

Supplementary Materials

TextS1: Interview guide

How are parents and children coping with the school closures?

Broad Objectives (15 mins)

1. To gain insight into the home environment of the children

- (TURN ON RECORDER) Hello, is this xxx? My name is xxx, thank you for agreeing to take part in this interview where we will be discussing how parents and children are coping with the school closures because of the coronavirus pandemic.
 - This interview is being recorded this is to help keep the accuracy of what is discussed but I will remind you that what you say will be anonymised in our reporting and kept confidential
 - You also have the right to withdraw from this interview.
 - The purpose of this interview is for me to understand your experiences and therefore please don't be concerned with the right or wrong answer but for you to provide details on your individual experience. Please also share any information that you feel may be relevant to the topic, but I may not have asked.
 - Are there any questions that you have about the information sheet? Or before we start?
 - *OK, thank you before we start can I clarify an item on the screener, you mentioned xxx although xxx*
- ☐ So, you have a xxx year old and xxx, is that correct? Would you mind telling me a bit about your children? And what do they like doing? (IF PAUSE) What are their hobbies? OR what was the last film you all watched together?
- ☐ Would you be able describe your children's activities on a usual weekday and weekend before the schools closed?
- ☐ And what does a weekday and weekend look like now?
- ☐ Does it seem different to how they would spend the school summer holidays?
- ☐ *You mentioned in the screener that you had the option for your children to continue to attend school as you are a key worker. Are you able to explain what was important to you in deciding to keep your children at home?*

Guidance (50 mins)

- 1. To understand how the government advice is being followed**
- 2. To learn children's interactions outside the home**
- 3. Identify the challenges, benefits and coping in the current situation**

- ☐ Thank you for letting me know a bit about your family. We are now going to move onto the next section of the interview about managing during the school closures.
- ☐ Have you been able to stay at home? How have you found it? *Only go outside for food, health reasons or work (but only if you cannot work from home)*

- ➔ Where have you gone? How often?
- ➔ Were your children with you?
- ☐ Would you say your children have been able to social distance when outside? *2 meters (6ft) away from other people*
- ☐ How have your children's social interactions changed?
- ☐ Have you been able to keep your children from interacting with other people?
 - ➔ How have you managed this? Have there been any challenges?
 - ➔ **(IF NO)** Can you tell me who they have been interacting with and what they have been doing?
 - ➔ How often and how long?
- ☐ Are you aware of what a vulnerable person may be? *Aged 70 or older, or under 70 with an underlying health condition*
- ☐ Have your children been in contact with any vulnerable people?
- ☐ How have your children been preventing the spread of coronavirus inside and outside your home?
- ☐ How do you feel about your children being educated at home?
- ☐ How much education are your children receiving?
- ☐ Are you able to monitor their work?
- ☐ Have your children been exercising?
- ☐ Can you tell me what your children have found to be the most challenging about the school closures?
 - ➔ How have your children been adapting to those challenges?
- ☐ Have you noticed any changes in your children's mood or behaviour?
- ☐ Can you think of any aspect of your children's life that may have benefited from the current situation?
- ☐ Have your children been able to stick to the guidance on hand hygiene? *20 sec, soap, get home, cover mouth and nose with tissue or sleeve when cough or sneeze, used tissues in the bin and wash hands afterwards*
- ☐ How much do you feel your children understand about coronavirus?
- ☐ Has your child /ren had coronavirus or coronavirus symptoms? Either a *High temperature or new, continuous cough*
- (IF NO)** Would you find it difficult to cope if they did have to self-isolate? Or you? Would you be able to get the essentials that you need?
- ☐ Can you describe what happened?
- ☐ During that time, what were your main concerns?
- ☐ Does your child / ren have any existing mental or physical disabilities?
- ➔ Do you think their needs are being met?
- ☐ Have you considered taking your children to get medical attention...(GP or hospital)? What happened? *Did you take them? How would you feel if there was an accident and you had to take them?*
- ☐ Thinking about the social distancing changes or hygiene behaviours that we have discussed, what were the main reasons for making those changes?
- ☐ Have you changed the media content you view surrounding coronavirus? When and which?

