

Dimensions of school climate in the national context: narrative literature review

Dimensões do clima escolar no contexto nacional: revisão narrativa da literatura

Dimensiones del clima escolar en el contexto nacional: una revisión narrativa de la literatura

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Highlights

The six dimensions of school climate impact teaching, learning, and the quality of school life.

Social relationships, rules, and safety have an impact on students' perception of the school climate.

Bullying among students affects the school climate, highlighting the need for interventions.

Abstract

The objective is to carry out a detailed and critical analysis of national scientific productions that address the six dimensions of school climate in the perception of students, as outlined by Moro et al. (2018): relationships with teaching and learning; social relationships and conflicts at school; rules, sanctions and security at school; situations of intimidation among students; family, school and community; the school's infrastructure and physical network. The narrative review covered articles, books, dissertations and theses, based on the categories predefined by Moro et al. (2018), using content analysis. The results indicate that these dimensions, addressed separately in the different studies analyzed, impact the school climate in a broad and joint manner, influencing especially the teaching and learning process and the quality of life of the school community. The need to build an intervention to strengthen and promote a positive school climate is highlighted.

[Resumo](#) | [Resumen](#)

Keywords

School Environment. Student. School. Educational Psychology.

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| Introduction

The school, together with the family, is fundamental to human development, as it promotes the education and socialization of children and adolescents (Oliveira & Marinho-Araújo, 2010). Each school has its own climate, which is made up of perceptions and expectations shared by students, teachers, and managers. This climate influences and is influenced by the institution's dynamics, affecting both the quality of life and the teaching and learning process (Vinha et al., 2017).

National (Bastos, 2019; Cunha, 2014) and international (Thapa et al., 2013) authors have investigated the school climate and its relation with the educational process. In Brazil, researchers have developed instruments to assess school climate, establishing a matrix that covers the definition of specific dimensions of students' subjective evaluations of this phenomenon (Vinha et al., 2017). As proposed by Moro et al. (2018), these dimensions include: 1) relationships with teaching and learning; 2) social relationships and conflicts at school; 3) rules, sanctions, and safety at school; 4) situations of bullying among students; 5) family, school, and community; and 6) school infrastructure and physical network.

Studies (Bastos, 2019; Melo & Morais, 2019; Wrege, 2017) based on the school climate matrix and questionnaire by Moro et al. (2018) investigate the school climate among students in the final grades of elementary school at a national level. Wrege (2017) explores the relation between school climate and bullying in municipal schools, Bastos (2019) examines perceptions in private institutions with democratic management, and Melo and Morais (2019) analyze the link between school climate and academic performance in public schools. The literature also addresses students' perceptions of changes in the quality of the school climate, due to teachers' educational practices (Bidóia, 2020), and the evaluation of the school climate, highlighting social relations and conflicts in the academic environment (Zuccoli et al., 2022).

This study aims to carry out a detailed and critical analysis of national scientific productions that address the six dimensions of school climate in students' perceptions, as outlined by Moro et al. (2018). The specific objectives of this narrative review are: (1) To identify and describe the six dimensions of school climate as addressed in the national literature; (2) To compare students' perceptions of these dimensions in different educational and regional contexts; (3) To evaluate the practical application and relevance of the dimensions proposed by Moro et al. (2018) in the existing literature; (4) To identify gaps in the research and suggest future investigations that may contribute to the improvement of educational practices related to school climate.

| Methodological path

A narrative review of the national literature was carried out on the six dimensions of school climate, according to students' perceptions, as outlined by Moro et al. (2018), authors of reference in Brazil and developers of the only instrument found during the research period, which includes questionnaires aimed at the perceptions of students, teachers and managers on the national scene. According to Rother (2007), this review sought to describe and discuss a specific topic from a theoretical or contextual perspective, using various sources, such as articles, term papers, dissertations, and theses. This allowed for a personal and critical analysis by the authors. The guiding research question was: "How do national scientific productions address the six dimensions of school climate in students' perceptions, as outlined by Moro et al. (2018)?"

To select the literature, a strategy was adopted combining different search sources to broaden the scope and diversity of the productions analyzed. *Google Scholar* was used because it can index a wide variety of documents, including dissertations, theses, and course completion papers, which are often not available in specialized databases such as *SciELO* or the *CAPEs Journal Portal*. In addition, the institutional repositories of three Brazilian public universities were consulted: State University of Campinas, State University Paulista and State University of Ponta Grossa, chosen on the basis of an initial survey of bibliographical references and an analysis of the frequency with which their productions were cited in studies on the dimensions of school climate.

