

Effectiveness of a universal school-based mindfulness training compared with normal school provision on teacher well-being and school climate: results of the MYRIAD cluster randomised controlled trial

Supplements

Supplement A. Teaching as usual: social-emotional learning

Supplement B. School and Teacher measures

Supplement C. Representativeness of study schools

Supplementary Table S1: Selected teacher baseline characteristics at post-personal MT follow-up for remaining teachers and teachers lost to follow up

Supplementary Table S2: Selected teacher baseline characteristics at post SBMT teacher training for remaining teachers and teachers lost to follow up

Supplementary Table S3: Selected teachers baseline characteristics at 1-year follow-up status for remaining teachers and teachers lost to follow-up

Supplementary Table S4: Main comparisons of teacher outcomes following personal MT, but before delivery of the student MT in the SBMT arm, and at comparable timepoint in TAU arm

Supplementary Table S5: Main comparisons of teacher outcomes post teacher training and delivery of the pupil MT

Supplementary Table S6: Instrumental Variable Analysis of the teacher outcomes at 1-year follow-up, with allocated group an instrument for formal mindfulness practice

Supplementary Table S7: Instrumental Variable Analysis of the teacher outcomes at 1-year follow-up, with allocated group an instrument for informal mindfulness practice

Supplementary Table S8: Instrumental Variable Analysis of the teacher outcomes following SBMT teacher training but before delivery of the pupil MT, with allocated group an instrument for formal mindfulness practice

Supplement Table S9: Instrumental Variable Analysis of the teacher outcomes following teacher training, but before the pupil MT, with allocated group an instrument for informal mindfulness practice

Supplement Table S10: Instrumental Variable Analysis of the teacher outcomes following the teacher training and delivery of the pupil MT curriculum, with allocated group an instrument for formal mindfulness practice

Supplement Table S11: Instrumental Variable Analysis of the teacher outcomes following the teacher training and delivery of the student MT curriculum, with allocated group an instrument for informal mindfulness practice

Supplement Table S12: Main comparisons of teacher outcomes at post-personal mindfulness training follow-up: complete case analysis

Supplement Table S13: Main comparisons of teacher outcomes at post-SBMT teacher training follow-up: complete case analysis

Supplement Table S14: Main comparisons of teacher outcomes at 1 year follow-up: complete case analysis

Supplement A. Teaching as usual: social-emotional learning

In the UK, delivering Social Emotional Learning (SEL) is rarely mandatory, and thus there is a wide variation across schools in terms of delivery. Nevertheless, SEL in the UK is usually taught as part of ‘Personal, Social, Health and Economic Education’ (PSHE) lessons. PSHE lessons aim to help young people develop as individuals and members of families and communities, trying to provide the knowledge, understanding, attitudes and practical skills to life healthily, safely, productively, and responsibly. Recent UK Department of Education reports suggest that 60% of secondary schools offer Personal, Social, Health and Economic Education (PSHE) lessons that are ‘good or more’, and that this provision is offered to students aged 11–16 years (Key Stages 3 and 4) through a variety of methods including regular scheduled lessons, drop-down days, within other subjects, and in tutor/form time [1]. Determining whether schools have good PSHE provision is challenging. In cohort 1, schools were eligible for inclusion if their provision of PSHE (or equivalent) met four criteria: (1) the presence of discrete, regular, named teaching time for PSHE, (2) a named PSHE lead, (3) a written PSHE policy, and (4) a named member of the senior leadership team responsible for PSHE.[2] However, for cohort 2, the ‘written SEL policy’ criterion was modified to “documentation denoting clear strategic planning of SEL within the school.” Experience in cohort 1 indicated that schools do not always use the term ‘SEL policy’ to denote strategic planning of SEL. Moreover, in some cases, there are schools that have an extensive, well-established, and well-documented SEL curriculum, indicative of a clear structure and strategy around SEL, but do not have this formalised as a school policy [3]. While SEL provision was not uniform in the TAU arm, content is intended to prepare students with the knowledge, skills and attributes they need to manage their lives. It typically covers relationships, sex education, and physical and mental health education. TAU schools agreed not to provide the MT programme (or other curricula that include MT) until study completion.

Supplement B. School and teacher measures

School Measures

Broad context, community, and operational features

We gathered school characteristics such as the region (England, Scotland, Wales, Northern Ireland), urbanity (urban, rural), school size (<1,000 pupils, ≥1,000 pupils), type of school (mixed, girls only), Ofsted school quality rating (does not require improvement: outstanding, good; requires improvement: requires improvement, inadequate), school deprivation (% of pupils eligible for free school meals). We also described the provision quality of ‘Personal, Social, Health and Economic Education’ (PSHE) (see next paragraph).

School quality is measured differently in public and private schools and across the nations. We developed a measure to allow all the different school inspection rating systems to map onto each other to allow us to use the terms “outstanding” to “requires improvement.”

Social Emotional Learning (SEL) in England is taught as part of ‘Personal, Social, Health and Economic Education’ (PSHE) lessons. Due to the fact that delivering PSHE lessons in schools is not mandatory in England, there is a wide variation across schools in the delivery of PSHE lessons (in terms of content covered and teaching time allocated). A literature review highlighted that there were no existing measures of PSHE which would allow the current study to assess which schools had a minimum level of good practice in PSHE to be considered for participation in the study. Thus, a new PSHE assessment tool was devised for the current study. For inclusion in the trial, schools had to meet 5 criteria for their current PSHE provision: regular, discrete, named teaching time for PSHE (or equivalent); a designated PSHE lead; a named member of the Senior Leadership Team (SLT) responsible for PSHE; documentation denoting clear strategic planning of SEL within the school; and evaluation of pupil progress in PSHE. Once schools became a participating trial school, PSHE was assessed by discussing PSHE provision with the teacher responsible for PSHE at each school (or a member of the Senior Leadership Team). Sixteen quality indicators (listed below) were used to assess PSHE provision. They were created specifically for this trial and identified through a review of existing measures and via expert consultation.[1] Schools were assigned a score (out of 16) reflecting the number of quality indicators present (subscale scores indicate quality in the domains of Leadership and Strategic Approaches to PSHE, Curriculum Content and Delivery and Assessment, Evaluation, and Consultation). Total scores were used in the present study. The items used, organised by sub-scales, were the following:

Sub-scales	Indicators (score)
Leadership and Strategic Approaches to PSHE from Consensus Indicators	<p>A designated PSHE lead (0 = no, 1 = yes)</p> <p>A named member of SLT has responsibility for supporting PSHE (0 = no, 1 = yes)</p> <p>A written PSHE policy (0 = no, 1 = yes)</p> <p>School’s own rating of the quality of its PSHE provision (0-4 = 0, 5-10 = 1)</p> <p>PSHE provision is part of the school improvement plan (0 = no, 1 = yes)</p> <p>How well-informed does PSHE lead feel about local PSHE education CPD opportunities (0-4 = 0, 5-10 = 1)</p>
Curriculum Content and Delivery from Consensus Indicators	<p>Regular discrete, named teaching time for PSHE, including drop down days or tutorial time (0 = no, 1 = yes)</p> <p>PSHE lead teaches PSHE lessons (0 = no, 1 = yes)</p> <p>Topic Coverage KS3 and KS4 - School provides coverage of all elements of PSHE curriculum (0 = no, 1 = yes)</p> <p>PSHE lead involved in planning: evidence of attempts to plan and coordinate PSHE across KS3 and KS4 (0 = no, 1 = yes)</p>

	Teaching Methods Used: School uses at least 6/10 methods for delivering PSHE (0 = no, 1 = yes)
Methods of Assessment, Evaluation and Consultation from Consensus Indicators	Any evaluation of pupil progress in PSHE (0 = no, 1 = yes) Informal feedback (0 = no, 1 = yes) Pupil / peer assessment of feedback (0 = no, 1 = yes) Written feedback on pupil progress reports (0 = no, 1 = yes) School uses feedback to plan PSHE (0 = no, 1 = yes)

Teacher Measures

Teacher characteristics

Teacher demographic characteristics were collected at T0 via self-report questionnaires. These variables included date of birth, gender (female, male, other, prefer not to say), ethnicity (White, Asian/British Asian, Black/African/Caribbean, Mixed/Multiple Ethnic Group, Arab/Arab British, Other Ethnic Group), marital status, and mindfulness experience (currently practicing mindfulness, some understanding of mindfulness, not aware of mindfulness). We also collected information on participants' teaching experience, including qualified teaching status (yes, no), year obtained qualified teaching status, year started teaching, number of years in current school, and number of schools employed at in total.

School Climate and Connectedness Survey (SCCS)

The "School Climate and Connectedness Survey" Boards [4] measures aspects of school climate and connectedness for students, as well as aspects of school climate for teachers. From the 8-subscale measure, 3 subscales, consisting of 18 questions, were selected given their relevance to the study aims, using a 5-point Likert-type scale (from 1, "Strongly Agree", to 5, "Strongly Disagree"). These subscales assessed 'School leadership and Involvement' (e.g., "At school, decisions are made based on what is best for students", with an internal consistency in the present study of $\alpha = 0.88$ at T0, being of $\alpha = 0.91$ at T1, of $\alpha = 0.92$ at T2, and of $\alpha = 0.92$ at T3), 'Staff Attitudes' (e.g., "Teachers and staff believe that all students can do good work", with an internal consistency in the present study of $\alpha = 0.81$ at T0, being of $\alpha = 0.82$ at T1, of $\alpha = 0.83$ at T2, and of $\alpha = 0.83$ at T3), and 'Respectful Climate' (e.g., "Teachers and students treat each other with respect in this school", with an internal consistency in the present study of $\alpha = 0.84$ at T0, being of $\alpha = 0.85$ at T1, of $\alpha = 0.86$ at T2, and of $\alpha = 0.84$ at T3). Each subscale score is an average of responses across all items listed for that subscale. Thus, the higher the subscale score, the better the school climate/connectedness in that area. The mean of the 3 subscales is then taken as a total score. The Cronbach's alpha value of the SCCS total score in our study at T0 was $\alpha = 0.90$, being of $\alpha = 0.91$ at T1, of $\alpha = 0.92$ at T2, and of $\alpha = 0.92$ at T3.

Maslach Burnout Inventory Educators Survey (MBI-ES)

The "Maslach Burnout Inventory Educators Survey" [5] is a survey that was specifically designed for teachers working in an educational setting. This questionnaire determines how teachers view their job and their reactions to their work pertaining to how often they experience various aspects of occupational burnout, including feelings about students, work, and success. There are 22 items that form 3 scales: 'Emotional Exhaustion' (e.g., "I feel emotionally drained from my work", with an internal consistency in the present study of $\alpha = 0.91$ at T0, T1, T2, and T3), 'Depersonalization' (e.g., "I feel I treat some students as if they were impersonal objects", with an internal consistency in the present study of $\alpha = 0.63$ at T0, being of $\alpha = 0.71$ at T1, of $\alpha = 0.72$ at T2, and of $\alpha = 0.68$ at T3), and (lack of) 'Personal Accomplishment' (e.g., "I deal very effectively with the problems of my students", item reversed, with an internal consistency in the present study of $\alpha = 0.75$ at T0, being of $\alpha = 0.79$ at T1, of $\alpha = 0.80$ at T2, and of $\alpha = 0.80$ at T3). Participants respond to a 7-point Likert-type scale according to the frequency the individual identifies with each statement (from 0, "Never", to 6, "Every day"). Mean scores are used to calculate each scale. We reversed the 'Personal Accomplishment' items so that higher scores in the three scales indicate higher presence of burnout symptoms. The mean of all items is used to calculate the total score. This scale has been validated for use among teaching populations.[6,7] Internal consistency of the MBI total score in our study at T0 was $\alpha = 0.88$, being of $\alpha = 0.90$ at T1, of $\alpha = 0.90$ at T2, and of $\alpha = 0.89$ at T3.

