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Peer Education Project (PEP) Evaluation

Final Report

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1. Executive Summary and Key Findings



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1.1 Executive Summary

The evaluation of the Peer Education Project indicates the programme was generally well-received by students and staff across schools. The peer-led format appears to have particularly contributed to **students'** positive experiences by keeping them engaged in the material and its delivery (Section 5.1, 'Facilitators' theme). Overall, all staff (Section 5.1, 'Positive Experiences' theme) and a high proportion of students (Figures 6 & 7) would recommend the programme to others.

Significant changes in **students'** key skills and understanding of key terms (especially understanding of stigma) suggest the programme content may be meeting a learning need for students in these areas (Tables 26 & 27). While staff generally praised the content, some suggested it could be improved by providing supplementary materials to support peer **educators'** learning or to provide the option to delve deeper into topics where students already have a good understanding (Section 5.1, 'Content & Materials' and 'Suggestions for Scaling Up' themes). Staff feedback is supported by feedback from student trainers and trainees, the majority of whom found session topics to be '**a bit/somewhat**' relevant (Figures 6 & 7), and the high proportion of students who already endorsed knowledge in several key areas (confidence to talk about mental health, knowledge of information and resources) prior to participating in the project (Tables 44 & 50), suggesting that some parts of the content may not be meeting as much of a need.

Based on staff feedback, in future roll-out of the programme it may be worth considering how to ensure schools have the proper resources and support to implement the programme, changing the timing of delivery to begin earlier in the school year, and exploring the possibility of complementing the peer-led sessions with other forms of support (e.g. school assemblies or training for staff). Several staff suggested the programme would be ideally delivered over several years to see meaningful changes in the school environment (Section 5.1, 'Barriers' and 'Suggestions for Scaling Up' themes).

A potential avenue for future exploration is targeting the programme to children and young people with elevated levels of emotional and behavioural difficulties (a small proportion in this sample) (Tables 65-66), and male or black and minority ethnic students (underrepresented in the paired data) (Tables 15 & 16) in order to better understand the impact on those groups.

1.2 Key Findings

Participant characteristics and representativeness of the analysis sample:

7 schools participating in the Peer Education Project in the 2016/2017 academic year took part in the evaluation ([Table 3](#)). Student trainees were between the ages of 11 and 12 (Year 7), and student trainers were between the ages of 13 and 18 (mostly Year 12). Trainers and trainees were majority female (around 65%) and white (trainers 71%, and trainees 55%) ([Tables 5-7](#)).

Around half of student trainees (53%, 455/866) and student trainers (54%, 45/84) from the participating schools returned a completed questionnaire at both time 1 and time 2 ([Tables 1 & 2](#)). Female and white students were overrepresented in the paired data ([Tables 15 & 16](#)), which reflects the student mix in schools with higher data completeness. Overall the sample was more affluent (Department for Education, 2017a) and had a slightly smaller proportion of children with special educational needs than seen nationally (Department for Education, 2017b).

Staff **implementers'** experience of the project and its implementation:

Staff were generally very positive about the programme, highlighting the peer-led structure of the programme, quality of the content and materials, and helpful support from the Mental Health Foundation. Barriers to implementation included the cost of the programme, administrative burden, and time constraints. ([Section 5.1](#), 'Content and Materials', 'Facilitators', and 'Barriers' themes)

Student trainer/trainee feedback on the project:

Most trainers (75%) and around half of trainees (45%) would '**definitely**' recommend that others take part in the programme ([Figure 6](#)). A majority of student trainers and trainees reported topics were '**a bit/somewhat**' relevant (60% and 62% respectively), while 17% and 28% found it '**very relevant**'. Over half (57%) of trainees found it '**very helpful**' to learn about mental health from a peer educator rather than their usual teacher ([Figures 6 & 7](#)).

Student trainer/trainee emotional and behavioural difficulties before and after taking part in the project:

Students reported little substantive change in emotional or behavioural difficulties on the Me & My School Questionnaire (Tables 26 & 27). While significant improvements were found for trainee-reported emotional difficulties, the effect size was negligible ($d = 0.09$) (Table 26) suggesting little practical impact. The relative lack of change on these subscales is not surprising due to the low level of difficulties in the school sample to begin with (Table 26 & 27), and also because, if anything, the intervention might actually lead to an *increase* in reporting (since it seeks to improve **students'** understanding of mental health, confidence in seeking help, etc.). Of the small proportion of students who were above clinical threshold at time 1 (18% emotional/9% behavioural), around 40% reported scores below threshold at time 2 (Tables 65 & 66).

Student trainer/trainee perceptions of school climate before and after taking part in the project:

There was little substantive change reported on the School Climate Survey. While a significant worsening of school climate was reported by student trainees, the effect size was small ($d = 0.21$) (Table 26) suggesting little practical impact.

Student trainer/trainee knowledge, attitudes and skills related to mental health before and after taking part in the project:

Knowledge of key terms & key skills: Students trainers and trainees reported significant improvement in their understanding of key terms and their key skills related to mental health and wellbeing. Effect sizes suggest these changes were of small to moderate/large impact ($d = 0.30$ to 0.79) (Table 26 & 27). Of the key terms, students reported most improvement in their understanding of '**stigma**' (50% of trainees and 20% of trainers improved on this item) (Tables 28 & 29). For trainers, there was most improvement on the skill '**know** when to ask for **help**' (27% gained this skill). For trainees, there was most improvement on the skills '**able** to talk **openly**' and '**know** how to keep **well**' (22% and 21%, respectively gained these skills) (Table 36 & 37). This suggests sessions may have had the largest impact in these areas, and may be successfully meeting a learning need for students in these areas.

Other Subscales: There were no significant changes reported for confidence to talk about mental health, and knowledge of information and resources ([Tables 26 & 27](#)). While trainees reported a significant increase in readiness to support others, the effect size was small ($d = 0.23$) ([Table 26](#)) suggesting little practical impact. Most students endorsed these items at both time points (meaning they already felt skilled/knowledgeable), or endorsed them by time 2 ([Tables 44, 50, & 55](#)). The high proportion of students who already endorsed these areas of knowledge/skills prior to participating may have contributed to a “ceiling effect”, meaning that as scores were already high, there was less room for them to substantially improve over time. This may indicate less of a learning need in these particular areas.

Comparisons of student trainer/trainee perceptions of school climate and emotional/behavioural difficulties to students in the Targeted Mental Health in Schools (TaMHS) dataset who had not received an intervention:

In both the peer education and TaMHS sample, students reported lower levels of school climate at time 2 compared to time 1, however this decrease was significantly less in the peer education sample. In both samples, students reported lower levels of emotional difficulties at time 2 compared to time 1, however this decrease was significantly larger in the TaMHS sample. This may be due to the small effect size of the decrease in emotional difficulties in the peer education sample. There were no significant differences in the change in behavioural difficulties between time 1 and time 2 ([Tables 71 & 72](#)).

2. Evaluation Overview and Aims



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2.1 Overview of Project & Evaluation Aims

The Peer Education Project (PEP) is a school-based peer-led programme aimed at supporting young people to develop the skills and knowledge they need to safeguard their mental health, and that of their peers. Year 12 students are trained to deliver 5 sessions to Year 7s aimed at building an understanding of how to maintain mental health, knowledge of sources of support, confidence to support peers and more.

The Mental Health Foundation commissioned the Anna Freud National Centre for Children and Families to conduct an independent evaluation of the **programme's** delivery to schools in the 2016/2017 academic year. The aim of the evaluation was to assess the impact of the project on student trainers and trainees, and to investigate the experiences of staff implementers to learn more about the process of embedding and delivering the project in schools. The key research questions for this evaluation were:

- How did staff implementers experience the project and its implementation?
- What did students think about the project?
- Did students' emotional and behavioural difficulties change after participating in the project?
- Did students' perception of their school's climate change after participating in the project?
- Did students' confidence to talk about mental health, knowledge of available information and resources, and readiness to support others change after participating in the project?
- Did students' knowledge of key terms related to mental health, and key skills related to their management of their mental health change after participating in the project?

3. Methodology



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3.1 Data

Evaluation Design

The evaluation of the Peer Education Project was a mixed-methods design that used semi-structured interviews with staff to collect qualitative data on the implementation of the project, and a self-report questionnaire to collect quantitative data from students taking part in Peer Education sessions in the seven participating schools.

Qualitative Data Collection:

The key contact responsible for implementing the Peer Education Project in each of the seven schools (referred to as “**staff implementers**” in this report) was approached and invited to participate in a semi-structured interview about their experiences of the project. Staff implementers were chosen as the target group as it was felt they would have the most exposure to the project, and the most in-depth understanding of how the project was implemented in the school. Seven staff implementers were approached and five (four female, one male) consented to participate. Staff implementers held a variety of teaching and non-teaching roles (deputy head, pastoral care, student leadership coordinator, drama teacher, and mental health lead).

Four of the semi-structured interviews were conducted over the phone, with one interview conducted in person. Interviews lasted between 30 minutes and one hour and focussed on staff experiences of implementing the project in their respective schools. A topic guide for interviews was developed which assessed: the overall experience of the project, barriers and facilitators to implementation, impressions of the content and materials used in project sessions, perceived impacts on staff and students, and suggestions for scaling up and further roll out of the project. The evaluation team drafted the topic guide, which was further reviewed and agreed with the Mental Health Foundation project team prior to interviews commencing. A copy of the complete topic guide can be found in Figure C1 in Appendix C.

Quantitative Data Collection:

Quantitative data was collected at two time points: time 1 took place prior to peer education sessions beginning, and time 2 took place directly following the final session. As sessions ran until the end of the 2016/2017 academic year, a third follow-up wave of data is currently being collected in the 2017/2018 academic year. The majority of questionnaires were completed on paper, with forms distributed to students by staff implementers and form tutors, and returned to the evaluation team either in person, or via registered mail. A small number of student trainers completed questionnaires online, via Opinio survey software provided by University College London (UCL), using a unique survey link distributed to students by staff implementers.

Quantitative Measures:

A self-report questionnaire for students was created using a combination of questions. One set of questions was taken from a previous questionnaire used by the Mental Health Foundation (MHF) as part of a pilot delivered in Scotland. These questions were combined with the Me & My School questionnaire (M&MS), a validated and reliable measure of emotional and behavioural difficulties, and the School Climate Survey (SCS). The time 2 questionnaires also included several follow-up feedback questions. A copy of the full questionnaire can be found in Figures A1 and A2 in Appendix A.

Me & My School Questionnaire (M&MS)

The M&MS (Deighton et al., 2013) was used to assess severity of emotional and behavioural difficulties in students. The measure has strong validity and reliability, and has been widely used across England as part of large-scale projects such as the Children and Young People's IAPT programme, and the Targeted Mental Health in Schools (TaMHS) project. The questionnaire is composed of 16 items rated on a 3 point scale from 0 (Never) to 2 (Always). The items are totalled into a behavioural and emotional difficulties subscale. Normative data is available for this measure (Deighton et al., 2013), with the cut-off for the behavioural subscale at 6 points, and the cut-off for the emotional subscale at 10 points.

School Climate Survey (SCS)

Used as part of the Targeted Mental Health in Schools (TaMHS) project evaluation (Wolpert et al., 2011), this measure is composed of 7 items, and was used to assess the perceived quality of relationships and support within schools. Items are rated on a 3 point scale from 0 (Never) to 2 (Always). The measure has strong internal consistency (Wolpert et al., 2011).

Items related to skills and knowledge

17 additional items related to knowledge, attitudes, and skills were selected to measure the specific areas Peer Education sessions targeted. These items were drawn from a previous evaluation questionnaire used by the MHF as part of a mental health in schools pilot delivered in Scotland. Items were grouped to create total scores based on their content, this resulted in 5 total scores covering: key skills, key terms, confidence to talk about mental health, knowledge of information and resources, and readiness to support others.

For key skills and key terms, items were rated on a 2-point scale from 0 (No) to 1 (Yes), with the additional option to respond "**Don't Know**". For the purposes of totalling, items rated as "**Don't Know**" were recoded to 0. For the other scales (confidence to talk about mental health, knowledge of information and resources, and readiness to support others), items were rated on a 5-point scale from 4 (Strongly Agree) to 0 (Strongly Disagree), with the additional option to respond "**Don't Know**". For the purposes of totalling subscale scores, items rated as "**Don't Know**" were recoded to missing, as this response option could not be easily be included in an ordinal scale.

As **Cronbach's alpha** is highly influenced by the number of items in a scale, and bespoke scales each contained a relatively small number of items, average inter-item correlations were calculated to assess reliability (Nunnally, 1978). Average inter-item correlations ranged from 0.23 to 0.42, within the acceptable range of 0.2 to 0.4 (Briggs & Cheek, 1986), suggesting sufficient reliability to be totalled in this manner.

3.2 Analytical Approach

Qualitative Analyses:

Qualitative data was assessed using Framework analysis (Ritchie & Spencer, 1994) following guidance set out in a worked example by Parkinson et al., (2016). Framework analysis is commonly used in applied health and social policy research, and was selected for this project due to its flexibility, which allows for predefined areas of exploration in addition to the emergence of unexpected themes from the data. The evaluation aims were congruent with several of the main types of research questions identified as appropriate for Framework analysis: contextual (assessment of **other's** experiences), diagnostic (finding reasons for what exists), and evaluative (finding the effectiveness of what exists) (Ritchie & Spencer, 1994).

The approach to analysis was both deductive and inductive. Interviews were transcribed verbatim and uploaded into NVivo. Transcripts were coded by two researchers into broad categories derived deductively from the structure and content of the interview topic guide. Categories were then charted using a framework matrix and re-structured and refined by researchers into themes and subthemes using an inductive approach based on trends emerging from the data. Coding frame categories, and final themes and subthemes can be found in [Table 20](#) and [Table 21](#). Detailed summaries of themes and subthemes, along with illustrative quotations can be found in [Section 5.1](#).

Quantitative Analyses:

The total sample was filtered for analysis by selecting only those students who returned a questionnaire at both time 1 (pre-sessions), and time 2 (post-sessions), referred to as “**paired cases**”. Student responses were matched based on answers to two questions: the date of the month they were born, and the first three letters of their **mother’s** first name. These responses were concatenated to create a unique identifier for each student. The number of “**paired cases**” is presented in [Table 2](#).

For the majority of the analysis, student trainee and trainer responses were analysed separately, as it was expected that the experiences of these two groups would differ substantially due to their unique roles (as peer educators and students) in the project. Where sample sizes were too small to meaningfully analyse groups separately, data for both groups were combined. In order to mitigate the risk to student confidentiality, instances of small numbers (fewer than three cases in a single cell) in tables have been suppressed, and in some cases categories within a single variable have been combined (e.g. learning difficulties).

Analysis of Participant Characteristics

Breakdowns of demographic data (age, gender, ethnicity, learning difficulty, free school meals) for the full sample are shown in [Figures 1-5](#) and [Tables 5-14](#). Sample demographics were compared to national data to gauge the representativeness of the data, and Chi squared tests (Field, 2013) were used to assess any differences in demographic and contextual characteristics between children with unpaired data, and the students with paired data on at least one item or subscale ([Tables 15 & 16](#)).

Students’ baseline scores on the Me & My School Questionnaire subscales (Emotional and Behavioural Difficulties) and the School Climate Survey were also compared, using a Welch Two Sample t-test (Welch, 1947), to identify any differences between student trainees and trainers with paired and unpaired data ([Tables 17 & 18](#)). Baseline scores on the Me & My School, and School Climate Survey were also compared to available normative data (Patalay et al., 2014; Wolpert et al., 2011) ([Table 19](#)).

Analysis of Total and Subscale Scores

To be consistent across measures, which included bespoke subscales with a small number of items, a child must have completed all relevant items of the scale or subscale at both timepoints to be included in the analysis for that scale or subscale. Completion rates for individual total and subscale scores are presented in [Appendix D](#) for the full sample and [Appendix E](#) for individual schools. Detailed scoring instructions are outlined in [Table B1](#) and [B2](#) in Appendix B.

For analysing the significance of the change in total scores from time 1 to time 2, scores were compared using a non-parametric test (Wilcoxon Signed Rank)(Hollander & Wolfe, 1999), as data showed a high degree of skewness, violating the assumption of normality required for parametric tests (Field, 2013). Due to the number of tests being conducted on the same sample of data, a Bonferroni adjusted p-value ($p<0.006$) was applied to all pre-post significance testing to reduce the likelihood of type 1 error (Bland & Altman, 1995). To assess the practical implications of observed differences, a variation on **Cohen's** d effect size was calculated for the pre-post difference in average scores (Becker, 1988). Interpretations of these effect sizes followed the general rule of thumb for **Cohen's** d (Cohen, 1988). A summary of results can be found in [Table 26](#) and [27](#).

Sub-group Analysis

The only measure for which clinical “**cut-offs**” are available is the M&MS measure. Further subgroup analysis on those young people scoring above the threshold for emotional and behavioural difficulties at time 1 were conducted, and the proportion of young people who reported scores below the threshold at time 2 was also assessed ([Tables 65 and 66](#)). This follows the methodology of determining “**recovery**” or “**clinically meaningful change**” used in similar analysis of routinely collected child mental health data (Wolpert et al., 2016). Due to small sample sizes, student trainee and trainer data was combined for the sub-group analysis.

Analysis of Item-Level Responses

As items taken from the MHF pilot questionnaire were not from a validated tool, analysis of total and subscale scores for these measures was supplemented with item-level analysis to further explore the effects of the sessions on individual areas of knowledge. For this supporting analysis, the proportion of responses in each category was assessed at both time points, to provide an overall sense of how many students endorsed the target skills and knowledge before and after participating in sessions. Plots of these item-level breakdowns for relevant subscales can be found in [Figures 10, 13, 16, 19, 22 and 23](#).

To further examine any item-level effects, individual level movement was assessed, identifying those young people whose responses improved, declined, or stayed the same before and after the sessions. This had the benefit of pinpointing areas where levels of knowledge may already have been high which could potentially cause ceiling effects in total or subscale scores. This analysis also allows the identification of those areas where the greatest shifts in knowledge or attitudes were achieved.

Students were classified as “**Improved**” if their response moved from “**No/Don’t Know**” or “**Disagree/Neither/Don’t Know**”, to “**Yes**” or “**Agree**” on a given item. Students were classified as “**declined**” if their response moved from “**Yes**” or “**Agree**” to “**Disagree/Neither/Don’t Know**” on a given item (this was the opposite for reverse-scored items). If a **student’s** response stayed constant between time 1 and time 2, they were classified as “**Stable**”. The proportion of students who improved, declined, and stayed stable are available in [Tables 28-29, 36-37, 44, 50, and 55-56](#).

School Level Analysis

School-level breakdowns of total and subscale scores, as well as item-level responses were also analysed. Breakdowns can be found in [Tables 30-35, 38-43, 45-49, 51-54, 57-62, 63-64, and 67-70](#). Due to small sample sizes, student trainee and trainer data was combined for the school-level analysis.

Comparison to TaMHS Data

To examine whether changes in school climate and emotional and behavioural difficulties in the Peer Education sample were different to those students who had not accessed mental health support, students in the Peer Education sample with complete data were matched to students from the Targeted Mental Health in Schools (TaMHS) dataset who had not accessed mental health services. The TaMHS dataset is composed of data related to mental health, school attendance and attainment, and service-use data collected from students between 2008 and 2011, as part of the evaluation of a project aimed to help schools deliver targeted support to those with, or at risk of mental health problems (Wolpert et al., 2011).

Participants from the larger TaMHS sample were matched to the Peer Education sample on demographic characteristics known to be predictors of psychosocial difficulties in adolescents (Green et al., 2005) including: gender; White, Mixed, Asian, Black and Other ethnicity (not stated or missing ethnicity as the reference group); presence of learning difficulties (not present as the reference group); and school climate and behavioural and emotional difficulties at baseline (time 1). One-to-one replacement propensity score matching was used in STATA 12 (Leuven & Sianesi, 2003; StataCorp, 2011), which uses logistic regression to determine the probability of belonging to the TaMHS vs. the Peer Education sample based on the above variables (i.e. the propensity score) (Rosenbaum & Rubin, 1985).

Participants were matched on gender, ethnicity, learning difficulties, free school meals, and baseline school climate and emotional and behavioural difficulties. This resulted in each student in the Peer Education sample having a closely corresponding matched student in the TaMHS sample. After matching, there were no significant differences between samples in any of the key matching variables ([Table 71](#)).

To examine if changes in school climate and emotional and behavioural difficulties in the Peer Education sample were different from the TaMHS sample, repeated measures analysis of covariance (ANCOVA) were conducted. The analysis was repeated with varying approaches (repeated measures analysis of variance (ANOVA), stepwise regression) with findings remaining consistent across approaches ([Table 72](#)).

3.3 Limitations of the Evaluation

The main limitation of this evaluation is that it is not possible to make inferences of causality due to the study design, since there is no '**counter-factual**', i.e. it is not known how **students'** responses would have changed had they not participated in the programme. Through the comparison to the TaMHS dataset we can understand a bit more about how self-reported emotional and behavioural difficulties, and perception of school climate compare to similar students who have not taken part in the project, however, external factors not measured in this evaluation may still have had an impact, and no comparison group was available for responses to the bespoke items evaluating specific areas of knowledge and skills.

In addition, it should be noted that since only around half of students who participated in the evaluation completed questionnaires before and after participating in the programme, reported differences may not be representative of all students who took part in the evaluation, or in the wider programme delivery.

It is also important to note some variation in how the programme was implemented across the participating schools. Sessions were delivered at different intervals (e.g. all in one week, or over a longer period) and varied in their set up (some schools partnered together to deliver the programme, others did not).

Finally, since students reported a low level of emotional and behavioural difficulties, and endorsed having high levels of knowledge and confidence in several areas before participating in the programme, this may have limited the amount of change detected.

Next steps: The evaluation will be extended to explore Time 3 data once collected (though a very small sample is anticipated)

4. Data Completeness and Representativeness

4.1 Data Completeness

950 students (866 trainees and 84 trainers) from seven schools participated in the quantitative portion of the evaluation of the Peer Education Project (Table 1). 53% (455/866) of trainees and 54% (45/84) of trainers had paired questionnaires at Time 1 (before sessions began) and Time 2 (after sessions ended) (Table 2). The proportion of students with paired data varied by schools (see Tables 3 & 4).

Table 1. Total number of questionnaires returned

Sample	Time 1	Time 2	Students with Time 1 or Time 2
Trainees	572	748	866
Trainers	70	56	84

Table 2. Proportion of students with paired questionnaires*

Sample	Percent	Count
Trainees	53%	455
Trainers	54%	45

*Refers to students with any item or subscale completed at both Time 1 and Time 2.

Table 3. Total number of questionnaires returned per school

School	Time 1	Time 2	Students with Time 1 <u>or</u> Time 2
Godolphin	55	48	55
La Sainte Union	0	154	154
Ravensbourne	160	132	192
Rickmansworth	92	172	201
Victoria College	111	99	111
Watford	188	167	201
Wells Cathedral	36	32	36

Table 4. Proportion of students with paired questionnaires* per school

School	Percent	Count
Godolphin	87%	48
La Sainte Union**	0%	0
Ravensbourne	53%	101
Rickmansworth	33%	66
Victoria College	89%	99
Watford	77%	154
Wells Cathedral	89%	32

* Refers to students with any item or subscale completed at both Time 1 and Time 2.

** La Sainte Union only submitted data at Time 2.

4.2 Participant Characteristics

All student trainees completing questionnaires were between 11 and 12 years of age (Year Seven). Student trainers were mostly in Year 12 but also included younger students in some schools. Ages of student trainers ranged from 13 to 18 years old (see Table 5 and Figure 2). There was a higher proportion of female students than male students among both trainees and trainers (see Table 7 and Figure 2), reflecting gender breakdowns in participating schools: three of the seven schools were all-girls schools, one was all-boys school and two were co-educational (see demographic breakdowns by school in Table 11).

Among students completing questionnaires, 45% (387/858) of student trainees and 29% (24/84) of student trainers were of black and minority ethnic origin, compared to 29% nationally among state-funded secondary school students (Department for Education, 2017a). Overall, a higher proportion of trainees and around the same proportion of trainers were of black and minority ethnic origins compared to nationally, however, **students'** ethnic origins varied by schools participating in the evaluation, and two of the schools were minority white or white British (La Sainte Union, 26% and Watford, 26%) (Table 12).

The data also suggests that compared to national statistics, schools taking part in the evaluation may be more affluent (4-7% eligible for free school meals (see Table 9 and Figure 5) compared to 14% nationally (Department for Education, 2017a)), and have a slightly smaller proportion of students with special educational needs (5-11% with a learning difficulty (see Table 8 and Figure 4) compared to 14% with SEN nationally (Department for Education, 2017b)).

