WP3. Data collection and analysis

T3.2. Qualitative and collaborative data collection with teachers. Report Focus Group

Content

Introduction

The following report presents a detailed analysis of the results obtained through the realization of Focus Group with teachers, whose main objective was to **collect the teachers´ perspective on the concept of Safe Teaching, inquiring how it translates in its classroom practice and detecting those barriers and facilitators for its development.**

Secure Attachment, a topic of increasing interest in the psychological and educational field, is increasingly being considered as a determining factor in the socio-emotional development of students and their academic performance. The emotional security established between teachers and students can significantly influence the motivation, commitment and emotional well-being of the student, resulting in a lower risk of dropout. Safe Teaching is the relationship that offers students a refuge to turn to when they become emotionally dysregulated and a safe base from which to explore the world.

Through this collection of information, we hope to contribute to the enrichment of knowledge about the importance of Secure Attachment in the educational context and its bond with the problem of school drop-out through the collection of qualitative and collaborative information with teachers.

Finally, it should be added that the analysis is organized into four broad categories: Implications of attachment and bonding dimension at school; Definition of Safe Teaching; Safe Teaching enablers and Safe Teaching barriers. In the last three categories, the facilitators identified the keywords of the analysis developed by teachers in the Focus Group. To highlight these words in the development of the report are those that are most repeated and as an annex you can find the collection of all the keywords that have been provided in all the Focus Groups carried out.

1st Category: Implications of the attachment and bonding dimension at school

1.1. Relevance of Secure Attachment in school

The Focus Group carried out in the framework of this study allowed to gather the opinions and perspectives of the teachers on the importance of the bond and attachment in the classroom. Overall, participants agreed that establishing a safe bond between students and teachers **is critical to students' educational success and emotional well-being**. *"Secure Attachment is the basis for any learning" (Testimony 1)*.

First, participants stressed that bonding and attachment in the classroom can have a **significant impact on students' academic performance**. In particular, the teachers mentioned that **building positive affective relationships** with their students allows them to feel more motivated to learn and participate in class, which can improve their academic performance. Faced with this question a teacher comments *"Learning has a relational foundation, and to have that relational foundation it is necessary to develop an attachment, a secure relationship, so something is built from there." (Testimony 2)*

Second, participants stressed that bonding and attachment in the classroom can have a **significant impact on students' emotional well-being.** In particular, it was mentioned that students who have a good relationship with the teacher feel safer and more protected in school, which can improve their self-esteem and reduce their anxiety and stress. In addition, it was noted that students who lack Safe Attachment to school and teacher often feel alone, isolated and unmotivated. To this end, according to what the teachers mention, it is necessary to create a safe and welcoming environment for the students, in which they feel valued, respected and comfortable to express their feelings and needs.

According to the above a teacher comments *"I would say that attachment and affection is probably one of the most important factors in general. It is a key factor in the child's confidence in those with whom he or she will spend a long time at school. How that relationship develops between the child and the school staff will determine to a large extent his or her whole future" (Testimony 3)*.

1.1.1. Relationship with school dropout/failure

While highlighting the relationship between Secure Attachment and school performance, teachers in the first instance did not identify their relationship with dropout. In other words,

according to the teachers' first reflections, dropout is mainly related to the academic performance of the students and not to the bond that has developed in the classroom.

Following the introduction of the facilitator regarding the relationship of school leaving with the bond that develops in the classroom, teachers begin to reflect on the importance of working in the construction of positive affective relationships with their students, because of the impact it can have on their academic performance. Regarding this issue, it was mentioned the importance of the teaching staff being available to their students, so that they feel their presence they **feel heard and supported**. This does not exempt teachers from setting clear and consistent boundaries, as this can help students feel safe and protected.

1.2. School culture for Secure Attachment

To promote a Secure Attachment at school, teachers comment that a school culture that promotes a welcoming and safe environment for students should be fostered. From all the ideas of the participants of the Focus Group, three aspects could be defined that they consider fundamental in this school culture:

- **Promote the feeling of belonging in the school:** Teachers comment that this means creating a welcoming and safe environment for students, creating a space for dialogue and participation, where they feel valued and listened to.
- **Foster empathy and understanding:** Teachers point out that they should be empathetic and understanding with students and be available to listen and support them in their emotional needs.
- **Promote inclusion and embrace diversity:** The teachers emphasize that the school is a space for promoting tolerance and respect for diversity, as well as creating spaces for dialogue and reflection on these issues.