Mindfulness in Teaching Scale (MTS)

The “Interpersonal Mindfulness in Teaching Scale”[8] is a 14-item scale, assessing the ways in which mindfulness manifests in teachers with a specific focus on teachers’ present-centred awareness and regulation considering the last month of teaching. The measure consists of 14 descriptive statements, and there are two subscales, ‘interpersonal mindfulness’ (5 items, e.g., “I listen carefully to my student’s ideas, even when I disagree with them”), and ‘intrapersonal mindfulness’ (9 items, e.g., “I am aware of how my moods affect the way I treat my students”). Nine items are reverse scored, and the total score for each subscale is the sum of each subscale’s items. Participants respond on a six-point Likert-type scale (expanded for the current study); including the original 5-point response scale (from 1, “Never True”, to 5, “Always True”) and an additional sixth response option included for this study (6, “Prefer Not to Say”). The IMTS has good test-retest reliability and internal consistency.[8] The internal consistency for the interpersonal mindfulness scale in the current study was $\alpha = 0.62$ at T0, being of $\alpha = 0.61$ at T1, of $\alpha = 0.63$ T2, and of $\alpha = 0.66$ at T3. The internal consistency for the intrapersonal mindfulness scale in the current study was $\alpha = 0.83$ at T0, being of $\alpha = 0.84$ at T1, of $\alpha = 0.85$ at T2, and of $\alpha = 0.84$ at T3.

Perceived Stress Scale (PSS)

The “Perceived Stress Scale”[9] is a 10-item self-report questionnaire that measures perceived stress. Questions are asked over the last month (e.g., “e.g., In the last month, how often have you been able to control irritations in your life?”), and they are measured on a 5-point Likert-type scale (from 0, “Never” to 4, “Very Often”). The PSS is reverse scored for 4 items, and the total score is calculated as the sum of all items. Scores of 20 or more are normally considered high and a score of around 13 is considered average. Internal reliability for the PSS in the current sample was $\alpha = 0.90$ at T0, being of $\alpha = 0.90$ at T1, of $\alpha = 0.91$ at T2, and of $\alpha = 0.91$ at T3.

Patient Health Questionnaire (PHQ-9)

The “Patient Health Questionnaire”[10] is a measure used to assess presence and severity of depression in the adult population. There are nine descriptive statements (e.g., “I have been feeling down, depressed or hopeless”), participants respond on a 4-point Likert-type scale (from 0, “Not at all”, to 3 “Nearly every day”). The PHQ-9 also includes a tenth question to gather a global rating of functional impairment related to symptomatology (“If you checked off any problems, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?”); participants respond on a scale from 0, “Not difficult at all” to 4, “Extremely difficult”). The PHQ-9 has excellent internal and test-retest reliability, and has demonstrated good concurrent validity, sensitivity and specificity when compared to other measures of depression.[11] Internal consistency for the PHQ-9 in the current sample was $\alpha = 0.84$ at T0, being of $\alpha = 0.81$ at T1, of $\alpha = 0.84$ at T2, and of $\alpha = 0.84$ at T3.

Generalized Anxiety Disorder-7 (GAD-7)

The “Generalized Anxiety Disorder-7”[12] is a self-report 7-item anxiety measure designed to identify cases of Generalised Anxiety Disorder. Participants respond to descriptive statements about the last two weeks (e.g. “Worrying too much about different things”) on a 4-point Likert-type scale (from 0, “Not at all”, to 3, “Nearly every day”). GAD-7 also includes an eighth question to assess global impact of any difficulties encountered (“If you checked off any problems, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?”) with responses from 0, “Not difficult at all” to 4, “Extremely difficult”. The GAD-7 has strong criterion and construct validity, and a one factor structure.[13] A score of 10 or greater on the GAD-7 represents a reasonable cut-off point for identifying cases of GAD. Cut-off points of 5, 10, and 15 can also be interpreted as representing mild, moderate, and severe levels of anxiety on the GAD-7. The internal consistency for the GAD-7 in the current sample is $\alpha = 0.89$ at T0, being of $\alpha = 0.87$ at T1, of $\alpha = 0.89$ at T2, and of $\alpha = 0.90$ at T3.

Five Facet Mindfulness Questionnaire, Short Form (FFMQ-SF)

The “Five Facet Mindfulness Questionnaire Short Form”[14] is a 24-item short form version of the 39-item Five Facet Mindfulness Questionnaire.[15,16] The FFMQ-SF is a questionnaire used to assess different components of mindfulness in clinical, community, and student populations. The questionnaire contains the following five

subscales: 'non-react' (e.g., "I watch my feelings without getting carried away by them", with an internal consistency in the present study of $\alpha = 0.74$ at T0, being of $\alpha = 0.76$ at T1, of $\alpha = 0.76$ at T2, and of $\alpha = 0.78$ at T3), 'observe' (e.g., "I pay attention to physical experiences, such as the wind in my hair or sun on my face", with an internal consistency in the present study of $\alpha = 0.80$ at T0, being of $\alpha = 0.85$ at T1, of $\alpha = 0.86$ at T2, and of $\alpha = 0.87$ at T3), 'act aware' (e.g., "I do jobs or tasks automatically without being aware of what I'm doing", item reversed, with an internal consistency in the present study of $\alpha = 0.87$ T0, being of $\alpha = 0.88$ at T1, of $\alpha = 0.88$ at T2, and of $\alpha = 0.89$ at T3), 'describe' (e.g., "It's hard for me to find the words to describe what I'm thinking", item reversed, with an internal consistency in the present study of $\alpha = 0.85$ at T0, being of $\alpha = 0.87$ at T1, of $\alpha = 0.87$ at T2, and of $\alpha = 0.83$ at T3) and 'non-judge' (e.g., "I think some of my emotions are bad or inappropriate and I shouldn't feel them", item reversed, with an internal consistency in the present study of $\alpha = 0.77$ at T0, being of $\alpha = 0.76$ at T1, of $\alpha = 0.80$ at T2, and of $\alpha = 0.81$ at T3). Participants responded on a 5-point Likert-type scale from 1, "Never or very rarely true", to 5 "Very often or always true", about how frequently they had experienced each item in the last month. Total scores were calculated using overall sum scores for the subscales, with 12 items reverse scored. The higher the score, the higher the participants self-reported level of mindfulness skills. The internal consistency for the FFMQ-SF total score in the current sample was $\alpha = 0.88$ at T0, being of $\alpha = 0.89$ at T1, of $\alpha = 0.91$ at T2, and of $\alpha = 0.90$ at T3.

Teachers' Sense of Efficacy Scale (TSES)

The "Teachers' Sense of Efficacy Scale"[17] assesses teachers' sense of self-efficacy. The TSES scale is either a 24-item long form or 12-item short form questionnaire. The present study used the 12-item short form,[18] as the longer scale is deemed most suitable for pre-service teachers, which was not relevant in our study. The TSES scale measures the following three components: 'efficacy for instructional strategies' (e.g., "To what extent can you craft good questions for your students?", with an internal consistency in the present study of $\alpha = 0.75$ at T0, being of $\alpha = 0.77$ at T1, of $\alpha = 0.81$ at T2, and of $\alpha = 0.76$ at T3), 'efficacy for classroom management' (e.g., "How much can you do to control disruptive behaviour in the classroom?", with an internal consistency in the present study of $\alpha = 0.86$ at T0, being of $\alpha = 0.85$ at T1, of $\alpha = 0.88$ at T2, and of $\alpha = 0.85$ at T3), and 'efficacy for student engagement' (e.g., "How much can you do to motivate students who show low interest in school work?", with an internal consistency in the present study of $\alpha = 0.76$ at T0, being of $\alpha = 0.78$ at T1, of $\alpha = 0.81$ at T2, and of $\alpha = 0.80$ at T3). Participants are asked to respond to each item by considering their current capabilities using a 9-point Likert-type scale ranging from 1, "None at all" to 9, "A great deal". Scores are calculated using the mean of all the corresponding items. This scale has been validated for use among teacher populations.[18] The internal consistency for the TSES total score in the current sample was $\alpha = 0.87$ at T0, being of $\alpha = 0.89$ at T1, of $\alpha = 0.90$ at T2, and of $\alpha = 0.88$ at T3.

Engagement with the SBMT

We assessed the participating teachers' engagement with the SBMT in two ways. First their personal MT was assessed through two self-report items asking about the frequency of formal (structured, scheduled) and informal (everyday, flexible) mindfulness practices over the last month, asked at two time points, following the MT and at follow-up. Questions asked were as follows: "In the last month on average, did you complete at least one formal mindfulness practice (e.g., a guided meditation such as the body scan, breath & body, sounds and thoughts, mindful movement etc.)", and "In the last month on average, did you complete some informal mindfulness practice (e.g. bringing attention to daily activities, 'keeping the body in mind' when teaching, taking an unscheduled breathing space)". Responses were provided on a 4-point Likert-type scale, with 0 ("no practice"), 1 ("at least occasionally"), 2 ("at least several times a week") and 3 ("yes, daily"). Second, the extent to which participating teachers completed the full training/implementation route of the SBMT was recorded. The response set was: (1) not completed any training, (2) completed only personal MT (at least 4 of 8 MBCT-L sessions), (3) completed the SBMT teacher training and then went on to teach mindfulness to students.

Supplement C. Representativeness of study schools

Eighty seven percent of schools were mixed (the remainder being girls only schools); 13% required improvement based on their school quality rating (for schools outside England, they were reviewed and scored as per the England ratings to align to the same scale); and just over a third of schools had a higher percentage of children eligible for free school meals than the national median (29.4%).^[19]

Supplementary Table S1: Selected teacher baseline characteristics at post-personal MT (MBCT-L) and SBMT teacher training follow-up for remaining teachers and teachers lost to follow up

Variables	Teachers lost to follow-up*			Remaining teachers**		
	Intervention (N = 93)	Control (N = 95)	Total (N = 188)	Intervention (N = 269)	Control (N = 222)	Total (N = 491)
Age [†] , mean (SD)	39.3 (10.1)	38.1 (9.3)	38.7 (9.7)	40.5 (8.4)	39.6 (9.2)	40.1 (8.8)
Gender						
Female, n (%)	68 (73.9)	68 (71.6)	136 (72.7)	215 (79.9)	155 (69.8)	370 (75.4)
Male, n (%)	24 (26.1)	27 (28.4)	51 (27.3)	53 (19.7)	66 (29.7)	119 (24.2)
Other, n (%)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.4)	1 (0.5)	2 (0.4)
Ethnicity						
Arab/Arab British, n (%)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (0.9)	2 (0.4)
Asian/British Asian, n (%)	3 (3.3)	7 (7.4)	10 (5.4)	4 (1.5)	6 (2.7)	10 (2.0)
Black/African/Caribbean, n (%)	1 (1.1)	1 (1.1)	2 (1.1)	1 (0.4)	2 (0.9)	3 (0.6)
Mixed/Multiple Ethnic Group, n (%)	3 (3.3)	2 (2.1)	5 (2.7)	6 (2.2)	2 (0.9)	8 (1.6)
White, n (%)	85 (92.4)	84 (88.4)	169 (90.4)	256 (95.2)	208 (93.7)	464 (94.5)
Other Ethnic Group, n (%)	0 (0.0)	1 (1.1)	1 (0.5)	2 (0.7)	2 (0.9)	4 (0.8)
Qualified teacher status ^{††} , n (%)	91 (98.9)	94 (99.0)	185 (98.9)	262 (97.4)	215 (96.9)	477 (97.2)
Years teaching experience ^{†††} , mean (SD)	10.6 (8.3)	11.8 (8.2)	11.2 (8.3)	13.7 (8.4)	12.4 (8.8)	13.1 (8.6)

* Defined as those teachers with missing data on all outcomes at pre-intervention.

** Defined as those teachers with at least one of the outcomes at pre-intervention.

† Sample size in teachers lost to follow up group: 186: intervention arm: 92; control arm: 94.

†† 92 teachers in intervention arm of lost to follow up group provided data on qualified teacher status.

††† 92 teachers in intervention arm of lost to follow up group provided data on years teaching experience.

