

Handout 6 – Facilitator Review, Safeguarding and Anonymous Group Pulse

For the facilitator.

Do not collect private dashboards or logs.

Use group-level information to improve conditions and to identify when additional support is needed.

Before delivery – check

- ☐ I know the school's safeguarding, pastoral and health-support routes and how to explain them simply.
- ☐ All suggested actions are permitted, safe and accessible in this school.
- ☐ The examples do not assume money, private space, specific family support, sport ability, unrestricted phone use or a particular diet.
- ☐ Students can opt out of body-focused, breathing, mindfulness or personal-reflection activities and use alternatives.
- ☐ I will not ask for public disclosure of sleep, eating, diagnoses, medication, trauma or family circumstances.
- ☐ I am prepared to distinguish an individual skill gap from a recurring school/environment barrier.

Anonymous group pulse – collect totals only

Statement	Yes	Not sure	Not yet
I can notice at least one sign that I may need something.			
I have more than one safe self-care option and can choose between them.			
I know when I need adult/professional support rather than only a self-care action.			

After one week – whole-school learning

- ☐ Which actions were easy for students to use within school rules?
- ☐ Which barriers appeared repeatedly: noise, workload, lack of breaks, unclear instructions, lack of privacy, access to water, fear of asking, inaccessible spaces/materials, or something else?
- ☐ Can one barrier be changed by the classroom teacher? Which requires school management or the WELL³ working group?
- ☐ What should be recorded in the WELL³ Logbook at group level: method delivered; adaptations; recurring barriers; school action agreed; date for review. Do not record private student content.

When self-care is not enough

Follow school safeguarding/referral procedures when a student reports or shows persistent or severe distress, significant impairment, risk of harm, unsafe behaviour, abuse, serious health concerns, or when the student asks for professional help.

A self-care worksheet must never delay appropriate support.