1.3. Educational actors involved

The teachers identified several stakeholders that have a direct influence on the development of a Safe Attachment by the student. The most mentioned are the **families**, standing out as primary attachment figures since they are the ones who support the educational development of their sons and daughters and therefore directly influence the development of learning.

In this sense a teacher points out that *"Relationship and communication are fundamental. Parents must be framed from the start by making them understand that what we do is for their child's well-being. In fact, if they are not the first ones to be interested in their child's well-*

being, it becomes more difficult for us to establish a safe educational atmosphere" (Testimony 4).

In line with the above, participants highlight their responsibility as **teachers** to encourage the participation of families and maintain an open and constant communication with them, informing them about the progress of their children and working together to address any problems that may arise. This role that teachers have is even more important when they have the role of **tutor** since they have the most direct contact with families. In addition, participants emphasize that the tutor can help students establish positive relationships with their peers and other stakeholders, which contributes to the creation of a safe and welcoming school environment.

Following the role of teachers, participants also highlight the **relationship with other teachers.** Participants agree on the importance of being able to work collaboratively with each other and jointly foster a serene learning environment in which students feel safe, welcomed, and understood.

On the other hand, it is worth mentioning another of the figures highlighted by teachers, **school psychologists**, as professionals trained to attend to more emotional and personal aspects of the students.

Finally, teachers highlight the role of **management teams**, who can provide support and guidance to teachers so that they can play their role effectively in addition to encouraging and managing the role of all the agents, families, teachers, tutors, and psychologists.

2nd Category: Definition of Safe Teaching

Keywords: *welcoming - acceptance - dialogue - mutual trust - attention - shared - collaborative - empathy - respect - comfort - feedback - time - communication - understanding - individual approach - emotional environment - tolerance - listening - support*

2.1. Definition of Safe Teaching

Teachers provide different definitions of what they understand by Safe Teaching. One of the most prominent is **security, trust and collaboration.** According to this definition, Safe Teaching involves fostering collaboration and teamwork among students. By working together on projects and activities, according to what teachers mention, students can learn **to respect and value the ideas and opinions of others** and can develop important skills such as communication and conflict resolution. According to this one teacher mentions that *"Safe learning is about the classroom environment, calm communication, mutual respect" (Testimony 5).*

Another definition of Safe Teaching provided by teachers is related to the importance of **communication.** This refers to students being comfortable talking to the teacher, sharing their thoughts and feelings without fear of being judged or punished.

In addition to these definitions, teachers also emphasize that Safe Teaching is related to the **customization of the teaching process for each student**. According to teachers, Safe Teaching is one that promotes the **personal development** of students. In this type of teaching, the participants emphasize that the challenge is to know each student and how everyone fits into the group. Therefore, it is important for them to know each student individually, their strengths, weaknesses, interests and needs, and to adapt their teaching accordingly.

2.2. Relevance of Safe Teaching

Teachers recognize a significant positive impact when applying Safe Teaching in the classroom and mention that Safe Teaching can help reduce bullying and other negative behaviours in the classroom, as students feel more connected and respected. One teacher mentions that *"An important criterion is when they say they like to come to school. If they enjoy school, I think they feel safe. [...] I think that in safe teaching they know they have space for the safe development of their personality" (Testimony 6).*

Another relevant aspect highlighted by the participating faculty on Safe Teaching is that it promotes the personal development of students. By creating a safe and welcoming learning

environment, **students can feel more comfortable to express themselves and share their thoughts and feelings,** as added by a teacher *"If a student feels accepted, he is not afraid of making a mistake, that he does not know something, he is not afraid to speak out openly, because he feels comfortable, safe -acceptance allows him to accept his failures." (Testimony 7)*. Teachers stress that this can help students develop important social and emotional skills, such as empathy, conflict resolution, and effective communication.