The descriptors used in the search were the six dimensions of school climate, pupils or students, using Boolean operators to broaden the scope of productions related to pupils' perceptions of school climate, as shown in Chart 1.

Table 1

Search descriptors

"teaching and learning process" AND students OR students
"social relations and conflicts at school" AND students OR students
"rules, sanctions and safety at school" AND pupils OR students
"bullying situations between students" AND students OR students
"the relationship between family, school, and community" AND students OR students
"infrastructure and the school's physical network" AND students OR students

Source: the authors.

Preliminary tests were carried out to refine the search terms to ensure greater precision and alignment with the review's objective. It is worth noting that although the research was guided by the six dimensions of school climate proposed by Moro et al. (2018), the search was not limited to these authors.

The inclusion criteria were: no restrictions on the publication period, with only studies published in Portuguese being included, since this review aims to contribute to the development of a school climate intervention aimed at public school students; studies available in full and *online*; and scientific or academic productions, such as

articles, theses, dissertations, and final course papers that addressed one or more dimensions of school climate, as outlined by Moro et al. (2018). Studies were excluded if, after analysis of the title and abstract, they addressed school agents that were not the focus of the review, scientific productions that did not answer the research question, i.e., because they did not address the dimensions of school climate, and those that presented content without relevant empirical or theoretical analysis.

The initial search resulted in 499 studies on *Google Scholar* and 21 in the institutional repositories of the selected universities. After reading the titles and abstracts, 68 studies were selected for full reading. Of these, 32 were excluded because they did not meet the research question, either because they did not focus on students as the target audience or because they did not address one or more dimensions of school climate. Thus, the final sample consisted of 36 productions, 32 of which were articles, 2 term papers, 1 thesis, and 1 dissertation, as shown in Table 1.

Table 1

Studies included in the narrative review

Authors and year	Study title	Type of study	Magazine or institution
Abadio & Ferreira (2023)	Família e escola como contribuintes da formação global do aluno	Article	Educação e cultura em Debate
Fernandes & Passador (2023)	Contexto socioeconômico e infraestrutura escolar no desempenho acadêmico: revisão sistemática da literatura	Article	Revista de Gestão e Avaliação Educacional
Koga & Rosso (2023)	Observações de práticas morais em sala de aula	Article	<i>Schème</i> : Revista Eletrônica de Psicologia e Epistemologia Genéticas
Brandão Neto et al. (2022)	Vitimização por <i>bullying</i> e senso de comunidade escolar: prevalência e fatores associados	Article	Avances en Enfermagem
Figueira et al. (2022)	Associação entre supervisão parental, vitimização e perpetração de <i>bullying</i> em adolescentes brasileiros, Pesquisa Nacional de Saúde do Escolar 2015	Article	Epidemiologia e Serviços de Saúde, Brasília
Malta et al. (2022)	<i>Bullying</i> entre adolescentes brasileiros: evidências das Pesquisas Nacionais de Saúde do Escolar, Brasil, 2015 e 2019	Article	Revista Latino-Americana de Enfermagem
Rodrigues & Bataglia (2022)	Desenvolvimento Moral no Ambiente Escolar	Article	Retratos da Escola
Silva (2022)	A relação família-escola	Final Paper	Universidade Estadual de Ponta