Demographics: Full Sample

Table 5. Age of student trainees/trainers

	Trainers	Trainees	
11-12 years	0	0%	858 100%
13-14 years	14	17%	0 0%
15-16 years	25	30%	0 0%
17-18 years	45	54%	0 0%

Table 7. Gender of student trainees/trainers

	Trainers	Trainees	
Female	56	67%	546 65%
Male	27	33%	291 35%

Table 9. Receipt of free school meals by student trainees/trainers

	Trainers	Trainees	
No	81	96%	796 93%
Yes	3	4%	62 7%

Table 6. Ethnicity of student trainees/trainers

	Trainers	Trainees	
White/White British	60	71%	471 55%
Black/Black British	4	5%	84 10%
Asian/Asian British	11	13%	183 21%
Mixed/Other	9	11%	120 14%

Table 8. Presence of learning difficulties in student trainees/trainers

	Trainers	Trainees	
No	80	95%	761 89%
Yes	4	5%	96 11%

Demographics: By School

Table 10. Student age by school

	Godolphin	La Sainte		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral		
11-12 years	41	75%	140	92%	174	92%	181	92%	99	89%	184	92%	36	100%
13-14 years	<3	2%	0	0%	12	6%	0	0%	0	0%	3	1%	0	0%
15-16 years	4	7%	5	3%	<3	1%	8	4%	<3	2%	4	2%	0	0%
17-18 years	9	16%	7	5%	<3	1%	8	4%	10	9%	10	5%	0	0%

Table 11. Student gender by school

	Godolphin	La Sainte		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral		
Female	54	100%	149	100%	79	42%	104	54%	0	0%	195	98%	21	64%
Male	0	0%	0	0%	107	58%	88	46%	106	100%	5	3%	12	36%

Table 12. Student ethnicity by school

	Godolphin	La Sainte		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral		
White or White British	43	78%	40	26%	138	72%	135	68%	98	90%	51	26%	26	74%
Black or Black British	<3	4%	56	37%	11	6%	5	3%	<3	2%	11	6%	<3	3%
Asian or Asian British	5	9%	15	10%	7	4%	43	22%	3	3%	118	59%	3	9%
Mixed/Other	5	9%	41	27%	35	18%	17	9%	6	6%	20	10%	5	14%

Table 13. Presence of learning difficulties by school

	Godolphin	La Sainte		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral		
No	44	80%	143	95%	153	81%	184	92%	96	87%	194	97%	27	75%
Yes	11	20%	7	5%	36	19%	17	8%	14	13%	6	3%	9	25%

Table 14. Receipt of free school meals by school

	Godolphin	La Sainte		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral		
No	46	84%	127	85%	169	88%	197	99%	111	100%	194	97%	33	92%
Yes	9	16%	22	15%	22	12%	3	2%	0	0%	6	3%	3	8%

Figure 1. Age of student trainees/trainers

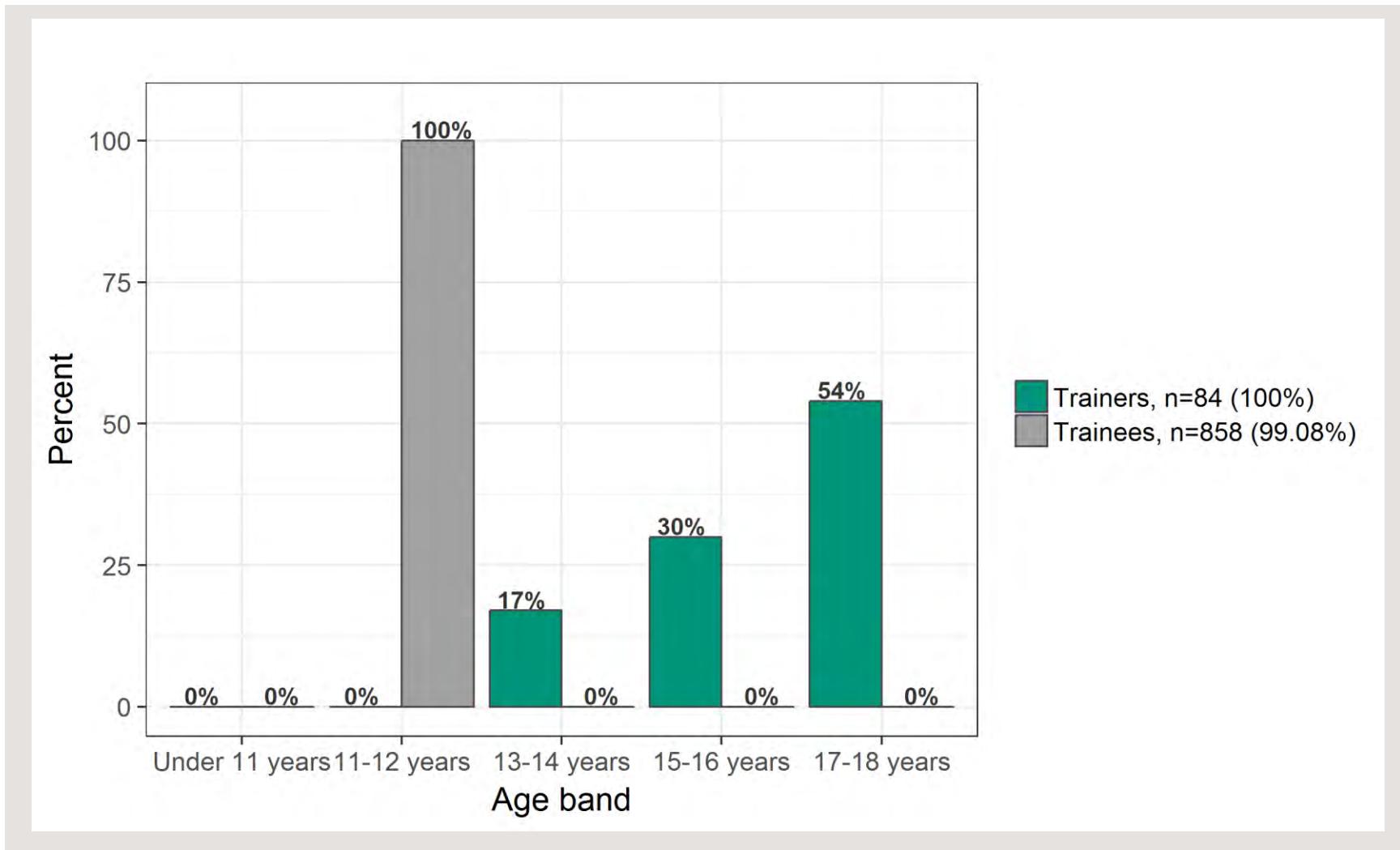


Figure 2. Gender of student trainees/trainers

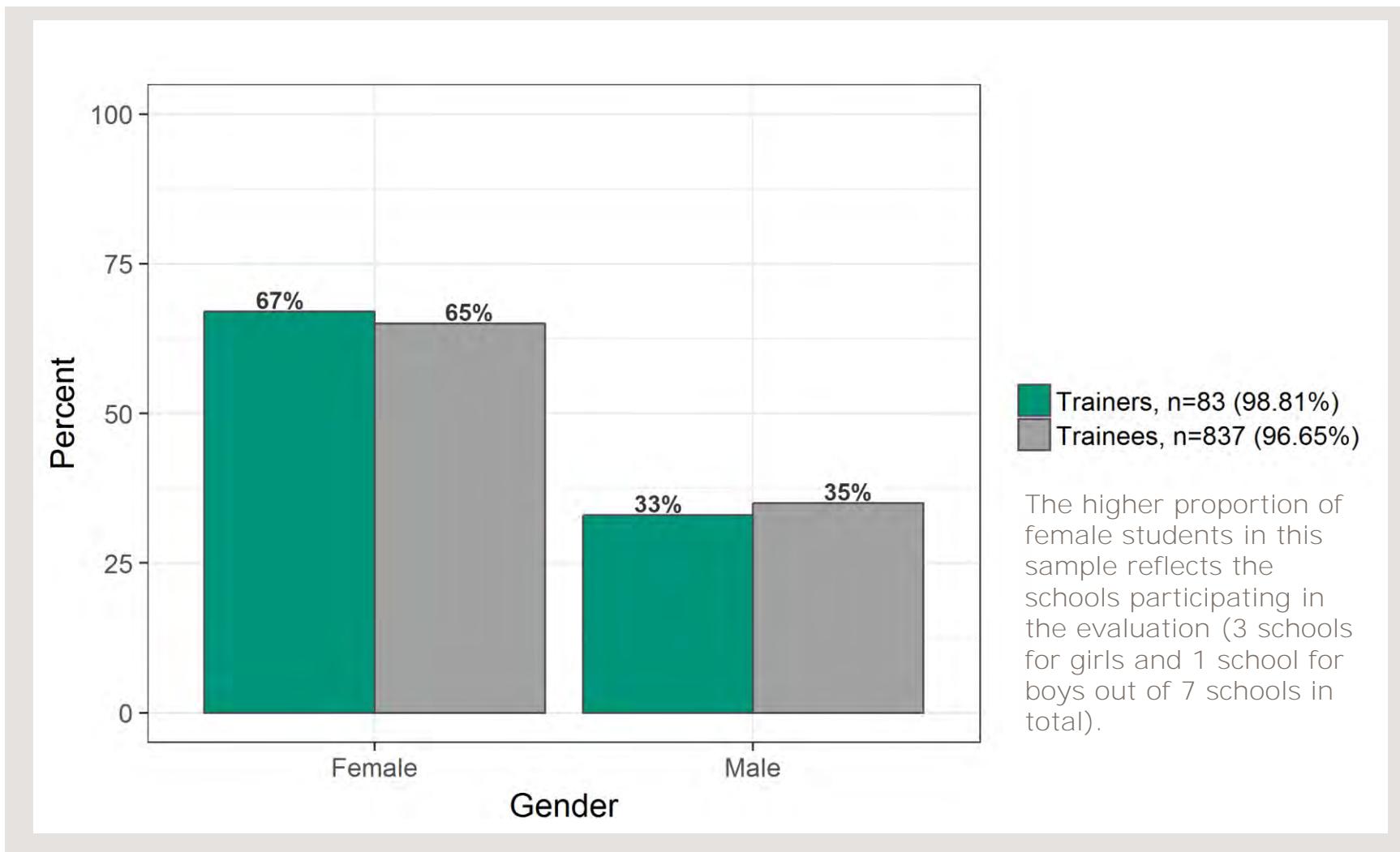


Figure 3. Ethnicity of student trainees/trainers

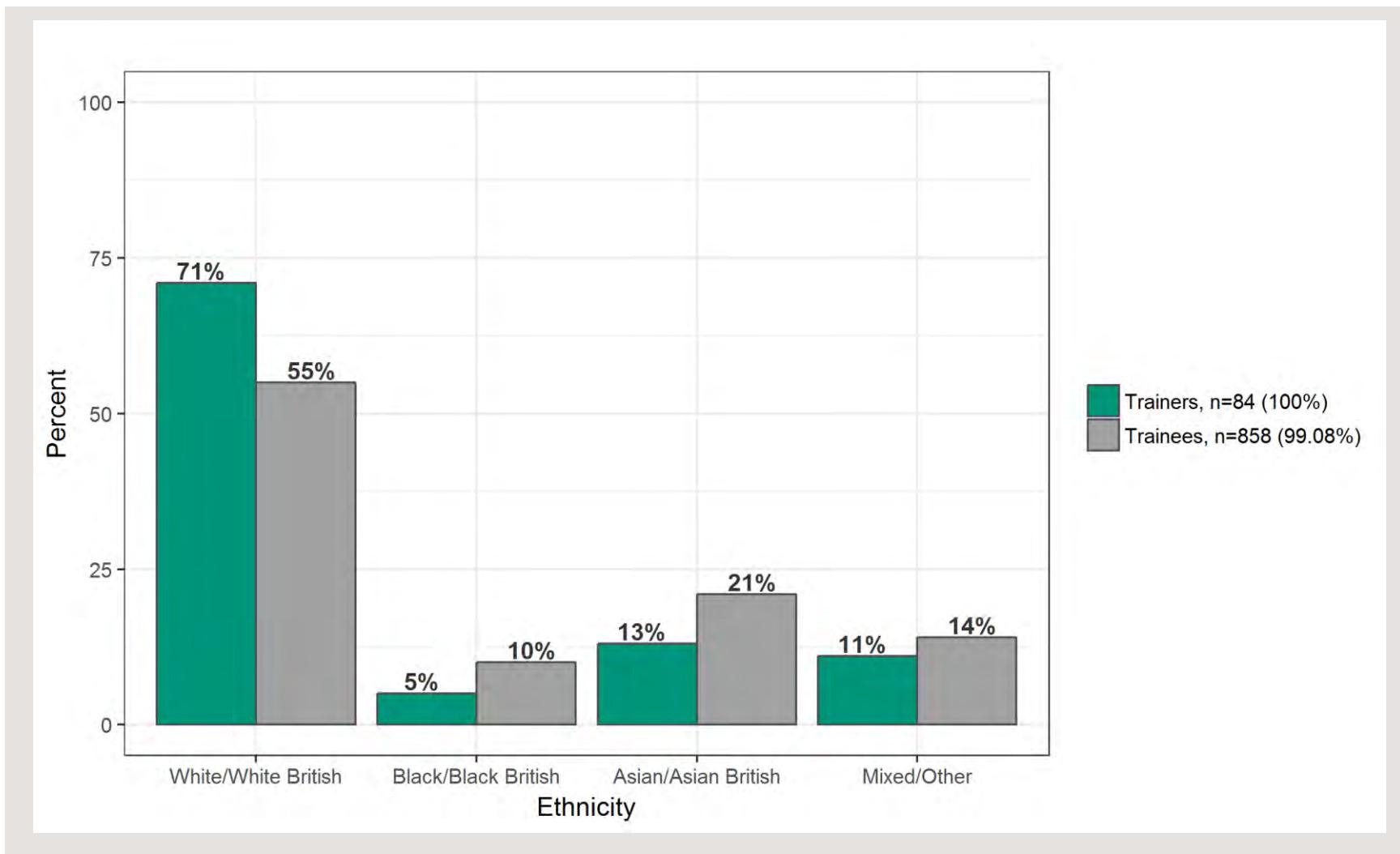


Figure 4. Presence of learning difficulties in student trainees/trainers

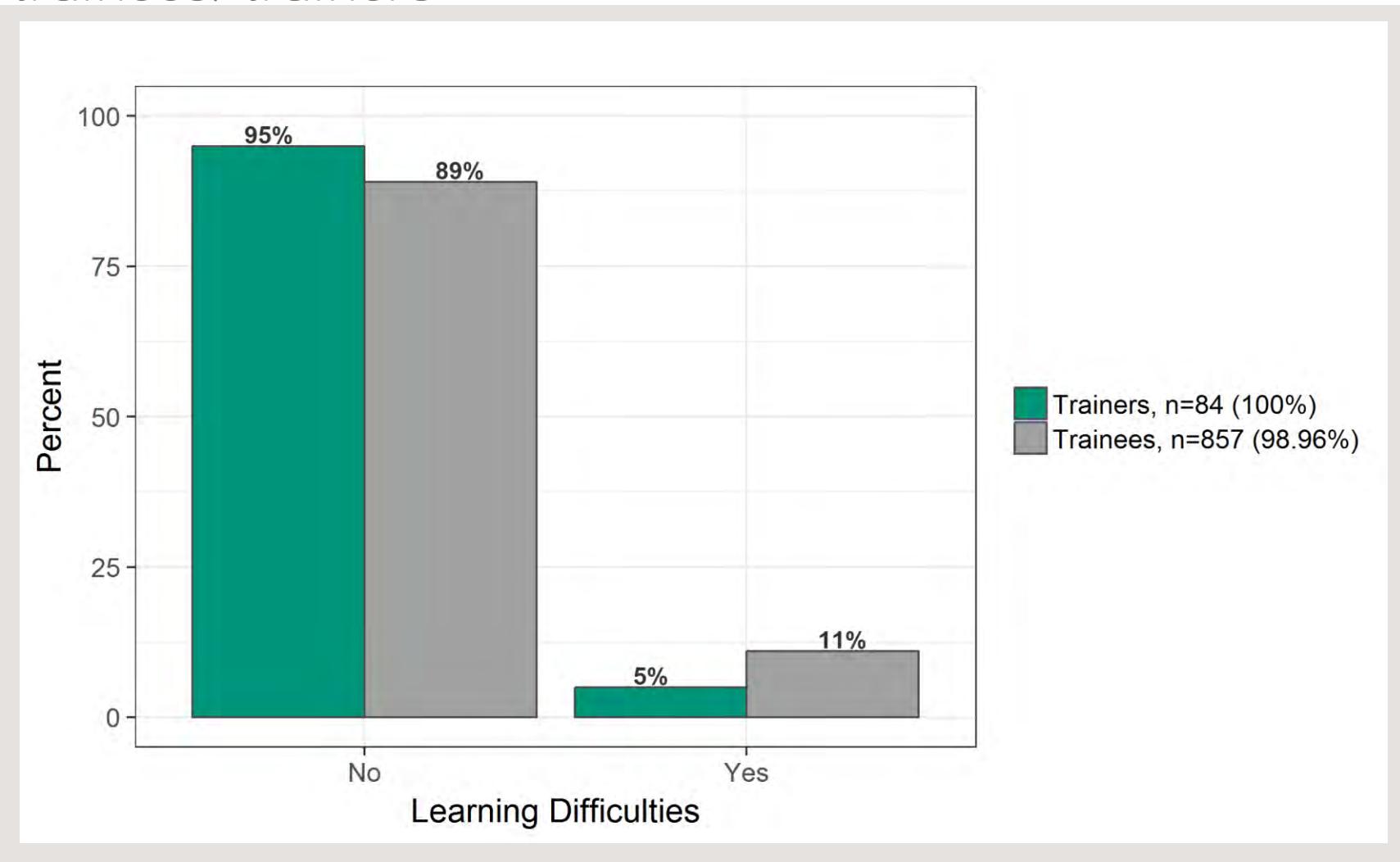
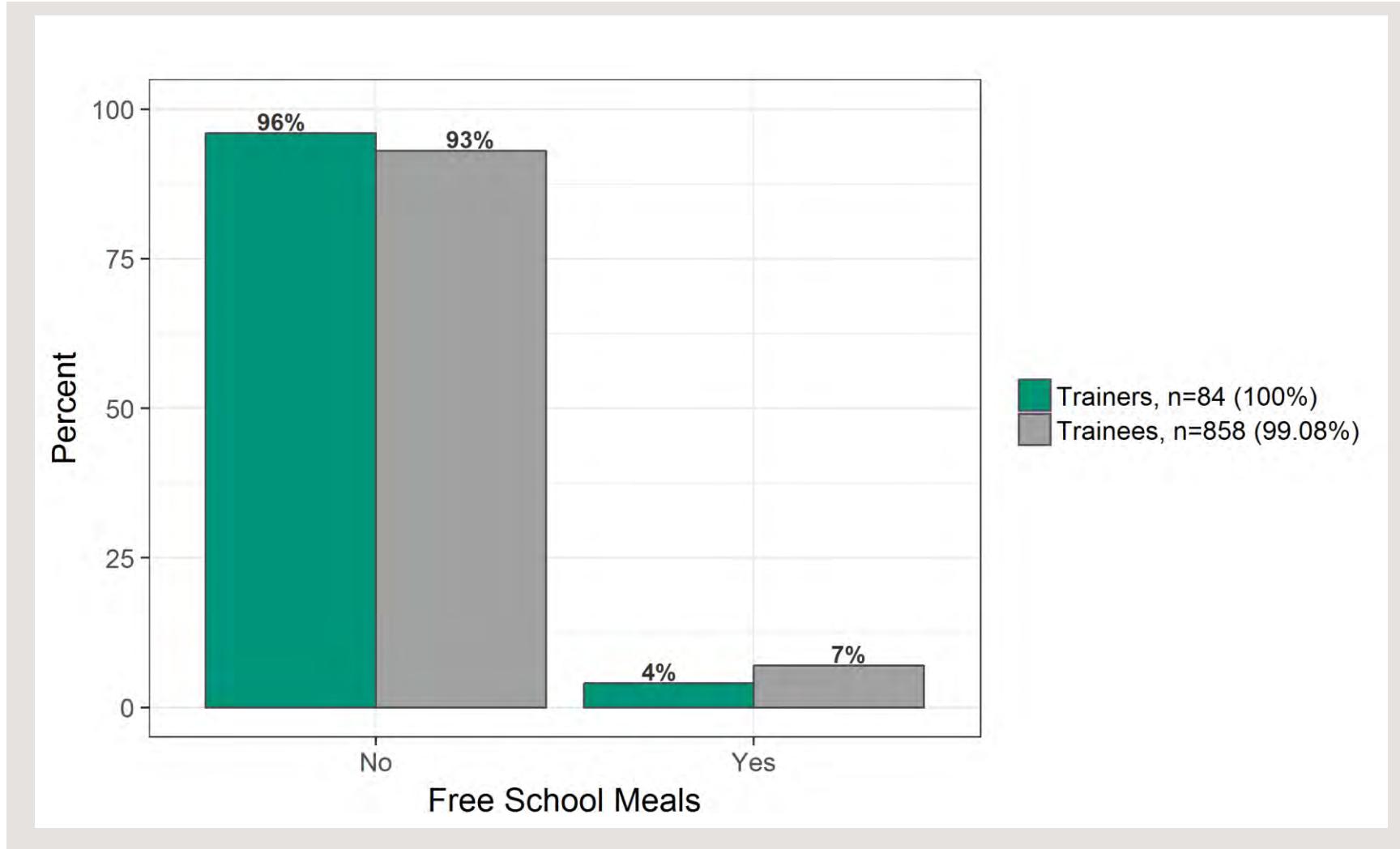


Figure 5. Receipt of free school meals for student trainees/trainers



4.3 Representativeness of Paired Sample

Students with paired data (at least one valid score on a scale or subscale at both time 1 and time 2) were compared with students with unpaired data (at least one valid score on a scale or subscale at time 1 only) to explore any differences in key demographic traits (gender and ethnicity) and baseline scores on the Me & My School (M&MS) questionnaire subscales and the School Climate Survey (SCS).¹

Demographics

A Chi-square test of independence (using an alpha level of 0.05) was calculated comparing gender and ethnicity among students with paired and unpaired data. Trainees with paired data were a higher proportion female (vs. male, $\chi^2=5.76$, $p=0.02$) and white/white British (vs. other ethnic group, $\chi^2=5.45$, $p=0.02$) than trainees with unpaired data (see Table 15). Trainers with paired data were a higher proportion white/white British ($\chi^2=6.59$, $p=0.01$) than trainers with unpaired data (see Table 16).

These differences are driven to some extent by variation in demographics and data completeness between schools, as schools with a higher proportion of students with paired questionnaires tended to have a higher proportion of female and white students. However, male and non-white students may also have been underrepresented in the paired data collected within schools.

Baseline Scores

Using a Welch Two Sample t-test, trainees with paired data were found to have higher behavioural difficulties scores ($p<0.01$, $d=0.22$) and lower perceived school climate scores ($p=0.04$, $d=-0.33$) at time 1 compared to trainees with unpaired data, but effect sizes were small and of low practical significance (see Table 17). Trainees' baseline emotional difficulties scores did not differ significantly. For trainers, there were no significant differences in students with paired and unpaired data in terms of time 1 scores (see Table 18).

These results indicate that there were few differences between students with paired data in the filtered analysis sample and students with unpaired data in terms of their level of emotional and behavioural difficulties and perceived school climate.

¹ This analysis excludes students from La Sainte Union, which only contributed time 2 data.

Table 15. Comparing Trainee Gender and Ethnicity in Students with Paired and Unpaired Data using Chi-square tests of independence

	<i>Proportion Paired Sample</i>	<i>Proportion Unpaired Sample</i>	<i>P-value</i>	χ^2
Female (vs. male)	62%	52%	0.02	5.76
White (vs. other ethnic group)	57%	67%	0.02	5.45

Table 16. Comparing Trainer Gender and Ethnicity in Students with Paired and Unpaired Data using Chi-square tests of independence

	<i>Proportion Paired Sample</i>	<i>Proportion Unpaired Sample</i>	<i>P-value</i>	χ^2
Female (vs. male)	58%	71%	0.35	0.86
White (vs. other ethnic group)	87%	57%	0.01	6.59

Table 17. Comparing Trainee Baseline Scores in Students with Paired and Unpaired Data using Welch Two-Sample T-Tests and Cohen's D

	<i>Mean Time 1 Score <u>Paired Sample</u></i>	<i>Mean Time 1 Score <u>Unpaired Sample</u></i>	<i>P-value</i>	<i>Effect size (Cohen's D)</i>
Emotional Difficulties	5.99	6.10	0.79	0.03
Behavioural Difficulties	2.71	3.56	<0.01	0.33
School Climate	9.35	8.77	0.04	0.22

Table 18. Comparing Trainer Baseline Scores in Students with Paired and Unpaired Data using Welch Two-Sample T-Tests and Cohen's D

	<i>Mean Time 1 Score <u>Paired Sample</u></i>	<i>Mean Time 1 Score <u>Unpaired Sample</u></i>	<i>P-value</i>	<i>Effect size (Cohen's D)</i>
Emotional Difficulties	6.26	5.60	0.37	0.24
Behavioural Difficulties	1.80	2.00	0.66	0.10
School Climate	9.33	8.92	0.50	0.17

4.4 Comparing to Normative Data

Student **trainees'** and **trainers'** average baseline scores on the M&MS subscales and the SCS were compared to available published normative data from community samples.