2.2.1. Impact of Safe Teaching

The **benefits** most commented by teachers when applying Safe Teaching in the classroom are:

- Promotes the personal development of students.
- It encourages the motivation and commitment of students to learning.
- It creates a safe and meaningful learning environment.
- It encourages teamwork, creativity, and critical thinking.
- It allows students to feel that their needs are respected, and their personality can develop safely.
- It leads to good learning outcomes and teacher satisfaction with student outcomes.
- It creates a safe physical and mental environment for students.
- It builds trust, security, collaboration, and acceptance in the classroom.
- It allows students to share their successes and failures.

2.3. Teacher competences

Teachers recognise the importance of their own training and the **development of professional skills** to promote safe education. These competencies include communication, conflict resolution skills, and skills to foster collaboration and teamwork. Teachers also stress the importance of having a positive and understanding attitude towards students and naturalizing error as a learning opportunity.

Likewise, teachers once again have an impact on the need to know each student individually and adapt their teaching accordingly. This aspect is intimately linked to building relationships of trust, fostering open communication and mutual respect. Teachers stress that this bond should be developed in an environment that promotes physical and psychological security for students.

Another aspect that teachers refer to is the teacher's **leadership ability**, as a figure capable of fostering students' motivation and commitment to learning, creating a safe and meaningful learning environment. This is an interesting, challenging, and relevant environment for

students, allowing them to develop their potential to the fullest. In this leadership capacity teachers mention that it is particularly important to **manage the classroom**, and the ability of the teacher to promote teamwork, creativity, and critical thinking in the students, energizing the class and boosting important skills for academic success. Here the **professional training of the teacher** comes into play, as the teachers emphasize, this training should allow students to design activities and projects that foster collaboration, creativity, and critical thinking, and that allow students to develop important skills for their future.

Finally, the participants mention that the faculty should be able to **evaluate the students fairly and without prejudice**, without the relationship they have with the student influencing the evaluation. This involves evaluating students objectively, based on clear and transparent criteria.

3rd Category: Safe Teaching enablers

Keywords: *trust - respect - acceptance - communication - parents/family - material/resources - empathy - security*

3.1. Facilitative educational practice

Teachers participating in the Focus Group consider that how educational practices are carried out (design, methodologies, etc.) is key to strengthening or creating barriers in the development of Safe Teaching in the classroom. They emphasize that a facilitative practice includes from the **creation of affective climates, the promotion of communication and collaboration,** to the implementation of specific strategies such as assembly, group work and conflict resolution.

Also, for an educational practice to facilitate safe teaching, the faculty mentions that it is important to adapt these practices to the needs and characteristics of each group of students. In this sense, teachers highlight the importance of performing different types of dynamics with students, varying activities, and playing with the surprise factor, as well as constantly valuing their achievements and learning.

About working methodologies, the importance of the **assembly** as an effective strategy to promote communication and collaboration in the classroom is highlighted. When teachers talk about the assembly, they reflect the need for it to be a strategy to be implemented at all levels of education and not just in the early years of education. On the other hand, participants refer to the importance of promoting **group work** because it allows the development of social and emotional skills such as empathy, cooperation, and conflict resolution.

Finally, participants comment with recurrence on the importance of working both inside and outside the classroom on **effective communication** and active listening to the student, considering themselves fundamental to establishing relationships of trust and security, which in turn favours the learning and emotional development of the students. In addition, teachers mention that the creation of affective climates in class also improves the inclusion of students. At this point, the importance of adapting educational practices to the needs and characteristics of each group of students is stressed.

3.1.1. Facilitative classroom situation

According to the information provided by teachers, in a classroom situation the establishment of a relationship of **trust and respect** between teachers and students should be prioritized. Each student should be valued as a unique individual, attending to their needs, and learning

rhythms in a personalized way, as added by a teacher "*I think the first thing to do is to get to know the pupil, the class, the situation, and knowing the pupil really makes a big difference and helps" (Testimony 8).* On the other hand, teachers mention that in a classroom situation the effort and the overcoming of academic challenges should be recognized and celebrated, promoting inclusion and respect for diversity.

