

HEALTHY SCHOOL CLIMATE

SCHOOL CLIMATE

- Refers to the overall physical and psychological atmosphere in a school.
- The behaviors, attitudes, and beliefs that worked well in the past are taught to others.
- In a protective school climate, adults and students practice prosocial behaviors.
- Climate operates at three levels:
 1. Artifacts—visible organizational structures and materials (such as drug-free school posters, parent volunteer system, and displays of student work).
 2. Expressed values—explicitly written or stated beliefs and policies, such as vision, mission statements and personnel policies.
 3. Underlying assumptions—unspoken attitudes and beliefs about “the way things are in this school.”
- Climate is the most pervasive influence in a school and even seemingly minor steps to create a positive climate can have profound effects on students’ lives.

ROLES AND RESPONSIBILITIES	
Students: <ul style="list-style-type: none">• Have responsibilities in contributing to the school, to build their pride in and connection to the school.• Need developmentally appropriate opportunities to assume positive roles, make use of their assets, and receive praise for competence and positive actions to become responsible self-confident adults.	All Staff Members: <ul style="list-style-type: none">• They are role models of positive behavior. They also have the responsibility to reach out to antisocial, rejected, or apparently troubled students by creating opportunities for these students to increase their participation in the climate and activities of the school.
Principals: <ul style="list-style-type: none">• They establish ways of doing things in the school that maintain and support a positive, protective climate.	Teachers: <ul style="list-style-type: none">• They establish ways of doing things in the school that maintain and support a positive, protective climate.

TOOLS

Teachers and students can use strategies to reinforce a positive climate in the classroom.

TEACHERS	STUDENTS
• Help children get to know each other’s strengths through activities.	• Advise each other about classroom social behavior and resolve conflicts.
• Promote cooperation over competition.	• Help newcomers and classroom visitors become part of the group.
• Build relationships with students.	• Praise and support each other.
• Base lessons on students’ strengths.	• Help each other complete tasks.