Trainees and trainers in the paired sample had similar baseline scores on behavioural difficulties, but slightly higher baseline scores on emotional difficulties, compared to a school-based sample of children aged 8 to 15 (Patalay et al., 2014). Trainees and trainers had higher baseline school climate scores than a secondary school-based sample (Wolpert et al., 2011) (Table 19).

These results suggest children participating in the Peer Education Project for whom there was paired data may have had a slightly higher level of emotional difficulties, a similar level of behavioural difficulties, and a slightly more positive perceived school climate at baseline compared to students in other school-based samples. [Section 5.3](#) provides further analysis comparing change over time in emotional/behavioural difficulties and school climate for Peer Education students who have been propensity score matched on key variables to students in the Targeted Mental Health in Schools (TaMHS) dataset.

Table 19. Normative Data for M&MS subscales and SCS in community samples

	<i>Mean Score <u>Community Sample</u></i>	<i>Mean Score Time 1 <u>Paired Sample - Trainees</u></i>	<i>Mean Score Time 1 <u>Paired Sample - Trainers</u></i>
Emotional Difficulties ¹	4.40	5.99	6.26
Behavioural Difficulties ¹	2.42	2.71	1.80
School Climate ²	7.78	9.35	9.33

¹ Patalay et al., 2014 (Table 1, Community Sample)

² Wolpert et al., 2011 (Table 9e, Secondary schools, 2010)

5. Results



Working in partnership with



5.1 Qualitative Findings



Working in partnership with



5.1 Qualitative Findings

This section presents results from the qualitative portion of this evaluation, which was based on five semi-structured interviews with staff implementers (a full topic guide is shown in Figure C1, Appendix C).

Table 20. Coding frame categories as derived from staff implementer interview topic guide

Overarching Categories	Sub Categories
1. Context	1.1 Programme role and level of involvement 1.2 Reasons for participation 1.3 Processes of implementation 1.4 Previous experiences with similar programmes
2. Overall experience of project	2.1 Student engagement 2.2 Perceived impact 2.3 Comments about evaluation process
3. Barriers	3.1 Administrative burden 3.2 Concerns or comments about cost 3.3 Skills of student trainers 3.4 Staff capacity 3.5 Scheduling difficulties
4. Facilitators	4.1 Existing structures/policies 4.2 Flexibility to change things 4.3 Organisation 4.4 Peer-led structure 4.5 Support from colleagues 4.6 Support from others
5. Feedback on materials and content	
6. Comments about safeguarding	
7. Suggestions for scaling up project	

Table 21. Final themes and subthemes as derived from analysis of coded and charted data

Theme	Sub-theme	No. of Quotes	No. of Respondents
Project Experience	Value of project focus	6	3
	Positive experiences	9	5
Content and Materials	Design and layout	20	5
	Content	19	5
Facilitators	Peer-led structure	7	5
	Younger student trainers	4	2
	Support within school	6	3
	Support from MHF	6	5
	Previous experiences and existing structures	9	3
	Project flexibility	9	3
	Training days for peer educators	7	4
Barriers	Administrative burden	10	3
	Costs	4	2
	Limited capacity and support	7	2
	Peer educator teaching skills	5	3
	Time constraints	13	5
Impacts	On staff	4	3
	On student behaviour	8	2
	On student knowledge	10	4
Scaling Up	Expanding supporting materials	9	4
	Changing timing of delivery	6	4
	Ensuring sufficient resources	9	3
	Offers of wider support	3	1
	Embedding project in long-term	4	3

Project Experience

Staff implementers were asked for their overall impressions and feedback on the project. Staff all spoke very positively of the project, and some staff spoke specifically about their opinions on the value of the subject matter.

Value of Project Focus

Implementers reported that the project was particularly timely and relevant due to an increased focus on mental health and well-being in their schools, with many stating the subject matter of the project was the main draw in their school choosing to participate.

"My overall feelings are that it's a really good programme. It's really worthwhile and obviously it's [mental health] so at the forefront at the moment so it's great to be discussing it, and for it to be so visible within a school." [Implementer 2]

"Two sessions in, the quality of the teaching the Year 7s are receiving, and the level of engagement with the Year 12s has been just as positive as I'd hope it to be."
[Implementer 1]

Positive Experiences

All implementers had positive experiences of participating in the project and would recommend that other schools take part. Implementers were generally very satisfied with the resources and support from the Mental Health Foundation. Across schools, implementers reported that students engaged well with the content, materials, and peer-led nature of the programme.

Content & Materials (1/2)

Implementers were asked for their feedback on the materials used as part of the peer education sessions. Responses focussed either on aspects of the design, structure, and layout of the materials and/or on the session content itself.

Design and layout

Implementers were generally very positive about the layout, format and design of provided materials, which they felt were appropriate for the Year 7 audience and easy for peer educators to use in delivering sessions. This enhanced students' engagement and kept sessions running smoothly. Implementers liked the use of PowerPoint, which gave lessons structure. One implementer also welcomed the materials' gender neutral design.

"I thought the resources were excellent and really clear. And then having a memory stick with everything on it, so if you needed to print anything, you didn't have to go on a website or try and scramble around finding the original photocopy."
[Implementer 3]

"The Year 12s [...] really liked the ring binder system. I think that's been very useful. [...] It's all in the right place. So it's well-organised in that way, and it's user friendly so that the Year 12s know where they are and the Year 7s can follow it as well."

[Implementer 1]

Implementers flagged some areas of improvement in the materials, with one mentioning the level of work involved in printing and photocopying materials, and another citing a discrepancy in the wording of one of the true/false statements in materials given to peer educators, and the Year 7 students.

Feedback on Content & Materials (2/2)

Content

Implementers reported that session content was engaging and relevant to Year 7 students. Feedback on activities was generally very positive, though some noted ones they felt were less effective (e.g. the '**spectrum**' activity in the first session, the steps-and-ladders exercise in the fifth lesson).

"I felt that first session

needed to be a bit more basic really. I think there were various things in a number of sessions that were a little bit **too complicated.**"

[Implementer 5]

Two implementers felt that some Year 7 students were too young to understand the purpose of the lessons and could have benefitted from more explanation of key terms (including '**mental health**') at the beginning of the project, and more reflection on what they had learned at the end. They also felt some lessons assumed knowledge or perceptions students may not have had (e.g. the lesson on myths, which asked about schizophrenia).

"I guess I would say, you know, don't be so nervous
about making it [the content] soft and gentle for the Year 7s, '**cause they're pretty tough, Year 7s these days.**"

[Implementer 2]

An implementer in another school, however, suggested there was scope for content to be more in-depth, with greater focus on particular mental health conditions. They felt students could manage more challenging content, and that a benefit of having an external organisation involved was access to expert knowledge.

Facilitators to Implementation (1/3)

Staff were asked about the factors that they felt facilitated their implementation of the project. Responses were varied, but tended to focus on various sources of support, and specific characteristics of the project, and of their individual schools, that made the organisation, set-up, and student engagement with the project easier.

"I was really delighted at how much more

receptive Year 7s are to comments from Year 12s than from people of my generation, and I think I had underestimated the very positive **nature of that.**" [Implementer 5]

"The peer led aspect of it is great, 'cause the kids love that. Especially when they think it's something quite important and quite a serious nature. They really get into it."

[Implementer 2]

Younger Student Trainers

Two implementers in schools where peer educators included Year 9 and 10 students noted what they felt was particularly high engagement in these trainers and felt that opening the opportunity to younger students benefitted their schools' delivery of the programme.

Peer-led Structure

Implementers felt that the peer-led structure of the sessions contributed to **students'** engagement with the material. Peer educators were particularly engaged, which many implementers attributed to the responsibility students took on in delivering the material. Implementers also reported that Year 7 students engaged more with the sessions because they were delivered by peers.

"In some ways, because the

[younger students] have had less opportunity to do things like that, **they've thrown themselves into it more... and ironically, they've** actually been probably more organised and efficient than the **Year 12s have.**" [Implementer 2]

Facilitators to Implementation (2/3)

"The school has been very supportive, and it's something that schools like, this idea, and so that's been quite easy from that side of things." [Implementer 3]

Support within the School

Implementers noted that having the support from school administration and teachers was crucial to the successful implementation of the programme. Several implementers felt their school's existing focus on mental health and wellbeing was helpful in this regard.

Support from the Mental Health Foundation

All implementers mentioned ease and speed of communication with contacts at the Mental Health Foundation (MHF) as an important source of support. Two implementers noted that the initial meeting with MHF representatives was particularly helpful to set form **tutors'** and **staff's** expectations of what was involved in the programme and elicit support from staff and school management, which they cited as crucial for successful implementation.

Project Flexibility

Several implementers took advantage of flexibility in how the programme could be administered. In particular one school found the flexibility to partner with another school facilitated implementation by increasing student engagement and reducing costs. Another implementer appreciated that they could adapt session content (substituting out an activity that did not work for them).

"It was very helpful to meet with the [MHF representatives] a year before the programme. It was just really useful to talk over any issues and bring some of the concrete issues and concerns that we had in this school into that discussion." [Implementer 5]

Facilitators to Implementation (3/3)

Past Experience & Structures

Several implementers reported they had existing structures in place from delivering peer-led projects previously, for example procedures for safeguarding and selecting peer educators, which they felt facilitated implementation, as staff and students were already familiar with the process of managing and taking part in peer-led programmes.

One implementer also noted that experience participating in programmes with similar content increased **students'** familiarity with the topics and made them more engaged.

"It doesn't come as a shock to them [students] that we're now addressing mental health, it's part of what they've already seen."
[Implementer 1]

"So one thing that they said very quickly was you're not teachers, you're not psychologists, you're presenting the material. I think that was very useful for the students." [Implementer 5]

"The first day was quite relaxed and then on the next day, the last section was a little bit rushed and it felt like we had a lot to get through." [Implementer 3]

Training of Peer Educators

Implementers who had attended the training days for peer educators were generally very positive, and felt they were effective in preparing student trainers to deliver sessions.

One implementer noted that the training day was particularly helpful in establishing student **trainers'** roles and responsibilities, and boundaries, which made them more comfortable. Another implementer thought the workshops were really good but felt that the material could have been spread out more equally across the two days.

Barriers to Implementation (1/3)

Staff were asked to describe any barriers to their implementation of the project. Responses generally focussed on the workload involved in coordinating the project, and the burden this placed on teachers and staff, as well as the difficulty of scheduling the sessions themselves. Some implementers spoke about factors that were more specific to the circumstances of their individual schools, such as cost, and the abilities of peer educators.

Administrative Burden

Several implementers flagged administrative burden as a barrier. Two found the evaluation component itself to be burdensome due to the number of forms to be completed, and another found it difficult to manage student trainers and prepare session materials. This implementer felt that the session materials required a great deal of preparation in the form of photocopying, printing, and distributing to form tutors.

"Scheduling the lessons. I mean that was probably the most difficult thing"
[Implementer 4]

"The teachers are really, really busy. It's either not going to get delivered properly, or it does but then they are quite resentful of the programme, or get annoyed with the programme because things aren't prepared, or things aren't easily accessible."

[Implementer 2]

Time

All implementers reported finding it difficult to plan in the peer education sessions around existing school timetables, and felt it would have been beneficial to start the project earlier in the school year. Accounting for the Year 12 exams was flagged as a particular challenge for scheduling.

Barriers to Implementation (2/3)

Limited Capacity & Support

Implementers flagged capacity and support (from teaching staff and management) as a potential barrier. One flagged the importance of getting teachers on board from the start, making them aware of their role in supporting sessions, and having consistent access to necessary resources.

"I think anyone co-ordinating or implementing this needs the full support of the management of the school in terms of resources." [Implementer 4]

"If you hadn't checked the PowerPoint, e-mailed out all the PowerPoints to tutors, met with the kids to double-check they knew what they were doing, made sure the worksheets were printed in advance... If you weren't organised enough, and on top of it, it just wouldn't have happened." [Implementer 2]

Another felt the programme was quite labour-intensive to be managed by a single member of staff, as the implementation required extensive organisation. However, this implementer reported being more involved in the administrative processes than other implementers interviewed, so the level of resource and capacity necessary may depend on the approach to implementation taken within each school.

Cost

Several implementers mentioned cost as an actual or potential barrier. For one school, the cost of printing session resources strained the school printing budget. For another, the cost of participation would have been prohibitive if not permitted to partner with another school.

Barriers to Implementation (3/3)

Peer Educator Teaching Skills

Three implementers flagged student **trainers'** teaching skills and ability to manage a classroom as potential barriers, though both felt this only had minimal implications for the programme's delivery in their schools.

"If there has been a difficulty, it's been for the Year 12 students delivering the programme managing the classroom, the behaviour of the younger students. It hasn't been a big problem, but it's been more difficult for them than I think they realised it would be."

[Implementer 4]

"We're really asking them to be teachers, so some kids do that naturally really, really well, whereas others don't really understand about how to keep their attention."

[Implementer 2]



Programme Impact (1/2)

Staff were asked if they had observed any differences in students participating in the project, or in **their own knowledge of the topics covered in the project sessions**. Some implementer's roles meant that they were not in regular contact with the students taking part, so their ability to observe the impact on students was limited. Furthermore, some schools had not completed all sessions at the time of interview, or little time had passed since sessions were completed. This meant few implementers were able to describe perceived project impacts. Those that were able commented on changes in student knowledge and behaviour, as well as some impacts on their own knowledge and understanding.

Impact on Student Knowledge

- One implementer noted students seemed to have an increased understanding of mental health as a “normal and everyday part of our lives.”
- Another implementer observed improvement in Year 7 **students'** understanding of stigma and awareness of mental health and what it means.

Impact on Student Behaviour

- One implementer reported a difference in how student trainers discussed mental health, and their own confidence supporting friends with mental health difficulties
- One implementer noted improved self-confidence in the younger student trainers which they attributed to taking part in the sessions as peer educators

“They seem to have grasped the fact that there’s more people who suffer from poor mental health than they had expected, and that this was something they themselves would accept as just being part of their lives, something they could address, rather than **something to fear.**” [Implementer 1]

“They were all quite happy to talk about things and come up with quite sweet things, like if your friend was a bit down you could walk with them to school, **or buy them sweets... things like that.**” [Implementer 3]

Programme Impact (2/2)

Impact on Staff

Some implementers noted that the training had an impact on their own understanding of mental health and wellbeing, and also helped them learn about their **students'** level of understanding around mental health.

- One implementer felt it helped them understand more about the complexity of the concept of '**stigma**'.
- Another implementer felt it increased their own understanding of specific types of mental health problems and awareness of the power of language around mental health and importance of using appropriate terminology.
- A third implementer found participating in the programme gave them a more clear picture of **students'** level of understanding around mental health.

"I guess I was surprised at [...] how
little some of them know about mental
health. So, students feeling that mental
health was to do with how smart they
are, that if people said 'how is your
mental health?', they assumed they
were asking about their intelligence."
[Implementer 5]

"I thought I was initially clued up, but
the stuff about being schizophrenic... I
think from films and media, I just
always thought everybody had split
personalities and heard voices and stuff,
but I know that's just not the case. So
yes, I definitely learned more about
specific types of mental health..."
[Implementer 3]

Suggestions for Scaling Up (1/3)

Staff were asked for any suggestions they may have for other schools taking part in the project in the future, and for any additional support or resources they felt could be provided by the Mental Health Foundation in further roll-out of the project. Responses focussed on changes to the timing of the project delivery, adding to existing material and content, and expanding the scope of the support offered.

Expanding Supporting Materials

One implementer suggested creating a companion website for the project to support teachers and students throughout the sessions.

Another suggested providing additional supporting materials or content to the Year 12 peer educators to ensure they are comfortable and confident with the content prior to teaching it to the Year 7s.

"A bit more factual content teaching to the Year 12s so that they're confident with what they're saying [...] if it's going to national, you can't guarantee that all of the Year 12s have the same background of information." [Implementer 1]

"We're used to getting our resources online these days so an online resource for everyone involved to be able to check details and facts, and look at documents, that kind of thing."

[Implementer 4]

Changing the Timing of Delivery

Most implementers suggested the timing of the programme be adjusted when rolling it out more widely. In particular, it was suggested to start sessions earlier in the academic year to make it easier to plan around school holidays and student exams.

Suggestions for Scaling Up (2/3)

Ensuring Sufficient Resources in Schools

Three implementers highlighted the importance of the capacity of school staff, and the support of management for successful implementation.

It was suggested to make sure sufficient support is available within schools taking part, and that schools are made aware of resource requirements. Several implementers noted it was helpful to have one person driving implementation.

"I'd recommend it to schools who are, who are willing to take it seriously and resource it properly."

[Implementer 4]

"I think most schools, if you offered to come in and do an assembly on mental health or something like that, they'd probably bite your hand off."

[Implementer 2]

Offers of Wider Support

One implementer suggested that the Mental Health Foundation deliver the programme content to a wider audience, for instance through a school-wide assembly.

They also described what they felt was a training gap for teachers in recognising student mental health difficulties and suggested this as a potential avenue for further expansion of the programme.

Suggestions for Scaling Up (3/3)

Embedding the Project for the Long-Term

Two of the implementers felt that in order to maximise the impact of the project, it should be embedded in schools and run over a number of years.

One implementer mentioned they felt the programme would be best delivered over the next 6-7 years so it filters through the whole school, and another felt that building the programme into existing school structures would help ensure it was not a “one-off”.

“If you do it year upon year, then you know, you can build this momentum, and eventually, ideally the Year 7s that were taught by the Year 12s become your peer educators, and they’re practiced in it.”
[Implementer 1]

5.2 Quantitative Findings – Feedback and Responses

Trainee/Trainer Feedback on Peer Education Sessions

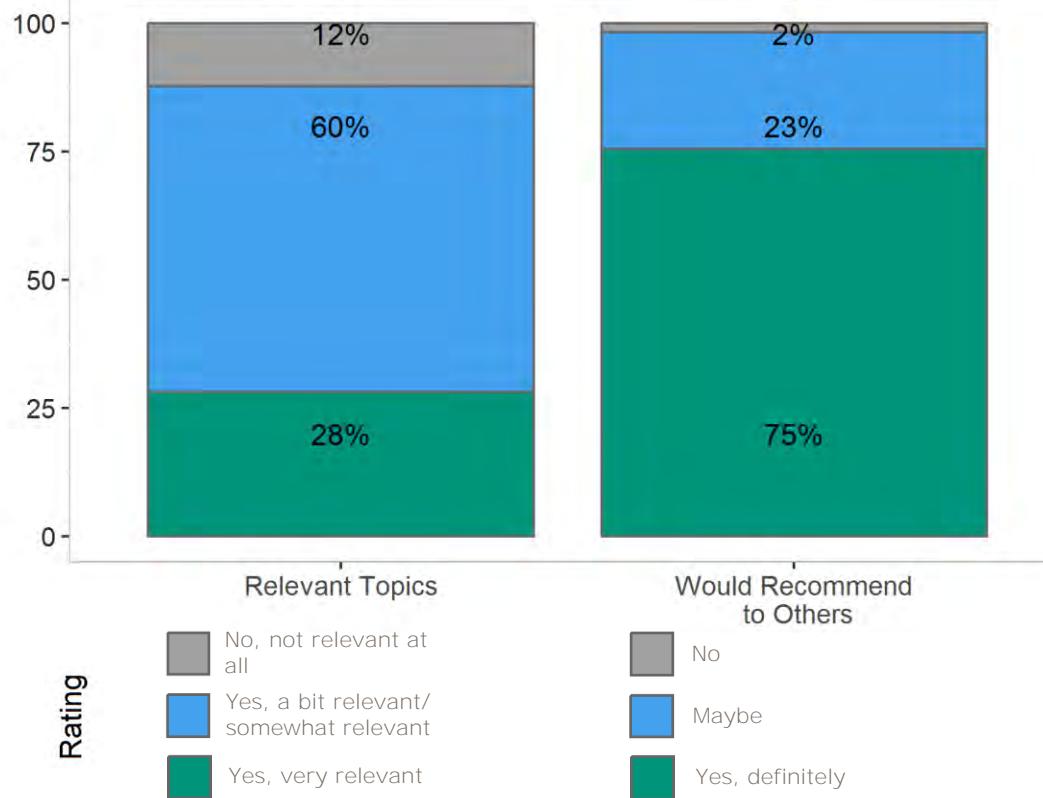
Trainer feedback was generally positive, with a majority of student trainers reporting that they would recommend others participate in the programme (75% would '**Definitely**' recommend it). Feedback was slightly more mixed on the relevance of the content. 28% of student trainers reported the topics covered in the sessions were '**very relevant**', with the majority (60%) reporting that they were '**a bit/somewhat**' relevant (Figure 6).

Trainee feedback was also generally positive with 43% of trainees stating they would '**Definitely**' recommend other students take part, and a further 45% saying they would '**maybe**' recommend it. A majority of trainees found it helpful to learn about mental health from peer educators instead of their usual teacher (57% responded '**Yes, very helpful**'), however, 35% felt it did not make a difference. 17% of trainees reported the information was '**very relevant**' and 20% said they would '**definitely**' use the learning. The majority of trainees were more mixed in their feedback, with 62% reporting the content was '**a bit/somewhat**' relevant, and that they would '**maybe**' use the learning in future (Figure 7).

The majority of individual schools had similar proportions of children who endorsed the most positive response options for each of the feedback questions, however, there was some variation between schools. In particular, Godolphin had the highest proportion of students endorsing the most positive response option on all feedback items (Tables 22-25), and both Godolphin and Wells Cathedral School had a higher proportion of students responding they would "**definitely**" recommend participation in the project to others (Table 23), and found learning from a peer educator to be "**very helpful**" (Table 25) when compared to other schools. This suggests that students from Godolphin and Wells Cathedral schools in particular may have had more positive experiences of the project than students at the other schools (La Sainte, Rickmansworth, Victoria College, Ravensbourne, and Watford).

Figure 6. Trainer Feedback Responses

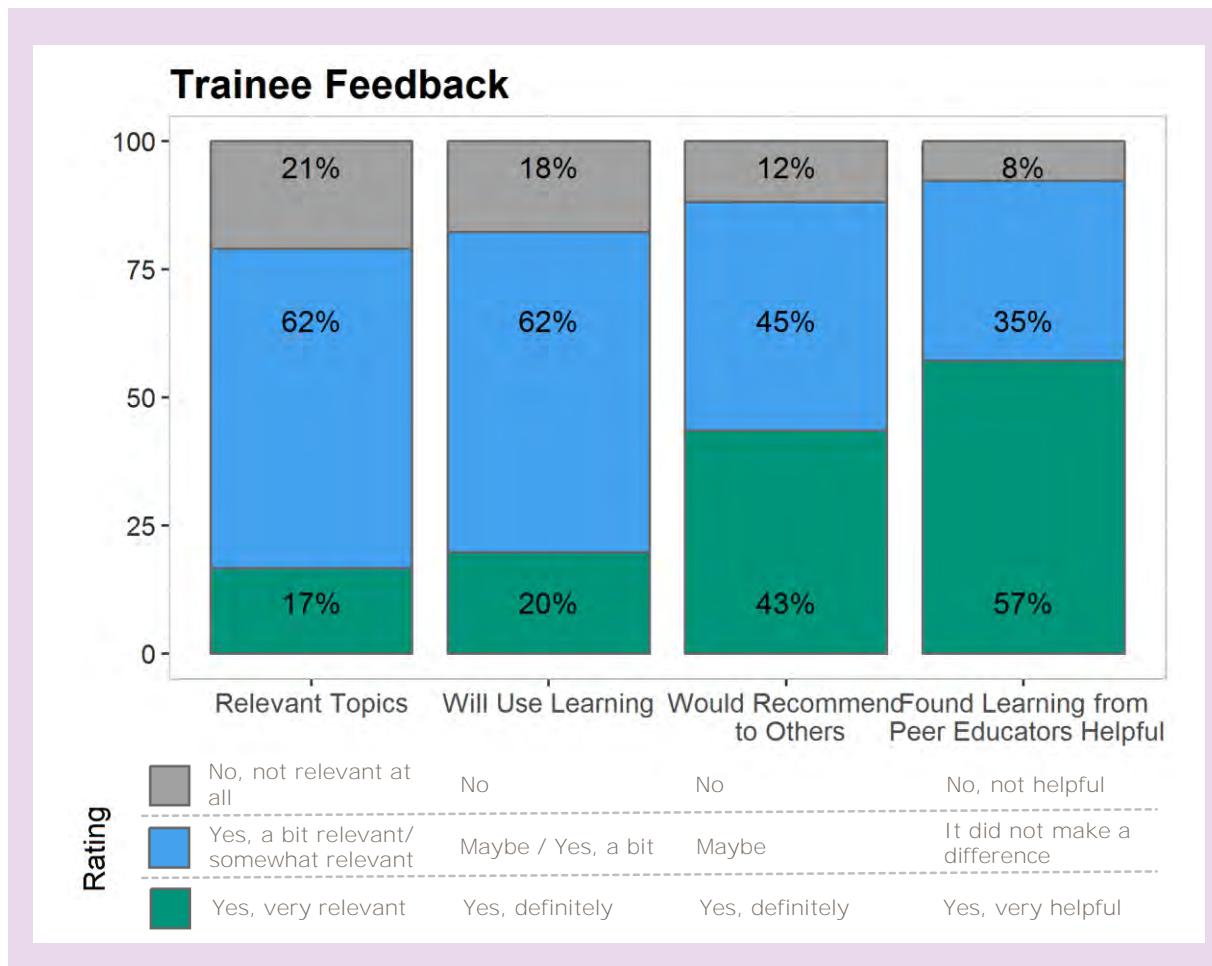
Trainer Feedback



Trainer feedback was generally positive, with a majority of student trainers reporting that they would recommend others participate in the programme (75% would 'Definitely' recommend it).