Teachers also point out that in a classroom situation that promotes Safe Teaching, open communication is used and the development of life skills, such as critical thinking and problem solving, is valued. Students are also considered key players in their own learning process and are involved in decisions that affect their school experience, generating a sense of responsibility and empowerment. Together, according to what the participants mentioned, this facilitator class creates an environment conducive to meaningful learning and the integral development of the students.

To verify that these situations are taking place effectively in the classroom, the participating teachers have identified "signals" that are reflected through the actions of the students. Here are some of these signs commented by teachers:

- When students are comfortable and **actively participate in the class**. When students **ask questions** without fear of being judged.
- When there is a positive **interaction between the student**s, they collaborate and support each other in carrying out the tasks.
- When students **express their emotions and needs** in the classroom.
- When students **respect the standards** set in the classroom. This can go hand in hand with the absence of disruptive behaviours.

- When students have a **positive attitude** towards learning.

3.1.2. Teacher emotions when implementing Safe Teaching

The teachers participating in the Focus Group also refer to the importance of emotions and feelings in the teaching and learning process when implementing Safe Teaching. They highlight the feeling of **joy and motivation** in seeing the progress and success of their students, and in feeling that they are contributing positively in their learning. They also experience joy in feeling connected and supported by other teachers and members of the educational community. Faced with this a teacher mentions that *"When we see how a student is doing better and better, how he is making progress, how he is changing positively, then satisfaction is born. Then we appreciate ourselves, we feel that we play an important role, we give good. It builds us up and motivates us to continue working. These are mutual benefits"*

(Testimony 9).

Another sentiment that teachers highlight is **gratitude**, both to their students when there is commitment and dedication to their learning process, and to their colleagues and members of the educational community when there is a culture of support and collaboration. Teachers also experience positive emotions when they develop a **close and empathetic** relationship with their students to understand their needs and concerns, and understand their perspectives and feelings. They also empathize with their colleagues and members of the educational community by understanding their challenges and concerns.

Finally, the faculty who practice Safe Teaching also feels **confident** in their ability to meet the needs and expectations of their students, and to create a safe and positive learning environment.

A quote that involves and concludes the ideas is *"It's nice to work when you have a connection. There are some classes where the children don't want to go, they can do whatever they want, so they don't want to go to that class either. [...] When there is a connection, you are happy to go to class, you feel good about yourself, the lessons are better, the pupils respond to you, you don't talk to a wall"* (Testimony 10).

3.2. Stakeholder actions and facilitative school culture

Teachers understand by school culture the set of norms, values and practices that actively promote the development of Safe Teaching. The stakeholders involved in this culture are all those who influence, directly or indirectly, the teaching-learning process. Within them we find families, faculty, management team and public administration.

Teachers have identified actions or situations that are key to promoting a safe school culture. These are:

- Carrying out extracurricular activities where different stakeholders have to share and participate.
- Have a leadership team that encourages and promotes safe teaching both in the classroom and in the school.
- That there is a good relationship and that teachers and other professionals of the schoolwork collaboratively.
- Let the school be a space where students can express their emotions and feelings.
- Have the participation of families in different activities.
- Have professionals specialized in meeting specific educational needs that students

present and that these are a support for teachers.

Finally, it is important to mention that for these actions to be carried out, each educational agent has its own role within the school and that role is essential for obtaining that safe school culture. Below are the actions that each of these agents have in the development of Safe Teaching according to the participating professors of the Focus Groups.

3.2.1. Family

With regard to families and according to what teachers analyse, developing a school culture that facilitates Safe Teaching involves creating an **environment of collaboration and joint work between teachers and families**, with the aim of achieving a safe and positive teaching and learning process for students, in this aspect a teacher adds that "*When we manage to build positive relationships with parents and they understand that we want the best for their child, this is the key to creating safe teaching" (Testimony 11)*. In the practical sense, from school, this can be facilitated through meetings with families, moments of exchange in which parents can get to know each other and know the type of work that teachers plan to do during the year. In this regard, teachers clarify that to achieve this, families must be willing to participate in these meetings and other school events.