			Grossa
Zuccoli et al. (2022)	Avaliação do clima escolar em uma escola pública do Ensino Fundamental II e Ensino Médio – as possibilidades de diagnóstico e intervenção na dimensão das relações sociais na escola	Article	Schème: Revista Eletrônica de Psicologia e Epistemologia Genéticas
Fernandes & Dell'Aglio (2021)	Intervenção <i>antibullying</i> no contexto escolar: Estudo de viabilidade	Article	<i>Research, Society & Development</i>
Granado et al. (2021)	Prevalência de sintomas depressivos em adolescentes agressores de <i>bullying</i>	Article	<i>Brazilian Journal of Health Review</i>
Parra & Cruz (2021)	A percepção de alunos e professores do ensino fundamental II sobre regras	Article	Humanidades & Inovação
Silva et al. (2021)	A influência da violência familiar e entre pares na prática do <i>bullying</i> por adolescentes escolares	Article	Ciência & Saúde Coletiva
Vasconcelos et al. (2021)	Infraestrutura escolar e investimentos públicos em Educação no Brasil: a importância para o desempenho educacional	Article	Ensaio: Avaliação e Políticas Públicas em Educação
Andrade & Li (2020)	As consequências do <i>bullying</i> : autoagressão e suicídio no cotidiano escolar	Article	Revista Educação
Carvalho et al. (2020)	Infraestrutura escolar e recursos materiais: desafios para a educação física contemporânea	Article	Humanidades & Inovação
Silva et al. (2020)	Prevalência e fatores associados ao <i>bullying</i> : diferenças entre os papéis de vítimas e agressores	Article	Jornal de Pediatria
Vieira et al. (2020)	Impactos do <i>bullying</i> na saúde mental do adolescente	Article	Revista Ciência et Praxis
Archanjo (2019)	Procedimentos punitivos na escola e suas consequências para o aluno: expiar ou educar?	Final Paper	Universidade Estadual de Campinas
Camargo et al. (2019)	A importância da motivação no processo ensino-aprendizagem	Article	Revista Thema
Ferreira et al. (2019)	Estágio supervisionado em psicologia escolar: uma experiência na perspectiva institucional	Article	Revista de Psicologia da IMED
Malta et al. (2019)	Prevalência de <i>bullying</i> e fatores associados em escolares brasileiros, 2015	Article	Ciência & Saúde Coletiva
Pavaneli (2019)	Clima escolar: percepções de alunos, professores e gestores de escolas estaduais de Ensino Fundamental II	Dissertation	Universidade Estadual Paulista
Zequinão et al. (2019)	Associação entre <i>bullying</i> escolar e o país de origem: um estudo	Article	Revista Brasileira de Educação

	transcultural		
Zucoloto et al. (2019)	Atuação do psicólogo escolar crítico frente às queixas escolares: as assembleias escolares	Article	Revista de Psicologia da IMED
Silva et al. (2018)	Intervenção em habilidades sociais e <i>bullying</i>	Article	Revista Brasileira de Enfermagem
Vinha et al. (2018)	O clima escolar na perspectiva dos alunos de escolas públicas	Article	Revista Educação e Cultura Contemporânea
Wrege (2017)	Um olhar sobre o clima escolar e a intimidação: contribuições da Psicologia Moral	Thesis	Universidade Estadual de Campinas
Ferreira et al. (2016)	Desenvolvendo habilidades sociais na escola: um relato de experiência	Article	Construção psicopedagógica
Papel & Chechia (2016)	Envolvimento da família com a escola: uma análise a partir da intervenção com grupos de pais	Article	Revista Fafibe <i>On-Line</i>
Saraiva-Junges & Wagner (2016)	Os estudos sobre a Relação Família-Escola no Brasil: uma revisão sistemática	Article	Educação
Vinha et al. (2016)	O clima escolar e a convivência respeitosa nas instituições educativas	Article	Estudos em Avaliação Educacional
Dioginis et al. (2015)	As novas tecnologias no processo de ensino aprendizagem	Article	<i>Colloquium Humanarum</i>
Schaefer (2015)	Afetividade entre professor e aluno no processo ensino-aprendizagem	Article	Revista Eventos Pedagógicos
Lopes et al. (2014)	Estratégias de intervenção em psicologia escolar a partir de uma perspectiva psicossocial: relato de experiência	Article	Revista Pesquisas e Práticas Psicossociais
Vinha & Tognetta (2006)	Considerações sobre as regras existentes nas classes democráticas e autocráticas	Article	Educação Unisinos

Source: the authors.

Data was extracted using *Excel software*, using a pre-structured model to organize information such as year of publication, type of production, dimensions covered, and main results. The analysis followed the content analysis technique proposed by Bardin (2016), which included the stages of pre-analysis, with floating reading and initial organization of data; exploration of the material, through coding and categorization of information around the six dimensions of school climate; and treatment of results, with critical interpretation in light of the theoretical framework. The categories of analysis were defined in advance, based on the dimensions described by Moro et al. (2018), namely: relationships with teaching and learning; social relationships and conflicts at school; rules, sanctions and safety at school; bullying situations among students; the relationship between family, school and community; and the school's infrastructure and physical network. The analysis

provided theoretical support for the development of an intervention focused on the context of the school climate in a Brazilian public institution.

| Relations with teaching and learning

In general, publications on teaching and learning in *Educação e na Psicologia Escolar e Educacional* [Education and School and Educational Psychology] (PEE) are divided into research and experience reports. Research highlights factors such as affectivity (Schaefer, 2015), motivation (Camargo et al., 2019), and pedagogical resources to improve teaching and learning (Dioginis et al., 2015). Schaefer's (2015) research points to affectivity as significant in the teacher-student relationship, but not always integrated into teaching practices. The quality of relationships between teachers and students impacts teaching motivation (Camargo et al., 2019). As a mediator of learning, the teacher must create a motivating environment and use resources and didactic strategies to promote active student participation. Another study with primary and secondary school teachers and students in a public school showed that new technologies, such as computers and projectors, make it easier to understand the content and stimulate student interest and participation (Dioginis et al., 2015).