Feedback was slightly more mixed on the relevance of the content. 28% of student trainers reported the topics covered in the sessions were 'very relevant', with the majority (60%) reporting that they were 'a bit/somewhat' relevant.

Figure 7. Trainee Feedback Responses



Trainee feedback was generally positive with 43% of trainees stating they would 'Definitely' recommend other students take part, and a further 45% saying they would 'maybe' recommend it.

A majority of trainees found it helpful to learn about mental health from peer educators instead of their usual teacher (57% responded 'Yes, very helpful'), however, 35% felt it did not make a difference.

17% of trainees reported the information was 'very relevant' and 20% said they would 'definitely' use the learning. The majority of trainees were more mixed in their feedback, with 62% reporting the content was 'a bit/somewhat' relevant, and that they would 'maybe' use the learning in future.

Feedback: By School

Table 22. Responses to question “did you find the topics covered by the training relevant to you?” by school

	Godolphin	La Sainte	Ravensbourne	Rickmansworth	Victoria College	Watford	Wells Cathedral
No, not at all	4	9%	34	23%	25	20%	35
Yes a bit/somewhat	20	43%	90	62%	77	63%	103
Yes, very	23	49%	22	15%	21	17%	25

Table 23. Responses to question “would you recommend other students take part in future?” by school

	Godolphin	La Sainte	Ravensbourne	Rickmansworth	Victoria College	Watford	Wells Cathedral
No	0	0%	26	17%	14	11%	16
Maybe	10	21%	60	40%	78	63%	75
Yes, definitely	37	79%	65	43%	32	26%	71

Table 24. Responses to question “do you think you will use what you have learned in the next 3 months?” by school

	Godolphin	La Sainte	Ravensbourne	Rickmansworth	Victoria College	Watford	Wells Cathedral
No	4	11%	34	25%	20	18%	27
Maybe/Yes, a bit	16	43%	82	60%	76	69%	96
Yes, definitely	17	46%	20	15%	14	13%	27

Question given to student trainees only

Table 25. Responses to question “was it helpful to learn from Peer Educators instead of your usual teacher?” by school

	Godolphin	La Sainte	Ravensbourne	Rickmansworth	Victoria College	Watford	Wells Cathedral
No, not helpful	0	0%	14	10%	12	11%	12
It did not make a difference	3	8%	58	42%	45	42%	62
Yes, very helpful	34	92%	65	47%	51	47%	76

Question given to student trainees only

Summary of changes in total and subscale scores

When comparing average time 1 and time 2 scores for each subscale, trainers reported significant improvements of a medium effect size on the “**key skills**” subscale ($p < .001$, $d = 0.55$). There were no significant differences reported by trainers on any of the other subscales (Table 26).

Trainees reported significant improvements of a moderate to large effect on the “**key terms**” subscale ($p < .001$, $d = 0.79$), and significant improvements of a small effect on the “**key skills**” ($p < .001$, $d = 0.30$) and “**readiness to support others**” ($p < .001$, $d = 0.23$) subscales. Significant improvements on the emotional difficulties subscale were also reported, however the effect size was negligible ($p = .005$, $d = 0.09$). A significant worsening of school climate was reported by trainees, however the effect size was small ($p < .001$, $d = 0.21$). There were no significant differences reported by trainees on any of the other subscales (Table 27).

Table 26. Average trainer time 1 and time 2 total and sub-scale scores with p-value of Wilcoxon Signed Rank test, and Cohen's d effect size

	Time	Mean	p	Effect Size
Key Terms	1	3.6	0.04	0.35
	2	3.8		
Key Skills	1	3.1	<0.001*	0.55
	2	3.7		
Confidence to talk about mental health	1	6.3	0.08	0.26
	2	6.7		
Knowledge of information and resources	1	9.2	0.02	0.41
	2	10.1		
Readiness to support others	1	13.5	0.80	0.05
	2	13.4		
Emotional difficulties (M&MS)	1	6.3	0.24	0.07
	2	6.0		
Behavioural difficulties (M&MS)	1	1.8	0.65	0.17
	2	2.0		
School Climate	1	9.3	0.50	0.08
	2	9.1		

*indicates significance at Bonferroni adjusted level of $p < .006$

Table 27. Average trainee time 1 and time 2 total and sub-scale scores with p-value of Wilcoxon Signed Rank test, and Cohen's d effect size

	Time	Mean	p	Effect Size
Key Terms	1	2.4	<0.001*	0.79
	2	3.2		
Key Skills	1	2.7	<0.001*	0.30
	2	3.1		
Confidence to talk about mental health	1	5.7	0.03	0.11
	2	6.0		
Knowledge of information and resources	1	9.6	0.07	0.13
	2	10.0		
Readiness to support others	1	12.9	<0.001*	0.23
	2	13.5		
Emotional difficulties (M&MS)	1	6.0	0.005*	0.09
	2	5.7		
Behavioural difficulties (M&MS)	1	2.7	0.10	0.05
	2	2.6		
School Climate	1	9.3	<0.001*	0.21
	2	8.8		

*Indicates significance at Bonferroni adjusted level of $p < .006$

Knowledge of Key Terms

The average trainer rating of knowledge of key terms at time 1 was 3.6 points out of a possible 4, where higher scores indicate more knowledge of key concepts related to mental health and wellbeing. For trainees this was 2.4. At time 2 the average rating of knowledge of key terms for trainers was 3.8, an average change of 0.2 points (Figure 8), for trainees this was 3.2, an average change of 0.8 points (Figure 9).

The difference between the average time 1 and time 2 score for trainers was not significant with a small effect size ($p = 0.04$, $d = 0.35$) (Table 26), the difference for trainees was significant with a medium to large effect ($p < .001$, $d = 0.79$) (Table 27) (using a Bonferroni adjusted p-value of $p < .006$).

The proportion of student trainers and trainees responding ‘Yes’ on items relating to understanding key terms increased between time 1 and time 2. Results suggest particular improvement in trainees’ understanding of ‘stigma’ and ‘discrimination’ (45 and 22 percentage point increases, respectively in ‘Yes’ responses from time 1 to time 2) (Figure 10).

Overall, most student trainers already endorsed having an understanding of ‘discrimination’ (96%), ‘mental illness’ (91%), and ‘mental health’ (93%) at time 1. More trainers improved on ‘stigma’ (20%) than on any of the other key terms (Table 28). Most student trainees already endorsed having an understanding of ‘mental illness’ (77%) and ‘mental health’ (78%) at time 1. 28% of trainees improved on ‘discrimination’, and 50% on ‘stigma’ (Table 29).

Looking at the average key terms scores broken down by school (Table 30), average time 1 scores for all schools were similar, ranging from 2.2 for Wells Cathedral to 2.7 for Rickmansworth, on a scale from 0 to 4. Average change scores varied across schools (Table 31), ranging from 0 for Ravensbourne to 1.6 for Wells Cathedral. Looking at scores on an item-level (Tables 32 – 35), the majority of students across all schools **already responded “yes” to understanding the key terms “mental health”, “mental illness”, and “discrimination” at time 1.** There were a minority of students who reported understanding “stigma” at time 1, ranging from 6% of students at Wells Cathedral to 37% of students at Rickmansworth.

Figure 8. Change scores, and average time 1 and time 1 score for trainer knowledge of key terms



45 student trainers completed the 4 items related to knowledge of key terms at both time 1 and time 2, which was 54% of the 84 student trainers who took part in the evaluation.

The average rating of knowledge of key terms at time 1 was 3.6 points out of a possible 4, where higher scores indicate more knowledge of key concepts related to mental health and wellbeing.

At time 2 the average rating of knowledge of key terms was 3.8, an average change of 0.2 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.04$), with a small effect size (Cohen's $D=0.35$).

This suggests that student trainers did not report statistically significant changes in their knowledge of key terms after completing peer education sessions, however, the average time 1 score was already relatively high, suggesting student trainers may already have been fairly knowledgeable in this area prior to starting sessions.

Figure 9. Change scores, and average time 1 and time 2 score for trainee knowledge of key terms



431 student trainees completed the 4 items related to knowledge of key terms at both time 1 and time 2, which was 50% of the 866 student trainees who took part in the evaluation.

The average rating of knowledge of key terms at time 1 was 2.4 points out of a possible 4, where higher scores indicate more knowledge of key concepts related to mental health and wellbeing.

At time 2 the average rating of knowledge of key terms was 3.2, an average change of 0.8 points.

The difference between the average time 1 and time 2 score was significant ($p < 0.001$), with a medium to large effect size (Cohen's $D = 0.79$).

This suggests that student trainees reported statistically significant changes in their knowledge of key terms after completing peer education sessions, that is of some practical significance.

Figure 10. Item-level responses to items related to knowledge of key terms at time 1 and time 2



The proportion of student trainers and trainees responding 'Yes' on items relating to understanding key terms increased between time 1 and time 2. Results suggest particular improvement in trainees' understanding of 'stigma' and 'discrimination' (45 and 22 percentage point increases, respectively in 'Yes' responses from time 1 to time 2).

This suggests more student trainers and trainees had an understanding of mental health, mental illness, stigma and discrimination after completing the peer education sessions, compared to before.

Table 28. Individual-level movement in trainer key terms response categories between time 1 and time 2

		Trainers			
		Discrimination	Stigma	Mental Illness	Mental Health
Improved	< 3	9 (20%)	< 3	< 3	< 3
Stable: Yes	43 (96%)	31 (69%)	41 (91%)	42 (93%)	
Stable: No/Don't Know	< 3	4 (9%)	< 3	< 3	< 3
Declined	< 3	< 3	< 3	< 3	< 3

Students were classed as:

- ‘improved’ if their time 1 response was ‘no’ or ‘don’t know’ and their time 2 response was ‘yes’
- ‘declined’ if their time 1 response was ‘yes’ and their time 2 response was ‘no’ or ‘don’t know’
- ‘stable’ if their response was the same at time 1 and time 2.

Overall, most student trainers already endorsed having an understanding of ‘discrimination’ (96%), ‘mental illness’ (91%), and ‘mental health’ (93%) at time 1. More trainers’ improved on ‘stigma’ (20%) than on the other knowledge terms.

Table 29. Individual-level movement in trainee key terms responses between time 1 and time 2

		Trainees			
		Discrimination	Stigma	Mental Illness	Mental Health
Improved		123 (28%)	222 (50%)	57 (13%)	60 (13%)
Stayed Stable: Yes		205 (46%)	59 (13%)	344 (77%)	345 (78%)
Stayed Stable: No/Don't Know		89 (20%)	144 (32%)	19 (4%)	20 (4%)
Declined		24 (5%)	20 (4%)	24 (5%)	20 (4%)

Students were classed as:

- 'improved' if their time 1 response was 'no' or 'don't know' and their time 2 response was 'yes'
- 'declined' if their time 1 response was 'yes' and their time 2 response was 'no' or 'don't know'
- 'stable' if their response was the same at time 1 and time 2.

Most student trainees already endorsed having an understanding of 'mental illness' (77%) and 'mental health' (78%) at time 1. 28% of trainees improved on 'discrimination', and 50% on 'stigma'.

Key Terms: By School

Table 30. Key terms total time 1 and 2 means and confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	2.4	2.0	2.7
	2	3.8	3.7	4.0
Ravensbourne	1	2.5	2.3	2.8
	2	2.5	2.2	2.8
Rickmansworth	1	2.7	2.5	3.0
	2	2.8	2.5	3.1
Victoria College	1	2.5	2.3	2.7
	2	3.5	3.3	3.7
Watford	1	2.4	2.2	2.5
	2	3.5	3.4	3.6
Wells Cathedral	1	2.2	1.9	2.5
	2	3.8	3.7	4.0

Table 31. Key terms total mean change scores and confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	1.4	1.1	1.7
Ravensbourne	0	-0.2	0.2
Rickmansworth	0.1	-0.2	0.3
Victoria College	1.0	0.8	1.2
Watford	1.1	1.0	1.3
Wells Cathedral	1.6	1.2	1.9



Key Terms – Item-Level Responses: By School

Table 32. Responses to the item “I understand what mental health means” at time 1 and time 2 by school

	Godolphin		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Yes	40	83%	48	100%	81	83%	72	73%	54	87%	59	95%
No/Don't Know	8	17%	0	0%	17	17%	26	27%	8	13%	3	5%

Table 33. Responses to the item “I understand what mental illness is” at time 1 and time 2 by school

	Godolphin		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Yes	35	73%	46	96%	79	82%	77	80%	54	87%	53	85%
No/Don't Know	13	27%	2	4%	17	18%	19	20%	8	13%	9	15%

Table 34. Responses to the item “I understand what stigma is” at time 1 and time 2 by school

	Godolphin		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Yes	13	28%	44	94%	27	28%	35	36%	23	37%	21	33%
No/Don't Know	33	72%	3	6%	70	72%	62	64%	40	63%	42	67%

Table 35. Responses to the item “I understand what discrimination is and how it relates to mental health” at time 1 and time 2 by school

	Godolphin		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral	
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2
Yes	25	52%	43	90%	56	59%	57	60%	35	56%	38	61%
No/Don't Know	23	48%	5	10%	39	41%	38	40%	27	44%	24	39%

Due to instances of small numbers, trainer and trainee data has been combined.

Key Skills

The average trainer rating of key skills at time 1 was 3.1 points out of a possible 4, where higher scores indicate more confidence and skills related to mental health and well-being. For trainees this was 2.7. At time 2 the average rating of key skills for trainers was 3.7, an average change of 0.6 points (Figure 11), for trainees this was 3.1, an average change of 0.4 points (Figure 12).

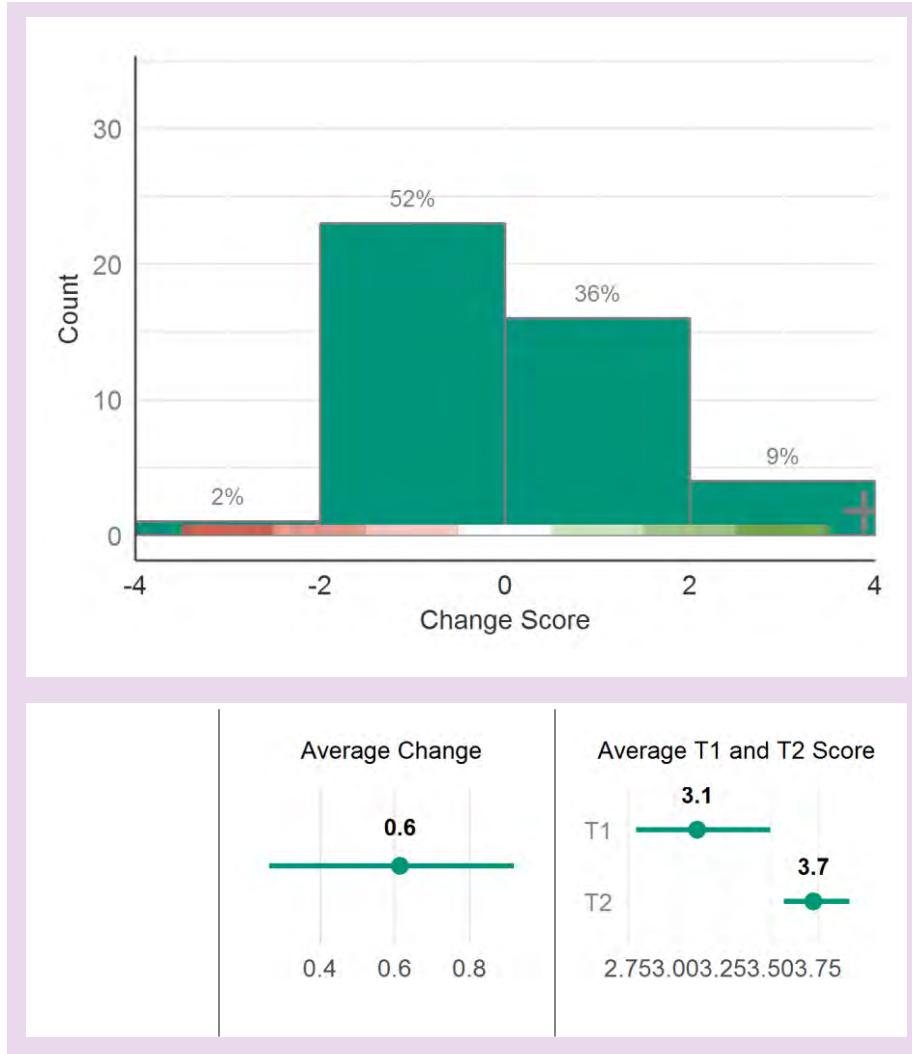
The difference between the average time 1 and time 2 score for trainers was significant with a medium effect size ($p < .001$, $d=0.55$) (Table 26), the difference for trainees was also significant, with a small effect ($p < .001$, $d = 0.30$) (Table 27) (using a Bonferroni adjusted p-value of $p < .006$).

The proportion of student trainers and trainees responding '**Yes**' on items relating to key skills increased between time 1 and time 2. Trainees improved most on the item '**know** how to keep **well**' (15 percentage point increase in '**Yes**' responses from time 1 to time 2), and trainers improved most on the items '**able** to talk **openly**' and '**know** when to ask for **help**' (18 and 22 percentage point increases, respectively in '**Yes**' responses) (Figure 13).

Overall, most student trainers already endorsed having key skills at time 1 or reported having the skills by time 2 (Table 36). Overall, most student trainees already endorsed having key skills at time 1 or reported having skills by time 2, though many declined or responded '**no**' or '**don't know**' at both time points on the items '**able** to talk **openly**' and '**know** when to ask for **help**' (41% and 28%, respectively) (Table 37).

Looking at average key skills scores broken down by school (Table 38), average time 1 scores for all schools were similar, ranging from 2.6 for Godolphin and Wells Cathedral to 3.0 for Rickmansworth, on a scale from 0 to 4. Mean change scores were below one point for all schools (Table 39), ranging from 0.1 for Ravensbourne to 0.9 for Godolphin. Looking at scores on an item-level (Tables 40-43) there was some variation in the proportion of students endorsing "**yes**" at time 1 on several key skills items. For the item "**know** how to keep well **mentally**", students endorsing "**yes**" ranged from 55% for Wells Cathedral to 78% for Victoria College. For the item "**able** to talk openly with others about mental **health**", "**yes**" responses at time 1 ranged from 43% for Godolphin to 63% for Rickmansworth.

Figure 11. Change scores and average time 1 and time 2 score for trainer key skills



44 student trainers completed the 4 items related to key skills at both time 1 and time 2, which was 52% of the 84 student trainers who took part in the evaluation.

The average rating of key skills at time 1 was 3.1 points out of a possible 4, where higher scores indicate more confidence and skills related to mental health and well-being.

At time 2 the average rating of key skills was 3.7, an average change of 0.6 points.

The difference between the average time 1 and time 2 score was significant ($p<0.001$), with a medium effect size (Cohen's $D=0.55$).

This suggests that student trainers reported statistically significant improvement in their key skills after completing peer education sessions, that is of some practical significance.

Figure 12. Change scores and average time 1 and time 2 score for trainee key skills



428 student trainees completed the 4 items related to supporting others at both time 1 and time 2, which was 50% of the 866 student trainees who took part in the evaluation.

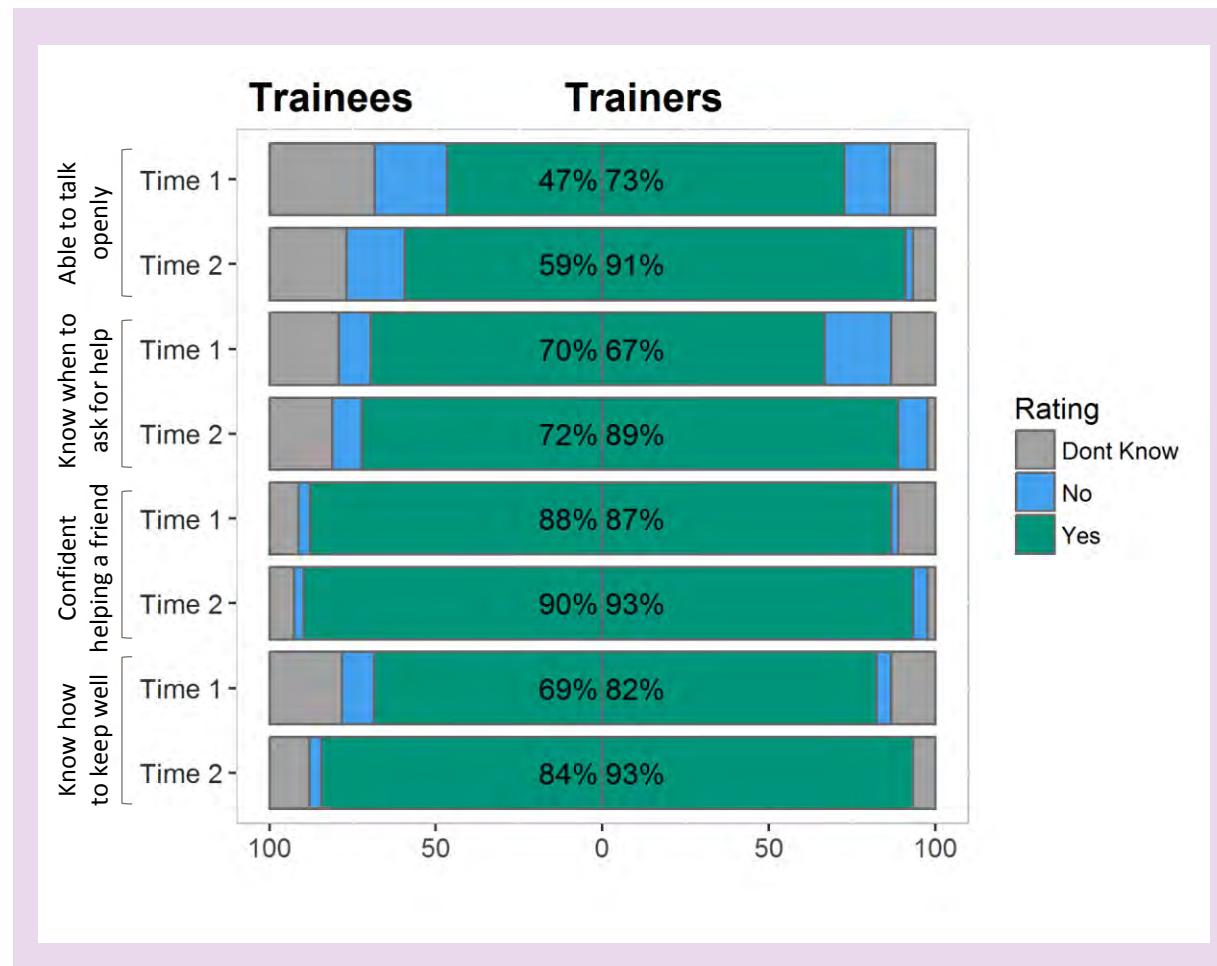
The average rating of key skills at time 1 was 2.7 points out of a possible 4, where higher scores indicate more confidence and skills related to mental health and well-being.

At time 2 the average rating of key skills was 3.1, an average change of 0.4 points.

The difference between the average time 1 and time 2 score was significant ($p<0.001$), with a small effect size (Cohen's $D=0.30$).

This suggests that student trainees reported statistically significant improvement in their key skills after completing peer education sessions, though the change is of low practical significance.

Figure 13. Item-level responses for items related to key skills at time 1 and time 2



The proportion of student trainers and trainees responding 'Yes' on items relating to key skills increased between time 1 and time 2. Trainees improved most on the item 'know how to keep well' (15 percentage point increase in 'Yes' responses from time 1 to time 2), and trainers improved most on the items 'able to talk openly' and 'know when to ask for help' (18 and 22 percentage point increases, respectively in 'Yes' responses).

This suggests more student trainers and trainees felt they had key skills after completing the peer education sessions, compared to before.

Table 36. Individual-level movement in trainer key skills responses between time 1 and time 2

	Trainers			
	Able to talk openly	Know when to ask for help	Confident helping a friend	Know how to keep well
Improved	8 (18%)	12 (27%)	6 (13%)	7 (16%)
Stable: Yes	32 (73%)	28 (62%)	36 (80%)	35 (78%)
Stable: No/Don't Know	4 (9%)	3 (7%)	< 3	< 3
Declined	< 3	< 3	3 (7%)	< 3

Students were classed as:

- 'improved' if their time 1 response was 'no' or 'don't know' and their time 2 response was 'yes'
- 'declined' if their time 1 response was 'yes' and their time 2 response was 'no' or 'don't know'
- 'stable' if their response was the same at time 1 and time 2.

