

## Handout 6 – Facilitator Review, Inclusion Check and Anonymous Group Pulse

For the facilitator.

Do not collect private Reward Banks or logs.

Use group-level information to improve access to healthy enjoyment, celebration and recovery.

### Before delivery – check

- ☐ I understand that basic needs and reasonable accommodations must not be treated as rewards students have to earn.
- ☐ My examples include no-cost, low-space, quiet, active, social, solitary, creative and non-digital options.
- ☐ I will not use weight, dieting, food restriction, compensatory exercise, alcohol/nicotine/drugs, gambling, risky challenges or unsafe spending as examples of “reward”.
- ☐ I will not collect or publicly discuss students’ food, spending, gaming or screen-use patterns.
- ☐ Students can pass, use fictional examples, or choose a private format without explanation.
- ☐ I am ready to address persistent low mood, loss of pleasure, compulsive behaviour or serious distress through the school support/referral route rather than the worksheet.

### Anonymous group pulse – collect totals only

| Statement                                                                                                      | Yes | Not sure | Not yet |
|----------------------------------------------------------------------------------------------------------------|-----|----------|---------|
| I can name several rewards that do not depend on money or buying something.                                    |     |          |         |
| I can use the REWARD Check to decide whether a reward fits me and the situation.                               |     |          |         |
| I know that food, water, sleep, safety, support and other basic needs should not have to be earned as rewards. |     |          |         |

### After one week – whole-school learning

- ☐ Which reward categories were most/least accessible to students?
- ☐ Which barriers appeared repeatedly: cost, time, workload, transport, disability access, lack of quiet space, lack of creative/play opportunities, device restrictions, family responsibilities, or something else?
- ☐ Can one barrier be changed by the classroom teacher? Which requires school management or the WELL<sup>3</sup> working group?
- ☐ Record only group-level findings in the WELL<sup>3</sup> Logbook: method delivered; adaptations; anonymous pulse; access barriers; agreed school response; review date.

### Support threshold

*If a student describes persistent inability to enjoy previously pleasurable activities, severe distress, compulsive gambling/spending/gaming, substance use, eating-related harm, self-harm/suicide risk or another serious safety concern, stop treating it as a “reward choice” problem and follow the school safeguarding/pastoral/health-support route.*