Based on the research presented, it can be seen that the effectiveness of teaching and learning is directly related to building emotional bonds in the classroom and implementing teaching strategies that encourage active student participation. However, it is important to emphasize that the quality of education goes beyond the school, encompassing aspects such as valuing the work of teachers and the conditions of access and performance of students, as well as the role of Public Educational Policies in this process (Dourado & Oliveira, 2009; Ferreira & Santos, 2014).

As for the experience reports, the supervised internships show various possibilities for PEE interventions in the teaching and learning process. Practices include the collective construction of pedagogical strategies, such as playful activities for learning vocabulary, and the use of resources such as posters, songs, collages, and cultural texts. Reflective interviews with teachers are also mentioned, focusing on teaching practices and the affective bond with students (Lopes et al., 2014). In addition, there are reports of observations of classroom dynamics and support in the planning and execution of pedagogical practices (Ferreira et al., 2019).

The actions described in the literature highlight how psychology can contribute to education, especially in teaching and learning relations. These are important for the school climate, impacting student learning and promoting cooperation, trust, respect, and group cohesion (Thapa et al., 2013). The quality of the school climate influences students' academic performance and moral development (Silva & Menin, 2015), highlighting the importance of actions focused on this area to improve the school environment. Therefore, the quality of teaching and learning relations not only directly affects student learning but also shapes the school climate perceived by everyone involved, highlighting the need for interventions to promote a positive psychosocial atmosphere in the institution.

| Social relations and conflicts at school

Scientific publications focused on interpersonal relationships and conflicts that occur at school include research and reports of interventions focused on issues involving moral education (Rodrigues & Bataglia, 2022), coexistence (Zuccoli et al., 2022) and conflict mediation (Koga & Rosso, 2023), 2022) and conflict mediation in the school environment (Koga & Rosso, 2023). Rodrigues and Bataglia (2022) reviewed the national literature on the moral development of children and adolescents until they achieve autonomy at school. They found that many schools promote moral heteronomy, characterized by authoritarian and coercive practices on the part of teachers and managers. Studies also indicate that moral development in educational institutions is linked to participation in decision-making processes, cooperation, and affection between those involved. In addition, two review studies (Ferreira, 2019; Ramos, 2013) highlight that indiscipline and disobedience can be forms of student resistance against the authoritarianism and moral heteronomy prevalent in this context.

Another study sought to evaluate the school climate, with an emphasis on social relations, in a state school. The results indicated that the students perceived little cooperation between peers, except in groups of friends, while the evaluation of the staff's attention was positive. However, there was evidence of problems in interpersonal relationships between students and teachers, including a less positive perception of relationships with teachers, bullying among students, and episodes of violence at school (Zuccoli et al., 2022).

These studies point to the role of educational institutions in promoting students' moral development, although they emphasize that the moral and conflict mediation practices employed in the school environment often take on an authoritarian and imposing character. Interpersonal conflicts are natural and necessary for the moral development of children and adolescents and are characterized as opportunities to work on rules and values. The presence of conflicts is even expected in classrooms where participation and cooperation are encouraged (Vinha & Tognetta, 2009).

Regarding the practices reported, Ferreira et al. (2016) promoted interventions during their supervised internship in PEE to develop social skills among 6th-grade students in a public school, addressing topics such as communication, conflict, cooperation, and empathy. This led to changes in behavior and reflection on interpersonal relationships. Vinha et al. (2016) focused on improving school coexistence after evaluating the climate in public primary schools, including a weekly course on coexistence and morality, conflict mediation and student protagonism. They also carried out training activities for teachers, managers, and other professionals. The results showed improvements in mediation strategies, greater willingness to listen, and better coordination of the school community in class assemblies.