Supplementary Table S2: Selected teacher baseline characteristics at post MT (MBCT-L) and SBMT teacher training for remaining teachers and teachers lost to follow up

Variables	Teachers lost to follow-up*			Remaining teachers**		
	Intervention (N = 153)	Control (N = 132)	Total (N = 285)	Intervention (N = 209)	Control (N = 185)	Total (N = 394)
Age [†] , mean (SD)	38.4 (9.2)	37.8 (8.8)	38.1 (9.0)	41.5 (8.4)	40.1 (9.4)	40.8 (8.9)
Gender						
Female, n (%)	116 (76.3)	95 (72.0)	211 (74.3)	167 (79.9)	128 (69.2)	295 (74.9)
Male, n (%)	36 (23.7)	37 (28.0)	73 (25.7)	41 (19.6)	56 (30.3)	97 (24.6)
Other, n (%)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.5)	1 (0.5)	2 (0.5)
Ethnicity						
Arab/Arab British, n (%)	0 (0.0)	1 (0.8)	1 (0.4)	0 (0.0)	1 (0.5)	1 (0.3)
Asian/British Asian, n (%)	4 (2.6)	9 (6.8)	13 (4.6)	3 (1.4)	4 (2.2)	7 (1.8)
Black/African/Caribbean, n (%)	2 (1.3)	2 (1.5)	4 (1.4)	0 (0.0)	1 (0.5)	1 (0.3)
Mixed/Multiple Ethnic Group, n (%)	6 (4.0)	2 (1.5)	8 (2.8)	3 (1.4)	2 (1.1)	5 (1.3)
White, n (%)	140 (92.1)	116 (87.9)	256 (90.1)	201 (96.2)	176 (95.1)	377 (95.7)
Other Ethnic Group, n (%)	0 (0.0)	2 (1.5)	2 (0.7)	2 (1.0)	1 (0.5)	3 (0.8)
Qualified teacher status ^{††} , n (%)	151 (99.3)	130 (98.5)	281 (98.9)	202 (96.7)	179 (96.8)	381 (96.7)
Years teaching experience ^{†††} , mean (SD)	10.9 (8.3)	11.5 (7.9)	11.2 (8.1)	14.4 (8.4)	12.7 (9.1)	13.6 (8.8)

* Defined as those teachers with missing data on all outcomes at post-intervention.

** Defined as those teachers with at least one of the outcomes at post-intervention.

† Sample size in teachers lost to follow up group: 283: intervention arm: 152; control arm: 131.

†† 152 teachers in intervention arm of lost to follow up group provided data on qualified teacher status.

††† 152 teachers in intervention arm of lost to follow up group provided data on years teaching experience.

Supplementary Table S3: Selected teachers baseline characteristics at 1 year follow-up status for remaining teachers and teachers lost to follow up

Variables	Teachers lost to follow-up*			Remaining teachers**		
	Intervention (N = 148)	Control (N = 145)	Total (N = 293)	Intervention (N = 214)	Control (N = 172)	Total (N = 386)
Age [†] , mean (SD)	39.8 (9.3)	38.0 (9.0)	38.9 (9.2)	40.5 (8.6)	40.1 (9.3)	40.3 (8.9)
Gender						
Female, n (%)	114 (77.6)	103 (71.0)	217 (74.3)	169 (79.0)	120 (69.8)	289 (74.9)
Male, n (%)	33 (22.5)	41 (28.3)	74 (25.3)	44 (20.6)	52 (30.2)	96 (24.9)
Other, n (%)	0 (0.0)	1 (0.7)	1 (0.3)	1 (0.5)	0 (0.0)	1 (0.3)
Ethnicity						
Arab/Arab British, n (%)	0 (0.0)	1 (0.7)	1 (0.3)	0 (0.0)	1 (0.6)	1 (0.3)
Asian/British Asian, n (%)	4 (2.7)	9 (6.2)	13 (4.5)	3 (1.4)	4 (2.3)	7 (1.8)
Black/African/Caribbean, n (%)	2 (1.4)	1 (0.7)	3 (1.0)	0 (0.0)	2 (1.2)	2 (0.5)
Mixed/Multiple Ethnic Group, n (%)	5 (3.4)	2 (1.4)	7 (2.4)	4 (1.9)	2 (1.2)	6 (1.6)
White, n (%)	136 (92.5)	130 (89.7)	266 (91.1)	205 (95.8)	162 (94.2)	367 (95.1)
Other Ethnic Group, n (%)	0 (0.0)	2 (1.4)	2 (0.7)	2 (0.9)	1 (0.6)	3 (0.8)
Qualified teacher status ^{††} , n (%)	146 (99.3)	143 (98.6)	289 (99.0)	207 (96.7)	166 (96.5)	373 (96.6)
Years teaching experience ^{†††} , mean (SD)	11.5 (8.6)	12.0 (8.5)	11.7 (8.6)	14.0 (8.3)	12.4 (8.7)	13.3 (8.5)

* Defined as those teachers with missing data on all outcomes at 1 year.

** Defined as those teachers with at least one of the outcomes at 1 year.

† Sample size in teachers lost to follow up group: 291; intervention arm: 147; control arm: 144.

†† 147 teachers in intervention arm of lost to follow up group provided data on qualified teacher status.

††† 147 teachers in intervention arm of lost to follow up group provided data on years teaching experience.

Supplementary Table S4: Main comparisons of teacher outcomes following personal MT (MBCT-L) and SBMT teacher training, but before delivery of the student MT in the SBMT arm, and at comparable timepoint in TAU arm.

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean difference		Adjusted mean difference		ICC ^a	
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value		
Burn out – Maslach Burn-Out Inventory (MBI)										
Exhaustion										
<i>ITT</i>	264	2.5 (1.2)	221	2.5 (1.3)	-0.1	-0.2	-0.3 to 0.01	0.066	0.019	
<i>CACE (i)^b</i>					-0.2	-0.2	-0.4 to 0.0	0.050	-	
Depersonalisation										
<i>ITT</i>	264	0.7 (0.8)	221	0.8 (1.0)	-0.1	-0.1	-0.2 to 0.1	0.367	0.139	
<i>CACE (i)^b</i>					-0.1	-0.1	-0.3 to 0.1	0.379	-	
Personal Accomplishment										
<i>ITT</i>	264	1.0 (0.7)	221	1.1 (0.8)	-0.1	-0.1	-0.2 to 0.03	0.159	0.061	
<i>CACE (i)^b</i>					-0.1	-0.1	-0.3 to 0.04	0.132	-	
Self-efficacy Questionnaire (TSES)										
Student Engagement Subscale										
<i>ITT</i>	258	7.0 (1.0)	215	6.7 (1.2)	0.3	0.2	0.04 to 0.4	0.017	0.068	

<i>CACE (i)^b</i>	231	6.9 (1.1)	215	6.7 (1.2)	0.4	0.3	0.1 to 0.5	0.013	-
Instructional Practice Subscale									
<i>ITT</i>	258	7.4 (0.9)	215	7.4 (1.0)	-0.01	0.02	-0.2 to 0.2	0.792	0.068
<i>CACE (i)^b</i>					-0.01	0.03	-0.2 to 0.2	0.797	-
Classroom Management Subscale									
<i>ITT</i>	258	7.7 (0.8)	215	7.6 (1.0)	0.2	0.1	-0.04 to 0.2	0.143	0.053
<i>CACE (i)^b</i>					0.2	0.1	-0.05 to 0.3	0.148	-
Mindfulness (FFMQ-SF)									
<i>ITT</i>	260	84.7 (12.6)	215	85.4 (13.1)	-1.2	-0.4	-2.3 to 1.6	0.706	0.035
<i>CACE (i)^b</i>					-1.7	-0.4	-2.9 to 2.0	0.721	-
Mindfulness (MTS) - Interpersonal									
<i>ITT</i>	262	20.7 (2.4)	216	20.7 (2.7)	-0.1	-0.1	-0.5 to 0.3	0.726	0.035
<i>CACE (i)^b</i>					-0.1	-0.1	-0.6 to 0.5	0.734	-
Mindfulness (MTS) - Intrapersonal									
<i>ITT</i>	262	32.0 (4.9)	217	34.0 (5.7)	-1.8	-1.4	-2.2 to -0.6	<0.001	0.053
<i>CACE (i)^b</i>					-2.4	-1.8	-2.8 to -0.8	<0.001	-
Stress (PSS)									
<i>ITT</i>	262	16.2 (7.0)	217	15.8 (7.1)	0.2	0.4	-0.6 to 1.5	0.402	0.050
<i>CACE (i)^b</i>					0.4	0.6	-0.7 to 1.9	0.358	-

Depression (PHQ-9)										
<i>ITT</i>	262	5.1 (3.9)	217	4.7 (4.0)	0.3	0.4	-0.2 to 1.0	0.233	0.029	
<i>CACE (i)^b</i>					0.4	0.5	-0.3 to 1.3	0.200	-	
Anxiety (GAD7)										
<i>ITT</i>	261	4.3 (3.6)	216	4.4 (4.0)	-0.2	0.04	-0.6 to 0.6	0.906	0.037	
<i>CACE (i)^b</i>					-0.3	0.03	-0.7 to 0.8	0.938	-	
School ecology/climate (SCCS)										
School leadership and involvement										
<i>ITT</i>	269	3.9 (0.7)	222	3.8 (0.7)	0.1	0.2	0.04 to 0.3	0.011	0.174	
<i>CACE (i)^b</i>					0.2	0.2	0.1 to 0.4	0.006	-	
Staff attitudes										
<i>ITT</i>	269	4.1 (0.6)	222	4.1 (0.5)	-0.1	-0.01	-0.1 to 0.1	0.902	0.232	
<i>CACE (i)^b</i>					-0.1	-0.003	-0.1 to 0.1	0.963	-	
Respectful Climate										
<i>ITT</i>	269	3.8 (0.6)	222	3.7 (0.6)	0.1	0.1	-0.01 to 0.2	0.087	0.257	
<i>CACE (i)^b</i>					0.1	0.1	-0.01 to 0.2	0.066	-	

^a Intra-cluster (intra-school) correlation coefficients (ICCs) from crude (unadjusted) analyses.

^b A participant in the intervention arm is deemed a complier if they have attended at least four of the eight personal mindfulness sessions.

Supplementary Table S5: Main comparisons of teacher outcomes post personal MT (MBCT-L) and SBMT teacher training and delivery of the pupil MT

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean	Adjusted mean difference (I-C)			ICC ^a
					Difference (I-C)				
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value	
Well-being – Maslach Burn-Out Inventory (MBI)									
Exhaustion									
<i>ITT</i>	206	2.3 (1.1)	181	2.5 (1.3)	-0.2	-0.3	-0.5 to -0.1	0.010	0.043
<i>CACE (i)^b</i>					-0.3	-0.4	-0.6 to -0.1	0.009	-
<i>CACE (ii)^c</i>					-0.7	-0.8	-1.3 to -0.2	0.006	-
Depersonalisation									
<i>ITT</i>	206	0.8 (0.8)	181	0.9 (1.0)	-0.2	-0.2	-0.3 to 0.01	0.074	0.072
<i>CACE (i)^b</i>					-0.3	-0.2	-0.4 to -0.001	0.049	-
<i>CACE (ii)^c</i>					-0.5	-0.5	-0.9 to -0.1	0.024	-
Personal Accomplishment									
<i>ITT</i>	206	1.0 (0.7)	181	1.1 (0.8)	-0.2	-0.2	-0.3 to -0.01	0.034	0.045
<i>CACE (i)^b</i>					-0.2	-0.2	-0.4 to -0.03	0.025	-

<i>CACE (ii)^c</i>					-0.5	-0.5	-0.9 to -0.1	0.013	-
Self-efficacy Questionnaire (TSES)									
Student Engagement Subscale									
<i>ITT</i>	197	6.9 (1.1)	174	6.7 (1.2)	0.1	0.05	-0.2 to 0.3	0.677	0.117
<i>CACE (i)^b</i>					0.1	0.1	-0.2 to 0.3	0.677	-
<i>CACE (ii)^c</i>					0.3	0.2	-0.4 to 0.8	0.560	-
Instructional Practice Subscale									
<i>ITT</i>	197	7.5 (1.0)	174	7.4 (1.1)	0.1	0.1	-0.1 to 0.3	0.258	0.099
<i>CACE (i)^b</i>					0.1	0.1	-0.1 to 0.4	0.266	-
<i>CACE (ii)^c</i>					0.2	0.3	-0.2 to 0.9	0.196	-
Classroom Management Subscale									
<i>ITT</i>	197	7.7 (0.9)	174	7.5 (1.1)	0.1	0.04	-0.1 to 0.2	0.662	0.093
<i>CACE (i)^b</i>					0.1	0.0	-0.2 to 0.3	0.678	-
<i>CACE (ii)^c</i>					0.2	0.3	-0.3 to 0.6	0.587	-
Mindfulness (FFMQ-SF)									
<i>ITT</i>	199	86.6 (13.6)	174	85.8 (13.7)	0.5	1.3	-0.8 to 3.5	0.230	0.018
<i>CACE (i)^b</i>					0.6	1.9	-0.9 to 4.7	0.183	-
<i>CACE (ii)^c</i>					1.3	4.9	-0.7 to 10.5	0.089	-
Mindfulness (MTS) - Interpersonal									