☐ Other than what we have already discussed, is there a preventative measure that you would like make but you feel you are unable to?

Attitudes (25mins)

1. To understand the attitudes to the lock-down and school closures

2. To recognise future changes in behaviour

☐ Thank you for your responses to those questions. This is the last section of the interview which is a few questions on your views of the school closures.

☐ Can you think back to when you found out that schools were being closed, what were your initial thoughts on hearing the announcement?

☐ Do you still think those things?

☐ What do you feel about the lockdown measures that are currently in place?

☐ How long do you think the lockdown will last?

→ do you feel you will be able to last that long?

☐ Has this experience changed the way you think about your children being ill?

☐ Are there any changes in behaviour that your children have started to do since the lockdown, that you will try to continue to do once it has finished?

☐ What are your thoughts on a partial school re-opening?... *For example, specific children are allowed in school for specific days of the week or times of day.*

☐ Do you have any worries about sending your children back to school?

☐ Do you feel your children are experiencing a lot of difficulty with the schools being closed

→ Are you able to suggest why that might be?

Debrief

☐ That brings us to the end of the interview. Is there anything that you would like to add or clarify?

☐ How did you find the interview?

☐ Well thank you for your time, I have learnt a lot of valuable information especially in regard to xxx Angelfish will be in contact to organise your thank you incentive.

- Enjoy the rest of your day

TURN OFF RECORDER

TableS1: Interview guide

Table S1: Factors (n=40) that influenced behaviour change and supporting evidence

COM-B	Theoretical Domain	Factors influencing behaviour change (relevant NPI)	Supporting quote
Physical Capability	Physical Skills	<i>Building on skills families already had in place:</i> The skills required to adhere to the guidance were used in daily life. There were no physical challenges to families changing their behaviour to follow NPI 1-7. (NPI 1-7)	"I've always had hand-wash in the bathroom, my kids always wash their hands after using the toilet, they wash their hands after using activities, so hygiene's quite high in our house anyway for things like that. So just a little bit more." (P05)
	Knowledge	<i>Delivering clear guidance:</i> The guidance was clear. However, staying at home (NPI 1) was notably reported more often as being clear and the NPI families were predominately changing their behaviours to adhere to compared to the other guidance. Adherence to NPI 1 did vary between families. Families consistently reported exercising outside the home was only allowed once a day although the allowance of 'one form of exercise' varied where families were suggesting a specific length of time they were allowed to exercise outside. (NPI 1-7)	"I think the government, when they got the messaging around, 'Stay at home,' I think that's something they did get very right, very clear. And that sense of, 'Stay home and save lives,' certainly for us, has sunk in very clearly." (P27)
		<i>Delivering the guidance by a source the parent and child trusts:</i> Behaviour change was more likely when a trusted source delivered the guidance. (NPI 1-7)	"I mean I know a lot of people say, 'Oh, the government's getting it wrong' and all this, but who else are we gonna listen to? Absolutely nobody knows how to control this or how to help it, so the people that are gonna know are the government at the minute, 'cause they're doing all the research into it. So why not do what they're telling you?" (P09)
		<i>Parents are a second-hand source of information:</i> Parents pass their knowledge of the guidance to their children, correct misinformation and ensure their children's behaviour change is appropriate. (NPI 1-7)	"Because he's so little, we have tried to explain what's happening, we've said that there are germs and that we've got to keep our distance from people, that's why we can't see nanny and grandad at the minute." (P07)
			"Yeah, yeah, it's on the news every day and they've sort of caught a bit of the news, they might have put Google on and seen one of the headlines, or they might have heard me talking to one of my friends on the phone. So, every day I've said, 'Have you got any questions today about corona? Have you heard anything that you're thinking about and you want to talk about?'" (P17)
Psychological Capability	Cognitive and interpersonal skills	<i>Reminding family members to change their behaviours:</i> Parents and children would remind each other of the guidance, mainly reported for maintain physical distance (NPI 3) and handwashing (NPI 4). (NPI 1-7)	"Yeah. No, well sometimes if they are walking along and there is somebody coming up, I do say to them, like, 'Oh, come on, get into the side,' or whatever, just to remind them not to go close to them. But they are picking up when other p ... they obviously know anyway, because when other people aren't doing it, they've been picking up on that." (P23)
	Behaviour regulation	<i>Behaviour change becoming a habit:</i> Using behaviour regulation to facilitate behaviours becoming a habit and increasing adherence to all NPIs. (NPI 1-7)	"It's just more getting the kids, getting the kids more into that habit, so they're aware of it, they're aware of the Happy Birthday song and stuff. It's making them more conscious, 'cause I always think kids are always a little bit grimy like, 'cause sometimes I have to still remind