The research, actions, and strategies reported aim to improve social relations in the educational context. To do this, it is recommended to evaluate the school climate and coexistence in each institution, followed by the construction of an ongoing

action plan (Tognetta, 2022). PEE work can promote moral development at school, including interventions to mediate conflicts and improve interpersonal relationships (Viana, 2016). Thus, the quality of coexistence, conflict mediation, and the development of moral practices influence perceptions of the school climate. Proposals that focus on cooperation, relationships, and moral autonomy can promote an environment of well-being and belonging in schools.

| Rules, sanctions and safety at school

Jean Piaget (1994), a renowned researcher into moral development, suggests that children build their moral understanding by interacting with the social environment. In adolescence, this construction reaches an advanced stage, with a more sophisticated understanding of social rules. Piaget identified two stages: the heteronomous stage, where rules are established by adults, and the autonomous stage, which can emerge in adolescence, allowing for greater participation and influence in the internalization of rules. At this stage, complying with norms and accepting sanctions are considered conscious moral choices, indicating a deep understanding of social norms and the consequences of actions.

By establishing rules without students' participation, school management strengthens heteronomy, preventing them from understanding and internalizing the principles of rules and their importance for social coexistence. By imposing rules coercively, students only follow them in the presence of authority, motivated by fear or the expectation of reward (Vinha & Tognetta, 2006). In a democratic school, the rules are constructed jointly by school agents, such as managers, teachers, students, and families, at specific times or assemblies (Zucoloto et al., 2019).

A survey was carried out with 1,031 students and 58 teachers from the final years of elementary school in four Brazilian public schools. The aim was to examine students' participation in drawing up, complying with, and understanding school rules. The results revealed that the schools analyzed rarely allow students to take part in drawing up the rules, resulting in a lack of understanding and non-compliance on the part of the students (Parra & Cruz, 2021). These findings highlight the importance of student participation in drafting school rules and their understanding of the rules' principles.

As for sanctions, their validity is conditional on the democratic and explicit nature of the rules; in this context, they play an educational and corrective role. When rules are broken, sanctions help to set limits, instructing students about responsibilities and consequences. It is essential that sanctions are proportionate and applied fairly, with a view not only to correcting behavior but also fostering students' growth and learning (Archanjo, 2019).

A national study investigated the perceptions of 566 7th to 9th grade public school students and indicated that the main sanctions applied involved cases of aggression between students, including measures such as warnings, suspensions and summoning families. Only one of the four schools evaluated was characterized by a positive climate, where students perceived the sanctions as fair and in line with

the established rules. In other schools, punishments were perceived as unfair and ineffective in solving problems (Vinha et al., 2018).

In addition, schools with authoritarian rules, inadequate infrastructure, and a lack of support can increase students' vulnerability to peer violence (Pavaneli, 2019). The feeling of security, whether emotional, physical, intellectual, or social, is essential for everyone. At school, feeling safe can stimulate students' learning and development, although other factors are also influential. Lack of safety, both physical and emotional, is usually linked to problems in interpersonal relationships and the school environment (Thapa et al., 2013). Therefore, rules, sanctions, and a safe environment play a role in the school climate, which are related to students' experiences and the promotion of an environment conducive to learning and healthy development. These factors are linked to the understanding that an educational context that promotes the development of social (Ferreira et al., 2016) and moral (Rodrigues & Bataglia, 2022) skills among students contributes to the quality of coexistence, climate, and social relationships established at school.

| Bullying between students

The literature offers various definitions of student violence. According to the World Health Organization (WHO, 1996), violence is the use of physical force or power, real or threatening, which can cause damage to health, development, or lead to death. It is a serious global public health problem, with a high prevalence and significant health impacts. Among students, violence can take many forms, such as intimidation, mistreatment, and *bullying*. Bullying, especially among teenagers at school, often occurs in a subtle way, being normalized and seen as a joke in the educational context. These incidents are linked to the formation of adolescents' identities and their interpersonal relationships (Nascimento & Menezes, 2013).

On the other hand, situations of abuse experienced by students can be related to both school performance and the popularity of individuals among their peers (Dias et al., 2023). Regarding *bullying*, peer abuse, victimization, and systematic intimidation are also used in Brazil to refer to this type of violence (Fante, 2005). Olweus (2013), the forerunner of studies on the subject of *bullying*, understood the phenomenon as aggressive intimidating actions against one or more individuals, which occur repeatedly and over a prolonged period, and are marked by an unequal power relation.