<i>ITT</i>	201	20.8 (2.3)	176	20.5 (2.8)	0.3	0.2	-0.2 to 0.7	0.305	0.047
<i>CACE (i)^b</i>					0.4	0.3	-0.3 to 1.0	0.265	-
<i>CACE (ii)^c</i>					0.8	1.0	-0.3 to 2.3	0.125	-
Mindfulness (MTS) - Intrapersonal									
<i>ITT</i>	200	32.1 (5.1)	176	33.8 (5.5)	-1.2	-0.8	-1.6 to 0.1	0.067	0.056
<i>CACE (i)^b</i>					-1.6	-1.0	-2.1 to 0.1	0.075	-
<i>CACE (ii)^c</i>					-3.5	-1.7	-3.9 to 0.5	0.127	-
Stress (PSS)									
<i>ITT</i>	201	14.6 (6.5)	175	15.5 (7.4)	-0.9	-0.8	-2.0 to 0.3	0.166	0.048
<i>CACE (i)^b</i>					-1.2	-1.1	-2.6 to 0.4	0.146	-
<i>CACE (ii)^c</i>					-2.6	-2.3	-5.3 to 0.7	0.137	-
Depression (PHQ-9)									
<i>ITT</i>	200	4.7 (3.8)	174	5.1 (4.6)	-0.4	-0.3	-1.0 to 0.4	0.380	0.030
<i>CACE (i)^b</i>					-0.5	-0.4	-1.3 to 0.4	0.320	-
<i>CACE (ii)^c</i>					-1.2	-0.9	-2.6 to 0.7	0.270	-
Anxiety (GAD7)									
<i>ITT</i>	200	4.0 (3.6)	174	4.6 (4.1)	-0.7	-0.5	-1.3 to 0.2	0.142	0.036
<i>CACE (i)^b</i>					-0.9	-0.8	-1.7 to 0.2	0.104	-
<i>CACE (ii)^c</i>					-2.0	-1.7	-3.5 to 0.2	0.075	-

School ecology/climate (SCCS)

School leadership and involvement										
<i>ITT</i>	209	3.9 (0.7)	185	3.6 (0.8)	0.2	0.2	0.03 to 0.3	0.019	0.211	
<i>CACE (i)^b</i>					0.2	0.3	0.1 to 0.5	0.007	-	
<i>CACE (ii)^c</i>					0.5	0.6	0.2 to 1.0	0.006	-	
Staff attitudes										
<i>ITT</i>	209	4.1 (0.6)	185	4.0 (0.6)	0.04	0.1	-0.02 to 0.2	0.111	0.268	
<i>CACE (i)^b</i>					0.1	0.2	0.004 to 0.3	0.044	-	
<i>CACE (ii)^c</i>					0.2	0.3	0.03 to 0.6	0.031	-	
Respectful Climate										
<i>ITT</i>	209	3.8 (0.5)	185	3.6 (0.6)	0.2	0.2	0.03 to 0.3	0.012	0.309	
<i>CACE (i)^b</i>					0.2	0.2	0.1 to 0.4	0.009	-	
<i>CACE (ii)^c</i>					0.4	0.4	0.1 to 0.7	0.012	-	

^a Intra-cluster (intra-school) correlation coefficients (ICCs) from crude (unadjusted) analyses.

^b A participant in the intervention arm is deemed a complier if they have attended at least four of the eight personal mindfulness sessions.

^c A participant in the intervention arm is deemed a complier if they have attended at least four of the eight personal mindfulness sessions and the four-day training course, and have delivered at least one mindfulness session.

Supplementary Table S6: Instrumental Variable Analysis of the teacher outcomes at 1-year follow-up, with allocated group as an instrument for formal mindfulness practice

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean	Adjusted mean difference (I-C)		
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value
Burnout – Maslach Burnout Inventory (MBI)								
Exhaustion								
<i>ITT</i>	210	2.4 (1.2)	171	2.5 (1.2)	-0.1	-0.1	-0.3 to 0.1	0.247
<i>Cutoff One^a</i>					-0.2	-0.3	-0.6 to 0.04	0.088
<i>Cutoff Two^b</i>					-0.5	-0.6	-1.7 to 0.4	0.224
<i>Cutoff Three^c</i>					-3.9	-2.5	-9.3 to 4.2	0.458
Depersonalisation								
<i>ITT</i>	210	0.7 (0.7)	171	0.9 (0.9)	-0.1	-0.1	-0.2 to 0.1	0.362
<i>Cutoff One^a</i>					-0.2	-0.2	-0.4 to 0.04	0.100
<i>Cutoff Two^b</i>					-0.6	-0.3	-1.1 to 0.4	0.383
<i>Cutoff Three^c</i>					-4.4	-3.3	-9.3 to 2.8	0.292
Personal Accomplishment								
<i>ITT</i>	210	1.0 (0.7)	171	1.1 (0.8)	-0.1	-0.1	-0.2 to 0.1	0.258

<i>Cutoff One</i> ^a					-0.2	-0.1	-0.4 to 0.1	0.163
<i>Cutoff Two</i> ^b					-0.5	-0.3	-0.9 to 0.4	0.435
<i>Cutoff Three</i> ^c					-3.9	-1.9	-6.5 to 2.7	0.412
Self-efficacy Questionnaire (TSES)								
Student Engagement Subscale								
<i>ITT</i>	204	7.0 (1.1)	162	6.8 (1.1)	0.2	0.1	-0.1 to 0.3	0.269
<i>Cutoff One</i> ^a					0.2	0.2	-0.1 to 0.5	0.222
<i>Cutoff Two</i> ^b					0.8	0.6	-0.4 to 1.7	0.243
<i>Cutoff Three</i> ^c					5.9	4.9	-2.8 to 12.6	0.207
Instructional Practice Subscale								
<i>ITT</i>	204	7.5 (0.8)	162	7.5 (1.0)	0.001	0.03	-0.1 to 0.2	0.704
<i>Cutoff One</i> ^a					-0.002	0.1	-0.2 to 0.3	0.581
<i>Cutoff Two</i> ^b					-0.01	0.2	-0.7 to 1.0	0.684
<i>Cutoff Three</i> ^c					-0.1	1.6	-4.1 to 7.3	0.583
Classroom Management Subscale								
<i>ITT</i>	204	7.8 (0.8)	162	7.6 (0.9)	0.2	0.1	-0.04 to 0.3	0.132
<i>Cutoff One</i> ^a					0.3	0.3	-0.03 to 0.5	0.077
<i>Cutoff Two</i> ^b					1.0	0.7	-0.2 to 1.6	0.134
<i>Cutoff Three</i> ^c					7.3	5.2	-2.2 to 12.5	0.165

Mindfulness (FFMQ-SF)								
<i>ITT</i>	205	85.4 (12.8)	162	86.1 (13.9)	-0.8	-0.2	-2.4 to 2.0	0.854
<i>Cutoff One^a</i>					-1.5	0.8	-2.6 to 4.1	0.659
<i>Cutoff Two^b</i>					-5.1	1.5	-9.5 to 12.4	0.792
<i>Cutoff Three^c</i>					-37.7	15.7	-57.6 to 89.1	0.672
Mindfulness (MTS) - Interpersonal								
<i>ITT</i>	208	20.8 (2.7)	168	20.9 (2.4)	-0.2	-0.2	-0.7 to 0.2	0.333
<i>Cutoff One^a</i>					-0.4	-0.3	-1.0 to 0.3	0.319
<i>Cutoff Two^b</i>					-1.3	-1.3	-3.3 to 0.8	0.222
<i>Cutoff Three^c</i>					-9.4	-3.6	-18.5 to 11.4	0.639
Mindfulness (MTS) - Intrapersonal								
<i>ITT</i>	208	32.1 (5.0)	168	33.4 (5.6)	-1.2	-0.9	-1.7 to -0.1	0.020
<i>Cutoff One^a</i>					-2.1	-1.2	-2.5 to 0.04	0.058
<i>Cutoff Two^b</i>					-7.0	-5.0	-9.3 to -0.7	0.022
<i>Cutoff Three^c</i>					-51.7	-28.0	-62.1 to 6.0	0.107
Stress (PSS)								
<i>ITT</i>	207	15.3 (6.9)	165	15.9 (7.4)	-0.3	0.01	-1.1 to 1.2	0.982
<i>Cutoff One^a</i>					-0.3	-0.6	-2.4 to 1.3	0.531
<i>Cutoff Two^b</i>					-1.1	-2.0	-8.4 to 4.5	0.547

<i>Cutoff Three^c</i>					-8.1	-18.0	-63.3 to 27.4	0.434
Depression (PHQ-9)								
<i>ITT</i>	206	4.7 (4.1)	164	5.0 (4.2)	-0.3	-0.1	-1.0 to 0.7	0.731
<i>Cutoff One^a</i>					-0.5	-0.3	-1.7 to 1.0	0.647
<i>Cutoff Two^b</i>					-1.7	-0.4	-4.8 to 4.0	0.857
<i>Cutoff Three^c</i>					-12.5	-7.7	-36.6 to 21.2	0.598
Anxiety (GAD7)								
<i>ITT</i>	206	4.2 (3.9)	163	4.3 (4.1)	-0.1	0.2	-0.7 to 1.0	0.696
<i>Cutoff One^a</i>					-0.2	0.1	-1.3 to 1.5	0.874
<i>Cutoff Two^b</i>					-0.6	0.7	-3.9 to 5.4	0.756
<i>Cutoff Three^c</i>					-4.1	8.5	-22.9 to 40.0	0.590
School ecology/climate (SCCS)								
School leadership and involvement								
<i>ITT</i>	211	3.9 (0.7)	171	3.8 (0.7)	0.1	0.1	-0.04 to 0.3	0.144
<i>Cutoff One^a</i>					0.2	0.2	-0.01 to 0.5	0.055
<i>Cutoff Two^b</i>					0.6	0.6	-0.2 to 1.4	0.122
<i>Cutoff Three^c</i>					4.6	4.0	-1.6 to 9.7	0.159
Staff attitudes								
<i>ITT</i>	211	4.1 (0.6)	171	4.1 (0.5)	0.03	0.1	-0.1 to 0.2	0.253

<i>Cutoff One^a</i>					0.04	0.2	-0.04 to 0.4	0.109
<i>Cutoff Two^b</i>					0.1	0.5	-0.1 to 1.2	0.123
<i>Cutoff Three^c</i>					1.0	3.5	-1.3 to 8.3	0.152
Respectful Climate								
<i>ITT</i>	211	3.9 (0.5)	171	3.7 (0.6)	0.1	0.2	0.02 to 0.3	0.020
<i>Cutoff One^a</i>					0.2	0.3	0.1 to 0.5	0.006
<i>Cutoff Two^b</i>					0.8	0.8	0.1 to 1.5	0.020
<i>Cutoff Three^c</i>					5.6	6.2	0.1 to 12.2	0.045

^a A participant in the SBMT arm is deemed a complier if they have reported undertaking formal mindfulness practice at least occasionally.

^b A participant in the SBMT arm is deemed a complier if they have reported undertaking formal mindfulness practice at least several times a week.

^c A participant in the SBMT arm is deemed a complier if they have reported undertaking formal mindfulness practice daily.

