



Western
Education

SUPPORTING EMOTIONAL & CULTURAL SAFETY

COMMUNICATE

initiate introductions

use TVIC language

learn about the student's
needs by asking

review signage and other
elements in the reception/
classroom to convey welcome
and belonging

RESPECT

take a non-judgmental
approach to foster trust

do not touch someone or
proceed with an action
without permission

understand and minimize
power imbalances during
interaction

maintain safe boundaries

VALIDATE

reframe trauma responses as
expected, not abnormal

emphasize strengths and
capacity for positive change

ensure that each person feels
accepted and deserving of
good care

PROVIDE CLEAR EXPECTATIONS

provide anticipatory
guidance on what the
students can expect

be clear about "what
happens next"

FACILITATE

engage in active system
navigation with the
student

use a process of warm
referrals