

Handout 6 – Facilitator Safety, Safeguarding and Response Guide

This method develops universal communication skills. It is not an investigation, mediation process or substitute for the school's safeguarding, anti-bullying, anti-discrimination, behaviour, data-protection or digital-safety procedures.

Before the session

- Know the designated safeguarding contact, reporting route, confidentiality limits and procedures for bullying, discriminatory incidents, sexual harassment, threats, coercion, images and online abuse.
- Review scenarios for age, culture, language and group history. Remove content likely to mirror an unresolved incident too closely.
- Provide a private route for questions or concerns before and after the session.
- Do not place students with an active conflict together or use the method as a surprise intervention after a serious incident.
- Prepare alternatives to role-play and accessible versions of all materials.

In-the-moment response

Situation	Immediate facilitator response	Next step
Personal example or disclosure	Thank the student; do not ask for details publicly; remind them they can speak privately.	Follow safeguarding/reporting procedure and document only as required.
Ridicule or personal attack in practice	Pause: "That targets the person. We will not repeat it. Use the neutral scenario or written route."	Check impact privately; decide whether behaviour/anti-bullying follow-up is needed.
Discriminatory/slur content	Stop and name the boundary without debating dignity or rights.	Follow anti-discrimination/safeguarding procedure; support affected students.
Threat, coercion, sexualised behaviour or image/privacy breach	Do not continue peer repair. Preserve immediate safety and avoid deleting evidence unless procedure advises it.	Contact the designated adult and use the relevant safeguarding/digital-safety process.
Student becomes distressed or activated	Offer pause, quiet space, trusted adult, water or alternative task; do not require explanation.	Check in privately and follow support/referral arrangements.
Request for direct mediation	Explain that mediation is not automatic and requires safety, consent, preparation and trained facilitation.	Consult designated staff; do not arrange it during the lesson.

Suggested facilitator language

- "Pause. We can discuss the issue without repeating the personal label."
- "I hear that the intention was humour. The impact still needs to be acknowledged and the behaviour needs to stop."
- "A respectful boundary may disappoint someone; that does not make the boundary harmful."
- "This concerns privacy/safety and needs adult follow-up, not public discussion."
- "You do not have to explain this to the group. We can speak privately."

- “Repair does not require immediate forgiveness or direct contact.”

Implementation record for the school

Date/class/facilitator	
Sensor statement and group-level rationale	
Adaptations/access supports used	
Routines selected	
Any safeguarding/behaviour follow-up? Record only through authorised systems.	
Two-week review date	
Evidence of progress or continuing concern	
Decision: continue / adapt / stop / refer to wider action	