

Handout 6 – Facilitator Safeguarding, Inclusion and Review Guide

A. Before the session

☐	I reviewed group-level Sensor results only.
☐	I confirmed safeguarding, child-protection, anti-bullying, medical-emergency and data-protection procedures.
☐	The School Support Directory is complete, verified, dated and localised.
☐	All named adults know the activity is taking place and are prepared to respond.
☐	I prepared a private route for students who need support during or after the lesson.
☐	Scenarios are fictional, age-appropriate, non-graphic and not based on current students.
☐	Students can pass, write, use symbols/assistive communication or work as observers.
☐	I know where to take a student for a private conversation and who will remain with the class.
☐	I will not collect named Support Compasses or ask students to reveal their network publicly.
☐	I have a plan to record group-level access barriers and school actions in the WELL ³ Logbook.

B. If a student discloses a serious or urgent concern

1. Stay calm and move away from public discussion. Thank the student for telling you.
2. Listen enough to understand the immediate safety need; do not conduct an investigation or ask repeated detailed questions.
3. Do not promise secrecy. Explain that safety information must be shared with the appropriate person and, where possible, tell the student what will happen next.
4. If there is immediate danger or a medical emergency, follow local emergency procedures and do not leave the student alone where this would increase risk.
5. Contact the designated safeguarding/child-protection or health lead immediately according to school procedure.
6. Record factual information only, using the required secure process. Do not place sensitive information in activity worksheets or shared files.
7. Follow up and ensure the student is connected to the next support step; do not assume that referral alone resolved the concern.

C. Suggested facilitator language

Situation	Possible wording
Student does not want to participate	"You may pass, use a fictional example, write privately or take an observer role. No explanation is required."
Student asks about secrecy	"I will respect your privacy. If I believe you or someone else may be unsafe, I need to involve the person whose role is to help. I will explain what I am doing."
Student minimises their need	"You do not have to wait until it becomes a crisis. We can look at a small next step."
First adult was unhelpful	"I am sorry that response did not help. You still deserve support. Let us use your backup route."
Friend carries a serious secret	"You can care about your friend without carrying this alone. We need a trusted adult to help keep them safe."
Real concern begins in the group	"Thank you for saying that. We will not explore it publicly. I will arrange a private conversation now."
Immediate risk	"I am glad you told me. I cannot keep this only between us because your safety matters. I will stay with you while we contact the right help."

D. Anonymous readiness pulse

[illegible]

Statement	0	1	2	3	4	5
I have a sentence I could use to ask for help.	○	○	○	○	○	○
I know what to do if the first person is unavailable or unhelpful.	○	○	○	○	○	○
I know how to get urgent help if someone is unsafe.	○	○	○	○	○	○

Use before the session, immediately after and at the two-week review.

Report only anonymous group patterns.

This is a readiness reflection, not a validated measure and not a risk-screening tool.

E. Two-week school-level review

Review question	Evidence / anonymous feedback	Action / responsible person / date
Can students identify a first route, backup and urgent route?		
Are support contacts current and available as described?		
Do adults respond by listening, explaining and following through?		
Are confidentiality limits understood and communicated consistently?		
Can students access support privately and in different communication modes?		
Are there barriers for disabled, multilingual or marginalised students?		
What happens when the usual trusted adult is involved in the problem?		

Review question	Evidence / anonymous feedback	Action / responsible person / date
Which relationship or system change is needed before the next review?		