



## **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