



Identifying the Psychological Indicators of Safe Schools

Afsaneh Lotfi Azimi^{1*}, Soghra Ebrahimi qavam², Nematollah Jaafari³

1. Assistant Professor, Department of Psychology, South Tehran Branch, Islamic Azad University, Tehran, Iran.
2. Associate Professor, Department of Educational Psychology, Allameh Tabataba'i University, Tehran, Iran.
3. Professor of Université de Poitiers | UP · Psychiatry, France.

❖ **Corresponding Author Email:** alotfiazimi@gmail.com

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Abstract

Purpose: Safe schools can facilitate the process of socialization and sociability by creating a safe environment and appropriate recognition of students and their psychological needs, so the present study was conducted to identify the psychological indicators of safe schools.

Methodology: The present study was applied in terms of purpose and qualitative in terms of implementation method. The research corpus consisted of documents and printed texts in scientific databases related to the subject of psychological indicators of safe schools between 2000 and 2020. From among the documents and considering the criteria, 18 studies were selected as the sample using purposive sampling method. Data were collected by phishing method and analyzed using content analysis method in MAXQDA software version 12.

Findings: In relation to the psychological safety of safe schools, 298 open codes and 36 pivotal codes were identified in the form of 7 selected codes, which include, planning and training for dealing with critical and emergency situations (4 pivotal codes), creating a balance between physical and psychological security (6 central codes), establishing internal and external cooperation (3 central codes), providing adequate and appropriate psychological services with 8 central codes, improving access to school-based mental health support (5 central codes), prevention services and early interventions (4 central codes) and empowerment of teachers and school staff (6 central codes). Finally, the model of psychological indicators of safe schools was designed.

Conclusion: Based on the identified codes, the psychological safety of schools can be evaluated and after holding meetings and expert discussions, the extent of realization of these indicators in schools can be considered.



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Detailed abstract

Purpose: The school is one of the most important officially organized institutions of the country, which should provide students with a healthy and hygienic environment, give them the opportunity to flourish and make them responsible towards other people, family and society. Obviously, investment in terms of students' health, it is reasonable from the economic point of view and will increase productivity. The safety conditions governing the school are one of the components that have an inevitable effect on the education of children and teenagers. Safe schools can facilitate the process of socialization and socialization by creating a safe environment and proper recognition of students and their psychological needs, do safe schools have a supportive environment, supporting the emotions, physical and psychological health of students. In safe schools, students are not exposed to physical, physical and emotional harm. If the principles of school safety are not acceptable, there is a possibility of various accidents and students face many problems, which also affects their learning, because proper teaching and learning processes depend on the school's safety situation. It means that there is no meaningful teaching and learning in an unsafe school environment. When the school structure is appropriate, sufficient and safe, the results will be the success and progress of students. Appropriate teaching and learning includes a safe psychological and social environment of the school, and the psychological safety of the school environment occurs when key goals such as education, staff, school, parents and other members of the school community participate in eradicating psychological and social problems, do a person's safety means protecting his vital interests, and the lack of feeling safe is a strong tension factor that plays a key role in the harmonious evolution of personality and is divided into two areas of physical and psychological safety. The World Health Organization has considered the development of schools in the planning, implementation and evaluation of psychological interventions as part of the public health promotion program. The psychological safety of the school environment is very important for psychological well-being, the natural evolution of personality and the formation of students who realize their desires. To achieve this, creating psychological safety in the school should be considered as one of the priorities of the educational system and the entire society. Psychologists believe that changes should be made in order to improve the psychological atmosphere and create a positive atmosphere for mental health and learning, therefore, this research was conducted with the aim of identifying the psychological indicators of safe schools.

Methodology: The present study was applied in terms of purpose and qualitative in terms of execution method. The research community was documents and printed texts available in scientific databases related to the topic of psychological indicators of safe schools between the years 2000-2020, of which 18 studies were selected as a sample using the purposeful sampling method. The reason for choosing purposive sampling in this research was that the selected samples would provide the researcher with the maximum amount of information based on the purpose of the research. To carry out this research, all articles, books, these and other documents related to psychological indicators in safe schools available between 2000-2020 in reliable scientific databases, Scopus, Elsevier, Science Direct, and Google Scholar were searched, and in the initial review (title), 112 studies related to safe schools were found. Then, by reviewing the abstract and content of the studies, 39 studies were selected and 21 of them were excluded due to the inappropriate quality of providing the information desired by the researcher, and finally 18 studies were selected for the final review. Since the aim of the current research was to identify the psychological indicators of safe schools, the criteria for accepting the sources were: 1) studies that had the keyword "safe schools" in their title. 2) Studies that were published in reliable scientific databases from January 2000 to June 2020. 3) Studies that considered only psychological indicators or components in schools and 4) studies that were published in English. Also, conference researches, summaries of chapters were not examined in this research, the data were collected by sampling method and analyzed using thematic analysis method in MAXQDA version 12 software.

Findings: The findings showed that for safe schools, 298 open codes and 36 central codes were identified in the form of 7 selective codes. which includes planning and training for dealing with critical and emergency situations (4 core codes), creating a balance between physical and psychological security (6 core codes), creating intra-organizational and extra-organizational cooperation (3 core codes), providing services Adequate and appropriate psychological support (8 core codes), improving access to school-based mental health support (5 core codes), prevention and early intervention services (4 core codes) and empowering teachers and school staff (6 core codes) and Finally, the model of psychological indicators of safe schools was designed. Based on the identified codes, the psychological safety of schools can be evaluated, and after holding meetings and expert discussions, the level of realization of these indicators in schools can be considered.

Conclusion: In the end, 298 open codes and 36 core codes were identified in the form of 7 selective codes, which include 1- planning and training for dealing with critical and emergency situations; 2- Creating a balance between physical and psychological security; 3- establishing intra-organizational and extra-organizational cooperation; 4- Providing adequate and

appropriate psychological services; 5- Improving access to school-based mental health support; 6- Prevention services and early interventions; 7- Empowering teachers and school staff. The psychological safety of the school and the positive atmosphere of the school are not achieved by unique actions such as buying a program or set regulations, but by effective and comprehensive and collaborative efforts that require the dedication and commitment of all school staff and members. It is related to society. Schools need coherent and effective approaches to prevent violence and promote learning, sufficient time to implement these approaches, and continuous evaluation. Safe and successful learning environments are created through collaboration between school staff and community-based service providers while integrating existing school initiatives. One of the important indicators of psychological safety of safe schools is planning and training for dealing with critical and emergency situations. This planning and training should be related to the learning context and make maximum use of the available resources of the employees. The safety and crisis team should include, at a minimum, principals, school mental health professionals, school security personnel, appropriate community stakeholders (such as local law enforcement representatives and emergency personnel), and other school staff or district liaisons to assist in sustaining efforts, during the time. In addition, crisis and emergency preparedness plans should be continually reviewed and rehearsed, which is more easily facilitated by an active team that links the school to the wider community.

Keywords: Psychological Indicators, Safe Schools, Early Interventions, Psychological Services