Teachers emphasize the need for families to be collaborative, engage and work with teachers to achieve common goals that improve the learning of the child and the whole family. In general, it is recognized that the family is a key factor in the academic and personal success of students and that their active participation in the educational process is essential to secure and effective education.

In addition, participants stress that such participation should be coupled with **open and honest communication** with teachers. This means that teachers keep families informed about the academic progress and behaviour of their children, as well as about the activities and projects being carried out at school. Finally, teachers stress that they must be **available to answer the questions** and concerns of families, and to work with them in solving problems that may arise.

3.2.2. Faculty

Facuty also play an important role and the need for **collaborative work among teachers**, which promotes a safe and affective educational environment and mutual learning, is emphasized. As a participant points out, the teacher *"We are not independent islands. We have to find ways to work collaboratively and learn from each other" (Testimony 12).*

Some of the facilitative actions that can be carried out at the cloister level and that have been mentioned by teachers are:

- Exchange perspectives with other teachers.
- Flexibility and adaptability of teachers to be able to work with their peers.
- Share student information that may be relevant to your academic success.
- Seek support from other education professionals who can provide another professional vision for the cases that require it (psychology, pedagogy, speech therapy, among others).

3.2.3. Management teams

The participants highlight that one of the ways in which management teams can promote the facilitative school culture is by **working collaboratively,** both from their own work modality and by providing collaborative workspaces among the professionals of the school. Another way to promote this school culture is by providing **security and trust** to teachers, families, and students in the school context. It also stresses the importance of making management teams available to **attend, listen to and value** teacher interventions. With this, teachers mention that they will feel more cared for, considered and comfortable within the school in which they work.

In addition, teachers agree that management teams should practice mutual learning with the rest of the educational community, and involve all stakeholders (teachers, families, and students themselves). And as for the relationship between the management team and the teacher, the teachers mention that the management teams must work to ensure that teachers have access to the training and resources necessary to foster a safe and affective educational environment.

Finally, the faculty mentions that the leadership teams can promote the facilitative school culture by ensuring that the school has a **clear and shared vision** of what Safe Teaching means and is committed to its promotion.

3.2.4. Administration (public policies)

While all Focus Group teachers understand that teachers play a vital role in the implementation of security protocols and the promotion of a safe educational environment, they stress that **they rely heavily on the support and collaboration of public administration.** They comment that public administration can develop programs and projects to promote a safe and affective educational environment, being especially sensitive to the emotional development of students and their emotional needs. In addition, this development

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of programs and projects should go hand in hand with the promotion of **teacher** training in areas related to Safe Teaching.

In short, teachers perceive that close collaboration between teachers and public administration can facilitate and build a safe and conducive educational environment for learning.

4th Category: Sate Teaching barriers

Keywords: *lack of trust - complicated character of children - difficult relationships - family structure/parental style - complex academic programs/curriculum - communication - student time - individualization in a large number of classes*

4.1. Educational practice inhibitor

Within educational practice, teachers mention different barriers that can be inhibiting and complicate the work of Safe Teaching in the classroom. These situations can be different in each educational context, however, below are reflected those that the teachers demonstrated and had in common in the different Focus Group.

- **Lack of listening to students:** The faculty analyses that students often demand attention (in different ways) or want to have more spaces for expression and conversation with their teachers. However, they comment that this space is not always provided, mainly because of the lack of time to pay the attention that their students individually require.
- **Focus only on academic performance:** While teachers recognize that the academic results that students obtain are essential for formal teaching, they comment that in some cases, the focus is too much on this aspect, leaving aside other needs and skills that students need to develop.
- **Inequalities in the treatment with the students:** Teachers comment that while personalization of teaching is positive and necessary for Safe Teaching, in some cases inequalities in the treatment of students can be created, injustices committed, or "favoritism" can be exposed, which can lead to greater insecurities in students.
- **Attention to the needs of all students:** Teachers refer mainly to the lack of time and work overload to which they are subjected. This means that they cannot always spend the necessary time responding to the needs that each student has. On the other hand, they add that the lack of multidisciplinary work with other education professionals is also an issue that directly influences this situation.
- **Lack of recreational spaces for greater communication:** Teachers also highlight the lack of moments and spaces where they can establish a closer relationship with their students in which they can converse, get to know each other in a more emotional sense and leave aside academic teaching for a moment.