Bullying encompasses various forms of aggressive and harmful behavior, classified into several categories: verbal (insults and cursing to cause emotional harm), moral (defamation and spreading false rumors to tarnish reputation), sexual (sexual harassment and abuse causing discomfort), social (exclusion and isolation causing emotional harm), psychological (persecution, humiliation, intimidation to exert control), physical (direct aggression such as punching and kicking), material (theft or destruction of belongings causing damage), and virtual (*cyberbullying* via electronic means to cause embarrassment). Violence can be direct (verbal or physical) or indirect (exclusion, defamation, gossip). Those involved are aggressors, victims, victim-aggressors, and bystanders (Brazil, 2015).

In Brazil, there have been advances in studies on *bullying*, investigating its prevalence (Malta et al., 2019; Malta et al., 2022), victimization and aggression factors (Figueira et al., 2022), and impacts on the health of those involved (Granado et al., 2021). The National Survey of School Health (PeNSE) in 2009, 2012, and 2015 showed an initial increase in the prevalence of *bullying* among ninth-grade students in public and private schools in the Brazilian capitals and the Federal District. The results varied over the years, with a reduction to 12.0% in 2019 (Malta et al., 2022).

In addition, studies show that *bullying* can be related to poor school performance, excessive alcohol use, transgressive behavior (Silva et al., 2020), low parental supervision (Figueira et al., 2022) and family violence (Silva et al., 2021). Regarding *bullying* victimization, studies have associated body and facial appearance, skin color, race (Malta et al., 2022), poor school performance, and feelings of loneliness (Brandão Neto et al., 2022). It is also linked to factors such as lack of parental supervision (Figueira et al., 2022), family violence (Malta et al., 2019), and perception of a negative school climate (Wrege, 2017).

Research has examined the impact of *bullying* on the development and health of children and adolescents. Vieira et al. (2020) identified and analyzed the immediate and long-term effects of *bullying* on the mental health of adolescents, including low self-esteem, depression, suicidal ideation, and attempts. In a theoretical study by Andrade and Li (2020), involvement in *bullying* situations was related to depression, non-suicidal self-harm, and suicide. Granado et al. (2021) investigated symptoms of depression in 19 adolescents involved in *bullying*, highlighting symptoms in all victims and aggressors, with the victims showing more severe symptoms.

Thus, *bullying*, as a declaration of power through aggression, has immediate and delayed negative consequences, and these effects are not restricted only to the victims, since aggressors tend to exhibit antisocial behavior (Zequinão et al., 2019). *Bullying* also has an impact on the school climate, and it is important to consider the urgent need for actions and strategies that contribute to preventing and dealing with violence in the school environment. Among the actions that can reduce cases of *bullying* in institutions are *anti-bullying* intervention programs, which aim to raise awareness, provide information, and combat the phenomenon.

The study by Fernandes and Dell'Aglio (2021), using Positive Psychology, Experiential Method and Participatory Methodologies, consisted of an eight-meeting intervention. The topics covered included *Bullying*, School Climate, Empathy, Respect for Differences, Support Network, School Engagement and Youth Protagonism. The meetings promoted integrative activities between students from different classrooms and family members, following a methodology that involved setting objectives, reviewing the previous meeting, analyzing the topic in the family context, practical activities and a final reflection. After the intervention, the experimental group showed an improvement in the adolescents' perception of *bullying*, quality of life, and social support. This intervention contributed to evidence-based practices in the school context, especially in compliance with *anti-bullying*

legislation, and showed effectiveness and potential to be replicated in other school contexts (Fernandes & Dell'Aglio, 2023).

Silva et al. (2018) conducted a quasi-experimental study with 78 6th-grade students who were victims of *bullying*. The study aimed to see if the development of social skills could reduce *bullying* victimization after 12 months. The intervention consisted of eight weekly 50-minute sessions based on the cognitive-behavioral approach, addressing skills such as civility, making friends, empathy, self-control, emotional expression, assertiveness and interpersonal problem-solving. The sessions included activities such as *role-play*, dramatizations, positive reinforcement, modeling, *feedback*, videos, and homework. The results showed improvements in social skills in the intervention group and a reduction in victimization in both groups (intervention and control). It was concluded that interventions focused on developing social skills can benefit participants' quality of life and social interactions, suggesting their application in interdisciplinary health programs.

