

Classroom audit: Wellbeing enablers

Tick and write your answers for easy reference and reflection.

The aim is not perfection, but guided reflection on your current practice- what to revise and what to keep doing well.

<p style="text-align: center;">Relationships and trust</p> <p><input type="checkbox"/> Students feel acknowledged and respected by my actions and words.</p> <p><input type="checkbox"/> Help can be offered and accepted.</p> <p><input type="checkbox"/> My adult presence is experienced as calm, fair, and reliable.</p>	<p style="text-align: center;">Predictability and structure</p> <p><input type="checkbox"/> Routines and expectations are clear.</p> <p><input type="checkbox"/> Students know what to do when they are unsure or dysregulated.</p> <p><input type="checkbox"/> Behaviour responses are consistent enough to feel predictable.</p>
<p style="text-align: center;">Voice and participation</p> <p><input type="checkbox"/> There are low-risk ways to ask questions.</p> <p><input type="checkbox"/> Mistakes are not treated as failure.</p> <p><input type="checkbox"/> Student feedback influences classroom experience in some meaningful way.</p>	<p style="text-align: center;">Inclusion and identity safety</p> <p><input type="checkbox"/> Differences are noticed without stigma.</p> <p><input type="checkbox"/> Adaptations can be offered respectfully.</p> <p><input type="checkbox"/> Students across cultures, identities, and learning needs are likely to feel they belong.</p>
<p style="text-align: center;">Response and repair</p> <p><input type="checkbox"/> Correction protects dignity wherever possible.</p> <p><input type="checkbox"/> There is a path back after conflict, absence, or shutdown.</p> <p><input type="checkbox"/> A difficult moment does not automatically become a relationship-ending moment.</p>	<p style="text-align: center;">Teacher wellbeing</p> <p><input type="checkbox"/> It is clear what sits within your role and what needs wider support.</p> <p><input type="checkbox"/> Escalation pathways are known.</p> <p><input type="checkbox"/> Your everyday approach is sustainable enough to be used consistently.</p>

<p style="text-align: center;">If the foundations feel thin</p> <p>Start with predictability, help-seeking, and non-shaming correction. Those areas often create the biggest immediate shift</p>	<p style="text-align: center;">If there is a workable base</p> <p>The next gains may sit in voice, inclusion, and making re-entry after difficulty easier and more visible.</p>	<p style="text-align: center;">If the classroom feels strong</p> <p>The next question is whether all students experience that safety similarly, or whether some groups still carry more uncertainty, exposure, or exclusion</p>
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What now?

For tomorrow: choose one routine or interaction that could become more predictable, calmer, or visibly respectful. For example, greeting each student in predictable ways at the commencement of class, giving a quieter correction, or reducing how many verbal instructions are given at once.

For this week: add one low-risk way to participate, one clearer pathway for repair, or one stronger cue for help-seeking. For example, allowing a student to respond privately instead of aloud, using a simple routine for resetting after conflict, or making it clearer how a student can ask for support without drawing attention to themselves.

For the longer term: notice where your classroom approach relies on energy you may not have every day. For example, ask yourself which strategies are still realistic when you are tired, under pressure, or managing multiple competing demands. Then consider what could be simplified, shared, or reshaped so support for students does not depend only on your energy.

Practical tips

- Tighten one routine before adding a new wellbeing activity.
- Normalise calm problem-solving when there's an issue so students can see it modelled.
- Redirect privately before correcting publicly where possible.
- Make re-entry visible and ordinary.
- Know your boundaries and referral pathways.
- Intentionally build some reflection time into your week to keep track of your own wellbeing.
- Model asking for support from colleagues or trusted people if you need it.
- Share information about the conditions for wellbeing with your colleagues so that the topics become part of everyday conversations.