4.1.1. Inhibiting classroom situation

Along with the above situations within the educational practice, there are also specific situations of students that can become a barrier to working the Safe Teaching. One of the most mentioned situations by teachers is related to the **students' family situations** and how it affects them in their personal development, in addition to the attitude and motivation towards learning. They add that this results in students who may show rebellion, aggressive behaviour in school with their peers or with their own teachers, as well as little interest in learning. Along with the above, teachers add that the students' view of adult figures in their family environment, directly influences how they perceive teachers if this perception is negative in their family environments, will also affect their perception of teachers.

Another barrier mentioned by teachers relates to the **cultural and language differences** of their students. Teachers recognize that cultural diversity is very enriching for education, but in turn refer to the difficulties it has especially in the incorporation of students with these characteristics and in their adaptation to school culture, which includes norms, customs, methodologies, among others. This situation is even more complex when students speak another language, as teachers often do not handle the student's language and the student does not speak the native language of the school.

Other aspects that teachers comment on refer specifically to the relationship that is generated between the teacher and the student. In this regard, teachers highlight the following barriers:

- Lack of time on the part of teachers to offer individualized attention to students.
- Conflicts and bad relationships between students and teachers.
- Focus on mistakes rather than student achievement.
- Make comparisons between students.
- Focus clearly on the academic results of students.
- Little time and space to share with students outside of classes.
- Messages from teachers to the student with negative projections of them (examples: "they will not pass the course," "they will not have the opportunity," among others).

4.1.2. Teacher emotions in the face of Safe Teaching inhibition

The difficulties encountered in the classroom for the execution of a safe teaching generate emotions of negative connotation in teachers, becoming another barrier to their development. Faced with the inhibition of Safe Teaching, teachers comment that they experience feelings of discomfort, tension, dissatisfaction, impotence, anxiety, insecurity, frustration, failure, discouragement, fear, stress, among others.

Teachers comment that these emotions of negative connotation can directly affect professional performance. They add that on many occasions they believe that they have failed in their work and as teachers, which **discourages them and frustrates** them as professionals, feeling that they cannot respond to all the educational needs that require their attention. All this can be seen reflected in a teacher commenting *"My feeling is one of failure: you question yourself, you try to see what are the possibilities to recover, you try to retrace your steps, reviewing the paths to take, but whatever is done, the relationship of trust is lost, it is broken" (Testimony 13)*.

Teachers are particularly **concerned** about the well-being and progress of their students and their ability to meet their needs and expectations. They are also concerned about their own ability to fulfil their responsibilities and commitments. Another emotion mentioned is **frustration** when faced with obstacles and challenges in the teaching and learning process, and when they feel they are not achieving the desired results. Such emotion is also experienced when they feel misunderstood or unappreciated by their colleagues or members of the educational community.

Despite negative feelings, teachers comment that they are equally **persevering in the face of difficulties**, so that they strive and try to get out of these more emotionally negative situations. In this sense, a teacher comments *"I had the experience of having to rebuild trust. With time and my authenticity, I managed to be a safe place for the child" (Testimony, 14)*.

Another teacher comments that "*It is important not to get demoralised, to try to believe in the impossible, create and believe in a better world, not to lose heart and work as a team. I feel good in my team, I have a colleague I have known for years and with whom I get along very well; it is the same with the head teacher. Methodologies are also great strategies: you try to involve the children in different ways, always new ones, to attract their attention and enthuse them." (Testimony 15)*. In this way, teachers emphasise that despite negative emotions, it is important to have an **open mind, be flexible and not get stuck** in the negative aspects and comment that one way to combat them is through teamwork and mutual support among teachers to overcome difficulties.

4.2. Stakeholders

Stakeholders can be analysed from different angles and, according to the information provided by teachers, have been divided into two categories, on the one hand describing the **actions** that each of the agents carries out that **inhibits Safe Teaching** and on the other, mentioning the **needs** that teachers have for each of them.

