Read through observation of this session before conducting focus group and explore anything if needed, e.g. key content being missed out, lack of engagement among participants*

### General

- Collect basic info –how many years in the job, job title

### Training

- How did you come to attend the MHFA training? *Was asked to attend, volunteered etc.*
- What did you think of the training? (Did the course meet your expectations/what were you hoping to get out of the course?)
  - Coverage of topics, quality of delivery, modes of delivery
- Which, if any, were the most useful elements of the training?
- Which, if any, were the elements of the training that could be improved?
- Which, if any, elements of the training could be given more or less time?
- What do you think you learned from the training course? (*Explore skills, confidence/efficacy, knowledge*)
- Have you shared the learning from the training with colleagues or students? (*E.g. during team meetings or assemblies*)
- In what ways are you required (formally and informally) to support students' mental health and wellbeing as part of your professional role?
- How have you used the MHFA training to support students? Which aspects? Gain details of any specific examples – what the problem was, what they did, how it ended.
  - *If not mentioned spontaneously* Have you made use of the ALGEE model when providing support to students?
- Have you used the MHFA training in any other ways? *To support colleagues? In other roles in school? Support people in personal life?*
  - Has completing the training had an impact on your own mental health and wellbeing? In what ways?
- What else, if anything, would help you support students' mental health and wellbeing?
- Would you recommend this course to others working in secondary schools? Why/not?

*Find out if they attended the 1hour awareness raising session, and if so ask:*

- What was your experience of the one hour awareness raising session on mental health?
- Which, if any, elements of the session were useful?
- How could the session be improved if at all?

### **Peer support service**

- Do you know about the peer support service for staff in your school? *If some do and some don't, encourage those who do to tell the others about it.*
- Do you think the peer support service is generally well known about?
- How has the service been advertised?
- What was your reaction when you heard about it? *Or for those who hadn't heard about it, what do you think of it as an idea?*
- Is the service well thought of / well used in general?
- Would you ever use it? Why/not?
- How it is accessed? Does this work or what improvements could be made to accessing it?
- Are there other ways the service could be improved?
- Would you ever consider being a peer supporter in the service? Why/not?

### **Wider school context**

- What else does the school do to support teachers? *Discuss how useful this is*
- Are there ways teacher support could be improved in this school?
- Have you noticed any wider changes in school regarding attitudes towards mental health and wellbeing since the WISE study began (ie. Since September 2016)?
- Is there anything else you want to say about the peer support service or the MHFA training?
- Is there anything else you want to say about teacher mental health and wellbeing, or mental health and wellbeing in schools generally?

## TOPIC GUIDE - MHFA FOR SCHOOLS TRAINING (ONE YEAR ON)

### General

- Collect info about their role.
- In what ways are you required (formally and informally) to support students' mental health and wellbeing as part of your professional role?

### MHFA Training

- What do you remember about the MHFA training?
- How have you used the MHFA training to support students? Which aspects? Gain details of any specific examples – what the problem was, what they did, how it ended.
  - *If not mentioned spontaneously* Have you made use of the ALGEE model when providing support to students?
- Have you used the MHFA training in any other ways? *To support colleagues? In other roles in school? Support people in personal life?*
  - *If not mentioned spontaneously* Has completing the training had an impact on your own mental health and wellbeing? In what ways?
- Do you think top up MHFA training would be a good idea? Why/why not?
- Do you think offering the training to other colleagues in this school would be a good idea? Which ones and why / why not?
- Would you recommend the course to others working in secondary schools? Why/not?
- What else, if anything, would help you support students' mental health and wellbeing?

### Peer support service

- Do you know about the peer support service for staff in your school?
  - What can you tell me about it? *If some do and some don't, encourage those who do to tell the others about it.*
  - Do you think the peer support service is generally well known about?
- How has the service been advertised?
- What do you think of it as an idea?
- Is the service well thought of/well used in general?
- Would you ever use it? Why/not?
- How it is accessed? Does this work or what improvements could be made to accessing it?
- Are there other ways the service could be improved?
- Would you ever consider being a peer supporter in the service? Why/not?

## Wider school context

- What else does the school do to support teachers? *Discuss how useful this is*
- Are there ways teacher support could be improved in this school?
- Have you noticed any wider changes in school regarding attitudes towards mental health and wellbeing since the WISE study began (i.e. Since September 2016)?
- Is there anything else you want to say about the peer support service or the MHFA training?
- Is there anything else you want to say about teacher mental health and wellbeing, or mental health and wellbeing in schools generally?

# **TOPIC GUIDE - INTERVENTION SCHOOL TEACHERS WHO DID NOT ATTEND**

## **1 DAY TRAINING**

### **General**

- Ask about role in the school

### **Student mental health and wellbeing**

- To what extent are you required (formally and informally) to support students' mental health and wellbeing as part of your professional role?
- What if anything would help you support students' mental health and wellbeing?
- What do you think about the idea of providing mental health first aid training to those who work in secondary schools? *If they know about WISE training explore views on this, if they know about government initiative explore views on this*
- Have you learnt anything about the 1 day MHFA training from colleagues who attended that? *Get details.*
- Have you had any training for supporting student mental health and wellbeing?  
*Details*
  - If not, would this be useful?

*If not already mentioned, find out if they attended the 1-2 hour awareness raising session, and if so ask:*

- What was your experience of the one hour awareness raising session on mental health?
- Which, if any, elements of the session were useful?
- How could the session be improved if at all?

