

Mindfulness course appraisal

Name the course before you borrow the claim.

Boundary: This record supports a school decision. It is not a symptom screener, diagnosis, therapy manual or treatment plan. Clinical choices belong in a qualified care route.

1. Name the proposal

Course, version and provider	Age group and number of learners
Session length, number and setting	Proposed start and review dates
Classify the actual offer	
☐ Clinical MBCT	☐ Named child clinical adaptation
☐ School mindfulness course	☐ Brief non-clinical classroom routine

2. State the aim and group

What need or school problem is named?	Who is expected to take part, and why?
What result will be checked?	What would learners receive instead?

3. Match the research

☐ Same named course and version	☐ Same age and need
☐ Same type of leader and setting	☐ Same result and follow-up
☐ Fair other option or usual support	☐ Limits and unwanted effects reported
Best matching source, finding and limit	

4. Check skills and school rules

Provider training, skill and oversight	Named leads
	Course:
	Safeguarding:
	SEND/access:
☐ Safeguarding and urgent-help route	☐ Data purpose, access and retention
☐ Complaint and concern route	☐ Stop and referral rule

Choice, access and response

Record facts and learner voice. Do not probe private beliefs or diagnose.

5. Plan consent and access before the course

- ☐ Plain account of what will happen
- ☐ Eyes-open and external-focus options
- ☐ Speech and language access
- ☐ Physical health and pain needs
- ☐ No public reason needed to opt out
- ☐ True opt-out with an equal choice
- ☐ Movement and posture choices
- ☐ Sensory and body-signal access
- ☐ Culture, faith and language discussed
- ☐ No loss of lessons, rights or privacy

Learner and family view, including preferred equal choice

Agreed access changes

6. Factual learner response

Date, time, place and task	Staff present
What staff saw or heard	Learner's own words
Immediate choice or support offered	Effect on safety, access and learning

If risk or a disclosure arises: stop the task, offer an ordinary grounding or exit choice, check in privately within role, and follow the school's safeguarding and emergency steps. Do not use more mindfulness as a risk test.

7. Coordinate and decide

Teacher Access, facts, learner words and school route.	SENCO Barriers, changes and graduated approach.		
DSL or pastoral lead Risk, disclosure and safe follow-up.	Qualified health staff Clinical fit and care within their remit.		
Family or outside-service contact, consent and minimum facts shared			
☐ Continue	☐ Adapt	☐ Stop	☐ Refer
Reason and agreed action		Owner and review date	