		them to wash their hands after they've been to the toilet, let alone coronavirus, so it's made them more aware of hygiene and how stuff's passed on, which is good." (P04)
	<i>Changing shopping habits:</i> Parents were actively changing their shopping behaviours to reduce time spent outside. (NPI 1)	"I sort of think, like, 'Where was I going before?' So yeah, I think ... I don't think it's necessary to be always popping to the shops all the time. And I think that ... I'm thinking it can make you slightly more sensible with your shopping, and make sure that you actually eat the food that you buy, because you don't know when you're gonna get the next lot." (P23)
	<i>Avoiding areas perceived to be highly populated:</i> Parents were avoiding places perceived to be highly populated, that increasing adherence to maintaining physical distance (NPI 3). For example, avoiding parks known to be popular and shops during busy times. (NPI 3)	"There is a field, next to which, wherever we're going on our scooter, bike or walking past and we see a handful of people still in there, playing football or badminton. Then there's lots of dog walkers that go, probably there as well. So, we tend not to go there too much, because our children are too young to be playing ball games really. And it's still quite popular in terms of the number of people that go there. So, we'll try and go for walks somewhere quieter, just to avoid ... keep our physical distance from people." (P20)
Environmental context and resources	<i>Places being closed:</i> Parks and non-essential shops being closed increased adherence to stay-at-home (NPI 1) and maintain physical distance (NPI 3). (NPI 1 & 3)	"But obviously we're not - the kids have found it quite hard with no playground and no soft-plays and no swimming pools, 'cause Charlie, my son, we walked past the park today and he was like, 'But the gates still open, so someone's been in there, and there's no locks on it!' 'cause obviously we can't go into the parks 'cause they're locked. So he's been really good not asking to go all the time, but he took a little while to be like, 'But why can't I go?'" (P09)
	<i>Visual changes in the environment:</i> Signs that displayed the guidance increased behaviour change and the unique environment increased families to stay-at-home (NPI 1) and when outside maintain physical distance (NPI 3). (NPI 1-7)	"So, if she gets this virus, then ... you know, so I've explained this to him, and he does understand. So, when we drove up there to go to Sainsbury's, 'cause Nana lives near Sainsbury's, he looked over the field where all his friends normally play. And he looked to see if anyone was there and he realised that nobody was there. It was quiet. So I took him for another drive, when we went out again for another shop, later on that week...And I drove up there again and he had another look. And I said, 'Do you believe me now?' And he said, 'Yeah'." (P11)
	<i>Nice weather:</i> Parents were less likely to stay-at-home (NPI 1) when the weather was nice, decreasing adherence to NPI 3. (NPI 1 & 3)	"No, I think that it's ... where we are, the people are moving out of the way and a bit conscious of not crossing the road, or staying back. But then with weather like this, no matter what time you go walking, it's busy." (P01)
	<i>Meeting people in the street:</i> When outside the home adherence was decreased for meeting others (NPI 2) and maintain physical distance (NPI 3) due to meeting non-household members. (NPI 2 & 3)	"So, there's always something ... there's always somewhere different we can go. And we might see someone that we know as well, while we're out, that we can say, 'Hello,' to, whatever, obviously from a safe distance." (P23)
	<i>Home location:</i> Families who lived in rural locations reported they were able to maintain physical distance (NPI 3) compared to families in cities and suburbs. This perception decreased families' adherence to stay-at-home (NPI 1). (NPI 1 & 3)	"But yeah, I mean OK, we're quite fortunate where we live in that it's a town rather than a city and we're literally countryside at the end of the road. We can walk to the end of our road and then we can be in fields and little villages. So, it's quite easy to plan an hour's circular walk, which is quite nice and then often they just want to go up to the playing field and hoof the ball about." (P27)
		"But where we live is quite popular with families so there are loads of kids that are at home, so I can understand it, families are going out together, but you're trying to social distance in an area where we don't live down a country lane, we don't have fields to walk through or