Overall, most student trainers already endorsed having key skills at time 1 or reported having the skills by time 2.

Table 37. Individual-level movement in trainee key skills responses between time 1 and time 2

	Trainees			
	Able to talk openly	Know when to ask for help	Confident helping a friend	Know how to keep well
Improved	95 (22%)	64 (14%)	33 (7%)	94 (21%)
Stable: Yes	166 (38%)	256 (58%)	366 (82%)	279 (63%)
Stable: No/Don't Know	140 (32%)	71 (16%)	21 (5%)	45 (10%)
Declined	39 (9%)	52 (12%)	25 (6%)	24 (5%)

Students were classed as:

- ‘improved’ if their time 1 response was ‘no’ or ‘don’t know’ and their time 2 response was ‘yes’
- ‘declined’ if their time 1 response was ‘yes’ and their time 2 response was ‘no’ or ‘don’t know’
- ‘stable’ if their response was the same at time 1 and time 2.

Overall, most student trainees already endorsed having key skills at time 1 or reported having skills by time 2, though many declined or responded ‘no’ or ‘don’t know’ at both time points on the items ‘able to talk openly’ and ‘know when to ask for help’ (41% and 28%, respectively).

Key Skills: By School

Table 38. Key skills total time 1 and 2 means and confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	2.6	2.3	3.0
	2	3.5	3.3	3.8
Ravensbourne	1	2.6	2.3	2.8
	2	2.7	2.4	3.0
Rickmansworth	1	3.0	2.7	3.2
	2	3.1	2.8	3.4
Victoria College	1	2.8	2.6	3.0
	2	3.2	3.0	3.4
Watford	1	2.9	2.7	3.1
	2	3.2	3.0	3.3
Wells Cathedral	1	2.6	2.2	3.1
	2	3.5	3.2	3.8

Table 39. Key skills total mean change scores and confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	0.9	0.6	1.3
Ravensbourne	0.1	-0.1	0.4
Rickmansworth	0.2	-0.2	0.5
Victoria College	0.4	0.2	0.6
Watford	0.3	0.2	0.5
Wells Cathedral	0.9	0.5	1.3

Key Skills – Item-Level Responses: By School

Table 40. Responses to the item “I know how to keep well mentally” at time 1 and time 2 by school

	Godolphin				Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral			
	Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2	
Yes	32	67%	44	92%	62	65%	71	74%	45	73%	50	81%	76	78%	84	87%	108	71%	136	89%	17	55%	30	97%
No/Don't Know	16	33%	4	8%	34	35%	25	26%	17	27%	12	19%	21	22%	13	13%	45	29%	17	11%	14	45%	<3	3%

Table 41. Responses to the item “I am confident helping a friend in need” at time 1 and time 2 by school

	Godolphin				Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral			
	Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2	
Yes	41	85%	45	94%	82	84%	81	83%	59	94%	58	92%	81	83%	85	87%	137	90%	142	93%	30	97%	30	97%
No/Don't Know	7	15%	3	6%	16	16%	17	17%	4	6%	5	8%	17	17%	13	13%	15	10%	10	7%	<3	3%	<3	3%

Table 42. Responses to the item “I know when I need to ask for help with my wellbeing” at time 1 and time 2 by school

	Godolphin				Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral			
	Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2	
Yes	31	65%	42	88%	61	62%	58	59%	42	68%	42	68%	68	70%	71	73%	116	76%	120	79%	20	65%	27	87%
No/Don't Know	17	35%	6	13%	37	38%	40	41%	20	32%	20	32%	29	30%	26	27%	36	24%	32	21%	11	35%	4	13%

Table 43. Responses to the item “I am able to talk openly with others about mental health” at time 1 and time 2 by school

	Godolphin				Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral			
	Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2	
Yes	20	43%	36	77%	42	45%	47	51%	39	63%	44	71%	47	47%	68	69%	74	49%	85	56%	15	48%	21	68%
No/Don't Know	27	57%	11	23%	51	55%	46	49%	23	37%	18	29%	52	53%	31	31%	78	51%	67	44%	16	52%	10	32%

Due to instances of small numbers, trainer and trainee data has been combined.

Knowledge of Available Information and Resources

The average trainer rating of knowledge at time 1 was 9.2 points out of a possible 12, where higher scores indicate more knowledge of where to obtain information and support for mental health. For trainees this was 9.6. At time 2 the average rating of knowledge of information and resources for trainers was 10.1, an average change of 0.9 points (Figure 14), for trainees this was 10, an average change of 0.4 points (Figure 15).

The difference between the average time 1 and time 2 score for trainers was not significant ($p=0.02$), with a small effect size ($p = 0.02, d = 0.41$) (Table 26), the difference for trainees was also not significant, with a small effect size ($p = 0.07, d = 0.13$) (Table 27) (using a Bonferroni adjusted p-value of $p < .006$).

While the difference in total score was not significant, when looked at on an item-level, the proportion of student trainers and trainees responding '**strongly agree**' or '**slightly agree**' on items relating to knowledge of information and resources increased between time 1 and time 2 on all items (Figure 16) though, overall, the majority of student trainers and trainees either already endorsed knowing about information and resources around mental health at time 1, or reported being more knowledgeable by time 2 (Table 44).

Looking at average knowledge of information and resources scores broken down by school (Table 45), average time 1 scores for all schools were broadly similar, ranging from 8.5 for Rickmansworth to 10.2 for Godolphin on a scale from 0 to 12. Mean change scores were below one point for all schools (Table 46), ranging from 0.1 for Watford to 0.8 for Rickmansworth. Looking at scores on an item-level, while there was some variation among schools in the proportion of students endorsing "**slightly**" or "**strongly agree**" at time 1, the majority of students already endorsed knowing where to get information in school, where to get help and support in school, and knowing where to find information and get help and support prior to taking part in sessions (Tables 47-49).

Figure 14. Change scores and average time 1 and time 2 score for trainer knowledge of available information and resources



37 student trainers completed the 3 items related to knowledge of available information and resources at both time 1 and time 2, which was 44% of the 84 student trainers who took part in the evaluation.

The average rating of knowledge at time 1 was 9.2 points out of a possible 12, where higher scores indicate more knowledge of where to obtain information and support for mental health.

At time 2 the average rating of knowledge of information and resources was 10.1, an average change of 0.9 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.02$), with a small effect size (Cohen's $D=0.41$).

This suggests that student trainers did not report statistically significant changes in their knowledge of information and support after completing peer education sessions, however, the average time 1 score was already relatively high, suggesting student trainers may already have been fairly knowledgeable in this area prior to starting sessions.

Figure 15. Change scores and average time 1 and time 2 score for trainee knowledge of available information and resources



269 student trainees completed the 3 items related to knowledge of available information and resources at both time 1 and time 2, which was 31% of the 866 student trainees who took part in the evaluation.

The average rating of knowledge at time 1 was 9.6 points out of a possible 12, where higher scores indicate more knowledge of where to obtain information and support for mental health.

At time 2 the average rating of knowledge of information and resources was 10, an average change of 0.4 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.07$), with a negligible effect size (Cohen's $D=0.13$).

This suggests that student trainees did not report statistically significant changes in their knowledge of information and support after completing peer education sessions, however, the average time 1 score was already relatively high, suggesting student trainees may already have been fairly knowledgeable in this area prior to starting sessions.

Figure 16. Item-level responses at time 1 and time 2 for items relating to knowledge of information and resources

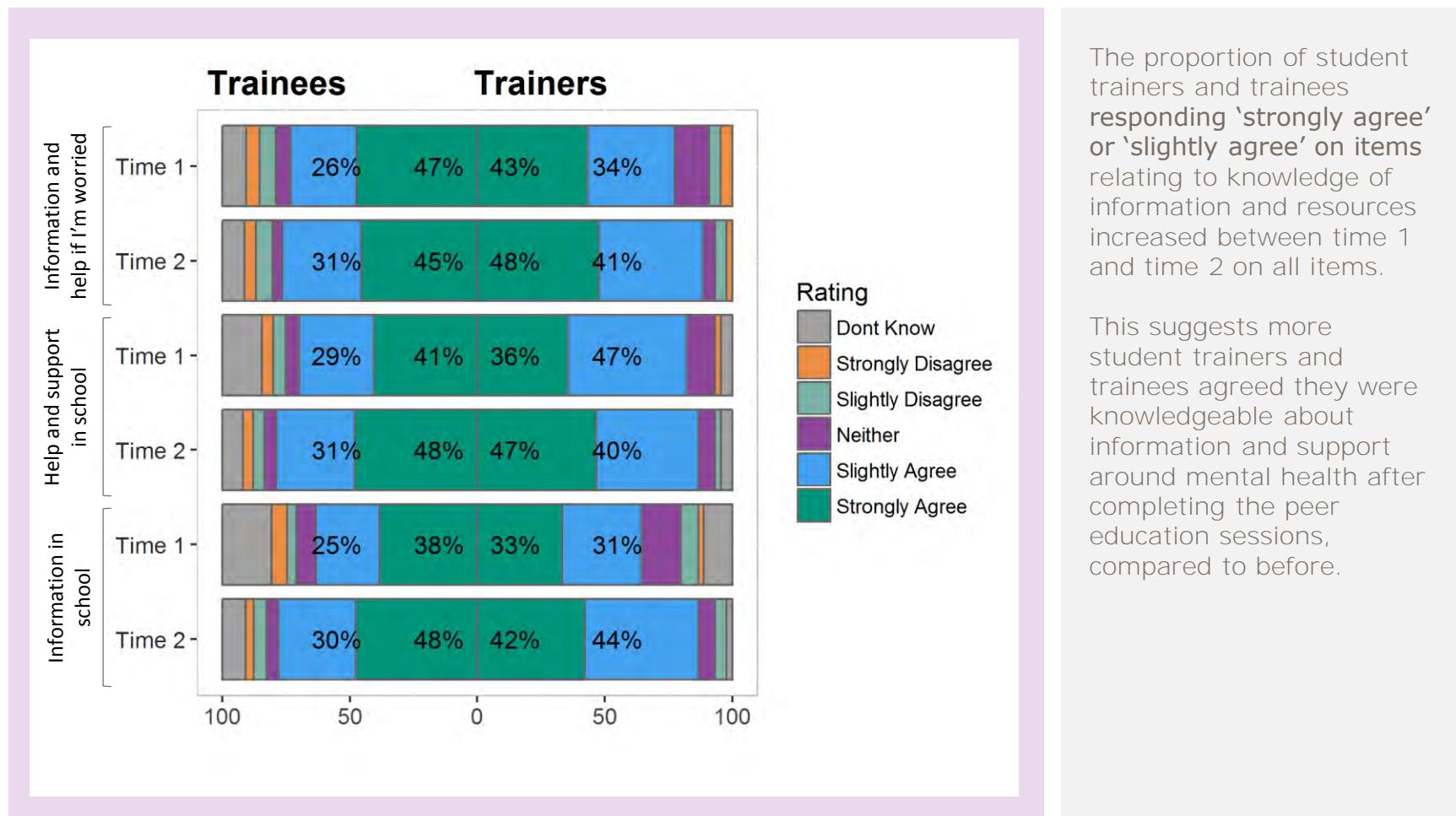


Table 44. Individual-level movement in responses to items related to knowledge of information and resources between time 1 and time 2

	Trainers			Trainees			
	Info & Help	Help & Support in School	Info in School	Info & Help	Help & Support in School	Info in School	
Improved	8 (18%)	6 (13%)	14 (31%)	84 (19%)	84 (19%)	115 (26%)	Students were classed as:
Stable: Agree	32 (72%)	33 (73%)	26 (58%)	270 (60%)	271 (61%)	237 (54%)	<ul style="list-style-type: none"> • 'improved' if their time 1 response was 'disagree', 'neither' or 'don't know' and their time 2 response was 'agree' • 'declined' if their time 1 response was 'agree' and their time 2 response was 'disagree', 'neither' or 'don't know' • 'stable' if their response was the same at time 1 and time 2.
Stable: Disagree/ Neither/Don't Know	< 3	< 3	< 3	30 (7%)	40 (9%)	35 (8%)	Overall, the majority of student trainers and trainees either already endorsed knowing about information and resources around mental health at time 1, or reported being more knowledgeable by time 2.
Declined	4 (9%)	4 (9%)	4 (9%)	63 (14%)	51 (11%)	53 (12%)	

Knowledge of Information & Resources: By School

Table 45. Knowledge of information and resources total time 1 and 2 means and confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	10.2	9.5	10.8
	2	10.9	10.5	11.6
Ravensbourne	1	8.9	8.1	9.8
	2	9.1	8.2	10.0
Rickmansworth	1	8.5	7.4	9.9
	2	9.3	8.5	10.2
Victoria College	1	9.2	8.6	10.0
	2	9.9	9.5	10.6
Watford	1	10.2	9.8	10.6
	2	10.3	9.9	10.7
Wells Cathedral	1	10.0	9.2	10.8
	2	10.4	9.6	11.4

Table 46. Knowledge of information and resources total mean change scores and confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	0.8	-0.1	1.5
Ravensbourne	0.2	-0.7	1.2
Rickmansworth	0.8	-0.5	1.9
Victoria College	0.7	-0.2	1.5
Watford	0.1	-0.3	0.6
Wells Cathedral	0.4	-0.6	1.7

Knowledge of Information & Resources – Item-Level Responses: By School

Table 47. Responses to the item “I know where to get information in school” at time 1 and time 2 by school

Godolphin			Ravensbourne			Rickmansworth			Victoria College			Watford			Wells Cathedral			
	Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2	
Strongly Disagree	0	0%	0	0%	12	12%	9	9%	4	7%	<3	3%	6	6%	<3	1%	3	2%
Slightly Disagree	<3	4%	<3	2%	3	3%	4	4%	5	8%	<3	3%	5	5%	3	3%	4	3%
Neither	4	9%	<3	2%	12	12%	7	7%	<3	3%	<3	3%	7	7%	6	6%	15	10%
Slightly Agree	14	30%	12	26%	20	20%	36	36%	20	33%	25	41%	19	20%	28	30%	39	26%
Strongly Agree	22	47%	32	68%	25	25%	29	29%	16	26%	21	34%	38	40%	47	50%	72	47%
Don't Know	5	11%	<3	2%	28	28%	15	15%	14	23%	9	15%	19	20%	9	10%	19	13%

Table 48. Responses to the item “I know where to get help and support in school” at time 1 and time 2 by school

Godolphin			Ravensbourne			Rickmansworth			Victoria College			Watford			Wells Cathedral			
	Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2	
Strongly Disagree	0	0%	<3	2%	10	10%	7	7%	4	6%	<3	3%	5	5%	<3	1%	<3	1%
Slightly Disagree	<3	2%	0	0%	5	5%	3	3%	7	11%	4	6%	<3	2%	5	5%	4	3%
Neither	<3	4%	<3	2%	4	4%	10	10%	<3	2%	<3	2%	8	8%	8	8%	12	8%
Slightly Agree	16	33%	9	19%	26	26%	39	39%	27	44%	24	39%	28	29%	28	29%	49	32%
Strongly Agree	25	52%	37	77%	29	29%	29	29%	10	16%	21	34%	41	42%	47	48%	76	50%
Don't Know	4	8%	0	0%	26	26%	12	12%	13	21%	10	16%	13	13%	8	8%	11	7%

Table 49. Responses to the item “I know where to find information and get help and support” at time 1 and time 2 by school

Godolphin			Ravensbourne			Rickmansworth			Victoria College			Watford			Wells Cathedral			
	Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2		Time 1	Time 2	
Strongly Disagree	<3	2%	<3	2%	6	6%	8	8%	4	6%	<3	3%	6	6%	3	3%	8	5%
Slightly Disagree	4	8%	<3	4%	4	4%	5	5%	7	11%	5	8%	7	7%	7	7%	6	4%
Neither	5	10%	<3	4%	6	6%	3	3%	4	6%	4	6%	6	6%	10	7%	3	2%
Slightly Agree	11	23%	14	29%	28	29%	33	34%	17	27%	19	30%	27	28%	30	31%	36	24%
Strongly Agree	23	48%	24	50%	37	38%	35	36%	27	43%	30	48%	42	43%	40	41%	86	57%
Don't Know	4	8%	5	10%	17	17%	14	14%	4	6%	3	5%	10	10%	12	12%	6	4%

Confidence to Talk About Mental Health

The average trainer rating of confidence to talk about mental health at time 1 was 6.3 points out of a possible 8, where higher scores indicate greater confidence. For trainees this was 5.7. At time 2 the average rating of confidence to talk about mental health was 6.7, an average change of 0.4 points (Figure 17), for trainees this was 6, an average change of 0.2 points (Figure 18).

The difference between the average time 1 and time 2 score for trainers was not significant with a small effect size ($p = 0.08$, $d = 0.26$) (Table 26), and the difference for trainees was also not significant with a small effect size ($p = 0.03$, $d = 0.11$) (Table 27) (using a Bonferroni adjusted p -value of $p < .006$).

While the difference in total score was not significant, when looked at on an item-level, the proportion of student trainers and trainees responding '**strongly agree**' or '**slightly agree**' on items relating to confidence to talk about mental health increased between time 1 and time 2 (Figure 19) and overall, the majority of student trainers and trainees either already endorsed feeling confident talking about mental health at time 1, or moved toward feeling more confident between time 1 and time 2 on both items (Table 50).

Looking at average confidence to talk about mental health scores broken down by school (Table 51), average time 1 scores were broadly similar, ranging from 5.7 for Victoria College to 6.3 for Wells Cathedral on a scale from 0 to 8. Mean change scores were below one point for all schools, ranging from 0.1 for Watford to 0.5 for Victoria College (Table 52). Looking at scores on an item-level (Tables 53 and 54) schools generally had similar proportions of students endorsing "**slightly**" or "**strongly agree**" at time 1 on both items related to confidence to talk about mental health, with the exception of Wells Cathedral, which had a higher proportion of students responding "**slightly**" or "**strongly agree**" at time 1 for the item "**confident** talking about mental health at **school**" (82% compared to 59% to 67% for other schools). Overall the majority of students across the schools already endorsed feeling confident to talk about mental health at school, and outside of school, prior to starting sessions.

Figure 17. Change scores and average time 1 and time 2 score for trainer confidence to talk about mental health



44 student trainers completed the 2 items related to confidence to talk about mental health at both time 1 and time 2, which was 52% of the 84 student trainers who took part in the evaluation.

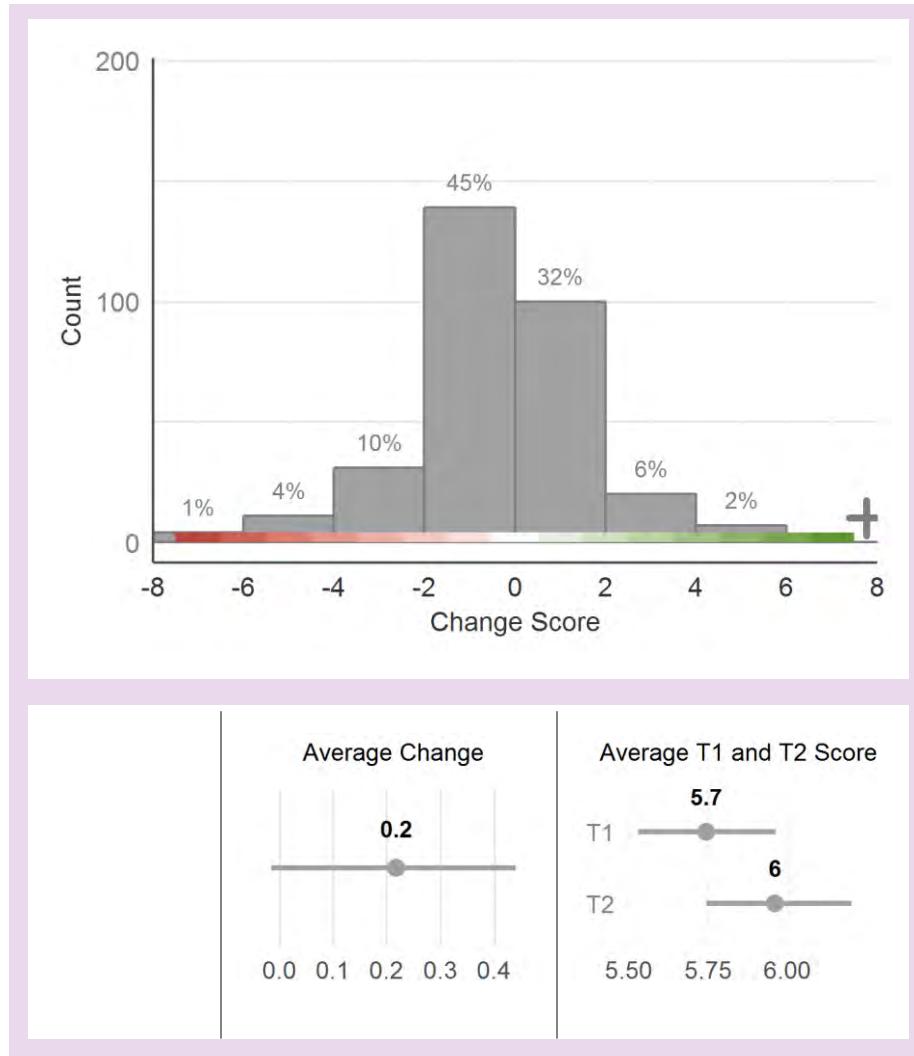
The average rating of confidence to talk about mental health at time 1 was 6.3 points out of a possible 8, where higher scores indicate greater confidence.

At time 2 the average rating of confidence to talk about mental health was 6.7, an average change of 0.4 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.08$), with a small effect size (Cohen's $D=0.26$).

This suggests that student trainers did not report statistically significant changes in their confidence to talk about mental health after completing peer education sessions, however, the average time 1 score was already relatively high, suggesting student trainers may already have been fairly confident in this area prior to starting sessions.

Figure 18. Change scores and average time 1 and time 2 score for trainee confidence to talk about mental health



312 student trainees completed the 2 items related to confidence to talk about mental health at both time 1 and time 2, which was 36% of the 866 student trainees who took part in the evaluation.

The average rating of confidence to talk about mental health at time 1 was 5.7 points out of a possible 8, where higher scores indicate greater confidence.

At time 2 the average rating of confidence to talk about mental health was 6, an average change of 0.2 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.03$), with a small effect size (Cohen's $D=0.11$).

This suggests that student trainees did not report statistically significant changes in their confidence to talk about mental health after completing peer education sessions, however, the average time 1 score was already relatively high, suggesting student trainees may already have been fairly confident in this area prior to starting sessions.

Figure 19. Item-level responses at time 1 and time 2 for items related to confidence to talk about mental health



The proportion of student trainers and trainees responding 'strongly agree' or 'slightly agree' on items relating to confidence to talk about mental health increased between time 1 and time 2.

This suggests more student trainers and trainees agreed they were confident to talk about mental health and feelings at school and outside of school after completing the peer education sessions, compared to before.

Table 50. Individual-level movement in responses to items related to confidence to talk about mental health between time 1 and time 2

	Trainers		Trainees	
	At School	Outside School	At School	Outside School
Improved	9 (20%)	3 (7%)	104 (23%)	107 (24%)
Stable: Agree	32 (71%)	39 (87%)	230 (51%)	225 (50%)
Stable: Disagree/ Neither/Don't Know	< 3	<3	49 (11%)	45 (10%)
Declined	3 (7%)	<3	64 (14%)	70 (16%)

Students were classed as:

- 'improved' if their time 1 response was 'disagree', 'neither' or 'don't know' and their time 2 response was 'agree'
- 'declined' if their time 1 response was 'agree' and their time 2 response was 'disagree', 'neither' or 'don't know'
- 'stable' if their response was the same at time 1 and time 2.

Overall, the majority of student trainers and trainees either already endorsed feeling confident talking about mental health at time 1, or moved toward feeling more confident between time 1 and time 2 on both items.

