Reviewer’s report

Title: The sustainability of public health interventions in schools: a systematic review

Version: 1 Date: 22 Aug 2019

Reviewer: Julie Reed

Reviewer's report:

Thank you for the opportunity to review this well-written paper.

The authors tackle an interesting topic in looking at factors effecting the sustainment of school-based health interventions.

Overall the paper is well structured with a clear narrative and logical presentation of a rigorous methodological approach.

The authors appear to have responded well to the suggestions from the previous reviewers to include evidence of effectiveness as part of their assessment and discussion.

I believe this manuscript is now suitable for publication.

I would like to make a couple of suggestions that I think will further improve the paper and its relation to the wider literature.

1) The research question posed by the authors related to the barriers and facilitators of sustainment. I think the authors actually address more than this, and also consider the evidence of sustainment of school-based health interventions (e.g. what evidence exists, what quality is it, what does this evidence reveal about the success of sustainment). the research question could be expanded to include this element of the study.

2) The authors suggest that the barriers and facilitators to sustainment in schools may be different to those in health-care settings. This is an interesting point for consideration. However they do not return to this in the discussion. I think the paper would be strengthened by consideration of how sustainment in schools might differ to sustainment in healthcare - or to what extent issues are similar (e.g. turnover of staff).

To support a comparison it may be helpful to cross-reference to Lennox et al review of sustainability models and their consolidated framework fro sustainability constructs in healthcare. [already referenced as #23 in the manuscript]. This could also help frame practical considerations e.g. as to whether existing sustainability models/tools are likely to be of use in school settings or whether their requirements differ substantially.

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