Social Opportunity	Social influences		woods or whatever, you're walking on pavements in areas where there are other people also all doing their walk.” (P06)
		Having a garden: When families had access to a garden, they were more likely to adhere to NPI 1. (NPI 1)	“And obviously they’ve got the garden. I mean they’re running around in the garden for a large part of the day anyway. And we are quite fortunate in that we have quite a fairly sized garden as well. So, I think they’ve got ... enough space to keep ... the boys certainly.” (P08)
		Physical barriers: Garden fences and walls were used as a physical barrier, increasing adherence to maintain physical distance. Parents created barriers for their children when there were not any visible (NPI 3). Children were putting their hands in their pockets which increased adherence to avoid touching the face (NPI 5). (NPI 3 & 5)	“In the garden yes, so they go out and play in the garden. ‘cause we have quite a big back garden anyway and it’s all fenced around, so it’s not connected to the neighbours or anything that way.” (P14)
		Technology: Using technology to communicate with friends and family increased adherence to not meeting others (NPI 2) and stay-at-home (NPI 1). (NPI 1 & 2)	“But R*** ... he just wants to go and hug everyone. He’s like a puppy, you know ... so, explaining to him that he has to stay ... he doesn’t understand that, he gets quite frustrated and angry. So I now have to just make sure that he’s in a sealed room before the front door is opened, ‘cause he’ll just gallop out and want to hug people.” (P08)
			“Oh, he’s still online all the time. Just that basically none of his friends come round to see him and he doesn’t go out because I’m not keen to let him to go out.” (P28)
			“We’re getting regular weekly online shop deliveries, which is fantastic. We’ve still got access to all the people that we want to speak to, all of our families, we can speak to anyone whenever we want, we’re in contact with people. We can still get stuff delivered, ordered through Amazon, whatever it is.” (P25)
		Low financial resources: Families with low financial resource left the home (NPI 1) and met others (NPI 2) more often than families with more financial resource. (NPI 1 & 2)	“And then when I need something, he pops to the shops for me and stuff, because we have no money.” (P30)
			“I won’t be able to afford to buy a car until at least August. So, I’m kind of stuck having to use that car and seeing my grandmother. I mean I basically fumigate the car before I get in it. But I’m kind of ... I don’t really have much choice in that. It’s what I do, I need to have that car.” (P08)
		A lack of childcare: Families with limited childcare options were more likely to meet others (NPI 2) for help with childcare and leave the home more often than families with childcare or when children can be left unsupervised (NPI 1). (NPI 1 & 2)	“So for example like today, as naughty as it is, but my sister is a single mum so she got paid today and she’s messaged me, well she phoned me up and said, ‘I’m going to a supermarket at half-seven, can I leave E*** for an hour, whizz round ... ‘ ‘cause he’s six, it’s just not the done thing, and he’s very boisterous, very active, very hyperactive, so she’d take him to a shop but a for a big shop she’s like there’s just no way.” (P04)
		Organisations adapting: Families’ adherence was dependant on organisations putting in place procedures that enabled them to adhere. For example, ensuring guidance is in place to ensure parents can maintain physical distance (NPI 3) and hygiene facilities are accessible (including cleaning products) (NPI 4) in shops and workplaces. (NPI 1, 3, 4 & 7)	“Lidl, so I have to go to Lidl. And the aisles aren't wide enough for two people to be two metres apart, if you're at one side of the aisle to the other.” (P24)
	“But yeah, it’s been hard. I think also being a large family as well, I’ve found the food restrictions very stressful, you know, when you’re only allowed three tins of beans, and normally I’d get through eight tins of beans a week or two loaves of bread per shop, again, a loaf of bread in this house would last a day.” (P18)		
	“I’m not sure I will be doing social distancing, but I will continue to washing my hands. That is good practice anyway. Without corona, there is bacteria. So actually washing hands is really good and one of the things that I have taken away from this experience. But obviously the social distancing will have to go, I have no use to running away from people when I see people <laughs>.” (P03)		

