

## VALIDATE THEIR EMOTIONS

"I can understand why you're feeling \_\_\_\_\_."  
(anxious, sad, angry etc.)  
"It's okay to feel \_\_\_\_\_."  
"I feel \_\_\_\_\_ sometimes too."

## SAFE OBJECT

Let them carry a "safe" object from home or from you, to help them feel connected to "safe" adults.

## FOCUS ON BUILDING A RAPPORT / SAFE RELATIONSHIP

Show them you like them and are on their side - despite any behaviours you're not such a fan of. Use "we", e.g. "We can figure this out together."

## DITCH "SHOULD"S

E.g. "I wish you had..." instead of "You should have..."

# 7 WAYS TO REDUCE PSYCHOLOGICAL DISTRESS IN STUDENTS

## AVOID ZERO-TOLERANCE & SHAME-BASED BEHAVIOUR POLICIES / STRATEGIES

They're likely to worsen underlying distress and lead to more issues in the medium to long term.

## REMEMBER THAT ANGER IS OFTEN A SECONDARY EMOTION

Anger often masks more painful and vulnerable underlying emotions and states. Be curious. What are the root causes? Try to be compassionate and not judge.

## TEACH EMOTION REGULATION SKILLS & STRATEGIES - WHEN THEY'RE CALM

Check out our fully planned programmes and CPD training!