

Handout 6 – Facilitator Review, Safeguarding and Anonymous Group Pulse

For the facilitator.

Do not collect or evaluate personal decision worksheets.

Use only group-level information to improve teaching and school conditions.

Before delivery – check

- ☐ I know the school’s safeguarding, emergency, anti-bullying, digital-safety, academic-integrity and pastoral routes.
- ☐ The scenarios are fictional and do not mirror a known current incident or identify a student.
- ☐ I will not ask students to disclose sexual, criminal, self-harm, abuse, violence, family or health decisions publicly.
- ☐ I will explicitly state that victims are not responsible for another person’s bullying, abuse, discrimination or coercion.
- ☐ Students can use writing, symbols, drawing, assistive technology or a fictional scenario instead of personal disclosure.
- ☐ I will separate likelihood from seriousness and avoid fear-based worst-case storytelling.

Anonymous group pulse – collect totals only

Statement	Yes	Not sure	Not yet
I can identify at least two options before a non-urgent decision.			
I can use at least one Consequence Lens question to think ahead.			
I know when to pause, ask for more information or involve a trusted adult.			

After one week – whole-school learning

- ☐ Which lens or pause phrase did students find easiest to use?
- ☐ What recurring barriers appeared: rushed transitions, unclear instructions, inconsistent rules, peer pressure, fear of asking for time, digital expectations, lack of private support, or something else?
- ☐ Can one barrier be changed by the classroom teacher? Which requires school management or the WELL³ working group?
- ☐ Record in the WELL³ Logbook at group level only: method delivered; adaptations; anonymous pulse; recurring barriers; agreed school response; review date.

Safeguarding threshold

If a student discloses immediate danger, abuse, exploitation, serious violence, self-harm/suicide risk, sexual safety concerns, serious criminal risk or a medical emergency, stop the educational exercise and follow the school’s safeguarding/emergency procedure.

Do not ask the student to “map the consequences” of being harmed or to solve the situation alone.