Confidence to talk about mental health: By School

Table 51. Confidence to talk about mental health total time 1 and 2 means and confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	5.9	5.4	6.6
	2	6.3	5.8	6.9
Ravensbourne	1	5.7	5.2	6.2
	2	6.1	5.6	6.6
Rickmansworth	1	5.9	5.4	6.4
	2	6.0	5.3	6.8
Victoria College	1	5.7	5.2	6.1
	2	6.1	5.7	6.6
Watford	1	5.8	5.4	6.2
	2	5.9	5.5	6.2
Wells Cathedral	1	6.3	5.8	7.0
	2	6.4	5.9	7.0

Table 52. Confidence to talk about mental health total mean change scores and confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	0.4	-0.3	1.1
Ravensbourne	0.4	-0.1	0.9
Rickmansworth	0.1	-0.6	0.6
Victoria College	0.5	0.0	0.9
Watford	0.1	-0.2	0.4
Wells Cathedral	0.1	-0.5	0.7

Confidence to talk about mental health – Item-Level Responses: By School

Table 53. Responses to the item “I feel confident I could talk about mental health at school” at time 1 and time 2 by school

	Godolphin				Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral			
	Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2	
Strongly Disagree	1	2%	2	4%	5	5%	9	9%	3	5%	6	10%	7	7%	5	5%	4	3%	16	10%	0	0%	0	0%
Slightly Disagree	2	4%	3	6%	12	12%	5	5%	4	6%	4	6%	9	9%	8	8%	12	8%	7	5%	2	6%	2	6%
Neither	7	15%	0	0%	6	6%	9	9%	5	8%	3	5%	9	9%	3	3%	20	13%	10	7%	3	9%	0	0%
Slightly Agree	23	48%	20	42%	36	37%	37	38%	30	48%	22	35%	35	35%	45	45%	54	35%	73	48%	14	44%	13	41%
Strongly Agree	10	21%	20	42%	22	22%	24	24%	12	19%	21	34%	26	26%	34	34%	42	27%	41	27%	12	38%	15	47%
Don't Know	5	10%	3	6%	17	17%	14	14%	8	13%	6	10%	13	13%	4	4%	21	14%	6	4%	1	3%	2	6%

Table 54. Responses to the item “I feel confident I could talk about mental health outside of school” at time 1 and time 2 by school

	Godolphin				Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral			
	Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2		Time 1		Time 2	
Strongly Disagree	1	2%	1	2%	5	5%	4	4%	2	3%	5	8%	8	8%	4	4%	12	8%	10	6%	1	3%	1	3%
Slightly Disagree	3	6%	1	2%	7	7%	5	5%	3	5%	4	6%	11	11%	4	4%	7	5%	7	5%	2	6%	3	9%
Neither	4	9%	3	6%	10	10%	5	5%	4	6%	4	6%	7	7%	10	10%	19	12%	17	11%	2	6%	1	3%
Slightly Agree	21	45%	22	47%	32	32%	39	39%	22	35%	19	31%	37	38%	36	37%	44	29%	57	37%	11	34%	11	34%
Strongly Agree	10	21%	16	34%	22	22%	29	29%	24	39%	28	45%	32	33%	40	41%	52	34%	51	33%	13	41%	15	47%
Don't Know	8	17%	4	9%	23	23%	17	17%	7	11%	2	3%	3	3%	4	4%	20	13%	12	8%	3	9%	1	3%

Due to instances of small numbers, trainer and trainee data has been combined.

Readiness to Support Others

The average trainer rating of readiness to support others at time 1 was 13.5 points out of a possible 16, where higher scores indicate more knowledge and comfort to support friends around mental health concerns. For trainees this was 12.9. At time 2 the average trainer rating of readiness to support others was 13.4, an average change of -0.1 points (Figure 20), for trainees this was 13.5, an average change of 0.6 points (Figure 21).

The difference between the average time 1 and time 2 score for trainers was not significant ($p=0.80$), with a negligible effect size ($p = 0.80$, $d = 0.05$) (Table 26), the difference for trainees was significant, with a small effect size ($p < .001$, $d = 0.23$) (Table 27) (using a Bonferroni adjusted p-value of $p < .006$).

When looked at on an item-level, the proportion of student trainers and trainees responding '**strongly agree**' or '**slightly agree**' on items relating to supporting others increased between time 1 and time 2 (Figure 22), and overall, the majority of student trainers and trainees either already endorsed being ready to respond to a **friend's** mental health concern at time 1, or reported being more prepared by time 2 (Table 55). However, for the item "**concern** about **other's** reaction would stop me supporting a **friend**", 26% of trainers and 34% of trainees agreed with this statement or responded '**neither**' or '**don't know**' at time 2, though it should be noted this was the only item reverse-coded in this section (i.e. where a response of '**disagree**' was desired) (Table 56).

Looking at average readiness to support others scores broken down by school (Table 57), average time 1 scores for schools were broadly similar, ranging from 11.7 for Victoria College to 13.6 for Godolphin on a scale from 0 to 16. Mean change scores varied between schools, ranging from -0.1 for Rickmansworth to 1.4 for Victoria College (Table 58). Looking at scores on an item-level (Tables 59-62) there was some variation among schools in the proportion of students endorsing "**slightly**" or "**strongly agree**" at time 1 on items related to readiness to support others, but overall, the majority of students already endorsed knowing how to help a friend worried about their mental health, knowing where a worried friend could get support, feeling comfortable talking to a friend worried about mental health prior to starting sessions.

Figure 20. Change scores and average time 1 and time 2 score for trainer readiness to support others



41 student trainers completed the 4 items related to supporting others at both time 1 and time 2, which was 49% of the 84 student trainers who took part in the evaluation.

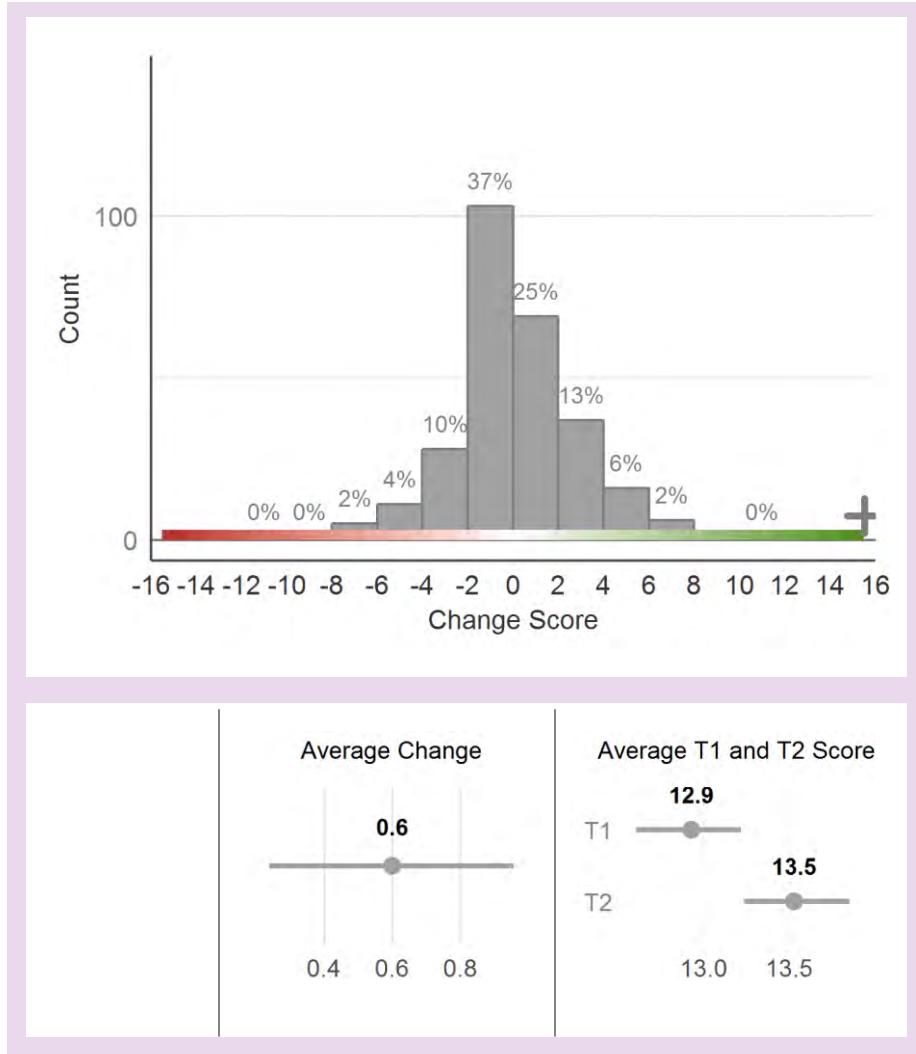
The average rating of readiness to support others at time 1 was 13.5 points out of a possible 16, where higher scores indicate more knowledge and comfort to support friends around mental health concerns.

At time 2 the average rating of readiness to support others was 13.4, an average change of -0.1 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.80$), with a negligible effect size (Cohen's $D=-0.05$).

This suggests that student trainers did not report statistically significant changes in their readiness to support others after completing peer education sessions, however, the average time 1 score was already relatively high, suggesting student trainers may already have been fairly knowledgeable and prepared in this area prior to starting sessions.

Figure 21. Change scores and average time 1 and time 2 score for trainee readiness to support others



278 student trainees completed the 4 items related to supporting others at both time 1 and time 2, which was 32% of the 866 student trainees who took part in the evaluation.

The average rating of readiness to support others at time 1 was 12.9 points out of a possible 16, where higher scores indicate more knowledge and comfort to support friends around mental health concerns.

At time 2 the average rating of readiness to support others was 13.5, an average change of 0.6 points.

The difference between the average time 1 and time 2 score was significant ($p<0.001$), with a small effect size (Cohen's $D=0.23$).

This suggests that student trainees reported statistically significant changes in their readiness to support others after completing peer education sessions, though the change is of low practical significance.

Figure 22. Item-level responses at time 1 and time 2 for items related to readiness to support others



Table 55. Individual-level movement in responses to items related to readiness to support others between time 1 and time 2

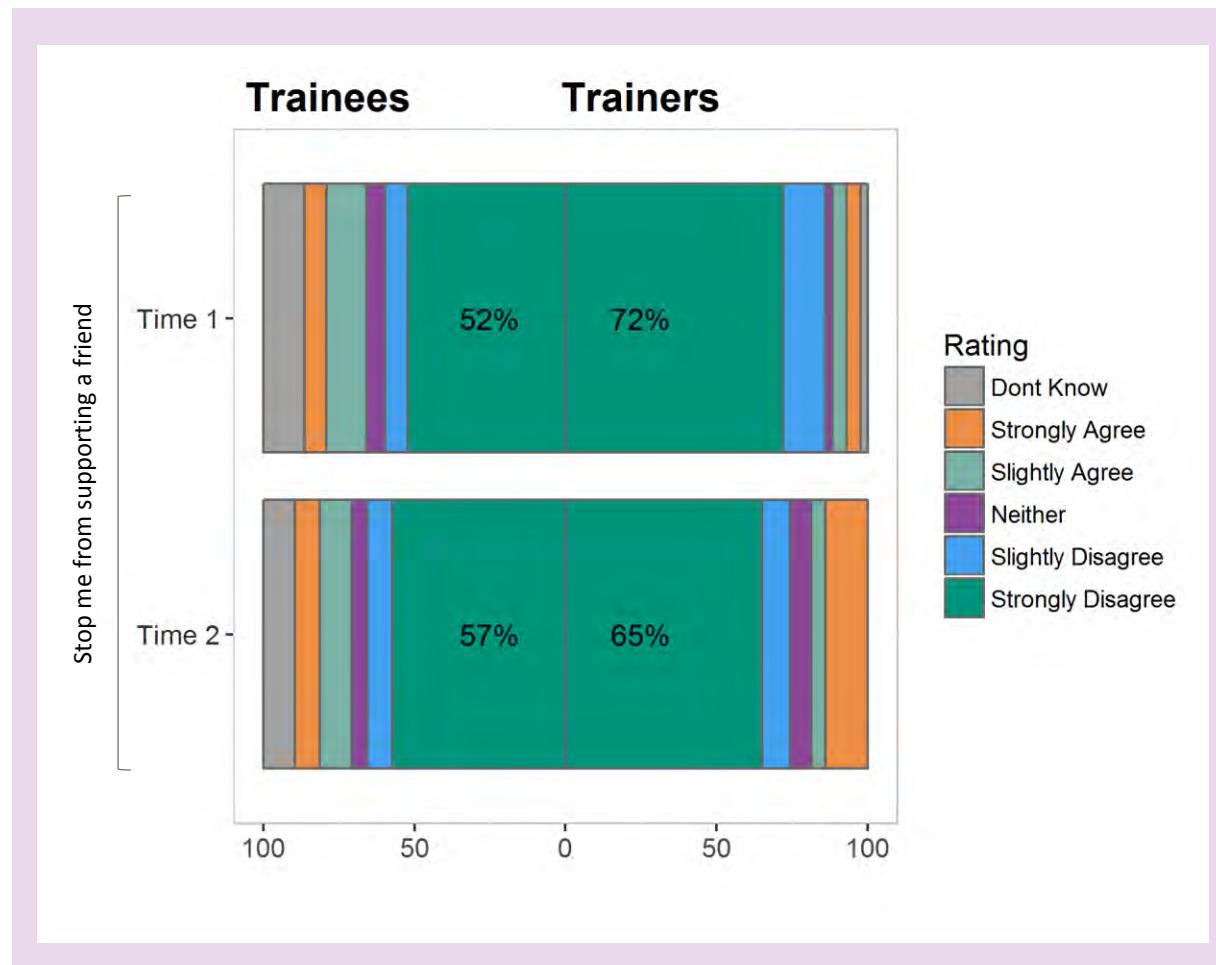
	Trainers			Trainees			
	Comfortable Talking	Know where to get support	Know how to help	Comfortable Talking	Know where to get support	Know how to help	
Improved	4 (9%)	5 (11%)	6 (13%)	55 (12%)	77 (17%)	92 (21%)	
Stable: Agree	39 (87%)	36 (80%)	35 (78%)	328 (73%)	299 (66%)	299 (67%)	
Stable: Disagree/ Neither/Don't Know	< 3	< 3	< 3	18 (4%)	29 (6%)	25 (6%)	
Declined	< 3	4 (9%)	3 (7%)	46 (10%)	45 (10%)	28 (6%)	

Students were classed as:

- 'improved' if their time 1 response was 'disagree', 'neither' or 'don't know' and their time 2 response was 'agree'
- 'declined' if their time 1 response was 'agree' and their time 2 response was 'disagree', 'neither' or 'don't know'
- 'stable' if their response was the same at time 1 and time 2.

Overall, the majority of student trainers and trainees either already endorsed being ready to respond to a friend's mental health concern at time 1, or reported being more prepared by time 2.

Figure 23. Item-level responses at time 1 and time 2 for the item
“concern about other’s reaction would stop me supporting a friend”



The proportion of student trainers and trainees responding ‘strongly disagree’ or ‘slightly disagree’ on this item increased between time 1 and time 2 on this item.

This suggests more student trainers and trainees agreed their **concerns about other’s reactions** would not be a barrier to supporting a friend after completing the peer education sessions, compared to before.

Table 56. Individual-level movement in responses between time 1 and time 2 for the item “concern about other’s reaction would stop me supporting a friend”

	Trainers	Trainees
	Stop me supporting a friend	Stop me supporting a friend
Improved	3 (7%)	79 (18%)
Stable: Disagree	29 (67%)	210 (48%)
Stable: Agree/Neither/Don’t Know	3 (7%)	99 (22%)
Declined	8 (19%)	53 (12%)

Students were classed as:

- ‘improved’ if their time 1 response was ‘agree’, ‘disagree’ or ‘don’t know’ and their time 2 response was ‘disagree’
- ‘declined’ if their time 1 response was ‘disagree’ and their time 2 response was ‘agree’, ‘neither’ or ‘don’t know’
- ‘stable’ if their response was the same at time 1 and time 2.

Most student trainers either already disagreed with this statement at time 1, or did so by time 2. However, 26% of trainers and 34% of trainees agreed with this statement or responded ‘neither’ or ‘don’t know’ at time 2, though it should be noted this was the only item reverse-coded in this section (i.e. where a response of ‘disagree’ was desired).

Readiness to Support Others: By School

Table 57. Readiness to support others total time 1 and 2 means and 95% confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	13.6	13.0	14.2
	2	14.3	13.7	15.1
Ravensbourne	1	12.9	12.3	13.8
	2	12.2	11.5	13.0
Rickmansworth	1	13.1	12.4	13.8
	2	13.0	12.2	14.0
Victoria College	1	11.7	11.0	12.4
	2	13.1	12.5	13.8
Watford	1	13.5	13.1	14.0
	2	14.1	13.6	14.5
Wells Cathedral	1	13.2	12.2	14.4
	2	14.3	13.7	15.0

Table 58. Readiness to support others total mean change scores and 95% confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	0.8	-0.1	1.7
Ravensbourne	-0.7	-1.4	-0.1
Rickmansworth	-0.1	-0.8	0.7
Victoria College	1.4	0.6	2.2
Watford	0.6	0.0	1.1
Wells Cathedral	1.2	0.0	2.2

Readiness to support others – Item-Level Responses: By School

Table 59. Responses to the item “know how to help a friend worried about mental health” at time 1 and time 2 by school

Godolphin		Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral				
		Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	
Strongly Disagree	<3	2%	0	0%	6	6%	4	4%	3	5%	3	5%	4	4%	<3	2%	<3	1%	<3	1%	<3	0%
Slightly Disagree	3	6%	<3	2%	6	6%	<3	2%	<3	2%	<3	3%	11	11%	4	4%	14	9%	<3	1%	<3	0%
Neither	<3	4%	<3	2%	8	8%	8	8%	3	5%	4	6%	7	7%	6	6%	9	6%	7	5%	0	0%
Slightly Agree	22	46%	15	31%	33	34%	39	41%	25	40%	25	40%	40	41%	40	41%	53	35%	55	36%	16	50% 5 16%
Strongly Agree	14	29%	31	65%	29	30%	35	36%	25	40%	28	45%	26	27%	41	42%	68	44%	86	56%	12	38% 23 72%
Don't Know	6	13%	0	0%	14	15%	8	8%	5	8%	0	0%	10	10%	5	5%	8	5%	<3	1%	<3	6% 3 9%

Table 60. Responses to item “know where a friend worried about mental health could get support” at time 1 and time 2 by school

Godolphin		Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral				
		Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	
Strongly Disagree	0	0%	0	0%	5	5%	5	5%	<3	3%	<3	3%	<3	1%	3	3%	3	2%	4	3%	<3	3% 0 0%
Slightly Disagree	5	10%	0	0%	3	3%	0	0%	4	6%	4	6%	5	5%	4	4%	7	5%	4	3%	3	9% <3 3%
Neither	<3	2%	3	6%	8	8%	7	7%	<3	3%	6	9%	7	7%	3	3%	15	10%	10	7%	0	0% 0 0%
Slightly Agree	17	35%	10	21%	36	36%	39	39%	29	45%	26	41%	39	40%	38	39%	41	27%	49	32%	12	38% 10 31%
Strongly Agree	21	44%	34	71%	33	33%	33	33%	22	34%	25	39%	35	36%	41	42%	80	52%	83	54%	13	41% 19 59%
Don't Know	4	8%	<3	2%	15	15%	16	16%	5	8%	<3	2%	11	11%	9	9%	7	5%	3	2%	3	9% <3 6%

Table 61. Responses to item “I would feel comfortable talking to a friend worried about mental health” at time 1 and time 2 by school

Godolphin		Ravensbourne				Rickmansworth				Victoria College				Watford				Wells Cathedral				
		Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	
Strongly Disagree	<3	4%	<3	4%	<3	2%	6	6%	0	0%	<3	2%	5	5%	<3	1%	3	2%	<3	1%	<3	6% 0 0%
Slightly Disagree	<3	2%	<3	2%	<3	1%	3	3%	3	5%	<3	3%	11	11%	11	11%	3	2%	0	0%	0	0% <3 3%
Neither	<3	2%	<3	4%	3	3%	3	3%	<3	3%	3	5%	5	5%	6	6%	12	8%	5	3%	<3	3% 0 0%
Slightly Agree	14	30%	3	6%	22	22%	27	27%	15	24%	18	29%	40	40%	25	25%	30	20%	35	23%	6	19% 4 13%
Strongly Agree	29	62%	37	79%	60	60%	51	51%	41	66%	36	58%	33	33%	53	54%	99	65%	106	70%	23	72% 27 84%
Don't Know	0	0%	<3	4%	12	12%	10	10%	<3	2%	<3	3%	5	5%	3	3%	5	3%	4	3%	0	0% 0 0%

Readiness to support others – Item-Level Responses: By School (2)

Table 62. Responses to item “concern about other’s reactions would stop me supporting a friend worried about mental health” at time 1 and time 2 by school

	Godolphin		Ravensbourne		Rickmansworth		Victoria College		Watford		Wells Cathedral													
	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2	Time 1	Time 2												
Strongly Disagree	34	71%	33	69%	44	45%	45	46%	30	50%	38	63%	37	39%	44	46%	97	64%	99	66%	19	59%	22	69%
Slightly Disagree	3	6%	<3	2%	5	5%	9	9%	4	7%	3	5%	14	15%	11	12%	11	7%	16	11%	<3	6%	0	0%
Neither	4	8%	<3	4%	8	8%	6	6%	<3	2%	<3	3%	7	7%	10	11%	7	5%	6	4%	<3	3%	0	0%
Slightly Agree	3	6%	<3	4%	14	14%	16	16%	11	18%	6	10%	17	18%	11	12%	11	7%	11	7%	5	16%	3	9%
Strongly Agree	<3	2%	6	13%	7	7%	13	13%	3	5%	5	8%	7	7%	7	7%	11	7%	8	5%	5	16%	3	9%
Don't Know	3	6%	4	8%	20	20%	9	9%	11	18%	6	10%	13	14%	12	13%	14	9%	11	7%	0	0%	4	13%

Due to instances of small numbers, trainer and trainee data has been combined.

School Climate (School Climate Survey)

The average trainer rating of school climate at time 1 was 9.3 points out of a possible 14, where higher scores indicate a more positive school climate. For trainees this was 9.3. At time 2 the average trainer rating of school climate was 9.1, an average change of -0.2 points (Figure 23), for trainees, this was 8.8, an average change of -0.6 points (Figure 24).

The difference between the average time 1 and time 2 score for trainers was not significant ($p=0.50$), with a negligible effect size ($p = 0.50$, $d = 0.08$) (Table 26), for trainees the difference was significant, with a small effect size ($p < .001$, $d = 0.21$) (Table 27) (using a Bonferroni adjusted p-value of $p < .006$).

Looking at school climate scores broken down by school (Table 63), average time 1 scores were broadly similar, ranging from 8.5 for Ravensbourne to 10.3 for Godolphin. Some schools showed a small reduction in school climate (Ravensbourne, Rickmansworth, Watford, Victoria College), and others a small increase (Godolphin & Wells Cathedral), however all mean change scores were less than one point in magnitude, ranging from -0.8 for Watford to 0.4 for Godolphin (Table 64).

Figure 23. Change score and average time 1 and time 2 score for trainer ratings of school climate



44 student trainers completed the School Climate Survey questions at both time 1 and time 2, which was 52% of the 84 student trainers who took part in the evaluation.

The average rating of school climate at time 1 was 9.3 points out of a possible 14, where higher scores indicate a more positive school climate.

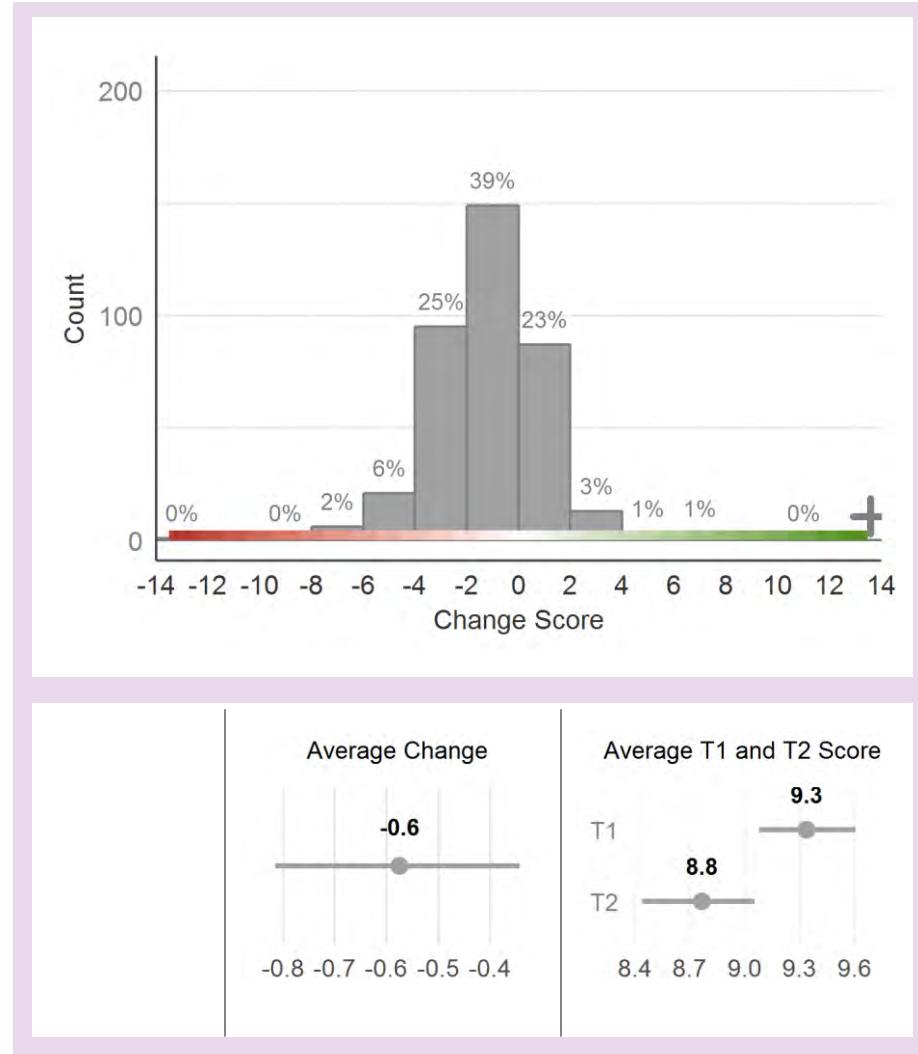
At time 2 the average rating of school climate was 9.1, an average change of -0.2 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.50$), with a negligible effect size (Cohen's $D=-0.08$).

