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**The Mindfulness in Schools Implementation Framework: A qualitative process evaluation
of a whole schools mindfulness intervention in Cumbria (UK)**

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Background: Schools UK need whole-school, evidence-based and sustainable well-being interventions. However, implementation challenges many such interventions. The effectiveness of mindfulness in schools may be improved by integration with knowledge from implementation science.

Aims: We present findings-to-date about (i) UK schools' engagement with a whole school mindfulness offer coupled with an implementation framework for social and emotional learning (SEL) interventions, and (ii) the ways in which schools use and modify the framework locally.

Method: From the Cumbria Headstart Mindfulness in Schools Project, a subset of schools (to date, n=5) have been recruited for a longitudinal interview study (6-8 months apart) exploring staff engagement with the mindfulness offer and implementation framework. We report findings from time 1 where teachers have undergone MBSR and introducing mindfulness to pupils.

Results: Identified to date is (i) diversity in school motivation, readiness and leadership and the impact of these on engagement; (ii) the importance of the initial approach to schools; (iii) how staff experience of mindfulness shapes engagement; and (iv) the impact of concurrent interventions. Head teacher commitment appears associated with good use of the implementation framework.

Discussion: The Cumbria project offers a unique opportunity to learn about contexts which facilitate or prohibit effective integration of mindfulness into school communities.

Conclusions: Although diversity across schools pose challenges for engagement, and the use of a universal implementation framework, there is merit in developing frameworks which can be locally interpreted and applied.