Supplementary Table S7: Instrumental Variable Analysis of the teacher outcomes at 1-year follow-up, with allocated group as an instrument for informal mindfulness practice

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean	Adjusted mean difference		
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value
Well-being – Maslach Burn-Out Inventory (MBI)								
Exhaustion								
<i>ITT</i>	210	2.4 (1.2)	171	2.5 (1.2)	-0.1	-0.1	-0.3 to 0.1	0.247
<i>Cutoff One^a</i>					-0.1	-0.2	-0.5 to 0.1	0.138
<i>Cutoff Two^b</i>					-0.3	-0.4	-0.9 to 0.1	0.101
<i>Cutoff Three^c</i>					-0.7	-0.7	-2.2 to 0.8	0.383
Depersonalisation								
<i>ITT</i>	210	0.7 (0.7)	171	0.9 (0.9)	-0.1	-0.1	-0.2 to 0.1	0.362
<i>Cutoff One^a</i>					-0.1	-0.1	-0.3 to 0.1	0.160
<i>Cutoff Two^b</i>					-0.3	-0.3	-0.7 to 0.02	0.065
<i>Cutoff Three^c</i>					-0.8	-0.5	-1.6 to 0.6	0.341
Personal Accomplishment								
<i>ITT</i>	210	1.0 (0.7)	171	1.1 (0.8)	-0.1	-0.1	-0.2 to 0.1	0.258

<i>Cutoff One</i> ^a					-0.1	-0.1	-0.3 to 0.1	0.169
<i>Cutoff Two</i> ^b					-0.3	-0.2	-0.6 to 0.1	0.154
<i>Cutoff Three</i> ^c					-0.7	-0.4	-1.3 to 0.5	0.401
Self-efficacy Questionnaire (TSES)								
Student Engagement Subscale								
<i>ITT</i>	204	7.0 (1.1)	162	6.8 (1.1)	0.2	0.1	-0.1 to 0.3	0.269
<i>Cutoff One</i> ^a					0.2	0.2	-0.1 to 0.4	0.244
<i>Cutoff Two</i> ^b					0.4	0.3	-0.2 to 0.9	0.193
<i>Cutoff Three</i> ^c					1.1	0.9	-0.6 to 2.4	0.232
Instructional Practice Subscale								
<i>ITT</i>	204	7.5 (0.8)	162	7.5 (1.0)	0.001	0.03	-0.1 to 0.2	0.704
<i>Cutoff One</i> ^a					-0.002	0.05	-0.2 to 0.3	0.650
<i>Cutoff Two</i> ^b					-0.003	0.1	-0.3 to 0.5	0.506
<i>Cutoff Three</i> ^c					-0.01	0.2	-0.9 to 1.4	0.689
Classroom Management Subscale								
<i>ITT</i>	204	7.8 (0.8)	162	7.6 (0.9)	0.2	0.1	-0.04 to 0.3	0.132
<i>Cutoff One</i> ^a					0.2	0.2	-0.04 to 0.4	0.100
<i>Cutoff Two</i> ^b					0.5	0.4	-0.02 to 0.9	0.062
<i>Cutoff Three</i> ^c					1.4	1.0	-0.3 to 2.4	0.123

Mindfulness (FFMQ-SF)								
<i>ITT</i>	205	85.4 (12.8)	162	86.1 (13.9)	-0.8	-0.2	-2.4 to 2.0	0.854
<i>Cutoff One^a</i>					-1.2	0.3	-2.5 to 3.0	0.854
<i>Cutoff Two^b</i>					-2.5	2.1	-3.4 to 7.5	0.454
<i>Cutoff Three^c</i>					-7.0	1.6	-14.3 to 17.6	0.838
Mindfulness (MTS) - Interpersonal								
<i>ITT</i>	208	20.8 (2.7)	168	20.9 (2.4)	-0.2	-0.2	-0.7 to 0.2	0.333
<i>Cutoff One^a</i>					-0.3	-0.3	-0.8 to 0.3	0.343
<i>Cutoff Two^b</i>					-0.7	-0.5	-1.6 to 0.6	0.359
<i>Cutoff Three^c</i>					-1.8	-1.1	-4.1 to 2.0	0.490
Mindfulness (MTS) - Intrapersonal								
<i>ITT</i>	208	32.1 (5.0)	168	33.4 (5.6)	-1.2	-0.9	-1.7 to -0.1	0.020
<i>Cutoff One^a</i>					-1.7	-1.1	-2.1 to -0.04	0.041
<i>Cutoff Two^b</i>					-3.6	-1.6	-3.5 to 0.4	0.119
<i>Cutoff Three^c</i>					-9.8	-7.4	-13.9 to -1.0	0.024
Stress (PSS)								
<i>ITT</i>	207	15.3 (6.9)	165	15.9 (7.4)	-0.3	0.01	-1.1 to 1.2	0.982
<i>Cutoff One^a</i>					-0.3	-0.3	-1.8 to 1.3	0.734
<i>Cutoff Two^b</i>					-0.6	-1.3	-4.4 to 1.9	0.432

<i>Cutoff Three^c</i>					-1.6	-0.9	-10.3 to 8.4	0.840
Depression (PHQ-9)								
<i>ITT</i>	206	4.7 (4.1)	164	5.0 (4.2)	-0.3	-0.1	-1.0 to 0.7	0.731
<i>Cutoff One^a</i>					-0.4	-0.2	-1.3 to 0.9	0.690
<i>Cutoff Two^b</i>					-0.9	-0.5	-2.7 to 1.6	0.627
<i>Cutoff Three^c</i>					-2.4	-1.5	-7.9 to 4.8	0.633
Anxiety (GAD7)								
<i>ITT</i>	206	4.2 (3.9)	163	4.3 (4.1)	-0.1	0.2	-0.7 to 1.0	0.696
<i>Cutoff One^a</i>					-0.1	0.2	-1.0 to 1.3	0.779
<i>Cutoff Two^b</i>					-0.3	0.1	-2.1 to 2.3	0.934
<i>Cutoff Three^c</i>					-0.8	1.0	-5.4 to 7.4	0.761
School ecology/climate (SCCS)								
School leadership and involvement								
<i>ITT</i>	211	3.9 (0.7)	171	3.8 (0.7)	0.1	0.1	-0.04 to 0.3	0.144
<i>Cutoff One^a</i>					0.2	0.2	-0.02 to 0.4	0.078
<i>Cutoff Two^b</i>					0.3	0.4	-0.01 to 0.8	0.058
<i>Cutoff Three^c</i>					0.9	0.8	-0.4 to 2.0	0.213
Staff attitudes								
<i>ITT</i>	211	4.1 (0.6)	171	4.1 (0.5)	0.03	0.1	-0.1 to 0.2	0.253

<i>Cutoff One^a</i>					0.03	0.1	-0.05 to 0.3	0.160
<i>Cutoff Two^b</i>					0.1	0.3	-0.05 to 0.6	0.093
<i>Cutoff Three^c</i>					0.2	0.5	-0.4 to 1.5	0.234
Respectful Climate								
<i>ITT</i>	211	3.9 (0.5)	171	3.7 (0.6)	0.1	0.2	0.02 to 0.3	0.020
<i>Cutoff One^a</i>					0.2	0.2	0.05 to 0.4	0.013
<i>Cutoff Two^b</i>					0.4	0.5	0.1 to 0.8	0.007
<i>Cutoff Three^c</i>					1.0	1.0	0.04 to 2.0	0.042

^a A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice at least occasionally.

^b A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice at least several times a week.

^c A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice daily.

Supplementary Table S8: Instrumental Variable Analysis of the teacher outcomes following personal MT (MBCT-L) and SBMT teacher training, but before delivery of the pupil MT, with allocated group as an instrument for formal mindfulness practice

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean	Adjusted mean difference (I-C)		
					Difference (I-C)			
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value
Well-being – Maslach Burn-Out Inventory (MBI)								
Exhaustion								
<i>ITT</i>	264	2.5 (1.2)	221	2.5 (1.3)	-0.1	-0.2	-0.3 to 0.01	0.066
<i>Cutoff One^a</i>					-0.2	-0.2	-0.5 to -0.01	0.038
<i>Cutoff Two^b</i>					-0.4	-0.4	-0.9 to 0.1	0.124
<i>Cutoff Three^c</i>					-2.0	-1.5	-4.0 to 0.9	0.224
Depersonalisation								
<i>ITT</i>	264	0.7 (0.8)	221	0.8 (1.0)	-0.1	-0.1	-0.2 to 0.1	0.367
<i>Cutoff One^a</i>					-0.1	-0.1	-0.3 to 0.1	0.311
<i>Cutoff Two^b</i>					-0.4	-0.2	-0.6 to 0.3	0.419
<i>Cutoff Three^c</i>					-1.7	-0.4	-2.5 to 1.6	0.693
Personal Accomplishment								
<i>ITT</i>	264	1.0 (0.7)	221	1.1 (0.8)	-0.1	-0.1	-0.2 to 0.03	0.159

<i>Cutoff One</i> ^a					-0.1	-0.1	-0.3 to 0.03	0.105
<i>Cutoff Two</i> ^b					-0.4	-0.1	-0.4 to 0.3	0.679
<i>Cutoff Three</i> ^c					-1.8	-0.5	-2.2 to 1.3	0.596
Self-efficacy Questionnaire (TSES)								
Student Engagement Subscale								
<i>ITT</i>	258	7.0 (1.0)	215	6.7 (1.2)	0.3	0.2	0.04 to 0.4	0.017
<i>Cutoff One</i> ^a					0.4	0.3	0.1 to 0.6	0.011
<i>Cutoff Two</i> ^b					1.0	0.6	0.002 to 1.2	0.049
<i>Cutoff Three</i> ^c					4.7	2.8	-0.1 to 5.7	0.059
Instructional Practice Subscale								
<i>ITT</i>	258	7.4 (0.9)	215	7.4 (1.0)	-0.01	0.02	-0.2 to 0.2	0.792
<i>Cutoff One</i> ^a					-0.01	0.05	-0.2 to 0.3	0.696
<i>Cutoff Two</i> ^b					-0.03	0.05	-0.5 to 0.5	0.854
<i>Cutoff Three</i> ^c					-0.2	0.4	-1.8 to 2.7	0.701
Classroom Management Subscale								
<i>ITT</i>	258	7.7 (0.8)	215	7.6 (1.0)	0.2	0.1	-0.04 to 0.2	0.143
<i>Cutoff One</i> ^a					0.2	0.2	-0.05 to 0.3	0.135
<i>Cutoff Two</i> ^b					0.5	0.1	-0.3 to 0.6	0.539
<i>Cutoff Three</i> ^c					2.5	0.9	-1.3 to 3.0	0.441

Mindfulness (FFMQ-SF)								
<i>ITT</i>	260	84.7 (12.6)	215	85.4 (13.1)	-1.2	-0.4	-2.3 to 1.6	0.706
<i>Cutoff One^a</i>					-1.8	-0.3	-2.9 to 2.2	0.795
<i>Cutoff Two^b</i>					-4.6	0.4	-5.6 to 6.4	0.901
<i>Cutoff Three^c</i>					-21.6	0.2	-26.1 to 26.5	0.989
Mindfulness (MTS) - Interpersonal								
<i>ITT</i>	262	20.7 (2.4)	216	20.7 (2.7)	-0.1	-0.1	-0.5 to 0.3	0.726
<i>Cutoff One^a</i>					-0.1	-0.1	-0.6 to 0.5	0.836
<i>Cutoff Two^b</i>					-0.3	-0.5	-1.9 to 0.8	0.442
<i>Cutoff Three^c</i>					-1.5	-1.7	-7.6 to 4.3	0.588
Mindfulness (MTS) - Intrapersonal								
<i>ITT</i>	262	32.0 (4.9)	217	34.0 (5.7)	-1.8	-1.4	-2.2 to -0.6	<0.001
<i>Cutoff One^a</i>					-2.6	-1.9	-3.0 to -0.9	<0.001
<i>Cutoff Two^b</i>					-6.6	-4.4	-7.0 to -1.8	0.001
<i>Cutoff Three^c</i>					-31.4	-19.3	-33.4 to -5.3	0.007
Stress (PSS)								
<i>ITT</i>	262	16.2 (7.0)	217	15.8 (7.1)	0.2	0.4	-0.6 to 1.5	0.402
<i>Cutoff One^a</i>					0.4	0.6	-0.7 to 2.0	0.347
<i>Cutoff Two^b</i>					1.0	1.3	-1.9 to 4.6	0.417

<i>Cutoff Three^c</i>					4.9	6.3	-7.8 to 20.3	0.379
Depression (PHQ-9)								
<i>ITT</i>	262	5.1 (3.9)	217	4.7 (4.0)	0.3	0.4	-0.2 to 1.0	0.233
<i>Cutoff One^a</i>					0.4	0.5	-0.3 to 1.4	0.197
<i>Cutoff Two^b</i>					1.0	1.5	-0.5 to 3.5	0.152
<i>Cutoff Three^c</i>					4.8	5.3	-3.9 to 14.4	0.257
Anxiety (GAD7)								
<i>ITT</i>	261	4.3 (3.6)	216	4.4 (4.0)	-0.2	0.04	-0.6 to 0.6	0.906
<i>Cutoff One^a</i>					-0.3	0.1	-0.7 to 0.9	0.826
<i>Cutoff Two^b</i>					-0.7	0.5	-1.5 to 2.5	0.617
<i>Cutoff Three^c</i>					-3.3	4.3	-4.8 to 13.4	0.356
School ecology/climate (SCCS)								
School leadership and involvement								
<i>ITT</i>	269	3.9 (0.7)	222	3.8 (0.7)	0.1	0.2	0.04 to 0.3	0.011
<i>Cutoff One^a</i>					0.2	0.2	0.1 to 0.4	0.004
<i>Cutoff Two^b</i>					0.5	0.6	0.2 to 0.9	0.003
<i>Cutoff Three^c</i>					2.5	2.6	0.7 to 4.6	0.009
Staff attitudes								
<i>ITT</i>	269	4.1 (0.6)	222	4.1 (0.5)	-0.1	-0.01	-0.1 to 0.1	0.902

<i>Cutoff One^a</i>					-0.1	-0.002	-0.1 to 0.1	0.976
<i>Cutoff Two^b</i>					-0.2	0.05	-0.3 to 0.4	0.768
<i>Cutoff Three^c</i>					-1.0	0.2	-1.2 to 1.7	0.772
Respectful Climate								
<i>ITT</i>	269	3.8 (0.6)	222	3.7 (0.6)	0.1	0.1	-0.01 to 0.2	0.087
<i>Cutoff One^a</i>					0.1	0.1	-0.01 to 0.2	0.063
<i>Cutoff Two^b</i>					0.2	0.3	-0.02 to 0.6	0.069
<i>Cutoff Three^c</i>					1.2	1.3	-0.05 to 2.6	0.059

^a A participant in the intervention arm is deemed a complier if they have reported undertaking formal mindfulness practice at least occasionally.