Research on *anti-bullying* programs highlights effective strategies, such as promoting awareness, reflection, and behavior change; involving children and adolescents; and encouraging the participation of parents and teachers in meetings (Pérez et al., 2013). Although *bullying* occurs mainly in schools, it is a social problem that requires comprehensive action, involving the school community, professionals from different areas (Psychology, Social Work, Law, etc.), and different bodies and institutions (school, Child Protective Services, police station, and public prosecutor's office). Furthermore, combating intimidation and violence among students involves simultaneously working to promote positive social relations, jointly establishing rules, applying sanctions fairly, and creating a safe school environment for everyone, aspects that were highlighted in the previous dimensions.

| The family, the school and the community

Parental participation in their children's academic life positively influences their view of school and teachers. Parental interest adds value to students' academic careers, while a lack of encouragement can leave them feeling helpless and overburden teachers. Awareness-raising strategies are effective in strengthening the ties between family and school, promoting the active participation of parents in the school community and their children's day-to-day education (Abadio & Ferreira, 2023). Implementing initiatives that promote mutual understanding between parents and the school, encouraging active and conscious participation in students' education, is essential (Silva, 2022).

Still from this perspective, a systematic review of national productions aimed to understand the theme of the 'family-school relationship'. The results indicated that effective communication between family and school benefits academic performance and student success (a dimension assessed for the diagnosis of school climate). The authors highlighted the importance of implementing interventions aimed at this audience (family and school community), which play a significant role in developing children and adolescents (Saraiva-Junges & Wagner, 2016).

Humanization in the interaction between teacher and student and collaboration between family and educational institution are elements that guarantee healthy and beneficial relationships, both for the teaching and learning process and for the well-being of the parties (Papel & Chechia, 2016). The emphasis on humanization highlights the importance of recognizing students' individuality and emotional needs, promoting a school environment that goes beyond merely passing on knowledge (Silva, 2022).

Integrating the school into the community fosters an environment where members share interests and collaborate for student success. Community involvement in school events, educational partnerships, and volunteer programs strengthens ties between the school and the community, promoting a positive school climate (Gohn, 2004). The interaction between family, school, and community is crucial to establishing this favorable climate. That said, the family directly influences students' attitudes as their first socialization nucleus, so parents' engagement in their children's education contributes to a positive school environment. The school, in turn, must offer a welcoming environment that motivates and supports both students and teachers (Abadio & Ferreira, 2023). Thus, a healthy relationship between family, school, and community not only improves academic performance but also promotes students' emotional and social well-being, creating an environment conducive to personal growth.

| The school's infrastructure and physical network

The study by Vasconcelos et al. (2021) aimed to identify whether school infrastructure and public investment in education contribute to raising educational performance in Brazil. The results indicated that the quality of education is influenced by the implementation of infrastructure. In general terms, it was found that municipalities lacking administrative mechanisms aimed at educational management reduce their ability to efficiently use the resources allocated to the sector.

Fernandes and Passador (2023) reviewed local socio-economic and infrastructure characteristics associated with the school performance of basic education students around the world, establishing conceptual and critical discussions on these relationships. The results were similar to those of the study by Vasconcelos et al. (2021), in that both contexts (socioeconomic characteristics and infrastructure) influence student performance.

Carvalho et al. (2020) analyzed the infrastructure and material resources of Physical Education classes in the Miranorte-TO public school system, from the students' point of view. The precariousness and insufficiency of the physical space and materials available resulted in a negative evaluation. This compromised the diversity of body practices on offer and posed a risk to the health of the students, leading to demotivation on the part of the students to take part in the classes. Thus, the infrastructure of the educational institution plays a fundamental role in the school climate. Well-maintained facilities not only provide a safe and comfortable environment, but also positively impact the students' educational experience,

facilitating learning, social interaction and contributing to well-being. Conversely, poor infrastructure, such as crowded classrooms, a lack of technological resources, or poor hygiene conditions, creates obstacles to learning and negatively affects the school climate. Investing in improving infrastructure not only meets students' basic needs but is also essential for promoting an environment conducive to learning, personal growth, and emotional well-being at school (Moro et al., 2018).