This suggests that student trainers did not report significant changes in school climate after completing peer education sessions.



Figure 24. Change score and average time 1 and time 2 score for trainee ratings of school climate



380 student trainees completed the School Climate Survey questions at both time 1 and time 2, which was 44% of the 866 trainees who took part in the evaluation.

The average rating of school climate at time 1 was 9.3 points out of a possible 14, where higher scores indicate a more positive school climate.

At time 2 the average rating of school climate was 8.8, an average change of -0.6 points.

The difference between the average time 1 and time 2 score was significant ($p<0.001$), with a small effect size (Cohen's $D=-0.21$).

This suggests that student trainees report a statistically significant decline in school climate after completing peer education sessions, but the change is of low practical significance. The decline in average scores on school climate may be related to most students completing the post-training questionnaires at a busy time of year, near the end of the academic term.

School Climate Scores: By School

Table 63. School Climate Survey time 1 and 2 means and 95% confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	10.3	9.6	11.0
	2	10.6	9.9	11.4
Ravensbourne	1	8.5	7.9	9.1
	2	7.9	7.2	8.5
Rickmansworth	1	10.2	9.6	10.7
	2	9.6	8.9	10.3
Victoria College	1	8.3	7.8	8.8
	2	7.6	7.1	8.0
Watford	1	9.7	9.2	10.2
	2	9.0	8.5	9.5
Wells Cathedral	1	10.3	9.4	11.2
	2	10.4	9.1	11.8

Table 64. School Climate Survey mean change scores and 95% confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	0.4	-0.2	0.9
Ravensbourne	-0.6	-1.2	0.0
Rickmansworth	-0.6	-1.2	-0.1
Victoria College	-0.7	-1.2	-0.2
Watford	-0.8	-1.1	-0.4
Wells Cathedral	0.1	-0.8	1.1

Emotional & Behavioural Difficulties (Me & My School)

The average trainer rating of emotional difficulties at time 1 was 6.3 points out of a possible 20, where higher scores indicate greater difficulties, and scores above 10 indicate significant difficulties¹. For trainees this was 6. At time 2 the average rating of emotional difficulties was 6, an average change of -0.2 points (Figure 25), for trainees this was 5.7, an average change of -0.3 points (Figure 26).

The difference between the average emotional difficulties time 1 and time 2 score for trainers was not significant with a negligible effect size ($p = 0.24$, $d = 0.07$) (Table 26), for trainees the difference was significant with a negligible effect size ($p = 0.005$, $d = 0.09$) (Table 27) (using a Bonferroni adjusted p-value of $p < .006$).

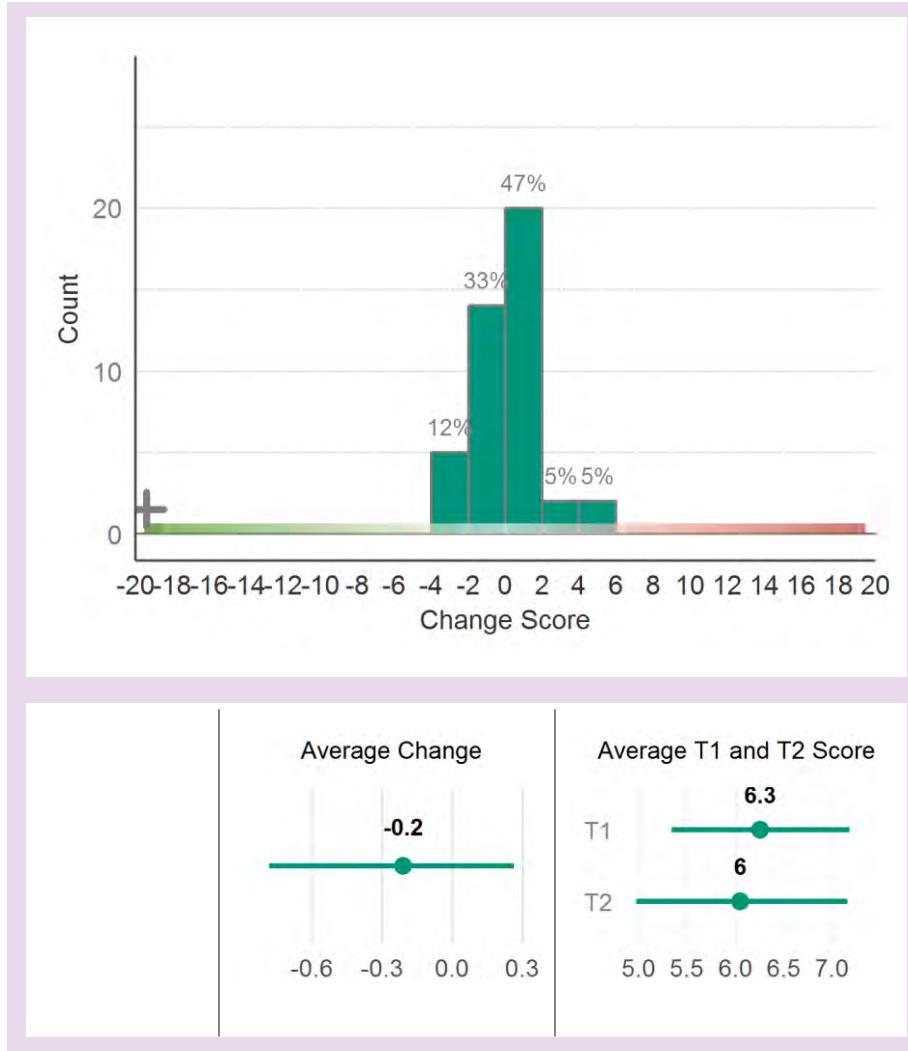
The average rating of behavioural difficulties at time 1 was 1.8 points out of a possible 12, where higher scores indicate greater difficulties, and scores above 6 indicate significant difficulties¹. For trainees this was 2.7. At time 2 the average rating of emotional difficulties was 2, an average change of 0.3 points (Figure 27), for trainees this was 2.6, an average change of -0.1 points (Figure 28).

The difference between the average behavioural difficulties time 1 and time 2 score for trainers was not significant with a small effect size ($p = 0.65$, $d = 0.17$) (Table 26), for trainees the difference was also not significant, with a negligible effect size ($p = 0.10$, $d = -0.05$) (Table 27).

At time 1, 18% (77) of students reported significant emotional difficulties (scores of 10 or above), and 9% (40) of students reported significant behavioural difficulties (scores of 6 or above) (Table 65). Of those students reporting significant difficulties at time 1, 38% (29) were no longer reporting significant emotional difficulties at time 2, and 40% (16) were no longer reporting significant behavioural difficulties at time 2 (Table 66).

Looking at emotional and behavioural difficulties broken down by school (Table 67 - 70), average time 1 emotional difficulties scores ranged from 4.7 for Wells Cathedral to 6.4 for Watford, for behavioural difficulties, average time 1 scores ranged from 2.1 for Godolphin to 3.1 for Ravensbourne.

Figure 25. Change scores and average time 1 and time 2 scores for trainer emotional difficulties



43 student trainers completed the Me & My School Emotional Difficulties subscale questions at both time 1 and time 2, which was 51% of the 84 student trainers who took part in the evaluation.

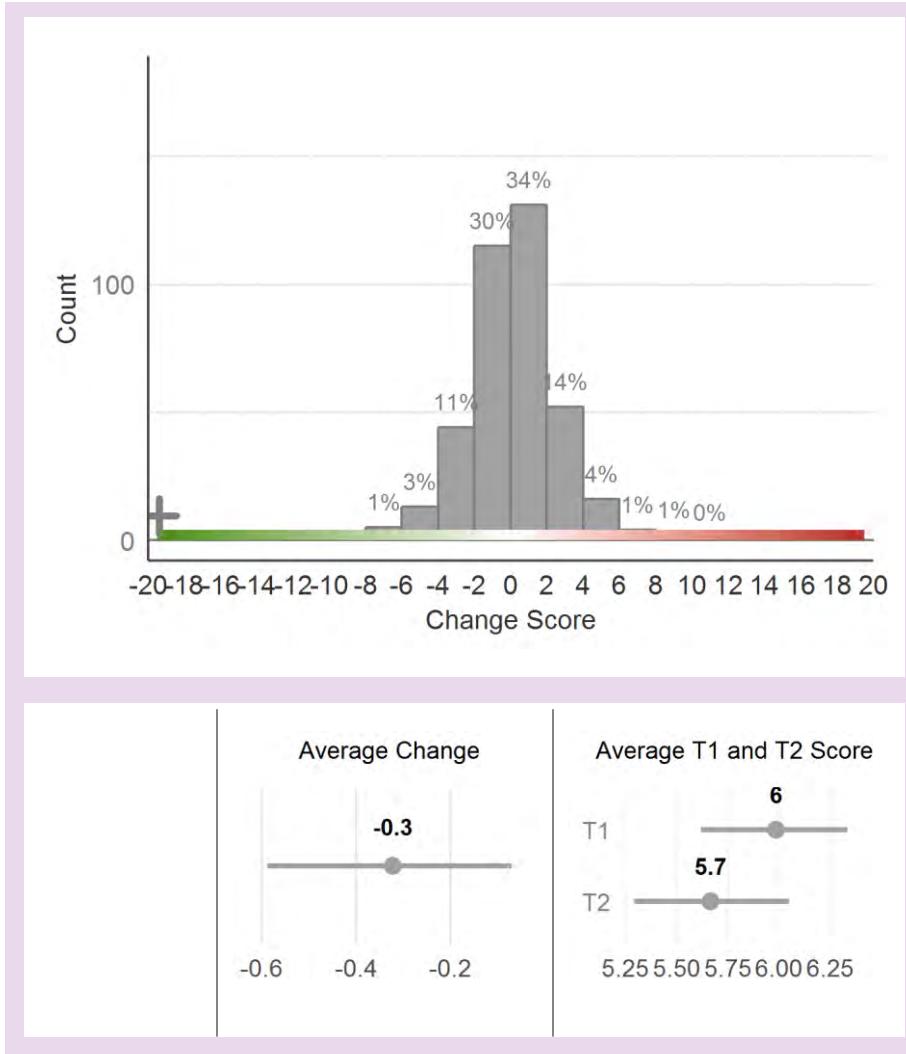
The average rating of emotional difficulties at time 1 was 6.3 points out of a possible 20, where higher scores indicate greater difficulties, and scores above 10 indicate significant difficulties¹.

At time 2 the average rating of emotional difficulties was 6, an average change of -0.2 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.24$), with a negligible effect size (Cohen's $D=-0.07$).

This suggests that student trainers did not report significant changes in emotional difficulties after completing peer education sessions.

Figure 26. Change scores and average time 1 and time 2 scores for trainee emotional difficulties



383 student trainees completed the Me & My School Emotional Difficulties questions at both time 1 and time 2, which was 44% of the 866 student trainees who took part in the evaluation.

The average rating of emotional difficulties at time 1 was 6 points out of a possible 20, where higher scores indicate greater difficulties, and scores above 10 indicate significant difficulties¹.

At time 2 the average rating of emotional difficulties was 5.7, an average change of -0.3 points.

The difference between the average time 1 and time 2 score was significant ($p=0.005$), with a negligible effect size (Cohen's $D=-0.09$).

This suggests that student trainees reported statistically significant improvement in emotional difficulties after completing peer education sessions, but the change is of low practical significance.

Figure 27. Change scores and average time 1 and time 2 scores for trainer behavioural difficulties



44 student trainers completed the Me & My School Behavioural Difficulties subscale questions at both time 1 and time 2, which was 52% of the 84 student trainers who took part in the evaluation.

The average rating of behavioural difficulties at time 1 was 1.8 points out of a possible 12, where higher scores indicate greater difficulties, and scores above 6 indicate significant difficulties¹.

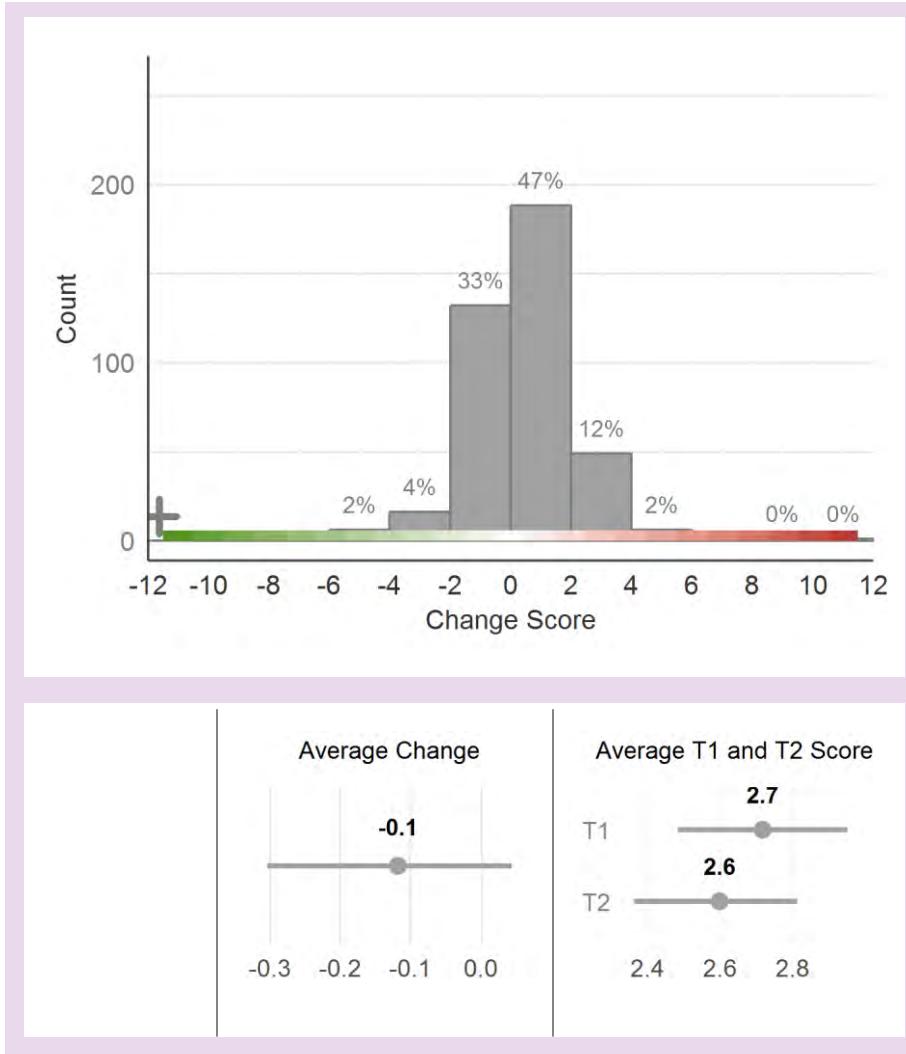
At time 2 the average rating of emotional difficulties was 2, an average change of 0.3 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.65$), with a negligible effect size (Cohen's $D=0.17$).

This suggests that student trainers did not report significant changes in behavioural difficulties after completing peer education sessions.

It is important to note that average scores at time 1 are low, suggesting overall student trainers were experiencing very few behavioural difficulties prior to taking part in sessions.

Figure 28. Change scores and average time 1 and time 2 scores for trainee behavioural difficulties



399 student trainees completed the Me & My School Behavioural Difficulties questions at both time 1 and time 2, which was 46% of the 866 student trainees who took part in the evaluation.

The average rating of behavioural difficulties at time 1 was 2.7 points out of a possible 12, where higher scores indicate greater difficulties, and scores above 6 indicate significant difficulties¹.

At time 2 the average rating of emotional difficulties was 2.6, an average change of -0.1 points.

The difference between the average time 1 and time 2 score was not significant ($p=0.10$), with a negligible effect size (Cohen's $D=-0.05$).

This suggests that student trainees reported statistically significant improvement in behavioural difficulties after completing peer education sessions, but the change is of low practical significance.

It is important to note that average scores at time 1 are low, suggesting overall student trainees were experiencing very few behavioural difficulties prior to taking part in sessions.

Movement across clinical thresholds

Table 65. Proportion of students scoring above cut-off for emotional and behavioural difficulties at time 1

	All students who completed M&MS at T1 and T2	Students above cut-off at T1
Emotional Difficulties	426	77 (18%)
Behavioural Difficulties	443	40 (9%)

Table 66. Movement of students scoring above cut-off for emotional and behavioural difficulties from time 1 to time 2

	Remained above cut-off at T2	Moved below cut-off at T2
Emotional Difficulties	48 (62%)	29 (38%)
Behavioural Difficulties	24 (60%)	16 (40%)

Due to instances of small numbers, trainer and trainee data has been combined.

At time 1, 18% (77) of students reported significant emotional difficulties (scores of 10 or above), and 9% (40) of students reported significant behavioural difficulties (scores of 6 or above).

Of those students reporting significant difficulties at time 1, 38% (29) were no longer reporting significant emotional difficulties at time 2, and 40% (16) were no longer reporting significant behavioural difficulties at time 2.

This suggests around 40% of children with significant difficulties reported a reduction in those difficulties over time.

Emotional Difficulties Scores: By School

Table 67. Emotional difficulties total time 1 and 2 means and confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	6.6	5.5	7.6
	2	5.7	4.5	6.8
Ravensbourne	1	5.7	4.9	6.7
	2	5.6	4.8	6.5
Rickmansworth	1	6.2	5.2	7.1
	2	6.2	5.1	7.3
Victoria College	1	5.8	5.0	6.6
	2	5.5	4.8	6.2
Watford	1	6.4	5.8	7.0
	2	6.0	5.4	6.7
Wells Cathedral	1	4.7	3.6	5.7
	2	4.3	3.1	5.5

Table 68. Emotional difficulties total mean change scores and confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	-0.9	-1.5	-0.2
Ravensbourne	-0.1	-0.6	0.4
Rickmansworth	0.0	-0.9	0.8
Victoria College	-0.3	-0.8	0.2
Watford	-0.4	-0.8	0.0
Wells Cathedral	-0.4	-1.4	0.2

Behavioural Difficulties Scores: By School

Table 69. Behavioural difficulties total time 1 and 2 means and confidence intervals by school

	Time	Mean	Lower Limit	Upper Limit
Godolphin	1	2.1	1.6	2.6
	2	1.5	1.0	1.9
Ravensbourne	1	3.1	2.6	3.7
	2	3.0	2.5	3.6
Rickmansworth	1	2.6	2.1	3.1
	2	2.7	2.1	3.3
Victoria College	1	3.0	2.4	3.4
	2	3.1	2.6	3.6
Watford	1	2.2	1.9	2.5
	2	2.2	1.9	2.5
Wells Cathedral	1	2.9	2.1	3.6
	2	2.3	1.5	3.1

Table 70. Behavioural difficulties total mean change scores and confidence intervals by school

	Mean	Lower Limit	Upper Limit
Godolphin	-0.6	-1.0	-0.2
Ravensbourne	-0.1	-0.5	0.3
Rickmansworth	0.1	-0.5	0.7
Victoria College	0.1	-0.3	0.5
Watford	0.0	-0.3	0.3
Wells Cathedral	-0.6	-1.0	-0.1

5.3 Quantitative Findings – Comparisons to TaMHS Data

Comparisons to a Targeted Mental Health in Schools (TaMHS) sample

To examine whether changes in school climate and emotional and behavioural difficulties in the peer education sample were different than in the Targeted Mental Health in Schools (TaMHS) sample, repeated measures analysis of covariance (ANCOVA) were conducted. Students in both samples were matched using propensity score matching so that there were no significant differences between the samples in: gender, ethnicity, presence of learning difficulties, receipt of free school meals, baseline emotional and behavioural difficulties, and baseline school climate score (Table 71).

In both samples, students reported lower levels of school climate at time 2 compared to time 1, however this decrease was significantly less in the peer education sample, meaning students reported higher levels of school climate at time 2 in the peer education sample compared to the TaMHS sample, $F(1798)=7.1$, $p < .01$ (Table 72).

In both samples students reported lower levels of emotional difficulties at time 2 compared to time 1, however this decrease was significantly larger in the TaMHS sample, meaning that students reported lower levels of emotional difficulties at time 2 in the TaMHS sample compared to the peer education sample, $F(1798)=11.9$, $p < .001$ (Table 72), this may be due to the fact that the effect size of the decrease in emotional difficulties for the peer education sample was very small (Table 27).

There were no significant differences in the change in behavioural difficulties from time 1 to time 2, $F(1798)=0.01$, $p > 0.5$ (Table 72).

The pattern of findings was consistent when applying other approaches, including repeated measures analysis of variance (ANOVA), and comparing change without controlling for covariates, and stepwise regressions. A final set of analysis which took into account the nested structure of the data within multilevel regressions, showed no significant differences in the change in school climate, emotional difficulties or behavioural difficulties between the peer education and TaMHS samples.

Table 71. Demographics and sample size of propensity score matched peer education and TaMHS samples

	Peer Education Sample	TaMHS Sample
Sample Size	402	402
Gender (female)	252 (63%)	255 (63%)
White	227 (57%)	234 (58%)
Learning Difficulty	49 (12%)	45 (11%)
Free School Meals	19 (5%)	11 (3%)

Category in brackets is the reference group.

Table 72. Mean time 1 and time 2 item ratings for propensity score matched peer education and TaMHS samples

	Time	Peer Education Sample		TaMHS Sample	
		Mean	SD	Mean	SD
School Climate	1	1.33	0.39	1.34	0.43
	2	1.25*	0.42	1.18*	0.46
Emotional difficulties (M&MS)	1	0.60	0.36	0.59	0.34
	2	0.57*	0.38	0.49*	0.33
Behavioural Difficulties (M&MS)	1	0.45	0.35	0.45	0.36
	2	0.42	0.37	0.42	0.36

* Indicates significant difference between samples at $p < .05$ as tested by ANCOVA

Note: figures displayed are for mean item-ratings of items within a subscale.

References



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Appendix A.

Student Self-Report Questionnaire



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Figure A1. Student self-report questionnaire

<p>Basic information</p> <p><i>These questions ask some basic information so we can see if different people answer differently.</i></p> <p>Q3: How old are you? <input type="text"/> </p> <p>Q4: What is your gender?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="radio"/> Male</td> <td style="width: 50%;"><input type="radio"/> Female</td> </tr> <tr> <td><input type="radio"/> Prefer not to say</td> <td><input type="radio"/> Other (please specify, if you would like to)</td> </tr> </table> <p>If you have chosen "other", please specify: <input type="text"/> </p> <p>Q5: What is your ethnicity?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="radio"/> White or White British</td> <td style="width: 50%;"><input type="radio"/> Black or Black British</td> </tr> <tr> <td><input type="radio"/> Asian or Asian British</td> <td><input type="radio"/> Mixed</td> </tr> <tr> <td colspan="2"><input type="radio"/> Other (please specify, if you would like to)</td> </tr> </table> <p>If you have chosen "other", please specify: <input type="text"/> </p> <p>Q6: Do you have any learning difficulties?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><input type="radio"/> No</td> <td style="width: 50%;"><input type="radio"/> Yes - Dyslexia</td> </tr> <tr> <td><input type="radio"/> Yes - Dyspraxia</td> <td><input type="radio"/> Yes - ADHD</td> </tr> <tr> <td><input type="radio"/> Yes - Autism</td> <td><input type="radio"/> Yes - Asperger's</td> </tr> <tr> <td><input type="radio"/> Yes - Visual Processing Disorder</td> <td><input type="radio"/> Yes - Auditory Processing Disorder</td> </tr> <tr> <td colspan="2"><input type="radio"/> Yes - Other</td> </tr> </table> <p>If you have chosen "other", please specify: <input type="text"/> </p>	<input type="radio"/> Male	<input type="radio"/> Female	<input type="radio"/> Prefer not to say	<input type="radio"/> Other (please specify, if you would like to)	<input type="radio"/> White or White British	<input type="radio"/> Black or Black British	<input type="radio"/> Asian or Asian British	<input type="radio"/> Mixed	<input type="radio"/> Other (please specify, if you would like to)		<input type="radio"/> No	<input type="radio"/> Yes - Dyslexia	<input type="radio"/> Yes - Dyspraxia	<input type="radio"/> Yes - ADHD	<input type="radio"/> Yes - Autism	<input type="radio"/> Yes - Asperger's	<input type="radio"/> Yes - Visual Processing Disorder	<input type="radio"/> Yes - Auditory Processing Disorder	<input type="radio"/> Yes - Other		<p>Q7: Do you get free school meals?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>Section 3</p> <p><i>Please read each of the statements and rate your agreement by ticking the appropriate box against each statement.</i></p> <p>Q8: I feel confident that I could talk about mental health and my thoughts and feelings at school</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><input type="radio"/> Strongly agree</td> <td style="width: 33%;"><input type="radio"/> Slightly agree</td> <td style="width: 33%;"><input type="radio"/> Neither agree nor disagree</td> </tr> <tr> <td><input type="radio"/> Slightly disagree</td> <td><input type="radio"/> Strongly disagree</td> <td><input type="radio"/> Don't know</td> </tr> </table> <p>Q9: I feel confident that I could talk about mental health outside of school</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><input type="radio"/> Strongly agree</td> <td style="width: 33%;"><input type="radio"/> Slightly agree</td> <td style="width: 33%;"><input type="radio"/> Neither agree nor disagree</td> </tr> <tr> <td><input type="radio"/> Slightly disagree</td> <td><input type="radio"/> Strongly disagree</td> <td><input type="radio"/> Don't know</td> </tr> </table> <p>Q10: I would know where to get information about how to look after my mental health in school</p> <table style="width: 100%; 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Figure A1. Student self-report questionnaire continued

Q14: If my friend told me that they were worried about their mental health, I would know where they could get support

- Strongly agree Slightly agree Neither agree nor disagree
 Slightly disagree Strongly disagree Don't know

Q15: If my friend told me that they were worried about their mental health, I would feel comfortable talking to them about it

- Strongly agree Slightly agree Neither agree nor disagree
 Slightly disagree Strongly disagree Don't know

Q16: My concern about people's reactions would stop me supporting a friend who was worried about their mental health

- Strongly agree Slightly agree Neither agree nor disagree
 Slightly disagree Strongly disagree Don't know

Section 4

Please read each of the statements and tick the appropriate box against for your answer.