<p><i>Social approval from others:</i> Continual adherence was more likely when parents received social approval from others. (NPI 1 – 4, 6 & 7)</p>	<p>“Obviously the handwashing was recommended. I think two weeks ago I just suddenly said, ‘Oh, you know what? I think we should do some cleaning.’ So we went to the supermarket and bought these disinfectants and just started cleaning the handles of the door, cleaning the place. It’s just something that popped to my head. It’s not something I really talked about. But obviously since I did it – it’s quite interesting, I noticed that when I was doing it, when I opened the back door in my apartment, I saw the other neighbour, the other apartment, doing it...I noticed, and oh my god, look at this person doing it, I was like OK, it’s as if we were thinking along the same lines. So imagine that now made me thought that ah, I’m sure that other people are also doing this as well.” (P03)</p>
<p><i>Group conformity of behaviours:</i> Parents regularly discussed the guidance in their social circles (e.g., friends and family) and as a result group behaviours were formed. Parents changed their behaviour (increasing or decreasing adherence) to the group behaviour that was agreed between social circles. When agreement was not made between individuals in a social circle, parents did not change their behaviour. (NPI 1-7)</p>	<p>“My wife, to be honest, even my wife when we go for a walk, she even insists, she says you shouldn’t do that because you never know. ‘cause she’s more strict than I am. But you know .. but that’s good in a sense. If you’re someone who ... you need somebody to sometimes, you know you think it’s OK to go out, let’s do this ... she says no, full stop. So that’s good.” (P14)</p>
<p><i>Authority relations:</i> Families’ adherence increased when the guidance was delivered from someone, they perceived to have authority (e.g., Government). (NPI 1-7)</p>	<p>“They’ve got the Prime Minster in the TV telling us all, ‘This is serious. You have to stay in.’ They’re witnessing that from him or whoever’s saying it. It’s not just me mum going ‘Oh, you can’t go out ‘cause something might happen’ and them thinking, ‘Oh god, she’s being dramatic.’ They’re watching someone official, on the television, broadcasting this. So it’s almost like you’ve got, ‘Help us out here and tell them!’ It’s almost that kind of thing. So I think that helps in my ... I won’t even say in the fight to keep ‘em in, but that just helps it make it a bit easier.” (P05)</p>
<p><i>Work power-relations:</i> Parents adherence increased or decreased depending on their employer’s guidance. (NPI1, 3, 4 & 6)</p>	<p>“Yeah, because they’re classed as, they’re not classed as essential but they’ve been staying open. But what he’s [partner] asked to do now, he’s been doing that the first couple of weeks, he went into work Monday, Tuesday, Wednesday and was actually working from there. He’d asked if he could work from home and they said it was a bit difficult, because he works on machinery and stuff like that. But he doesn’t really feel, he’s not a key worker, they’ve just got the factory was still staying open.” (P16)</p> <p>“I feel that staff should be sent home to ... if ... maybe prioritise, like, ‘Are you a carer for someone that’s elderly?’ Level two, ‘Are you a parent of children who live with you?’ We do have staff who don’t have children and I don’t wanna be horrible, but I feel that it puts less people at risk by going to work, for them. I’m putting family at risk by going to work. And if we had the option to not go work from this moment, I would certainly take that ‘cause ... to ... it’s enhanced safety of my own children and my own family.” (P20)</p>
<p><i>Significant life events:</i> Families’ adherence decreased for stay-at-home (NPI 1), meeting others (NPI 2), and maintaining physical distance (NPI 3) due to families celebrating significant life events (e.g., birthdays and funerals). (NPI 1-3)</p>	<p>“She can’t do that but she came yesterday to drop off my daughter’s cards and money, [birthday] and she had to just throw the cards in the house. And she brought her puppy up, so it was like, ‘Well you stand over, and the dog can’t get anything, just let me stroke your dog’ so ... and then she just had to go.” (P05)</p>