The combination of these studies highlights the complexity of the relationships between infrastructure, local socio-economic characteristics, and school performance. This understanding informs educational practices and policies that seek to promote quality education. Thus, the influence of the dimensions of the school climate becomes evident, since it refers to the set of characteristics, interpersonal relationships, values, norms, and perceptions that permeate the educational environment in an academic institution (Moro et al., 2018). Evaluating and understanding the school climate is fundamental to implementing effective improvement strategies aimed at creating an environment conducive to the academic, social, and emotional growth of those involved in the educational community.

| Conclusions

The aim was to carry out a detailed and critical analysis of national scientific productions that address the six dimensions of school climate in students' perceptions, as outlined by Moro et al. (2018), using a narrative review approach. When it comes to the relation between teaching and learning, the quality of interactions in this process is crucial for students' development at school. The importance of factors such as affectivity, motivation and the use of pedagogical resources to promote an environment conducive to effective learning was highlighted. Regarding social relationships and conflicts at school, the importance of positive relationships and effective participation in cultivating a sense of belonging among students is evident. Issues such as the prevalence of authoritarian practices, problems in interpersonal relationships, and instances of bullying call for targeted interventions to promote healthy coexistence and the moral development of students.

The effective enforcement of rules, sanctions, and security measures in schools is crucial to promoting a positive school climate and the healthy development of students. Studies indicate that student participation in setting rules is essential to ensure understanding and compliance, while fair and educational sanctions help to set limits and teach responsibility. However, challenges remain, such as the perception of unfairness in sanctions and the increase in school violence. Regarding school *bullying* situations, research over the years has contributed to understanding the factors involved and their effects on the mental health and well-being of children and adolescents. Intervention programs have been shown to effectively reduce victimization and develop social skills, emphasizing the importance of interdisciplinary and participatory approaches. Combating *bullying* requires coordinated and inclusive action by the entire school community and other

sectors of society. It is a social problem that impacts not only schools but also fundamentally individuals' and society's lives.

The importance of family, school, and community in creating a positive school climate is highlighted. Parental involvement in their children's academic lives directly impacts their performance and attitude towards school, while collaboration between teachers and students promotes a healthy, student-centered learning environment. In addition, the quality of schools' infrastructure and physical space plays an important role in students' educational performance. In this sense, this study is relevant to understanding the impact of these dimensions on the school climate, in a broad and joint way. One difficulty is the scarcity of productions that address these impacts in an integrated manner and suggest global interventions aimed at these issues. Finally, as a limitation, this study may have selection bias in the materials included, depending on the researchers' interpretation. Therefore, it is suggested that future research explore the relationship between school climate and long-term educational outcomes in more depth, using direct observations of the school environment, interviews with students, parents, and teachers, and quantitative data collection. It is also recommended that these findings be used to support the development of interventions aimed at promoting a positive school climate in schools.

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| Resumo

Objetiva-se realizar uma análise detalhada e crítica das produções científicas nacionais que abordam as seis dimensões do clima escolar na percepção dos alunos, conforme delineado por Moro et al. (2018): as relações com ensino e a aprendizagem; as relações sociais e os conflitos na escola; as regras, as sanções e a segurança na escola; as situações de intimidação entre os alunos; família, escola e comunidade; a infraestrutura e a rede física da escola. A revisão narrativa abrangeu artigos, livros, dissertações e teses, a partir das categorias predefinidas por Moro et al. (2018), sendo utilizada a análise de conteúdo. Os resultados indicam que essas dimensões, abordadas separadamente nos diferentes estudos analisados, impactam no clima escolar de maneira ampla e conjunta, influenciando especialmente no processo de ensino e aprendizagem e na qualidade de vida da comunidade escolar. Destaca-se a necessidade da construção de intervenção para fortalecer e promover um clima escolar positivo.

Palavras-chave: Ambiente Escolar. Aluno. Escola. Psicologia da Educação.

| Resumen

El objetivo es realizar un análisis detallado y crítico de las producciones científicas nacionales que abordan las seis dimensiones del clima escolar en la percepción de los estudiantes, según lo señalado por Moro et al. (2018): relaciones con la enseñanza y el aprendizaje; relaciones sociales y conflictos en la escuela; reglas, sanciones y seguridad en la escuela; situaciones de acoso entre los estudiantes; familia, escuela y comunidad; infraestructura y red física de la escuela. La revisión narrativa abarcó artículos, libros, disertaciones y tesis, a partir de las categorías predefinidas por Moro et al. (2018), utilizando el análisis de contenido. Los resultados indican que estas dimensiones, abordadas por separado en los diferentes estudios analizados, tienen un impacto amplio y conjunto en el clima escolar, influyendo especialmente en el proceso de enseñanza y aprendizaje y en la calidad de vida de la comunidad escolar. Se hace hincapié en la necesidad de realizar intervenciones para reforzar y promover un clima escolar positivo.

Palabras clave: Entorno escolar. Alumnos. Escuela. Psicología de la educación.

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