^b A participant in the intervention arm is deemed a complier if they have reported undertaking formal mindfulness practice at least several times a week.

^c A participant in the intervention arm is deemed a complier if they have reported undertaking formal mindfulness practice daily.

Supplement Table S9: Instrumental Variable Analysis of the teacher outcomes following personal MT (MBCT-L) and SBMT teacher training, but before the pupil MT, with allocated group as an instrument for informal mindfulness practice

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean difference		Adjusted mean difference	
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value
Well-being – Maslach Burn-Out Inventory (MBI)								
Exhaustion								
<i>ITT</i>	264	2.5 (1.2)	221	2.5 (1.3)	-0.1	-0.2	-0.3 to 0.01	0.066
<i>Cutoff One^a</i>					-0.1	-0.2	-0.4 to -0.01	0.037
<i>Cutoff Two^b</i>					-0.2	-0.3	-0.6 to -0.001	0.049
<i>Cutoff Three^c</i>					-0.6	-0.9	-1.6 to -0.1	0.026
Depersonalisation								
<i>ITT</i>	264	0.7 (0.8)	221	0.8 (1.0)	-0.1	-0.1	-0.2 to 0.1	0.367
<i>Cutoff One^a</i>					-0.1	-0.1	-0.3 to 0.1	0.314
<i>Cutoff Two^b</i>					-0.2	-0.1	-0.4 to 0.1	0.321
<i>Cutoff Three^c</i>					-0.5	-0.4	-1.1 to 0.2	0.186
Personal Accomplishment								
<i>ITT</i>	264	1.0 (0.7)	221	1.1 (0.8)	-0.1	-0.1	-0.2 to 0.03	0.159

<i>Cutoff One</i> ^a					-0.1	-0.1	-0.3 to 0.03	0.108
<i>Cutoff Two</i> ^b					-0.2	-0.1	-0.3 to 0.1	0.199
<i>Cutoff Three</i> ^c					-0.5	-0.4	-1.0 to 0.1	0.113
Self-efficacy Questionnaire (TSES)								
Student Engagement Subscale								
<i>ITT</i>	258	7.0 (1.0)	215	6.7 (1.2)	0.3	0.2	0.04 to 0.4	0.017
<i>Cutoff One</i> ^a					0.3	0.3	0.1 to 0.5	0.010
<i>Cutoff Two</i> ^b					0.5	0.4	0.1 to 0.7	0.014
<i>Cutoff Three</i> ^c					1.4	1.1	0.2 to 1.9	0.013
Instructional Practice Subscale								
<i>ITT</i>	258	7.4 (0.9)	215	7.4 (1.0)	-0.01	0.02	-0.2 to 0.2	0.792
<i>Cutoff One</i> ^a					-0.01	0.04	-0.2 to 0.2	0.705
<i>Cutoff Two</i> ^b					-0.02	0.1	-0.3 to 0.4	0.725
<i>Cutoff Three</i> ^c					-0.04	0.2	-0.5 to 0.9	0.486
Classroom Management Subscale								
<i>ITT</i>	258	7.7 (0.8)	215	7.6 (1.0)	0.2	0.1	-0.04 to 0.2	0.143
<i>Cutoff One</i> ^a					0.2	0.1	-0.04 to 0.3	0.139
<i>Cutoff Two</i> ^b					0.3	0.2	-0.1 to 0.4	0.209
<i>Cutoff Three</i> ^c					0.7	0.6	-0.1 to 1.2	0.085

Mindfulness (FFMQ-SF)								
<i>ITT</i>	260	84.7 (12.6)	215	85.4 (13.1)	-1.2	-0.4	-2.3 to 1.6	0.706
<i>Cutoff One^a</i>					-1.6	-0.2	-2.6 to 2.1	0.833
<i>Cutoff Two^b</i>					-2.4	-0.3	-3.8 to 3.2	0.884
<i>Cutoff Three^c</i>					-6.4	0.4	-8.2 to 9.0	0.933
Mindfulness (MTS) - Interpersonal								
<i>ITT</i>	262	20.7 (2.4)	216	20.7 (2.7)	-0.1	-0.1	-0.5 to 0.3	0.726
<i>Cutoff One^a</i>					-0.1	-0.05	-0.6 to 0.5	0.847
<i>Cutoff Two^b</i>					-0.2	-0.1	-0.9 to 0.6	0.736
<i>Cutoff Three^c</i>					-0.4	0.1	-1.7 to 1.9	0.874
Mindfulness (MTS) - Intrapersonal								
<i>ITT</i>	262	32.0 (4.9)	217	34.0 (5.7)	-1.8	-1.4	-2.2 to -0.6	<0.001
<i>Cutoff One^a</i>					-2.3	-1.7	-2.7 to -0.8	<0.001
<i>Cutoff Two^b</i>					-3.5	-2.6	-4.1 to -1.1	0.001
<i>Cutoff Three^c</i>					-9.2	-5.3	-9.2 to -1.3	0.009
Stress (PSS)								
<i>ITT</i>	262	16.2 (7.0)	217	15.8 (7.1)	0.2	0.4	-0.6 to 1.5	0.402
<i>Cutoff One^a</i>					0.4	0.6	-0.6 to 1.8	0.343
<i>Cutoff Two^b</i>					0.6	0.9	-0.9 to 2.7	0.339

<i>Cutoff Three^c</i>					1.5	2.1	-2.4 to 6.7	0.357
Depression (PHQ-9)								
<i>ITT</i>	262	5.1 (3.9)	217	4.7 (4.0)	0.3	0.4	-0.2 to 1.0	0.233
<i>Cutoff One^a</i>					0.4	0.5	-0.2 to 1.2	0.176
<i>Cutoff Two^b</i>					0.5	0.8	-0.3 to 2.0	0.132
<i>Cutoff Three^c</i>					1.4	1.6	-1.3 to 4.4	0.274
Anxiety (GAD7)								
<i>ITT</i>	261	4.3 (3.6)	216	4.4 (4.0)	-0.2	0.04	-0.6 to 0.6	0.906
<i>Cutoff One^a</i>					-0.2	0.1	-0.6 to 0.8	0.810
<i>Cutoff Two^b</i>					-0.4	0.3	-0.8 to 1.4	0.605
<i>Cutoff Three^c</i>					-0.9	0.3	-2.5 to 3.1	0.810
School ecology/climate (SCCS)								
School leadership and involvement								
<i>ITT</i>	269	3.9 (0.7)	222	3.8 (0.7)	0.1	0.2	0.04 to 0.3	0.011
<i>Cutoff One^a</i>					0.2	0.2	0.1 to 0.4	0.004
<i>Cutoff Two^b</i>					0.3	0.3	0.1 to 0.5	0.005
<i>Cutoff Three^c</i>					0.7	0.9	0.4 to 1.4	0.001
Staff attitudes								
<i>ITT</i>	269	4.1 (0.6)	222	4.1 (0.5)	-0.1	-0.01	-0.1 to 0.1	0.902

<i>Cutoff One^a</i>					-0.1	-0.0003	-0.1 to 0.1	0.996
<i>Cutoff Two^b</i>					-0.1	0.001	-0.2 to 0.2	0.996
<i>Cutoff Three^c</i>					-0.3	0.1	-0.4 to 0.5	0.680
Respectful Climate								
<i>ITT</i>	269	3.8 (0.6)	222	3.7 (0.6)	0.1	0.1	-0.01 to 0.2	0.087
<i>Cutoff One^a</i>					0.1	0.1	-0.01 to 0.2	0.065
<i>Cutoff Two^b</i>					0.1	0.2	-0.02 to 0.3	0.074
<i>Cutoff Three^c</i>					0.3	0.4	0.01 to 0.9	0.044

^a A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice at least occasionally.

^b A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice at least several times a week.

^c A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice daily.

Supplement Table S10: Instrumental Variable Analysis of the teacher outcomes following personal MT (MBCT-L) and SBMT teacher training and delivery of the pupil MT curriculum, with allocated group as an instrument for formal mindfulness practice

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean difference		Adjusted mean difference	
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value
Well-being – Maslach Burn-Out Inventory (MBI)								
Exhaustion								
<i>ITT</i>	206	2.3 (1.1)	181	2.5 (1.3)	-0.2	-0.3	-0.5 to -0.1	0.010
<i>Cutoff One^a</i>					-0.3	-0.4	-0.7 to -0.1	0.009
<i>Cutoff Two^b</i>					-1.0	-0.9	-1.7 to -0.1	0.026
<i>Cutoff Three^c</i>					-3.2	-2.9	-6.0 to 0.3	0.072
Depersonalisation								
<i>ITT</i>	206	0.8 (0.8)	181	0.9 (1.0)	-0.2	-0.2	-0.3 to 0.01	0.074
<i>Cutoff One^a</i>					-0.3	-0.2	-0.5 to -0.01	0.037
<i>Cutoff Two^b</i>					-0.8	-0.7	-1.4 to 0.02	0.057
<i>Cutoff Three^c</i>					-2.6	-2.2	-4.9 to 0.6	0.118
Personal Accomplishment								
<i>ITT</i>	206	1.0 (0.7)	181	1.1 (0.8)	-0.2	-0.2	-0.3 to -0.01	0.034

<i>Cutoff One</i> ^a					-0.3	-0.2	-0.4 to -0.03	0.027
<i>Cutoff Two</i> ^b					-0.8	-0.5	-1.1 to 0.1	0.077
<i>Cutoff Three</i> ^c					-2.6	-1.6	-3.5 to 0.4	0.109
Self-efficacy Questionnaire (TSES)								
Student Engagement Subscale								
<i>ITT</i>	197	6.9 (1.1)	174	6.7 (1.2)	0.1	0.05	-0.2 to 0.3	0.677
<i>Cutoff One</i> ^a					0.2	0.1	-0.2 to 0.4	0.671
<i>Cutoff Two</i> ^b					0.4	0.2	-0.7 to 1.0	0.659
<i>Cutoff Three</i> ^c					1.4	0.5	-2.4 to 3.3	0.740
Instructional Practice Subscale								
<i>ITT</i>	197	7.5 (1.0)	174	7.4 (1.1)	0.1	0.1	-0.1 to 0.3	0.258
<i>Cutoff One</i> ^a					0.1	0.2	-0.1 to 0.4	0.247
<i>Cutoff Two</i> ^b					0.3	0.5	-0.3 to 1.3	0.235
<i>Cutoff Three</i> ^c					1.1	1.3	-1.3 to 3.9	0.318
Classroom Management Subscale								
<i>ITT</i>	197	7.7 (0.9)	174	7.5 (1.1)	0.1	0.04	-0.1 to 0.2	0.662
<i>Cutoff One</i> ^a					0.1	0.05	-0.2 to 0.3	0.665
<i>Cutoff Two</i> ^b					0.3	0.1	-0.6 to 0.8	0.744
<i>Cutoff Three</i> ^c					1.1	0.4	-1.6 to 2.5	0.684