	<p><i>Social network nearby:</i> Families' adherence decreased for stay-at-home (NPI 1), meeting others (NPI 2), and maintaining physical distance (NPI 3) when families had social networks living nearby. (NPI 1-3)</p>	<p>"Lilly I think, obviously she wants to go out. I mean, we went on a two-hour walk yesterday, which was a bit naughty. But we had to go to drop something off to my Dad's, who hasn't been able to get out. So ... he chats for England, so we were stuck there for ages. So that wasn't really walking <laughs>." (P08)</p>
	<p><i>Searching for social interaction:</i> Families appeared to crave in-person interaction, decreasing adherence to meeting others (NPI 2) and maintain physical distancing (NPI 3). (NPI 2 & 3)</p>	<p>"So, yeah he is aware of why he can't see his nana and why he can't see his friends. And why, when we do clap for the NHS, we normally stand at the door but then last Thursday I said, 'Oh Asher, I do miss people.' So we walked up to the gate and we could see all the neighbours at their gates. And we were waving and ... he looks forward to that. I think he uses the clapping on a Thursday night as his little, 'Oh, I'm doing something, yay!'" (P11)</p>
	<p><i>Volunteering:</i> Families' adherence decreased for stay-at-home (NPI 1), meeting others (NPI 2), and maintaining physical distance (NPI 3) when families volunteered outside their household. (NPI 1-3)</p>	<p>So, they took all the right precautions and all the things. My parents are self-isolating, my parents-in-law are self-isolating, as well. So, we're limiting contact, we're doing some ... my husband's doing some shopping for his dad. My parents live a bit too far away, but we've got other people are covering them and they're getting some deliveries now as well, although they've struggled with getting delivery slots. But they've got people around them who are helping and supporting. In the same way, I'm ... the lady who I helped out with her anniversary, she has got children, but one lives in London and one lives up north somewhere. And she said, 'They're feeling bad that they can't help out,' and I said, 'Well, I'm helping you, somebody else is helping my parents.' That's the way it goes. As long as everybody's helping somebody, everybody gets looked after and there's no need to feel bad or guilty about any of it, it's just how it is. (P24)</p>
	<p><i>Shopping for family, friends, and neighbours:</i> Families' adherence decreased for stay-at-home (NPI 1), meeting others (NPI 2), and maintaining physical distance (NPI 3) when families shopped for people outside their household. (NPI 1-3)</p>	<p>"No, no, I spoke to my dad and I was like ... Well, what I've been doing with my parents, because they're older, I've been going over once every two weeks to do a shop for them as well, so I've sort of seen them, which is what I'd do anyway, I'd go over once every two weeks, so I don't feel like I'm missing the contact." (P17)</p>
	<p>Beliefs about capabilities</p>	
	<p><i>Lack of control:</i> Adherence was more likely when parents felt in control of their adherence. Parents felt more in control of adhering to stay-at-home (NPI 1) than maintaining physical distance (NPI 3). (NPI 1-7)</p>	<p>"'cause children, even at the age of ten, struggle to grasp the concept of social distancing and I think there are a lot of people out there who out in the main world don't seem to grasp the concept of social distancing. Because we've been out and walking along and if we're walking and someone's approaching us from the opposite direction on the path, I'll make the children stop and stand as far across as we can. Some people just don't get it. They'll just walk straight up to you and you're like, 'Just no closer! I don't know what you've got. You don't know that we might not have something.'" (P26)</p>
	<p><i>Self-efficacy:</i> Parents were more likely to change their behaviour when they believed they could adhere to the guidance (i.e., when parents had self-efficacy in their ability to adhere). (NPI 1-7)</p>	<p>"I don't think so. To be perfectly honest with you, we as a household have always ranked cleanliness quite high, the children have always, from a young age, learnt how to wash their hands properly. I, although I've only been within the NHS for a year as an employee, I've grown up in a household where my family are all NHS workers, so it was impressed upon me at a young age how to wash my hands properly. So that's something I've just automatically passed down to my children." (P26)</p>
	<p><i>Self-confidence:</i> Parents were more likely to change their behaviour when confident the behaviour was adherent. (NPI 1-7)</p>	<p>"But, overall, we've taken the view that you follow the advice and that's what we've tried to do." (P21)</p>