### **Peer support service**

- Do you know about the peer support service for staff in your school?
  - What can you tell me about it? *If some do and some don't, encourage those who do to tell the others about it.*
  - Do you think the peer support service is generally well known about?
- How has the service been advertised?
- What do you think of it as an idea?
- Is the service well thought of/well used in general?
- Would you ever use it? Why/not?
- How is it accessed? Does this work or what improvements could be made to accessing it?
- Are there other ways the service could be improved?
- Would you ever consider being a peer supporter in the service? Why/not?

## Wider school context

- What else does the school do to support teachers? *Discuss how useful this is*
- Are there other ways teacher support could be improved in this school?
- Have you noticed any wider changes in school regarding attitudes towards mental health and wellbeing since the WISE study began (i.e. September 2016)?
- Is there anything else you want to say about the peer support service or mental health training?
- Is there anything else you want to say about teacher mental health and wellbeing, or mental health and wellbeing in schools generally?

## TOPIC GUIDE - CONTROL SCHOOL TEACHERS

### General

- Ask about role in the school.

### Student Mental Health and Wellbeing

- To what extent are you required (formally and informally) to support students' mental health and wellbeing as part of your professional role?
- What if anything would help you support students' mental health and wellbeing?
- Have you had any training for supporting student mental health and wellbeing?

#### *Details*

- If not, would this be useful?
- What do you think about the idea of providing mental health first aid training to those who work in secondary schools? *If they mention government initiative in English schools, explore views on this*

### Staff Mental Health and Wellbeing

*Imagine a peer support service was set up in this school, in which a number of staff received mental health first aid training, and then acted as a confidential first port of call for colleagues experiencing distress or difficulty.*

- What do you think of this service as an idea? Would you like such a service in this school?
- Would you use it? Why/not?
- Would you consider being a peer supporter? Why/not?
- What does this school do to support teachers? *Discuss how useful this is*
- Are there other ways teacher support could be improved in this school?
- Have you noticed any wider changes in school regarding attitudes towards mental health and wellbeing over the past year (since September 2016)?
- Is there anything else you want to say about peer support or mental health training for teachers?
- Is there anything else you want to say about teacher mental health and wellbeing, or mental health and wellbeing in schools generally?



## TOPIC GUIDE - YEAR 10 STUDENTS

### Experience of School

- What is it like to be a student in this school?  
*Prompt for positives and negatives, ask for examples of what they mention*

### Student Mental Health and Wellbeing

- What do you understand by mental health and wellbeing?
- How does your school support students' mental health and wellbeing? *Give examples*
- Do teachers in this school talk about student mental health and wellbeing? *When – in lessons? Tutor time? Assembly? What is talked about?*
  - Has this changed over the last year or been the same?
- Do students in this school talk about student mental health and wellbeing? *When? With whom? What is talked about?*
  - Has this changed over the last year or been the same?
- Do you have any ideas how this school could do a better job at supporting student mental health and wellbeing? *What would you like to see happening?*
- Do you think your mental health and wellbeing can affect your learning? *Y/N? Why? In what ways?*

### Teacher-Student Relationships

- Do teachers and students have good relationships in this school?
  - Has this changed over the last year or been the same?
- How good are teachers at this school at helping students who have personal or emotional problems? *Let them give examples, but stress they do not have to share personal experiences*
  - Has this changed over the last year or been the same?
- How do you think the relationship between teachers and students might have an effect on students mental health?
- Do the teachers in your school have good mental health and wellbeing? *Why Y/N? How do you know?*
- Do you think your teachers' mental health and wellbeing can affect students? *Y/N? Why? In what ways?*

**Share vignettes one at a time. Or just do first one if short of time.**

Sam is a 15 year old who has been feeling unusually sad and miserable for the last few weeks. Sam is tired all the time and has trouble sleeping at night. Sam doesn't feel like eating and has lost weight. Sam can't focus on schoolwork and Sam's marks have dropped. Sam puts off making any decisions and even day-to-day tasks seem too much. Sam's parents and friends are very concerned.

Alex is a 15 year old living at home with both parents. Since starting a new school last year Alex has become even more shy than usual and has made only one friend. Although Alex's work is OK Alex rarely say a word in class and becomes incredibly nervous, trembles, blushes and feels sick if asked to answer a question or speak in front of the class. At home, Alex knows these fears are unreasonable but can't seem to control them and this really upsets Alex.

**For each one ask....**

- If this person went to your school, what do you think the teachers should do to help them?
- What do you think the teachers would actually do? What makes you say that?
- What should anyone else do to help? *Who and what?*
- **If time ask additional questions below, otherwise go to closing question.**

**Additional questions (time depended but not essential for process evaluation)**

- Who would you go to for support if you had concerns about your mental health and wellbeing? *School (may name key people), peers, parents, other? Why?*
- What do you think are the main worries young people have that may affect their mental health and wellbeing?
  - Is this the same or different to when you were younger?

**Closing question for all**

- Is there anything else you want to say about what this school or schools generally can do to support students' mental health and wellbeing?

### **TOPIC GUIDE - INTERVIEW WITH FUNDER REPRESENTATIVES**

- Why did you agree to fund the study?
- How does the study fit with existing public health priorities/activities in this region?
- If the intervention is found to be effective, how do you see it continuing/being rolled out? *Explore barriers and facilitators to this*
  - If not covered in above, would you fund a future roll out?
- Is there anything else you want to say about mental health and wellbeing in schools?