Mindfulness (FFMQ-SF)								
<i>ITT</i>	199	86.6 (13.6)	174	85.8 (13.7)	0.5	1.3	-0.8 to 3.5	0.230
<i>Cutoff One^a</i>					0.6	2.3	-0.6 to 5.3	0.114
<i>Cutoff Two^b</i>					2.0	6.5	-1.8 to 14.9	0.122
<i>Cutoff Three^c</i>					6.1	19.9	-9.7 to 49.6	0.186
Mindfulness (MTS) - Interpersonal								
<i>ITT</i>	201	20.8 (2.3)	176	20.5 (2.8)	0.3	0.2	-0.2 to 0.7	0.305
<i>Cutoff One^a</i>					0.4	0.3	-0.3 to 1.0	0.287
<i>Cutoff Two^b</i>					1.2	1.1	-0.8 to 3.0	0.237
<i>Cutoff Three^c</i>					3.8	2.1	-4.1 to 8.3	0.494
Mindfulness (MTS) - Intrapersonal								
<i>ITT</i>	200	32.1 (5.1)	176	33.8 (5.5)	-1.2	-0.8	-1.6 to 0.1	0.067
<i>Cutoff One^a</i>					-1.8	-1.0	-2.2 to 0.2	0.101
<i>Cutoff Two^b</i>					-5.3	-2.9	-6.4 to 0.6	0.105
<i>Cutoff Three^c</i>					-16.5	-8.5	-20.9 to 3.9	0.180
Stress (PSS)								
<i>ITT</i>	201	14.6 (6.5)	175	15.5 (7.4)	-0.9	-0.8	-2.0 to 0.3	0.166
<i>Cutoff One^a</i>					-1.3	-1.2	-2.8 to 0.3	0.116
<i>Cutoff Two^b</i>					-3.8	-3.7	-8.2 to 0.9	0.114

<i>Cutoff Three^c</i>					-12.1	-12.0	-28.4 to 4.3	0.148
Depression (PHQ-9)								
<i>ITT</i>	200	4.7 (3.8)	174	5.1 (4.6)	-0.4	-0.3	-1.0 to 0.4	0.380
<i>Cutoff One^a</i>					-0.6	-0.5	-1.4 to 0.4	0.270
<i>Cutoff Two^b</i>					-1.8	-1.2	-3.8 to 1.5	0.381
<i>Cutoff Three^c</i>					-5.6	-5.2	-13.8 to 3.3	0.231
Anxiety (GAD7)								
<i>ITT</i>	200	4.0 (3.6)	174	4.6 (4.1)	-0.7	-0.5	-1.3 to 0.2	0.142
<i>Cutoff One^a</i>					-1.0	-0.8	-1.8 to 0.2	0.111
<i>Cutoff Two^b</i>					-3.0	-2.3	-5.2 to 0.7	0.134
<i>Cutoff Three^c</i>					-9.4	-7.5	-17.7 to 2.7	0.149
School ecology/climate (SCCS)								
School leadership and involvement								
<i>ITT</i>	209	3.9 (0.7)	185	3.6 (0.8)	0.2	0.2	0.03 to 0.3	0.019
<i>Cutoff One^a</i>					0.3	0.3	0.1 to 0.5	0.004
<i>Cutoff Two^b</i>					0.8	0.8	0.2 to 1.5	0.006
<i>Cutoff Three^c</i>					2.5	2.8	0.4 to 5.1	0.022
Staff attitudes								
<i>ITT</i>	209	4.1 (0.6)	185	4.0 (0.6)	0.04	0.1	-0.02 to 0.2	0.111

<i>Cutoff One^a</i>					0.1	0.2	0.02 to 0.3	0.025
<i>Cutoff Two^b</i>					0.2	0.5	0.1 to 1.0	0.020
<i>Cutoff Three^c</i>					0.8	1.8	-0.1 to 3.6	0.058
Respectful Climate								
<i>ITT</i>	209	3.8 (0.5)	185	3.6 (0.6)	0.2	0.2	0.03 to 0.3	0.012
<i>Cutoff One^a</i>					0.2	0.2	0.1 to 0.4	0.008
<i>Cutoff Two^b</i>					0.6	0.6	0.1 to 1.1	0.013
<i>Cutoff Three^c</i>					1.9	2.2	0.3 to 4.2	0.027

^a A participant in the intervention arm is deemed a complier if they have reported undertaking formal mindfulness practice at least occasionally.

^b A participant in the intervention arm is deemed a complier if they have reported undertaking formal mindfulness practice at least several times a week.

^c A participant in the intervention arm is deemed a complier if they have reported undertaking formal mindfulness practice daily.

Supplement Table S11: Instrumental Variable Analysis of the teacher outcomes following personal MT (MBCT-L) and SBMT teacher training and delivery of the student MT curriculum, with allocated group as an instrument for informal mindfulness practice

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean difference		Adjusted mean difference	
	Compliers				difference			
	N	mean (SD)	N	mean (SD)	estimate	estimate	95% CI	p-value
Well-being – Maslach Burn-Out Inventory (MBI)								
Exhaustion								
<i>ITT</i>	206	2.3 (1.1)	181	2.5 (1.3)	-0.2	-0.3	-0.5 to -0.1	0.010
<i>Cutoff One^a</i>					-0.3	-0.3	-0.6 to -0.1	0.008
<i>Cutoff Two^b</i>					-0.5	-0.5	-0.9 to -0.1	0.008
<i>Cutoff Three^c</i>					-1.0	-1.1	-2.0 to -0.2	0.016
Depersonalisation								
<i>ITT</i>	206	0.8 (0.8)	181	0.9 (1.0)	-0.2	-0.2	-0.3 to 0.01	0.074
<i>Cutoff One^a</i>					-0.2	-0.2	-0.4 to -0.01	0.041
<i>Cutoff Two^b</i>					-0.4	-0.3	-0.7 to -0.03	0.032
<i>Cutoff Three^c</i>					-0.8	-0.8	-1.5 to -0.02	0.045
Personal Accomplishment								
<i>ITT</i>	206	1.0 (0.7)	181	1.1 (0.8)	-0.2	-0.2	-0.3 to -0.01	0.034

<i>Cutoff One^a</i>					-0.2	-0.2	-0.4 to -0.03	0.025
<i>Cutoff Two^b</i>					-0.4	-0.3	-0.6 to -0.1	0.019
<i>Cutoff Three^c</i>					-0.8	-0.6	-1.2 to -0.03	0.038
Self-efficacy Questionnaire (TSES)								
Student Engagement Subscale								
<i>ITT</i>	197	6.9 (1.1)	174	6.7 (1.2)	0.1	0.05	-0.2 to 0.3	0.677
<i>Cutoff One^a</i>					0.1	0.1	-0.2 to 0.3	0.651
<i>Cutoff Two^b</i>					0.2	0.1	-0.3 to 0.5	0.570
<i>Cutoff Three^c</i>					0.5	0.2	-0.7 to 1.1	0.645
Instructional Practice Subscale								
<i>ITT</i>	197	7.5 (1.0)	174	7.4 (1.1)	0.1	0.1	-0.1 to 0.3	0.258
<i>Cutoff One^a</i>					0.1	0.1	-0.1 to 0.4	0.253
<i>Cutoff Two^b</i>					0.2	0.2	-0.1 to 0.6	0.204
<i>Cutoff Three^c</i>					0.3	0.5	-0.3 to 1.2	0.217
Classroom Management Subscale								
<i>ITT</i>	197	7.7 (0.9)	174	7.5 (1.1)	0.1	0.04	-0.1 to 0.2	0.662
<i>Cutoff One^a</i>					0.1	0.04	-0.2 to 0.2	0.673
<i>Cutoff Two^b</i>					0.2	0.1	-0.2 to 0.4	0.599
<i>Cutoff Three^c</i>					0.3	0.2	-0.5 to 0.8	0.647

Mindfulness (FFMQ-SF)								
<i>ITT</i>	199	86.6 (13.6)	174	85.8 (13.7)	0.5	1.3	-0.8 to 3.5	0.230
<i>Cutoff One^a</i>					0.6	1.9	-0.7 to 4.4	0.152
<i>Cutoff Two^b</i>					0.9	3.2	-0.7 to 7.1	0.105
<i>Cutoff Three^c</i>					2.0	6.5	-1.7 to 14.6	0.117
Mindfulness (MTS) - Interpersonal								
<i>ITT</i>	201	20.8 (2.3)	176	20.5 (2.8)	0.3	0.2	-0.2 to 0.7	0.305
<i>Cutoff One^a</i>					0.3	0.3	-0.2 to 0.9	0.244
<i>Cutoff Two^b</i>					0.5	0.6	-0.3 to 1.6	0.167
<i>Cutoff Three^c</i>					1.2	1.1	-0.8 to 3.1	0.249
Mindfulness (MTS) - Intrapersonal								
<i>ITT</i>	200	32.1 (5.1)	176	33.8 (5.5)	-1.2	-0.8	-1.6 to 0.1	0.067
<i>Cutoff One^a</i>					-1.5	-0.9	-1.9 to 0.1	0.083
<i>Cutoff Two^b</i>					-2.4	-1.3	-2.8 to 0.3	0.121
<i>Cutoff Three^c</i>					-5.3	-2.6	-6.1 to 0.8	0.134
Stress (PSS)								
<i>ITT</i>	201	14.6 (6.5)	175	15.5 (7.4)	-0.9	-0.8	-2.0 to 0.3	0.166
<i>Cutoff One^a</i>					-1.1	-1.0	-2.4 to 0.3	0.138
<i>Cutoff Two^b</i>					-1.7	-1.6	-3.7 to 0.5	0.131

<i>Cutoff Three^c</i>					-3.8	-3.6	-8.1 to 0.9	0.117
Depression (PHQ-9)								
<i>ITT</i>	200	4.7 (3.8)	174	5.1 (4.6)	-0.4	-0.3	-1.0 to 0.4	0.380
<i>Cutoff One^a</i>					-0.5	-0.4	-1.2 to 0.4	0.328
<i>Cutoff Two^b</i>					-0.8	-0.5	-1.7 to 0.7	0.377
<i>Cutoff Three^c</i>					-1.8	-1.2	-3.9 to 1.5	0.366
Anxiety (GAD7)								
<i>ITT</i>	200	4.0 (3.6)	174	4.6 (4.1)	-0.7	-0.5	-1.3 to 0.2	0.142
<i>Cutoff One^a</i>					-0.8	-0.7	-1.5 to 0.2	0.114
<i>Cutoff Two^b</i>					-1.3	-1.1	-2.4 to 0.3	0.120
<i>Cutoff Three^c</i>					-3.0	-2.3	-5.2 to 0.6	0.115
School ecology/climate (SCCS)								
School leadership and involvement								
<i>ITT</i>	209	3.9 (0.7)	185	3.6 (0.8)	0.2	0.2	0.03 to 0.3	0.019
<i>Cutoff One^a</i>					0.2	0.2	0.1 to 0.4	0.007
<i>Cutoff Two^b</i>					0.3	0.4	0.1 to 0.7	0.006
<i>Cutoff Three^c</i>					0.8	0.9	0.2 to 1.5	0.009
Staff attitudes								
<i>ITT</i>	209	4.1 (0.6)	185	4.0 (0.6)	0.04	0.1	-0.02 to 0.2	0.111

<i>Cutoff One^a</i>					0.1	0.1	0.01 to 0.3	0.039
<i>Cutoff Two^b</i>					0.1	0.2	0.01 to 0.4	0.038
<i>Cutoff Three^c</i>					0.2	0.5	0.1 to 1.0	0.021
Respectful Climate								
<i>ITT</i>	209	3.8 (0.5)	185	3.6 (0.6)	0.2	0.2	0.03 to 0.3	0.012
<i>Cutoff One^a</i>					0.2	0.2	0.05 to 0.3	0.009
<i>Cutoff Two^b</i>					0.3	0.3	0.1 to 0.5	0.013
<i>Cutoff Three^c</i>					0.6	0.6	0.1 to 1.1	0.012

^a A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice at least occasionally.