4.2.1. Inhibiting actions of stakeholders and school culture

Firstly, teachers highlight the lack of **cohesion and collaboration**, when different educational actors work in a distant and isolated way. This situation generates a lack of organization and coordination in regulations, type of activities and methodologies. This lack of collaboration influences the working climate by reducing a positive school environment. On the other hand, teachers stress that the **school infrastructure** can be another relevant obstacle to this issue, since the lack of workspaces for teachers can inhibit interaction, coordination, and socialization between the different stakeholders.

Another barrier mentioned by teachers in relation to school culture relates to the **ratio of students attending the school.** According to what teachers comment when the schools are very large and the number of students attended is very high, it is less likely that it will be able to respond to individual needs, the cohesion and promotion of the educational community being more complicated. Finally, mention is made of the **workload of teachers** and the excessive bureaucracy. Teachers highlight the lack of time to devote themselves to certain activities and to identify and work on the individual needs of their students.

4.2.1.1. Families

Among the inhibiting actions of the Safe Teaching of families, teachers highlight the following:

- Students neglected by their families in their educational and basic development needs. Lack of educational support and, in the performance of the duties and, little development of activities that enhance learning.
- Negative and opposite attitude of families to school or teachers. This has a negative impact on the attitude of children themselves towards school and teachers.
- Lack of confidence of families in the work of teachers and the school.
- Family structure and parenting styles. The most vulnerable and emotionally distressed families often have a negative impact on students' learning and behaviour.
- Too much pressure on the academic results of their sons and daughters, generating high levels of anxious symptoms before evaluations and learning in students.
- Language difference between family and school.
- Lack of participation and attendance of families at school.
- Lack of coordination of schedules between the availability of teachers and families to hold meetings.

4.2.1.2. Faculty

In relation to the faculty and other education professionals within the educational establishment, teachers mention the following aspects:

- Lack of dynamics aimed at sharing educational practice among teachers, as well as the lack of time to work in a collaborative and coordinated manner.
- Lack of professionals working with students who have educational and emotional needs.
- Work fatigue and demotivation of teachers.
- Lack of teacher training on issues related to emotional work, safe teaching, attachment, among others.

4.2.1.3. Management teams

As for the leadership team, the teachers highlight:

- Lack of support for teachers in the proposed new initiatives, ideas, or methodologies.
- Lack of space for teachers to share and reflect together on educational practice.

4.2.1.4. Administration (public policies)

Education management plays an important role in what teachers consider barriers to working in Safe Teaching. The following barriers are highlighted:

- Lack of more specialists within the school.
- Excess workload and administrative work.
- The possibility of counselling and psychological support for teachers themselves is also highlighted.
- High student-to-class ratio.
- Instability and constant changes in the education system.
- Assignment of professional areas for teaching that teachers do not always master.

4.2.2. Stakeholders needs

To finalize this report, it is worth noting and highlighting the main needs and demands highlighted by teachers belonging to the Focus Group of each of the stakeholders with the aim of strengthening the work of Safe Teaching in the classroom.

4.2.2.1. Families

The main needs highlighted by teachers about families are:

- Understanding the importance of their sons and daughters attending school regularly.
- Support teachers in their decisions and accompaniment in the work of the school from home.
- Involvement in the school and responsibility in the actions that are required by them.
- Cooperation, initiative, help and listening to teachers' requests.
- Trust in teachers and in school.
- Positive expectations and appropriate to the characteristics of their sons and daughters.
- Flexibility and cooperation in problem solving.

4.2.2.2. Faculty

According to what the teachers themselves mention, the cloister needs:

- More funds, resources, and materials for school and extracurricular activities.
- Vocational training conducive to adapting to diversity and responding to the educational needs of students.
- More support of other professionals of the education (specialties of psychology, speech therapy, therapeutic pedagogics, pedagogics, social work, etc.).
- Working environment with positive relationships between teachers and the management team.
- Support and advice from other educational establishments. (Share experiences, learn from others)
- More planning time for the teaching-learning process.
- Working collaboratively with other teachers.

