

Wellbeing-practice evidence and equity audit

Review one real need and one defined practice. Record evidence from learners and the setting. This sheet is not a wellbeing score, diagnosis or substitute for safeguarding, SEND or clinical action.

Context and review point

Class, group or case reference:

Date:

People contributing:

Review date:

1. Need and starting evidence

What specific pattern is visible now? Use behaviour, participation, learner voice and setting evidence, not a label such as low positivity.

2. Construct and intended outcome

Is the focus belonging, help-seeking, meaning, engagement, emotion or another construct? What small change would count?

3. Defined practice and mechanism

What will adults and learners do, how often and for how long? Why should that action change the named outcome?

4. Evidence fit

Who was studied, in which setting, against what comparison and using which outcome? What transfer limit remains?

Protect choice, equity, safety and review

5. Access, SEND and communication

How can every learner take part?

Include speech, writing, symbols, sensory load, privacy, a right to pass and reasonable adjustments.

6. Equity and setting action

Which barriers need adult or system change?

Check relationships, discrimination, teaching access, workload, material need and whose values shape the activity.

7. Safety and response route

What follows distress or disclosure?

Name the safeguarding, pastoral, SEND or clinical route. Do not turn a concern into a positive reframing task.

8. Benefit, burden and harm

What evidence will be reviewed?

Record desired change, no change, non-participation, burden and adverse reaction. Include learner voice.

Review decision and stop rule

Keep and evidence:

Adapt access or delivery:

Change the setting:

Stop and act now:

Owner and next action:

Evidence to revisit:

Boundary: positive psychology does not replace subject teaching, reasonable adjustments, safeguarding, structural action or clinical care. A pleasant activity is not evidence of impact.