^b A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice at least several times a week.

^c A participant in the intervention arm is deemed a complier if they have reported undertaking informal mindfulness practice daily.

Supplement Table S12: Main comparisons of teacher outcomes at post-personal MT (MBCT-L) and SBMT teacher training : complete-case analysis

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean difference (I-C)	Adjusted mean difference (I-C)			ICC ^a	
	N	mean (SD)	N	mean (SD)		estimate	95% CI	p-value		
Burnout – Maslach Burn-Out Inventory (MBI)										
Emotional Exhaustion	264	2.5 (1.2)	221	2.5 (1.3)	-0.05	-0.1	-0.3 to 0.04	0.126	0.000	
Depersonalization	264	0.7 (0.8)	221	0.8 (1.0)	-0.1	-0.1	-0.2 to 0.1	0.278	0.150	
Personal Accomplishment	264	1.0 (0.7)	221	1.1 (0.8)	-0.1	-0.1	-0.2 to -0.01	0.027	0.026	
Self-efficacy Questionnaire (TSES)										
Student Engagement subscale	258	7.0 (1.0)	215	6.7 (1.2)	0.3	0.2	0.04 to 0.3	0.016	0.084	
Instructional Practice subscale	258	7.4 (0.9)	215	7.4 (1.0)	0.01	0.04	-0.1 to 0.2	0.603	0.078	
Classroom Management subscale	258	7.7 (0.8)	215	7.6 (1.0)	0.2	0.1	-0.01 to 0.3	0.074	0.055	
Mindfulness (FFMQ-SF)	260	84.7 (12.6)	215	85.4 (13.1)	-0.4	0.07	-2.0 to 2.1	0.946	0.059	
Mindfulness in Teaching (MTS)										
Interpersonal	262	20.7 (2.4)	216	20.7 (2.7)	0.02	0.06	-0.4 to 0.5	0.785	0.028	
Intrapersonal	262	32.0 (4.9)	217	34.0 (5.7)	-2.0	-1.5	-2.3 to -0.7	<0.001	0.061	
Perceived Stress (PSS)	262	16.2 (7.0)	217	15.8 (7.1)	0.3	0.3	-0.6 to 1.3	0.508	0.009	
Depression (PHQ-9)	262	5.1 (3.9)	217	4.7 (4.0)	0.3	0.4	-0.2 to 1.0	0.249	0.000	
Anxiety (GAD7)	261	4.3 (3.6)	216	4.4 (4.0)	-0.02	0.09	-0.5 to 0.7	0.757	0.000	

School ecology/climate (SCCS)

School Leadership and Involvement	269	3.9 (0.7)	222	3.8 (0.7)	0.2	0.2	0.1 to 0.3	0.004	0.196
Staff Attitudes	269	4.1 (0.6)	222	4.1 (0.5)	-0.02	0.01	-0.1 to 0.1	0.837	0.226
Respectful Climate	269	3.8 (0.6)	222	3.7 (0.6)	0.1	0.1	-0.01 to 0.2	0.075	0.269

^a Intra-cluster (intra-school) correlation coefficients (ICCs) from crude (unadjusted) analyses.

Supplement Table S13: Main comparisons of teacher outcomes at post-personal MT (MBCT-L) and SBMT teacher training: complete-case analysis

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted	Adjusted mean difference (I-C)			ICC ^a	
	N	mean (SD)	N	mean (SD)	mean difference (I-C)	estimate	95% CI	p-value		
Burnout – Maslach Burn-Out Inventory (MBI)										
Emotional Exhaustion	206	2.3 (1.1)	181	2.5 (1.3)	-0.2	-0.3	-0.5 to -0.1	0.001	0.017	
Depersonalization	206	0.8 (0.8)	181	0.9 (1.0)	-0.2	-0.2	-0.3 to 0.001	0.051	0.065	
Personal Accomplishment	206	1.0 (0.7)	181	1.1 (0.8)	-0.1	-0.2	-0.3 to -0.1	0.004	0.000	
Self-efficacy Questionnaire (TSES)										
Student Engagement subscale	197	6.9 (1.1)	174	6.7 (1.2)	0.2	0.1	-0.1 to 0.3	0.275	0.140	
Instructional Practice subscale	197	7.5 (1.0)	174	7.4 (1.1)	0.1	0.2	-0.01 to 0.4	0.065	0.097	
Classroom Management subscale	197	7.7 (0.9)	174	7.5 (1.1)	0.2	0.1	-0.04 to 0.3	0.130	0.073	
Mindfulness (FFMQ-SF)	199	86.6 (13.6)	174	85.8 (13.7)	0.8	2.3	0.1 to 4.4	0.041	0.014	
Mindfulness in Teaching (MTS)										
Interpersonal	201	20.8 (2.3)	176	20.5 (2.8)	0.3	0.3	-0.1 to 0.8	0.172	0.039	
Intrapersonal	200	32.1 (5.1)	176	33.8 (5.5)	-1.7	-0.8	-1.8 to 0.1	0.090	0.062	
Perceived Stress (PSS)	201	14.6 (6.5)	175	15.5 (7.4)	-0.9	-1.3	-2.6 to -0.1	0.041	0.031	
Depression (PHQ-9)	200	4.7 (3.8)	174	5.1 (4.6)	-0.4	-0.5	-1.2 to 0.3	0.222	0.000	
Anxiety (GAD7)	200	4.0 (3.6)	174	4.6 (4.1)	-0.6	-0.7	-1.4 to 0.1	0.084	0.000	

School ecology/climate (SCCS)

School Leadership and Involvement	209	3.9 (0.7)	185	3.6 (0.8)	0.3	0.3	0.1 to 0.4	<0.001	0.204
Staff Attitudes	209	4.1 (0.6)	185	4.0 (0.6)	0.1	0.1	0.03 to 0.2	0.014	0.241
Respectful Climate	209	3.8 (0.5)	185	3.6 (0.6)	0.2	0.2	0.1 to 0.3	0.001	0.323

^a Intra-cluster (intra-school) correlation coefficients (ICCs) from crude (unadjusted) analyses.

Supplement Table S14: Main comparisons of teacher outcomes at 1-year follow-up: complete-case analysis

Outcome	SBMT arm (I)		TAU arm (C)		Unadjusted mean difference (I-C)	Adjusted mean difference (I-C)			ICC ^a	
	N	mean (SD)	N	mean (SD)		estimate	95% CI	p-value		
Burnout – Maslach Burn-Out Inventory (MBI)										
Emotional Exhaustion	210	2.4 (1.2)	171	2.5 (1.2)	-0.1	-0.1	-0.3 to 0.1	0.233	0.053	
Depersonalization	210	0.7 (0.7)	171	0.9 (0.9)	-0.1	-0.1	-0.2 to 0.1	0.287	0.102	
Personal Accomplishment	210	1.0 (0.7)	171	1.1 (0.8)	-0.1	-0.1	-0.3 to -0.01	0.042	0.000	
Self-efficacy Questionnaire (TSES)										
Student Engagement subscale	204	7.0 (1.1)	162	6.8 (1.1)	0.2	0.2	-0.02 to 0.4	0.073	0.141	
Instructional Practice subscale	204	7.5 (0.8)	162	7.5 (1.0)	0.03	0.05	-0.1 to 0.2	0.556	0.098	
Classroom Management subscale	204	7.8 (0.8)	162	7.6 (0.9)	0.2	0.1	-0.04 to 0.3	0.132	0.055	
Mindfulness (FFMQ-SF)	205	85.4 (12.8)	162	86.1 (13.9)	-0.6	0.5	-1.8 to 2.7	0.689	0.036	
Mindfulness in Teaching (MTS)										
Interpersonal	208	20.8 (2.7)	168	20.9 (2.4)	-0.1	-0.1	-0.5 to 0.4	0.731	0.000	
Intrapersonal	208	32.1 (5.0)	168	33.4 (5.6)	-1.4	-0.7	-1.7 to 0.2	0.132	0.123	
Perceived Stress (PSS)	207	15.3 (6.9)	165	15.9 (7.4)	-0.6	-0.8	-2.1 to 0.4	0.193	0.057	
Depression (PHQ-9)	206	4.7 (4.1)	164	5.0 (4.2)	-0.4	-0.2	-1.0 to 0.6	0.624	0.039	
Anxiety (GAD7)	206	4.2 (3.9)	163	4.3 (4.1)	-0.1	-0.03	-0.8 to 0.7	0.947	0.024	

School ecology/climate (SCCS)

School Leadership and Involvement	211	3.9 (0.7)	171	3.8 (0.7)	0.1	0.1	-0.1 to 0.3	0.282	0.298
Staff Attitudes	211	4.1 (0.6)	171	4.1 (0.5)	0.04	0.08	-0.04 to 0.2	0.199	0.293
Respectful Climate	211	3.9 (0.5)	171	3.7 (0.6)	0.1	0.1	0.01 to 0.3	0.035	0.267

^a Intra-cluster (intra-school) correlation coefficients (ICCs) from crude (unadjusted) analyses.

References

1. Department of Education. Personal, social, health and economic (PSHE) education: A mapping study of the prevalent models of delivery and their effectiveness. London; 2010. Contract No.: DFE-RR080.
2. Kuyken W, Nuthall E, Byford S et al. The effectiveness and cost-effectiveness of a mindfulness training programme in schools compared with normal school provision (MYRIAD): study protocol for a randomised controlled trial. *Trials*. 2017;18(1):194.
3. Montero-Marin J, Nuthall E, Byford S et al. Update to the effectiveness and cost-effectiveness of a mindfulness training programme in schools compared with normal school provision (MYRIAD): study protocol for a randomised controlled trial. *Trials*. 2021;22(1):254.
4. Juneau AK. School climate and connectedness survey [measurement instrument]. Association of Alaska School Boards; 2015.
5. Maslach C, Jackson SE, Leiter MP. Maslach burnout inventory manual, third edition. Palo Alto, California: Press CP 1996.
6. Byrne, B.M. The Maslach Burnout Inventory: Testing for factorial validity and invariance across elementary, intermediate, and secondary teachers. *Journal of Occupational and Organizational Psychology* 1993;66:197-212.
7. Kokkinos, CM. Factor Structure and Psychometric Properties of the Maslach Burnout Inventory-Educators Survey among Elementary and Secondary School Teachers in Cyprus. *Stress and Health* 2006;22,25-33.
8. Frank JL, Jennings PA, Greenberg MT. Validation of the Mindfulness in Teaching Scale. *Mindfulness* 2016;7:155-63.
9. Cohen S, Kamarck T, Mermelstein R. A Global Measure of Perceived Stress. *Journal of Health and Social Behavior* 1983;24:385-96.
10. Kroenke K, Spitzer RL. The PHQ-9: A new depression diagnostic and severity measure. *Psychiatric Annals* 2002;32(9):509–515.
11. Kroenke K, Spitzer RL, Williams JB. The PHQ-9: validity of a brief depression severity measure. *J Gen Intern Med* 2001;16:606-13.
12. Spitzer RL, Kroenke K, Williams JBW, et al. A brief measure for assessing generalized anxiety disorder - The GAD-7. *Arch Intern Med* 2006;166:1092-7.
13. Löwe B, Decker O, Müller S, et al. Validation and standardization of the generalized anxiety disorder screener (GAD-7) in the general population. *Med Care* 2008;46:266–274.
14. Bohlmeijer E, ten Klooster PM, Fledderus M, et al. Psychometric properties of the five facet mindfulness questionnaire in depressed adults and development of a short form. *Assessment* 2011;18(3):308-20.
15. Baer RA, Smith GT, Hopkins J, et al. (2006). Using self-report assessment methods to explore facets of mindfulness. *Assessment* 2006;13:27-45.
16. Baer RA, Smith GT, Lykins E, et al. (2008). Construct validity of the five-facet mindfulness questionnaire in meditating and non-meditating samples. *Assessment* 2008;15:329–342.
17. Tschannen-Moran M, Woolfolk HA. Teacher efficacy: Capturing an elusive construct. *Teach Teach Educ* 2001;17:783-805.
18. Fives HR, Buehl MM. Examining the Factor Structure of the Teachers' Sense of Efficacy Scale, *The Journal of Experimental Education* 2009;78:118-134.
19. Department of Education. Schools, pupils and their characteristics: January 2020 London, UK2020 [Available from: <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2020>].