

Handout 5 – Facilitator Boundary and Safeguarding Guide

This guide supports teachers and facilitators in distinguishing ordinary disagreement from situations that require stronger intervention.

Apply school policy and professional judgement; the examples are not a substitute for safeguarding procedures.

Level	Examples	Facilitator action	Suggested words
GREEN – dialogue can continue	Different preferences, interpretations or reasoned positions; uncertainty; respectful challenge; request for evidence.	Use LACE; ensure equitable turns; clarify facts; allow disagreement to remain.	"Check that you have understood, then explain your reason."
AMBER – pause and repair	Repeated interruption; sarcasm; dismissive tone; personal label; rising distress; unsupported generalisation; persistent pressure to agree.	Pause; name the behaviour; provide a reset; offer writing, break or partner change; fact-check if needed.	"Pause. Address the idea, not the person. Please restate that without the label."
RED – stop and follow procedure	Threat; harassment; humiliation; slur; targeted discriminatory speech; incitement; disclosure of risk or abuse; retaliation.	Stop the exchange; protect affected students; do not investigate publicly; record and refer through safeguarding/anti-bullying/anti-discrimination procedures.	"I am stopping this discussion. That comment affects dignity/safety and requires adult follow-up."

Facilitator response scripts

- Interruption: "Let the speaker finish. You will have a turn to respond."
- Personal attack: "That describes the person rather than examining the idea. Please restate the point."
- Sarcasm or mocking: "The words and the delivery both matter. Try again without ridicule."
- Unverified fact: "Let us mark that claim for verification and return to it with a reliable source."
- False balance: "This question includes evidence and rights considerations; it is not only a matter of preference."
- Pressure to disclose: "No one needs to share personal experience or speak for a group."
- Escalation: "We are taking a pause. You may write your point, take a break or continue later with support."
- Discriminatory/harmful speech: "We can discuss policies and ideas, but we do not debate anyone's right to dignity, safety or inclusion."
- Disclosure: "Thank you for telling me. We will not explore this publicly. I will speak with you privately and follow the school's support procedure."

Before using sensitive or controversial topics

- Clarify the learning purpose and why discussion is appropriate for this age and context.
- Assess foreseeable risks, current tensions, bullying patterns and whether students are personally affected.
- Prepare accurate background material and distinguish open questions from established facts and rights obligations.
- Set opt-out or alternative participation routes that do not disadvantage students.
- Decide how to respond to misinformation, discriminatory content, distress and disclosure.

- Inform relevant colleagues or safeguarding staff when the topic carries elevated risk.
- Plan a debrief and follow-up rather than ending immediately after an emotionally demanding exchange.

The facilitator is not expected to provide therapy or resolve all conflicts in the session. The role is to protect the learning environment, teach dialogue skills and activate appropriate school support when needed.