Automatic motivation	Optimism	Family's circumstances: Adherence increased when families felt optimistic about their circumstances (e.g., resources and abilities). (NPI 1-7)	"Yeah, it'll continue. It'll be nightmare, but ... people have done worse, haven't they? People deal with worse on a daily basis. We've got electric, we've got heating, we've got food in the fridge. There's not that much to moan about, really." (P15)
		Everyone needs to work together: Adherence increased when families perceived the nation were adhering to the guidance. (NPI 1-7)	"But yeah, people have decided to take ... 'cause they've realised now that it's serious basically, and we need to work together." (P14)
		A shared goal: Adherence increased when families had a goal that was shared by others. (NPI 1-7)	"So the feeling is, especially for ourselves, is that we want to get back some form of normality. That's the view that our neighbours share as well. So in order to be able to do that, we need to just carry on doing what we've been asked to do, which is obviously as little as possible." P25)
	Beliefs about consequences	Health consequences: Adherence increased when families believed there would be health consequences resulting from non-adherence. (NPI 1-7)	"So, they're hearing stuff. And as things are getting worse as well, there's people who I know who have been in intensive care or people have died. So, they're overhearing these conversations, so I don't know whether it's that that's making sort of, where they think, actually we should take this to the nth degree, sort of thing, 'We're staying indoors.'" (P06)
		Uncertainty of the health implications: Adherence increased when families were uncertain of the health implications resulting from non-adherence. (NPI 1-7)	"I think probably we're pretty conscientious as a family. I think we tend to like to think that we do the right thing, by ourselves and by anyone, and we want to protect our own health. We've got young children and although obviously science has shown that children aren't as susceptible to attracting the virus, or at least getting into serious health complications through the virus, I think we just don't want anyone to be put in that position. My wife and I are both relatively young and we're both healthy people, and we look after ourselves and for me ... I mean in layman's terms I wouldn't be ... kind of scared to be subject to the virus, but then you don't know how you're gonna react to it. So there is that fear that although you may be young and fit and healthy, I don't know how I would cope with it." (P25)
		Perceptions changed over time: Beliefs about the health consequences resulting from non-adherence appeared to change over time. (NPI 1-3)	"Yeah and we didn't know ... obviously, it's very serious and it is very serious now, with all the people getting ill and sadly passing away. But, to start with, I thought, 'Oh, do you know what, this might end up being like the swine flu or,' but it's obviously on a far different scale now." (P25)
	Reinforcement	Legally enforced: Adherence was more likely for families who adhered to other laws. (NPI 1-7)	"..you stick with it; you stick with it because it's, one, it's a legality, legally we have to do it, and I'm a law-abiding citizen." (P05)
		Parental discipline: Behaviour change was more likely for children who adhered to their parent's guidance. (NPI 1-7)	"I would say that's probably fairly similar and we keep them ... because they're so little, we keep them in check anyway. They're not road safe, they're not road savvy, they do have to be hauled back even not in lockdown, COVID, situation. So I think the way that we deal with that is effectively the same, but if they're not compliant then they need to be reminded of how important it is, then we will talk to them about it in terms of safety, hygiene and the virus, rather than perhaps road safety or just general safety. I think the added ... driving force for us to reassure them that there's good reasons why they have to be safe is because of the virus. It might seem ... it's not used in a threatening way. I think it's just used in quite a ... perhaps a bit of a brutal reminder for them, but ... the reason why you can't run off ahead, the reason why we're asking you to stay to one side and to come back, almost ... like you would heal a dog <chuckles>..." (P25)