4.2.2.3. Management teams

With regard to management teams, teachers require that:

- Foster more partnerships among the educational actors that make up your schools.
- Collaborate with other schools to encourage intercenter and teacher exchange.
- Offer support, peace of mind and understanding to your teachers.
- Promote the spaces and dynamics of reflective and collaborative work among teachers.

4.2.2.4. Administration (public policies)

Teachers mention that the public administration needs to:

- Protect and defend teachers, taking care of the mental health of the professional group.
- Encouragement through training different methodologies and work strategies.
- Provide guidance to teachers.
- Provide more funding for the school, especially with additional funding to respond to language barriers with families.
- Offer more scholarships for successful students.
- Ensure resource support for the school.
- Hire more education professionals to support the work of teachers at school.
- Value the teaching profession economically.
- Promote greater stability in educational objectives and laws.
- Provide families with external support that in some cases requires (social workers, psychologists)

ANEXO

Keywords 2ª Category: Definition of Safe Teaching

NOTE: The words highlighted in bold are those that are repeated in the different Focus Group and, therefore, those that have been mentioned in the development of the report.

Confidence

Help

Motivation

Observation

Sensitivity

Reflection

Peripheral vision

Self-assessment

Welcoming

Acceptance

Dialogue

Affection

Mutual trust

Attention

Simplicity

Creativity

Authoritative/Authority recognition

Shared

Collaborative/Collaboration/cooperation

Mediating

Passionate

Stimulating

Meaningful

Attractive

Fun

Empathy

Respect

Comfort

Articulation

Consistency

Liberty

Availability

Feedback

Recognition of student's individuality

Time

Happiness

Safety

Teacher`s well-being

Spend **time** with students

Connection with families

Communication

Boundary

Understanding

Different

Distance

Close

Advice

Calmness

Continuous contact

Hugging

Classroom

Teacher

Student

Relationship

Learning

Individual approach (enfoque)/ adapted to the needs and capabilities of the student/ Individualization

Discipline

Emotional **environment**

Physical **environment**

Justice

Openness

Acceptance of al feelings

Tolerance

Knowledge transfer

Listening

Parental responsibility

Safe working

Adequate requirements

Support

Appreciation

Praise

Strengthening

Building

Responsible

Keywords 3ª Category: Safe Teaching enablers

Connection

Trust

Emotional security

Personal development

Respect

Safety

Authenticity

Sharing

Security

Collaboration

Acceptance

Welcoming

Willingness

Communication

Interest

Positive feelings

Spend time with students

Monitor students

Define roles

Surprise students

Structure / routines

Smaller classes

Talk time outside teaching hours

Management support

Alliance

Anxiety

Parents/ family

Non/acceptance

Understanding

Relationship

Material/ resources

Technical and household

Teachers

Mediator

Director/ school administration

Support

Motivation

Nutrition

Hygiene

Institutions

Colleagues

Continuity

Interaction

Help

Empathy

Clarity

Attitudes

Predictability

Rules

Mutual concern

Security

Contentment

High self-esteem

Fulfilment

Lack of fear

Caring

Keywords 4ª Category: Sate Teaching barriers

Emotional barriers

Changing educational system

Lack of training

Lack of trust

Lack of dialogue

Lack of tim

Impatience

Parental opposition / irresponsible parents

Complicated character of children

Difficult relationships

Low esteem

Frustration

Amotivation

Exhaustion

Family structure/ parental style

Classes with many students

Complex academic programs /curriculum

Short time out of classes with students

Rules

Communication

Social climate in the class

Alone

Mistrust

Class

Team

School

Order

Procedures

Neglect

Aggressiveness

Authority

Respect

Psychologists

Social workers

Health workers

Lack of specialist in the school

Not sharing good practices

Closeness of children

Without social skills

Anxious

Health disorders

Non-compliance with agreements

Deteriorating psychological environment

Inadequate self-esteem

Loopholes in the law

A legislative framework that does not protect teachers

Insufficient teaching material for children with special needs

Student time

Individualization in a large number of classes

Maintaining a balance between study and rest

Competition

Overtime work causing exhaustion and fatigue