Q17: I understand what mental health means

- Yes No Don't know

Q18: I understand what mental illness is

- Yes No Don't know

Q19: I know how to keep well mentally

- Yes No Don't know

Q20: I have an understanding of what stigma is

- Yes No Don't know

Q21: I know what discrimination is and how it is related to mental health

- Yes No Don't know

Q22: I am confident in helping a friend when in need

- Yes No Don't know

Q23: I know when I need to ask for help with my wellbeing

- Yes No Don't know

Q24: I am able to talk openly with others about mental health

- Yes No Don't know

Q25: At this school we care about each other

- Never Sometimes Always

Q26: At this school we like each other

- Never Sometimes Always

Q27: We can talk to teachers about problems

- Never Sometimes Always

Q28: Teachers try hard to help us

- Never Sometimes Always

Q29: We feel safe in school

- Never Sometimes Always

Figure A1. Student self-report questionnaire continued

<p>Q30: Our Teachers are fair</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q31: There is an adult in my school who understands how I feel</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p style="text-align: center;">Section 5</p> <p><i>Below is a questionnaire which is going to ask you how you feel. There are no right or wrong answers. You should just pick the answer which is best for you.</i></p> <p>Q32: I feel lonely</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q33: I cry a lot</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q34: I am unhappy</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q35: Nobody likes me</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q36: I worry a lot</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q37: I have problems sleeping</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p>	<p>Q38: I wake up in the night</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q39: I am shy</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q40: I feel scared</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q41: I worry when I am at school</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q42: I get very angry</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q43: I lose my temper</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q44: I hit out when I am angry</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q45: I do things to hurt people</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q46: I am calm</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p> <p>Q47: I break things on purpose</p> <p><input type="radio"/> Never <input type="radio"/> Sometimes <input type="radio"/> Always</p>
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Figure A2. Additional time 2 feedback items

Trainees

Section 6 - Trainees

The following questions ask for your feedback on the Peer Education lessons.

Q48: Did you find the topics covered in the Peer Education lessons relevant to you?

- Yes, very relevant Yes, a bit relevant / somewhat relevant
 No, not relevant at all

Q49: Do you think you will use what you have learned in this training in the next 3 months?

- Yes, definitely Maybe / Yes, a bit No

Q50: Would you recommend that other Year 7 students take part in Peer Education lessons in the future?

- Yes, definitely Maybe No

Q51: Was it helpful to learn about mental health from Peer Educators instead of your usual teacher?

- Yes, very helpful No, not helpful It did not make a difference

This is the end of the questionnaire. Thank you very much for your help!

Trainers

Section 6

The following questions ask for your feedback on the Peer Education project.

Q48: Did you find the topics covered by the training relevant to you?

- Yes, very relevant Yes, a bit relevant / somewhat relevant
 No, not relevant at all

Q49: Would you recommend that other Year 12 students take part in the Peer Education project in the future?

- Yes, definitely Maybe No

This is the end of the questionnaire. Thank you very much for your help!

Appendix B.

Student Self-Report Questionnaire Scoring Instructions



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Table B1. Coding Instructions for Quantitative Data Items

Item Numbers	Coding Used	Notes
8-16	4 – ‘Strongly Agree’ 3 – ‘Slightly Agree’ 2 – ‘Neither Agree nor Disagree’ 1 – ‘Slightly Disagree’ 0 – ‘Strongly Disagree’ 888 – ‘Don’t Know’	Responses of ‘Don’t Know’ were re-coded to “Missing” when totalling items
17-24	1 – ‘Yes’ 0 – ‘No’ 888 – ‘Don’t Know’	Responses of ‘Don’t Know’ were re-coded to ‘No’ when totalling items
25-31	0 – ‘Never’ 1 – ‘Sometimes’ 2 – ‘Always’	Coding taken from instructions for the “School Climate Survey”
32-47	0 – ‘Never’ 1 – ‘Sometimes’ 2 – ‘Always’	Coding taken from instructions for the “Me & My School” measure (Deighton et al., 2013)

Table B2. Scoring Instructions for Subscales

Scale	Formula	Range	Notes
Confidence to talk about mental health	Sum of items: 8 & 9	0-8	Responses of 'Don't Know' were re-coded to "Missing" when totalling items
Knowledge of information & resources	Sum of items: 10, 11, 12	0-12	Responses of 'Don't Know' were re-coded to "Missing" when totalling items
Supporting Others	Sum of items: 13, 14, 15, 16, where item 16 is reverse-scored	0-16	Responses of 'Don't Know' were re-coded to "Missing" when totalling items
Understanding key terms	Sum of items: 17, 18, 20, 21	0-4	Responses of 'Don't Know' were re-coded to 'No' when totalling items

Table B2. Scoring Instructions for Subscales continued

Scale	Formula	Range	Notes
Key Skills	Sum of items: 19, 22, 23, 24	0-4	Responses of 'Don't Know' were re-coded to 'No' when totalling items
School Climate	Sum of items: 25, 26, 27, 28, 29, 30, 31	0-14	Taken from scoring instructions for the "School Climate Survey" measure
Emotional Difficulties	Sum of items: 32, 33, 34, 35, 36, 37, 38, 39, 40, 41	0-20	Taken from scoring instructions for the "Me & My School" measure (Deighton et al., 2013)
Behavioural Difficulties	Sum of items: 42, 43, 44, 45, 46, 47, where item 46 is reverse-scored	0-12	Taken from scoring instructions for the "Me & My School" measure (Deighton et al., 2013)

Appendix C.

Qualitative Interview Topic Guide



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Figure C1. Qualitative interview topic guide



A partnership of



Participant Number:

T: 0207 7443 2225

E: CORC@annafreud.org

Research ethics reference: 6087/002

www.ucl.ac.uk/ebpu

Peer Education Programme Evaluation Topic Guide (Staff)

Introduction

Thank you very much for doing this interview with me. I have a few questions that I'd like to ask you about your experience of implementing the Peer Education Programme in your school. This interview **should last around 45 minutes to an hour. If you don't want to answer a question or if it's unclear then just tell me and we can skip it, or I can explain it.** We will write up what we find from all of our interviews with implementation leads in other schools and the results will be shared with the Peer Education Programme team and may be published elsewhere. Everything that we talk about today is **private or confidential unless I'm worried that any harm is going to come to you or to anyone else,** in which case then I would need to speak to my supervisor, whose name is Julian Edbrooke-Childs, but I would tell you if I was worried in this way first. You are welcome to stop the interview at any time.

- Can you tell me about your role in this programme? What did this involve?
- Can you tell me about your experience of being involved with the programme? Have you ever been involved in a programme like this before?
- Did you attend all or part of the Peer Educator training? If yes, how helpful was this in preparing for the delivery of the sessions?
- What did you think of the Peer Education Programme?

Figure C1. Qualitative interview topic guide continued

Barriers and facilitators to implementation

- What was helpful to you in setting up this programme in your school? What worked well with your work with external trainers / peer trainers / peer trainees / teachers / the school?
- Did you find anything to be difficult when setting up this programme in your school? Was there anything that could have worked better in your work with external trainers / peer trainers / peer trainees / teachers / the school?
- Can you tell me about the procedures that were put in place for safeguarding support? What was helpful about these procedures for you (your role) / your school / other teachers? Was there anything that was more difficult for you / your school / other teachers?
- How useful and useable were the project materials (Peer Educator handbook, Year 7 workbook, teacher manual) for teachers, peer educators and students?
- Were there any other resources that you would have liked to help you deliver the project?

Examples of the impact of PEP on students' wellbeing

Without naming any students...

- Have you noticed any differences in students' wellbeing? If so, what? What about the programme / which part do you think contributed to this?
- Have you noticed any differences in reducing stigma? If so, what? What about the programme / which part do you think contributed to this?
- Have you noticed any differences in increased awareness of resources or support among students? If so, what? What about the programme / which part do you think contributed to this?
- Was this what you expected?
- Has taking part in the project changed anything about the way you think about mental health?

Figure C1. Qualitative interview topic guide continued

Lessons learnt for scaling up the project

- What kinds of things would you do differently (if anything) if implementing the Peer Education Programme again?
- Would you recommend the Peer Education Programme to other teachers/schools?
- What will need to be considered when rolling this project out more widely? What advice would you give to another school who will be rolling this out?
- In general, what changes or adaptations would you like to see to the programme?
- What expansions or next steps for the programme would be useful in your school (e.g. 1:1 peer support)?

Conclusion

Thanks very much again for doing this interview with me today; it's been very helpful. Do you have any questions for me now that we've finished the interview?

Appendix D

Subscale and Item-Level Data Completeness for Full Sample



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Table D1. Number of complete records at time 1 and time 2 for confidence to talk about mental health items and subscale total

Sample	Time	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
Trainees	1	564	566	440
Trainees	2	447	447	312
Trainers	1	71	71	70
Trainers	2	45	45	44

Table D2. Number of complete records at time 1 and time 2 for knowledge of available information and resources items and subscale total

Sample	Time	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
Trainees	1	561	566	567	385
Trainees	2	440	446	447	269
Trainers	1	71	71	70	61
Trainers	2	45	45	44	37

Table D3. Number of complete records at time 1 and time 2 for readiness to support others items and subscale total

Sample	Time	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
Trainees	1	565	566	566	564	401
Trainees	2	444	450	447	441	278
Trainers	1	71	71	71	71	66
Trainers	2	45	45	45	43	41

Table D4. Number of complete records at time 1 and time 2 for knowledge of key terms items and subscale total

Sample	Time	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
Trainees	1	566	564	568	565	557
Trainees	2	445	444	446	441	431
Trainers	1	71	71	70	71	70
Trainers	2	45	45	45	45	45

Table D5. Number of complete records at time 1 and time 2 for key skills items and subscale total

Sample	Time	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
Trainees	1	562	566	565	564	552
Trainees	2	442	445	443	440	428
Trainers	1	71	71	70	70	70
Trainers	2	45	45	45	44	44

Table D6. Number of complete records at time 1 and time 2 for emotional and behavioural difficulties, and school climate totals

Sample	Time	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
Trainees	1	516	515	526	490
Trainees	2	380	383	399	362
Trainers	1	70	68	69	67
Trainers	2	44	43	44	42

Table D7. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total

Sample	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
Trainees	79%	79%	71%
Trainers	63%	63%	63%

Table D8. Proportion of responses at time 1 with matching time 2 response for knowledge of available information and resources items and subscale total

Sample	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
Trainees	78%	79%	79%	70%
Trainers	63%	63%	63%	61%

Table D9. Proportion of responses at time 1 with matching time 2 response for readiness to support others items and subscale total

Sample	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
Trainees	79%	80%	79%	78%	69%
Trainers	63%	63%	63%	61%	62%

Table D10. Proportion of responses at time 1 with matching time 2 response for knowledge of key terms items and subscale total

Sample	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
Trainees	79%	79%	79%	78%	77%
Trainers	63%	63%	64%	63%	64%

Table D11. Proportion of responses at time 1 with matching time 2 response for key skills items and subscale total

Sample	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
Trainees	79%	79%	78%	78%	78%
Trainers	63%	63%	64%	63%	63%

Table D12. Proportion of responses at time 1 with matching time 2 response for emotional and behavioural difficulties, and school climate totals

Sample	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
Trainees	74%	74%	76%	74%
Trainers	63%	63%	64%	63%

Appendix E

Subscale and Item-Level Data Completeness
broken down by school



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Table E1. Number of complete records at time 1 and time 2 for confidence to talk about mental health items and subscale total for Godolphin School

Time	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
1	55	54	43
2	48	47	33

Table E2. Number of complete records at time 1 and time 2 for knowledge of information and resources items and subscale total for Godolphin School

Time	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
1	54	55	55	44
2	47	48	48	33

Table E3. Number of complete records at time 1 and time 2 for readiness to support others items and subscale total for Godolphin School

Time	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
1	55	55	54	55	44
2	48	48	47	48	36

Table E4. Number of complete records at time 1 and time 2 for knowledge of key terms items and subscale total for Godolphin School

Time	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
1	55	55	54	55	54
2	48	48	47	48	47

Table E5. Number of complete records at time 1 and time 2 for key skills items and subscale total for Godolphin School

Time	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
1	55	55	54	52	52
2	48	48	48	47	47

Table E6. Number of complete records at time 1 and time 2 for emotional and behavioural difficulties and school climate totals for Godolphin School

Time	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
1	50	50	53	49
2	43	41	43	39

Table E7. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total for Godolphin School

Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
87%	87%	77%

Table E8. Proportion of responses at time 1 with matching time 2 response for knowledge of information and resources items and subscale total for Godolphin School

Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
87%	87%	87%	75%

Table E9. Proportion of responses at time 1 with matching time 2 response for readiness to support others items and subscale total for Godolphin School

Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
87%	87%	87%	87%	82%

Table E10. Proportion of responses at time 1 with matching time 2 response for knowledge of key terms items and subscale total for Godolphin School

Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
87%	87%	87%	87%	87%

Table E11. Proportion of responses at time 1 with matching time 2 response for key skills items and subscale total for Godolphin School

Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
87%	87%	89%	90%	90%

Table E12. Proportion of responses at time 1 with matching time 2 response for emotional and behavioural difficulties and school climate totals for Godolphin School

School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
86%	82%	81%	80%

Table E13. Number of complete records at time 1 and time 2 for confidence to talk about mental health items and subscale total for Ravensbourne School

Time	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
1	156	158	109
2	98	99	58

Table E14. Number of complete records at time 1 and time 2 for knowledge of information and resources items and subscale total for Ravensbourne School

Time	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
1	159	157	158	87
2	100	100	98	47

Table E15. Number of complete records at time 1 and time 2 for readiness to support others items and subscale total for Ravensbourne School

Time	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
1	158	157	158	155	98
2	96	100	100	98	50

Table E16. Number of complete records at time 1 and time 2 for understanding key terms items and subscale total for Ravensbourne School

Time	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
1	157	155	157	156	153
2	98	96	97	95	91

Table E17. Number of complete records at time 1 and time 2 for key skills items and subscale total for Ravensbourne School

Time	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
1	155	158	158	158	155
2	96	98	98	93	91

Table E18. Number of complete records at time 1 and time 2 for school climate, and emotional and behavioural difficulties totals for Ravensbourne School

Time	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
1	140	139	142	132
2	78	80	85	76

Table E19. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total for Ravensbourne School

Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
63%	63%	53%

Table E20. Proportion of responses at time 1 with matching time 2 response for knowledge of information and resources items and subscale total for Ravensbourne School

Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
63%	64%	62%	54%

Table E21. Proportion of responses at time 1 with matching time 2 response for readiness to support others items and subscale total for Ravensbourne School

Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
61%	64%	63%	63%	51%

Table E22. Proportion of responses at time 1 with matching time 2 response for knowledge of key terms items and subscale total for Ravensbourne School

Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
62%	62%	62%	61%	59%

Table E23. Proportion of responses at time 1 with matching time 2 response for key skills items and subscale total for Ravensbourne School

Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
62%	62%	62%	59%	59%

Table E24. Proportion of responses at time 1 with matching time 2 response for school climate, and emotional and behavioural difficulties totals for Ravensbourne School

School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
56%	58%	60%	58%

Table E25. Number of complete records at time 1 and time 2 for confidence to talk about mental health items and subscale total for Rickmansworth School

Time	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
1	89	91	71
2	62	62	43

Table E26. Number of complete records at time 1 and time 2 for knowledge of information and resources items and subscale total for Rickmansworth School

Time	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
1	90	92	91	62
2	61	62	63	35

Table E27. Number of complete records at time 1 and time 2 for readiness to support others items and subscale total for Rickmansworth School

Time	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
1	90	92	91	91	61
2	62	64	62	60	38

Table E28. Number of complete records at time 1 and time 2 for knowledge of key terms items and subscale total for Rickmansworth School

Time	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
1	92	92	93	92	90
2	62	62	63	62	60

Table E29. Number of complete records at time 1 and time 2 for key skills items and subscale total for Rickmansworth School

Time	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
1	92	92	92	91	90
2	62	63	62	62	60

Table E30. Number of complete records at time 1 and time 2 for school climate, and emotional and behavioural difficulties totals for Rickmansworth School

Time	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
1	85	83	80	75
2	56	53	55	48

Table E31. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total for Rickmansworth School

Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
70%	68%	61%

Table E32. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total for Rickmansworth School

Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
68%	67%	69%	56%

Table E33. Proportion of responses at time 1 with matching time 2 response for readiness to support others items and subscale total for Rickmansworth School

Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
69%	70%	68%	66%	62%

Table E34. Proportion of responses at time 1 with matching time 2 response for knowledge of key terms items and subscale total for Rickmansworth School

Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
67%	67%	68%	67%	67%

Table E35. Proportion of responses at time 1 with matching time 2 response for key skills items and subscale total for Rickmansworth School

Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
67%	68%	67%	68%	67%

Table E36. Proportion of responses at time 1 with matching time 2 response for school climate, and emotional and behavioural difficulties totals for Rickmansworth School

School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
66%	64%	69%	64%

Table E37. Number of complete records at time 1 and time 2 for confidence to talk about mental health items and subscale total for Victoria College

Time	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
1	111	110	95
2	99	98	77

Table E38. Number of complete records at time 1 and time 2 for knowledge of information and resources items and subscale total for Victoria College

Time	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
1	107	109	111	76
2	94	97	98	57

Table E39. Number of complete records at time 1 and time 2 for readiness to support others items and subscale total for Victoria College

Time	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
1	110	110	111	111	77
2	98	98	99	95	60

Table E40. Number of complete records at time 1 and time 2 for knowledge of key terms items and subscale total for Victoria College

Time	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
1	110	110	111	110	109
2	98	98	99	97	96

Table E41. Number of complete records at time 1 and time 2 for key skills items and subscale total for Victoria College

Time	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
1	109	110	109	111	106
2	97	98	97	99	94

Table E42. Number of complete records at time 1 and time 2 for school climate, and emotional and behavioural difficulties totals for Victoria College

Time	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
1	100	102	109	101
2	87	88	92	86

Table E43. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total for Victoria College

Confident talking about mental health in school	Confident talking about mental health outside school	Confidence to Talk about Mental Health Total
89%	89%	81%

Table E44. Proportion of responses at time 1 with matching time 2 response for knowledge of information and resources items and subscale total for Victoria College

Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
88%	89%	88%	75%

Table E45. Proportion of responses at time 1 with matching time 2 response for readiness to support others items and subscale total for Victoria College

Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
89%	89%	89%	86%	78%

Table E46. Proportion of responses at time 1 with matching time 2 response for knowledge of key terms items and subscale total for Victoria College

Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
89%	89%	89%	88%	88%

Table E47. Proportion of responses at time 1 with matching time 2 response for key skills items and subscale total for Victoria College

Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
89%	89%	89%	89%	89%

Table E48. Proportion of responses at time 1 with matching time 2 response for school climate, and emotional and behavioural difficulties totals for Victoria College

School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
87%	86%	84%	85%

Table E49. Number of complete records at time 1 and time 2 for confidence to talk about mental health items and subscale total for Watford School

Time	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
1	188	188	159
2	153	154	117

Table E50. Number of complete records at time 1 and time 2 for knowledge of information and resources items and subscale total for Watford School

Time	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
1	187	188	186	149
2	152	153	152	111

Table E51. Number of complete records at time 1 and time 2 for readiness to support others items and subscale total for Watford School

Time	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
1	187	187	187	187	154
2	153	153	152	151	111

Table E52. Number of complete records at time 1 and time 2 for knowledge of key terms items and subscale total for Watford School

Time	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
1	188	188	187	188	187
2	154	154	154	153	153

Table E53. Number of complete records at time 1 and time 2 for key skills items and subscale total for Watford School

Time	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
1	187	187	187	187	185
2	153	152	152	152	150

Table E54. Number of complete records at time 1 and time 2 for school climate, and emotional and behavioural difficulties totals for Watford School

Time	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
1	177	176	179	170
2	136	136	141	129

Table E55. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total for Watford School

Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
81%	82%	74%

Table E56. Proportion of responses at time 1 with matching time 2 response for knowledge of information and resources items and subscale total for Watford School

Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
81%	81%	82%	74%

Table E57. Proportion of responses at time 1 with matching time 2 response for readiness to support others items and subscale total for Watford School

Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
82%	82%	81%	81%	72%

Table E58. Proportion of responses at time 1 with matching time 2 response for knowledge of key terms items and subscale total for Watford School

Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
82%	82%	82%	81%	82%

Table E59. Proportion of responses at time 1 with matching time 2 response for key skills items and subscale total for Watford School

Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
82%	81%	81%	81%	81%

Table E60. Proportion of responses at time 1 with matching time 2 response for school climate, and emotional and behavioural difficulties totals for Watford School

School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
77%	77%	79%	76%

Table E61. Number of complete records at time 1 and time 2 for confidence to talk about mental health items and subscale total for Wells Cathedral School

Time	Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
1	36	36	33
2	32	32	28

Table E62. Number of complete records at time 1 and time 2 for knowledge of information and resources items and subscale total for Wells Cathedral School

Time	Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
1	35	36	36	28
2	31	31	32	23

Table E63. Number of complete records at time 1 and time 2 for readiness to support others items and subscale total for Wells Cathedral School

Time	Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
1	36	36	36	36	33
2	32	32	32	32	24

Table E64. Number of complete records at time 1 and time 2 for knowledge of key terms items and subscale total for Wells Cathedral School

Time	Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
1	35	35	36	35	34
2	30	31	31	31	29

Table E65. Number of complete records at time 1 and time 2 for key skills items and subscale total for Wells Cathedral School

Time	Know how to Keep Well Mentally	Confident Helping a Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
1	35	35	35	35	34
2	31	31	31	31	30

Table E66. Number of complete records at time 1 and time 2 for school climate, and emotional and behavioural difficulties totals for Wells Cathedral School

Time	School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
1	34	33	32	30
2	24	28	27	26

Table E67. Proportion of responses at time 1 with matching time 2 response for confidence to talk about mental health items and subscale total for Wells Cathedral School

Confident talking about mental health: in school	Confident talking about mental health: outside school	Confidence to Talk about Mental Health Total
89%	89%	85%

Table E68. Proportion of responses at time 1 with matching time 2 response for knowledge of information and resources items and subscale total for Wells Cathedral School

Know where to get information: in school	Know where to get help/support: in school	Know where to get help/support: if worried	Knowledge of Information & Resources Total
89%	86%	89%	82%

Table E68. Proportion of responses at time 1 with matching time 2 response for readiness to support others items and subscale total for Wells Cathedral School

Know how to help a friend	Know where to get help/support: for friend	Comfortable talking to friend	Concerned about others reactions	Supporting Others Total
89%	89%	89%	89%	73%

Table E69. Proportion of responses at time 1 with matching time 2 response for knowledge of key terms items and subscale total for Wells Cathedral School

Understand Mental Health	Understand Mental Illness	Understand Stigma	Understand Discrimination	Understanding of Key Terms Total
86%	89%	86%	89%	85%

Table E70. Proportion of responses at time 1 with matching time 2 response for key skills items and subscale total for Wells Cathedral School

Know how to Keep Well Confident Helping a Mentally Friend	Know When to Ask for Help	Able to Talk Openly	Key Skills Total
89%	89%	89%	88%

Table E71. Proportion of responses at time 1 with matching time 2 response for school climate, and emotional and behavioural difficulties totals for Wells Cathedral School

School Climate Survey Total	M&MS Emotional Difficulties Total	M&MS Behavioural Difficulties Total	M&MS Total Score
71%	85%	84%	87%

Thank you

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